

Blakebrook Public School Behaviour Support and Management Plan

Overview

Blakebrook Public School supports the learning, wellbeing and safety of all students. Collaboration between staff, students and parents/care givers is fundamental to maintain positive behaviour and effective discipline. Blakebrook Public School is a “Positive Behaviour for Learning’ (PBL) school, taking a school-wide, systemic, and proactive approach to explicitly teach expected behaviour.

Blakebrook Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Our goal is to inspire every child to participate positively in society. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

Principles of positive behaviour support, trauma-informed practice, inclusive practice and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

Our plan is consistent with legal and departmental requirements and is underpinned by the principles of procedural fairness and developed within the framework of student welfare. Our School Behaviour Support and Management Plan identifies core values and practices that support quality teaching and learning. Mandatory policies for the development of the School Behaviour Support and Management Plan are:

- [Behaviour Code for Students](#)
- [Student Behaviour](#)
- [Suspension and Expulsion Procedures](#)
- [Detention and Time-out Procedures](#)

Student Wellbeing encompasses everything the school community does to meet the needs of students and to enhance their happiness and safety. It is reflected in the way we demonstrate care, ensure safety, and provide opportunities for success and recognition of each student. The Behaviour Support and Management Plan, procedures, and programs of BPS emphasise the value of prevention and early intervention.

To achieve our vision Blakebrook Public School will utilise programs and strategies that enhance students’ wellbeing:

- Explicitly teach behaviours through Positive Behaviour for Learning.
- Create a safe, caring school environment in which students are nurtured as they learn.
- Include effective discipline and behaviour management strategies.
- Include preventative health and social skills programs.
- Stress the value of collaborative early intervention when problems are identified.
- Provide ongoing educational services to support students.
- Recognise the diversity within the school community and provide programs and support which acknowledge difference and promote harmony.

- Recognise the role that the school plays as a resource to link families and community support services.
- Provide opportunities for students to enjoy success, contribute to the life of the school, and gain enjoyment from their learning.
- Develop leadership and citizenship skills.

School Values and Rules

Our school values are based around being a safe, respectful learner. These are further underpinned by the school community values and beliefs of treating one another with dignity and respect, and care for property belonging to themselves, the school, and others.

In line with these values and beliefs, BPS rejects all forms of behaviour that infringes on the safety of others, including but not limited to harassment, illegal and anti-social behaviour, and bullying behaviours, including cyberbullying, 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.

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

The [schoolwide behaviour expectations matrix \(p.6\)](#) defines our behaviour expectations across our school settings. These behaviours are explicitly taught by all members of staff. This ensures that staff and students use identical language regarding behaviour expectations. Correct behaviours are taught and reinforced to substitute identified inappropriate behaviours. There is a school-wide understanding that consistent and uniform practices are applied in response to both positive and negative student behaviours. Ongoing negotiation, discussion, and reflection on student behaviours occur regularly between teachers and students. All students can anticipate that any issues will be handled by staff with fairness and equity.

Learning Platform

Blakebrook Public School and its community believe that quality teaching and learning are most effective when:

- An understanding of the learning process is embedded in quality teaching practice.
- Students are motivated to learn through experiences that are relevant, practical, and offer a high level of engagement.
- Students are encouraged to achieve their personal best as learners, and their success is celebrated.
- Students are challenged and extended in a supportive and caring environment.
- The teaching and learning process reflects the continual assessment of student learning.
- Student reflection and meaningful dialogue is promoted in focused, positive classrooms.
- Students are valued and respected as individuals, with positive relationships based on mutual respect and trust fostered in the school community.

Partnership with parents and care givers

Blakebrook Public School aims to promote effective learning and improve the quality of school life of students by focusing on effective learning, positive climate and good discipline, and community participation.

Blakebrook Public School will partner with parents/care givers in establishing expectations for engagement in developing and implementing student behaviour management and anti-bullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means such as school surveys, Tell Them From Me surveys, consulting with the P & C and local AECG

The implementation of the [School Community Charter](#) (Appendix 1) at Blakebrook Public School provides a framework to create a positive learning environment, within our school, through a collaborative effort of the whole school community including staff, parents and care givers. Inversely, the charter also outlines the expectations of parents and care givers in respect to communication and behaviour.

The School Community Charter sets expectations for the school community and staff. Parents and caregivers can expect that they will be welcomed into our school, receive regular and timely communication, that staff will act professionally fairly and professionally towards all members of the school community.

Unacceptable behaviours defined within the charter include, but are not limited to:

- Aggressive and intimidating actions
- Aggressive and intimidating language
- Discrimination of school community members due to disability or religion
- Inappropriate or timewasting communication.

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

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.

In all NSW public school student behaviour includes behaviour that occur:

- 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, where there is a clear and close connection between the school and students' conduct.

Blakebrook 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.

The Behaviour Code for Students sets expectations that all students in NSW government schools must meet to the best of their abilities:

- show respect to other students, their teachers and school staff and community members
follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

Blakebrook Public School will take action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

Codes of Behaviour, Rights and Responsibilities

Blakebrook Public School Code of Behaviour Staff Rights and Responsibilities

1. I HAVE A RIGHT TO EXPECT COURTESY AND RESPECT FROM STUDENTS

It is my responsibility to respect students, to treat them fairly and with dignity. It is my responsibility to be consistent when enforcing rules of conduct and to teach socially responsible behaviour.

2. I HAVE A RIGHT TO TEACH WITHOUT DISRUPTION

It is my responsibility to provide students with quality teaching programs and to cater for individual student needs, capabilities and aspirations.

3. I HAVE A RIGHT TO EXPECT COURTESY AND RESPECT FROM PARENTS

It is my responsibility to ensure that communication with parents regarding their child's educational progress and behaviour is informative, honest and purposeful.

4. I HAVE A RIGHT TO EXPECT PARENTS AND THE COMMUNITY TO BE APPRECIATIVE AND SUPPORTIVE OF THE SCHOOL AND MY PROFESSIONAL CONTRIBUTIONS

It is my responsibility to demonstrate quality teaching and to develop my professional abilities. It is my shared responsibility to work in consultation with parents and the community in achieving the school's purposes.

5. I HAVE A RIGHT TO WORK IN A SAFE AND SECURE ENVIRONMENT

It is my responsibility to provide a safe and secure environment for my students, colleagues, and visitors.

Blakebrook Public School Code of Behaviour Students Rights and Responsibilities

1. I HAVE A RIGHT TO GO TO SCHOOL AND TO ENJOY SCHOOL

It is my responsibility to follow school rules and behave in an acceptable manner in the classroom, playground, on excursions, at sporting events or other activities, and while travelling to and from school.

2. I HAVE A RIGHT TO LEARN

It is my responsibility to listen to and follow instructions, complete tasks to the best of my ability, and to not interrupt other students in their learning.

3. I HAVE A RIGHT TO FEEL HAPPY, SAFE AND SECURE AT SCHOOL

It is my responsibility to play safely, behave sensibly, and to help care for others.

4. I HAVE A RIGHT TO BE RESPECTED AND TO BE TREATED FAIRLY

It is my responsibility to treat other people with respect and fairness.

5. I HAVE A RIGHT TO KNOW MY BELONGINGS ARE RESPECTED

It is my responsibility to respect other people, their belongings, and the property of the school.

6. I HAVE THE RIGHT TO A PLEASANT AND CLEAN SCHOOL

I have the responsibility to help keep my school pleasant and clean.

Blakebrook Public School Code of Behaviour Parent Rights and Responsibilities

1. I HAVE A RIGHT TO EXPECT THAT MY CHILD WILL RECEIVE A QUALITY EDUCATION

It is my responsibility to promote the values of education and to ensure my child attends school.

2. I HAVE A RIGHT TO EXPECT THAT MY CHILD WILL BE HAPPY, SAFE, AND SECURE AT SCHOOL

It is my responsibility to develop my child's understanding and attitudes about socially acceptable behaviour at school and while travelling to and from school.

3. I HAVE A RIGHT TO EXPECT THAT MY CHILD WILL BE TREATED WITH RESPECT, FAIRNESS, AND DIGNITY

It is my responsibility to model and teach behaviour that is fair to others and respect others.

4. I HAVE A RIGHT TO EXPECT THAT THE SCHOOL MEETS THE NEEDS OF THE STUDENTS AND THE COMMUNITY

It is my shared responsibility to work with in consultation with teachers and the community in achieving the school's purposes and to participate in school activities.

School-wide Behaviour Expectations Matrix

	All Areas	Toilets	Canteen	Spider Web	Shuttle Bus	Lunch Area	Assemblies	Playground	Admin Office
I AM A LEARNER	I am sensible. I use my manners at all times. I report problems that I see to staff.	I turn the taps off. I use the toilet before class. I report any problems or leaks in the toilets.	I say please and thank you. I have my money ready. I know what I want to buy.	I am sensible when using the equipment. I report any problems to the teacher on duty.	I am sensible when on the bus. I use appropriate language and classroom manners	I sort all my rubbish and put in the correct bin. I make healthy food choices.	I follow all directions from teachers. I place all my items on the ground in front of me.	I wear a hat in the sun. I am kind and respectful of others. I am encouraging of others.	I use the use ramp door. I place items down tidily. I treat equipment respectfully
I AM RESPECTFUL	I use active listening skills. I wait my turn. I use my manners. I am considerate of other people's needs.	I close the door. I respect other people's privacy. I use my quiet voice. I flush the toilet.	I line up correctly. I wait patiently. I use a quiet voice. I put all my rubbish in the correct bin.	I share the equipment with other students. I walk around the spider web.	I use my active listening skills. I use a quiet voice. I wait patiently for my turn to leave. I follow all directions from staff.	I use my quiet voice. I allow others to enjoy their food	I use full body listening, at all times. I sit up straight and still.	I use the equipment fairly. I include others in my play. I return all equipment at the end of play.	I get permission to go to the office. I use my quiet voice. I knock and wait.
I AM SAFE	I am kind and caring. I follow teacher's instructions. I use equipment appropriately. I walk on hard and slippery surfaces.	I wash and dry my hands I place all rubbish in the bin I keep my hands and feet to myself I walk to and from the toilet	I return to my eating area to eat my food. I walk to and from the canteen. I keep my hands, feet and property to myself.	I wear my hat. I keep my whole body below the top bar. I keep my hands and feet to myself.	I remain seated with my seatbelt on at all times. I put my bag on the floor in front of me. I keep my hands, feet and property to myself.	I sit in the correct area. I eat my food. I ask the teacher on duty I walk to and from the eating areas. I keep my hands, feet and property to myself.	I walk to collect my award. I Stay seated unless otherwise told. I keep my hands and feet to myself.	I walk on hard and slippery surfaces. I respond immediately to the end of play cue and stop play.	I walk to and from the office. I take only one buddy. I enter only when asked.

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.

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 students.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning	Tier 1- School Wide and Classroom support systems of Support Strong teacher/student relationships Explicit modelling and teaching of specific skills including behaviour expectations and social skills Communication with parents around school expectations Class based systems of expectations positive reinforcement Consistent teacher expectations, routines, modelling and responses to behaviour	Staff, students and parents
Prevention	Curriculum	Curriculum links, particularly in PDHPE, including but not limited to respectful relationships, personal and social capabilities in all syllabi	Students, staff and parents
Prevention	Peer Support - Australia	Healthier relationships, positive school culture and improved student wellbeing through providing students with social/emotional skills and knowledge, that is supported by teacher	Students, staff and parents

Care Continuum	Strategy or Program	Details	Audience
		<p>advocacy for student voice in their school and learning.</p> <p>Enables students and parent to develop shared vocabulary to navigate emotional responses and interactions with others</p>	
Early intervention for some or all students	Classroom Management	<p>Communication with parents/care givers</p> <p>Explicit teaching and modelling of specific skills, including behaviour expectations and social skill</p>	Students, staff and parents
Targeted intervention for some students	Positive Behaviour for Learning	Tier 2 – Targeted Systems of Support	Students, staff and parents
Targeted intervention for some students	Classroom Management	<p>Communication with parents/care givers</p> <p>Modified individual expectations and goals</p>	Individual students, principal
Targeted intervention for some students	Delivery Support Team	<p>“Team Around School” – Learning and Wellbeing Officer, Assistant Principal Learning and Support, Senior Psychologist Education, Behaviour Specialist, Out of Home Care Teacher, Itinerant Support Teacher Early Intervention, Support Teacher Transition, Aboriginal Community Liaison Officer</p>	Students, staff, parents and LST
Individual Intervention for students	Positive Behaviours for Learning	Tier 3 – Individual Systems of Support	Students, staff and parents
Individual intervention for students	Individual Behaviour Support Planning	<p>Planning is done in collaboration with the student and their family with support from Team Around a School where needed. This can include individual behaviour support and risk management plans.</p>	Individual students, staff

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

Positive Reward System

Blakebrook Public School is committed to promoting and acknowledging excellence in every aspect of school life. To reward positive appropriate behaviour, both formal and informal reinforcers are regularly utilized, fostering an environment where safety, respect, and a commitment to learning are

highly valued. Positive behaviours in all settings are recognised and rewarded through the use of Jeremys which are handed by all staff members

Our positive rewards system includes:

- Free and frequent use of Jeremys to acknowledge positive behaviours
- Drawing of 3 Jeremys at weekly PBL assemblies for a minor reward
- PBL assembly at the end of each term for drawing of major rewards
- The Principal's PBL Award will be presented at each fortnightly assembly

Each classroom has its own internal rewards system that aligns with the values and expectations of Blakebrook Public School.

Positive behaviours will be recorded in the school's wellbeing system to identify students who require recognition through principal and major awards throughout the year.

Preventing and responding to behaviours of concern

Blakebrook Public School uses the following strategies to recognise and reinforce positive student behaviour and behavioural expectations:

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
- 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.

Specific positive feedback may not be sufficiently reinforcing for some students, so the school-wide continuum provides the opportunity to pair verbal or non-verbal feedback with a positive, tangible consequence.

The school-wide continuum for acknowledging expected behaviour includes:

- free and frequent – for everyday use by all staff in all settings
- moderate and intermittent – awarded occasionally
- significant and infrequent – semester or annual types of recognition.

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.

Blakebrook 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.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour.	Targeted/Individualised Responses to behaviours of concern.
1. Behaviour expectations are taught and referred to regularly through weekly PBL lessons. Staff model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide expectations, Safe, Respectful and Learner 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. Principal/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: <ul style="list-style-type: none"> • free and frequent • moderate and intermittent • significant and infrequent Intermittent and infrequent reinforcers are recorded on the centralised recording system.	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 a low-level consequence is applied.	3. Principal collects information and review the incident from multiple perspectives and determine next steps. Principal records the incident on the centralised recording system and contact parent/carer by email or phone. Principal may consider further action eg: formal caution/suspension.
4. All social-emotional learning programs are taught fortnightly.	4. Teacher records on the centralised recording system by	4. Refer to the school's Learning and Support Team or APLaS considering current and previous



	the end of the school day. Monitor and inform family if repeated.	behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. In some cases, individual planning and referral to LST may be discussed.	Principal contacts parent/carer to discuss any support and behaviour responses, including referral to the LST, outside agencies or Team Around a School.

System of Consequences for Behaviour Choices

Reflection practices

Toilet and food breaks are always included when withdrawal from free choice play, at any break, is planned as a response to behaviour. Any occurrences of withdrawal from free play will be recorded in the school wellbeing system.

Behaviour Management Flowchart

The [Behaviour Management Flowchart](#) (Appendix 2) streamlines the decision process for responses to minor and major behaviours, provides a consistent response, clarity of expectations and consequences for staff and students, promotes positive behaviour choices, supports restorative practices and ensures accountability of staff and students.

Traffic lights

[Traffic lights](#) (Appendix 3) provide a visual and verbal reminder of the expectations and consequences for behaviour choices. Throughout each step of the system students have the opportunity to reset themselves, therefore not continuing through the levels.

Reflection Conversations

Reflection conversations provide students an opportunity to reflect on their behaviour choices and develop strategies to prevent the behaviour from reoccurring. (Reflection conversations maybe teacher to individual or teacher to class depending on the need.) These conversations may take place during class, at the start of break time or during free choice play time. As part of the reflection conversation process, work that was previously incomplete due to behaviour choices may be completed during this time.

Reflection Room

The Reflection Room provides students with an opportunity to reflect on their behaviour choices and work with the principal to plan for better choices in the future. This is a structured session, the length of which will be determined by the principal to ensure the student has the appropriate opportunity to learn from the experience. Loss of play at lunch and afternoon break will be determined by the principal. The Reflection Room Planning sheets for senior ([Appendix 6](#)) and junior ([Appendix 7](#)) are located in the appendix.

Formal Caution

Where a situation exists of persistent behaviour, a principal can issue a formal caution of suspension, in writing, to the parents or care givers.

The purpose of the formal caution is for the student and their parents or care givers to understand that the impact of the student's behaviour or behaviours of concern and to engage them in positive behaviour supports and strategies.

Formal Cautions are valid for 50 school days, but do not carry over into the next calendar year unless there has been consultation with the Director, Educational Leadership.

There are situations where a suspension can occur without first issuing a formal caution due to immediate and significant risks to students and staff, or there is an unacceptable risk to teaching and learning, that cannot be mitigated with the student at school.

A formal caution to suspend must:

- Be in writing, via email or post, on school letterhead
- Be provided to the students and their parents or care givers
- Outline the behaviour/s of concern
- Provide clear behavioural expectations for the student consistent with the [Behaviour Code for Students](#)
- Clearly outline the timeframe/expiry date for the formal caution
- Highlight the importance of parents or care givers in working with the school when managing student behaviour
- Provide parents or care givers the opportunity to meet appropriate school staff and a key contact
- Advise that the student and parent or carer has the right to a support person in any meeting with the school
- Outline the positive behaviour support and strategies in place as a result of the unacceptable behaviour
- Indicate if the caution applies to more than one educational setting
- Be documented on the departments in-house data system or approved third-party system.

Students attending special programs such as those offered by tutorial centres, behaviour schools, and hospital schools that may involved involve attending their home school for part of the week, formal cautions automatically apply to both settings.

Suspension

Further behaviours could result in one of the following consequences, to be determined by the principal:

- Warning of suspension
- In-School suspension
- Short Suspension
- Long Suspension

The duration can be:

- Up to 5 consecutive school days for students in Kindergarten to Year 2
- Up to 10 consecutive school days for students in Year 3 to Year 12

If a student is suspended for 3 days at shared site that they only attend one day a week, then the period of the suspension is from the starting date for 3 consecutive school days. It is not for 3 weeks as they only attend one day per week.

Where a principal originally issues a suspension with fewer days than up to 5 for Kindergarten to Year 2 and 10 for Years 3 to 12, they may increase the length of the suspension up to those maximum days if required without it being considered an extension.

However, if the number of consecutive school days are insufficient to implement appropriate supports for the student, the principal can extend the suspension for up to 5 additional school days.

This would extend the suspension to:

- 6 to 10 school days for students in Kindergarten to Year 2
- 11 to 15 school days for students in Years 3 to 12.

The principal will inform the Director, Educational Leadership of their decision to extend the suspension. The principal and Director, Educational Leadership should discuss additional system support the school may require and escalate as necessary.

Responses to serious behaviours of concern

Responses, including students who display serious behaviours of concern, are recorded in the centralised recording 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
- reflection and restorative practices (listed below)
- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/care givers (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](#) and [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and procedures
- If a behaviour of concern is also a child protection matter use the [Mandatory Reporting Guideline Tool](#).



Students and/or parents/care givers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety Guide](#).

Review dates

The School Behaviour Support and Management Plan, for Blakebrook Public School, must be reviewed annually by the last day of Term 3.

Last review date: 17.12.2024

Next review date: Day 50 Term 3 2025

Appendix

Appendix 1: School Community Charter



School Community Charter

Collaborative. Respectful. Communication.

The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

We treat each other with **respect**

What our schools provide

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

The best education happens when parents and schools work together.

The School Community Charter aligns with the NSW Department of Education Strategic Plan 2018 – 2022.



Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- To be welcomed into our schools to work in partnership to promote student learning.
- Communication from school staff will be timely, polite and informative.
- Professional relationships with school staff are based on transparency, honesty and mutual respect.
- To be treated fairly. Tolerance and understanding are promoted as we respect diversity.

We **prioritise the wellbeing** of all students and staff

Unsafe behaviour is not acceptable in our schools

We work **together** with the school

Ensuring respectful learning environments for all members of NSW Public Schools communities.

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Communicating with our schools

Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or dealing with other matters, they may not be available to answer your questions immediately.

Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with your school and stay up-to-date with up-coming events in the school community.

Our guide for parents, carers and students provides useful information about the complaints process:
education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students

Respectful communication is a right

In all workplaces people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.

To ensure the wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.



Unacceptable behaviour may include but is not limited to:

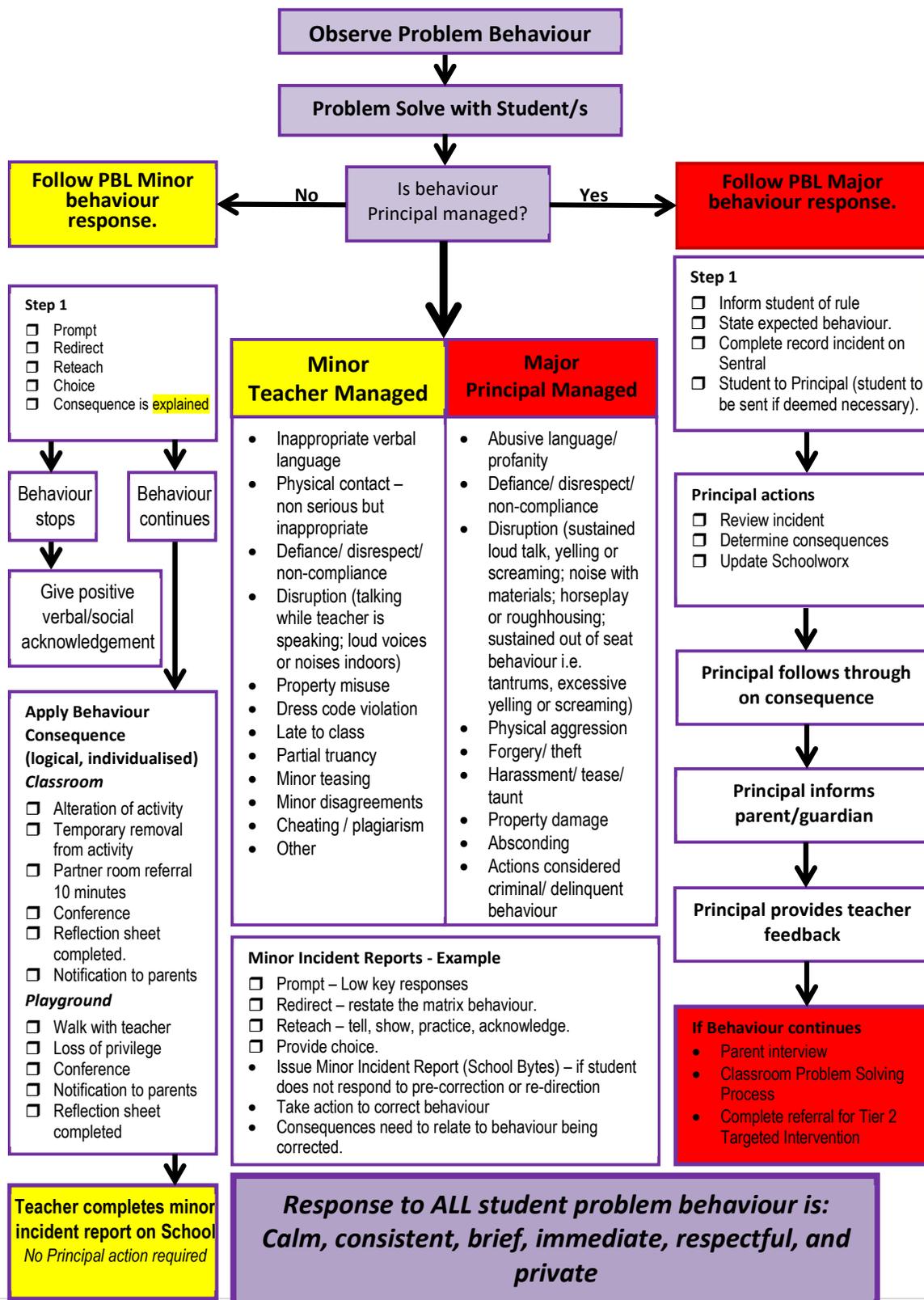
- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the school community differently due to aspects such as their religion or disability.
- Inappropriate and time wasting communication.



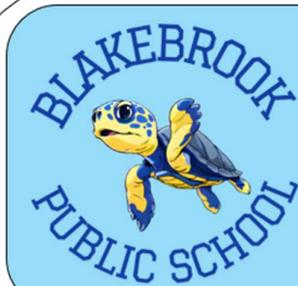
School Community Charter

education.nsw.gov.au

Appendix 2: Behaviour Management Flowchart



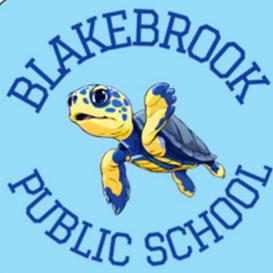
Appendix 3: Traffic Lights



*I am Safe
I am Respectful
I am a Learner*



1st Warning

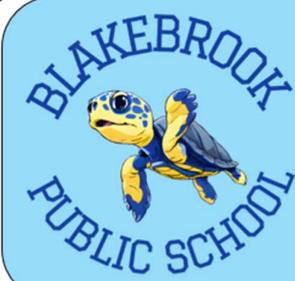


*I am Safe
I am Respectful
I am a Learner*

*Reflection
Conversation*

*Complete Unfinished
Tasks*

2nd Warning

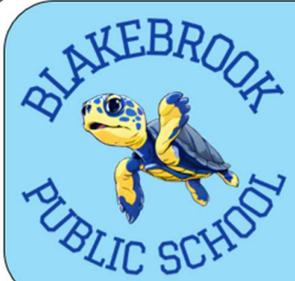


*I am Safe
I am Respectful
I am a Learner*

Time Out

*Parent or Care
Giver Contact*

3rd Warning



*I am Safe
I am Respectful
I am a Learner*

*Sent to Buddy Class
Restorative Actions
Under Principal
Direction*

Buddy Class

Appendix 4: Bullying Response Flow Chart





Appendix 6: Reflection Room - Senior

Planning Room Supervisor		
Date of Planning Room		
Student Time In/Out		
Class		

I _____, have made choices that require me to stop and reflect about my actions, and plan steps to meet the expectations of Blakebrook Public School, moving forward.

What did I do?

Which of our school expectations was I not meeting at the time? (circle)

Being Safe

Being a Learner

Being Respectful

Choose the behaviour/s that I was showing at the time. (circle)

Disrespectful

Inappropriate

Off Task

Disruptive

Bullying

Physical

Criminal

What thoughts or emotions was I feeling at the time?



How did my actions affect those around me?

What can I do differently in the future?

What support do I need to ensure that my actions are not repeated?

What do I need to do to restore my relationships?

I understand that I am responsible for my own actions and behaviours, and that I have the ability to act appropriately. When I choose to not meet the expectations of the school, I also choose the consequences that will follow.

Signed: _____

Date: _____



Appendix 7: Reflection Room – Junior

Planning Room Supervisor		
Date of Planning Room		
Student Time In/Out		
Class		

I _____, made a bad choice, that did not meet expectations, and now I need to stop and reflect.

The bad choice I made was:

My drawing of what happened:

My drawing of what I should have done:

How I felt:

How they felt:

My drawing of how I can make it better.



Appendix 8: Reflection Room Notification



Name:

Address:

Tuesday, 17 December 2024

Dear...

This letter is to inform you that your child was referred to the Reflection Room today, Tuesday, 17 December 2024, for the following reasons:

We have had an in-depth discussion regarding their behaviour and would appreciate your support at home in following up.

Please feel free to contact the principal if you require further information.

Please complete the return slip and return to the school office.

Sincerely yours,

PLEASE RETURN TO THE SCHOOL OFFICE

I acknowledge that my child ... attended the Reflection Room on Tuesday, 17 December 2024. I have spoken to ... about their behaviour.

Signed:

Date:

Blakebrook Public School

417 Rosehill Road,

Blakebrook, NSW, 2480

Ph. 02 6629 3263

Email: blakebrook-p.school@det.nsw.edu.au

