Eden Marine High School Behaviour Support and Management Plan

Overview

Eden Marine High School is committed to fostering a safe, respectful, supportive and inclusive learning environment where every student can thrive academically, socially, and emotionally. High expectations for student behaviour are established and maintained through explicitly teaching and modelling positive behaviour. We work in partnership with parents/carers to support all students to be engaged in their learning, and participate positively in society, so they are prepared for rewarding lives, post-school education, training and work.

Our school values, Respect, Responsibility and Resilience, are underpinned by the principles of self-regulation, social-emotional learning and restorative practices. Our processes are founded on the principles of positive behaviour, choice, trauma-informed practice and inclusive practice. Our processes, in partnership with parents/carers, support students to make responsible behaviour choices, acknowledge harm and learn from their behaviour and actions. Programs valued by the school community prioritise social and emotional learning, focus on building, maintaining and restoring positive relationships, and support the prevention of bullying through an explicit focus on:

- Positive Behaviour: School-wide behaviour expectations are explicitly taught to promote a positive school climate and proactive behaviour management.

- Social-emotional curriculum: Social and emotional skills are explicitly taught to support student wellbeing through the promotion of self-regulation, self-awareness and the development of strategies to appropriately self-manage emotions and behaviour.

- Peer support: A peer-led approach to wellbeing empowers students, builds positive relationships, develops social and emotional skills, and contributes to a positive school culture.

- Restorative Practices: A personalised approach to wellbeing encourages responsibility, repairs harm and builds positive relationships.

Partnership with parents and carers

Eden Marine High School partners with families to develop and implement student behaviour management strategies, including for bullying behaviour by:

- inviting family and student feedback through formal and informal means such as surveys, community meetings and consulting with the school's P&C Association and local AECG.

- using concerns raised through complaints procedures to review school systems, data and practices.
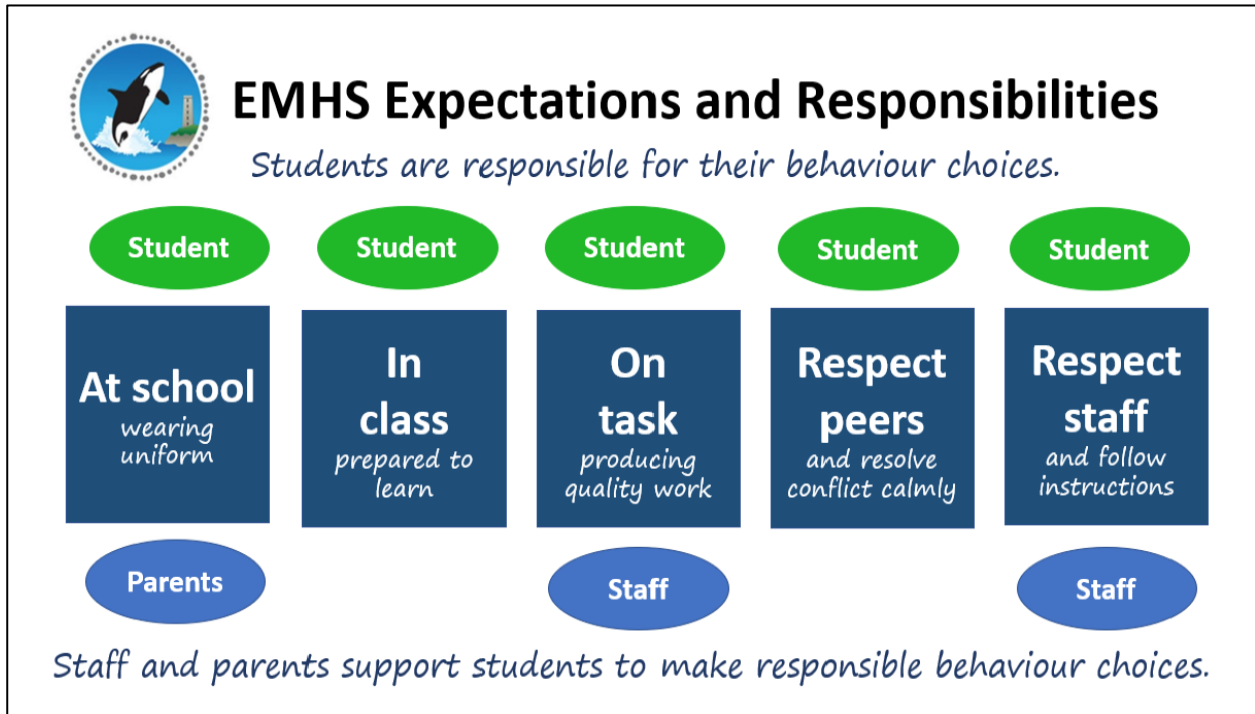
Eden Marine High School will communicate these expectations to parents/carers and provide links to information and resources in the Behaviour support toolkit through the school website and Sentral Parent Portal. The School Community Charter (PDF 1.4 MB) outlines the important role parents and carers play in creating a positive learning environment for our students. Parents and carers can expect:

- to be welcomed into our school to work in partnership to promote student learning

- timely, polite, informative and solutions focussed communication

- professional relationships with school staff based on transparency, honesty and mutual respect

- to be treated fairly. Tolerance and understanding are promoted as we respect diversity.
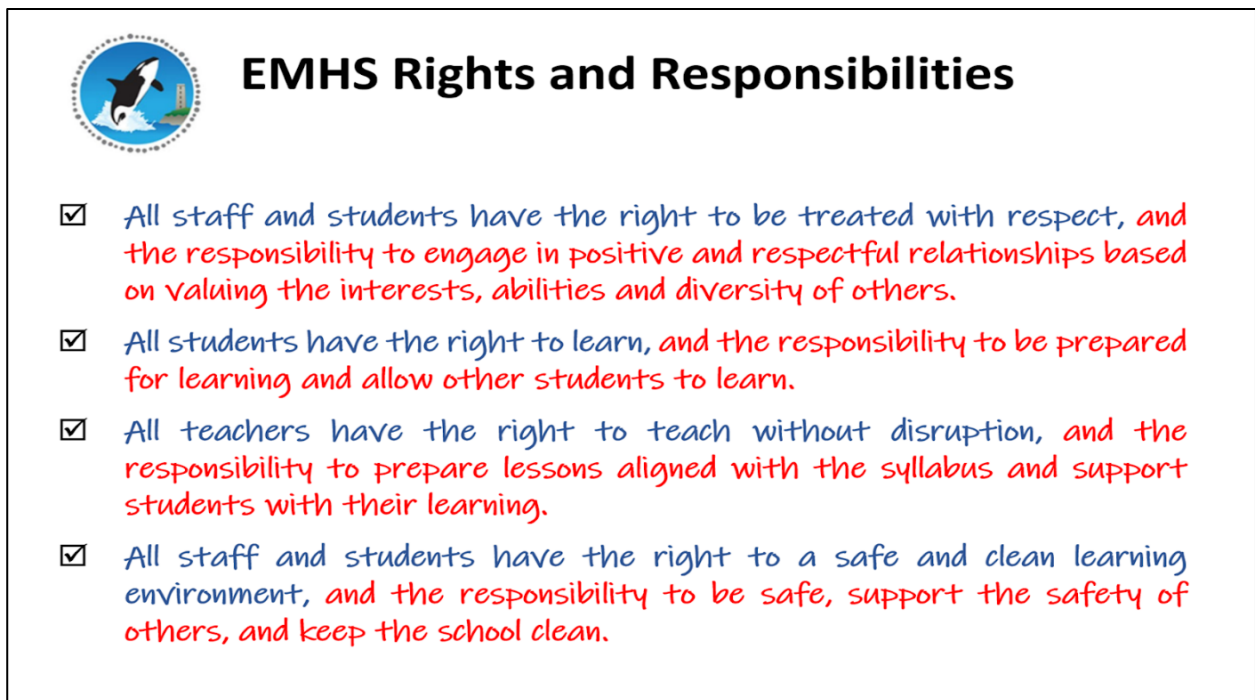
School-wide expectations and rules

Everyone at Eden Marine High School is required to know the school's 5 expectations. These expectations are designed to:

- ✓ keep everyone safe
- ✓ ensure the smooth operation of the school
- ✓ provide the best possible opportunity for all students to learn
- ✓ provide the best opportunity for everyone to achieve their potential.

EMHS Expectations and Responsibilities

Students are responsible for their behaviour choices.

Student	Student	Student	Student	Student
At school wearing uniform	**In class** prepared to learn	**On task** producing quality work	**Respect peers** and resolve conflict calmly	**Respect staff** and follow instructions
Parents		Staff		Staff

Staff and parents support students to make responsible behaviour choices.

Eden Marine High school expects all students to be respectful, responsible, resilient learners.

EMHS Rights and Responsibilities

☑ All staff and students have the right to be treated with respect, and the responsibility to engage in positive and respectful relationships based on valuing the interests, abilities and diversity of others.

☑ All students have the right to learn, and the responsibility to be prepared for learning and allow other students to learn.

☑ All teachers have the right to teach without disruption, and the responsibility to prepare lessons aligned with the syllabus and support students with their learning.

☑ All staff and students have the right to a safe and clean learning environment, and the responsibility to be safe, support the safety of others, and keep the school clean.

Our school expectations, rights and responsibilities come from our 3 key values:
- o Respect
- o Responsibility
- o Resilience

Everyone at our school is expected to be respectful, to be responsible for their own choices and actions, and to develop resilience.

	Respect	Responsibility	Resilience
Assembly Year Meetings Roll Call	▪ Follow teacher instructions. ▪ Listen attentively. ▪ Hats off (indoors).	▪ Arrive on time, wearing uniform. ▪ Sit quietly in allocated space. ▪ Allow others to listen attentively without disruption.	▪ Raise hand and wait for appropriate time to speak and ask questions. ▪ Wait patiently to be dismissed in an orderly manner.
Classroom Wellbeing Hub Learning and Resource Centre (LARC)	▪ Follow teacher instructions. ▪ Do not talk to other students during teacher instruction. ▪ Follow learning space expectations. ▪ Hats off (indoors). ▪ Use appropriate language. ▪ If you arrive late, wait at door for teacher, offer an apology, and quietly enter the learning space. ▪ Use your manners; please, thank you, excuse me and a raised hand to ask for help. ▪ Use school property with care.	▪ Arrive on time, wearing uniform. ▪ Bring equipment and books. ▪ Allow teacher to teach and others to learn without disruption. ▪ Engage in all learning activities. ▪ Calmly enter and exit learning space. ▪ Raise hand and ask for help if you are unsure of a concept or what you are required to do. ▪ No food or drink to be taken into the learning space. ▪ Put rubbish in bin and keep learning space clean.	▪ Wait until others have finished talking before starting to speak. ▪ Take turns and work cooperatively with others. ▪ Appreciate the skills, perspectives and diversity of others. ▪ Respond to challenges in a socially acceptable manner. ▪ Use challenges to learn and grow.
Sport	▪ Follow teacher instructions ▪ Follow game rules. ▪ Use appropriate language. ▪ Use school property with care. ▪ Keep activity space clean.	▪ Wear sport uniform ▪ Arrive at meeting points promptly. ▪ Participate in all activities. ▪ Allow others to participate in activities without disruption.	▪ Stay with your group throughout activity. ▪ Appreciate the skills of others. ▪ Use challenges to learn and grow.
Playground	▪ Use appropriate language. ▪ Be aware of the personal space of others. ▪ Use school property with care. ▪ Always put rubbish in the bin and keep playground space clean.	▪ Stay within bounds. ▪ Return borrowed equipment. ▪ Promptly move from playground when the bell rings. ▪ Report any concerns to teacher on duty.	▪ Take turns and appreciate the perspectives and diversity of others. ▪ Respond to challenges in a socially acceptable manner; use challenges to learn and grow.

	Respect	Responsibility	Resilience
Walkways Corridors Thoroughfares	• Be aware of the personal space of others. • Be friendly; smile and greet others. • Use appropriate language. • Keep walkways and thoroughfares clean.	• Walk promptly and calmly through thoroughfares. • Keep left so others can move past.	• Line up outside of classrooms. • Wait quietly.
Buses	• Follow driver and teacher instructions. • Use appropriate language. • Keep bus clean.	• Disembark - Phone off and away and walk promptly into school. • Embark - Unlock phone before boarding bus and walk calmly to bus.	• Wait patiently to disembark or board bus in orderly manner. • Sit in a different seat as required.
Toilets	• Allow others their privacy. • Use appropriate language. • Keep toilet spaces clean.	• Bags left outside. • No food and drink in toilet spaces. • Wash hands and return promptly to playground or class. • Request teacher permission and a blue note during class time. • Report any misuse to Front Office.	• Wait patiently if cubicle is occupied. • Use toilets during recess and lunch.
Front Office	• Use your manners; please and thank you. • Use appropriate language.	• Calmly enter and exit through door near Kitchen Quad. • Report promptly to the front counter or Deputy Principal.	• Line up, wait your turn at the front counter, and move away promptly after being served. • Sit on bench and wait quietly for Deputy Principal.
Canteen	• Use appropriate language. • Use your manners; please and thank you. • Be aware of the personal space of others and don't push into their position or personal space in the line.	• Use your own money, know what you are ordering and have money ready to pay. • Put food packaging in bin.	• Line up, wait your turn and move away promptly after being served.

Behaviour code for students

NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

The Behaviour Code for Students can be found at https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01. This document translated into multiple languages is available here: Behaviour code for students (nsw.gov.au)

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies across the care continuum and responds to behaviours of concern, including bullying and cyberbullying behaviour. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents.

These approaches and strategies are built on a foundation of evidence-based effective practices that set the tone for engagement with learning and respectful relationships. Practices include:

- Explicitly teaching classroom and playground expectations.
- Establishing predictable routines and procedures that are communicated clearly to students.
- Encouraging expected behaviour with positive feedback and reinforcement.
- Actively supervising students and discouraging inappropriate behaviour.
- Maximising opportunities for active engagement with learning.
- Providing carefully sequenced engaging lessons that provide options for student choice.
- Differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Whole school approach	Quality Differentiated Teaching Practice	A whole school teaching and learning approach with a focus on high quality, evidence-based instruction that meets students' needs within their zone of proximal learning development.	Staff, students 7-12
Whole school approach	Restorative practices	A whole school teaching and learning approach that encourages behaviour that is supportive and respectful and focuses on building, maintaining and restoring positive relationships when incidents that involve interpersonal conflict or wrongdoing occur.	Staff, students 7-12
Whole school approach	Trauma Informed Practice	A whole school approach with a focus on consistent, relationally based and predictable strategies to support the wellbeing and learning of young people who have experienced trauma.	Staff, students 7-12
Prevention	Year Group Meetings	Year group meetings to explicitly teach school-wide expectations, self-regulation strategies and how to access support.	Staff, students 7-12
Prevention	Communication with parents	Increase parent/carer understanding of how our school addresses all forms of behaviour.	Staff, students 7-12, families
Prevention	Acknowledgement Activities	End of Term Acknowledgement activity, Semester 1 & 2 Awards Assemblies. Y12 Graduation Dinner & Final Assembly.	Staff, students 7-12, families
Prevention	PDHPE curriculum	Development of self-awareness, self-management, social awareness and social management	Students 7-10
Prevention	Camps	Year group and small group camps.	Staff, students 7-12
Prevention	Year 6 to 7 and Year 10 to 11 transition	Focusing on safe and successful transitions from primary to high school and into Stage 6.	Staff, students 7 (incoming) and 10

Care Continuum	Strategy or Program	Details	Audience
Early intervention	Anti-racism and intercultural understanding	Professional learning to set firm foundations for all staff to develop intercultural understanding, prevent and respond to racism.	Staff
Early intervention	Anti-bullying resources	Professional learning to set firm foundations for all staff to prevent and respond to bullying.	Staff
Early intervention	Supporting students with English as an additional language or dialect resources	Professional learning to set firm foundations for all staff to develop and implement effective 'high challenge and high support' EAL/D practices.	Staff
Early intervention	Strong Start, Great teachers	Professional learning and mentoring support designed to assist early career teachers	Staff
Early intervention	Digital communication	To increase parent awareness of student engagement with learning.	Staff, families
Early intervention	Digital communication	To increase parent awareness of student attendance.	Staff, families
Targeted intervention	Leadership programs	These include Student Representative Council (SRC), school leaders and peer mentors.	Students 7-12
Targeted intervention	Peer support program	Builds resilience by helping students develop strong relationships and skills to manage life's ups and downs.	Students 7 and 10, and co-ordinators
Targeted intervention	Learning and Support Team	The Learning and Support Team plays a key role in supporting students with additional learning needs so all students access quality teaching and wellbeing support.	Staff, students 7-12, families
Targeted intervention	Student Support Officer (SSO)	The SSO works within the school community and in partnership with the Wellbeing Team, School Counselling Service and external youth and family support agencies to enhance the learning and wellbeing outcomes of students	Staff, students 7-12, families
Targeted intervention	School counselling service	The school counsellors provide psychological counselling to students individually and in groups, and work collaboratively with families, the school and external practitioners to provide multidisciplinary student mental health support.	Staff, students 7-12, families
Targeted intervention	Wellbeing Nurse	The Wellbeing Nurse works with the Learning and Support Team to identify the health and social needs of students and facilitate their access to health care.	Staff, students 7-12, families
Targeted intervention	Wellbeing Hub programs	Strengths-based small group youth mentoring intervention programs with a focus on building self-awareness, social-awareness and self-management.	Students 7 - 12

Care Continuum	Strategy or Program	Details	Audience
Individual Intervention	Communication with parents	To increase parent's understanding of how our school addresses all forms of behaviour.	Staff, individual students 7-12 and families
Individual intervention	Post-school Pathway Programs	Promotes work experience and productive school pathways.	Staff, individual students 7-12 and families
Individual intervention	Individual behaviour support planning	This may include developing, implementing monitoring and reviewing behaviour support, behaviour response and risk management plans.	Staff, individual students 7-12 and families
Individual intervention	Restorative Practice	Promotes positive proactive strategies and provides opportunities to develop, strengthen, repair and maintain healthy relationships through restorative conversations.	Staff, individual students 7-12 and families
Individual intervention	Check In Check Out (CICO)	Promotes positive relationships and provides daily wellbeing support to develop self-awareness and promote self-management for a period of time.	Staff, individual students 7-12
Individual intervention	Monitoring Card	Promotes positive relationships and provides daily support for students to develop self-awareness and increased social-awareness and self-management through daily feedback to student and parent/carer for a period of time.	Staff, individual students 7-12 and families
Individual intervention	Wellbeing Hub support	Strengths-based one to one youth mentoring intervention programs with a focus on building self-awareness, social-awareness and self-management.	Staff, individual students 7-12 and families
Individual intervention	Attendance support and monitoring	Address barriers to improve attendance and set growth goals.	Staff, individual students 7-12 and families

Strategies to promote positive, inclusive and safe behaviours

Eden Marine High School staff promote positive, inclusive and safe behaviours through modelling and explicit teaching. Teachers will identify positive appropriate behaviour using a range of strategies that include directly observing a student's behaviours, interactions, verbal communications, or work produced such as written materials, performances or artworks. Positive appropriate behaviour is acknowledged using a range of informal, formal, personalised and public strategies.

Eden Marine High School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

o Written copy of student behaviour expectations provided to staff, students, parents/carers.
o Behaviour expectations are taught and referred to regularly.
o Social-emotional learning lessons are taught.
o Teachers model behaviours and provide opportunities for practice.
o Personalised verbal feedback and acknowledgement
o Teachers provide verbal and non-verbal specific positive feedback.
o Positive recognition is recorded, and parents are notified through the Sentral Parent Portal.
o Students are acknowledged at weekly assemblies.
o Acknowledgement activities each term
o Awards Assemblies each semester

Strategies to respond to minor inappropriate behaviour

Students have an opportunity to meet the expected classroom or playground behaviour before a consequence is applied. Planned responses to minor inappropriate behaviour that does not meet school expectations are typically teacher managed. Eden Marine High School uses the following strategies and systems to respond to minor inappropriate behaviour:

o Direct response through explicit reminder of school-wide expectations.
o Specific corrective feedback
o Re-direction and provide choice
o Teacher proximity and non-verbal cues
o Seat change in class
o Playground re-direction
o Walk with teacher or Duty Teacher during break to discuss inappropriate behaviour
o Reflection time during break
o Re-teaching school-wide expectations
o Referral to the school's anti-racism contact officer (ARCO)
o Inappropriate behaviour is recorded on Sentral
o Parents/carers notified of inappropriate behaviour through the Sentral Parent Portal.
o Parent phone/email contact when a range of corrective responses have been unsuccessful.
o Individual planning and referral to Learning Support Team.

Strategies to prevent and respond to bullying

Eden Marine High School rejects all forms of bullying, including cyberbullying, and is committed to creating a safe and respectful learning community.

Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. Students or parents/carers can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support through their Year Adviser or school counselling service.

Eden Marine High School uses the following strategies and systems to prevent bullying:

o Written copy of student behaviour expectations provided to staff, students, parents/carers.
o Behaviour expectations are taught and referred to regularly.
o Social-emotional learning lessons are explicitly taught, with an emphasis on identifying bullying, responding to bullying and help-seeking.
o Personalised verbal feedback and acknowledgement
o Personalised specific corrective feedback
o Re-direction and provide choice
o Teacher proximity and non-verbal cues

Eden Marine High School staff will take the following actions when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

Eden Marine High School uses the following strategies and systems to respond to bullying and allegations of bullying:

o Immediate referral to Year Adviser, Wellbeing Team or Executive Team.
o Student conference
o Parent phone/email contact or student/parent conference
o School-developed individual student safety plan co-created with student
o Copy of school-developed individual student safety plan provided to staff, student and parents/carer.
o It is a serious behaviour of concern when a student does not follow the school-developed individual student safety plan that was co-created with the student, as expected.

Strategies to respond to behaviours of concern

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour.

Eden Marine High School staff will identify behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or directly observing a student's artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school

- on the way to and from school

- on school-endorsed activities that are off-site

- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct

- when using social media, mobile devices and/or other technology involving another student or staff member, where there is a clear and close connection between the school and students' conduct.

Planned responses to behaviours of concern that do not meet school expectations are typically executive managed. Staff also consider whether the behaviour poses a risk to the safety or wellbeing of the student or others. Eden Marine High School uses the following strategies and systems to respond to behaviours of concern:

- Immediate referral to Executive Team if behaviour poses a safety or wellbeing risk. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.
- Executive Team takes immediate steps to restore safety and return the situation to calm by using appropriate strategies such as redirecting to another area or activity, providing reassurance or offering choices.
- Executive Team collects information, records incident on Sentral and reviews the incident from multiple perspectives to determine the next steps, which may include detention, a formal caution or suspension.
- Incident review and planning
- Student, parent/carer conference
- Direct explicit reminder of school-wide expectations, with specific corrective feedback
- Re-direction and provide choice
- Reflection time during break
- Referral to the school's anti-racism contact officer (ARCO)
- Parent phone/email contact when behaviour poses a safety or wellbeing risk and/or a range of corrective responses have been unsuccessful.
- Daily check-in check out (CICO)
- Daily monitoring card
- Detention during break
- Restorative practice conference
- Scripted interventions
- Formal caution, suspension
- Individual planning and referral to Learning Support Team and/or school counsellor
- Individual behaviour support/response plan and/or risk assessment planning.
- Referral to outside agencies or Team Around a School.

Reflection, detention and restorative practices

Toilet and food breaks are always included when students are withdrawn from the playground as a planned response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection Time Students reflect on their understanding of the school-wide expectations and their behaviour choices. The purpose of this is to assist the student to make positive choices in the future and achieve the desired behaviour.	Typically scheduled for the next break	School executive	Digital record (Sentral) Written record (Scaffolded reflection)
Detention Students reflect on their understanding of the school-wide expectations and their behaviour choices. The purpose of this is to assist the student to make positive choices in the future and achieve the desired behaviour.	Scheduled during break as required	School executive	Digital record (Sentral) Written record (Scaffolded reflection)
Facilitated Restorative Conference Students reflect on their behaviour choices and engage in a facilitated conference. The purpose of this is to assist the student to restore positive relationships and make positive choices in the future.	Scheduled as soon as all involved are available	School Executive	Digital record (Sentral) Written record (Agreement)

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the Incident Notification and Response policy; Incident Notification and Response Procedures; Student Behaviour policy and Suspension and expulsion procedures

Students and/or parents/carers can report cyberbullying to the eSafety Commissioner and reporting links for most sites, games and apps can be found at the eSafety Guide.

Review dates

Last review date: 06 December 2024

Next review date: Term 4, 2025

Appendix 1: EMHS Behaviour management flowchart

Calm and engaged classroom
Apply preventative strategies
Positive classroom climate, providing and teaching explicit rules,
engaging lessons, active supervision, offering pre-corrections

Observe behaviour
*Does the behaviour pose a risk to the safety or wellbeing of
the student or others?*

NO

Behaviours of concern
Manage it at teacher level.
De-escalate the situation by *calmly*:
- Correcting the behaviour
- Identifying the student need
- Ensuring the student understands
  the corrective response
- Responding proportionally to the
  level of behaviour displayed

*Has the behaviour stopped
or improved?*

YES   **NO**

Speak privately with student
Clearly and calmly state the issue and
ask the student to come up with
solutions with you to resolve the
matter.

*Has the behaviour stopped
or improved?*

YES   **NO**

YES

Serious behaviours of concern
*Teacher to inform executive staff
and focus on safety.*
- Teacher to inform executive staff
  and focus on safety. HT/CT to
  assist student to de-escalate to
  baseline using appropriate
  strategies e.g.,
  - Redirecting to another area or
    activity
  - Provide reassurance
  - Offer choices
- HT/CT enter incident on Sentral

*Has the behaviour stopped
or improved?*

NO   **YES**

Speak privately with student
HT/ DP calmly allow the student to
explain the situation and identify
ways to fix the problem.
HT/DP to check in with teacher for
feedback and contact parent.

*Is it safe for the student to
return to normal routine?*

NO   **YES**

Consider additional supports
Identify and engage support(s) for the student to return to normal routine:
- Refer to counsellor/wellbeing team,
- Contact parents,
- Restorative conversation with teacher,
- HT Reflection time
- Create/ review/ revise behaviour plans
- DP Reflection time
- Daily Achievement Card
- Calm Card
- Formal Caution
- Referral to LST/LWT

Is suspension required for additional **planning time**?
Follow suspension processes.

Is a **mandatory report** required?
Follow mandatory report processes.

Provide positive verbal/nonverbal acknowledgement

Provide positive verbal/nonverbal acknowledgement or de-escalation strategy