

School Behaviour Support and Management Plan

Overview

John Edmondson High School is committed to supporting an inclusive school environment where staff explicitly teach and model positive behaviour to support students to be engaged in their learning. Our staff aim to explicitly teach and model positive behaviour and support all students to be engaged in their learning.

Our goal is to inspire every child to participate positively in society. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

The principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

Our processes are founded on the idea that students must learn to take responsibility for their own actions and to ensure all staff respond to these challenges consistently to support students to acknowledge harm and learn from their behaviour.

Our goal is to sustain an inclusive and participatory culture that supports the needs of our students and lead to their development as responsible, engaged and successful learners, confident and creative individuals and active and informed citizens.

To achieve our mission, key approaches and programs prioritised and valued by the school community include a focus on Restorative Practices, existing Anti-Racism and Anti-Bullying programs and the STRIVE Whole School Values Platform. These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Restorative Practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

Partnership with parents and carers

John Edmondson High School partners with families and actively seeks opportunities to build engagement with parent/carers to support the development of strategies for student behaviour management and anti-bullying procedures. Staff work alongside parents and carers who recognise their responsibility in working positively and collaboratively with the school. This is achieved by:

- inviting families and student feedback through formal and informal means, for example, through Tell Them from Me Surveys, school surveys, consulting with the school's P & C Association and local AECG.
- prioritising parent/carers communication as vital to supporting students and reiterating expectations through various means including individual contact, school newsletter, website, social media and other methods.
- using concerns raised through complaints procedures to review school systems, data and practices.

School-wide expectations and rules

John Edmondson High School has developed a whole school values platform, STRIVE, which reinforces behaviour expectations and establishes the culture of the school.

| Safety | Trust | Respect | Integrity and Value | Engaged |
|----------------|---------------------|--------------------|---------------------|---------------------|
| Be safe | Work co-operatively | Be kind and listen | Be honest | Be your best |
| Be responsible | Resolve conflict | Accept differences | Value others | Overcome challenges |

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

John Edmondson High School embeds student wellbeing and positive behaviour strategies across the care continuum and responds to behaviours of concern, including bullying and cyberbullying behaviour and behaviours that do not constitute bullying, which include mutual disagreements or isolated incidents.

The strategies used are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships and include:

- explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- actively supervising students
- maximising opportunities for active engagement with learning, including differentiating content and tasks to meet the needs of all learners.

| Care Continuum | Strategy or Program | Details | Audience |
|--|--------------------------------------|--|---|
| Prevention/ Early / Targeted / & Individual intervention | Restorative Practice | Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes circles and restorative conversations. | Teachers, HT, DP, students 7-12, families |

| Care Continuum | Strategy or Program | Details | Audience |
|---|---|---|---|
| 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, presented by senior executive staff |
| Prevention | Communication with parents | To increase parent’s understanding of how our school addresses all forms of behaviour. | Staff, students 7-12, families |
| Prevention | Bullying NoWay! | Our school registers and participates in the annual Bullying noWay! activities | Staff, students 7-12 |
| Prevention | Transition Year 6 into 7 | Focusing on a safe and successful movement from primary to high school, including special transition days and activities for students with additional needs | Incoming Year 7 students |
| Prevention | Peer support program | Builds resilience by helping students develop strong relationships and skills to manage life's ups and downs. Provides leadership opportunities for peer support mentors | Students 7 and 10, and co-ordinators |
| Prevention / Early intervention | Student support officer | Supports the implementation of the school’s approach to wellbeing by planning and facilitating small group activities | SSOs, Students 7 - 12 |
| Targeted / individual intervention | Learning and Support | The LaSTs work with teachers, students and families to support students who require personalised learning and support. | Staff, individual students 7-12, families |
| Targeted intervention | Check In Check Out (CICO) | For students who exhibit low level behaviours of concern. | DP, YAs, Individual students 7-12, |
| Targeted intervention | Leadership programs | These include Student Representative Council, year 12 leadership team, Sports captains, Wellbeing Ambassadors and Peer support mentors | Students 7-12 |
| Individual intervention | Daily achievement | Daily achievement card from DP or HT to change a pattern of behaviour. | Students 7-12 |
| Individual intervention | Attendance monitoring | Address barriers to improve attendance and set growth goals. | Students, Year Advisor, DP, HSLO |
| Individual intervention | Individual behaviour support planning | Developing, implementing monitoring and reviewing: behaviour support, behaviour response and risk management plans. | Students, parent/carer, LaST, HT Wellbeing |

| Care Continuum | Strategy or Program | Details | Audience |
|--|---------------------------------------|--|--|
| Individual intervention | School Psychologist / Counsellor team | The team work with teachers, senior executive team, students and families to support students who require personalised support, diagnostic testing and reporting | Students, parent/carer, LaST, HT Wellbeing |
| Prevention / Early intervention/Targeted intervention/individual intervention. | Wellbeing team | Supports the implementation of the school's approach to wellbeing by providing support to students. Organising wellbeing activities, communicating with families and facilitation of programs aligned to student areas of need. These include RAP program, Perfect Presence, wellbeing workshops, engagement with local YPLO and acknowledgment and engagement days focused on DoE recognised dates supporting anti-discrimination including RUOK, Wear It Purple Day, Anti-Bullying campaign. | Senior executive team, YA, HT welfare, wellbeing coordinators, SSOs, Counsellors Students 7 - 12 |

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 and seek advice from senior executive staff. 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. Please refer to the attached:

- Appendix 1 – JEHS Behaviour Management Flowchart
- Appendix 2 – Anti-Racism Management Flowchart
- Appendix 3 – Anti-Bullying Plan

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on school-based Sentral Behaviour or Wellbeing system. These may include:

- review and document incident and determine appropriate response/s, including supports for staff or other students impacted
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- 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

School Behaviour Support and Management Plan

- use of detention, reflection and restorative practices
- liaise with Team Around a School for additional support or advice
- 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.

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

| 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 |
|--|---|--|
| <p>1. Behaviour expectations are taught and referred to regularly.</p> <p>Teachers model behaviours and provide opportunities for practice.</p> <p>Students are acknowledged for meeting school-wide expectations and rules.</p> | <p>1. Refer to school-wide expectations.</p> | <p>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.</p> |
| <p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p> | <p>2. Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p> | <p>2. HT/DP/CT 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.</p> |
| <p>3. A range of reinforcers include those that are recorded on school behaviour/wellbeing sentral system and include approaches that are:</p> <ul style="list-style-type: none"> - free and frequent - moderate and intermittent - significant and infrequent - intermittent and infrequent | <p>3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student interview. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.</p> | <p>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 sentral system and contact parent/carer by email or phone. DP/P may consider further action for e.g. formal caution/suspension.</p> |
| <p>4. Social-emotional learning lessons are taught during twice a term STRIVE wellbeing lessons.</p> | <p>4. Teacher records on behaviour/wellbeing sentral 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.</p> | <p>4. Refer to the school's Learning Support Team considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.</p> |
| <p>Teacher/parent contact</p> | <p>Teacher/parent contact</p> | <p>Teacher/parent contact</p> |
| <p>Parents are notified through the parent portal when intermittent and infrequent reinforcers are recorded on behaviour/wellbeing sentral system.</p> <p>Student awards for positive behaviour are given at regular year group assemblies.</p> | <p>Teacher contacts parents by phone or email when a range of corrective responses have not been successful.</p> <p>Individual planning and referral to Learning Support Team may be discussed.</p> | <p>Parent/carer contact is made by HT/DP/P to discuss any support and behaviour responses, including referral to the LST school counsellor, outside agencies or Team Around a School.</p> |

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? |
|--|--|--|--------------------------|
| Detention using the Student Behaviour Reflection template | As soon as possible following a classroom or playground incident, up to half the break time used | Classroom teacher | Sentral wellbeing module |
| Restorative practices including mediation and student interviews | Scheduled as soon as all involved are available | Year Advisor/HT Wellbeing/Deputy Principal | Sentral wellbeing module |

Review dates

Last review date: Friday 18th December 2024

Next review date: Day 1, Term 3 2025



Behaviour Support and Management Plan

Positive Proactive Teacher Strategies

Strategies to promote positive student behaviour and a climate for success

PREVENTION

| | | |
|--|---|---|
| Establish lesson / class routine | Do Now / Hook Activity for immediate engagement in lesson | Use the reward system including recognition awards |
| Establish a positive relationship with students | LISC on board | Verbal praise and positive feedback |
| Model punctuality to class, by teacher being on time | Remind class of expectations at lesson start | Positive parent contact and letters of commendation |
| Students line up outside or stand behind seats for a settled start | Clear verbal instructions | Know Your Students |
| Greet students as they enter the classroom to build rapport | Use of formative assessment strategies | |
| Monitor seating plan | Differentiation, adjustments, lesson modification | |

EARLY INTERVENTION

| DISRUPTION & DISOBEDIENCE | MISBEHAVIOUR | TEACHER RESPONSE | |
|----------------------------|-------------------------------|---|----------------------------|
| Calling Out | Refusing teacher instructions | Reiterate consistent class procedures | Remain calm and in control |
| Distracted and off task | Continually argumentative | Time out | Redirect and warning |
| Leaving Seat | Refusing to work | Proximity | Move seat |
| Not following instructions | Swearing at other students | Send to buddy teacher | Restorative detention |
| Talking out of turn | Play fighting | Classroom Monitoring Card | Student Reflection Sheet |
| Truancy | Defiance | Parent contact: Letter of concern phone call email | Record actions on Sentral |

NOT RESOLVED

TARGETED INTERVENTION

| PERSISTENT BEHAVIOURS | | HEAD TEACHER RESPONSE | |
|-------------------------------------|------------------------------------|--|---|
| Continued disobedience | Ongoing disruptions | Student Interview | Parent contact: Letter of concern phone call email |
| Failure to report to CRT detentions | Persistent lateness and/or truancy | Head Teacher Detention | Restorative Practice: Reflection and Discussion |
| Regularly not completing work | Unsuccessful Classroom Monitoring | Head Teacher Monitoring Card | Investigate incident / incident report |
| | | Isolation of student into senior class | Document on Sentral |

NOT RESOLVED

INDIVIDUAL INTERVENTION

| SERIOUS INCIDENTS | | DEPUTY PRINCIPAL RESPONSE | |
|-------------------------|-----------------------------------|-------------------------------------|------------------------------|
| Swearing at the teacher | Fighting / Aggressive behaviour | Student interview with HT & DP | Parent contact / interview |
| Racist abuse | Verbal Aggression towards teacher | Deputy Principal Monitoring Card | Develop Behaviour Plan |
| Unsafe practices | Vandalism | Positive behaviour plan implemented | Formal Caution OR Suspension |
| | | Engage external support | Restorative Discussion |
| | | Document on Sentral | |

NOT RESOLVED

NOT RESOLVED

RESOLVED



RESOLVED

No further action required.





How to manage incidents of racism

PREVENTION

| Positive Proactive Teacher Strategies Strategies to promote positive student behaviour and a climate for success | | |
|---|--|---|
| STUDENT VOICE Anti-racism / Multicultural education student team | PROMOTION Advertising Assembly notices Social Media | ARCO Role of the ARCO made clear |
| STUDENT LEADERSHIP Student Anti-Racism Ambassadors | EVENTS Harmony / Multicultural Day Events | PROCESS Flowchart for student so they know who to go to |
| STUDENT AGENCY Educational films made by students | EDUCATION Positive messages of multiculturalism in class | |

EARLY PREVENTION

| STUDENT BEHAVIOURS | |
|--------------------|------------------------|
| TYPES OF INCIDENTS | MORE SERIOUS INCIDENTS |
| Racist Jokes | Physical Violence |
| Racist Comments | Aggressive Behaviour |
| Racist Slurs | Ongoing Victimisation |
| Degrading language | Ongoing Bullying |
| Discrimination | |

| TEACHER RESPONSE |
|--|
| Must address the behaviour DO NOT IGNORE |
| Warning to stop behaviour |
| Redirect |
| Separate / Move seats |
| Detention |
| Parent contact |
| TEACHABLE MOMENT Look for those opportunities |

NOT RESOLVED

TARGETED INTERVENTION

| HEAD TEACHER REFERRAL | ARCO REFERRAL |
|--|---|
| Refusing teacher instructions to stop comments | Continued racist behaviour / comments |
| Failure to attend detention re: incidences of racism - Refer to HT | Incidents of racism requiring further attention |

| ARCO RESPONSE | |
|--|---|
| Investigate issue / complaint. Sentral entry. | Take referrals from students through ARCO referral form |
| Strategies: • Mediation Detention • Educational resources • Refer to DP in serious incident | Collect statements for serious incidents to be referred to DP |
| Student Interview (victim & offender) | Parent contact: Phone call / interview |

NOT RESOLVED

INDIVIDUAL INTERVENTION

| SERIOUS INCIDENTS | |
|---------------------------|-------------------------|
| Continued racist comments | Aggressive behaviour |
| Racist abuse | Racial abuse of teacher |
| Physical aggression | Threats of harm |

| DEPUTY PRINCIPAL RESPONSE | |
|------------------------------|------------------------------|
| Student Interview | Develop Behaviour Plan |
| Student intervention | Formal Caution OR Suspension |
| Parent contact / involvement | Restorative Discussion |
| Engage external support | Document on Sentral |

RESOLVED



RESOLVED

No further action required. Refer to ARCO FYI.

ANTI-BULLYING PLAN

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

Resources

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

1 School culture and inclusion

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff will actively respond to student bullying behaviour.

Our school engages in the following practices to promote a positive school culture.

1.1 Student assemblies

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

| Dates | Communication topics |
|-------|----------------------|
| | |
| | |
| | |
| | |

1.2 Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

| Dates | Communication topics and Professional learning |
|-------|--|
| | |
| | |
| | |
| | |

1.3 New and casual staff

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

2 Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

2.1 Website

Our school website has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

The following are published on our school's website. Check the boxes that apply.

School Anti-bullying Plan

NSW Anti-bullying website

Behaviour Code for Students

2.2 Communication with parents

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

| Dates | Communication methods and topic |
|-------|---------------------------------|
| | |
| | |
| | |
| | |

3 Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs.

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE).

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following.

Completed by:

Position:

Signature:



Date:

Principal name:

Signature:

Date: