

Brookvale Public School

Behaviour Support and Management Plan



Overview

Brookvale Public School is committed to providing outstanding education for children through explicitly teaching and modelling positive behaviour, supporting all students to engage in learning.

School vision

Brookvale Public School fosters positive partnerships with students, teachers, leaders, parents and the wider school community to provide high levels of educational achievement and growth for all students. Teachers are committed to working together to prioritise student growth, attainment and wellbeing.

School beliefs

Our beliefs about teaching and learning are:

- Every child has the right to an engaging, inclusive and respectful learning environment that is respectful of diversity.
- Creativity, collaboration, communication and critical reflection form the foundations of life-long learning.
- We have high expectations of learning and behaviour for all our students.
- Positive partnerships between school, home and community are nurtured to create deeper connections.

Promoting and reinforcing positive student behaviour and school-wide expectations

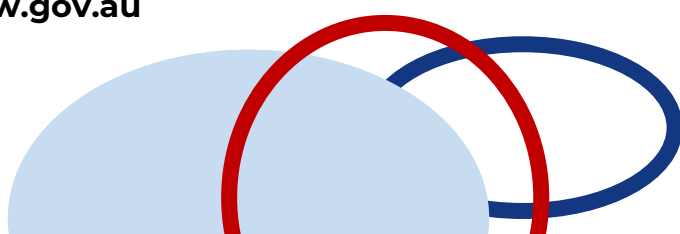
Brookvale Public School creates a safe and supportive environment where healthy relationships are nurtured to encourage positive and respectful behaviour. Our whole school restorative approach focuses on building, maintaining and restoring positive relationships by:

- Reducing and preventing harmful behaviour
- Repairing harm and restoring positive relationships
- Resolving conflict, holding individuals and groups accountable
- Addressing and discussing the needs of the school community
- Investing in healthy relationships between educators, students and community

Whole school approach to supporting wellbeing and improving behaviour

The school has a three-tiered proactive and preventative approach to supporting wellbeing that underpins student behaviour. Brookvale Public School utilises Social Emotional Learning (SEL) in the form of the Second Step program across the school to guide students in their social/emotional learning. The school prioritises co-regulation and self-regulation with the use of the Zone of Regulations which provide students with a metalanguage to describe their emotional state. Explicit anti-bullying lessons are also taught each year. The school works alongside NSW Health to support families to understand supportive practices through its participation in the Got It program. The school values are explicitly taught through Positive Behaviour Engaging Learners (PBEL) lessons. SEL programs are described in the table below.

Support Tier	Strategy or Program	Details	Audience
Universal	School Values	In line with the identified values, the school recognises, teaches and reinforces positive student behaviour and behavioural expectations	Whole School
Universal	PBEL Lessons	Classroom expectations created based on PBEL in each class. Weekly PBEL lessons based on the school's behaviour needs.	Whole School
Universal	Second Step	Second Steps is a school-wide social emotional learning and anti-bullying program which supports students to develop the skills they need to connect and thrive.	Whole School
Universal	E-Safety	Safer Internet Day focuses on approaching online safety through the ideas of connect, reflect and protect. Also engaging in Webinars with the e-Safety commissioner.	Whole School
Universal	<u>Smiling Mind (Mindfulness)</u>	Short mindfulness activities conducted school wide. Aim of these short exercises are to increase focus, improve classroom performance and decrease levels of stress	Whole School
Universal and Targeted	<u>Zones of Regulation</u>	Zones of Regulation is a colour coded framework that develops student awareness of their feelings, energy and alertness levels while utilizing a variety of tools and strategies	K-6 Identified individual students



Support Tier	Strategy or Program	Details	Audience
		for regulation, prosocial skills, self-care and overall wellness	
Universal and Targeted	The Got It program	The Get On Track In Time program is a specialised early intervention program for students in Kindergarten to Year 2 who display emerging conduct problems such as aggression, defiance and disruptive behaviour.	K-2
Targeted	Learning and Support	The Learning and Support team will manage resources to support students and refer to additional services within the school (e.g. school counsellor), school network and/or allied health providers	Individual students, families, staff

Positive Behaviour Engaging Learners (PBEL)

Positive Behaviour Engaging Learners (PBEL) program provides students and staff at Brookvale PS with a positive and proactive system for defining, teaching and supporting appropriate student behaviours. The following values are reflective of our unique and diverse school community.



Respect



Responsibility



Personal Best

Our school values of respect, responsibility and personal best underpin our classroom management and behaviour management expectations.

Behaviour code for students

All students in NSW Public Schools must adhere to the [Behaviour Code for Students](#). At Brookvale, high expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses. Teachers individually plan classroom management using the following guidelines, incorporating the Whole School PBEL Behaviour Management approach.

Classroom management

Effective classroom management at Brookvale PS creates the conditions needed to support optimal student learning. The most effective classroom management approaches combine preventative and responsive strategies. Preventative strategies aim to create classroom environments where the majority of students are engaged in learning and on task, and include:

- Positive classroom climates, with high quality student-teacher relationships and explicit teaching of social and emotional skills
- Structured instruction to engage and motivate students in learning
- Providing and explicitly teaching effective rules and routines
- Offering pre-corrections to remind students of expectations
- Using active supervision to help students stay on task

Effective corrective responses aim to support students to re-engage in learning, minimise distractions and maintain a positive classroom climate. These include:

- Identifying student needs
- Ensuring students understand corrective responses
- Consistent and expected responses
- Remaining calm
- Responding proportionally to level of behaviour displayed

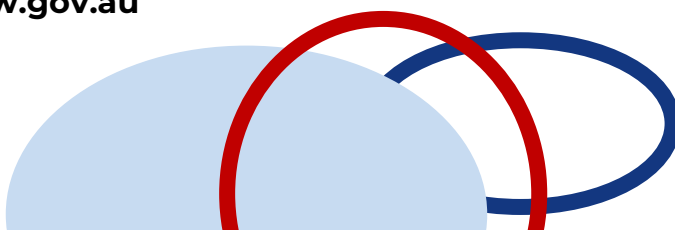
Student's leaving the classroom

It is considered essential that students spend the majority of their time on learning. Students leaving the classroom during learning times should be kept to a minimum. Any students leaving the classroom have to be given permission by the classroom teacher and require a 'toilet pass' or 'out of class pass' to be kept with them during those times.

Maintaining positive learning environments

The literature review [Classroom Management: Creating and Maintaining Positive Learning Environments](#) defines classroom management and provides an extended overview of classroom management research. It also describes the characteristics of effective classroom management strategies and how teachers can implement them. Teachers should refer to this document when setting up their classroom management processes.

Rewarding positive behaviour

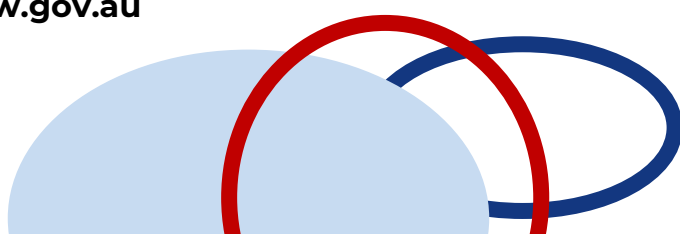


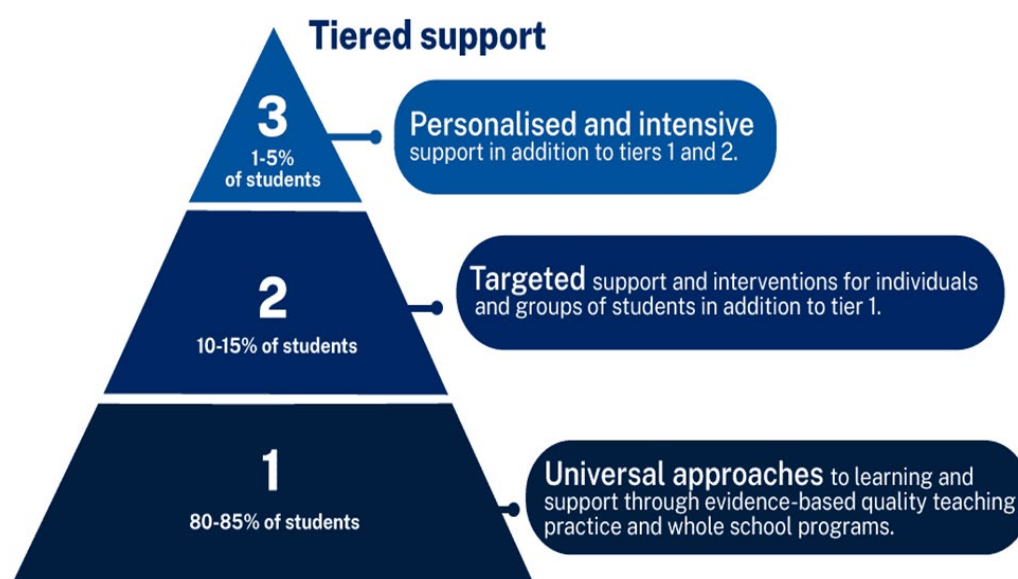
Students who demonstrate the school's values of Respect, Responsibility and Personal Best are rewarded through Class Dojos, Playground Raffles, The Brooky Pride Award system, positive communication with parents and awards at Presentation Day as described in the table below.

Strategy or Program	Details
Class Dojos	Class Dojos encourage positive behaviour by motivating students with rewards and recognition. They foster a collaborative classroom environment working towards achieving collective goals.
Playground Raffle	Students displaying positive playground behaviours will receive a playground raffle ticket. This raffle will be drawn during the Monday morning assembly and the 5 winners will receive 10 Dojo points.
Positive Communication Home	All staff members are encouraged to contact parents/carers to share positive behaviour and learning. Positive communication home can be made via phone calls or email.
Stage Assembly Awards	As part of the Brooky Pride Award System , Merit and Bronze awards that align with Brookvale's PBEL values are provided weekly at stage assemblies. These awards are offered by Classroom and RFF teachers to recognise students demonstrating positive behaviour and school values.
Whole School Assembly	Silver and Gold awards and the Brooky Medallion are presented by the Principal at fortnightly, whole school assemblies. These awards highlight student achievement in Brookvale's PBEL values.
Presentation Awards	End of year presentation awards are offered to students who demonstrate outstanding achievement. Classroom teachers nominate award recipients and provide evidence to support why.

Tiered support for behaviour

The school utilises a tiered approach for behaviour management that recognises that students may require different levels of behaviour support based on their individual needs.





Tier 1 – A universal approach to behaviour management through evidence-based quality teaching practice and the whole school behaviour plan. All staff collaboratively implement consistent behaviour strategies. PBEL is an example of a Tier 1 - universal approach.

Tier 2 – Targeted behaviour support for individuals and groups of students in addition to Tier 1 strategies, address the behavioural needs of approximately 10% to 15% of students. This may include targeted Positive Behaviour Charts and the creation of a [Personal Positive Behaviour Plan](#). These plans are created by the classroom teacher with support from their AP.

Tier 3 – Personalised and intensive behaviour support addresses the needs of approximately 1% to 5% of students. Tier 3 support is a coordinated approach that includes Tiers 1 and 2 support and includes, [Behaviour Management Plans](#), [Student Tailored Risk Management Plans](#), [De-escalation Plans](#) and the nomination of a case manager. These plans are created by the teacher with support from APs, Senior Executives and other DoE staff as required and are reviewed at the beginning of each year by the case manager.

Behaviour Management Plans for Tier 3 students who have experienced trauma or display trauma like behaviours, may indicate how the whole school behaviour plan needs to be adjusted to suit their individual needs. Teachers and school leaders should refer to the [Calmer Classrooms](#) document when designing interventions for these students.

Responding to challenging behaviour

Our school aims to ensure that responses to behaviours that fall short of the school's values are consistent and proportionate to the nature of the behaviour. When responding to student behaviour, staff should first determine if the behaviour is minor, medium or major, with the following agreed understanding:

Minor Incidents Overview	Medium Incidents Overview	Major Incidents Overview
<p>Minor behaviours are those that:</p> <ul style="list-style-type: none"> are minor breaches of the school rules. are handled by staff members at the time it happens. do not seriously harm or cause you to suspect that the student may be harmed. do not violate the rights of others in any serious way. are not part of a pattern of problem behaviours. 	<p>Medium behaviours are those that:</p> <ul style="list-style-type: none"> are a pattern of minor behaviours. begin to impact on the rights of others. is a problem behaviour that can be a series of minor, in school or playground offences, or more significant individual incidents. are beginning to become a pattern of problem behaviours. 	<p>Major behaviours are those that:</p> <ul style="list-style-type: none"> are a pattern of medium behaviours. significantly violate the rights of others. cause risk or harm to others. are deliberately destructive. are illegal.
<p>Action/Consequences</p> <p>1st reminder: set expectation with the student</p> <p>2nd reminder in a session: "Time in" in your classroom where the student can reflect, but might be away from other students. "Time in" on the playground is a walk and talk with the duty teacher. Teachers need to remind the students of the school's expectations and warn students that not following their directions could result in a "time out".</p> <p>3rd reminder in a session: move to medium behaviour.</p>	<p>Action/Consequences</p> <p>1st medium:</p> <p>Classroom: students are sent to the classroom next door for a "time out" to reflect on their behaviour. Students are issued with a reflection sheet to complete before returning to class.</p> <p>Playground: students are sent to sit on the blue bench near the office door for "time out" to reflect on their behaviour. Students are issued with a reflection sheet to complete before returning it to the teacher on duty.</p> <p>2nd mediums in a fortnight: same process as 1st medium, plus classroom teacher is notified to call the students' parents.</p>	<p>Action/Consequences</p> <p>S.T.O.P (Major incident not resulting in suspension)</p> <p>Student Time Off Playground: completing reflection sheet with AP/DP. AP/DP to contact the students' parents.</p> <p>Suspension</p> <p>Students may be issued with a suspension warning for serious or repeated major incidents in addition to completing a S.T.O.P with an executive.</p> <p>Students may be suspended after a suspension warning has been put in place or for serious breaches of the NSW DoE's Student Behaviour Policy.</p>

3rd medium in a fortnight: move to major behaviour.

Recording and administrative practices

The [BPS Incident Recording Overview](#) provides examples of categorised, unacceptable behaviour, identified staff responsibilities, clear steps for administering a restorative approach to student behaviour management and additional tools to support students to reflect on their actions. The [BPS Behaviour Flow Chart](#) is displayed in all learning areas and used as a reminder for teachers and students of the consequences for challenging behaviour.

Reflective and 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. At Brookvale Public School reflection and restoration is practised through the 'time in', 'time out' and Student Time off Playground (S.T.O.P) processes outlined below.

Action	When and how long?	Who coordinates?	How are these recorded?
Time In	<p>Classroom: "Time in" in your classroom where the student can reflect, but might be away from other students.</p> <p>Playground: "Time in" on the playground is a walk and talk with the duty teacher.</p>	Class teacher	N/A
Time Out	<p>Classroom: students are sent to the classroom next door for a "time out" to reflect on their behaviour. Students are issued with a reflection sheet to complete before returning to class.</p>	Class teacher and buddy teacher	*Medium* Sentral

Action	When and how long?	Who coordinates?	How are these recorded?
	Playground: students are sent to sit on the blue bench near the office door for “time out” to reflect on their behaviour. Students are issued with a reflection sheet to complete before returning it to the teacher on duty.		
S.T.O.P	Student Time Off Playground: student complete reflection sheet and restorative practices with AP/DP.	Executive staff	*Major* Sentral

School anti-bullying plan

Brookvale 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.

All staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur. Refer to the [Brookvale Public School Anti-Bullying Plan](#), for further information.

Partnership with parents/carers

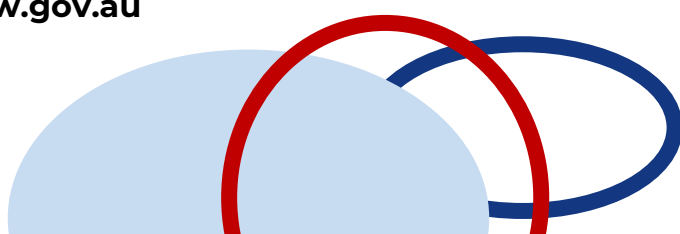
Brookvale Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by:

- hosting parent/teacher meetings
- regularly communicating between school and home via newsletters, phone calls and emails
- distributing school developed documentation via SchoolBytes and E-news

This communication will be guided by the [School Community Charter](#).

Raising concerns with the school

At Brookvale Public School we have an open door policy and we want to work in partnership with parents. If parents have concerns in regard to student behaviour, they are encouraged to talk to their child’s class teacher in the first instance. More serious concerns could be directed to the Assistant Principal supervising the grade or the Deputy Principal or Principal as



appropriate. The school can be contacted via email brookvale-p.school@det.nsw.edu.au or via telephone on 9905 4168.

Reviewing dates

Last review date: September, 2025 | Next review date: December, 2026

