

# **Behaviour Support and Management Plan**



# Behaviour Support and Management Plan

## Overview

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

Sir Joseph Banks High School is a Choice Theory school, underpinned by a Positive Psychology approach. Our school has a clearly structured Behaviour Support and Management plan that meets the NSW Department of Education requirements and clearly articulates strategies to promote and support positive behaviour and manage behaviours of concern.

The core of our School Behaviour Support and Management structure is our Positive Behaviour for Learning Care Continuum, which provides a framework for delivering a universal focus, targeted interventions and intensive support for teams across the school. The principles of Positive Behaviour for Learning are fully embedded within the school structure and ensures every student can Connect, Succeed and Thrive.

The school supports positive student behaviour in the following contexts:  
at school

- on the way to and from school
- on school excursions
- outside school hours where there is a clear and close connection between the school and students' conduct
- if the student's conduct significantly affects, the health, learning and safety of students or staff
- social media, mobile devices and/or other technology involving students or staff members.



# Promoting and reinforcing positive student behaviour and school-wide Expectations



'Our School's Core values of **Think, Respect** and **Learn** are the foundation of our whole school relational pedagogy. These values are underpinned by a general philosophy of '**Me to We**', connecting students' understanding of self with their place and belonging within the school community.

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

## THINK



**Say it Right** - speak and behave courteously considering what we say, how we say it, when we say it. **THINK** how we express ourselves. It is **Truthful**, is it **Helpful**, Is it **Inclusive**, Is it **Necessary**, is it **Kind**

- Your words are your responsibility
- Follow teacher instructions which includes acting in a safe manner, use appropriate comments and acceptable language



## Wear it Right

- students wear full school uniform to and from school.
- enclosed, black leather shoes are worn at all times
- Families can refer to the SJBHS [Uniform Policy](#) for more information



# RESPECT

**Hands Off.** Our whole school approach to promote a safe physical environment.



- At SJB we **RESPECT** the rights of others.
- We **RESPECT** personal space. This includes ensuring that we do not vandalise property or take things that do not belong to us.
- We **RESPECT** ourselves, our body and the law by not vaping or smoking.

To make things simple students keep hands off each other when:

- o in the canteen
- o in the hub
- o mucking around
- o in the playground
- o lining up
- o in class
- o angry

# LEARN

## Right Time, Right Place

At SJB students understand that right time right place is the right combination for success and remember to

### RIGHT time RIGHT place

is the right combination for success!



- Be on time to school and class
- Be in the right place and within bounds.

### Be prepared for learning by

- Homework completed
- Prepared for learning with the right equipment
- Completing classwork

**Phone No Phone Go** – Device management. Our whole school approach to appropriate use of technology in our learning environments.



- Devices (eg: phone, headphones, smart watch) are to be kept in bags unless instructed otherwise.
- A phone safe is available for students to use if they are unable to keep their device in their bag.

Families can refer to the [SJBHS Device Management Policy](#) for more information.



# Excellence Awards

At SJBHS we recognise, celebrate, and promote positive behaviour through our Excellence Awards Structure. These awards reflect all aspects of our school community and student experiences.

## How to earn merits

Earn 1 merit every time a teacher records your EXCELLENCE on Sentral.

5 merits = BRONZE

There are many ways to earn merits. Here are some examples:

Community Champions	Zero Heroes	Learning Legends
<p><b>1. Volunteering</b></p> <ul style="list-style-type: none"> <li>Charity fund raising</li> <li>Whole school events like Open Day, Harmony Day, Iftar Dinner, Festival of Cultures</li> <li>Primary Partners events</li> <li>Catering</li> <li>Assembly set up, sound &amp; lighting</li> <li>Peer support</li> <li>Scribing for exams</li> <li>Gardening</li> <li>P&amp;C breakfast</li> <li>Clean up</li> <li>Teachers vs students matches</li> </ul> <p><b>2. Exceeding expectations</b></p> <ul style="list-style-type: none"> <li>Random acts of kindness</li> </ul> <p><b>3. Representing school</b></p> <ul style="list-style-type: none"> <li>Leadership positions</li> <li>Conferences</li> <li>Councils</li> <li>Open Day visits to primary schools</li> <li>Madiba Project</li> <li>BYDS projects</li> <li>Anzac Day</li> <li>Demonstration lessons</li> </ul>	<p><b>Zero heroes is done automatically in Sentral.</b></p> <p><b>To earn merits for this award you need to:</b></p> <ol style="list-style-type: none"> <li><b>1. Attend school every day.</b> 95% per term. Satisfactory explanation for absences needed.</li> <li><b>2. Arrive at school on time every day.</b> Two lates per term with a note is okay.</li> <li><b>3. Work hard and be organised to ensure that you qualify for zero N-warnings/lack of application letters.</b></li> <li><b>4. Demonstrate respectful behaviour at all times to ensure you qualify for zero negative incidents on Sentral.</b></li> </ol> <p><b>Qualify in all 4 categories for a bonus merit and get a BRONZE!</b></p>	<p><b>1. Academic excellence</b></p> <ul style="list-style-type: none"> <li>First in task/course/project</li> <li>Technological excellence</li> <li>Academic competitions</li> <li>Debating/public speaking</li> <li>Arts performance</li> <li>State Drama Camp</li> <li>Practical excellence</li> <li>Quality craftsmanship</li> <li>VET/TAFE</li> </ul> <p><b>2. Academic growth</b></p> <ul style="list-style-type: none"> <li>Implementing teacher feedback</li> <li>Soft skills development</li> <li>Growth mindset development</li> <li>Literacy/numeracy progression</li> <li>Learning awareness &amp; application</li> <li>Substantial improvement</li> <li>Consistent diligence</li> <li>Progress in community access</li> </ul> <p><b>3. Sporting excellence</b></p> <ul style="list-style-type: none"> <li>Grade team participation</li> <li>Knock out team participation</li> <li>Zone/Regional/State participation</li> </ul>

**Track your progress on Sentral Student Portal!**

There are 3 types of awards:

### Community Champions -

THINK awards recognise your contribution to our school community.

**Zero Heroes -** RESPECT awards recognise your attendance, punctuality, attitude and application.

**Learning Legends -** LEARN awards recognise your learning growth, academic and sporting excellence.

Schools are expected to take strong action in response to behaviour that is harmful to self or others or negatively impacts on teaching and learning.

### Behaviour Code for Students

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.



# Behaviour code for students

NSW public schools

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.

## In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

## Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

## Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

## Safety

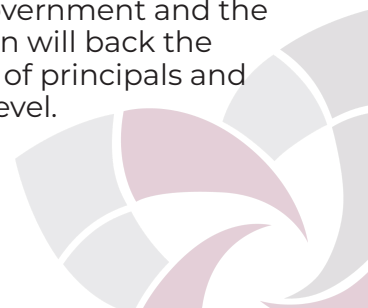
- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

## Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline

and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.



## The Care Continuum:

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Students require different types of intervention delivered in different ways along a continuum of need to best meet their needs. This is called the Care Continuum.



**Prevention:** *Whole school, universal strategies to explicitly teach and support positive behaviours*

**Early Intervention:** *Some students require support to address low level, emerging behaviours of concern*

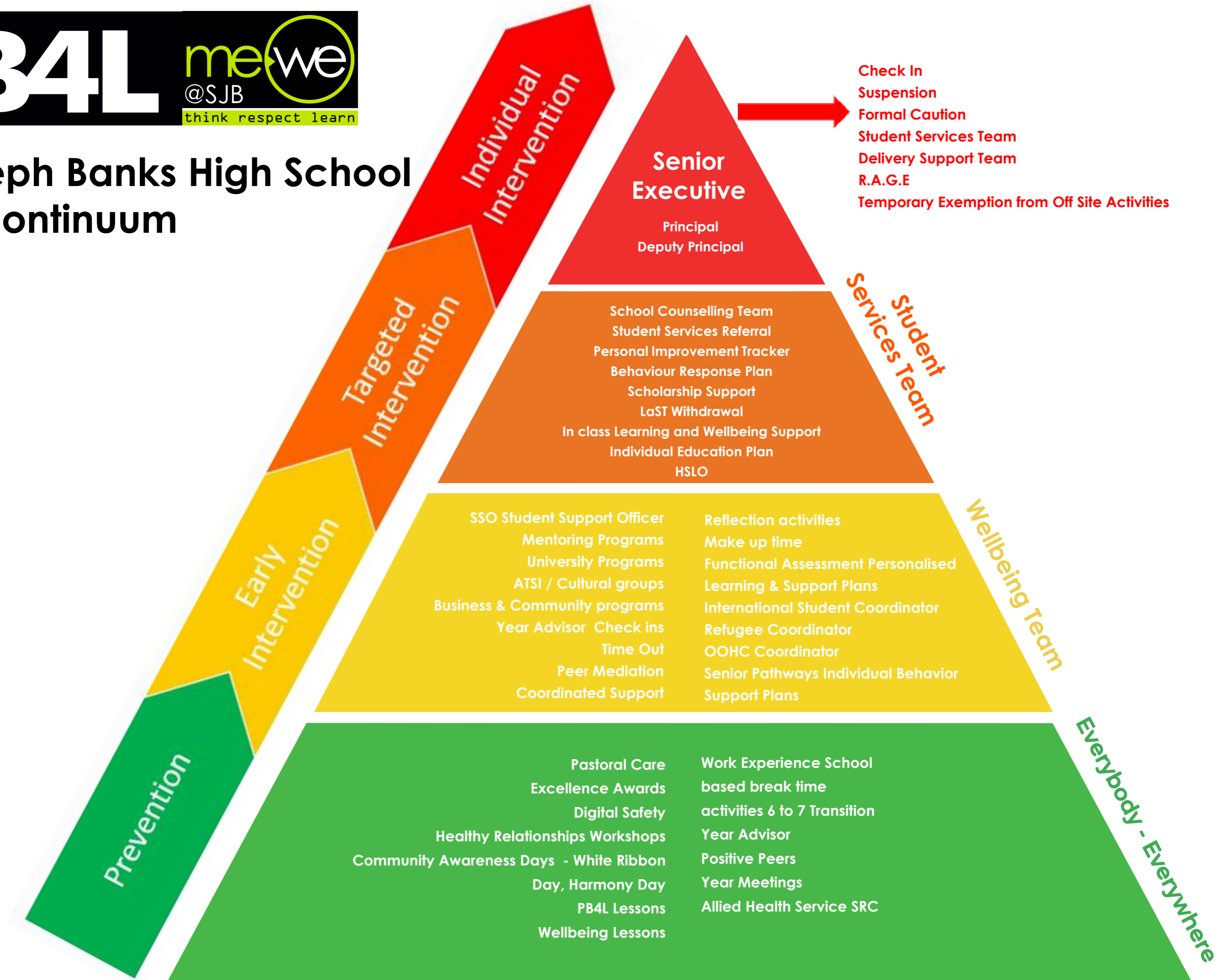
**Targeted Intervention:** *Some students with complex and challenging behaviours require specific supports*

**Individual Intervention:** *Some students with highly complex and challenging behaviours require individualised supports*

Positive Behaviour for Learning strategies support the implementation of all aspects of this policy, particularly via the provision of explicit behaviour lessons, behaviour expectations matrixes and professional learning for staff.



## Sir Joseph Banks High School Care Continuum





# Sir Joseph Banks High School Make Up Time, Reflection and Restorative Practice

## Make Up Time :

Make up time is a natural consequence for breaching the school's Behaviour Expectations and our Core Values - Think, Respect and Learn. The function of make up time is to support student learning outcomes and can be issued in the form of;

1. **Pro-learning strategies** where students are asked to complete missed work or lessons, in line with our core school value of Learn.
2. **Pro-social activities** which includes Community Service, and supports school's overarching value of Me2We @ SJB. Pro-social interventions allow for the modeling of caring routines and strengthens student's overall sense of belonging.

Make up time additionally provides students with time to reflect on behaviour, plan to improve behaviour or engage in restorative practices to repair relationships and situations.

Action	When and how long	Who coordinates	How are these recommended
Make Up Time Classroom	Up to 15 mins	Classroom Teacher	Behaviours that limit or impact the learning, wellbeing or safety of self or others When students avoid completing class make up time, the student will be referred to Head Teacher.
Make Up Time Faculty	30 mins	HT Faculty	Continued behaviours that limit or impact the learning, wellbeing or safety of self or others When students avoid completing Faculty make up time, the student will be referred to the Deputy Principal
Make Up Time Deputy Principal	60 mins	Deputy Principal	Persistent behaviours that limit or impact the learning, wellbeing or safety of self or others When students avoid completing Deputy Principal make up time, a formal caution may be applied



## Reflection:

Students will be given structured time to consider their behaviour choices and to plan for future improved behaviour.

Behaviour reflection is a better way to engage students in thinking about their choices and removes the negative impact of punitive punishment.

Building and maintaining positive relationships is the underlying aim of Sir Joseph Banks High School's Behaviour Expectations, supported by the implementation of Positive Behaviour for Learning.

Action	When and how long	Who coordinates	How are these recommended
Mediation	Varying duration depending on circumstances	Student Services Team	To resolve conflict respectfully, calmly and fairly
PB4L Reflection Activity	Varying depending on circumstances	Deputy Principal, Student Services team,	Behaviours that do not meet school values and Positive Behaviour for Learning expectations
Breaktime Reflection Intervention	Varying depending on circumstances	Student Services Team	Coordinated Support data analysis, Student Services Team referral, Deputy Principal referral.
Personal Improvement Tracker	5 School days	Student Services Team	Coordinated Support data analysis, Student Services Team referral, Deputy Principal referral.
Staged Return to class	Varying depending on circumstances	Student Services team, Student	Aligned with individual student goals from Individual Behaviour Support Plan



## Restorative Practice:

A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict. Positive Behaviour for Learning, Reflection Sheets, Choice Theory Positive Psychology embed this as part of their implementation.

Action	When and how long	Who coordinates	How are these recommended
Mediation	Varying duration depending on circumstances	Student Services Team	To resolve conflict respectfully, calmly and fairly
PB4L Reflection Activity	Varying depending on circumstances	Deputy Principal, Student Services team,	Behaviours that do not meet school values and Positive Behaviour for Learning expectations
Temporary Exemption from Offsite Activities	Students will need to demonstrate sustained safe behaviours in order to access future off site activities.	Deputy Principal, Student Services team,	<p>In the event of a suspension for behaviours that are deemed unsafe to self or others, the school may apply, a Temporary Exemption from off site activities.</p> <p>This could include but is not limited to school sport, excursions, representing the school at external events.</p> <p>Temporary exemptions for unsafe behaviours may remain in place for up to 50 school days in line with the DOE Formal Caution time frame and/or Return to School Agreement.</p>



## Partnership with parents/carers

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Sir Joseph Banks High School values strong partnerships with parents, carers and families so that the best outcomes for all students can be attained.

### [School Community Charter](#)

SJBHS asks that parents, carers and families support school behaviour practices by:

- Providing students with full uniform, sports uniform and correct equipment
- Providing relevant documentation to the school, where necessary
- Encouraging students to follow SJBHS Behaviour Expectations
- Contacting the school, where necessary, if any issues need resolving.
- Attending meetings with staff, where required
- In emergency situations, contact the school office rather than your child during class time
- Engage with and reinforce our school's positive behaviour for learning campaigns
- Partnering with the school to collaboratively support their child to attend regularly and participate positively in school
- Ensuring contact details are correct
- Responding to phone contact from the school
- Acknowledging mail from the school
- Signing minutes of meetings and student suspension agreements, as required

Sir Joseph Banks High School communicates with parents, carers and families in the following ways:

- Sentral Parent Portal
- SMS messaging
- Phone calls
- Emails
- Meetings (PLaSPs, behaviour, attendance, learning, wellbeing etc...)
- Sir Joseph Banks High School official website
- Sir Joseph Banks High School official Facebook page
- Letters home



# Anti-Bullying Policy and Procedures

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Sir Joseph Banks High School promotes Positive Behaviour for Learning through the three core values of Think, Respect & Learn.

Sir Joseph Banks High School:

- rejects all forms of bullying behaviour including online (or cyber) bullying
- works hard to provide a safe, inclusive, and respectful learning community that promotes student wellbeing
- expects students to be inclusive and respect other students, their teachers, school staff, and community members, and to not bully, harass, intimidate, or discriminate against anyone in our school
- has many strategies and practices to encourage positive student behaviour, recognise and reinforce student achievement and wellbeing, and manage disruptive and anti-social student behaviour

## WHAT IS BULLYING?

Bullying is hurtful, typically repetitive, behaviour directed by more powerful individuals or groups against those who are less powerful. It creates a risk to another person's health and safety – either psychologically or physically – or their property, reputation or social acceptance. Bullying is uninvited, unwelcomed, intimidating and/or offensive to the recipient.

## TYPES OF BULLYING

Bullying can take many forms, some of which are difficult to identify and speak about.

- physical bullying
- verbal bullying
- indirect bullying
- cyber bullying
- by-stander bullying



## WHAT BULLYING IS NOT

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying:

- mutual conflict
- social rejection or dislike
- single episode acts of aggression or intimidation

Please refer to our [SJBHS Anti Bullying Plan](#) for further information to support student safety and wellbeing.

The NSW Department of Education [Anti-Racism Policy](#) and [Bullying of Students – Prevention and Response Policy and Anti-bullying Plan](#) can be found here.

### **Reviewing dates**

Last review date: Week 5, Term 3 2024

Next review date: Week 5, Term 3 2025

