

# **Brooklyn Public School Behaviour Support and Management Plan (Draft)**

## **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.

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 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.

When required the School Counsellor conducts a Functional Behaviour Assessment to develop individual student behaviour plans which include strategies that address why the behaviour is occurring.

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



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

Brooklyn Public School has the following school-wide rules and expectations:

- Respect
- Responsibility
- Excellence

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.

### Brooklyn Public School Behaviour Support Systems

We have a continuum of support that promotes student learning and wellbeing for all students across the [Care Continuum](#). Students and teachers have access to support as needed. The continuum emphasises prevention and early intervention and includes interventions for:

- All students – creating a safe and respectful learning environment
- Some students – providing early intervention and targeted support for students at risk of developing negative behaviours

- A few students – supporting students with complex and challenging behaviour needs through intensive, Individual interventions.

Brooklyn Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

### Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
<b>Prevention</b>	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
<b>Prevention</b>	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
<b>Prevention</b>	In class Check-in	Student wellbeing check-in that indicates the level of student wellbeing in a quick yet meaningful manner.	Students K-6
<b>Prevention</b>	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	Individual Class

Care Continuum	Strategy or Program	Details	Audience
		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	
<b>Prevention</b>	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
<b>Prevention</b>			
<b>Prevention</b>	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
<b>Prevention</b>	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, Year 6
<b>Prevention</b>	Anti – bullying Policy	Preventing and responding to student bullying, including online bullying, in NSW public schools and preschools.	Whole School

Care Continuum	Strategy or Program	Details	Audience
		Please find the policy here - <a href="https://brooklyn-p.schools.nsw.gov.au/content/dam/doe/sws/schools/b/brooklyn-p/BROOKLYN_PS_ANTI-BULLYING_PLAN_FINAL_2023-2024.pdf">https://brooklyn-p.schools.nsw.gov.au/content/dam/doe/sws/schools/b/brooklyn-p/BROOKLYN_PS_ANTI-BULLYING_PLAN_FINAL_2023-2024.pdf</a>	
<b>Prevention</b>	Social Stories	Social and emotional skills and behaviour expectations are explicitly taught to students with opportunities for developmental skill-building.	Individual students
<b>Prevention/Early Intervention</b>	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
<b>Early Intervention</b>	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</p>	<p>Students K-6</p> <p>Class or small group activity</p>

Care Continuum	Strategy or Program	Details	Audience
		principles into the class.	
<b>Targeted Intervention</b>	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
<b>Individual Intervention</b>	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"> <li>• The assessed individual educational needs of the student</li> <li>• The provision of adjustments or support to meet the students' assessed needs</li> <li>• Monitoring and review of the impact of the adjustment or support being provided for the student</li> <li>• Consultation and collaboration – of teachers with parents, support staff and other professionals where required.</li> </ul>	Individual students, families and staff
<b>Individual Intervention</b>	School Counsellor	Provide early and targeted support and to assist with intensive interventions when required	Individual students
<b>Individual Intervention</b>	Student Learning and Support Officer (SLSO)	Students with disability (or who have Integration Funding Support) needing one to one support are	Individual students

Care Continuum	Strategy or Program	Details	Audience
		assisted by an SLSO in the classroom.	
<b>Individual Intervention</b>	SENTRAL behaviour monitoring	Regular monitoring of student behaviour via the Learning and Support team	Individual students
<b>Individual Intervention</b>	Functional Behaviour Assessments	When required the School Counsellor conducts a Functional Behaviour Assessment to develop individual student behaviour plans which include strategies that address why the behaviour is occurring.	Individual Students

## 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.

## Detention, reflection, and restorative practices

To ensure the safety and wellbeing of all students and staff, as well as provide an educational environment where all students can achieve and succeed, it is essential that behaviour is managed appropriately. Where students do not respond positively to the expectations and school wide behaviour systems at Brooklyn Public School, it may be necessary to apply further fair, reasonable and proportionate action.

Brooklyn Public School focuses on positive reinforcement and proactive strategies such as redirecting and reteaching. Restorative conversations are part of our behaviour support planning and include goals, explicit instructions of replacement behaviours, measures to check progress and personalised feedback to the student.


Action	When and how long?	Who coordinates?	How are these recorded?
<b>Teacher Support – Behaviour Management Strategies</b>  Classroom incidents/minor playground incidents	<ul style="list-style-type: none"> <li>• When behaviour does not meet school expectations</li> <li>• At the time of the incident</li> <li>• 5-10 minutes reflection time</li> </ul>	Class/duty teacher	Incident recorded in Sentral
<b>Student Reflection -</b> Restorative Conversations/circles  More serious incidents	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.  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.	Principal or Executive	Student Reflection Sheets. Student and parent to sign. Incidents recorded on Sentral.

All procedures with this Plan are aligned with the [Student Behaviour Procedures Kindergarten to Year 12](#).

### Partnership with parents/carers

Brooklyn Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student





behaviour management strategies in a range of ways. The [School Community Charter](#) informs parents and carers on how to engage with NSW public schools.

Brooklyn Public School will communicate these expectations to parents/carers via:

- Meet The Teacher Night
- Fortnightly School Newsletters
- Teachers communicate via letters, phone calls and skool loop
- 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

### **School Anti-bullying Plan**

Brooklyn PS Antibullying Plan.

[https://brooklyn-p.schools.nsw.gov.au/content/dam/doe/sws/schools/b/brooklyn-p/BROOKLYN\\_PS\\_ANTI-BULLYING\\_PLAN\\_FINAL\\_2023-2024.pdf](https://brooklyn-p.schools.nsw.gov.au/content/dam/doe/sws/schools/b/brooklyn-p/BROOKLYN_PS_ANTI-BULLYING_PLAN_FINAL_2023-2024.pdf)

Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

### **Reviewing dates**

Last review date: 30 November 2023

Next review date: 30 November 2024