

School Behaviour Support and Management Plan: Emu Heights Public School

Overview

Emu Heights Public School is committed to providing a safe, supportive and responsive learning environment for everyone. We teach and model inclusive and safe behaviours across a range of settings using our Positive Behaviour for Learning (PBL) behaviour expectations. These expectations support all students to be 'Safe, Respectful Learners'.

Promoting the inclusion, learning, wellbeing and safety of all students in NSW public schools is a high priority of the Department of Education (DOE) and our school. At Emu Heights Public School, the DOE 'Behaviour Code for Students' underpins all policies and procedures required to meet our high standards for respectful, safe and engaged behaviour.

Partnership with parents and carers

We value strong partnerships with parents and carers to promote positive student behaviour. We recognise that parents and carers play an important role in the school community, and we are committed to working collaboratively to implement consistent, effective processes.

Processes include:

- Clear guidelines for expectations of behaviour in various settings, communicated through our policies and visible around the school
- Regular communication through weekly Principal updates, our school website and parent-teacher meetings
- Collaborative partnerships to develop Individual Behaviour Support Plans, Behaviour Response Plans and Risk Assessments for targeted interventions or individual students
- Encouraging feedback from parents via P&C meetings, surveys, parent teacher check in phone calls and interviews and by email

Promoting and reinforcing positive student behaviour and school-wide expectations

Emu Heights PS has the following school-wide expectations:

- Be safe
- Be respectful
- Be a learner

Keiko – PBL mascot



Emu Heights Public School maintains a focus on providing positive reinforcement to encourage positive behaviour. Our school adopts the Positive Behaviour for Learning (PBL) framework as a foundation for clear, positive behaviour expectations in all settings. When students exhibit positive behaviour within this culture of respect, all members of the school community experience a safe and inclusive environment that enhances engagement and success in the learning process. Strategies and practices (inspired by the Behaviour Code for Students) which the school uses to promote positive student behaviour include:

- Positive Behaviour for Learning Lessons – PBL lessons are explicitly and regularly taught, ensuring all students receive a consistent message.
- Matrix of expected behaviours – the school-wide matrix describes behaviours that are expected of students in the different areas of the school. They provide students with explicit examples of positive behaviours. The expectations and behaviours are regularly discussed with students and are visible in prominent areas of the school for students to reference.



Examples of PBL signage displayed around the school

- Common language – to be utilised by staff, students and parents/carers when discussing behaviour, expectations and achievements.
- Proactive supervision – provided by all teachers and SLSOs on the playground and in the classroom. Regular discussions with students occur to ensure students are adhering to school expectations and interactions with all members of the community are positive in nature.

- Whole school reward system – students are recognised through merit awards, PBL awards and sports awards each week. These awards accumulate for students to move up a PBL behaviour level. Each time a student ‘levels up’, we recognise their achievement at assembly with a special certificate and a bbq at the end of each term.
- Leadership opportunities – this includes an active Student Representative Council (SRC), Student Leadership Team (Captains, Vice Captains, Prefects, Tribe Captains, Library Monitors), Peer Support, Primary School Sports Association (PSSA) sporting events, extra-curricular activities such as public speaking, dance, choir etc.
- Playground strategies – this includes structured play, activities in the Clubhouse each week, class sports equipment tubs and access to the library.
- Maximising opportunities for active engagement with learning by differentiating content and tasks to meet the needs of all learners.



Whole school reward system displayed in the hall

Behaviour Code for Students

The behaviour expected by all students in NSW public schools is clearly outlined in the [Behaviour code for students](#). High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Whole school approach across the care continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning	Our ‘School Expectations’ for every setting across the school.	All students
	Social-emotional learning	Peer Support program. Personal Development and Health programs	All students
	Whole School Reward system	School award system including PBL awards, merit awards, sports awards and Supervisor/Principal Level awards.	All students All staff

Care Continuum	Strategy or Program	Details	Audience
	Child Protection	Teaching child protection is mandatory in all Kindergarten-Year 6 classrooms.	All students
	Attendance	Communication with parents on the importance of regular school attendance, using the Department’s attendance resources.	All students Parents and carers
	Student engagement	Promoting a sense of belonging and engagement by providing additional opportunities including leadership, sport, dance, choir, public speaking, etc	Students and staff
Early intervention	Learning and Support	The Learning and Support Team works with families, students and staff to support students who require support.	Whole school
	Attendance	Attendance is closely monitored by class teachers and support is initiated for identified students	Identified students
	School Counsellor	The school counsellor supports individual students through referral to the Learning and Support Team. The Learning Support Team then prioritises referrals as they are received.	Targeted at - risk students
	Teacher and parent communication	Regular phone check ins and opportunities to meet face to face take place to plan individual strategies with families.	Identified students
Targeted intervention	Behaviour monitoring	Monitoring behaviour trends, reviewing processes and explicitly teaching expected behaviours.	Identified students Executive team
	Attendance support	The Home School Liaison Officer analyses attendance data every 5 weeks and provides intensive individual interventions for targeted students.	Identified students

Care Continuum	Strategy or Program	Details	Audience
	Learning and Support	Support staff provide assistance for identified students	Identified students
	Assistant Principal Learning and Support	Work with the APLaS for advice on supporting identified students	Executive team Identified students
Individual intervention	Individual Plans	Personalised plans, developed in consultation with families, including behaviour support plans, learning plans, behaviour response plans and risk assessments.	Individual students
	Counselling and support	Access to our school counsellor and additional support services.	Individual students
	Learning Support	SLSO funding support provides one-on-one interventions	Individual students
	Team around a School	Engage with Team Around a School, as required	Targeted students Executive team

Reflection Practices

Students are expected to demonstrate behaviour that is consistent with the behavioural expectations of being a safe, respectful learner and to comply with staff directions regarding behaviour expectations and discipline. If students demonstrate behaviour that is not in line with the school behavioural expectations, a range of strategies may be used to realign behaviour.

Action	When and how long?	Who coordinates?	How are these recorded?
Thinking zone – classroom (Level One)	Student moves through 3 of the coloured behaviour levels – green, yellow, orange = Classroom Thinking Zone (space within the classroom) for 10min.	Classroom teacher	Classroom teacher notes in diary.
Thinking zone – buddy class (Level Two)	Student behaviour does not improve after completing Classroom Thinking Zone and student name is moved to red = 10min in a buddy class.	Classroom teacher	Recorded on SchoolBytes by classroom teacher.

	Behaviour is a Level 2 behaviour = 10min buddy class or on the playground for playground behaviours.		
Detention/Reflection (Level Three)	<p>Student behaviour does not improve after completing buddy class 10 min, students are asked to go to the office with an AP red card.</p> <p>Student completes a detention/reflection sheet in consultation with an executive team member. The sheet is sent home to parents to make them aware of their child's behavioural choices. An email notification through School Bytes is also sent to indicate their child has completed a detention/reflection during the day.</p> <p>Students will have access to food and toilet breaks.</p>	Assistant Principal or executive team	<p>Recorded in School Bytes</p> <p>Detention/reflection sheet sent home to be signed and returned by the student's parent/carers.</p>
Behaviour card (Level Four)	<p>Three separate detention/reflections within a 5 week period = behaviour card.</p> <p>Students give the card to the supervising teacher in the classroom and playground to encourage and reinforce positive behaviour. An individual behaviour plan may also be developed (case by case basis).</p>	<p>Classroom teacher</p> <p>Executive team</p> <p>Learning and Support Team</p>	<p>Recorded in School Bytes.</p> <p>Parent phone call to advise of the change in behaviour level and strategies in place.</p>
Restorative session (Level Five)	<p>3 minor incidents (Level 1 or 2 behaviours) or 1 major incident (Level 3 behaviour) – Restorative session. This directed form of time-out allows the student to complete set work and restorative conversations to take place under the supervision of the Principal (or delegate)</p>	<p>Classroom teacher</p> <p>Executive team</p> <p>Learning and Support Team</p>	<p>Recorded in School Bytes.</p> <p>Formal Caution of Suspension issued.</p> <p>Parents are notified by phone and letter, with a return slip to be signed.</p>
Suspension (Level Six)	<p>There will be cases of unacceptable behaviour where a student may need to be removed from the school for a period of time. The purpose of the suspension is to allow the school to implement appropriate supports during the student's absence to address the student's complex and challenging behaviour or behaviours.</p>	Principal or delegate	<p>Recorded in School Bytes. Suspension issued.</p> <p>Parents are notified by phone and letter, with a return slip to be signed.</p>

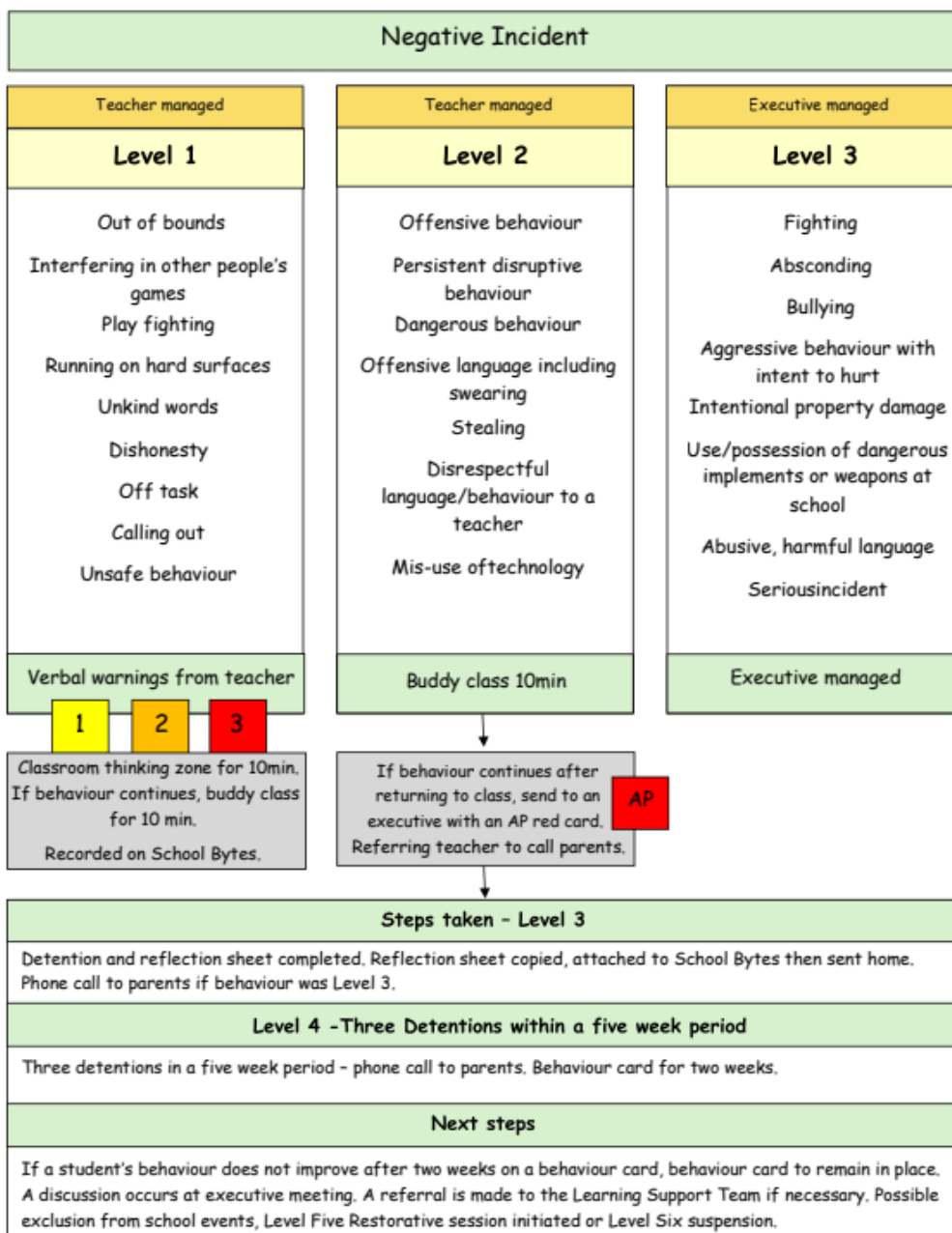
	<p>This is to ensure a successful return to school, and mitigate any unacceptable risks posed to teaching and learning, and the health, safety and wellbeing of staff and/or students.</p>	<p>Reflection sheets are sent home on the day of suspension.</p> <p>Return from suspension meeting with the student and parents/carers.</p>
--	--	---


Note – if a student displays behaviours that result in immediate and significant risks to students or staff, or unacceptable risks posed to teaching and learning as outlined in the [Suspension and Expulsion Procedures](#), they may move directly to Level Five and/or Six.



Behaviour Incident Flowchart

Students at Emu Heights Public School strive to be safe, respectful learners.



 <p>Emu Heights Public School Detention Reflection Sheet (Years K-2)</p>			
Be Safe	Be Respectful	Be a Learner	What needs to be done to put things right?
Name: _____ Date: _____ Class: _____ Teacher: _____		_____ _____ _____	
Which PBL expectation did I not follow? (Circle)			
Being Safe	Being Respectful	Being a Learner	What will you do next time?
What happened? Draw or write about what happened.			_____ _____ _____
How did this make someone else feel?			
			Dear Parent or Caregiver, As a consequence, for inappropriate behaviour your child has recently reflected on their behaviour during their usual playtime with an executive teacher. During this detention, they have participated in a conversation to encourage them to make positive choices in the future. We appreciate your support working together to ensure a positive learning environment. Thank you for your partnership. Please sign and return this reflection sheet to the school office on the next day of school. Parent/Caregiver signature: _____ Date: _____ Parent/Caregiver comment: _____

Kindergarten to Year 2 Detention/Reflection sheet completed at Level 3



Emu Heights Public School
Detention Reflection Sheet (Years 3-6)

Be Safe Be Respectful Be a Learner

Name: _____ Date: _____
 Class: _____ Teacher: _____

Which PBL expectation did I not follow? (Circle)

Being Safe	Being Respectful	Being a Learner
------------	------------------	-----------------

What happened?

What choices did your teacher offer you so that you could change your behaviour?

What choice or choices did you make?

Who has been affected by your choices? (For example; classmates, teachers)
 How do you think that have they been affected?

What needs to be done to put things right?

What will you do next time?

Dear Parent or Caregiver,

As a consequence, for inappropriate behaviour your child has recently reflected on their behaviour during their usual playtime with an executive teacher. During this detention, they have participated in a conversation to encourage them to make positive choices in the future. We appreciate your support working together to ensure a positive learning environment. Thank you for your partnership.

Please sign and return this reflection sheet to the school office on the next day of school.

Parent/Caregiver signature: _____ Date: _____

Parent/Caregiver comment:

Year 3 to Year 6 Detention/Reflection sheet completed at Level 3

How was my day? Name: _____ Date: ___/___/___

Learning Intention: I am learning to be a <i>safe, respectful learner</i> so that everyone can have a great day.	Morning	Recess	Middle	Lunch	Afternoon	Teacher Signature:
	☺☹☹	☺☹☹	☺☹☹	☺☹☹	☺☹☹	
I was engaged in all learning tasks	☺☹☹	☺☹☹	☺☹☹	☺☹☹	☺☹☹	Parent Signature:
I showed respect and used my manners	☺☹☹	☺☹☹	☺☹☹	☺☹☹	☺☹☹	
I was safely with my class in the right place	☺☹☹	☺☹☹	☺☹☹	☺☹☹	☺☹☹	
I followed instructions promptly	☺☹☹	☺☹☹	☺☹☹	☺☹☹	☺☹☹	
I treated my friends and teachers kindly	☺☹☹	☺☹☹	☺☹☹	☺☹☹	☺☹☹	
Feedback (Optional)						

Kindergarten to Year 2 Behaviour card implemented at Level 4

Learning Intention: I am learning to be a *safe, respectful learner* so that everyone can have a great day.

	Morning	Recess	Middle	Lunch	Afternoon
I was engaged in all learning tasks	<input type="checkbox"/> Yes - Excellent <input type="checkbox"/> Yes - Satisfactory <input type="checkbox"/> No - Needs improvement <input type="checkbox"/> No- Not at all	<input type="checkbox"/> Yes - Excellent <input type="checkbox"/> Yes - Satisfactory <input type="checkbox"/> No - Needs improvement <input type="checkbox"/> No- Not at all	<input type="checkbox"/> Yes - Excellent <input type="checkbox"/> Yes - Satisfactory <input type="checkbox"/> No - Needs improvement <input type="checkbox"/> No- Not at all	<input type="checkbox"/> Yes - Excellent <input type="checkbox"/> Yes - Satisfactory <input type="checkbox"/> No - Needs improvement <input type="checkbox"/> No- Not at all	<input type="checkbox"/> Yes - Excellent <input type="checkbox"/> Yes - Satisfactory <input type="checkbox"/> No - Needs improvement <input type="checkbox"/> No- Not at all
I showed respect and was polite to others	<input type="checkbox"/> Yes - Excellent <input type="checkbox"/> Yes - Satisfactory <input type="checkbox"/> No - Needs improvement <input type="checkbox"/> No- Not at all	<input type="checkbox"/> Yes - Excellent <input type="checkbox"/> Yes - Satisfactory <input type="checkbox"/> No - Needs improvement <input type="checkbox"/> No- Not at all	<input type="checkbox"/> Yes - Excellent <input type="checkbox"/> Yes - Satisfactory <input type="checkbox"/> No - Needs improvement <input type="checkbox"/> No- Not at all	<input type="checkbox"/> Yes - Excellent <input type="checkbox"/> Yes - Satisfactory <input type="checkbox"/> No - Needs improvement <input type="checkbox"/> No- Not at all	<input type="checkbox"/> Yes - Excellent <input type="checkbox"/> Yes - Satisfactory <input type="checkbox"/> No - Needs improvement <input type="checkbox"/> No- Not at all
I was responsible and cooperative	<input type="checkbox"/> Yes - Excellent <input type="checkbox"/> Yes - Satisfactory <input type="checkbox"/> No - Needs improvement <input type="checkbox"/> No- Not at all	<input type="checkbox"/> Yes - Excellent <input type="checkbox"/> Yes - Satisfactory <input type="checkbox"/> No - Needs improvement <input type="checkbox"/> No- Not at all	<input type="checkbox"/> Yes - Excellent <input type="checkbox"/> Yes - Satisfactory <input type="checkbox"/> No - Needs improvement <input type="checkbox"/> No- Not at all	<input type="checkbox"/> Yes - Excellent <input type="checkbox"/> Yes - Satisfactory <input type="checkbox"/> No - Needs improvement <input type="checkbox"/> No- Not at all	<input type="checkbox"/> Yes - Excellent <input type="checkbox"/> Yes - Satisfactory <input type="checkbox"/> No - Needs improvement <input type="checkbox"/> No- Not at all
I followed instructions promptly and safely	<input type="checkbox"/> Yes - Excellent <input type="checkbox"/> Yes - Satisfactory <input type="checkbox"/> No - Needs improvement <input type="checkbox"/> No- Not at all	<input type="checkbox"/> Yes - Excellent <input type="checkbox"/> Yes - Satisfactory <input type="checkbox"/> No - Needs improvement <input type="checkbox"/> No- Not at all	<input type="checkbox"/> Yes - Excellent <input type="checkbox"/> Yes - Satisfactory <input type="checkbox"/> No - Needs improvement <input type="checkbox"/> No- Not at all	<input type="checkbox"/> Yes - Excellent <input type="checkbox"/> Yes - Satisfactory <input type="checkbox"/> No - Needs improvement <input type="checkbox"/> No- Not at all	<input type="checkbox"/> Yes - Excellent <input type="checkbox"/> Yes - Satisfactory <input type="checkbox"/> No - Needs improvement <input type="checkbox"/> No- Not at all
I interacted positively with others	<input type="checkbox"/> Yes - Excellent <input type="checkbox"/> Yes - Satisfactory <input type="checkbox"/> No - Needs improvement <input type="checkbox"/> No- Not at all	<input type="checkbox"/> Yes - Excellent <input type="checkbox"/> Yes - Satisfactory <input type="checkbox"/> No - Needs improvement <input type="checkbox"/> No- Not at all	<input type="checkbox"/> Yes - Excellent <input type="checkbox"/> Yes - Satisfactory <input type="checkbox"/> No - Needs improvement <input type="checkbox"/> No- Not at all	<input type="checkbox"/> Yes - Excellent <input type="checkbox"/> Yes - Satisfactory <input type="checkbox"/> No - Needs improvement <input type="checkbox"/> No- Not at all	<input type="checkbox"/> Yes - Excellent <input type="checkbox"/> Yes - Satisfactory <input type="checkbox"/> No - Needs improvement <input type="checkbox"/> No- Not at all
Feedback (Optional)					
Teacher Signature:					
Parent Signature:					

Year 3 to Year 6 Behaviour card implemented at Level 4

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

A behaviour of concern is challenging, complex or unsafe behaviour that requires more 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.

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 counsellor.

Bullying prevention strategies are embedded in the Universal Systems and Early Intervention strategies listed in the 'Whole School Approach' table. Refer to Appendix 1 for the Bullying Response Flowchart.

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
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. Our School Expectations are taught explicitly to students and universal language is used.	3. Use direct responses e.g. expectation 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. Teacher records on whole school wellbeing system by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the	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

	school’s anti-racism contact officer (ARCO) or executive staff	developing a behaviour support/response plan.
Teacher/Parent contact	Teacher/Parent contact	Teacher/Parent contact
Teacher may contact through School Bytes or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual behaviour are given in class (PBLs) and at school assemblies (merit awards).	Teacher may contact parents by phone or School Bytes when a range of corrective responses have not been successful to arrange a meeting. Individual planning and referral to the 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

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’s apply to student behaviour that occurs:
 - at school
 - on the way to and from school
 - on school-endorsed activities that are off-site
 - outside school hours and off school premises where there is a clear and close connection between the school and students’ conduct
 - when using social media, mobile devices and/or other technology involving another student or staff member.

Reporting and recording behaviours of concern

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

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

Review dates

Last review date: February, 2026

Next review date: February, 2027

Appendix 1: Bullying Response Flowchart

