

Sunshine Bay Public School Behaviour Support and Management Plan 2025

Overview

Sunshine Bay Public School is committed to explicitly teaching and modelling positive behaviour and to support all students to be engaged with their learning.

Our goal is to inspire every child to participate positively in the school community and beyond. 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.

To achieve our mission, key programs prioritised and valued by the school community are:

- Berry Street Education Model
- Positive Behaviour Skills
- Choice Theory and the Positive Outcome Process

These programs prioritise social and emotional learning which supports good mental health, positive relationships and bullying prevention within an inclusive school community.

Sunshine Bay Public School rejects all forms of bullying behaviours including online bullying, by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. Staff are committed to instilling 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.

Partnership with parents and carers

Sunshine Bay Public School partners with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices
- providing this Behaviour Support and Management Plan as part of our Enrolment Pack for new families.

Sunshine Bay Public School communicates these expectations to parents and carers through the school newsletter and school website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide values and expectation

Sunshine Bay Public School has the following school-wide values and expectations:

To be safe, respectful learners.

At the commencement of each school year, classes use these overarching values to create and explicitly teach expectations around each of these exploring how they look, sound and feel across different contexts within our school environment (eg., the courtyard, in the classroom, in the playground).

Safety	Respect	Learning
I work, play and move safely	I am considerate in all I say and do	I learn and let others do the same

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

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 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:

- co-constructing and explicitly teaching classroom expectations and positive behaviours
- establishing and maintaining 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
- ensuring students are provided with quality learning experiences with 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	Positive Behaviour Skills	Positive reinforcement strategies based on a combination of social and emotional learning, preventative mental health, resilience and life skills are consistently taught at Sunshine Bay Public School.	All
Prevention	Choice Theory & the Positive Outcome Process	Creates and maintains quality relationships and learning environments with a strong focus on intrinsic motivation through trauma-informed practice.	All
Prevention	Breakfast Club	The school community runs a breakfast program on Tuesday and Thursday mornings that provides access to a free, healthy breakfast and builds strong student teacher connections. Community donations support this initiative.	All
Prevention	Berry Street Education Model	BSEM is a trauma-informed, evidence-based framework which builds consistency and predictability for all students across all classrooms.	All
Prevention	Backflips Against Bullying	SBPS participates in educational awareness and explores strategies to identify and remove all forms of bullying at school.	All
Prevention	National Day of Action (NDA)	SBPS participates in the annual National Day of Action against Bullying and Violence (NDA) in August each year.	All
Prevention	Harmony Week NAIDOC Week	SBPS participates in activities each year to celebrate cultural acceptance and inclusivity.	All
Prevention	Child protection	Child protection education is taught as a mandatory part of the syllabus.	Students K - 6
Prevention	Rock and Water program	Provides students a pathway to self-awareness, increased self-confidence and social functioning.	All
Prevention	The Life Ed Program	Promotes students' physical, social and emotional health and wellbeing.	Students K-6
Prevention	PCYC and School Liaison Police	School Liaison Police work with schools through a range of school intervention strategies, educational programs and local relationships which model respect and responsibility	Students Stage 3
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All

Care Continuum	Strategy or Program	Details	Audience
Early Intervention	Get Lost Mr Scary Chillax	Small group interventions to increase coping strategies for students who need additional support with anxiety, stress and resilience.	Individual students K - 6
Targeted / Individual intervention	Learning and Support Team	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual intervention	Attendance support	The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, attendance co-ordinator
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP

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

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 (see Appendix 1).

Sunshine Bay 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 student’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 the 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

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed** – behaviour of concern is managed by school executive.

Corrective responses may include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts • reteach • seat change • stay in at break to discuss behaviour or complete work • conference • OOPs*, WAGS^ reflection and restorative practices • communication with parent/carer. 	<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts • reteach • play or playground re-direction • walk with teacher • OOPs, WAGS, reflection and restorative practices • communication with parent/carer.

*OOPS – Out of Playground Support ^WAGS – Withdrawal Activity Group Support

Sunshine Bay Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Berry Street, Positive Behaviour Skills and Choice Theory consist of evidence-based strategies used daily by staff to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

We acknowledge that not all students are encouraged by the same thing or in the same ways. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help 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.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
1. Behaviour expectations are explicitly 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 co-constructed 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 reinforcers (Dojo points etc'). Students gain a badge for each 50 points received which acknowledges expected behaviour (see Appendix 4).	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: Dojo points, merit badges, merit awards, Principal Commendations, whole-school rewards.	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 (see Appendix 3).	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Sentral and contact parent/carer by phone. Executive/Principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are taught cyclically and responsively to classroom need. These are grounded in BSEM and based on needs of students in each class at points in time.	4. Teacher records negative behaviours on wellbeing Sentral system by the end of the school day. Monitor and inform family if repeated (5 incidents, phone call home; 10 incidents, parent meeting). For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or the Bullying Response Flowchart is followed (see Appendix 2).	4. Refer to the Learning and Support Team (LaST) considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing an individual behaviour support plan and/or behaviour response plan.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
School/teacher contact through Parent Portal, ClassDojo or phone	Teacher/Executive contacts parents by phone when a range of	Parent/carer contact is made by school executive to discuss any

calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at school assemblies.	corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	support and behaviour responses, including referral to the LaST, school counsellor, outside agencies or Team Around a School.
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Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded in wellbeing (Sentral platform). These may:

- review and document an 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
- OOPs, WAGs, reflection and restorative practices (listed below)
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (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](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour Policy](#) and [Suspension and Expulsion procedures](#)

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

OoPS, WAGS, reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection room (OoPS) – a structured debriefing after an event or behaviour of concern with individual student/s (reflection)	Same (or next day if after 2 nd break or afternoon session) at either 1 st or 2 nd break	Assistant Principal	Documented in Sentral
Alternate play plan WAGs – withdrawal from free choice play and re-allocation to office or classroom for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour, make positive choices and support social skills – individual or group	Next break	Assistant Principal	Documented in Sentral
Restorative practice – peer mediation or circles in groups	Scheduled for either lunch or recess break	Assistant Principal Teacher	Documented in Sentral

Review dates

Last review date: 5 November, Term 4, 2024

Next review date: Term 1, 2025.