

Elanora Heights Public School Behaviour Support & Management Policy



Positive wellbeing enables students to be healthy, happy, engaged and successful.

RATIONALE

At Elanora Heights Public School we strive to ensure the development of every child in an inclusive, happy, harmonious and motivating school environment. It is important to our school community that every child feels known, valued and cared for and that students leave our school with the educational, social and emotional skills to fulfil their potential.

Our school places the highest importance on wellbeing, knowing that students who feel supported, safe and connected are more likely to be active participants in their learning. Elanora Heights implements an inclusive, proactive, prevention-focused, whole-school approach to student wellbeing through evidence-based positive behaviour support and the explicit teaching of positive behaviour strategies. We believe that the creation of a positive and safe learning environment best enables students to learn and engage at school.

Our student wellbeing and management practices are grounded in evidence-based research and underpinned by the Department of Education's Wellbeing Framework, the Inclusive Education Policy and the NSW Student Behaviour Strategy (2021).

The NSW Student Behaviour Strategy seeks to provide the following elements for a successful, whole-school approach to the positive management of student behaviour:

- Inclusive, proactive prevention-focused approach
- A continuum of care
- Explicit teaching of behaviour skills
- Managing challenging behaviour
- Supports and resources - capacity building
- A specialist workforce
- Shared parent & community responsibility and action
- Quality implementation of effective, evidence-based interventions
- Development of evidence and data
- Collaborative partnerships

POLICY OUTCOMES

This policy strives to build a school culture of positive behaviour support to achieve positive outcomes for all students.

For our Students:

This policy strives for all students to:

- understand what is expected of them in school and in the classroom
- participate in and benefit from learning activities to build social, emotional, and behaviour management and self-regulation skills
- learn in a safe and respectful environment and make a positive contribution to that environment
- be protected from bullying and discrimination
- know where they can go to for help
- feel empowered to use their voice and know that it is heard and respected
- be confident their teacher is clear about what they need to do to improve in and outside of the classroom, showing what great work looks like and giving clear feedback to help stretch thinking and make good choices.

For our Parents and Carers:

This policy strives for:

- your child to be able to say what they can do well and what they need to do to improve; to be able to have constructive conversations with you about their behaviour and the behaviour of others
- you to have better access to information and strengthened communication with the school
- you to participate in a safe and respectful school community
- you to be increasingly clear about how you can help your child improve based on a strengthened partnership with the school.

For our Elanora Heights Public School Staff:

This policy strives for all staff to:

- feel supported to deepen their practice as part of a professional, systemic community
- have clarity about the key principles of positive behaviour development and the importance of these for our students
- work in a safe and respectful environment
- be confident that the professional learning we engage in and the resources we access have a strong evidence base and strengthen our practice
- make evidence-informed decisions to help improve students' learning and wellbeing outcomes
- be confident and capable to deliver existing and new positive behaviour programs and activities
- contribute to, and have confidence that, ongoing evaluation will enable us to see what works best and to improve over time.

WHOLE SCHOOL APPROACH & STRATEGIES TO PREVENT AND RESPOND TO STUDENT BEHAVIOUR

Elanora Heights implements a range of whole-school and targeted programs and strategies and interventions that support students to learn and practise expected behaviours along a care continuum.



Examples of programs or strategies implemented at each stage of the continuum are outlined in the table below:

Care Continuum	Strategy or Program	Audience
Prevention	• K-6 The Resilience Project • Child Protection education • Anti-Bullying lessons • Elanora Etiquette • Life Education • Wellbeing Ambassadors • ARCO • Community Wellness Hub • Student Wellness Hub • Student leadership initiatives • Student recognition/expectations of school achievement system • School values; Respect, Achievement, Responsibility • The NEST community of schools	• Whole school
Early Intervention	• K-6 The Resilience Project • GOT IT! Program, strategies and training • Live Life Well @ School • Specialist Support staff • DoE IER Policy & resources • Positive Behaviour for Learning Tier 1	• K-6 students and families • Whole school
Targeted Intervention	• Learning and Support Team • Therapy Dog (to be reinstated) • Extra-curricular and support clubs for identified HPGE, LS or wellbeing needs • Positive Behaviour for Learning Tier 2	• Individual students • Year 5 & 6 • Identified students

Individual Intervention	• Youth School Worker (to be reinstated) • School Psychologist • Specialist Support Staff interventions • Learning Support Team with two LASTs • Positive Behaviour for Learning Tier 3 • Dancesport Confidence My Best Self Yr 5 • Dance Curriculum Yr 6 • School Camps	• Group & Individual students and families
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THE BEHAVIOUR CODE FOR STUDENTS

Our school's values and expected behaviours reflect core elements of the Department of Education's Behaviour Code for Students, for example:

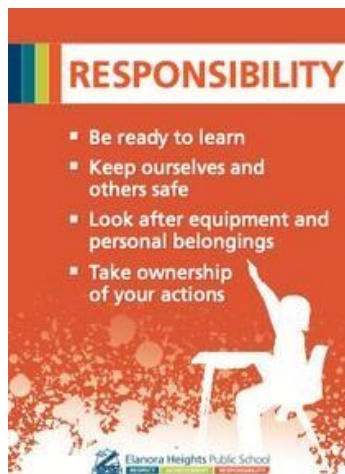
- respect and show courtesy to other students, teachers, school staff and community members
- follow school and class rules, following the directions of teachers
- strive for the highest standards in learning
- resolve conflict respectfully, calmly and fairly
- comply with the school's uniform policy
- respect all property
- not bully, harass, intimidate or discriminate against anyone in our school.

[A full version of the Behaviour Code for Students can be found here.](#)

PROMOTING AND REINFORCING POSITIVE STUDENT BEHAVIOUR & SCHOOL WIDE EXPECTATIONS

PREVENTION - POSITIVE BEHAVIOUR FOR LEARNING

EHPS staff have undertaken Positive Behaviour for Learning training and work with students and the school community to develop our set of core values:



These values are [explicitly taught](#) and displayed throughout the school to promote positive behaviour and are reinforced with consistency through assemblies, classroom and playground expectations, and in all school communication. Clear guidelines and expectations are provided for students to ensure a safe, nurturing learning environment for all.

Based on William Glasser's 'Choice Theory,' (2010) we aim to provide a balance of both intrinsic and extrinsic motivators for our students through positive feedback, goal setting, reflection and recognition of achievement. Elanora students are empowered to take responsibility for their choices and ownership of their behaviour.

PREVENTION - ELANORA ETIQUETTE

The Elanora Etiquette teaches students common courtesy to use when communicating with others. Each week of the term a different focus is introduced and reinforced by the student leadership team at assemblies.

The Elanora Etiquette is reinforced visually in every classroom and communicated via our school newsletter to provide opportunities for the focus to be reinforced at home. The following focus areas are included in the program:

- Using "Please" and "Thank you."
- Putting your hand up when you would like to speak and waiting until the teacher has finished speaking before beginning.
- Sharing and taking turns
- Listening carefully without fiddling
- Saying "Good morning" to people when you greet them each day in the classroom or playground.
- Knocking on the door and waiting when visiting another class or the office. When noticed, say, "Excuse me....." when you enter the room.
- Using people's names when speaking to them.
- Showing respect to others when walking through doorways or walking along paths by moving to the left.
- Waiting for others to finish their conversation before speaking and remembering to say, "Excuse me," before you begin.
- Offering to help others who may need some assistance.

PREVENTION - THE RESILIENCE PROJECT



In 2024, the school implemented the evidence-based wellbeing program. The Resilience Project adopts a preventative approach to student wellbeing and underpins our school's management of wellbeing and positive behaviour. The program delivers emotionally engaging programs to schools, providing practical, evidence-based mental health strategies to build resilience and happiness promoting Gratitude, Empathy and Mindfulness (GEM), and easy ways to practise these in everyday life. Family GEM activities are included in fortnightly newsletters. Emotional Literacy, Connection and Physical Health education and activities are also incorporated as foundational contributors to positive mental health.

Every student participates in a 40 minute TRP lesson each week which has a focus on either Gratitude, Empathy or Mindfulness and is characterised by practical tips and strategies to support students in their everyday lives. Each student has a student diary to complete GEM activities.

The Resilience Project program promotes:	The Resilience Project prevents:
• Gratitude, empathy and mindfulness • School success • School connectedness • Safe, supportive and respectful school climate • Higher academic achievement	• Problem behaviours and impulsivity • Peer rejection & anti-social behaviours



PREVENTION - MANAGEMENT OF STUDENT ATTENDANCE

It is the right of every child to receive an education. Regular daily school attendance helps children to connect, succeed and thrive at school.

The Education Act (1990) states that it is the duty of the parent of a child of compulsory school-age to:

- ensure they are enrolled at a government or registered non-government school and to attend that school whenever instruction is provided,
- explain the absences of their children from school promptly and within seven days from the first day of any period of absence, and
- work in partnership with the school to plan and implement strategies to support regular attendance at school, including communicating with the school if they are aware of issues impacting on their child's attendance or engagement with school.

The Education Act also states that principals are required to maintain attendance registers which must be available for inspection by an authorised Board Inspector at any time during the school day. They must also ensure the school has effective measures in place to monitor and follow up student absences, undertaking all reasonable measures to contact parents promptly and within two school days of an absence being unexplained, if contact has not already been made.

Principals also have the authority to:

- grant sick leave to students whose absences are satisfactorily explained as being due to illness

- accept other explanations for absence and record the absence as 'L'
- decline to accept an explanation for absence and record the absence as unjustified
- grant an exemption from school attendance for periods totalling up to 100 days in a 12-month period for any one student provided certain conditions are met
- grant part-day exemptions from school for periods totalling up to 100 days in a 12-month period



At Elanora Heights Public School, we value our connection with our families and work together to support students in their punctual and daily attendance at school to ensure the best possible educational, social and emotional outcomes for all.

PREVENTION - STUDENT LEADERSHIP

Student leadership helps young people find their voices, participate in decision-making, and understand their rights and responsibilities as active citizens. It helps students have a real impact on their learning and school environment and prepares them to participate meaningfully in their community.

Students can be leaders in the classroom, through their actions in the playground, through their support for others, or their involvement in academic, sporting, cultural or local community events or projects.

At Elanora Heights Public School, we provide many opportunities for students to develop their leadership skills from Kindergarten through to Year 6, believing that every student, teacher, school leader, staff employee and parent/carers is a leader in our community. To support our students in their leadership development, we offer the following opportunities:

Leadership Role	Year Group	Role Details
SRC Representative	K-6	Attendance at SRC meetings, discussion of student centred issues and providing feedback from classmates through student voice.
Class Leaders	K-6	Key responsibilities in the classroom environment and determined by teachers.

Library Monitors	Year 5	Key responsibilities to support the everyday effective management of the library resources.
Buddies	Years 4-6	Providing social support to a younger student from K-2. Students in Year 3 receive 'Buddy Training' in preparation for their role in Year 4.
Wellbeing Ambassadors	Year 6	Providing problem solving support in the playground by coaching the students.
Student Leadership Team	Year 6	Modelling and provisioning leadership to the student body, with key responsibilities. Positions include Captain, Vice Captain, Prefects and House Captain and Vice House Captains.
Extra-Curricular Captains	Year 6	Giving back to the school community by supporting various programs such as: Creative Arts programs, Environmental Programs, Sound and Technology programs and Canteen.

WHOLE SCHOOL APPROACH TO PREVENT & RESPOND TO STUDENT BEHAVIOUR

EARLY INTERVENTION - GOT IT! Program (Getting On Track In Time)

Staff at Elanora Heights Public School have been trained in Emotion Coaching to support student behaviour. This is our preferred model of assisting students when in crisis and helps to develop their emotional intelligence.

The steps of emotion coaching are as follows:

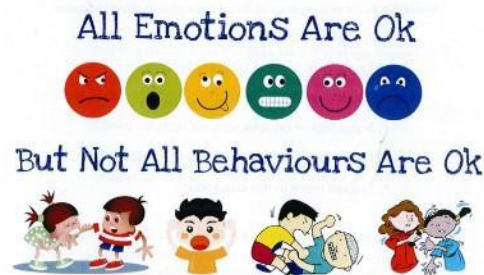
- ◆ Become **AWARE** of the child's emotion, as well as your own, especially when at a lower intensity
- ◆ **RECOGNISE** the situation as an **OPPORTUNITY** for connection and teaching
- ◆ Help the child to use words to describe what they feel by **VERBALLY LABELLING** what you notice
- ◆ **LISTEN** with empathy and show understanding and acceptance of the emotion by **VALIDATING** their experience
- ◆ **SET LIMITS** and help them to **PROBLEM SOLVE**, if necessary.



Research shows that students who have been supported through emotion coaching are more likely to:

- Engage in academic activities
- Experience positive relations with peers
- Avoid negative behaviours
- Score higher on achievement tests
- Have a more positive attitude towards school
- Engage more in the classroom.

Parent and teacher workshops are delivered throughout the year to support the consistent implementation of this successful program. We value the ongoing relationship with the Northern Sydney Department of Health team and their support in the delivery of the GOT IT! Program.



WHOLE SCHOOL APPROACH TO PREVENT & RESPOND TO STUDENT BEHAVIOUR

EARLY INTERVENTION - LIVE LIFE WELL @ SCHOOL

Live Life Well @ School is a collaborative initiative between NSW Ministry of Health and the NSW Department of Education. Live Life Well @ School is supported in NSW primary schools to promote healthy eating and physical activity to students.

The program aims to:

- get more students, more active, more often
- focus on healthy eating habits
- develop whole school strategies that support physical activity and healthy eating
- improve the teaching of nutrition and physical education through a focus on PDHPE programs
- foster community partnerships that promote and support whole of school strategies
- provide opportunities for more students to be more active, more often.

At Elanora Heights Public School, we are fortunate to have a committed team of parents and staff who provide enriching experiences for our students every year as part of the Live Life Well @ School program.

K-2 Eat A Rainbow

A highly engaging day in which students create a 'picture on a plate' with a range of healthy fruits and vegetables representing all the colours of the rainbow. After they have celebrated their creations they then eat their creations, experiencing all the flavours of these healthy foods.

3-6 Make My Own Lunch

This program develops students' cooking skills and healthy choices, by allowing students to create their own healthy wrap (Years 3-5) or salad jar (Year 6) from a wide assortment of colourful fruits and vegetables. Students are then encouraged to continue to make their own lunch for a 2 week period, with a fruit kebab presented to students who complete the challenge.

Parent Information

As part of the Live Life Well @ School program, parents are also presented with 'healthy lunchbox' information via parent meetings, the newsletter and as part of our orientation program.

WHOLE SCHOOL APPROACH TO PREVENT & RESPOND TO STUDENT BEHAVIOUR

TARGETED INTERVENTION - LEARNING & SUPPORT TEAM

Learning support

The school's learning and support team plays a key role in ensuring we meet the specific needs of students with additional learning and support needs, including disability.

The team:

- supports teachers in identifying and responding to the additional learning needs of students
- facilitates and coordinates a whole-school approach to improving the learning outcomes of every student
- coordinates planning processes and resourcing for students with additional learning and support needs
- designs and implements the support required to build teacher capacity so that all students access quality learning
- develops collaborative partnerships with the school, parents and carers as well as other professionals and the wider school community.

INDIVIDUAL INTERVENTION - SCHOOL PSYCHOLOGIST & YOUTH WORKER

SCHOOL PSYCHOLOGIST

School counselling staff assist students of all ages by providing a psychological counselling, assessment and intervention service.

They work collaboratively with principals, teachers, learning and support teams, parents and carers, and other agencies to support learning and wellbeing outcomes for students.

School counselling staff provide counselling using evidence-based interventions with students individually and in groups. They also undertake cognitive, emotional and behavioural assessments as requested through the learning support team to contribute to the development of appropriate school-based support for students. They may refer a parent and family to a service for longer term intervention.

MANAGEMENT OF STUDENT BEHAVIOUR - REFLECTION AND RESTORATIVE PRACTICES

Within the classroom, teachers reinforce and manage student behaviour using the NSW DoE's school behaviour management policies and practices. They also acknowledge student effort and achievement through a range of positive reinforcement strategies both intrinsic and extrinsic.

Occasionally, a student may not make positive choices regarding their behaviour and additional strategies to support the student may need to be implemented.

Incident Type	Incident Management
Minor	Teachers and students follow practices outlined in the EHPS Positive Reminder minor incidents flowchart. The teacher involved records the warning in School Bytes. The class teacher is to monitor minor warnings on School Bytes and follow up where necessary. For example, repeated minor warnings may warrant further discussion with the child or a meeting with the parent/s.
Major	Teachers and students follow practices outlined in the EHPS Positive Reminder major incidents flowchart. Students are counselled about the incident (allow the student a voice about what happened and why). The teacher present at the time of the incident records incident details in School Bytes. If the incident occurs outside of the regular

	classroom, the classroom teacher is notified by the issuing teacher. The classroom teacher can add further comments in School Bytes if necessary. The teacher's direct supervisor, Assistant Principal, is notified of the incident. The incident is discussed prior to a phone call to parents by the classroom teacher. Any relevant notes are recorded in SchoolBytes. The Assistant Principal will notify the off class Assistant Principal and Principal if required. Register of incidents can be reviewed by Learning Support Team and Executive Staff members. Following 3 major incidents, the student meets with the appropriate Assistant Principal for further support and management.
Serious Incident	Playground: Teacher notifies executive immediately using help needed card/mobile phone. Executive attends immediately. Classroom: Teacher notifies executive immediately (phone call). Executive attends immediately. If the behaviour meets the Department of Education's (insert new policy name) threshold, a suspension may be issued to the student by the Principal or Deputy Principal. Appropriate processes to support all students involved in the incident are to be followed at all stages, at the discretion of the Senior Executive. This may include; referral to Learning Support Team, development of learning/behaviour plan, parent notification/meeting, loss of privileges, notification to relevant authorities or suspension. The Department of Education's suspension and expulsion guidelines for NSW Public Schools can be found at: https://education.nsw.gov.au/policy-library/associated-documents/suspol_07.pdf

EHPS Positive Reminders Process for Minor Incident



1st time

Teacher *reminds you* of the expectation

2nd time

Teacher *asks you to restate* the expectation

3rd time

Teacher gives you a *consequence* for your
behaviour

and

Teacher *records your behaviour* and
discusses consequences with
Assistant Principal

Minor incidents include:

- disruptive behaviour
- not completing set tasks
- disrespectful behaviour
 - misuse of school resources
 - out of bounds
- unsafe behaviour/play
- incorrect uniform/no hat
- littering
- inappropriate play
- name calling/teasing

For repeated behaviour

After three minor incidents in one term, your *parents*
will be notified by your teacher

EHPS Positive Reminders for Major Incidents



Teacher conferences to discuss your behaviour,
student statement, teacher records

Teacher refers to Assistant Principal

Depending on severity of incident or
frequency of behaviour you *may need to*
meet with the *off class Assistant Principal*

and

Teacher or off class Assistant Principal determines the
consequences and notifies your parents

Major incidents include:

- leaving school grounds
- aggression with intent
 - bullying
 - stealing
- disobeying teacher instructions
- disrespectful behaviour
 - vandalism
 - dishonesty
 - swearing
- misuse of technology

Meet with Principal for ongoing major behaviours

PARTNERSHIPS WITH PARENTS/CARERS

Elanora Heights Public School partners with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by:

- consulting with key stakeholder groups such as the P & C, Class Parent groups and the AECG
- generating feedback on current practices through surveys and discussion forums
- providing feedback to parents/carers when relevant, regarding their child's behaviour incidents at school
- involving parents/carers in the development of plans to support their child's learning and behaviour
- providing opportunities for parents/carers to discuss their child's progress at school, both socially and academically
- providing guidelines for parents regarding how to engage positively with the school, as outlined through the School Community Charter:
<https://education.nsw.gov.au/content/dam/main-education/public-schools/going-to-a-public-school/media/documents/school-community-charter.pdf>

Elanora Heights Public School communicates these expectations to parents/carers through the following communication channels:

- Newsletters and the School Stream App
- The sharing of our School Behaviour Support and Management Policy
- School website
- Meet the Teacher Information evening
- P & C and Class Parent Meetings
- Parent/Teacher student interviews
- School orientation programs
- Social media; Facebook, Instagram and Twitter to celebrate student and school achievements and events



Anti-Bully Plan

Bullying involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. Our school rejects all forms of bullying behaviours, including on-line or cyber bullying, by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing.

Executive 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 a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. The school does not tolerate discrimination or bullying of any person in relation to their cultural background, ethnicity, religion, gender, race, age, disability, sexuality or medical condition. School staff will actively respond to any bullying behaviour once notified.

Reviewing the School Behaviour and Support Management Plan

Reviewing our School Behaviour and Support Management Plan on an annual basis ensures these plans continue to be fit for purpose and use current school data to inform practice and directions. The review will include community and student engagement and representation and the analysis of school-wide data generated as part of our Strategic Improvement Plan's Direction of Wellbeing and Attendance.

The review process will include:

- review of academic, attendance and behaviour data
- reflection and feedback on current school behaviour procedures, system and practices
- analysis of referrals to the executive, school Learning Support Team and DoEDelivery Support Systems
- updates to reflect current department policies and procedures
- revising and developing positive behaviour systems and processes to maintain a climate of respect, including behavioural expectations, a behaviour management flowchart and interventions across the care continuum
- determining professional learning needs for the coming year
- review, and if necessary, updating the responsibilities of staff, students and parents/carers.

