

# Jamison High School Behaviour Support and Management Plan

## Overview

Jamison High School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are facilitation of our weekly U Matter sessions for ALL students in years 7-12, focused on explicit teaching of our PBAL values in being Safe, Respectful and an Aspirational Learner, targeted wellbeing programs, wellbeing passes and opportunities to reflect on behaviours through active participation in restorative practices.

### **Promoting and reinforcing positive student behaviour and school-wide expectations**

Jamison High School has the following school-wide rules and expectations:

**The Jamison Way** lies behind the way we think, act, and feel about ourselves and about others at Jamison High School. This is at the heart of our **Positive Behaviour Learning (PBL) Program** which creates the social, culture and behavioural supports needed for our school to be an effective learning environment for all.

**The Jamison Way** comes down to an expectation that each student will be a:

- Safe
- Respectful
- Aspirational Learner

**every day, every week, every term**

These expectations allow us to continually promote and reinforce a set of values for our students to aspire. **The Jamison Way** is central to our concept of the school and its role. A sign in every learning space and other areas across the school carries this message. The matrix on the following page outlines how our students can be safe, respectful, aspirational learners and meet these expectations in a range of settings both inside and outside the school.

## Behaviour Code for Students

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

## Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention Strategies	UMatter Program	<ul style="list-style-type: none"> <li>Weekly wellbeing sessions, tailored to explicitly teach our core values.</li> <li>Address topics to build self-worth, resilience, respectful relationships, transition programs.</li> <li>Promote participation in events such as Harmony Day, National Day against Bullying, Wear it Purple Day, R U OK Day.</li> </ul>	Whole school
	Strong Teacher and Student Relationships	<ul style="list-style-type: none"> <li>All students are known, valued and cared for within our school.</li> <li>Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.</li> </ul>	Whole school
	Class Expectations	<ul style="list-style-type: none"> <li>Created collaboratively by the teacher and students.</li> <li>Displayed in ALL classrooms.</li> <li>Link back to our school-wide expectations</li> </ul>	Whole school
	Leadership Opportunities	<ul style="list-style-type: none"> <li>Leadership Homeroom for students in 7-12</li> <li>Includes Student Representative Council and Prefect body.</li> <li>House Captains (Year 12)</li> </ul>	SRC (7-10) and Leadership Team (year 12)
	Targeted Wellbeing Programs	<ul style="list-style-type: none"> <li>SPARC for year 7</li> <li>Youth Mental Health First Aid</li> <li>Rock and Water for Year 8</li> <li>RAGE</li> <li>Creating Chances year 9</li> <li>Love Bites Year 10</li> <li>Life Ready and Transition programs year 11 and 12</li> </ul>	Targeted Students
	Attendance Tier One	<ul style="list-style-type: none"> <li>Student Attendance Success Plans for students under 85% attendance</li> </ul>	Students with 80- 89%

Care Continuum	Strategy or Program	Details	Audience
Early Intervention		<ul style="list-style-type: none"> <li>created collaboratively by student and class teacher.</li> <li>Copy sent home for parent/carer</li> </ul>	attendance
	Transition Year 6 into 7 Program	<ul style="list-style-type: none"> <li>Orientation sessions specific for students with additional needs, facilitated by LaST and overseen by Head Teacher wellbeing</li> </ul>	Targeted mainstream and special education students
	Wellbeing Passes	<ul style="list-style-type: none"> <li>Issued to students to enable to out of class and in the Wellbeing Hub</li> <li>Implement strategies to self-regulate</li> </ul>	Targeted students
	WIN (Weekly Information News)	<ul style="list-style-type: none"> <li>Communication to all staff regarding current student wellbeing and/or learning and support needs</li> <li>Awareness of students on monitoring booklets</li> <li>Awareness of students on Formal Cautions or Suspensions</li> </ul>	All school staff
Targeted Intervention	Attendance Tier Two: Individual Attendance Plan	<ul style="list-style-type: none"> <li>Meeting between parent/carer and HT Administration/ DP</li> <li>Attendance Improvement Plan during meeting</li> <li>HSLO Referral for under 70%</li> </ul>	Students with 50- 79% attendance
	Transition Year 6 into 7 Program	<ul style="list-style-type: none"> <li>Early intervention program (intensive)</li> </ul>	Targeted small groups of Year 6 students
	Transition school to work	<ul style="list-style-type: none"> <li>JobQuest</li> <li>Productivity Bootcamp</li> <li>YESIP Program</li> </ul>	Targeted small groups
	Wellbeing Hub	<ul style="list-style-type: none"> <li>Classroom dedicated to allowing students to regulate. Time varies – based on individual student wellbeing plan</li> </ul>	Targeted individual students
	Learning and Support Team	<ul style="list-style-type: none"> <li>Referrals can be made for academic, social/emotional, behavioural, attendance or wellbeing concerns.</li> <li>Meetings held weekly.</li> <li>Executive staff and School Counsellors form the team</li> </ul>	Selected Students
	Restorative Practice	<ul style="list-style-type: none"> <li>Students to engage in work with Student Support Officers/ Student mentors to reflect on behaviours through a meeting and completion</li> </ul>	Targeted individual students

Care Continuum	Strategy or Program	Details	Audience
		of reflection questions	
	Social skills/ Mediation Session	<ul style="list-style-type: none"> <li>Conducted by Head Teacher Wellbeing and/ or Student Support Officers to improve student communication and minimise student conflict. Programs include SPARC, RAGE, SCREAM</li> <li>Individual meetings with students in conflict to enter into 'Respectful Relationships Agreement'</li> </ul>	Targeted individual students
Individual Intervention	Attendance Tier Three: High Level Case Management	<ul style="list-style-type: none"> <li>Meeting between parent/carer and Deputy Principal</li> <li>Attendance Improvement Plan updated during meeting.</li> <li>Additional supports and strategies as necessary including HSLO referral</li> </ul>	Students with 0- 49% attendance
	Individual Behaviour Support Plans	<ul style="list-style-type: none"> <li>Developed collaboratively with behaviour specialist team.</li> <li>Designed to support individual student behaviour planning</li> </ul>	Targeted individual students
	Behaviour Response Plan	<ul style="list-style-type: none"> <li>Used when a student's behaviour escalates to a crisis point and interferes with the safety of staff, the student themselves and those around them.</li> <li>Guide actions of others to respond consistently, to reduce the distress of the individual and to keep everybody safe</li> </ul>	Targeted individual students
	External Agencies	<ul style="list-style-type: none"> <li>School leaders engage and work alongside external agencies to support student wellbeing as needed (Network Behaviour Facilitators, psychologists)</li> </ul>	Targeted individual students

### Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Student Reflection Activity	Student to complete questions with guidance from parent and/or staff	Deputy Principal/ Executive Staff	Sentral Parent/carer
Wellbeing Hub	Classroom dedicated to allowing	HT Wellbeing	Sentral

Action	When and how long?	Who coordinates?	How are these recorded?
	students to regulate. Time varies – based on individual student wellbeing plan	and Senior Executive Staff	Parent/Carer phone call/ email or letter
Student monitoring booklets	Issued to students to re-focus behaviour on PBAL school values- opportunity to attain points- this determines monitoring length	Faculty Head Teachers/ Senior Executive Staff	WIN (Weekly Information News) Phone contact Parent/carers

## Partnership with parents/carers

Jamison High School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by:

- Working in partnership to promote student learning.
- Treating each other with respect and fairness.
- Communicating in a positive and constructive manner.
- Professional relationships with all members of our school community are based on transparency, honesty and mutual respect.
- Diversity is respected and we promote tolerance and understanding.
- Aggressive and intimidating actions will not be tolerated by our school staff and community.

Jamison High School will communicate these expectations to parents/carers through our:

- Newsletter (One per term)
- Social media platforms (Facebook closed parent groups)
- School Website
- School Bytes
- School P & C meetings
- School events
- Complaints handling process

## School Anti-bullying Plan-

Insert a link to the school's existing anti-bullying plan here. Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

## Reviewing dates

Last review date: Term 2, 2023

Next review date: Day 1, Term 1, 2024