

Brocklesby Public School

School Behaviour Support Management Plan 2025

Overview

Brocklesby Public School is committed to explicitly teaching and modelling positive behaviour. We believe in creating a positive school environment that is a safe, respectful space where students are engaged in their learning and experience success.

Brocklesby Public School rejects all forms of bullying behaviours, including cyberbullying, by maintaining a strong commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. Our staff are dedicated to implementing evidence-based approaches and strategies to encourage a positive climate where bullying is less likely to occur. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

All members of the school community play an active role in cultivating a welcoming school culture that embraces diversity and fosters positive relationships. A key aspect of a supportive school culture is the development of respectful relationships and an ethos that bullying is not tolerated, in both online and offline environments. School staff are proactive in addressing and responding to student bullying behaviour.

Partnership with parents and carers

Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing. The school will partner with parents/carers in establishing expectations and developing and implementing student behaviour management strategies by:

- reviewing our whole School Behaviour Support and Management Plan each year in consultation with the broader school community;
- seeking feedback from parents and students through formal and informal means such as school surveys, consulting with the P & C and local AECG.

Brocklesby Public School will communicate these expectations to parents/carers through messages on the School Bytes parent portal, at P&C meetings, via our school website and in the school newsletter.

School-wide expectations and rules

Brocklesby Public School has the following school-wide expectations and rules.

Safety	Engagement	Respect
-Make safe choices -Care for self and others	-Actively participate in learning -Be organised and ready	-Be polite -Communicate in a kind and respectful way - Respect people, property and the environment

Strategies implemented to assist students in meeting these expectations

1. Positive Reinforcement: We recognise and celebrate instances of positive behaviour through verbal praise, certificates, and other incentives.
2. Clear Expectations: Classroom and school-wide expectations for behaviour are communicated clearly to students, parents, and staff.
3. Restorative Practices: When conflicts arise, we emphasise dialogue, empathy, and problem-solving to repair harm and restore relationships.
4. Consistency: All staff members apply behaviour management strategies consistently and fairly, ensuring that consequences are proportionate to the behaviour exhibited.

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.

Brocklesby Public School takes strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning. See the [Behaviour Code for Students](#) for more details.

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyberbullying behaviour. The care continuum has a prevention-focused approach and helps to address the full spectrum of student needs including:

- prevention
- early intervention
- targeted intervention
- individual intervention

Care Continuum	Strategy or Program	Details	Audience
Prevention	Child Protection	Teaching child protection education is a mandatory component of the PDHPE syllabus.	Staff K-6 students
Prevention	PDHPE Syllabus	The development of self-management skills enables students to take personal responsibility for their actions and emotions in class and the playground.	Staff K-6 students
Prevention Early Intervention Targeted Intervention	Wellbeing Chaplain	Supports the wellbeing of all students through playground games and informal interactions. Is assigned to work with small groups of students and individuals identified as requiring pro-social skill development.	Staff K-6 students
Prevention Early Intervention Targeted Intervention Individual Intervention	Restorative Practice	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships.	Staff K-6 students
Prevention Early Intervention Targeted Intervention	Communication with parents	All staff communicate, at the earliest convenience, any learning or behaviour concern to parents. Parent-teacher meetings are held in terms 1 and 3.	Staff Families
Prevention Early Intervention Targeted Intervention Individual Intervention	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit supports our school to prepare, engage and educate the school community about creating and maintaining safe online environments to prevent cyberbullying incidents.	Staff K-6 students

Prevention	National Week of Action against Bullying and Violence	Staff and students K-6 participates in the annual National Week of Action against Bullying and Violence (NWA) in August.	Staff K-6 students
Early Intervention Targeted Intervention Individual Intervention	Learning and Support	Teachers, SLSOs, students and families work together to support students who require personalised learning and support. The team seeks advice from specialist personnel such as the School Counsellor, Network Assistant Principal for Learning and Support, the Wellbeing team and allied specialists.	LST Individual students and their families

Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying

Identifying behaviour of concern, including bullying and cyberbullying

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. Bullying behaviour involves the *intentional misuse of power* in a relationship, is *ongoing and repeated* and involves *behaviour that can cause harm*.

Brocklesby Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a child or young person's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

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 school counselling service.

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.

Preventing and responding to behaviours of concern

Brocklesby Public School regularly recognises and reinforces positive student behaviour and behavioural expectations. Class dojo points and Shout Out awards are given out for the demonstration of our expectations.

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement and our behaviour flow chart in deciding the level/severity of a classroom or playground behaviour. Staff consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

- **Teacher managed** – low level inappropriate behaviour (Level 1 or 2) is managed by teachers in the classroom and the playground.
- **Executive managed** – behaviour of concern (Level 3 or 4) is managed by school executive.

Prevention	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour are teacher managed.	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 and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Seek help from principal or other staff member if there is a risk to safety. Otherwise notify principal ASAP.
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 including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. Executive/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.	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 low-level consequence is applied.	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. . Principal records the incident on School Bytes and contact parent/carer by email or phone. Principal may consider further action eg: formal caution/suspension.
4. Social emotional learning lessons are taught throughout the year.	4. Teacher records on School Bytes by the end of the school day. Monitor and inform family if	4. Refer to the school's Learning and Support Team considering current and previous behaviour

	repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.	data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.
Teacher/Parent contact	Teacher/Parent contact	Teacher/Parent contact
Recognition awards for positive individual and class behaviour are given at school assemblies and Presentation Day.	Teacher contacts parents by phone or email 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 school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on school used system Behaviour / wellbeing ITD system (School Bytes). 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 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.

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 withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

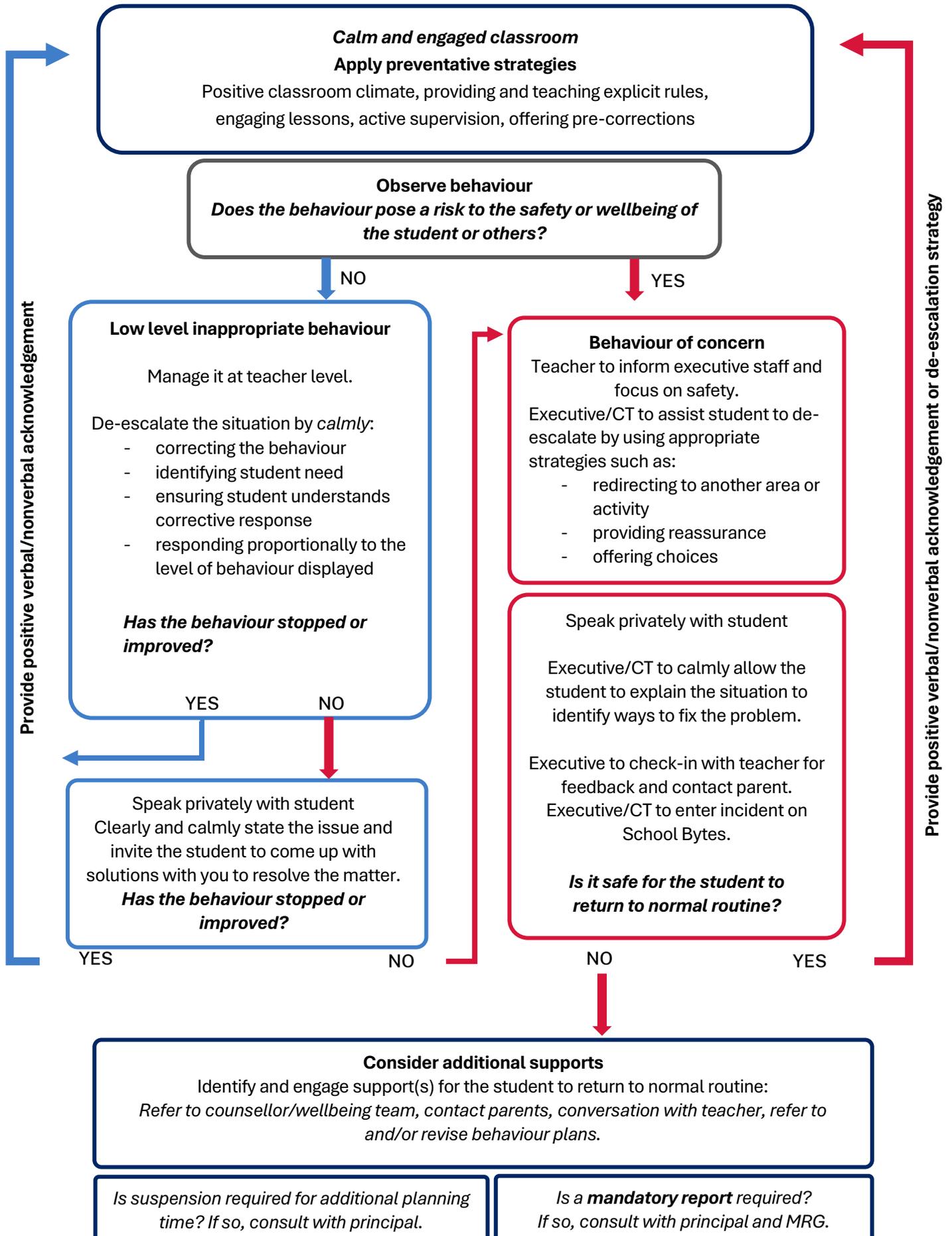
Strategy	When and how long?	Who coordinates?	How are these recorded?
Time out- students are redirected and expected behaviours are retaught. This may include loss of privilege	Immediately or as soon as appropriate.	Classroom teacher	School Bytes
Reflection – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student	Next day at either lunch or recess break.	Classroom teacher or Executive	School Bytes
Detention – withdrawal from free choice play and re-allocation to office or classroom for supervision following breach in behaviour.	Next lunch break	Executive	School Bytes

Review Dates

Last review date: Term 1 2025

Next review date: Term 3 2025

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart (Optional)

