

School Behaviour Support and Management Plan: Sydney Childrens Hospital School 2025

Overview

Sydney Childrens Hospital School is committed to fostering a supportive and inclusive environment by explicitly teaching and modelling positive behaviour. Our school values are underpinned by the principles of self-regulation, Positive Behaviour Interventions and Supports (PBIS), Social-Emotional Learning (SEL), and restorative justice practices. We aim to create a safe, respectful learning environment where every student can thrive academically, socially, and emotionally.

Our key programs include:

- Self-Regulation: Teaching students' self-awareness and strategies to manage their behaviour and emotions effectively.
- PBIS: Implementing proactive behaviour management to promote a positive school climate.
- SEL Curriculum: Providing explicit instruction in social and emotional skills to support student wellbeing.
- Restorative Practices: Encouraging responsibility, repairing harm, and building positive relationships.

Sydney Childrens Hospital School rejects all forms of bullying, including cyberbullying, and is committed to creating a safe and respectful learning community. We aim to build confident, capable leaders who can positively engage with society.

Partnership with parents and carers, census schools, medical and allied health professionals

Sydney Childrens Hospital School recognises the vital role of parents and carers in supporting student behaviour. We partner with parents/carers to establish clear expectations and provide resources to reinforce positive behaviour at home and within our community. We also partner with census schools, medical and allied health professionals to determine individual students' adjustments due to the students' acute or chronic illness.

Our strategies include:

- Surveys and Feedback: Gathering input through formal and informal surveys, including the 'Tell Them From Me' survey.
- Communication: Keeping parents and carers, census schools, medical and allied health professionals informed through emails, coordinated health and education meetings, and the school website.

We use our website and enrolment meetings to communicate these expectations and provide ongoing support to parents and carers.

School-wide expectations and rules

Sydney Childrens Hospital School has established the following expectations and values:

- Respectful
- Responsible
- Learner

Respectful	Responsible	Learner
Treat others with kindness.	Follow safety instructions.	Attend school regularly and on time.
Use polite language.	Keep hands and feet to yourself.	Be prepared for learning.
Respect differences in others.	Report hazards to staff.	Participate in class and activities.
Care for school and personal property.	Move safely around the school.	Complete tasks with integrity.
Listen actively to others.	Use technology responsibly	Ask for help when needed.
Work co-operatively with others.	Maintain a safe and orderly environment.	Strive for your personal best.

Behaviour Code for Students

The NSW Department of Education's Behaviour Code for Students sets the standard for behaviour in all public schools. 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. Sydney Childrens Hospital School aligns with this code by fostering a learning environment that prioritises safety, respect, and active learning.

At Sydney Childrens Hospital School, we teach and model the behaviours outlined in the Behaviour Code for Students, mirroring these principles in our school-wide expectations of being safe, respectful, and active learners. We are dedicated to creating a community where every student feels supported and is encouraged to engage positively in their learning journey.

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

This section outlines Sydney Childrens Hospital School's strategies to support positive behaviour, using a multi-tiered approach across prevention, early intervention, targeted intervention, and individual intervention.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Social and Emotional Learning (SEL) Programs	SEL programs provide explicit instruction in social and emotional skills that promote positive behaviours and mental health. E.g., Zones of Regulation and mindfulness.	All students
	PBIS (Positive Behaviour Interventions and Supports)	A proactive approach to behaviour management that involves teaching and modelling positive behaviours, setting clear expectations, and providing support to students.	All students
	Trauma- Informed Practice	A whole school approach implementing regulation and co-regulation strategies within the classroom to create therapeutically informed learning environments. The school culture is strongly focused on learning that is underpinned by	All staff and students

Care Continuum	Strategy or Program	Details	Audience
		trauma informed practice to meet the individual learning needs of students.	
	Morning Routine/Check-In	Staff conduct daily check-ins with students, monitoring their readiness for learning. Staff attend daily morning handovers from treating teams and weekly multidisciplinary meetings. Regulation activities are implemented based on this data.	All students
	Pet Therapy	Bringing therapy animals into the school to help students with emotional regulation, anxiety, and self-expression. Currently have Honey, a Delta Therapy Dog visiting weekly.	All students
	eSafety programs	A proactive approach to creating and maintaining safe online environments to prevent and report cyberbullying incidents.	All students
	Food / Wellbeing Program	Focusing on nutrition, mindfulness, and overall wellbeing through school meal programs and cooking lessons. Joint initiative with Starlight Foundation in 2025.	All students
	Structure Play-during breaktime.	Providing structured, supervised activities during breaks to encourage positive peer interactions and reduce conflict.	All students
	Smaller Class Sizes	Smaller class sizes provide more individual attention, creating a less stressful learning environment and more opportunities for positive behaviour reinforcement.	All students
	Zones of Regulation	Teaches students self-awareness and strategies to self-regulate emotions using a structured framework.	All students
	Positive Reinforcement	Utilises praise, rewards, and incentives, such as recognition certificates, badges, and extra privileges, to encourage and reinforce positive behaviour.	All students
	Restorative Practices	Implements mediation to build relationships, repair harm, and create a supportive school climate.	All students
	Child Protection	Teaching child protection education is a mandatory part of the syllabus.	All students
	Transition Year 6 into 7	Focusing on a safe and successful movement from primary to high school.	Incoming Year 7 students
	Transition to kindergarten	Focusing on safe and successful movement from pre-school to kindergarten.	Incoming kindergarten students

Care Continuum	Strategy or Program	Details	Audience
	Whole school assemblies - Presentation Days	These are specific assemblies held throughout the year to recognise and acknowledge students' achievements including HSC attainment.	All students and parents/carers
	RUOK Day	Recognition and acknowledgment of mental health, where students reflect on their own wellbeing and others around them. Specific strategy is the creation of Student Tool Kit to support positive mental health and Growth Mindset.	All students
	Community Links – Starlight	Fostering collaborative relationships with Starlight Captains for improved wellbeing.	All students
	SCHS Models of Practice	Planning for student enrolments and transition from pre-admission to discharge. Joint initiative with NSW Health medical and allied health teams.	Executive, NSW Health and parents
	Communication with parents	To increase parent’s understanding of how our school addresses all forms of behaviour.	Staff, all students, parents and carers
Early intervention	Response to Intervention (RTI)	A multi-tiered framework identifying students struggling academically or behaviourally and providing targeted interventions, including small group instruction and progress monitoring.	Students identified as needing additional support
	Brain Breaks	Short, intentional breaks during classroom time to reduce stress and mental fatigue, supporting students in maintaining focus and positive behaviour.	Students showing early signs of dysregulation or stress
	Personalised Learning and Support Plans	Individualised plans that outline specific learning goals, strategies, and accommodations to help students regulate, re-engage, and succeed academically.	All students and parents/carers
	Personalised Learning Pathways	PLPs are developed and aimed in increasing Aboriginal student engagement. These individualised plans outline specific learning goals, strategies and accommodations are required to improve learning outcomes and educational aspirations of Aboriginal students. their parents or carers and teachers.	All Aboriginal and Torres Strait Islander students, parent / carers and community stakeholders
	Counsellor referrals	A referral system which allows staff members who are concerned about a student’s mental health to make a referral to the school counsellor.	All students
	Family Engagement	Regular communication with parents/carers, providing resources to support behaviour	Students needing additional support, in

Care Continuum	Strategy or Program	Details	Audience
		management at home and collaborating on individualised behaviour plans.	partnership with their families
Targeted intervention	Learning and Support	Learning and support needs of individual students are addressed at regular Learning and Support meetings to provide targeted support for students. The LST works with teachers, students and families to support students who require personalised learning and support as well as linking to Team Around the School or SCH Teams.	Individual students
	Attendance Support	The LST refer students to the senior executive team who will convene a planning meeting with teachers, students, families and NSW Health SCH Medical Teams to address barriers to improved attendance and set growth goals.	Individual students, middle leadership, Principal
	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans. Teachers in collaboration with the student reflect on behaviours which do not coincide with the school's values or behaviour code for students.	Individual students, parent/carer, middle leadership
	Peer Mediation	Trains students to help resolve conflicts among peers, promoting a positive school climate and teaching conflict resolution and problem-solving skills.	All students, with specific training for mediators
Individual intervention	Functional Behavioural Assessment (FBA) and Behaviour Intervention Support Plans (BISP)	Comprehensive assessments to identify the function of challenging behaviours, followed by developing and implementing tailored intervention strategies. Teachers and middle management identify when, where and the likely reasons (why) behaviour (s) of concern are occurring. This information is used to develop an individual student's behaviour plan which includes strategies to address why the behaviour is occurring. Partnership with NSW Health, SCH: Conduct assessments to identify the function of challenging behaviours and develop appropriate intervention strategies	Students with significant behavioural challenges
	Individual Social and Emotional Safety Plans	One-on-one support focusing on teaching students' skills to navigate their social and emotional environments effectively, including self-regulation, building positive relationships, and making responsible decisions.	Students requiring intensive support to develop social and emotional competencies
	Literacy/Numeracy "Hub" with Speech	Provides students with individualised academic support in literacy and numeracy, coupled with speech therapy for those with	Students with academic challenges

Care Continuum	Strategy or Program	Details	Audience
	Therapy assessment/program	communication difficulties. These interventions are designed to enhance learning outcomes by addressing both academic and speech needs. Partnership with NSW Health SCH Speech Pathology Department.	and speech/language difficulties
	HSC Disability Provisions and Illness/Misadventure Forms	Provides one-to-one support for students who are unable to complete their Higher School Certificate examinations due to an acute or chronic illness. Collaboration with NSW Health SCH medical treating teams and parents/carers also occurs.	Students requiring support for HSC examinations
	Access to School Counselling	Provides mental health support and counselling services for students facing academic, social, emotional, or family issues, helping them manage their challenges and improve their wellbeing.	Students requiring support
	Referral to External Agencies	Refers students and their families to external resources for additional support beyond what the school can provide, ensuring a comprehensive support network.	Students and families needing specialised support beyond the school's resources
	Modified Enrolment Programs	Provides flexible enrolment options, including part-time or adjusted schedules for students struggling with full-time attendance due to an acute or chronic illness. This program supports students in reintegrating into school gradually and offers ongoing behavioural and academic interventions during the transition.	Students needing modified attendance due to behavioural, medical or wellbeing issues
	Therapeutic Programs (e.g., Art Therapy, Music Therapy, drumming)	Creative and therapeutic interventions, such as art or music therapy, provide students with an alternative way to express their emotions and build coping mechanisms. These programs are especially useful for students dealing with trauma or emotional challenges. Partnership with SCH Child Life Therapy team and SCH Foundation Art Therapy program.	All students
	Individual behaviour support planning	This may include developing, implementing monitoring and reviewing behaviour support, behaviour response and risk management plans.	Students, parent/carer, education case manager, NSW Health key stakeholders
	Referral to specialist educational settings	Provides students access to specialist educational settings that specialise in meeting student individual social, academic and wellbeing needs.	Students needing a specialist educational setting due to behavioural, medical and wellbeing issues.

Care Continuum	Strategy or Program	Details	Audience
	Coordinated Health and Education Meetings	Provides students, parents and census schools with an overview of recent admission and treatment received. Recommendations of academic, social, emotional and environmental adjustments required to support a safe and successful return to school. Joint initiative with SCH NSW Health and NSW Justice Health medical and allied health teams.	All students

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

To effectively support student behaviour, Sydney Childrens Hospital School employs a range of strategies tailored to recognise and reinforce positive, inclusive, and safe behaviour, address minor inappropriate behaviour, and respond to more serious behaviours of concern. The following table outlines our school's approach across the continuum of prevention, early intervention, and targeted/individualised responses:

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
Positive Reinforcement: Use praise, recognition certificates, badges, and extra privileges to encourage and reinforce positive behaviour.	Restorative Chats: Engage in brief restorative conversations with students to address minor behavioural issues before they escalate. This intervention includes reflecting on their Self-Regulation Tool Kit.	Partnership with NSW Health, SCH and /or DoE Team Around the School: Conduct assessments to identify the function of challenging behaviours and develop appropriate intervention strategies.
Restorative Practices: Conduct peer mediation to build relationships and create a supportive school climate.	Brain Breaks: Use short breaks to help students manage stress and refocus during lessons.	Behaviour Intervention Support Plans (BISP): Implement individualised plans tailored to address specific behaviours of concern.
SEL Programs: Teach social and emotional skills to promote self-awareness, empathy, and positive interactions.	Zones of Regulation: Guide students in recognising and managing their emotions using self-regulation strategies.	Restorative Conferences: Facilitate conferences to address serious incidents, repair harm, and develop strategies for future positive behaviour.
PBIS (Positive Behaviour Interventions and Supports): Set and model clear behavioural expectations throughout the school.	Safety/Wellness/Relapse Intervention Plans: Develop individualised plans in collaboration with allied health professionals to support students in managing their behaviour and re-engaging with their learning.	School Counselling and External Referrals: Provide access to school counselling services and refer students to external agencies for additional support if needed.
Morning Routine/Check-In: Monitor students' readiness for learning each day to pre-emptively address potential issues.	Family Engagement: Communicate with parents/carers to collaborate on strategies for addressing minor inappropriate behaviours at home and school.	Multidisciplinary Team Meetings: Communicate with medical and allied health treating teams to collaborate on strategies for addressing inappropriate behaviours at home and school.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact

<p>Teacher contacts parents/carers by phone to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies</p>	<p>Teacher contacts parents/carers by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.</p>	<p>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.</p>
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Responses to serious behaviours of concern

Anti-Bullying

Sydney Children’s Hospital School is an inclusive, nurturing environment where both diversity and individual difference is respected and valued.

By delivering quality education and personalised learning, student learning needs are met in a safe and supportive environment. Teaching and learning programs are inclusive of academic and wellbeing goals, where the safety and health is always considered and is reflected in school policies and practices.

Inappropriate student behaviour must be addressed quickly so that teaching and learning is not affected. All students, teaching, non-teaching and health staff have a shared responsibility to create a safe and happy environment where students are free from all forms of bullying.

Our school recognises bullying as repeated physical, verbal, social or psychological behaviour that harms another person. We also recognise cyber bullying as bullying via information and communication technologies. All students sign contracts before using any technology in class, on ward and for remote learning environments. It states that they will not participate in cyber bullying and if they see it that they will report to a teacher.

Sydney Childrens Hospital 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 their educational case manager, class teacher, middle management 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, where there is a clear and close connection between the school and students’ conduct.

It is a shared responsibility of all education staff, students and families to respond to and prevent bullying behaviour. All staff promote and monitor a safe learning environment and follow up concerns with bullying behaviour promptly. They are guided by the department’s [Anti-Bullying Policy](#) which details the management of incidents of bullying at Sydney Childrens Hospital School.

Preventing and responding to behaviours of concern

Sydney Childrens Hospital School adopts a structured and proactive approach to managing serious behaviours of concern, prioritising the safety and wellbeing of all students and staff. Our response process includes the following steps:

- **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 by teachers may include:

- rule reminder
- re-direct, offer choice or error correction
- prompts
- reteach
- seat change/play or playground re-direction
- stay in at break to discuss/complete work/walk with teacher
- conference
- detention, reflection and restorative practices
- communication with parent/carer

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on SENTRAL. 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
- detention, 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](#).

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:

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- 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.

Detention, reflection and restorative practices

Sydney Childrens Hospital School uses a variety of strategies to support students in reflecting on their behaviour and repairing relationships. These practices are designed to be age-appropriate and ensure the wellbeing of the student, including regular food and toilet breaks as needed.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Morning check-ins	Daily/Weekly 5-20 minutes per session.	Classroom teacher or educational case manager.	Recorded in SENTRAL, noting discussion topics and outcomes.
Restorative Conferences	Within 1-2 days after an incident, lasting 30-60 minutes.	Trained facilitators.	Recorded in the student's SENTRAL file.
Suspension Resolution Meetings	After the suspension period ends, typically 10-30 minutes.	Principal	Documented in the Suspension Resolution Meeting Document.
Restorative Chats	As needed, 5-15 minutes per session.	Executive staff	Documented in SENTRAL as part of the restorative practice database.
Reflection Time	Post-incident, 10-30 minutes depending on the student's needs.	Classroom teacher or support staff.	Recorded in the student's file in SENTRAL.

Note: All reflection and restorative sessions include regular food, and toilet breaks to ensure student wellbeing. The duration of these practices is tailored to the student's age and developmental level.

Attendance

Attendance at school has a big impact on longer term outcomes for children and young people. Regular attendance at school is a shared responsibility between schools and parents/carers. Children must commence school by age 6 and then complete year 10. After Year 10 and until they turn 17, students must be:

- in school or registered for home schooling or
- in approved education or training (e.g. TAFE, traineeship, apprenticeship) or
- in full-time, paid employment (average 25 hours/week) or

- in a combination of work, education and/or training.

Enrolled students 17 years and over are required to attend school regularly to meet Higher School Certificate course requirements.

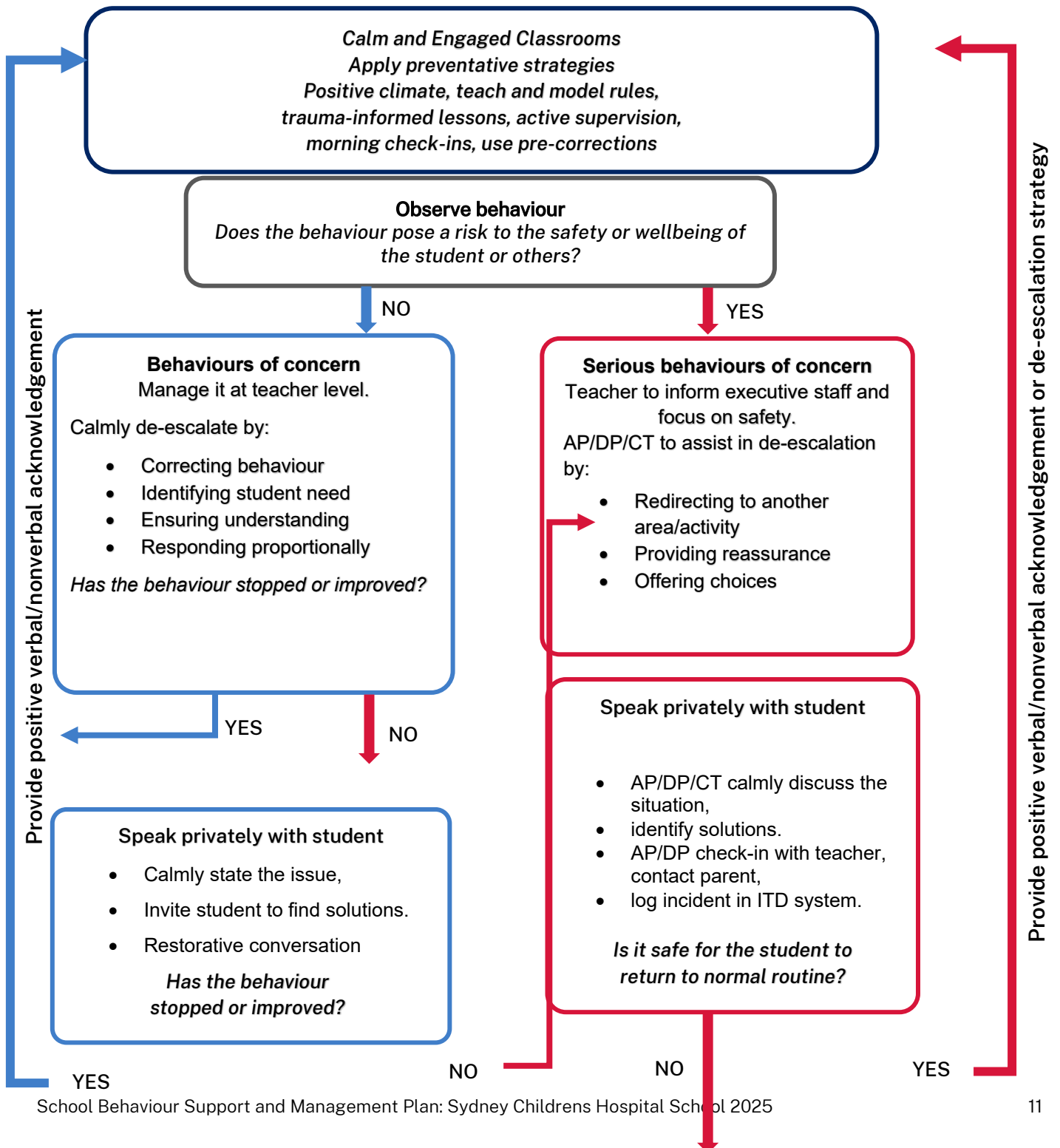
Our teachers promote and monitor regular attendance at school and our school has effective measures in place to record attendance and follow up absences promptly. They are guided by the School Attendance guidelines which details the management of non-attendance. (Appendix 3 – [SCHS Attendance LID](#))

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

Appendix 1: Behaviour management flowchart:



Appendix 2: Bullying Response Flowchart

The following flowchart outlines the actions Sydney Childrens Hospital School staff will take when they receive a report of student bullying, including incidents that may have occurred online or outside of school. Timeframes may vary based on staff professional judgment and the assessment of any immediate risk to students.

