NSW Department of Education

School Behaviour Support and Management Plan

Overview

St Johns Park High School is committed to an approach to behaviour and support that is centred on three core principles: ensuring students are safe, respectful, and engaged learners.

Aligned with the school's motto, *"Know First Yourself,"* this framework clearly articulates the expectations, responsibilities, and values we aim to instil in every student, every day. We value and strive to foster growth, resilience, and empowerment, equipping students to succeed in all facets of their lives in strong alignment with the Department of Education's Wellbeing Framework for Schools.

The school's Code of Behaviour is founded on the Positive Behaviours for Learning (PB4L) framework through Restorative Practices. These fundamental behavioural expectations apply consistently across all school environments and are upheld by both students and staff.

The Positive Behaviour for Learning Framework, supported by Restorative Practices, integrates research-backed, data-driven strategies with the creation of environments conducive to effective teaching and learning. It emphasises proactive, positive approaches to managing behaviour for all students and encompasses a comprehensive range of systematic processes, foregrounding the importance of modelling, teaching, and reinforcing positive behaviours daily across all settings.

Partnership with parents and carers

St Johns Park High School consistently collaborates with families to establish clear expectations for parental involvement in the development and implementation of student behaviour management strategies, including those addressing bullying behaviour, by:

- Engaging with families and student feedback through both formal and informal means, including the annual implementation and review of data from the *Tell Them from Me* survey and through completing community consultation procedures in response to proposed initiatives and processes that impact on student learning and wellbeing.
- Utilising feedback obtained through complaint procedures to evaluate and refine school systems, data, and practices. School-wide expectations and rules

School-wide expectations and rules

St Johns Park High School has the following school-wide expectations and rules to foster **safe, respectful learners:**

Safe	Respectful	Learner
Be responsible for yourself and others	Be polite and courteous	Pursue personal excellence
Follow safety guidelines	Respect property and spaces	Be responsible and self-directed
Be in the right place at the right time	Make positive choices	Communicate, collaborate and co-operate
Be fair, supportive and honest	Be aware of your actions and the consequences	Support school culture

Wear your uniform with pride

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

Our school integrates student wellbeing initiatives and positive behaviour strategies across the continuum of care, addressing behaviours of concern, including bullying and cyberbullying. It is important to note that behaviours not classified as bullying include mutual disagreements or isolated incidents.

These approaches and strategies are underpinned by evidence-based, effective classroom practices that establish a foundation for active engagement in learning and the cultivation of respectful relationships. Such practices include:

- Explicit modelling and teaching of classroom expectations
- Establishing and reinforcing predictable and consistent routines and procedures that are clearly communicated to students
- Cultivating a quality learning environment that privileges effective communication, caring, co-operation, tolerance and respect
- Maximising opportunities for active engagement with learning through a relevant, challenging, responsive and balanced curriculum
- Positive student wellbeing programs and practises
- Targeted and individualised support initiatives
- Partnerships with our community and community services.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Restorative Practice	Promotes positive and proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. This includes circles and restorative conversations.	Staff, Year 7-12 students, parents and carers.
Prevention	Year 6 into 7 Transition	Focusing on a safe, successful transition from primary school to high school. Incoming Year 6 students annually attend: • Transition Day – Targeted to students with additional learning needs. • Orientation Day – Targeted to all incoming Year 7 students.	Incoming Year 7 students
Prevention	Orientation Week	Provides focused and explicit instruction of classroom expectations, school procedures and routines. It also	Year 7 students

Care Continuum	Strategy or Program	Details	Audience
		provides students with the tools to identify and connect with school-based support services.	
Prevention	Cohort specific wellbeing days	Students across Year 7 to Year 10 annually engage in cohort specific wellbeing-centred programs that are contextually relevant, age appropriate and delivered by accredited external providers. These include Anti-bullying, social media and student harmony, mental health and resilience, identifying personal strengths and goal setting.	Year 7-10 students
Prevention	Personal Development, Health and Physical Education curriculum	Explicit teaching of self-management skills that enable students to reflect personally on their emotions, actions and responsibility. The curriculum fosters resilience and positive relationships while developing our students' understanding of self.	Year 7-10 students
Prevention	Communication with parents	Communication with parents, encompassing meetings, social media engagement, parent-teacher evenings and annual feedback through surveys aims to develop parents' understanding of how St Johns Park High School addresses all forms of behaviour.	Staff, students and families
Early intervention	Year Advisors	Cohort specific Year Advisors provide both broad, small group and targeted support to students.	Year 7-12 Students
Early Intervention	Perfect Presence	Specialised group-based support programs for identified students across Year 7 and 8, aiming to develop a sense of belonging within school social groups while fostering leadership and resilience.	Year 7-8 students
Early Intervention	STRIPES	Cultivating positive self-image, confidence and resilience through physical activity	Year 7-12 Students
Early intervention / Targeted support	Check In Check Out (Timeout card)	For students who exhibit low-level behaviours of concern	Years 7-12 students
Early intervention / Targeted support	New Arrivals & Refugee Support	English as an Additional Language/Dialect Teachers provide targeted support and intervention for newly arrived and/or refugee students for whom English is an Additional Language/Dialect. Identified students engage in annual programs designed to foster healing, resilience and strong school-based support networks.	Years 7-12 students
Early intervention / Targeted support	Student Support Officer (SSO)	Supports the school's holistic approach to wellbeing, facilitating peer-to-peer mediation, specialised social clubs, and 1-1 check-ins on a referral basis.	Year 7-12 students
Targeted intervention	School Counsellors	Support the school's implementation of the school's approach to wellbeing.	Year 7-12 students
Targeted intervention	Leadership Programs	These include the Student Representative Council (SRC), House Program and SJPHS Public Relations Team.	Year 7-12 students
Targeted / Individual intervention	The Learning and Support Team (LST)	The Learning and Support Team (LST) works collaboratively with teachers, students and families to support require personalised learning and support. This may involve the creation and annual review of a Personal Learning and Support Plan (PlaSP), allowing	Staff, individual Year 7-12 students, parents and carers

Care Continuum	Strategy or Program	Details	Audience
		for the creation of learning goals and strategies to aide students to successfully access the curriculum.	
Individual intervention	Art Therapy	Identified students engage in the practise and process of Art Therapy, receiving support in the development of the qualities and values consistent with the Wellbeing Framework for Schools.	Year 7-12 students
Individual intervention	Student Learning Support Officers	Student Learning and Support Officers (SLSOs) offer targeted individual intervention for students under the Integration Funding Scheme, providing 1-1 and small-group support for identified students.	Staff, individual Year 7-12 students, parents and carers
Individual intervention	Allied Health	Support the school's implementation of the school's approach to wellbeing.	Year 7-12 students
Individual intervention	Attendance Monitoring	Consistent monitoring of student attendance that allows students with an attendance-risk to be identified and timely interventions to be planned for and implemented.	Students, Year Advisers, HT Wellbeing, Deputy Principal, Parents and Carers.
Individual intervention	IFPS Coordinator	Supporting International Fee-Paying Students through frequent check-in meetings, progress reports and the implementation of social events, including morning teas.	Targeted Year 7-12 IFPS students
Individual intervention	Individual behaviour and wellbeing support planning	Targeted and specific planning for identified students who require a Behaviour Support Plan (BSP), Risk Management Plan (RMP), Partial Day Exemption Plan (PDE). Plans are collaboratively developed, monitored reviewed annually.	Students, parent/carer, Deputy Principal

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

St Johns Park High School staff are committed to identifying inappropriate behaviour and behaviours of concern, including bullying and cyberbullying, through various means. These may include:

- Observing a student's behaviours, interactions, verbal communication, or work, such as written materials, performances, or artworks.
- Receiving disclosures of previously unknown information, whether new or previously kept confidential.
- Addressing concerns raised by parents, community members, or external agencies.

Students or parents are encouraged to report incidents of bullying to any staff member. Principals of NSW public schools have the authority to take disciplinary action to address student behaviours that occur outside school hours or off school grounds, including incidents of cyberbullying.

Students who experience bullying will be provided with appropriate support, such as assistance from their Year Advisor or access to the school counselling service.

Our school's responses to inappropriate behaviour or behaviours of concern extend to incidents that occur:

- On school premises.

- During travel to and from school.
- During school-approved activities conducted off-site.
- Outside school hours and off school grounds when there is a clear and direct connection between the school and the students' conduct.
- When using social media, mobile devices, or other technologies involving another student or staff member, where a clear and direct connection exists between the school and the students' actions.

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 executive managed
1. Behavioural expectations are explicitly taught and consistently reinforced. • Teachers actively demonstrate these behaviours and provide students with opportunities to practice them in various contexts. • Students are recognised and commended for adhering to the school's expectations and rules. • 1H and 2H Term Assemblies and printable display materials reinforce consistent messaging.	1. Classroom Teachers refer to 'Safe, Respectful Learner' school-wide behavioural expectations as per the *St Johns Park High School PB4L Behaviour Matrix.*	1. Classroom Teacher to contact Head Teacher / Deputy Principal immediately if exhibited behaviours present a significant risk to student or staff wellbeing. If no risk is present, notify the Head Teacher and/or Deputy Principal before the end of the school day and complete appropriate documentation with evidence of follow-up action taken (where appropriate).
2. Specific positive feedback, both verbal and non-verbal, is combined with St Johns Park High School Safe, Respectful Leaner 'Saints Awards' as part of a school-wide system to recognise and encourage expected behaviours.	2. Classroom Teachers will employ de-escalation strategies, including but not limited to proximity, non-verbal cues, ignore, attend and praise.	2. Head Teacher to implement strategies to maintain a safe, respectful and productive learning environment, such as redirecting the student to another area or activity, 1-1 discussions that allow for student voice and choice. Depending on the context and nature of the incident, the Head Teacher and Classroom Teacher may schedule time to review and embed further classroom-based strategies to mitigate the risk of further or repeated incidences.
3. The St Johns Park High School Level System allows for the provision of free and frequent tangible behaviour reinforcers, including use of Saints Awards, Significant and infrequent reinforcers, such as a Principal's Award, School Service Awards and Attendance Awards are recognised at cohort specific assemblies and specialised presentation events. All	3. Classroom Teachers will use clear, objective and directive language to remind, re-teach and provide choice. Detention and reflection allow the student to discuss the behaviour of concern with their classroom teacher.	3. The Head Teacher and Deputy Principal collaboratively work to collect information, including witness statements, to review the incident from multiple perspectives and determine further action. The DP will liaise with the HT in progressing the student onto a Level 2 or Level 1 placement depending on the nature, frequency and severity of the behaviour. All follow-up action

reinforcers are recorded on the School's Sentral Documentation system, which is accessible through the Parent Portal.		is recorded on Sentral, and contact is to be made with the student's parent / carer to outline behaviours of concern and direct action taken.
4. Social-emotional learning lessons are taught as part of students' engagement in the wellbeing curriculum across 7-12. Cohort specific wellbeing days provide additional access to a school wide wellbeing curriculum.	4. The classroom teacher records on Sentral reporting system by the end of the school day and will monitor and inform the family if repeated. For some incidents, a referral is made to the school's anti-racism contact officer (ARCO) or suitable wellbeing team member.	4. A referral to the school's wellbeing and/or learning and support team is made that reflects current and previous behaviour data. Other actions may include a referral to AP Learning and Support (Cowpasture Network), school counsellor or other wellbeing support provider. Other actions may include the development of a behaviour support or risk management plan.
Teacher/ Parent contact	Teacher/ Parent contact	Teacher/ Parent contact
Parents are automatically notified through the parent portal when frequent and intermittent reinforcers, such as Saints Awards are recorded Sentral. Student awards for positive behaviour are given at 1H and 2H year group assemblies.	The Classroom Teacher contacts parents by phone when a range of corrective responses have not been successful. Referrals to the Head Teacher for placement on a Level 2 card may be discussed.	Parent/carer contact is made by the Deputy Principal to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School. Placement on a Level 1 monitoring card, formal caution and/or suspension may also be discussed.

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 school learning and support team and/or wellbeing 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 is 15 minutes, which is half of the designated break period.

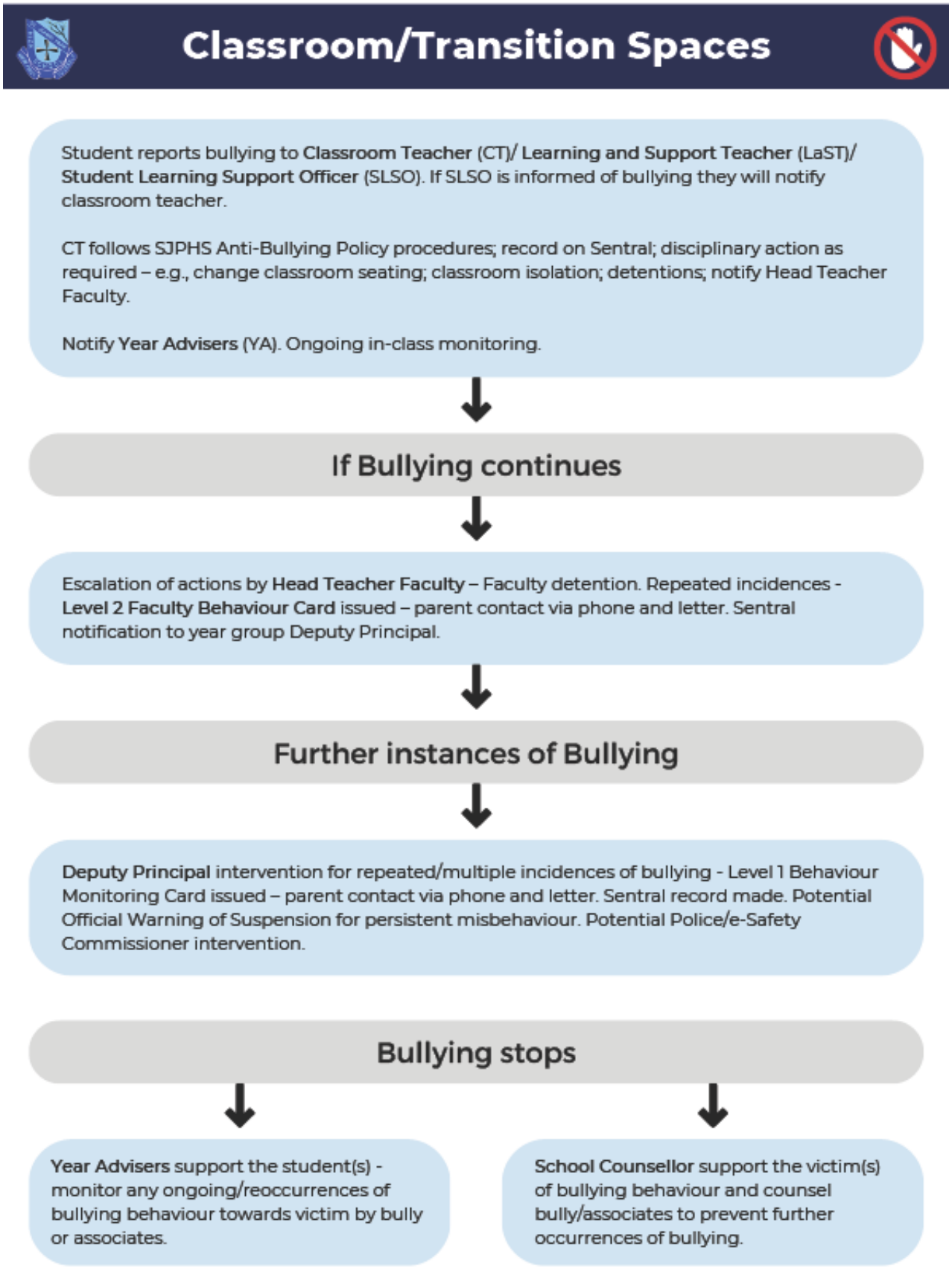
Strategy	When and how long?	Who coordinates?	How are these recorded?
Detention - withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)	15 minutes; next break	Classroom Teacher / Head Teacher	Sentral
Restorative practice – peer mediation, circles or restorative conversations in groups	Scheduled as soon as all involved are available	Wellbeing Team	Sentral

Review dates

Last review date: 10/12/2024

Next review date: 10/12/2025

Appendix 1: Anti-bullying flowcharts



Playground

Student(s) report the incident to the teacher on playground duty. **Playground Duty Teacher** intervenes to instigate cessation of bullying actions. Take note of the names of students involved. Ensure the safety of the student(s) being bullied. Take immediate disciplinary action as required for bully – detention, isolation from peers etc.

Immediate verbal notification to Head Teacher Playground Duty of situation and actions. Make follow-up Sentral notification to Head Teacher Playground Duty and Year Advisers.

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If Bullying continues

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Escalation of actions by **Head Teacher Playground Duty** – removal of bullying student(s) from the playground area; detention. Repeated incidences - **Level 2 Behaviour Monitoring Card** issued by HT Playground Duty – parent contact via phone and letter. Sentral notification to year group Deputy Principal and Year Advisers.

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If Bullying continues or behaviours escalate

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Deputy Principal intervention for repeated/multiple incidences/escalation of disobedience to Head Teacher Playground Duty - Level 1 Behaviour Monitoring Card issued – parent contact via phone and letter. Sentral record made.

Potential Formal Warning of Suspension for persistent misbehaviour.
Potential **Police/e-Safety Commissioner** intervention.

Bullying stops

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Year Advisers support the student(s) - monitor any ongoing/reoccurrences of bullying behaviour towards victim by bully or associates.

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School Counsellor support the victim(s) of bullying behaviour and counsel bully/associates to prevent further occurrences of bullying.

Cyber Bullying

Online bullying occurs or is reported at school to **CT/LaST/SLSO/SASS.**

Online bullying is reported to **parents** at home.

Deputy Principal intervention – investigation of incident.

Bullies are from SJPHS – Discipline procedures – **Level 1 Behaviour Card** – detention – notify parents via phone and letter. Potential suspension from school.

Bullies are not from SJPHS – Deputy Principal to investigate.

Potential notification to Police/Office of the e-Safety Commissioner.

Student/parents to keep screenshots of text/images. Report bullying to social network platform. Block bullies. Change telephone number – only give to trusted people.

Report bullying to Police/Office of the e-Safety Commissioner.

Bullying continues or escalates

Deputy Principal makes a formal report to Police and Office of the e-Safety Commissioner.

Notify Principal of all actions.

→ Intervention by **Police and Office of the e-Safety Commissioner.**

Bullying stops

Year Advisers support the student(s) - monitor any ongoing/reoccurrences of bullying behaviour towards victim by bully or associates.

School Counsellor support the victim(s) of bullying behaviour and counsel bully/associates to prevent further occurrences of bullying.

How to Deal with Bullying

STUDENT (Target)

Use the strategies taught at school - ignore; walk away; name the behaviour - "stop, you are bullying me"

TELL SOMEONE

A Teacher, Student Support Officer, Year Adviser, Head Teacher, Deputy Principal, Principal or your parents/caregivers

UPSTANDER

Use strategies taught at school - help the target by intervening; getting teacher support; name the behaviour - "Stop, you are bullying"; support the target of the bullying

Report the incident to a Teacher, Student Support Officer, Year Adviser, Deputy Principal, Principal or your Parent/Caregiver

TELL SOMEONE

ALL STAFF

Listen to the student

Support the student to be immediately safe and complete an Incident Report

Investigate the incident. Support the student to complete an Incident Report.

Record details on Sentral - make Notification to Year Advisers; Head Teacher and/or Deputy Principal

If the incident cannot be resolved or is repeated refer to the Head Teacher, Deputy Principal or Principal

School processes to be followed

PARENT/CAREGIVER

Encourage your child to report any incidents of bullying as soon as possible

DO NOT encourage your child to retaliate in any way (either in person or on cyber)

DO encourage your child to follow the school's procedures

Contact the school to ensure that relevant staff are aware of the issue.

If cyberbullying is involved, copy and keep the posts as evidence.

Keep an open mind - remember you are hearing one side of the story.

DO NOT directly approach any student or family member in person or online as a response to the bullying