



James Busby High School

JBHS School Behaviour Support and Management Plan

Overview

At James Busby High School we aspire to create a harmonious school culture that strongly focuses on life-long learning, collaboration and inclusivity. This stems from the foundation of our core values of **Academic Excellence**, **Respect**, **Equality** and **Safety**. We are committed to supporting the wellbeing needs of our students through creating a caring and responsive learning environment where we work in partnership with our community, ensuring that all students are provided with the opportunity to flourish. James Busby High School celebrates student achievement and success and prides itself on student voice in all aspects of schooling.

At James Busby High School we maintain high expectations for student behaviour. We align all behaviour management processes with the NSW DoE Behaviour Code for Students, Care Continuum and our school-wide trauma-informed practices. We ensure that we practice procedural fairness, non-punitive measures and pro-active ways to manage and process behaviour. This is achieved through our whole school model that is aligned to the Berry Street Education Model and a Positive Behaviour for Learning approach to ensure our students learning, welfare and wellbeing needs are met.

Partnerships with Parents and Carers:

James Busby High School seeks to form collaborative partnerships with families to establish expectations for parent engagement in developing and implementing student behaviour management strategies, including:

- As needed, family meetings with Deputy Principals to discuss options and better understand the needs of their children.
- Inviting families and student feedback through formal and informal means. This may occur through school surveys, informal feedback during meetings, consulting with local AECG.
- Using concerns raised through complaints procedures to review school systems, data and practices.
- Engaging interpreter services as needed to assist parent/carer understanding and engagement with co-developing strategies to assist their children.
- Communication with parents regarding behaviour expectations and wellbeing programs.

JBHS communicates these expectations to parents/carers through our extensive social media presence, website and provide links to information and resources in the [Behaviour support toolkit](#) and will work within the School Community Charter [School Community Charter](#).

Student Behaviour Includes Behaviour that Occur:

- 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.

General School-Wide Expectations:

- All students at JBHS have a right to an education where they can access and fully participate in learning.
- At JBHS, supporting positive student behaviour is essential for quality learning, as well as the wellbeing and safety of all students and staff.
- At JBHS all students and staff have the right to be treated fairly and with dignity, both online and offline, in an environment free from intimidation, violence, harassment, victimisation and discrimination, including that based on sex, race, religion, disability or sexual orientation.
- 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, developmentally appropriate behaviour.
- **Bullying** behaviour involves the intentional misuse of power in a relationship, is ongoing, targeted and repeated, and involves behaviour that can cause harm.
- At JBHS the principal, deputy principals, head teachers, teachers and other school staff act in accordance with this policy (and related implementation documents) and are acting with the authority of, and are supported by, the department.

Explicit Student Expectations:

It is an expectation that students demonstrate the following positive behaviours:

- Treat others with respect and dignity, always behaving with kindness and courtesy to allow all to be valued for their individuality.
- Respect the role and direction of staff and JBHS leadership with their right to assist in upholding appropriate behaviour and expectations.
- Demonstrate inclusivity and celebrate diversity.
- Be understanding and accepting of differences whether these be related to age, race, gender, or beliefs.
- Engage in positive language and behaviours which do not cause offence, physical/emotional injury, or intimidation to another person.
- Encourage and engage in behaviours that positively influence the learning and wellbeing of others in the promotion of a safe, inclusive, supportive, and cohesive learning community.
- Respect the personal space and boundaries of self and others.
- Demonstrate respect for the learning environment to ensure our learning spaces are free from unacceptable behaviour, including disruption, discrimination, harassment in any form, bullying, vilification, victimisation, and violence.
- Maintain academic integrity in all academic tasks, assessments and examinations while striving to achieve personal excellence.
- Be punctual to all classes, assemblies, always demonstrate a cooperative and respectful attitude in and beyond the classroom by listening, assisting others, encouraging others, allowing others to voice opinions and ideas and seek help in an appropriate and non-threatening manner.
- Complete tasks and adhere to deadlines with academic work.
- Maintain a safe, healthy, and supportive school culture by refraining from involvement in any form of prohibited and illegal activities such as alcohol, drugs, smoking, vaping, theft, weapons, arson.
- Refrain from recording and/or posting images/footage of students and staff in school uniform either on or off school grounds.
- Respect and encourage others to respect both personal and JBHS property by refraining from littering, vandalism, graffiti, theft, damage, or destruction.
- Wear the James Busby HS uniform with pride and in alignment with school expectations both within and beyond the classroom and on all forms of personal and public transport.
- Positively represent the school in all settings. For example, when travelling to and from school, on excursions, or other school events.

- Act as an upstander to maintain the Rights and Responsibilities Charter by reporting unacceptable behaviour or concerns and participating in a complaints process as required.
- Behave in a manner that upholds the values of JBHS.

Behaviour Code for Students:

This document translated into multiple languages is available here: [Behaviour code for students](#).

Whole School Approach Across the Care Continuum:

- Our school embeds positive behaviour approaches, safe practices and inclusive education. We implement inclusive and positive student behaviour support and management approaches aligned to the **Care Continuum** that establish support and maintain high expectations for student behaviour, in line with the [Behaviour code for students](#).
- JBHS rejects all forms of bullying behaviour including online (or cyber) bullying.
- JBHS develops behaviour support and management plans, including anti-bullying strategies, that prioritise continuity of learning and facilitate whole-school, prevention-focused and positive approaches to behaviour support, to meet the needs of all students.
- JBHS promotes positive behaviour strategies and accesses support promptly to encourage early intervention within school and at a system-level to be proactive and responsive to student needs. These responses are always targeted and individualised when applicable.
- Some circumstances exist where more intensive and persistent behaviour management interventions are necessary to respond to, manage and address behaviour or behaviours of concern. These may include the following:
 - Student conference and timeout are planned interventions to allow students opportunities to reflect on and regulate emotions and behaviour.
 - Formal cautions provide an opportunity for the student and their parents or carers to understand the impact of the student's behaviour or behaviours of concern and to engage in positive behaviour supports and strategies to address the behaviour or behaviours. See the [Suspension and expulsion procedures](#).
 - The principal may use suspension as a behaviour management intervention when a behaviour or behaviours of concern pose an unacceptable risk to others or to teaching and learning. The purpose of suspension is to allow the school to implement appropriate supports to address the student's complex and challenging behaviour or behaviours, mitigate any unacceptable risks to students and staff and enable the student's return as soon as is appropriate. See the [Suspension and expulsion procedures](#).
 - At JBHS in the most serious of circumstances, where behaviour management interventions including suspension and other risk management strategies have not been successful in managing serious behaviour or behaviours of concern, expulsion is an option available to schools. See the [Suspension and expulsion procedures](#).
- Behaviour support and management interventions are implemented in line with the Australian Professional Standards for Teachers and the Disability Standards for Education. We endeavour to act in ways that are fair, equitable, inclusive and proportionate, and take into consideration the diverse learning and wellbeing needs of students.
- Procedural fairness will be afforded to all students and staff in implementing this policy (see [Legal Issues Bulletin 3 Procedural fairness](#)).

Care Continuum	Strategy or Program	Details	Audience
Prevention/ Early / Targeted / & Individual intervention	Restorative Practice BSEM	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes mediations and restorative conversations.	Staff, students 7-12, families.
Prevention	PDHPE curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students 7-10.
Prevention / Early Intervention / targeted / individual	Australian eSafety Commissioner Toolkit for Schools	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyber-bullying incidents.	Students 7-12, staff, families.
Prevention	Communication with parents	To increase parent's understanding of how our school addresses all forms of behaviour. This includes open night presentations, orientation events, SSO and CLO presentations and active engagement in scheduled meetings, phone conversations, email and text messaging.	Staff, students 7-12, families, SchoolBytes.
Prevention	National Day of Action Against Bullying and Violence (NDA)	Our school participates in the annual NDA and regularly engages in anti-bullying messaging and learning activities across the school through our Wellbeing Ambassador Program, Pastoral Care lessons, wellbeing initiatives and individualised supports.	Staff, students 7-12.
Prevention	Transition Year 6 into 7	Focusing on a safe and successful movement from primary to high school. The school is developing a new extensive transition program in 2025 based on HPGE experiences throughout the year.	Incoming Year 7 students.
Prevention	Peer support program	The JBHS Wellbeing Ambassador Program builds student voice, leadership and resilience by helping students develop and model strong relationships, peer coaching and mentoring skills and the capacity to grow their social/emotional potential.	Students 7-12, and co-ordinators.
Prevention / Early intervention	Student support officer and	The SSO supports the implementation of the school's approach to wellbeing. Facilitates multiple wellbeing programs, conducts individual student	Students 7-12

	Community Liaison Officer	check-ins and with the CLO engages the community to be better engaged.	
Targeted / individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	Staff, individual students 7-12, families
Targeted intervention	Leadership programs	The JBHS Wellbeing Ambassador Program is a HPGE initiative that grows student potential within the social/emotional domain to strengthen student voice, agency and leadership.	Students 7-12
Individual intervention	Careers and Transition	A strengths-based approach to students who are disengaged. The JBHS Transition Team work alongside numerous community partners, with a focus on building self-awareness and emotional intelligence that will enable future employment. Students are supported by our CA, TA and HT Careers EPP.	Individual students 10 - 12
Individual intervention	DP Monitoring and Time Out Cards	A period of time on a monitoring card to change a pattern of behaviour and look for positive achievement. Cards issued to individual students to enable them to leave situations and better self-regulate their emotions and responses.	Students 7-12
Individual intervention	Attendance monitoring	Address barriers to improve attendance and set growth goals. Working in partnership with the HSLO and the JBHS School Attendance Team.	Students, Year Advisors, DP, SAO Attendance.
Individual intervention	Individual behaviour support planning	This includes developing, implementing monitoring and reviewing behaviour support, behaviour response and risk management plans. Particularly after an incident that resulted in suspension.	Students, parent/carer, LaST, HT Wellbeing, DP.

Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying:

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. These decisions are supported through the advice and directions provided in the **JBHS Staff Handbook**. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

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.

Teacher managed – low level inappropriate behaviour is managed by teachers in the classroom and the playground.

Executive managed – behaviour of concern is managed by school executive.

Corrective responses by teachers may include:

- Reminder of behaviour expectations.
- Re-direct, offer choice or error correction.
- Prompts.
- Reteaching of expected behaviours within the JBHS mindset that **Behaviour is Curriculum**.
- Seating plan change/play or playground re-direction.
- Stay in at break to discuss/complete work/walk with teacher.
- Conference or mediation.
- Detention, reflection and restorative practices.
- Communication with parent/carer

Responses to Serious Behaviours of Concern:

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on SENTRAL. These may include:

- Review and document incident.
- Determine appropriate response/s, including supports for staff or other students impacted.
- Refer/monitor the student through the expected procedure outlined in the **JBHS Staff Handbook**.
- Develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments.
- Detention, reflection and restorative practices.
- Liaise with Team Around a School or other Network specialists for additional support or advice. This may extend to the authoring of Access Requests for SSP placements or funding for support within JBHS.
- Communication and collaboration with parents/carers (phone, email, parent portal, meeting).
- Formal caution to suspend, suspension or expulsion (as previously outlined).

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.

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](#).

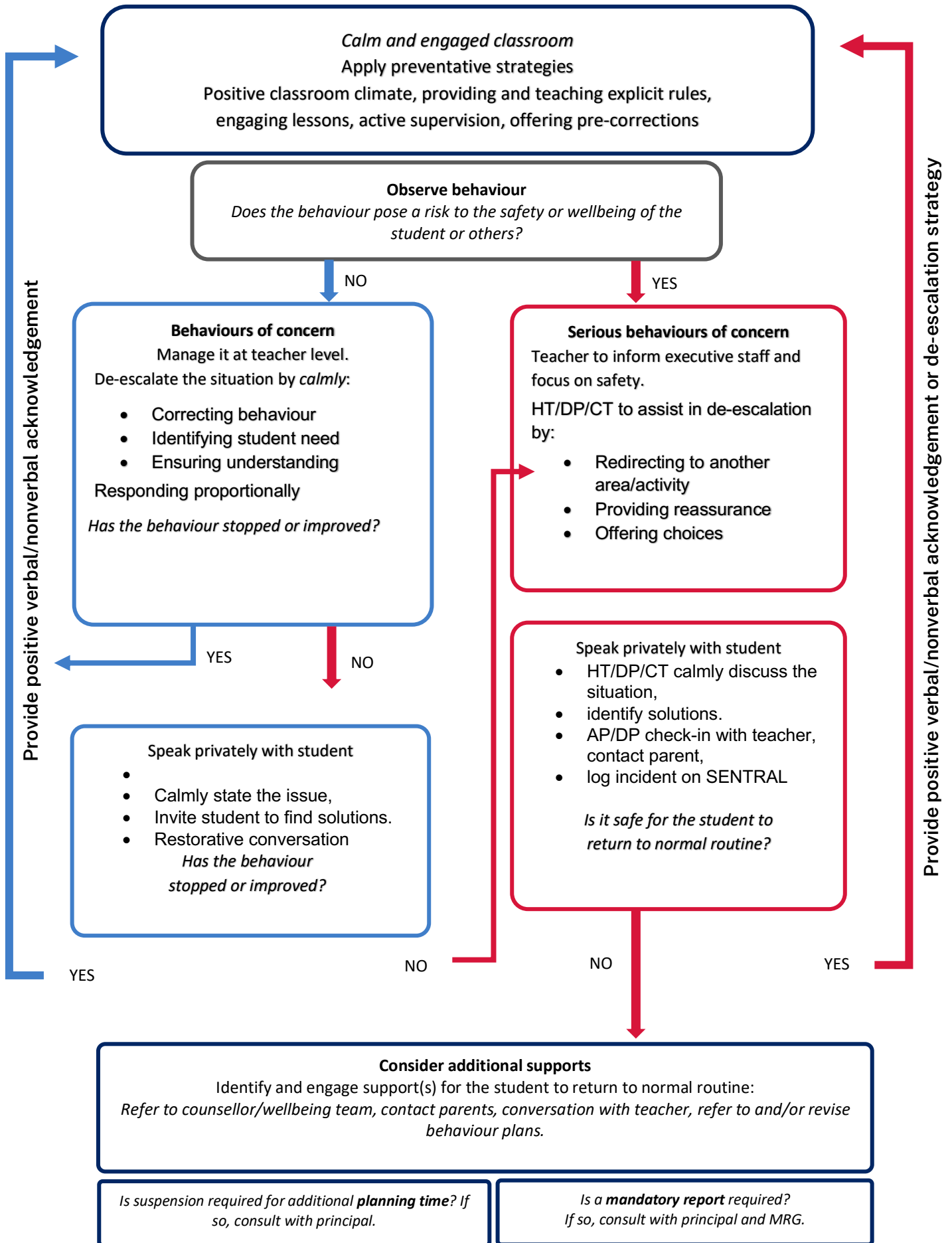
Detention, reflection and restorative practices:

Strategy	When and how long?	Who coordinates?	How are these recorded?
<p>Alternate break plan – withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention).</p>	<p>Next break 15 Mins max (half the break time at lunch)</p>	<p>Teacher or School Executive</p>	<p>SENTRAL</p>
<p>Restorative practice – peer mediation or restorative conversations in groups.</p>	<p>Scheduled as soon as all involved are available</p>	<p>Year Advisor/HT Wellbeing or DP</p>	<p>SENTRAL</p>
<p>Suspension Resolution Meetings – restorative conversation with students identifying strategies and practices for students to safely re-enter school</p>	<p>After suspension ends, typically 30 mins</p>	<p>DP</p>	<p>SENTRAL and Suspension resolution contract</p>

Review Date:

Next Review Date: Term 4, 2025.

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart

