



Overview

At James Busby High School we aspire to create a harmonious school culture that strongly focuses on life-long learning, collaboration and inclusivity. This stems from the foundation of our core values of Academic Excellence, Respect, Equality and Safety. We are committed to supporting the wellbeing needs of our students through creating a caring and responsive learning environment where we work in partnership with our community, ensuring that all students are provided with the opportunity to flourish. James Busby High School celebrates student achievement and success and prides itself on student voice in all aspects of schooling.

At James Busby High School we maintain high expectations for student behaviour. We align all behaviour management processes with the NSW Department of Education's [Student Behaviour](#) Policy, the [Behaviour Code for Students](#), and school-wide trauma-informed practices, providing intervention options across the [Care Continuum](#). We ensure that we practice procedural fairness, non-punitive and pro-active ways to manage and process behaviour. This is achieved through our whole school model that is aligned to the Berry Street Education Model and a Positive Behaviour for Learning approach to ensure our students' learning, welfare and wellbeing needs are met.

Partnerships with Parents and Carers:

James Busby High School seeks to form collaborative partnerships with families to establish expectations for parent engagement in developing and implementing student behaviour management strategies, including:

- Inviting families and students to provide feedback through formal and informal means. This may occur through school surveys, informal feedback during meetings, and consulting with local AECG.
- Meetings between parent/carer and key school staff to discuss concerns, supports, options regarding management and to better understand the needs of the child.
- engaging in regular, ongoing consultation and collaboration with parents/guardians to identify and respond to additional learning and support needs.
- Using concerns raised through complaints procedures to review school systems, data and practices.
- Engaging interpreter services as needed to assist parent/carer understanding and engagement with co-developing strategies to assist their children.
- Providing ongoing communication with parents/carers regarding the school's behavioural expectations, wellbeing programs and school procedures and guidelines. The school will also, where necessary, provide links to information and resources in the [Behaviour support toolkit](#).

JBHS communicates these expectations for engagement to parents/carers proactively across a range of communication channels, supporting the establishment of collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

To maintain positive partnerships the school will refer to the [School Community Charter](#) which outlines the responsibilities of parents, carers and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

School-Wide expectations and rules:

As well as following the department's operational policies, JBHS has developed frameworks for students in line with our values, commitments and guidelines.

School values

- Academic Excellence, Equality, Respect & Safety

School expectations

At JBHS we expect that our students contribute to an environment that allows for all people in our school community to:

- Access and fully participate in quality teaching & learning.
- Be treated fairly and with dignity, both online and offline, free from intimidation, violence, harassment, victimisation and discrimination, including that based on sex, race, religion, disability or sexual orientation.
- Act with kindness, courtesy and inclusivity and value each person as an individual.
- Respect the role and direction of staff and JBHS leadership with their right to assist in upholding appropriate behaviour and expectations.
- Express positive language and behaviours which do not cause offence, physical/emotional injury, or intimidation to another person.
- Encourage and engage in behaviours that positively influence the learning and wellbeing of others in the promotion of a safe, inclusive, supportive, and cohesive learning community.
- Respect the personal space and boundaries of self and others.
- Demonstrate respect for the learning environment to ensure our learning spaces are free from unacceptable behaviour, including disruption, discrimination, harassment in any form, bullying, vilification, victimisation, and violence.
- Maintain academic integrity in all academic tasks, assessments and examinations while striving to achieve personal excellence.
- Be punctual to all classes, assemblies, always demonstrate a cooperative and respectful attitude in and beyond the classroom by listening, assisting others, encouraging others, allowing others to voice opinions and ideas and seek help in an appropriate and non-threatening manner.
- Complete tasks and adhere to deadlines with academic work.
- Maintain a safe, healthy, and supportive school culture by refraining from involvement in any form of prohibited and illegal activities such as alcohol, drugs, smoking, vaping, theft, weapons, arson.
- Refrain from recording and/or posting images/footage of students and staff in school uniform either on or off school grounds.
- Respect and encourage others to respect both personal and JBHS property by refraining from littering, vandalism, graffiti, theft, damage, or destruction.
- Wear the James Busby HS uniform with pride and in alignment with school expectations both within and beyond the classroom and on all forms of personal and public transport.
- Positively represent the school in all settings. For example, when travelling to and from school, on excursions, or other school events.
- Act as an upstander to maintain the Rights and Responsibilities Charter by reporting unacceptable behaviour or concerns and participating in a complaints process as required.
- Behave in a manner that upholds the values of JBHS.

Behaviour Code for Students:

This document translated into multiple languages is available here: [Behaviour code for students](#).

Whole School Approach Across the Care Continuum:

Our school embeds positive behaviour approaches, safe practices and inclusive educational pedagogies. We implement inclusive and positive student behaviour support and management approaches aligned to the Care Continuum that establish support and maintain high expectations for student behaviour, in line with the [Behaviour code for students](#).

Pillars of the JBHS Care Continuum:

- JBHS rejects all forms of bullying behaviour including online (or cyber) bullying.
- JBHS develops behaviour support and management plans, including anti-bullying strategies, that prioritise continuity of learning and facilitate whole-school, prevention-focused and positive approaches to behaviour support, to meet the needs of all students.
- JBHS promotes positive behaviour strategies and accesses support promptly to encourage early intervention within school and at a system-level to be proactive and responsive to student needs. These responses are always targeted and individualised when applicable.
- JBHS implements behaviour interventions with the aim for our students to learn positive behaviour choices and develop social and emotional skills that align to the behaviours and actions expected by our community.
- Some circumstances exist where more intensive and persistent behaviour management interventions are necessary to respond to, manage and address behaviour or behaviours of concern. These may include the following:
 - Student conferences and timeout are planned interventions to allow students opportunities to reflect on and regulate emotions and behaviour.
 - Formal cautions provide an opportunity for the student and their parents or carers to understand the impact of the student's behaviour or behaviours of concern and to engage in positive behaviour supports and strategies to address the behaviour or behaviours. See the [Suspension and expulsion procedures](#).
 - The principal may use suspension as a behaviour management intervention when a behaviour or behaviours of concern pose an unacceptable risk to others or to teaching and learning. The purpose of suspension is to allow the school to implement appropriate supports to address the student's complex and challenging behaviour or behaviours, mitigate any unacceptable risks to students and staff and enable the student's return as soon as is appropriate. See the [Suspension and expulsion procedures](#).
 - At JBHS in the most serious of circumstances, where behaviour management interventions including suspension and other risk management strategies have not been successful in managing serious behaviour or behaviours of concern, expulsion is an option available to schools. See the [Suspension and expulsion procedures](#).
- Behaviour support and management interventions are implemented in line with the Australian Professional Standards for Teachers and the Disability Standards for Education. We endeavour to act in ways that are fair, equitable, inclusive and proportionate, and take into consideration the diverse learning and wellbeing needs of students.
- The application of interventions are informed through the gathering and analysis of relevant information and data to ensure the intervention is aligned with that student's needs and goals.
- Procedural fairness will be afforded to all students and staff in implementing this policy (see [Legal Issues Bulletin 3 Procedural fairness](#)).

Care Continuum	Strategy or Program	Details	Audience
Prevention/ Early / Targeted / & Individual intervention	Restorative Practice BSEM	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes mediations and restorative conversations.	Staff, 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 /	Australian eSafety Commissioner	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	Students 7-12, staff, families.

targeted / individual	Toolkit for Schools	maintaining safe online environments to prevent cyber-bullying incidents.	
Prevention / Early Intervention / targeted / individual	JBHS Wellbeing Team	The Wellbeing Team is a dedicated group of professionals committed to promoting the academic success, social-emotional development, and overall wellbeing of our students. Our team works collaboratively to provide comprehensive support and resources to meet the diverse needs of our student body.	Students 7-12, staff, families.
Prevention / Early Intervention / targeted / individual	ARCO	The Anti-Racism Contact Officer (ARCO) is a teacher or executive member of staff to support anti-racism education in the school.	Students 7-12, staff, families.
Prevention / Early Intervention / targeted / individual	Planning for student needs	Meeting the needs of our students so that they may thrive and grow is the main goal of JBHS. Student needs are planned for, with students requiring additional and individualised support for learning, behaviour, health and cultural background collaboratively devised between school staff, students and families.	Students 7-12, staff, families.
Prevention	Communication with parents	To increase parent's understanding of how our school addresses all forms of behaviour. This includes open night presentations, orientation events, SSO and CLO presentations and active engagement in scheduled meetings, phone conversations, email and text messaging.	Staff, students 7-12, families, SchoolBytes.
Prevention	Student Recognition strategies	The sharing of student achievement and excellence with the school community through social media (Facebook & Instagram), the newsletter, Sentral Portal notifications, emails to parents & guardians, letters & notices home, personal contact from teachers & staff via phone or email.	Students 7-12, staff, families.
Prevention	Student Merit System	Students accumulate points for achieving and exceeding expectations that are aligned with our school's values. The accumulation of awards and points supports a student's steady progress through the student recognition system.	
Prevention	Breakfast Club	A daily free program that provides students with a nutritious start to their day. It is a safe and supportive environment where a range of students feel comfortable to attend and where staff can engage, check-in, triage and	Staff, students 7-12.

		respond to any issues or concerns that have arisen.	
Prevention	National Day of Action Against Bullying and Violence (NDA)	Our school participates in the annual NDA and regularly engages in anti-bullying messaging and learning activities across the school through our Wellbeing Ambassador Program, Pastoral Care lessons, wellbeing initiatives and individualised support.	Staff, students 7-12.
Prevention	Transition Year 6 into 7	Focusing on a safe and successful movement from primary to high school. The school is developing a new extensive transition program in 2025 based on HPGE experiences throughout the year.	Incoming Year 7 students.
Prevention	Peer support program	The JBHS Wellbeing Ambassador Program builds student voice, leadership and resilience by helping students develop and model strong relationships, peer coaching and mentoring skills and the capacity to grow their social/emotional potential.	Students 7-12, and co-ordinators.
Prevention	Year Advisor excursions	These are excursions that are incentive / reward excursions for students who achieved excellence in academia and attendance throughout the semester.	Students 7-12, Year Advisors
Prevention / Early intervention	Life Ready	A mandatory 25-hour course designed to prepare and support senior students as they encounter situations related to health and safety – as they become more independent and gain more responsibilities.	Year 11
Prevention / Early intervention	Love Bites	This is a valuable program to teach young people about positive relationships and relationship red flags. Students become more confident with what is ok and not ok in relationships and what is legal, how to help friends and where to get help themselves.	Senior students
Prevention / Early intervention	Student support officer and Community Liaison Officer	The SSO supports the implementation of the school's approach to wellbeing by facilitating multiple wellbeing programs and conducting individual student check-ins. The CLO supports positive, supportive, learner orientated relationships with the broader JBHS community.	Students 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	Leadership programs	The JBHS Wellbeing Ambassador Program is a HPGE initiative that grows student potential within the social/emotional domain to	Students 7-12

		strengthen student voice, agency and leadership.	
Individual intervention	Careers and Transition	A strengths-based approach to students who are disengaged. The JBHS Transition Team work alongside numerous community partners, with a focus on building self-awareness and emotional intelligence that will enable future employment. Students are supported by our CA, TA and HT Careers EPP.	Individual students 10 - 12
Individual intervention	Monitoring and Time Out Cards	Monitoring: A period of time on a monitoring card to support a student to make positive change to their pattern of behaviour through accountability and achievement. Time Out: Cards are issued to individual students to enable them to leave situations and better self-regulate their emotions and responses.	Students 7-12
Individual intervention	Attendance monitoring	Address barriers to improve attendance and set growth goals. Working in partnership with the HSLO and the JBHS School Attendance Team.	Students, Year Advisors, DP, SAO Attendance.
Individual intervention	Individual behaviour support planning	This includes developing, implementing monitoring and reviewing behaviour support, behaviour response and risk management plans. Particularly after an incident that resulted in suspension.	Students, parent/carer, LaST, HT Wellbeing, DP.

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 management. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. These decisions are supported through the advice and directions provided in the JBHS Staff Handbook. Staff should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

Generally inappropriate behaviour is managed by staff following the school's [Behaviour Intervention Progression](#) framework. This document is intended as a guide to provide a general overview of the types of behaviour that each core grouping of staff may manage, staff should always consider the individual circumstances of students when managing behaviour in any school setting.

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 executives.

Corrective responses by teachers may include:

- Reminder of behaviour expectations.
- Re-direct, offer choice or error correction.
- Prompts.
- Reteaching of expected behaviours within the JBHS mindset that Behaviour is Curriculum.
- Seating plan change/play or playground re-direction.
- Stay in at break to discuss/complete work/walk with the teacher.
- Conference or mediation.
- 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 SENTRAL. These may include:

- Review and document incidents.
- Determine appropriate response/s, including support for staff or other students impacted.
- Refer/monitor the student through the expected procedure outlined in the JBHS Staff Handbook.
- Develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments.
- Detention, reflection and restorative practices.
- Liaise with Team Around a School or other Network specialists for additional support or advice. This may extend to the authoring of Access Requests for SSP placements or funding for support within JBHS.
- Communication and collaboration with parents/carers (phone, email, parent portal, meeting).
- Formal caution to suspend, suspension or expulsion (as previously outlined).

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.

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:

Strategy	When and how long?	Who coordinates?	How are these recorded?
<p>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).</p>	<p>Next break 15 Mins max (half the break time at lunch)</p>	<p>Teacher or School Executive</p>	<p>Sentral</p>
<p>Teacher directed time out</p> <p>Can be used when:</p> <ul style="list-style-type: none"> ● The strategy is part of a student’s behaviour support plan. ● Other de-escalation strategies and teaching practices have been tried. ● It is paired with restorative conversations as part of behaviour support planning to include goals, explicit instruction of replacement behaviours, measures to check progress and personalised feedback to the student as they develop replacement behaviours. <p>This strategy is required to be implemented in:</p> <ul style="list-style-type: none"> ● a space within the classroom or nearby where the student can be supported, either: <ul style="list-style-type: none"> ○ Directly outside the classroom. ○ In another teacher’s classroom. ○ Inside or outside the faculty staffroom. ○ Or with another staff member identified as a support or safe person. ● the student is monitored by a teacher 	<p>For the shortest possible time, not exceeding more than 10 minutes unless the student presents a concern for the health and/or safety to themselves or others.</p>	<p>Teacher or School Executive</p>	<p>Sentral</p>
<p>Self-directed time out</p> <p>Can be used when:</p> <ul style="list-style-type: none"> ● It is part of a student’s Learning Support Plan or they have a Time Out Card. ● When the student recognises a situation may increase stress to them or lead to an escalation in their behaviour. ● When the student requests permission to use self-directed time-out from the classroom. ● When the student signals and leaves the classroom or educational activity without prompting or support. ● When the student goes to a prearranged room or checks in person. ● When the student is monitored at all times while they are having self-directed time. ● When the student chooses to return to the classroom or educational activity as soon as 	<p>The time frame is dependent on the student's level of distress.</p>	<p>Teacher or School Executive</p>	<p>Sentral</p>

they feel able to do so and within an agreed timeframe as part of their plan (approximately 10 to 15 minutes for regulation*).

Suspension Resolution Meetings – restorative conversation with students identifying strategies and practices for students to safely re-enter school	After suspension ends, typically 30 mins	DP	Central
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Restorative Strategies

Strategy	Description
Peer mediation or restorative conversations between individuals to resolve a conflict	<ul style="list-style-type: none"> ● Purpose: Facilitate a neutral space where conflicting parties can express their perspectives and work towards a mutually agreeable resolution. ● Involvement: Often involves SSO or YA to guide the process.
Restorative Conversations	<ul style="list-style-type: none"> ● Purpose: Engage students in a dialogue to reflect on their actions, understand the impact on others, and explore ways to make amends. ● Key Questions: What happened? Who was affected? How can the harm be repaired?
Letters of Apology	<ul style="list-style-type: none"> ● Purpose: Encourage the student to take responsibility for their actions by writing a letter of apology to those affected. ● Outcome: Helps students understand the impact of their behaviour and express remorse.
Community Service	<ul style="list-style-type: none"> ● Purpose: Provide students with an opportunity to give back to the school community as a way to make amends for their behaviour. ● Examples: Assisting with school events, cleaning communal areas, or helping staff with tasks.
Monitoring Cards & Conduct Contracts	<ul style="list-style-type: none"> ● Purpose: Develop a written agreement between the student and school outlining expected behaviours and consequences for not meeting those expectations. ● Content: May include specific goals, timelines, and support measures.
Reflective journaling	<ul style="list-style-type: none"> ● Purpose: Require students to write a reflective piece on their behaviour, its impact, and how they plan to change. ● Focus: Self-reflection and personal growth.
Parent-Student-Teacher Conferences	<ul style="list-style-type: none"> ● Purpose: Bring together the student, their parents, and teachers to discuss the behaviour, its consequences, and collaborative steps for improvement. ● Outcome: Unified approach to supporting the student.
Restorative Agreements	<ul style="list-style-type: none"> ● Purpose: Develop agreements between the student and those affected that outline specific actions the student will take to make amends. ● Examples: Replacing damaged property, public apologies, or participating in awareness campaigns.

Mentorship Programs	<ul style="list-style-type: none"> ● Purpose: Pair students with a mentor (staff or older student) who can provide guidance, support, and model positive behaviour. ● Focus: Building trust and providing ongoing support.
Check-In/Check-Out Systems	<ul style="list-style-type: none"> ● Purpose: Implement a daily check-in/check-out routine where the student discusses their goals and progress with a staff member. ● Focus: Ongoing monitoring and support.

Review Date:

Term 4, 2026

Appendix 1: Bullying Response Flowchart

