

MARSDEN HIGH SCHOOL



**STUDENT WELLBEING
&
MANAGEMENT GUIDELINES
2021**

Introduction

Rationale

The Student Wellbeing and Management guidelines of Marsden High School reflects the core values and codes of conduct of NSW Government schools. Fundamental to these guidelines is the concept of making our school a better place for everyone- students, staff, parents and the local community by promoting a quality learning environment which is inclusive, safe and secure.

Aim

Student Wellbeing and Management at Marsden High School encompasses all that is done to meet the learning, personal and social needs of the students in a safe, caring school environment. We will help young people reach their full potential by offering diverse learning opportunities that support the attitudes, values and skills necessary to engage in a productive career and lifelong learning.

The emphasis and ultimate aim is for student self-management:

- The school expects that parents will share the responsibility of shaping their children's understanding and attitudes towards acceptable behaviour and positive learning outcomes.
- The school expects that students have the opportunity to enjoy many opportunities to enjoy success, receive recognition for their efforts, make useful contributions in their life at the school, and derive enjoyment and satisfaction from their learning.
- Students who find it difficult to follow core values and school expectations will be supported and provided with opportunities to make positive changes to their behaviour before management and/or procedures are implemented. When applicable, these management procedures will be consistent with legislative and Department of Education policy, and incorporate the principles of transparency, equity and fairness.

Background

This document contains information on the student wellbeing system at Marsden High School. Marsden is a comprehensive school that provides quality educational opportunities for students from our local community. Marsden has a significant number of international students. We have a diverse range of learners, ranging from the academically gifted to students requiring learning support. Our community supports the provision of broad ranging learning opportunities, with a strong focus on a well-rounded education. We foster high standards and have high expectations that every student will succeed in their learning.

Underpinning Policies and Procedures

This policy should be read and interpreted in conjunction with:

Aboriginal Education Policy

Anti-Racism Policy

Bullying: Preventing and Responding to Student Bullying in Schools Policy

Drugs in Schools Policy

Mentoring Students Policy

Child Protection Policy; responding to and reporting students at risk of harm

Student Discipline in Government Schools Policy

Student Welfare Policy

Suspension and Expulsion of School Students Procedures

The Wellbeing Framework for Schools

Values in NSW public schools

Student Wellbeing Overview

In order to provide the students of Marsden High School with quality education, a safe and happy learning environment is encouraged so that students become self-directed, life-long learners who can create a positive future for themselves. Student wellbeing is enhanced when all members of the school community participate in the learning programs and life of the school.

Wellbeing

Wellbeing is a measure of happiness and studies show that the following concepts enhance our wellbeing:

- having good relationships with others
- the company of friends
- rewarding work
- a good diet and physical activity
- sound sleep
- engaging leisure

Optimism, trust self-respect and autonomy also make us happier. Having clear goals to work towards, a 'sense of place' and belonging fosters wellbeing.

Marsden High School Expectations for Effective and Positive Behaviour

At Marsden High School we are focused on building and supporting educational outcomes for all learners by putting in place sustainable school-wide, classroom and individual systems of support.

- Positive Behaviour for Learning (PB4L) is a research validated, behaviour management practice, where quality learning environments are created, great teaching and learning occurs, as a whole school focus.
- We have an established proactive school wide system for defining, teaching and supporting appropriate student behaviours.
- The result of PB4L is a positive school environment in which learning and student engagement is enhanced through increased quality teaching time and consistent expectations of behaviour.

The following strategies form the structure for building positive and engaging learning environments for all students:

1. Positively and regularly reinforce positive student behaviours
2. Help teachers intervene effectively to manage behaviour in both classroom and non-classroom environments
3. Pro-active supervision in all areas of the school
4. Formal instruction in social skills
5. Help students to regulate their own behaviour
6. School-wide discipline policy including clear and fair consequences

Marsden operates with The Wellbeing Framework for Schools:

- Quality relationships (Connect)
- Quality teaching and learning (Succeed)
- Quality systems (Thrive)

All students are expected to follow the CARE code of school and classroom behaviours.

Marsden Reward System, Discipline System and CARE Code of Behaviours

What's involved?

- Expectations for student behaviour are defined by a school based team with all staff input
- Effective behavioural support is implemented consistently by staff and school executive
- Appropriate student behaviour is taught
- Positive behaviours are publicly acknowledged
- Problem behaviours have clear consequences
- Student behaviour is monitored and staff receive regular feedback
- Effective behavioural support strategies are implemented at the school-wide, specific setting, classroom, and individual student level
- Effective behavioural support strategies are designed to meet the needs of all students

School-wide Positive Behaviour for Learners Goals

- Build systems that make it easier to teach
- Create environments that encourage (rather than discourage) pro-social behaviour
- Teach all students what is expected
- Provide a continuum of behaviour and learning support to students who need more support to be successful

CARE Code of Behaviours

At Marsden High School, all students have the right to feel happy and safe at school and enjoy learning. The school's core expectations for all students and staff are set out below, this is the foundation of a well-disciplined, effective and encouraging learning environment.

At Marsden we:		
C	COOPERATE	Follow staff instructions Arrive on time Act safely
A	ACHIEVE	Succeed through effort Come prepared for every lesson Ask for help when needed
R	RESPECT	Show courtesy to everyone Take responsibility for our own actions Wear the school uniform correctly
E	EVERY DAY	

RECOGNISING AND CELEBRATING ACHIEVEMENT: AWARD SYSTEM

Positive recognition encourages students to reach their full potential and Marsden High School acknowledges student effort and achievement in both informal and formal ways.

Merit System

The school's formal merit system is as follows:

Bronze awards are handed out to students who follow our CARE principles.

Silver awards are attained when students have collected 10 Bronze awards, or have displayed school service, sporting success or academic success. Silver awards are handed out at year meetings.

Gold awards are attained when students have achieved 3 Silver awards. Gold awards are handed out at year meetings/assemblies. Students will also receive a \$5 canteen voucher in recognition for their achievements.

At the end of the year, there will be a reward day to celebrate students who have achieved at all levels of merit. The student in each year group with the highest number of Gold awards may also be eligible to receive a Marsden medallion at presentation day at the end of the year.

Year Group Meetings

Student achievements and experiences are reported at year group assemblies. In addition, speakers of interest to students, who have achieved in various fields, are invited to present their experiences and to motivate students at these assemblies.

PB4L Excellence Assemblies

Students who have demonstrated the Marsden CARE Code of Behaviours, and those who have demonstrated significant improvement, are recognised at an assembly in Terms 2 and 4.

Newsletter & Media Coverage

The newsletter is published three times per term and it informs the Marsden community of the activities of the school as well as the success of individual students. It is also used to inform parents of upcoming events. Marsden also uses social media – Facebook, Instagram and Twitter – to celebrate student and school success. The local media are also kept informed of student achievements and initiatives by the school.

STRATEGIES TO PROMOTE GOOD DISCIPLINE AND EFFECTIVE LEARNING

Students who interrupt the learning of others, interrupt the teacher endeavouring to teach and not supporting the CARE expectations will have consequences for their actions.

Discipline problems are far less likely to occur if a student feels that his or her needs are recognised and catered for. The broad curriculum, the support for the special needs of individuals, the extracurricular and leadership opportunities are coupled with the ongoing professional development of staff to support quality teaching and learning.

Students at Marsden High School know that infringements of school rules and the code of conduct will result in varying consequences. These consequences occur within a framework that initially involves the classroom teacher but with repeated infringements involves other people in the school. At various stages of this process, or in response to the severity of the student's inappropriate behaviour, a "Formal Caution" may be issued.

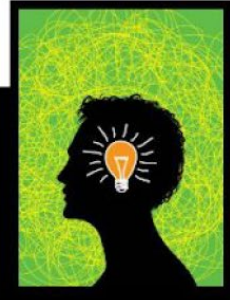
The Making Choices Framework

Marsden uses this framework to encourage students to take ownership of their own behaviour to enable them to maintain a positive attitude towards learning. There are four steps:

1: **A chance to THINK ...**

These words are a cue to students that they have now entered the formal Making Choices Framework. It is a verbal reminder to think about what choices they need to make to prevent moving further through the framework.

2: **Think AGAIN** and make a choice



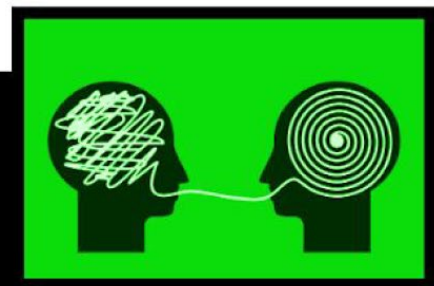
The student will be told of the CARE values and/or classroom rules they need to address. The student now needs to make a choice to change their behaviour and meet their responsibilities.



3: **Time to REFLECT**

If student has been unable to correct their behaviour, they are given the opportunity to complete a reflection sheet to help them understand why they have made the choices leading to this step. A 'reflection desk' or an after class discussion may be used for reflection time. Other students are not to engage with them during this time. If these expectations are not met or a non-serious attempt is made, they will immediately move to the fourth step.

4: **WORK it out ...**



This final step in the framework will result in a call to the Head Teacher or Deputy Principal so they can work it out. Behaviour data records will be checked to assist in determining what has led to the student needing to participate in a 'Work it out' session. Behaviours, consequences and strategies for replacement behaviours will be discussed in order for successful learning in class.

Behaviours resulting in an immediate 'Work it out' include: violent/threatening behaviour, targeting behaviour and sexualised language.



Behaviour Management - Continuum of Supports



Teacher managed supports

- Broad repertoire of classroom strategies plus:**
- Verbal correction
 - In class time out
 - Loss of privileges
 - In school detention
 - Personal reflection
 - Reflective assignment
 - Apology
 - Parent contact

Head Teacher managed supports

- All Low Level consequences plus:**
- After School Detention
 - Yellow book
 - Mediation
 - Wellbeing referral
 - Parent meeting
 - Faculty letters
 - Learning supports
 - In faculty time out

Senior Executive managed supports

- All Medium Level consequences plus:**
- Internal supports
 - Formal Caution
 - Think again program
 - Case management
 - External supports
 - Short Suspension
 - Long Suspension
 - Expulsion

Low Level Behaviours

- Calling out / excessive noise
- Out of seat / assigned area
- Inappropriate tone / talking back / attitude
- Not following instructions
- Non attempt of work
- Disrupting others / class
- Misuse of electronic equipment
- Food and drink in class / buildings
- Late to class
- Lying / dishonesty
- Non directed swearing
- Inappropriate use of belongings
- Inappropriate items at school – minor risk
- Throwing objects / water
- Inappropriate displays of affection
- Unsafe rough play – minor risk
- Verbal put downs / teasing
- Spitting
- Touching another’s property
- Littering
- Out of bounds
- Running inside buildings

Medium Level Behaviours

- Persistent low level behaviours
- Continued disobedience after teacher intervention – classroom / playground
- Continued insolence / talking back
- Breach of electronic device policy
- Class truancy
- Instigating
- Directed swearing / gestures
- Unsafe rough play – moderate risk
- Inappropriate items at school – moderate risk
- Continued dishonesty / cheating
- Forgery
- Inappropriate / violent / offensive drawings
- Throwing objects at others
- Invasion of privacy

High Level Behaviours

- Persistent medium level behaviours
- Aggressive behaviour – physical contact (person or clothing)
- Hostile towards students / staff / community
- Weapons
- Threats / violence
- Vandalism
- Directed swearing / gestures at staff
- Verbal abuse
- Smoking
- Alcohol or drugs (paraphernalia)
- Racism / discrimination
- Harassment
- Stealing
- Pornography / sexting
- Bullying / cyberbullying
- Leaving the school grounds
- Major disrespect towards adults
- Unsafe behaviour with intent or potential to cause injury
- Major invasion of privacy
- Inappropriate items at school – major risk

Roles and Responsibilities - Student Wellbeing and Management System

<p>Principal:</p> <ul style="list-style-type: none"> - Provide leadership and direction. - Be a role model - Disseminate DoE policy information and training to all staff - Ensure all procedures are in line with DOE policies and procedures - Oversee all complex wellbeing and management issues - Liaise with staff, student, Parents and relevant DOE personnel - Issue & monitor conduct resolutions 	<p>Teachers:</p> <ul style="list-style-type: none"> - Positive role model - Establish classrooms that have positive learning environments - Liaise with Head Teacher re student issues and use notification in Sentral - Use the language & structure of PB4L as a role model for staff & students - Make contact with caregivers, Parents where appropriate and necessary - Ensure positive student achievement is acknowledged and rewarded with bronze awards - Monitor and support classroom behaviour
<p>Deputy Principals:</p> <ul style="list-style-type: none"> - Provide leadership and direction. - Be a role model - Facilitate training and development opportunities for staff in PB4L - Overall responsibility for the implementation of school guidelines and procedures - Liaise closely with Head Teachers and Wellbeing Team personnel - Refer serious conduct issues to Principal - Issue and monitor RED Book - PB4L implementation, training and review 	<p>Year Advisers:</p> <ul style="list-style-type: none"> - Be a positive role model for students and be a mentor to those in need - Students' first stop for support - Parents' contact for information and advice - Disseminate information for staff - Liaise with staff, executive and the Wellbeing Teams re student issues - Use the language & structure of PB4L as a model for staff & students - Assist caregivers, staff and students with wellbeing issues as they arise - Undertake this position in line with relevant role statements - Primary function to support a student's academic and social progress - Monitoring of reports/ progress reports, the organisation of follow-up letters and interviews for unsatisfactory students
<p>Head Teacher Learning & Wellbeing:</p> <ul style="list-style-type: none"> - Clear, consistent, timely information dissemination to staff about students - Work with complex wellbeing and management issues in a sensitive manner - Liaise with staff, students, carers and relevant DOE personnel - Make referrals for funding and DOE support and coordinate funding - Manage student wellbeing triage system 	<p>Parents:</p> <ul style="list-style-type: none"> - Provide student with full uniform, sports uniform and correct equipment - Provide relevant documentation to the school, where necessary - Encourage child to be a "CARE" learner at all times - Contact school, where necessary, if any issues needs resolving - Read newsletter and school website to know about current activities - Provide feedback to recognise their child's achievement and engagement
<p>Head Teachers:</p> <ul style="list-style-type: none"> - Provide leadership and direction within faculty in Wellbeing & Management - Record and follow up all incidents on Sentral with relevant statements & documentation attached - Liaise with senior executive and the Wellbeing Team re student issues - Use the language & structure of PB4L as a role model for staff & students - Make contact with caregivers and conduct interviews, where necessary 	<p>Students:</p> <ul style="list-style-type: none"> - Be a "CARE" learner at all times - Use the SRC/SLC and Prefect Leadership Team to bring up issues of concern - Participate in PB4L and wellbeing activities with enthusiasm - Be familiar with the school expectations and follow them - Save Bronze and Silver Awards and submit for Gold Awards

Behaviour Management

Classroom Strategies

An integral part of the PB4L approach is that positive behaviours need to be taught and managed by classroom teachers. Students need to not only be aware of expectations but these expectations need to be explicitly taught and applied in a consistent manner across all classrooms. Staff response to inappropriate behaviour must apply consequence that is logical and responds at a level that considers the level of the student's behaviour. Lists of strategies are outlined below, starting with those providing least disruption to lessons. Teachers should target their response and move from low to high, incorporating the keywords of respectful, responsible and successful and referring to expectations as much as possible.

Tactical Ignoring

- Decide to ignore attention-seeking behaviour
- Use eye-scanning to monitor the disruption without acknowledging it
- Give attention to on-task behaviour
- Know what behaviour to tactically ignore
- Know how long to ignore before going to the next step

Non-Verbal Messages

- Eye contact
- Facial expression
- Proximity to disruption
- Hand signals

Directions and Desists

- Express the intended behaviour clearly and simply
- Avoid debate or discussion
- Use the student's name – pause for acknowledgement – make statement – use manners
- Always expect compliance
- Describe the situation followed by a direction
 - “Peter, the bench is still dirty. Please **cooperate** and clean it up”
 - Express a need followed by a direction
 - “Sally, I cannot speak to the class while you are talking. Please be **respectful** and quiet”

Rights Reminders or Restatement

- Exceptionally important in the early stages with a new class
- Refer the student back to the expectations
- Remind the student yourself of how they are not being **cooperative, achieving** and **respectful every day (CARE)**
- Have the student explain how they could be **CARE**
- Have another student explain how the student could be **CARE**
- Use with a direction or desist
 - “Sally, you are not being **respectful** by speaking while I am speaking. Be quiet please”
 - “Sally, how are you not being **respectful** when you speak while I am speaking? – RESPONSE – Be quiet then thanks”
 - “Can someone put their hand up and tell Sally why talking when someone else speaks is **disrespectful** – RESPONSE – Sally, be respectful please”

Question and feedback

- Achieves feedback from the student
- Breaks the disruptive behaviour
- Focuses student on the inappropriate and appropriate behaviour
- Must be used at close range
 - “What are you doing?”
 - Students usually respond with “Nothing”, if that is what they are doing agree with them or tell them what they are doing
 - “What should you be doing?”
 - Use a clear direction telling them what they should be doing
 - Leave expecting compliance and monitor with discrete eye-scanning

A Clear and Simple Choice

- Allows students to choose from two clear alternatives
- Places responsibility for behaviour and consequence directly on the student
- Be firm and assertive and immediately follow up on the consequence
 - “Peter, you can either be **responsible** and clean up the bench now or at lunch”
 - “Sally, you can either be **respectful** and stop speaking now or move to this seat on your own.”
- If the student wants to argue, repeat your choice exactly as before (Broken Record)
- If after 2 repeats, enforce the consequence.
- Once you have got to this level, you are giving the child a formal warning and beginning the “Making Choices” framework

Isolation within the room

- Movement to a seat within the main body of the room away from other students.
- Isolation requires follow up with a “Green Reflection” sheet

Exiting the classroom

- If a student’s behaviour is extreme (abuse; violence; dangerous) or continues to disturb the classroom after they have been isolated they must be immediately exited from the room
- Stop discussing the matter with the student.
- Send a reliable student with a note to the Head Teacher or the delegated HT or teacher to come and remove the student.

Follow Up – “Work it Out”

- A vital part of a management plan
- It must be done by the teacher as the problem is between the teacher and the student
- It is an opportunity to explain student behaviour
- It allows for the teacher and student to plan for behaviour in future lessons
- **Can I see you please**
 - A brief follow up during class or “after class chat”
 - Clearly express your need or describe the situation
 - Reflect student back to how their behaviour contradicts **CARE**

- Clearly state what is required in terms of **CARE**
 - Give them a clear and simple choice
 - Ask them to put it in their own words for understanding
 - “You clearly understand – I need you to start doing it now”
- **Out of Class**
 - Shows a high level of concern and commitment
 - Do not talk for great length as they are on someone else’s time
 - Usually after a previous no show
 - “What did I ask you to do?”
 - “What did you do instead?”
 - Clearly state what is required in terms of **CARE**
 - Give them a clear and simple choice framed in the language of **CARE**
 - Ask them to put it in their own words for understanding
 - “You clearly understand – I need you to ...”

Lunch Detention

- Teachers placing students on Detention need to adhere to the Marsden HS Detention Procedures
- While on Detention, approaches may include the following
 - A logical consequence
 - Completion of a Green Reflection sheet
 - Discussion of responses on Reflection sheet in terms of **CARE**
 - Enter on SENTRAL with Teacher/HT actions listed above incident
 - Commitment for improvement

Support Structures

An integral part of the PB4L approach is that systems of support are necessary for both students and adults. Effective behavioral support strategies need to be implemented at the school-wide, specific setting, classroom, and individual student level. Effective behavioral support structures need to be employed to meet the needs of all students. This will provide a continuum of behaviour and learning support to students who need more support to be successful.

Learning Support Team

Students with complex additional needs in learning are supported by a team of staff that have specialist training to work with these students. The students may have autism, behaviour problems, problems accessing the curriculum, language and communication problems along with those who have motor coordination difficulties. At Marsden High School, the Learning Support Team meets to discuss programs and support available for students. Depending on agenda items, the Principal or Deputy Principal, a Year Adviser, and HT Junior or Senior School may attend. Teachers may make a referral of a student they feel is experiencing learning difficulties via Sentral.

Wellbeing team

At Marsden High School a Learning and Wellbeing Team has been established to coordinate the application of Department of Education policies and procedures. Meetings are chaired each fortnight by the Learning Support & Wellbeing Head Teacher with Year Advisers, ARCO, Girls Supervisor, School Psychologist/Counsellor, Student Support Officers, HSLO to discuss the learning and wellbeing needs of individual students. The Principal or Deputy Principal may also attend these meetings. Students requiring support are highlighted by an evaluation of teacher entries on SENTRAL which is a database on the school network. Referrals to the Learning Support Team can also be made using Sentral.

Peer support

The Peer Support program focuses on developing communication skills, self-confidence and self-esteem. It can benefit most primary and secondary students. Better communication between all sectors of the school community - students, their peers, younger students, older students, teachers and parents/carers is an important goal. The program usually includes a 'buddy program' where older students team up with younger students to offer them support. Improved self-awareness and self-esteem can help students resist peer group pressure that may be harmful to them.

All schools seek to empower students by teaching them the skills they need to resolve conflicts. This improves relationships and allows for the possibility that conflict can be productive and positive. The self-empowering aspect of mediation - students participating in decision-making about issues central to their lives - makes it an important tool for fostering self-regulation, self-esteem and self-discipline. It also contributes to the development of students who are self-governing and self-regulating members of the school and broader community.

Pastoral Care

Year Advisers perform a fundamental role for all students under their care. Individual students can either be mentored by an individual Year Adviser or a specific classroom teacher. Regular meetings are scheduled with the student so that a program of support can be implemented.

External Support Structures

Local Welfare Agencies

This short list of some welfare agencies may be of assistance to students and their families who have specific welfare needs. Further advice and a more complete directory of local welfare groups, support groups, church groups, youth organisations and private counselling services may be obtained by telephoning the school psychologist/counsellor. Appointments with the school psychologist/counsellor may be obtained by calling the school on 9874 6544.

Agencies	Web
DCJ:132 111	http://www.community.nsw.gov.au/
Lifeline: 131 114	https://www.lifeline.org.au/
Kids Helpline: 1800 551 800	https://kidshelpline.com.au/
Family Planning NSW 1300 658 886	https://www.fpnsw.org.au/
Youth Beyond Blue 1300 224 636	https://www.youthbeyondblue.com
Head space	https://www.headspace.org.au/
Stymie	https://stymie.com.au/

Raise Mentors

Professionals facilitate mentor sessions with students experiencing difficulties. The program runs for eight to ten weeks and students are withdrawn from class. They meet in the common room and work through a program of activities that encourage motivation, increased self-esteem and positive peer relationships. Referrals can be made via the school wellbeing team, LST and the school counsellor.

Youth Workers

Targeted students may benefit from regular contact with an outreach worker who focuses again on building self-esteem and working towards a smooth transition from school to work. Referrals can be made via the school counsellor.