

# School Behaviour Support and Management Plan: Glenbrook

## Overview

At Glenbrook Public School, we are committed to fostering a positive, inclusive, and safe learning environment where every student is respected and supported. Our behaviour support and management plan is underpinned by our belief in high expectations, collaboration, and evidence-informed practices. We aim to explicitly teach and model the behaviours that contribute to a productive and harmonious school community. Our approach aligns with the NSW Department of Education Student Behaviour Policy, inclusive practices, The Care Continuum, Universal Settings Expectations and PAX behaviour frameworks.

## Partnership with parents and carers

We value strong partnerships with parents and carers to promote positive student behaviour. Processes include:

- Regular communication through newsletters, school website, and parent-teacher meetings.
- Collaboration in developing Individual Behaviour Support Plans, Response Plans and Risk Assessments for targeted or individualised interventions.
- Clear guidelines for expectations and responsibilities communicated through the School Community Charter.
- Opportunities for parents to provide feedback.

## School-wide expectations and rules

Glenbrook Public School has a restorative approach to managing behaviour through positive behaviour for learning.

Expectation – Be Respectful	Expectations – Be Responsible	Expectation – Be Safe
Follow teacher instructions	Take care of belongings	Walk safely in school zones
Speak kindly to others	Use equipment appropriately	Keep hands and feet to self
Respect personal space	Be punctual and organised	Use technology responsibly
Listen to others	Follow school routines	Stay in designated areas

## 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

Glenbrook Public 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:

- encouraging expected behaviour with positive feedback, reinforcement and celebrations stating and explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students 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	PAX Good Behaviour Game	Pax protocols for positive behaviour	All students
	Universal Expectations	‘Our School Expectations’ Expectations for every setting across the school	All students All staff
	Social-emotional learning	Peer support program.	All students
	Reward System	School award system including star cards, merit awards and principal awards.	All students
	Child Protection	Teaching child protection education is a mandatory part of the syllabus	All students
	Universal Attendance	Communication via School Bytes to parents on the importance of regular attendance utilising the Department’s attendance resources.	Parents and students
	Student engagement	Opportunities for students to promote engagement and a sense of belonging including sporting, music, leadership,	Students

Care Continuum	Strategy or Program	Details	Audience
		Student Representative Council, environmental club, debating, creative arts	
<b>Early intervention</b>	Learning and Support	The LST works with teachers, students and families to support students who require support.	Identified students
	School Counsellor	The school counsellor provides support for individual students through referral to the learning support team.	At-risk students
	Teacher/parent communication	Regular check-ins and individualised strategies with families.	Identified students
	Attendance Support	The attendance team monitors students' attendance fortnightly and provides individual support for identified students	Identified students
<b>Targeted intervention</b>	Behaviour Monitoring	Monitoring behaviour trends, reviewing processes and explicitly teaching expected behaviours.	Identified students Executive team
	Attendance Support	The Home School Liaison Officer provides intensive individual intervention for targeted students.	Identified students
	Learning and Support	Support Teachers provide individual or group assistance for identified students.	Identified students
	Assistant Principal Learning and Support	Engage with the APLaS for feedback and advice to support students.	Executive team Identified students
	Social Skills SEL	Student counsellor providing SEL focused lessons for individuals and small groups.	Identified students
<b>Individual intervention</b>	Counselling and support	Access to school counsellors and external support services as required.	Individual students
	Individual Plans	Personalised support plans developed in collaboration with families such as learning plans, behaviour support plans, response plans and risk assessments.	Individual students

Care Continuum	Strategy or Program	Details	Audience
	Learning Support	SLSO integration funding support to provide one-to-one intervention for learning and wellbeing.	Individual Students
	Team around a school	Engage with the Team Around a School to support students at risk.	Executive team/target students

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

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.

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 the school counselling service.

### Responses to Bullying and Cyberbullying (see appendix 2)

- **Identification:** Data tracking, student feedback, and reporting mechanisms.
- **Prevention:** Anti-bullying programs and PDHPE programs.
- **Response:** Immediate investigation, restorative practices, and targeted support for all parties involved.

<b>Recognising Positive Behaviour</b>	Verbal praise, Star Cards, certificates, whole-class rewards, and House/merit points systems.
<b>Minor Inappropriate Behaviour</b>	Redirecting, re-teaching expectations, restorative conversations, and parent notification (if required).
<b>Behaviours of Concern</b>	Collaborative Behaviour Support Plans, referral to Learning Support Team, school behaviour flow chart, parent notification and ongoing monitoring.
<b>Serious Behaviours of Concern</b>	Engage with DoE Team Around the School, Health and Safety and Learning and Wellbeing. Implementation of Student Behaviour Policy and suspension procedures. Additionally, collaboration with families and external supports.

## Responses to serious behaviours of concern

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.

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. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. Executive/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.
3. Tangible reinforcers include those that are: <ul style="list-style-type: none"> <li>• free and frequent</li> <li>• moderate and intermittent</li> <li>• significant and infrequent</li> </ul>	3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Behaviour / wellbeing system and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. Our School Expectations are taught explicitly to students and universal language is used.	4. Teacher records on Behaviour / wellbeing system by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or executive staff	4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher may contact through the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at school assemblies.	Teacher may contact parents by phone or parent portal when a range of corrective responses have not been successful to arrange a meeting. Individual planning and referral to the Learning Support Team may be discussed.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.

Responses to 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.

Concerning behaviours are entered into the School Bytes wellbeing platform.

## 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](#).

## Detention, reflection and restorative practices

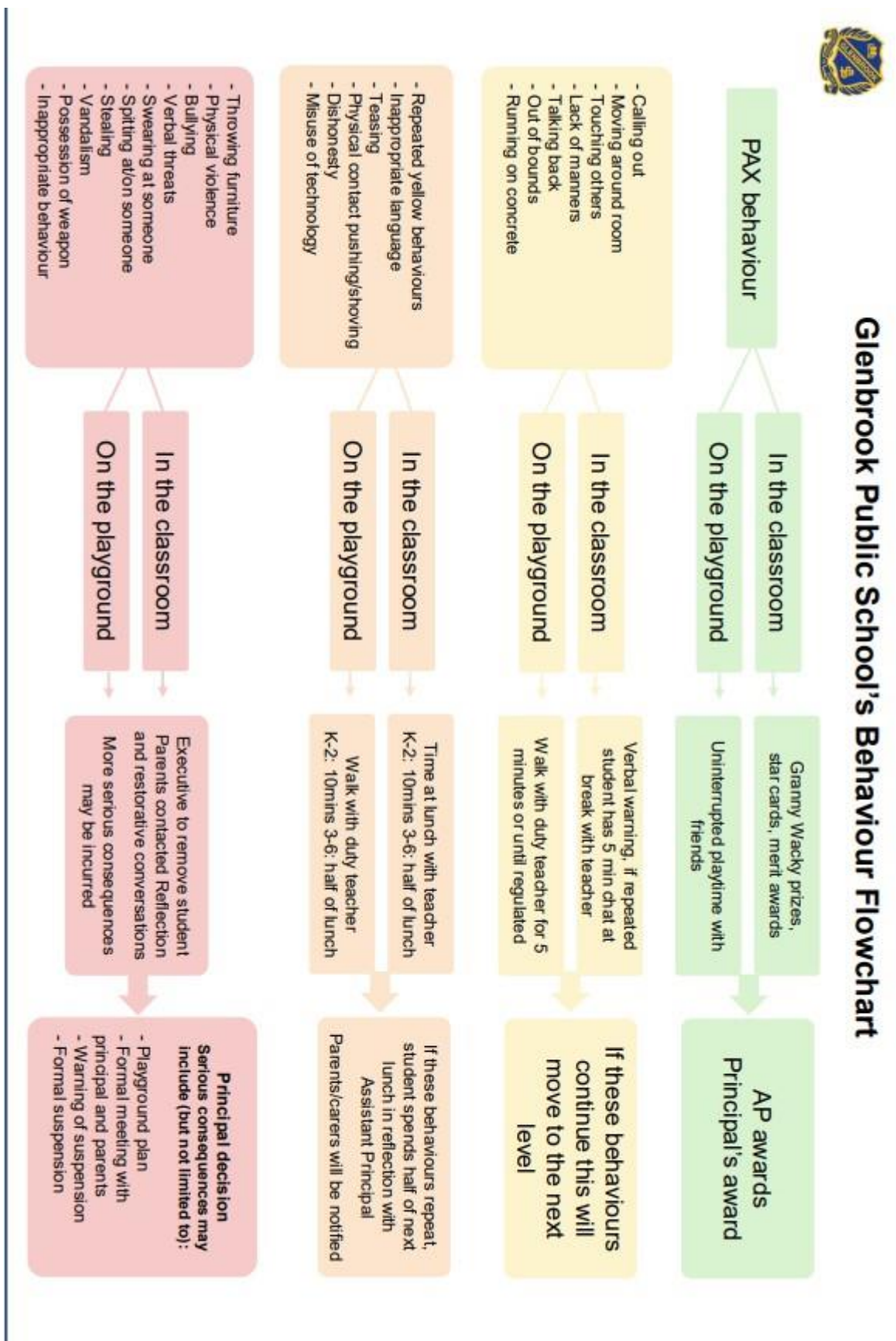
Strategy	When and how long?	Who coordinates?	How are these recorded?
<b>Reflection time</b> This may be used to prevent an escalation of behaviour and support the teaching of appropriate behaviour and skills such as self-regulation. This occurs when a student is directed away from an educational activity or setting when they engage in behaviours of concern to stop those behaviours from being reinforced.	As required Up to 5–15 min	Classroom teacher/exec staff	Student behaviour log
<b>Restorative practices</b> Structured one-to-one conversations. Using relationships to foster restorative dialogues for teachable moments and to understand the impact of behaviour on self and others	Scheduled sessions	Teaching Staff Executive staff	Documented in wellbeing system
<b>Detention</b> Where students do not respond positively to the standards and expectations of the school and breach the Student Behaviour Code, a detention may be required. Detention will be used to apply a fair, reasonable and proportionate action. This may be a detention for an individual or group of students in a designated room or area. Students will have access to food and toilet breaks.	Max 20 minutes (appropriate to age)	Executive staff	Behaviour incident system

## Review dates

Last review date: Week 7, Term 1, 2025

Next review date: Term 3, 2025

## Appendix 1: Glenbrook Behaviour Flow Chart





## Appendix 2: Bullying Response Flowchart

