

Jamison High School Behaviour Support and Management Plan

Overview

Jamison High School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are facilitation of our weekly U Matter sessions for ALL students in years 7-12, focused on explicit teaching of our PBAL values in being Safe, Respectful and an Aspirational Learner, targeted wellbeing programs, wellbeing passes and opportunities to reflect on behaviours through active participation in restorative practices.

Partnership with parents and carers

Jamison High School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by:

- Working in partnership to promote student learning.
- Treating each other with respect and fairness.
- Communicating in a positive and constructive manner.
- Professional relationships with all members of our school community are based on transparency, honesty and mutual respect.
- Diversity is respected and we promote tolerance and understanding.
- Aggressive and intimidating actions will not be tolerated by our school staff and community.

Jamison High School will communicate these expectations to parents/carers through our:

- Newsletter (One per term)
- Social media platforms (Facebook closed parent groups)
- School Website
- School Bytes
- School P & C meetings
- School events
- Complaints handling process.

School-wide expectations and rules

Jamison High School has the following school-wide rules and expectations:

The Jamison Way lies behind the way we think, act, and feel about ourselves and about others at Jamison High School. This is at the heart of our **Positive Behaviour Learning (PBL) Program** which creates the social, culture and behavioural supports needed for our school to be an effective learning environment for all.

The Jamison Way comes down to an expectation that each student will be a:

- Safe
- Respectful
- Aspirational Learner

every day, every week, every term

These expectations allow us to continually promote and reinforce a set of values for our students to aspire. **The Jamison Way** is central to our concept of the school and its role. A sign in every learning space and other areas across the school carries this message. The matrix on the following page outlines how our students can be safe, respectful, aspirational learners and meet these expectations in a range of settings both inside and outside the school.

Expectation - Safe	Expectations - Respectful	Expectation – Aspirational Learner
Wear correct school uniform and footwear	Treat everyone as you want to be treated	Arrive on time for class
Keep my hands and feet to myself	Follow teachers' instructions	Be equipped for each class
Ask permission to leave my seat	Use appropriate language	Engage in learning, trying my personal best
Sit at my chair and desk properly	Allow teachers to teach and students to learn	Complete and submit homework and assessments on time
Follow the safety procedures of the class and school community	Show respect to all members of the community as a representative of Jamison High School	Follow school policy on phones and other digital devices

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](#).

Whole school approach across the care continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention Strategies	UMatter Program	<ul style="list-style-type: none"> Weekly wellbeing sessions, tailored to explicitly teach our core values. Address topics to build self-worth, resilience, respectful relationships, transition programs. 	Whole school

Care Continuum	Strategy or Program	Details	Audience
		<ul style="list-style-type: none"> Promote participation in events such as Harmony Day, National Day against Bullying, Wear it Purple Day, R U OK Day. 	
	Strong Teacher and Student Relationships	<ul style="list-style-type: none"> All students are known, valued and cared for within our school. Students feel they have someone at school who consistently provides encouragement and can be turned to for advice. 	Whole school
	Class Expectations	<ul style="list-style-type: none"> Created collaboratively by the teacher and students. Displayed in ALL classrooms (Safe, Respectful, Aspirational Learners) Link back to our school-wide expectations 	Whole school
	Leadership Opportunities	<ul style="list-style-type: none"> Leadership Homeroom for students in 7-12 Includes Student Representative Council and Prefect body. House Captains (Year 12) 	SRC (7-10) and Leadership Team (year 12)
	Targeted Wellbeing Programs	<ul style="list-style-type: none"> SPARC for year 7 Youth Mental Health First Aid Rock and Water for Year 8 RAGE Creating Chances year 9 Love Bites Year 10 Life Ready and Transition programs year 11 and 12 WSU Counsellors facilitating wellbeing programs and triaging student wellbeing issues 	Targeted Students
	Universal Restorative Reflection Cards	<ul style="list-style-type: none"> 'When things go Wrong' for students in class, teachers allow students opportunity to reflect on choices- look at ownership 	Whole school
	Professional Learning for staff	<ul style="list-style-type: none"> Supporting our Students Mental Health Trauma Informed Practice 	All Staff
Early Intervention	Attendance Tier One	<ul style="list-style-type: none"> Student Attendance Success Plans for students under 85% attendance created collaboratively by student and class teacher. Copy sent home for parent/carer 	Students with 80-89% attendance
	Transition Year 6 into 7	<ul style="list-style-type: none"> Orientation sessions specific for students with additional needs, facilitated by LaST 	Targeted mainstream and

Care Continuum	Strategy or Program	Details	Audience
	Program	and overseen by Head Teacher wellbeing	special education students
	Wellbeing Passes	<ul style="list-style-type: none"> Issued to students to enable to out of class and in the Wellbeing Hub Implement strategies to self-regulate 	Targeted students
	WIN (Weekly Information News)	<ul style="list-style-type: none"> Communication to all staff regarding current student wellbeing and/ or learning and support needs Awareness of students on monitoring booklets Awareness of students on Formal Cautions or Suspensions 	All school staff
Targeted Intervention	Attendance Tier Two: Individual Attendance Plan	<ul style="list-style-type: none"> Meeting between parent/carer and HT Administration/ DP Attendance Improvement Plan during meeting HSLO Referral for under 70% 	Students with 50-79% attendance
	Transition Year 6 into 7 Program	<ul style="list-style-type: none"> Early intervention program (intensive) 	Targeted small groups of Year 6 students
	Transition school to work	<ul style="list-style-type: none"> JobQuest Productivity Bootcamp YESIP Program 	Targeted small groups
	Wellbeing Hub	<ul style="list-style-type: none"> Classroom dedicated to allowing students to regulate. Time varies – based on individual student wellbeing plan 	Targeted individual students
	Learning and Support Team	<ul style="list-style-type: none"> Referrals can be made for academic, social/emotional, behavioural, attendance or wellbeing concerns. Meetings held weekly. Executive staff and School Counsellors form the team 	Selected Students
	Restorative Practice	<ul style="list-style-type: none"> Students to engage in work with Student Support Officers/ Student mentors to reflect on behaviours through a meeting and completion of reflection questions 	Targeted individual students
	Social skills/ Mediation Session	<ul style="list-style-type: none"> Conducted by Head Teacher Wellbeing and/ or Student Support Officers to improve student communication and minimise student conflict. Programs include SPARC, RAGE, SCREAM Individual meetings with students in conflict to enter into 'Respectful Relationships Agreement' 	Targeted individual students

Care Continuum	Strategy or Program	Details	Audience
Individual Intervention	Attendance Tier Three: High Level Case Management	<ul style="list-style-type: none"> Meeting between parent/carer and Deputy Principal Attendance Improvement Plan updated during meeting. Additional supports and strategies as necessary including HSLO referral 	Students with 0-49% attendance
	Individual Behaviour Support Plans	<ul style="list-style-type: none"> Developed collaboratively with behaviour specialist team. Designed to support individual student behaviour planning 	Targeted individual students
	Behaviour Response Plan	<ul style="list-style-type: none"> Used when a student's behaviour escalates to a crisis point and interferes with the safety of staff, the student themselves and those around them. Guide actions of others to respond consistently, to reduce the distress of the individual and to keep everybody safe 	Targeted individual students
	External Agencies	<ul style="list-style-type: none"> School leaders engage and work alongside external agencies to support student wellbeing as needed (Network Behaviour Facilitators, psychologists) 	Targeted individual students

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

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. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. See Appendix 1.

Jamison High School staff will identify inappropriate behaviour and 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 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.

Students or parents 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, for example through their year advisor or school counselling service.

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.

Preventing and responding to behaviours of concern

Planned responses to behaviour that does not meet school expectations are either teacher, executive or senior executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed, executive or senior executive managed.

They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

- **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.
- **Senior Executive managed**- serious behaviour of concern is managed by Deputy Principals or Principal.

Corrective responses by teachers may include:

- School expectations reminder
- re-direct, offer choice or error correction
- prompts
- reteach
- seat change/play or playground re-direction
- stay in at break to discuss/complete work/walk with teacher
- detention, reflection, and restorative practices
- communication with parent/carer

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher-managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide expectations.(Safe, Respectful and Aspirational Learner)	1. Contact office to seek help from HT/DP straight away if there is a risk. Otherwise notify executive ASAP and before the end of the school day.
2.Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback. Refer to JHS Behaviour Expectation Management Plan. Use Restorative Practice 'What went wrong' questions.	2. CT/HT/DP to take 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. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.
3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Behaviour/ wellbeing system.	3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.	3. HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. HT/DP/CT to record incident on Behaviour / wellbeing system and contact parent/carer by email or phone. DP/P may consider further action for e.g. formal caution/suspension.
4. Social-emotional learning lessons are taught (UMatter) during weekly wellbeing lessons.	4. Teacher records on Behaviour/ wellbeing system by the end of the school day. Monitor and inform the family if repeated. For some incidents, a referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.	4. Refer to the school's Learning Support Team and/or Wellbeing Team, considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Parents are automatically notified through the parent portal when intermittent and infrequent reinforcers are recorded on Behaviour/ wellbeing system. Student awards for positive behaviour are given at fortnightly year group assemblies.	Teacher contacts parents by phone, email or letter when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by HT/DP/P to discuss any support and behaviour responses, including referral to the school counsellor, outside agencies or Team Around a School.

Responses to serious behaviours of concern

Jamison High School responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing system. These may include:

- review and document incident (student, teacher and witness statements)
- determine appropriate response/s, including supports for staff or other students impacted.
- refer/monitor the student through the school learning and support team.
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments.
- detention, reflection, and restorative practices (listed below)
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.

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

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.

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

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?
Restorative Practice 'What went wrong' reflection	When student behaviours do not meet school expectations which require teacher intervention- set of questions provided to support	Class teachers/ Executive and Senior Executive	Sentral

Strategy	When and how long?	Who coordinates?	How are these recorded?
questions	student/teacher discussion to resolve incident		
Student Reflection Activity	Student to complete questions with guidance from parent and/or staff at formal caution/suspension level of discipline	Deputy Principal/ Executive Staff	Sentral Parent/carers
Wellbeing Hub	Classroom dedicated to allowing students to regulate. Time varies – based on individual student wellbeing plan	HT Wellbeing and Senior Executive Staff	Sentral Parent/Carer phone call/ email or letter
Student monitoring booklets	Issued to students to re-focus behaviour on PBAL school values- opportunity to attain points- this determines monitoring length	Faculty Head Teachers/ Senior Executive Staff	WIN (Weekly Information News) Phone contact Parent/carers

Review dates

Last review date: 22/07/2024: Day 1, Term 3, 2024

Next review date: 31/01/2025: Day 1, Term 1, 2025

Appendix 1: Behaviour management Plan

Jamison High School Expectation Management Plan

<i>Level</i>	<i>Behaviour</i>	<i>Possible/suggested action in class</i>	<i>Student responding correctly</i>	<i>Further Action/ Non-compliance</i>
Teacher	<ul style="list-style-type: none"> Mild level disruption (off task, talking, out of seat, device misuse) Non-compliance/ pattern of disengagement 	<ul style="list-style-type: none"> Eye contact, class teacher proximity/ non-verbal signals to be on task, Verbal reminder of behaviour expectations and The Jamison Way. Should student have specific strategies aligning to WB plans and BSP- please work with documents. 	<ul style="list-style-type: none"> Acknowledge appropriate behaviour, continue normal classroom activities. Ring parent to advise of improvement/ send an improvement letter home. 	<ul style="list-style-type: none"> Utilise restorative practice questions when interviewing student. Potential discussion if no improvement- HT <i>faculty monitoring</i> Truancy = ASD Discussion with HT to make aware of incident and seek support. Record behaviour on Sentral- documenting action (letter/email home, phone call, reflection time using restorative questions scaffold) <p><i>SHOULD Student</i></p> <ul style="list-style-type: none"> Fail to take ownership/ or complete required consequence - move to HT support
	<ul style="list-style-type: none"> Late to class, Truancy 	<ul style="list-style-type: none"> Verbal warning reminder of Behaviour Expectations and The Jamison Way Minute for Minute time to be made up 	<ul style="list-style-type: none"> Acknowledge appropriate behaviour, continue normal classroom activities 	
	<ul style="list-style-type: none"> Escalation leading to arguing with class teacher, continued disruption of class and learning environment. 	<ul style="list-style-type: none"> Student statement written- (Use Restorative questions) Class teacher to attempt to de-escalate (give student option of 5 minutes outside to calm down) Seek support from faculty HT, If required or send a student for a DP if the class environment is impacting the health, safety and wellbeing of students and/or staff 	<ul style="list-style-type: none"> Acknowledge behaviour improvement. Teacher discussion with student, reinforce classroom expectations and consequences of inappropriate behaviour- allow student to re-enter. 	
Head Teacher	<ul style="list-style-type: none"> repeat of unacceptable behaviour (Defiance, repeated truancy, teacher disrespect, inappropriate language) Cheating/ Plagiarism 	<ul style="list-style-type: none"> Faculty management procedures implemented. Student/witness statements (use Restorative Questions – What went Wrong) Discuss Behaviour Expectation/ The Jamison Way and consequences of non-compliance. 	<ul style="list-style-type: none"> Return to classroom. HT/T discuss and review code of conduct and classroom expectations and consequences of inappropriate behaviour. Acknowledge behaviour improvement with student. Possible email/letter home for consistent improvement 	<ul style="list-style-type: none"> HT Interview and conduct Reflection time in HT classroom Issue ASD Sentral entry parent contact Faculty Monitoring Flagging DP of incident and actions taken
Deputy Principal	<ul style="list-style-type: none"> Unacceptable behaviour which includes Physical 	<ul style="list-style-type: none"> Interview student Teacher statement Student/witness statements from HT 	DP in consultation with CT/HT/YA/ counsellor <ul style="list-style-type: none"> Return to classroom with specific 	

	Aggression, Vaping, suspected drug use, theft, social media misuse, criminal behaviour, disclosures	<ul style="list-style-type: none"> • Issue consequence – possible verbal warning, Written Formal Caution • Contact parents for interview (phone/person) • Suspension recommendation to principal • Possible wellbeing and behaviour interventions (e.g., BSP's, LaST/ counsellor referral, recommendation for WB programs) 	<p>guidelines for Teacher/student responsibility.</p> <ul style="list-style-type: none"> • Acknowledge student for behaviour improvement. • Communicate with parent. • Consistent improvement = award and/or communication with parent. 	
Principal	<ul style="list-style-type: none"> • Continued unacceptable behaviour 	<ul style="list-style-type: none"> • Interview student • Individual behaviour management plan implemented following suspension which may include lesson monitoring. • Suspension or expulsion 	<p>DP in consultation with T/HT/YA/counsellor</p> <ul style="list-style-type: none"> • Acknowledge behaviour improvement. • Communicate with parent. • Liaise with LaST as needed 	

Note

Variations to student management will occur when:

- *there is any instance of violence or threats of violence, drugs or alcohol – action is to call or send student to collect HT/DP/P then issue remains with DP to manage.*
- *students are on Deputy supervision (ie return from suspension or otherwise) where specific guidelines are already in place;*
- *students have a behaviour plan in place that all teachers are using consistently to manage specific behaviours.*

JAMISON HIGH SCHOOL
ACHIEVE THROUGH CO-OPERATION

EXPECTATIONS

1. Be on time
2. Act safely at all times
3. Be prepared for work and with all equipment, including BYOD
4. Listen carefully and follow teacher's instructions promptly
5. Respect personal space, rights and property of others
6. Aspire to produce your best work and work towards self-improvement
7. Mobile phones and earphones are in your bag during class time/school events