

Sefton High School Behaviour Support and Management Plan

Overview

Sefton High School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Promoting and reinforcing positive student behaviour and school-wide expectations

As a proud NSW public high school, Sefton High School is committed to providing a safe, supportive, and responsive learning environment for everyone. We teach and model the behaviours we value in our students, those being respect, responsibility, cooperation, and safety. These values are promoted through a set of school-wide rules and expectations, developed by Sefton High School, known as the 5Ps. In summary, these are for students to be:

- Punctual – Arrive on time to class, line up outside the classroom and wait quietly for permission from the teacher to enter the classroom.
- Prepared – Sit in their allocated seat and unpack all necessary equipment.
- Productive – Listen attentively to the teacher, follow all instructions, and complete all learning activities to the best of their ability.
- Polite – Respect the teacher, other students, and the school environment, waiting calmly for your opportunity to contribute to the lesson, and refrain from calling out and using inappropriate language.
- Positive – Engage as an active learner by taking responsibility for their learning and making positive and meaningful contributions to the class.

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

- Setting and maintaining high expectations of student behaviour, offering pre-corrections to remind students of expectations.
- Explicitly teaching students about the 5Ps school-wide rules, linking them to the Behaviour Code for Students and the core values of NSW public schools.

- Using a school-developed hierarchy of consequences to respond to students who do not meet behavioural expectations.
- Identifying, understanding, and implementing the most effective explicit teaching methods, with the highest priority given to evidence-informed inclusive teaching strategies, to engage students in curriculum and values learning.
- Actively supervising and supporting all students in all situations.
- Recognising student success and across all domains through the school's merit award scheme.
- Holding students accountable for behaviours of concern.

Behaviour Code for Students

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	Quality teaching and learning	The school culture is strongly focused on learning and fostering educational aspirations through an evidence-informed approach to quality teaching that is responsive to the learning needs of students.	Whole school
Prevention	Merit award scheme	This scheme recognises and promotes positive student engagement in classroom and extracurricular activities	Whole school
Prevention	5Ps	A set of school-wide rules and expectations to promote and reinforce positive student behaviour.	Whole school
Prevention	School assemblies	Whole school and year group assemblies are held regularly to recognise and promote student success and a positive school culture, better fostering the students' sense of belonging.	Whole school
Early intervention	Hierarchy of consequences	This hierarchy provides a clear set of procedures and practices for teachers to manage student behaviour.	Whole school
Targeted intervention	Learning Support	The Learning Support team works with teachers, students and families to support those students who require personalised learning and support. Including instructional leadership, development of risk assessments and the development of short- and long-term goals.	Individual students
Individual intervention	Student monitoring	Individual students returning from suspension or demonstrating difficult to manage behaviours are issued a monitoring card to support them in their goals to improve their engagement with learning and classroom behaviours.	Students, Faculty Head Teachers, Deputy Principals
Targeted intervention	Rage	Students identified at risk of suspension related to anger or violence will be connected to and supported through 'Rage'. It is a strength-based anger management program run by the school's Student Support Officer.	Students, Student Support Officer, Deputy Principals

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Level 1 Detention <ul style="list-style-type: none"> Students are given time to reflect on the actions that warranted the detention. 	During break times for a maximum of 10 minutes.	Classroom Teacher	Sentral (the school's database)
Level 2 Detention <ul style="list-style-type: none"> Students are given time to reflect on the actions that warranted the detention. 	During break times for a maximum of 20 minutes.	Classroom Teacher with the support of the Head Teacher	Sentral (the school's database)
After School Detention <ul style="list-style-type: none"> Students complete a formal written reflection statement. 	After school on Wednesdays and Fridays.	Head Teacher	Sentral (the school's database)
Executive After School Detention <ul style="list-style-type: none"> Students complete a formal written reflection statement. 	After school on Tuesdays	Deputy Principal	Sentral (the school's database)
Faculty Monitoring Cards	For selected subjects	Head Teacher	Sentral (the school's database)
Deputy Principal Monitoring Cards	Across all subjects	Deputy Principal	Sentral (the school's database)
Formal Cautions	As required for up to 50 days	Deputy Principal	Sentral (the school's database)
Time Out Passes <ul style="list-style-type: none"> Identified students are offered 'Time Out Passes' by the DPs 	As required	Deputy Principal	Sentral (the school's database)



Partnership with parents/carers

Sefton High School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by consulting our school community through strategies such as the Tell Them From Me survey and formal meetings with parents/carers, including but not limited to Parent Teacher Interviews, Year 6 Orientation Days, Year 7 welcome Afternoon, Year Adviser Afternoon Teas, and Beyond Year 10 Night.

Sefton High School will communicate these expectations to parents/carers by the Information handbook for Parents and Students, school newsletter, email, social media pages, and regular opportunities for parents to meet and interact with teachers across the school year.

School Anti-bullying Plan

[Anti-bullying Plan.](#)

Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

Reviewing dates

Last review date: 30/01/2024

Next review date: 31/01/2025