NSW Department of Education

James Cook Boys Technology High School Behaviour Support and Management Plan

Overview

James Cook Boys Technology 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, responsible, active 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.

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

- The Best Man Program supports students to engage in targeted wellbeing sessions that are stage specific. These sessions include:
    - Respectful Relationships
    - Rock & Water
    - Mental Health
    - Cyber and Online Safety
    - Anti-racism
    - Anti-bullying
    - Goal setting and future planning
    - Resilience
- Positive Behaviour for Learning framework
- Peer Support
- Student Leadership
- Semesterly Rewards Excursions and Activities
- School Camp in Years 7, 9 and 11
- Stage 6 - Life Ready Program

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.
Selected staff utilise restorative practices. This is an approach that encourages behaviour that is supportive and respectful. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents involve interpersonal conflict or inappropriate actions.

Partnership with parents and carers

James Cook Boys Technology High School partners 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 consulting with the school's P & C Association and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.
- communicating these expectations to parents/carers through the school newsletter, website, Sentral Parent App, Facebook and provide links to information and resources in the Behaviour support toolkit.

School-wide expectations and rules

James Cook Boys Technology High School has the following school-wide expectations and rules:

To be safe, respectful, responsible, active learners.

	Classroom	Playground/Corridors	Community
Safe	• Follow teacher instructions. • Acknowledge and respect other people's personal space. • Follow specific classroom rules.	• Stay in bounds. • Play designated sports in appropriate areas. • No dangerous/aggressive play/contact. • Acknowledge and respect other people's personal space.	• Follow the rules for different places. • Observe all rules. • Follow social/community rules and expectations.
Respectful Responsible	• Use appropriate language. • Respect your learning environment. • Respect the teacher and the learning provided. • Respect the rights of others to learn. • Respect and acknowledge other people's personal space. • Be respectful and responsible for your and others equipment.	• Keep a clean environment. • Be respectful to others. • Be respectful of other people's property. • Respect and acknowledge other people's personal space. • Use appropriate language. • Be polite and courteous to canteen staff and visitors.	• Wear your school uniform with pride and uphold the values of the school. • Be respectful of yourself and others around you and your environment. • Use appropriate language. • Respect other religions, cultures and beliefs. • Be gracious and humble.

Active Learner	• Be prepared and ready to learn. • Attend every lesson. • Participate positively and support each other in our learning. • Arrive on time. • Work to the best of your ability.	• Respond to the bell and move quickly. • Interact positively in social activities.	• Interact positively with the community.

Behaviour code for students

The school is committed to providing a safe, supportive and responsive learning environment 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

The 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	Restorative Practice	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes circles and restorative conversations.	Executive staff, 7-12 students
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.	Staff, students 7-12
Prevention	R U OK?	For students, learning how to support their peers and talk about how they feel is an important life lesson. The Best Man program assists students to start a conversation around mental health and develop important skills and knowledge of how to access support.	Staff, students 7-12
Prevention	Say no to Domestic Violence	The school's approach to Domestic & Family Violence (DFV) is aimed at building staff capability to recognise, respond and support children and young people who may be experiencing or exhibiting DFV and contribute towards the primary prevention and early intervention phase of the NSW Government's holistic approach to DFV.	Staff, students 7-12
Prevention	NAIDOC Week	Our NAIDOC celebrations are integrated into curriculum delivery across all Key Learning Areas. This initiative helps our students to learn about Indigenous histories and cultures from an early age, fostering a foundation of respect and recognition between Indigenous and Non-Indigenous people.	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	Peer support program	Builds resilience by helping students develop strong relationships and skills to manage life's ups and downs.	Students 7 and 10, and co-ordinators
Prevention / Early intervention / Individual / Targeted	Student support officer	Supports the implementation of the school's approach to wellbeing.	Student 7 - 12
Targeted / individual intervention	Learning Team	The Learning Team works with teachers, students and families to support students	Staff, individual students 7-12, families

		who require personalised learning and support.	
Targeted / individual intervention	Wellbeing Team	The Wellbeing Team works with teachers, students and families to support students who require wellbeing support.	Staff, individual students 7-12, families
Targeted / individual intervention	Student Services Team	The Student Services Team works with students and families to support those who require additional support; including but not limited to social and emotional support, financial, housing and medical assistance.	Individual students 7-12, families
Targeted / Individual intervention	Evidence-based practises for students with disability	Adopting proven strategies that aim to support students who need additional, personalised instruction to meet their learning and wellbeing goals.	Students 7-12, staff, families
Individual intervention	Check In Check Out (CICO)	For students who exhibit low level behaviours of concern.	Individual students 7-12,
Individual intervention	Monitoring Cards	Monitoring Cards are used to support students to change or maintain a target behaviour or goal.	Individual students 7-12,
Targeted intervention	Leadership programs	These include School Captains, Senior Prefects, Student Representative Council, House Captains and peer support leaders.	Students 7-12
Prevention / Early intervention / Individual / Targeted	Attendance monitoring	Address barriers to improve attendance and set growth goals.	Staff, Students, Year Advisor & Parents
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, HT Wellbeing

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, as guided by the school's classroom and playground behaviour matrix. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

A behaviour of concern is a 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

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Department systems. 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's Learning 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 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.

James Cook Boys Technology 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**
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.	1. In accordance with the school's classroom and behaviour expectations matrix, CT will seek help from HT/DP immediately 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.	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.
3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Department systems.	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 Department systems 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 frequently taught through wellbeing lessons.	4. Teacher records on Department systems 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).	4. Refer to the school's Learning Team 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/carers are notified when intermittent and infrequent reinforcers are recorded on Department systems. Student awards for positive behaviour are given at year group assemblies.	Teacher contacts parents/carers by phone or email when a range of corrective responses have not been successful. Individual planning and referral to the Learning Team or Wellbeing Team may be discussed.	Parents/carers contact is made by HT/DP/P to discuss any support and behaviour responses, including referral to the Learning Team and/or Wellbeing Team, the 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 through our wellbeing team.

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.

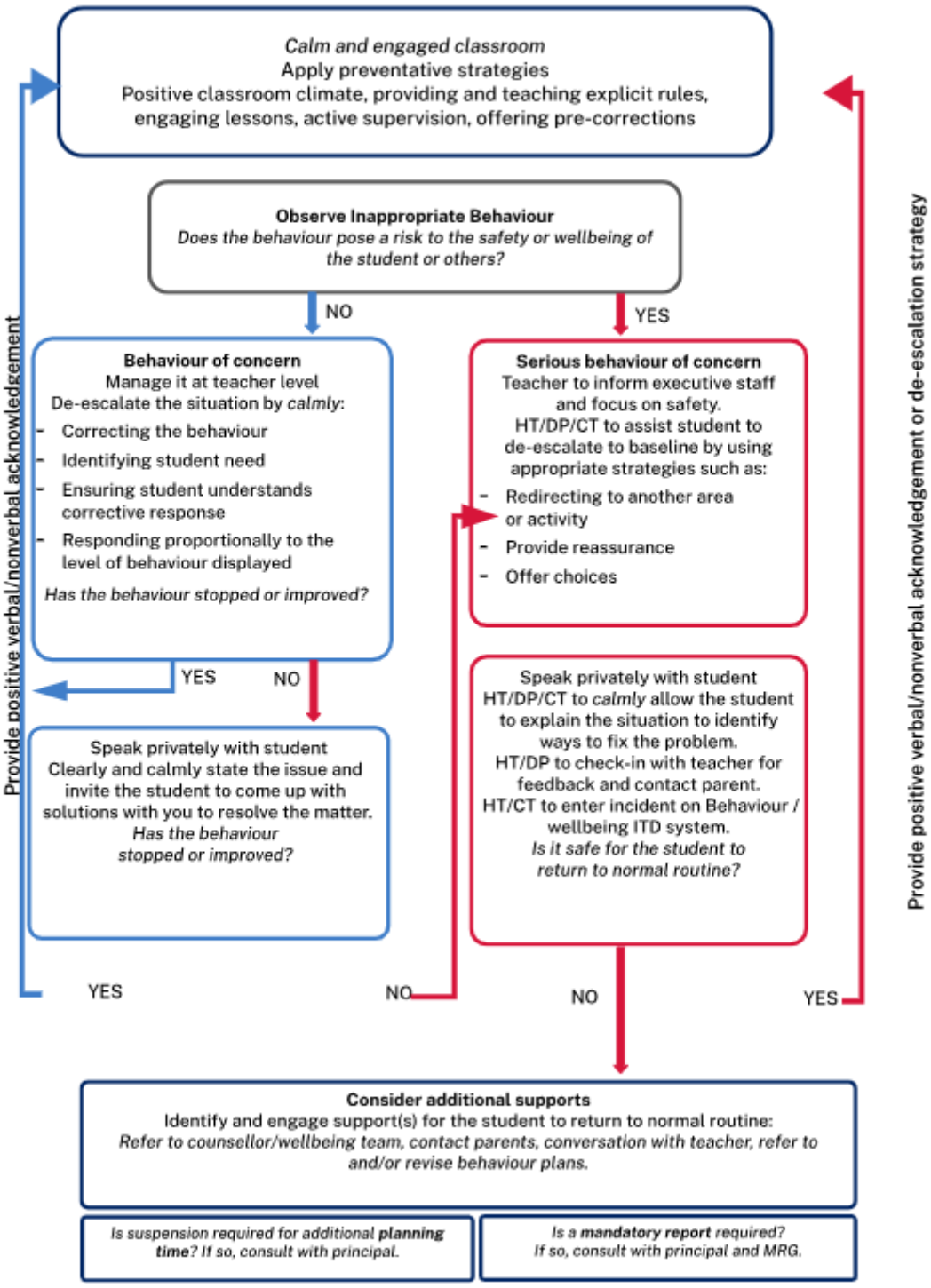
Strategy	When and how long?	Who coordinates?	How are these recorded?
Alternate break plan – withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)	Next break	School Executive	Department systems
Restorative practice – peer mediation, or restorative conversations in groups	Scheduled as soon as all involved are available	School Executive	Department systems wellbeing module

Review dates

Last review date: Thursday 19th December 2024

Next review date: Monday 8th December 2025

Behaviour management flowchart



Responding to incidents of Bullying

The following response strategy details the actions James Cook Boys Technology High School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

1. Identify Bullying Incident
    - Staff member, student or community member reports bullying.
    - Observe signs of bullying (physical, verbal, social, or cyber).
2. Initial Assessment
    - Determine the nature and severity of the incident.
    - Gather initial information (who, what, when, where).
3. Immediate Support
    - Provide immediate support to the victim.
    - Ensure the victim feels safe and secure.
    - Offer counselling or support services as needed.
4. Report the Incident
    - Report to the designated staff member (e.g., Deputy Principal, Head Teacher, School Counsellor, Anti Racism Contact Officer or Student Support Officer).
    - Document the incident in accordance with school policies and procedures.
    - Contact the parent/carer of the student involved to inform them of the potential incident
5. Investigation
    - Conduct a thorough investigation.
    - Interview the victim, alleged bully, and any witnesses.
    - Collect evidence (messages, statements, etc.).
6. Determine Action
    - Based on the investigation, determine appropriate actions.
    - No bullying found: Inform all parties and monitor the situation.
    - If bullying is confirmed:
        - Implement appropriate interventions as per school policies.
        - Provide support and counselling for the bully (if appropriate).
        - Report the outcome of the incident to the parents/carers of the students involved.
7. Follow-Up
    - Check in with the victim to ensure their ongoing safety and well-being.
    - Monitor the situation between involved parties.
    - Reassess the effectiveness of the actions taken.
8. Review and Reflect
    - Review the incident and response for future improvements.
    - Update policies or school procedures if necessary to prevent future incidents.