

School Behaviour Support and Management Plan –

Sandy Hollow Public School

Overview

Sandy Hollow Public School's vision is to provide a diverse range of high-quality educational opportunities in an inclusive, engaging, safe and supportive environment where every student maximises their potential. We encourage students to become confident, visible learners who apply their strengths and high expectations to achieve success.

Partnership with parents and carers

At our school, we believe that working together with families is essential for supporting positive behaviour among students. To achieve this, we will:

- keep families informed about behaviour expectations and school events through newsletters, emails, and meetings, ensuring everyone understands the importance of their involvement.
- collaborate with parents to set behaviour goals for their children and create individual support plans for those who need extra help, ensuring consistency between home and school.
- send updates to families about their child's behaviour, celebrating successes and addressing any challenges through scheduled check-ins.
- invite families to participate in school events and establish parent groups where they can contribute ideas and help shape our behaviour policies.
- maintain open lines of communication, encouraging families to reach out with questions or concerns, and we will celebrate positive behaviour changes together.
- regularly seek feedback from families to assess the effectiveness of our behaviour support strategies and make necessary improvements to meet everyone's needs.

By working together, we can create a positive and supportive environment that helps all students thrive.

School-wide expectations and rules

Expectations – SHPS School Rules
Follow teacher instructions (the first time).
Keep hands and feet to yourself (at all times).
Use friendly, respectful talk.
Work, play and behave safely, considerately and responsibly.
Show pride in yourself and your school.

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

[Add as many rows as required to communicate the strategies and programs the school provides to support positive behaviour. The department’s endorsed evidence-based approaches that support behaviour include explicit teaching of behaviour/Positive Behaviour for Learning (PBL), trauma-informed practices, and the principles of inclusive practice. Include approaches for antibullying, including cyberbullying. Additional information can be added as appendices as needed.]

Care Continuum	Strategy or Program	Details	Audience
Prevention	Breakfast club	Staff run a breakfast club every morning that provides access to a healthy breakfast, provides a positive start to the day and build connections between staff and students.	Staff and Students.
Prevention	Morning duty and open classrooms	Staff greet students as they arrive at school. Classrooms are open and students arriving early are welcomed in. Staff are always checking in on students, and this builds connections between staff, students and community.	Staff and Students.
Prevention	Child protection and Trauma Informed Practice	Child protection is a mandatory part of the PD/H/PE Syllabus. Staff provide supports for students to help manage and regulate emotions. This includes ready to learn scales, zones of regulation strategies, calm spaces, mindfulness and sensory supports.	Staff and Students.

Care Continuum	Strategy or Program	Details	Audience
Prevention	National Day of Action Against Bullying and Violence (NDA)	Our school participates in the annual National Day of Action against Bullying and Violence (NDA) - in August each year.	Staff and Students.
Prevention/ Early Intervention	You Can Do It – Program Achieve	The You Can Do It program teaches attitudes, values/character strengths, social-emotional skills for success, relationships and wellbeing, and overcoming social-emotional blockers.	Staff and Students.
Prevention / Early intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit supports our school to prepare, engage and educate the school community about creating and maintaining safe online environments to prevent cyberbullying incidents.	Staff and Students.
Early intervention	Behaviour communication	Behaviour communication is demonstrated through positive green notes and our note system for negative/unsafe behaviour. When these notes go home, and a phone call is made to communicate with parents/carers about the behaviour.	Staff, community members.
Early/Targeted intervention	Restorative practice	A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.	
Targeted intervention	Behaviour Support Plans	Learning Support Team (LST) supports students with personalised learning and behaviour support plans if needed. The LST (all staff) works closely to create and maintain plans. Plans are written in consultation with families and students and are revised regularly to ensure that they are meeting student needs.	LST, staff, students and parents/carers.
Individual intervention	Individual Education Plans	All students at SHPS have an Individual Education Plan or IEP (Personalised Learning Pathway [PLP] for Indigenous students). Students with additional learning needs may receive intervention by our APC&I and School Learning Support Officers. IEPs and PLPs are reviewed each term.	Staff, students and parents/carers.

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

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.

Sandy Hollow 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 cyber-bullying. 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.

Preventing and responding to behaviours of concern

Sandy Hollow 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.

<p>Prevention</p> <p>Responses to recognise and reinforce positive, inclusive and safe behaviour</p>	<p>Early Intervention</p> <p>Responses to minor inappropriate behaviour</p>	<p>Targeted/Individualised</p> <p>Responses to behaviours of concern</p>
<p>1. Behaviour expectations are taught and referred to regularly. Staff model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.</p>	<p>1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.</p>	<p>1. Seek help from principal or other staff member if there is a risk to safety. Otherwise notify principal ASAP.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback</p>	<p>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.</p>
<p>3. Tangible reinforcers include those that are:</p> <ul style="list-style-type: none"> ● free and frequent ● moderate and intermittent ● significant and infrequent <p>Intermittent and infrequent reinforcers are recorded on the centralised recording system.</p>	<p>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.</p>	<p>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.</p>
<p>4. Visible well-being lessons that support emotional regulation, resilience and self-awareness are taught as part of the PD/H/PE syllabus, consistently.</p>	<p>4. Teacher records on the centralised recording system by the end of the school day. Monitor and inform family if repeated.</p>	<p>4. Refer to the school’s Learning and Support Team or APLaS considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.</p>
<p>Teacher/Parent Contact</p>	<p>Teacher/Parent Contact</p>	<p>Teacher/Parent Contact</p>
<p>Teacher contact through School Bytes parent portal or phone calls home are used to communicate student effort to meet expectations.</p>	<p>Teacher contacts parents by phone, email or with written orange paper notification when a range of corrective responses have not been successful. In some cases, individual planning and referral to LST may be discussed.</p>	<p>Principal contacts parent/carer to discuss any support and behaviour responses, including referral to the LST, outside agencies or Team Around a School.</p>

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.
- 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.

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response procedure](#)
- [Student Behaviour policy and Suspension and Expulsion procedures](#)

Detention, reflection and restorative practices

[Include information about food and toilet breaks and the maximum length of time appropriate to the age/developmental level of the student]

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection conversation (problem-solving) – What happened? what did you do? and what could you do instead next time?	Class time and break times as required	Teacher/ principal	Documented in School Bytes

Review dates

Last review date: [27 January 2026: Day 1, Term 1, 2026]

Next review date: [28 January 2027: Day 1, Term 1, 2027]

Appendix 2: Bullying Response Flowchart (Optional)

