

Brooklyn Public School Behaviour Support and Management Plan

Overview

At Brooklyn Public School everyone has a right to learn and grow in a safe, positive environment. Brooklyn Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

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

[PAX Good Behaviour Game](#)

[Life Skills Go](#)

[Restorative Practices](#)

[Bounce Back](#)

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

The key program prioritised and valued by the school community is the research-based approach to student behaviour called Restorative Practice. Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

Brooklyn Public School rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

Brooklyn PS behaviour management is aligned to Department of Education Student Behaviour Procedures Kindergarten to Year 12 and NSW Public Schools Behaviour Code for students. Our school evaluates our student behaviour and wellbeing initiatives using the Department of Education Achieving School Excellence in Wellbeing and Inclusion Evaluation Support Resource and the Wellbeing Framework for Schools.

This School Behaviour Support and Management Plan will be reviewed every 12 months or as required.

Partnership with parents and carers

Brooklyn Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- Fortnightly School Newsletters
- Teachers communicate via letters, phone calls, Facebook and Sentral Parent Portal
- P and C Meetings

- Reflections and letters sent home as required
- 2 written reports per year at the end of Term 2 and 4
- 1 formal interview period plus additional interviews as requested by the teacher and/or families
- School Website

Brooklyn Public School will communicate these expectations to parents/carers through the school newsletter and school website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules

Brooklyn Public School supports a whole school approach which incorporates targeted programs and strategies to support student wellbeing and behaviour. Through explicit instruction and teaching of the expectations, students gain a comprehensive knowledge and understanding of the behaviours expected of them in the classroom and playground. All staff are responsible for teaching the behaviour expectations, providing consistent positive feedback to students, and delivering consistent corrective feedback and consequences when expectations are not followed. This provides a framework for student decision making and subsequent actions. Students who meet the expectations are rewarded regularly and acknowledged through our school merit systems.

Students whose behaviour does not meet the expectations will be encouraged to reflect on how their behaviour could be improved to match the expectations.

Conflict is an inevitable part of life. How we work to resolve conflict impacts on a school’s climate and culture and ultimately on students’ social and academic outcomes. Schools need to be safe places where young people can learn and thrive in a supportive, enriching environment.

A restorative approach focuses on building, maintaining and restoring positive relationships across the whole school community. It aims to create an ethos of respect, inclusion, cooperation, accountability and responsibility.

Expectations		
Respect	Responsibility	Excellence

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](#).

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 cyber-bullying behaviour.

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:

- stating and 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
- providing active supervision of 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	Expectations – class and whole school	All staff clearly communicate expectations to students, and these are reinforced continually via consistent language and PAX vision.	Students K-6
Prevention	Zones of Regulation	Zones of Regulation is an approach used to support the development of self-regulation in children. All the different ways children feel and the states of alertness they experience are categorised into four coloured zones.	Students K-6
Prevention	Restorative Practices	Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions. Principal and student/students work through an incident or concern and together and discuss and create plans for positive change/improvement	Students K-6
Prevention	Student Parliament	Students are involved in the decision-making processes, activities and events for the school. Student input and voice is at the centre of decision making.	Students K-6 and staff
Prevention	National Day of Action (NDA)	Our school participates in the annual National Day of Action against Bullying and Violence (NDA) in August each year.	Staff, students 3 - 6
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6

Care Continuum	Strategy or Program	Details	Audience
Prevention	Personalised Learning Plans (PLP)	Identified students work with the class teacher and parents/family to establish individual goals.	Aboriginal students, families and staff
Prevention	Life Skills Go	<p>Student wellbeing check-in that indicates the level of student wellbeing in a quick yet meaningful manner.</p> <p>Data is analysed at Learning and Support team meetings twice per term to assist early intervention, targeted or individualised supports.</p>	Students K-6
Prevention	Class Rewards	Teachers and all specialist staff develop and use positive reinforcement systems suited to the needs of individual students that are designed to maximise the unique qualities of each class. Teachers use a wide variety of reinforcers including; verbal praise, stickers/stamps on work, written comments in books, individual and / or class charts or showing achievements to other teachers, students and principal	Individual Class
Prevention	Rewards System	To recognise and reward students for their achievements as well as their commitment to the school's Core Values and Expectations for Behaviour (respect/responsibility/Excellence. Reward positive behaviour and encourage and celebrate participation, effort and achievement in all areas of school life. Students receive awards at whole school assemblies (merit awards and student of the week) and Presentation Day (perpetual trophies, medals and certificates of achievement).	Students K-6
Prevention	PAX Good Behaviour Game	<p>PAX means peace, productivity, health and happiness, and is what the PAX Good Behaviour Game helps create and strengthen in each classroom.</p> <p>PAX GBG consists of proven behavioural strategies used daily by teachers with students. The 10 evidence-based and trauma informed strategies build self-regulation in children, strengthen peer networks, reduce impulsivity and teach prosocial decision-making in children. The 'peaceful' classroom environment supports learning, wellbeing, participation and confidence.</p>	Students K-6 and community

Care Continuum	Strategy or Program	Details	Audience
		<p>PAX GBG develops students who can be fully attentive and engaged in learning so teachers can use their time and resources to teach.</p> <p>Schools using PAX GBG report:</p> <p>Increased time for teaching and learning</p> <p>Increased attention to and completion of academic tasks</p> <p>Engaged learners</p> <p>Improved learning outcomes including reading scores</p> <p>Reduction in off-task and disruptive behaviours.</p>	
Prevention	Kinder Buddies	A Kindergarten transition to school program where Year 6 students support Kindergarten students on the playground for the first few weeks of school and also during shared activities throughout the year. Our program naturally progresses into strong connections that last a child's whole school journey.	Kindergarten and Year 6
Prevention	Transition programs	Comprehensive Pre-school to Kindergarten and Year 6 to Year 7 transition programs are in place for students, as well as new students entering the school (given a buddy).	Kindergarten and Year 6
Prevention	Anti – bullying Policy	<p>Preventing and responding to student bullying, including online bullying, in NSW public schools and preschools.</p> <p>Please find the policy here - https://brooklyn-p.schools.nsw.gov.au/content/dam/dae/sws/schools/b/brooklyn-p/BROOKLYN_PS_ANTI-BULLYING_PLAN_FINAL_2023-2024.pdf</p>	Whole School
Prevention/Early Intervention	Bounce Back!	A fully integrated whole school social and emotional learning curriculum program promoting sustainable mental health, wellbeing and resilience for students and teachers.	Whole School
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	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 cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All

Care Continuum	Strategy or Program	Details	Audience
Early Intervention	Health Care Plan	Made in consultation with parents/carers. Input from supports including external providers. Reviewed and updated frequently. Distributed to all staff members and referred to in LST meetings. Ensure copies available to casual staff. Accessible copies available around the school in case of emergency.	Individual
Early Intervention	Circle Time	<p>Circle Time is used to help develop positive relationships between children. It aims to give them tools to engage with and listen to each other.</p> <p>It's often used as an opportunity to solve problems that are affecting the class, for example too much talking during lessons, or someone being picked on.</p> <p>The whole class takes part in Circle Time at the same time, usually led by their teacher, who sits in the circle with their pupils.</p> <p>The circle encourages unity, respect, turn-taking and working together towards a shared vision.</p> <p>Incorporate inclusive education, positive behaviour support and strengths-based principles into the class.</p>	<p>Students K-6</p> <p>Class or small group activity</p>
Early Intervention	Communication with parents/carers	Emails, phone calls, face to face meetings. Ensure classroom teacher has a full picture of students needs and that parent/carers and staff are on the same page.	Individual students, families and staff
Early Intervention	Learning & Support referral/caseload	Provide evidence to LST including reports from external providers, counsellor and any information students have provided.	Individual students, families and staff
Early Intervention	Staff Communication Meetings	Emails and face to face meetings to ensure all staff are informed of students' needs. Keep up to date with students plans and progress. Student watch for students requiring additional support or monitoring from all staff mentioned and minutes in weekly communication meetings.	Individual students, families and staff
Early Intervention	Transition Programs	Communication with previous schools, could include observations at other school. Shared enrolment with support from previous school. If	Individual students,

Care Continuum	Strategy or Program	Details	Audience
		student is transitioning to a new school provide a staff member for support. Social stories regarding transitions.	families and staff
Early Intervention	Transition Programs	Communication with previous schools, could include observations at other school. Shared enrolment with support from previous school. If student is transitioning to a new school provide a staff member for support. Social stories regarding transitions.	Individual students, families and staff
Targeted Intervention	Classroom Adjustments (NCCD data)	Student adjustments are implemented with parent communication and consultation.	Individual students, families and staff
Targeted Intervention	Learning and Support Teacher	In class or playground observations and support. Meetings between classroom teacher and LST to collaborate on strategies and programs.	Individual
Targeted Intervention	Personalised Learning and Support Plans (PLSP)	PLSP and assessment data and student goals are recorded and monitored in collaboration with families and the student to ensure student academic, wellbeing, social and emotional and attendance goals are implemented and monitored.	Individual students, families and staff
Targeted Intervention	Learning and Support Team	The Learning and Support team works with teachers, students, and families to support those students who require personalised learning and support. Including instructional leadership, development of risk assessments and the development of short- and long-term goals.	Individual students, families and staff
Targeted Intervention	Social Stories	Social and emotional skills and behaviour expectations are explicitly taught to students with opportunities for developmental skill-building.	Individual students, families and staff
Targeted Intervention	Tier 2-Program	Restorative practices with students. Asking: 'What happened? What went wrong? How can we fix it in the future?'	Individual students, families and staff
Targeted Intervention	Behaviour Management Plan	Made in consultation with parents/carers. Input from supports including external providers. Reviewed and updated frequently – when an incident occurs review whether strategies were effective. Distributed to all staff members and referred to in LST meetings. Ensure copies available to casual staff.	Individual students, families and staff

Care Continuum	Strategy or Program	Details	Audience
Targeted Intervention	Cool off areas/Brain Breaks	Student given opportunity to have a timed break from learning.	Individual students, families and staff
Targeted Intervention	APLaS Support	Classroom observations, conversations with individual students, suggested adjustments to classroom practices.	Individual students, families and staff
Individual Intervention	Adjustment Documents	<p>Personalised learning and support is a process that supports a wide range of students with additional learning and support needs. Personalised learning and support is underpinned by evidence of four key elements or areas of activity:</p> <ul style="list-style-type: none"> • The assessed individual educational needs of the student • The provision of adjustments or support to meet the students' assessed needs • Monitoring and review of the impact of the adjustment or support being provided for the student <p>Consultation and collaboration – of teachers with parents, support staff and other professionals where required.</p>	Individual students, families and staff
Individual Intervention	School Counsellor	Provide early and targeted support and to assist with intensive interventions when required	Individual students, families and staff
Individual Intervention	Student Learning and Support Officer (SLSO)	Students with disability (or who have Integration Funding Support) needing one to one support are assisted by an SLSO in the classroom.	Individual students, families and staff
Individual Intervention	SENTRAL behaviour monitoring	Regular monitoring of student behaviour via the Learning and Support team	Individual students and staff
Individual Intervention	Functional Behaviour Assessments	When required the School Counsellor or Learning and Support Team conducts a Functional Behaviour Assessment to develop individual student behaviour plans which include strategies that address why the behaviour is occurring and develops strategies to support the teacher and the student.	Individual students, families and staff

Care Continuum	Strategy or Program	Details	Audience

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. All staff 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.

Principal managed – behaviour of concern is managed by school principal.

Corrective responses are recorded on Sentral. These include:

Classroom	Non-classroom setting
rule reminder/PAX vision	Rule/PAX vision reminder
re-direct	re-direct
offer choice	offer choice
error correction	restorative practices questions
prompts	reteach
reteach	play or playground re-direction
seat change	walk with teacher
stay in at break to discuss/ complete work	detention, reflection and restorative practices
conference	communication with parent/carer.
detention, reflection and restorative practices	
communication with parent/carer.	

Brooklyn Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. PAX Good Behaviour Game (PAX GBG) and daily Life skills Go check-ins consist of evidence-based strategies used by teachers to monitor student emotional wellbeing, teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on positive social behaviour
- assists the school community to have a consistent language in regards to emotions and positive and negative student behaviour

- Increase student knowledge and skills to understand their emotions and strategies to deal with them in order to maximise their learning
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing ITD system. 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.

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.

Students or parents can report bullying and behaviours of concern 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 the school counselling service.

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

Action	When and how long?	Who coordinates?	How are these recorded?
<p>Teacher Support – Behaviour Management Strategies</p> <p>Classroom incidents/minor playground incidents</p>	<ul style="list-style-type: none"> • When behaviour does not meet school expectations • At the time of the incident • 5-10 minutes reflection time 	Class/duty teacher	Incident recorded in Sentral
<p>Student Reflection - Restorative Conversations/circles</p> <p>More serious incidents</p>	<p>Student to meet with Principal. The time spent on reflection will vary according to the student’s age/developmental level as appropriate; and depending on the severity or number of repeated incidents.</p> <p>Parents are notified. Principal uses Restorative Justice Questions as a framework to support student/students work through incident or concern and together student/s and Principal/executive member discuss and create plans for positive change/improvement.</p>	Principal or Executive	Student Reflection Sheets. Student and parent to sign. Incidents recorded on Sentral.
Detention and reflection	First half of lunch (maximum 20 minutes). Students will complete reflection sheets with a teacher.	Class Teacher and Principal	Letters and student reflection sheets sent home to families and recorded On Sentral

Review dates

Last review date: 3 April 2024

Next review date: 1 April 2025