NSW Department of Education

James Fallon High School High School Behaviour Support and Management Plan

Overview

James Fallon High School is committed to explicitly teaching and modelling positive behaviour and to supporting 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.

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.

To achieve our mission, key approaches and programs prioritised and valued by the school community include:

- Positive Behaviour for Learning
- Berry Street Education Model
- Culturally safe behaviour supports
- Personalised behaviour planning and supports

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Partnership with parents and carers

James Fallon High School will partner with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies, including for bullying behaviour by:

- inviting families and student feedback through formal and informal means, for example, through Tell Them from Me Surveys, school surveys and by consulting with the school's P & C Association.
- using concerns raised through complaints procedures to review school systems, data and practices.

James Fallon High School will communicate these expectations to parents/carers through the school newsletter, social media, website and provide links to information and resources in the Behaviour support toolkit.

School-wide expectations and rules

James Fallon High School has the following school-wide expectations and values:

To be **respectful, responsible,** and **achieve** at your personal best.

Examples of these values within the classroom may include:

Respect	Responsibility	Achievement
Follow instructions	Be prepared	Genuinely attempt all work
Accept individual differences	Follow subject rules	Support and encourage others
Use appropriate language	Stay on task	Be on time

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 (nsw.gov.au)

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies across the care continuum and responds to behaviours of concern, including bullying and cyberbullying behaviour. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices 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
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention/ Early / Targeted / & Individual intervention	Berry Street Education Model	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes circles and restorative conversations.	Staff, students 7-12, families
Prevention	Positive Behaviour for Learning	Students engage in social and emotional wellbeing lessons, which are reinforced by staff regularly, including at year and whole-school assemblies.	Staff, Wellbeing team, students 7-12, families
Prevention	PDHPE curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students 7-10
Prevention / Early Intervention / targeted / individual	Australian eSafety Commissioner Toolkit for Schools	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyber-bullying incidents.	Students 7-12, staff, families
Prevention	Communication with parents	To increase parent's understanding of how our school addresses all forms of behaviour.	Staff, students 7-12, families
Prevention	National Day of Action Against Bullying and Violence (NDA)	Our school participates in the annual (NDA) – Term 3 each year. This event if promoted and coordinate by the Student Representative Council.	Staff, students 7-12
Prevention	Transition Year 6 into 7	Focusing on a safe and successful movement from primary to high school.	Incoming Year 7 students
Prevention / Early intervention	Student support officer	Supports the implementation of the school's approach to wellbeing.	Student 7 - 12
Targeted / individual intervention	Learning and Support	The LST works with teachers, students, and families to support students who require personalised learning and support.	Staff, individual students 7-12, families
Targeted intervention	Student Learning and Support Team (SALT)	For students who exhibit low level behaviours of concern.	Individual students 7-12,
Targeted intervention	Leadership programs	These include Student Representative Council, collaboration with Rotary Club and Lions Club.	Students 7-12
Individual intervention	Daily achievement	A period of time on a daily achievement card 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
Individual intervention	Individual behaviour support planning	This may include developing, implementing monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Students, parent/carer, LaST
Targeted intervention	Rock and Water	Rock and Water is a social and emotional learning programme for children and young people. It aims to improve skills such as self-regulation, communication, and empathy.	Students, SSO and Year Advisors
Targeted Intervention	Midway	Midway is a regulation space between home and school. It involves student goal setting and behaviour planning.	Students, SSO, HT Student Support

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

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour.

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed** – behaviour of concern is managed by school executive.

Corrective responses by teachers may include:

- rule 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
- conference
- detention, reflection and restorative practices
- communication with parent/carer

Please see Appendix 1.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral. These responses 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
- 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.

Corowa 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 may include:	Early Intervention Responses to minor inappropriate behaviour are teacher managed based on their professional judgement and context.	Targeted/ Individualised Responses to behaviours of concern are executive managed	Targeted/ Individualised Responses to behaviours of concern are executive managed
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.	Refer to school-wide expectations.	Teachers may contact office to seek help from HT/DP straight away if there is a risk.	
Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	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.	
Tangible reinforcers include those that are: free and frequent, moderate and intermittent, significant and infrequent. Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing ITD system.	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.	HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. HT/DP/CT to record incident on wellbeing system and contact parent/carer by email or phone where appropriate. DP/P may consider further action for e.g. formal caution/suspension.	
Social-emotional learning lessons are taught during Guidance and Learning Wellbeing Mentoring Lessons.	Teacher records on Behaviour / wellbeing ITD system by the end of the school day. Monitor and inform the family if repeated. For some incidents, a referral is made to specific staff members who are trained in addressing a specific concern.	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.	
Data on behaviour is mapped and will form the basis of lesson content and social/emotional learning.	Data on student cohorts is monitored and raised in Student Learning and Support (SALT) meetings.	Data is monitored for individual students of concern.	

Student/teacher contact	Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Students are made aware of negative and positive entries via Sentral Portal and through discussions with classroom teachers. Parents receive positive communication – phone calls, emails, postcards, to reinforce positive behaviour of students at school. Promotion of rewards excursions and events is shared with community.	Teachers contacts parents by phone or in writing 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 LST, school counsellor, outside agencies or Team Around a School.	

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.

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 other wellbeing staff.

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

Students and/or parents/carers can report cyberbullying to the eSafety Commissioner and reporting links for most sites, games and apps can be found at the eSafety Guide.

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?

Alternate break plan – withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)	Next break as determined teacher	Classroom teachers and school executive	Behaviour / wellbeing system
Reflection – withdrawal from timetable classrooms and re-allocation to alternate learning spaces. The purpose is to provide time for students to reflect on their behaviour and make positive choices while continuing their learning.	Upon being referred to HT or DP next lesson	HT and/or DP	Behaviour / wellbeing system
Restorative practice – peer mediation, or restorative conversations in groups or with specific staff members	Scheduled as soon as all involved are available	Year Advisor/DP/P/SSO	Behaviour / wellbeing system
Midway – supervision and support in a discreet setting, where student voice in behaviour planning, and missed learning is worked on.	Re-entry from suspension, 5-10 days	DP/P	Behaviour/wellbeing system

Review dates

Last review date: 11th December 2024

Next review date: 11th December 2025

APPENDIX 1: BEHAVIOUR FLOWCHART

Behaviour Flowchart

1. Proactive measures to support behaviour

- Entry and exit routines
- BBC with Do Now
- Pre-teach expectations
- Ready to Learn Scale

2. Observe Problem Behaviour

MINOR - Teacher managed		MAJOR - Executive support		
Not Recorded	**Recorded**	**Follow Up**	**Immediate**	**Critical**

• Careless Action
• Conflict
• Ignoring instruction
• Single incident
• Infrequent incidents:
  ○ Device misuse
  ○ Indirect swearing
  ○ Lateness
  ○ Off task
  ○ Disturbing the learning of others
	• Hazardous Action
	• Unresolved conflict
	• Continuously ignoring instruction
	• Frequent incidents of:
	  ○ Device misuse
	  ○ Indirect swearing
	  ○ Lateness
	  ○ Off task
	  ○ Disturbing the learning of others
		• Dangerous Action
		• Bullying / Harassment
		• Refusal to follow instructions
		• Technology breach
		• Mobile Phone breach
		• Partial truancy
		• Property damage
			• Dangerous and threatening action
			• Refusal impacting learning
			• Severe breaches of policy
			• Truancy
				• Physical violence
				• Possession or use of drugs or banned items
				• Posession or use of an implement as a weapon
				• Sexualised behaviour causing physical or psychological harm
				• Serious criminal behaviour related to the school

3. Action Required

• Explicitly re-teach/reinforce model PB4L expectations • Phone call home • Refer to PB4L Values • Green monitoring card • Provide choice • Non-verbal cues • Restorative conversation • Seating Plan • Catch up time (detention) • Alternative learning task • SALT referral • AEO/Clontarf/STARS support	• Amber Card • Phone call home • Parent interview request • Alternative class placement • B43 detention • Confiscation of devices • SALT referral • AEO/Clontarf/STARS	• Red Card • Student conference • Student statement • Parent/carer phone call • Internal isolation • Suspension • Reflect, Re-set, Re-direct • Early exit • SALT referral • AEO/Clontarf/STARS	• Contact senior executive • Emergency management procedures • Police • Incident Report and Support 1800 811 523 • Early exit • Disciplinary procedures

Three before me →