



Emerton Public School Behaviour Support and Management Plan

Emerton Public Schools is deeply committed to fostering a positive and respectful learning environment through its comprehensive Behaviour Management framework. Central to this approach are the principles of Kindness on Purpose, the Stop, Think, Do program, and a clear Behaviour Expectations Matrix, all of which work in tandem to promote and maintain high standards of behaviour across the school community.

Kindness on Purpose is a foundational element of Emerton Public Schools' behaviour management strategy. This initiative encourages students and staff to actively choose kindness in their daily interactions. By integrating kindness into the school's culture, Emerton Public Schools aims to create an environment where respect and empathy are at the core of every interaction. This proactive approach not only helps in preventing conflicts but also fosters a supportive atmosphere where students feel valued and understood. Kindness on Purpose promotes the use of strategies or tools to deal with difficult situations.

The **Stop, Think, Do program** complements this by providing a structured approach for students to manage their behaviour. The program empowers students to pause and reflect before reacting to challenging situations. By encouraging them to stop, think about the consequences of their actions, and then make a considered decision using appropriate strategies, the program promotes self-regulation and problem-solving skills. This structured method helps students develop a greater sense of responsibility for their actions and contributes to a more harmonious school environment.

Additionally, the **Behaviour Expectations Matrix** is a critical tool used at Emerton Public Schools to define and reinforce acceptable behaviours. This matrix outlines specific behavioural expectations across all school settings – classrooms, playgrounds, and common areas – ensuring that students understand what is expected of them in different contexts. By clearly delineating these expectations, the matrix helps students to internalise appropriate behaviours and reinforces consistency among staff in managing behaviour.

Anti-bullying practices are also integral to the school's behaviour management approach. Emerton Public School implements a range of strategies to address and prevent bullying, including educational programs in PD/H/PE, peer support initiatives, and clear reporting mechanisms. These practices are designed to create a safe environment where bullying is not tolerated, and students feel confident to report incidents without fear of retaliation. By addressing bullying proactively, the school enhances its overall behaviour management practices and ensures that all students have the opportunity to learn in a respectful and secure environment.

Emerton Public Schools' commitment to behaviour management is reflected in its integration of Kindness on Purpose, the Stop, Think, Do program, and the Behaviour Expectations Matrix. These elements work together to promote positive behaviour and create a supportive learning environment. Coupled with robust anti-bullying measures, the school's approach helps to ensure that all students are equipped with the tools and support needed to thrive both academically and socially.

Partnership with parents and carers

Emerton Public School is dedicated to fostering a deep understanding of its behaviour support and management practices among parents, carers, and the community. To achieve this, the school will implement several strategic initiatives aimed at building strong partnerships and encouraging active engagement.

One of the primary strategies will be to host informative workshops and forums focused on behaviour support and management. These events will be designed to educate parents and carers about the school’s policies, techniques, and the rationale behind them. By providing clear explanations and practical strategies, the school aims to align home and school approaches to behaviour management, ensuring a consistent and supportive environment for students.

Additionally, Emerton Public School will facilitate regular communication through newsletters and the school website, offering updates and insights into behaviour management practices. This will include articles and FAQs that address common concerns and questions.

To elicit feedback on these behaviour management practices, the school will utilise informal surveys distributed during workshops and through digital platforms. These surveys will be designed to gather community input on the effectiveness and clarity of the behaviour management strategies. The “Tell Them From Me” survey will also be employed to collect comprehensive feedback from parents and carers, providing valuable data on their experiences and perceptions.

School-wide expectations and rules

Emerton Public School has the following school-wide rules and expectations:

We Are Safe	We Are Respectful	We Are Learners
We choose safe ways to play and behave.	We keep hands and feet to ourselves.	We are in the right place at the right time.
We stay where teachers can see us.	We put all rubbish in the bins.	We show a positive attitude at all times.
We walk on hard surfaces.	We treat others with respect.	We do our best.
	We wear our school uniform and hat.	
	We follow teacher instructions	
	We listen to the bell/music and go to lines immediately	

Behaviour code for students

At Emerton Public School, the [Behaviour Code for Students](#) from the NSW Department of Education serves as a foundational framework for fostering positive school behaviour. This code outlines clear expectations for student conduct and provides a structured approach to behaviour management, emphasising respect, responsibility and safety. Emerton Public School integrates these principles into daily practices by setting explicit behavioural expectations and consistently reinforcing them through classroom activities and school-wide programs. Teachers and staff utilise the code to model appropriate behaviours and address issues constructively, ensuring that students understand the importance of their actions. By aligning its behaviour management strategies with the code, Emerton Public School creates a supportive environment where positive behaviour is encouraged and consistently upheld.

Whole school approach across the care continuum

At Emerton Public School, the care continuum is pivotal in implementing a whole-of-school approach to student wellbeing and positive behaviour. This framework ensures that every student receives tailored support based on their individual needs through a tiered system. Initially, universal strategies address all students, promoting positive behaviour and wellbeing through school-wide programs and initiatives. For students requiring additional support, targeted interventions provide more focused assistance. Intensive support is offered for those with specific or complex needs, involving specialised staff and external agencies if required. By integrating this continuum, Emerton Public School ensures a cohesive and responsive approach to fostering a supportive and positive school environment for all students.

Care continuum	Strategy	Details	Audience
Prevention	Stop! Think! Do!	Emotional regulation program. Social skills behaviour management program.	Staff, Students K-6
	Kindness on Purpose	Program focussed on developing empathy, self-regulation, and aims to increase student engagement in their learning.	Staff, Students K-6
	Kilometre Kids	School-based physical activity program that aims to improve health and wellbeing.	Students K-6, School Community
	Whole school expectations and matrix	School wide expectations matrix.	All students
	Social Groups	Supported by the Learning and Support team to encourage positive social connections.	All students
	Classroom Adjustments	Differentiated, Supplementary, Substantial or Extensive (NCCD).	Students with individual learning needs.
	PlaSP or PLP	Plans with specific goals for students which are created with a classroom teacher.	Students with individual learning needs & Aboriginal students
	Restorative Conversations	Empathy approach teaching children how to resolve conflict, and most importantly, allow students to have a voice.	All students
	Tiered Award Program	To reinforce positive, inclusive behaviour	All
Early Intervention	Communication with parents and carers	Phone calls, emails, texts, social media and school newsletter.	Community
	Learning & Support Referral/Caseload	Referral made by classroom teacher for additional support and advice.	Student with individual needs

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Care continuum	Strategy	Details	Audience
Early Intervention	Transition Program/s	Includes high school, Kindergarten, new enrolments and support class.	Student with individual needs
	Staff Communication Meetings/Bulletin	Principal informing staff of students to monitor through weekly staff bulletins	Staff
	Learning and Support Teacher	Providing intervention groups focusing on Literacy and numeracy.	Staff
	Behaviour Management Plan	Formal plan using the MAPA escalation scale for proactive behaviour management.	Student with individual needs
	Risk Management Plan	Formal plan when a student is presenting WHS risks in the school.	Student with individual needs
	Health Care Plan	Formal plan to administer medication or to keep staff aware of health needs.	Students with health care needs
Targeted Intervention	Kindness on Purpose Corner	Classroom - For students who are not following repeated instructions by the teacher.	All students
	Kindness on Purpose Room	Administration - Self-referred areas for students to assist with de-escalation of potential behaviour.	All students
	Counsellor Referral	Parent/carer permission for child to access school counsellor.	Students and families
	AP Learning & Support	Leads the Learning & Support team and manages Access Requests.	Targeted students
	Functional Behaviour Assessment	Conducted by the Learning & Support AP to assist with antecedent triggers.	Students with at-risk behaviour
	Attendance and Wellbeing Staffing Initiative	Provision of staffing for the coordination and implementation of various wellbeing and attendance initiatives.	Staff, Students K-6
Individual Intervention	Communication Book	Written communication between classroom teacher and parent/carer.	Students at risk/problematic behaviour
	Allied Health Support	In-school support such as OTs and speech (organised by parents or carers).	Students with health care needs
	DCS	A disability Confirmation sheet to assist with recognised diagnosis.	Students with individual needs
	Access Request	Completed by the school for either Support Class placement or Integrated Funding Support.	Students with individual needs
	Learning & Wellbeing Officer	Provides advice and support to access non-school based resources.	Students with complex behaviours
	Part Day Exemption	A formal plan to assist students with transition back to school.	Students with complex needs
	Warning of Suspension	Issued for concerning or repeated behaviours which meet a certain threshold.	Students with complex needs
	Suspension	Issued for behaviour which endangers others or at risk or repeated major behaviours.	Students with complex needs
	Crisis Management Plan	Developed by the Principal for students and families who're struggling to maintain behaviour.	Students with complex needs

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

At Emerton Public School, we are dedicated to fostering a safe and supportive environment for all students, guided by our comprehensive approach to managing behaviours of concern. We adhere to the Care Continuum framework, which ensures that our response to any inappropriate behaviour, cyberbullying, or bullying is both proactive and responsive. This approach includes early intervention strategies, targeted support, and consistent follow-up to address and mitigate concerns effectively.

The NSW Department of Education's Behaviour Code for Students outlines clear expectations for conduct, emphasising respect, responsibility, and resilience. When behaviours of concern arise, we implement a structured process that involves understanding the root causes, providing appropriate support, and engaging students in positive behavioural interventions.

In line with our Anti-Bullying Policy, we are committed to preventing and addressing bullying through education, awareness, and prompt action. This policy outlines the procedures for reporting and investigating bullying incidents, ensures that support is provided to affected individuals, and promotes a school-wide culture of respect and inclusion.

By integrating these principles, Emerton Public School strives to create a nurturing environment where every student feels valued, and where inappropriate behaviours are addressed with care and diligence.

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.

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.

Emerton 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 child or young person'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.

Our commitment to anti-bullying (Including cyberbullying)

Our 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. 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. School staff will actively respond to student bullying behaviour.

Our school engages in the following practices to promote a positive school culture:

- Student assemblies - Student bullying and expectations about student behaviour will be discussed at regular school assemblies and information presented to promote a positive school culture where bullying is not accepted.
- Staff communication and professional learning - Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs.

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum K-6 in Personal Development, Health and Physical Education (PDHPE).

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following:

- Implementation of Stop, Think, Do program – <https://stophinkdo.com>
- Implementation of Kindness on Purpose Program – <https://www.kindnessonpurpose.com>
- Implementation Emerton Public School Expectations Matrix
- Student expectations outlined in the EPS Expectations Matrix are discussed at fortnightly assemblies.
- Focused and targeted messages/presentations during whole school assemblies
- Implementation of a comprehensive reward and recognition system.

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for parents/carers and students.

Our current (2024) Anti-Bullying Plan can be located on the following website <https://emerton-p.schools.nsw.gov.au/about-our-school/rules-and-policies.html>

Our commitment to the elimination of all forms of racism

We recognise that racism takes many forms and take a broad view of racism as discrimination and inequity based on ethnicity, nationality, ancestry, cultural and/or language backgrounds, religion, faith, beliefs or spirituality.

We are committed to ensuring equity for all members of our school community by:

- preventing all forms of racism in our school
- responding strongly and clearly if it occurs.

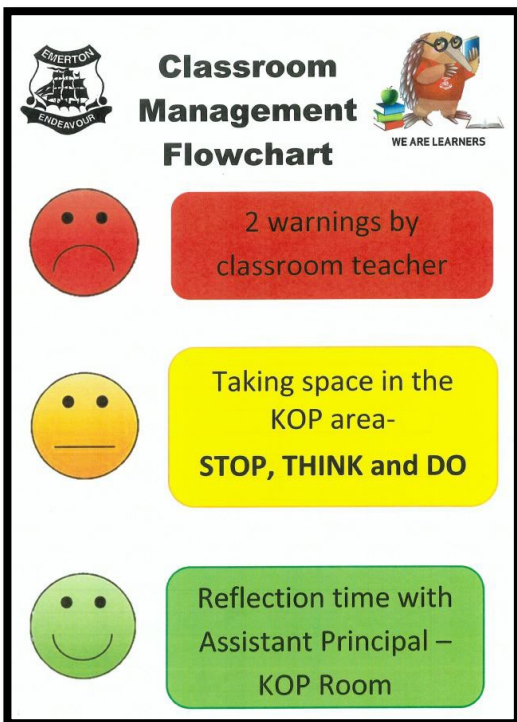
We will create a climate of respect for cultural, linguistic and religious diversity and have effective, culturally safe and responsive processes for reporting and resolving all forms of racism.

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.

Preventing and responding to behaviours of concern

Emerton Public School uses the following strategies to recognise and reinforce positive student behaviour and behavioural expectations:

Classroom Management Flowchart



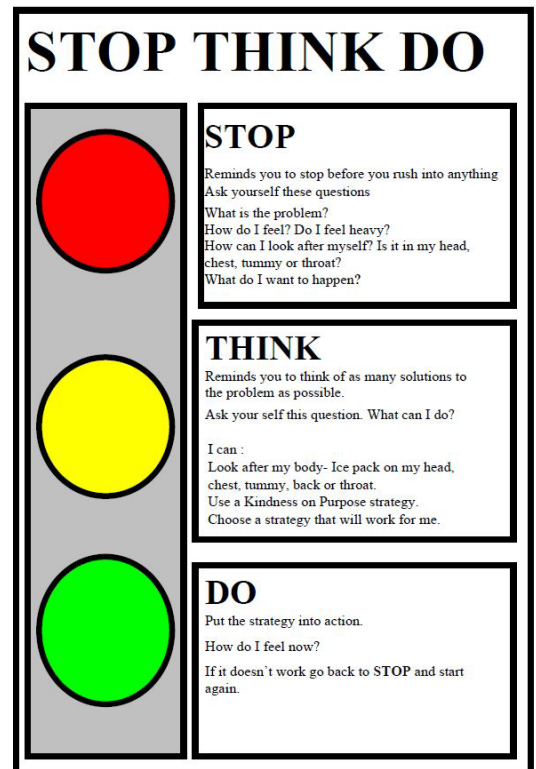
The Emerton Public School Classroom Management Flowchart is designed to provide teachers and students with a clear, structured approach to handling a variety of classroom situations effectively. Its primary purpose is to offer a systematic framework that guides teachers in maintaining a positive and productive learning environment. By outlining specific steps for addressing common behavioural issues, the flowchart helps ensure consistency in responses, promotes fairness, and reduces uncertainty among staff.

After students have been issued with two warnings by the classroom teacher, they are encouraged to take space in the classroom Kindness on Purpose area. Here they implement self-regulation strategies utilising the Stop, Think, Do process and Kindness on Purpose classroom toolkit. This toolkit provides a range of self-regulating activities including deep breathing exercises, mindfulness activities and ice packs which are used to assist in regulating emotional responses related to stress, fear or anxiety.

If students continue to have difficulties with self-regulating their behaviour, they are invited to attend the Kindness on Purpose Room where they review their behaviour with the Assistant Principal and work towards a successful return to the classroom.

Emotional Check-ins

At Emerton Public School, the process of emotional check-ins with students each morning begins as soon as they enter the classroom. Teachers greet each student individually, creating a welcoming and supportive atmosphere. During this time, students are encouraged to express whether they are feeling ‘heavy’ or ‘light’ through various methods such visual aids or mood charts. This initial interaction aims to identify any emotional concerns or needs that might impact their day. By addressing these feelings early on, educators can provide targeted support, adjust classroom activities if necessary, and foster a nurturing environment where students feel heard and valued. This proactive approach helps to promote emotional well-being and sets a positive tone for the rest of the school day.



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.
<p>1. Behaviour expectations are taught and referred to regularly. Staff model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.</p>	<p>1. Refer to school-wide expectations and/or supports including the classroom Kindness on Purpose area so that the student can self-regulate.</p>	<p>1. Seek help from principal or other staff member if there is a risk to safety. Otherwise notify principal ASAP.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback</p>	<p>2. Principal/Classroom Teacher 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.</p> <p>Incident review and planning is scheduled for a later time determined by the context and nature of the incident.</p>
<p>3. Tangible reinforcers include those that are:</p> <ul style="list-style-type: none"> • free and frequent • moderate and intermittent • significant and infrequent <p>Intermittent and infrequent reinforcers are recorded on the Sentral Welfare recording system.</p>	<p>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 a low-level consequence is applied.</p>	<p>3. Principal collects information and review the incident from multiple perspectives and determine next steps. Principal records the incident on the centralised recording system and contact parent/carer by email or phone. Principal may consider further action eg: formal caution/suspension.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Teacher contact through the phone calls home are used to communicate student effort to meet expectations.</p>	<p>Teacher contacts parents by phone or email when a range of corrective responses have not been successful.</p> <p>In some cases, individual planning and referral to LST may be discussed.</p>	<p>Principal contacts parent/carer to discuss any support and behaviour responses, including referral to the LST, outside agencies or Team Around a School.</p>

Promoting Positive Behaviour through Reward and Recognition

Emerton Public School actively promotes positive student engagement through its tiered award and recognition system, designed to celebrate and encourage a range of achievements and behaviours. This system is structured to recognise and reward students at various levels of accomplishment and contribution, ensuring that every student has the opportunity to be acknowledged for their efforts.

At the foundational tier, students receive daily or weekly recognition for consistent positive behaviour, academic improvements, and active participation in class. This may include verbal praise, small tokens, or classroom incentives including blue awards.

As students demonstrate continued growth and commitment, they can achieve higher levels of recognition, including progression through to bronze, silver and gold awards.

This tiered approach not only motivates students to strive for personal and academic growth but also fosters a sense of community and school pride. By celebrating diverse accomplishments and reinforcing positive behaviours, Emerton Public School creates an engaging and supportive environment that encourages all students to reach their full potential.

Responses to serious behaviours of concern

Responses, including students who display serious behaviours of concern, are recorded in the Sentral Student Welfare recording system. These include:

- reviewing and documenting the incident
- determining appropriate response/s, including supports for staff or other students impacted
- referral and/or monitoring the student through the school Learning and Support Team
- developing or reviewing individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- reflection and restorative practices
- liaising with Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone, email, meeting)
- issuing a formal caution to suspend, suspension or expulsion where appropriate

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](#) and [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and procedures
- If a behaviour of concern is also a child protection matter use the [Mandatory Reporting Guideline Tool](#).

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](#).

Reflection practices

For students who display behaviours of concern in playground settings, Emerton Public School has established clear reflection room/restorative practice procedures.

Students who are required to participate in the reflection room program are required to attend sessions held with the school executive during lunch periods. During this time, students are required to participate in restorative dialogue with their peers/staff to understand the impact of their behaviour on themselves and others. They discuss alternative strategies for managing their behaviour and how to maintain positive relationships with others. Students are also required to self-identify which behaviours they have exhibited from the behaviour expectations matrix.

Toilet and food breaks are always included when withdrawal from free choice play at breaks is planned as a response to behaviour.

Emerton Public School

Behaviour Reflection Sheet

Name: Class: Date:

Remember to
STOP, THINK, DO

Colour how you were feeling in **red** and colour how you want to feel in **green**.

CALM

ANGRY

EXCITED

WORRIED

SAD

DISAPPOINTED

HAPPY

AFRAID

Draw or write about the situation using the boxes below:

What happened and what did you do? Did I STOP to THINK about what I should do?

Who was hurt/ upset by what happened?

What strategies can I use to make it right?

If this happens again, what is the green choice I can make?

Major Behaviour: _____

STAFF MEMBER COMMENT:

Student:.....

Supervising Teacher:.....

Principal:.....

Parent/Carer:.....

Tick the expectation that was not followed:
I wasn't...

Safe	<input type="checkbox"/>
Respectful	<input type="checkbox"/>
Learner	<input type="checkbox"/>

Highlight the behaviour expectation that you should have followed from the matrix below.

MATRIX OF EXPECTATIONS

	Be Safe I will...	Be Respectful I will...	Be Learner I will...
Always	<ul style="list-style-type: none"> * I will choose safe ways to play and behave. * I will stay where teachers can see us. * I will walk on hard surfaces, the playground equipment and in the buddy area. * I will sanitise our hands as we enter and exit the classroom. 	<ul style="list-style-type: none"> * I will keep hands and feet to ourselves. * I will put rubbish in the appropriate bins. * I will treat others with respect. * I will wear our school uniform and hat. * I will follow teacher instructions. * I will listen to the bell/music and go to lines immediately. * I will sit quietly in lines before the bell/music finishes. 	<ul style="list-style-type: none"> * I will be in the right place at the right time. * I will have a positive attitude every day. * I will do my best.
Learning Areas	<ul style="list-style-type: none"> * I will sit on all chairs safely. * I will walk safely in the room. * I will keep my working areas clean and tidy. 	<ul style="list-style-type: none"> * I will listen to teachers and classmates. * I will have my equipment organised. * I will follow teacher instructions. * I will use classroom 	<ul style="list-style-type: none"> * I will give my best efforts in all activities. * I will ask for help if I need it. * I won't give up when I am challenged.

		<ul style="list-style-type: none"> * I will use equipment appropriately. * I will use equipment appropriately. * I will play where teachers can see me. * I will only use sports equipment in specific areas.
Playground/ Play Areas/ Equipment	<ul style="list-style-type: none"> * I will walk on all hard surfaces. * I will use equipment appropriately. * I will play where teachers can see me. * I will only use sports equipment in specific areas. 	<ul style="list-style-type: none"> * I will share the play area with others. * I will be a team player. * I will use kind words and actions. * I will eat only in the quad. * I will co-operate with others on the playground. * I will keep hands and feet to myself. * I will return all borrowed playground equipment.
		<ul style="list-style-type: none"> * I will have fun. * I will make new friends and include others in my games.

Action	When and how long?	Who coordinates?	How are these recorded?
Reflection conversation (problem-solving) – What happened, what did you do, and what could you do instead next time.	Class time and break times as required	Teacher/principal	Documented in school record system

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026