

EHPS Behaviour Support and Management Plan



School Vision

Our school is committed to fostering a positive, inclusive learning environment where every student feels valued, respected, and empowered to succeed. Through the Positive Behaviour for Learning (PBL) framework, we encourage safe, responsible, and respectful behaviours that support academic, social and emotional growth. We believe in a proactive approach to behaviour management, where clear expectations, consistent support, and individualised strategies ensure all students can thrive. Together, we celebrate diversity and promote a culture of belonging, understanding, and collaboration.

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

- Positive Behaviour for Learning Framework
- The Resilience Project
- The Worry Woos
- The Zones of Regulation

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Erina Heights Public School rejects all forms of bullying behaviours, including online (or cyber) bullying 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 our supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments.



Partnerships with parents and carers

We actively collaborate with parents to promote and reinforce positive behaviour, ensuring open communication and shared responsibility in supporting students' growth. Aligned with our vision, *'Together toward excellence – Authentic partnerships that push the boundaries of achievement towards excellence for all,'* we build strong partnerships to create a consistent, respectful, and supportive environment both at school and at home. This is achieved by:

- inviting parent/carers and student feedback through formal and informal means, such as school surveys, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Erina Heights Public School will communicate these expectations to parents/carers through the school newsletter, Class Dojo, School Bytes and website. Our school values and proactively builds collaborative relationships with families and community, creating a collective understanding of, and responsibility over student learning, safety and wellbeing.

School-wide Expectations and Rules

Respectful	Responsible	Personal Best
Respect your peers	Be safe	Be prepared
Respect your teacher	Take responsibility for your things	Be ready to learn
Respect yourself	Look after your environment	Be focused



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 Department of Education's Behaviour Code for Students outlines the expectations for student behaviour to ensure a safe and respectful learning environment. Key expectations include:

Respect: Students are expected to treat others, including peers and staff, with kindness and respect, valuing diversity and differing opinions.

Responsibility: Students should take responsibility for their actions, complete their work, and follow school rules and procedures.

Safety: Students must ensure their own safety and the safety of others by following school safety guidelines and behaving appropriately in all school settings.

Integrity: Honesty and fairness are essential; students should act with integrity in their interactions and academic work.

By adhering to these expectations, students contribute to a positive school atmosphere where everyone can learn and grow.

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>.

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:

- 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 learners.



Care Continuum	Strategy or Program	Details	Audience
Prevention	Child Protection	Child protection education is a mandatory part of the syllabus, delivered through whole-class lessons to build students' awareness and safety.	All
	Playground Initiative	Senior students facilitate structured activities during recess and lunch, fostering peer relationships, cooperation, and positive behaviour.	All
	Student Voice Initiative	Student surveys conducted every five weeks empower students to actively participate in decision-making on key aspects of their educational experience. Teachers and school leaders place high value on student perspectives and needs, using these insights to inform and drive school improvement initiatives, leading to improved student wellbeing.	All
	Positive Behaviour for Learning	Positive Behaviour for Learning (PBL) is a proactive approach used in schools to promote positive behaviour and create a supportive learning environment. It focuses on teaching students expected behaviours and reinforcing positive actions. PBL involves collaboration among teachers, students, and families to establish a positive school culture, ensuring that all students can thrive academically and socially.	All
	Buddy Program	Our Buddy Program pairs Year 6 students with kindergarten students to support their transition into school. In this program, Year 6 buddies help their younger peers navigate the school environment, build social skills, and develop confidence, whilst they develop their own leadership skills, confidence and social skills.	K & Yr 6
	The Resilience Project	An evidence-based program that focuses on three core principles: Gratitude, Empathy, and Mindfulness (GEM). Weekly lessons taught across the school year will aim to develop students' positive emotional regulation, build resilience, and enhance their overall mental wellbeing.	All
Early Intervention	Worry Woos	A targeted program developing students' emotional regulation, interpersonal skills, and resilience through interactive sessions on empathy and managing emotions.	K-2
	Learning Support Team	The team will collect information, give recommendations for the teachers of students who need adjustments to access the curriculum to help meet their educational goals. They play a key role in meeting the specific needs of children with disability and additional learning and support needs.	All
Targeted Intervention	Learning and Support	The LST collaborates with teachers, students, and families to create individualised learning plans, offering targeted academic and social-emotional support.	All
	Attendance Support	Weekly attendance is monitored by the School Administration Officer. This informs a planned approach to support students and families in addressing barriers to attendance.	All
Individualised	Individual behaviour support planning	Individualised plans are developed to support students exhibiting significant behavioural challenges, involving behaviour monitoring, response planning, and risk management plans. Applications for funding may be made to support assistance in the classroom as well as applications for specialised therapists and outside agency supports.	Individual students, parents/carers, LaST, AP



Whole School Approach across the Care Continuum

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.

Erina Heights 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. Staff 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 are recorded on Behaviour / Wellbeing Systems.

Erina Heights Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour for Learning, The Resilience Project, The Worry Woos and The Zones of Regulation consist of evidence-based strategies used daily by teachers to teach self-regulation, build resilience, reduce impulsivity, develop empathy and kindness and increase focus and strengthen peer networks.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. 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.



Prevention	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour are teacher managed.	Responses to behaviours of concern are executive managed
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: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing ITD 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 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. Social emotional learning lessons are taught weekly.	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 anti-bullying co-ordinator.	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 contact through phone calls home is used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies.	Teacher contacts parents by phone when a range of corrective responses have not been successful. Individual planning and referral to 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 Serious Behaviours of Concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour/wellbeing 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
- 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.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next day at either lunch or recess break	Assistant Principal	Documented in School Bytes
Alternate play plan – 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 and make positive choices – individual or group (detention)	Next break	Assistant Principal	Documented in School Bytes
Restorative practice – peer mediation or circles in groups	Scheduled for either lunch or recess break	Assistant Principal	Documented in School Bytes

** 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 students.*



Promoting Positive Behaviour for Learning -Tiered Levels of School Support

