

# Eureka Public School

## Behaviour Support and Management Plan

### Overview

At Eureka Public School, we aspire to create a supportive and inclusive learning atmosphere where every student excels academically, socially, and emotionally. Our commitment to contextual wellbeing involves appreciating the diverse backgrounds and experiences of our students, fostering resilience, and nurturing positive relationships within our school community. We aim to empower each learner to achieve their fullest potential, equipping them with the skills and mindset necessary to navigate life's challenges and make meaningful contributions to society. Together, we promote a culture of respect, empathy, and collaboration, ensuring that every individual feels valued and supported throughout their educational journey.

Eureka Public School is dedicated to explicitly teaching and demonstrating positive behaviours while engaging all students in their learning experiences. Our Behaviour Support and Management Plan is designed to create a safe, respectful, and inclusive school environment that encourages both academic achievement and personal growth for every student.

Our daily practices are grounded in the principles of positive behaviour support, trauma-informed approaches, inclusive practices, and social-emotional learning. We set and uphold high expectations for student behaviour through effective role modelling, explicit instruction, and well-planned responses.

### Partnership with parents and carers

Eureka Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- inviting parent/carer 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.

Eureka Public School will communicate these expectations to parents/carers through the school newsletter and school website. We believe in the importance of proactively building collaborative relationships with families and communities, consistent with the School Community Charter, to create a shared understanding of how to support student learning, safety and wellbeing.

## School-wide expectations and rules

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

**To be safe, respectful and responsible learners.**

Expectation – Be Safe	Expectation – Be Respectful	Expectation – Be Responsible
Move safely and sensibly at all times	Be kind	Be responsible for your own learning
Be in the right place at the right time	Use appropriate language	Actively participate in all lessons
Use equipment safely	Listen and value others' opinions	Stay on task and complete work
Take responsibility for your behaviour	Accept differences and treat everyone fairly	Strive for quality work

## 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 Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour code for students](#).

## Whole school approach across the care continuum

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
<b>Prevention</b>	Positive Classroom & Whole School Management Programs	<p>At Eureka Public School we use a whole school approach to develop a safe, positive learning environment by teaching students how to be safe, respectful and responsible learners.</p> <p>We use evidence-informed practices to explicitly teach specific skills, including PBL behaviour expectations for each setting, that is informed by behaviour and student data collected at school.</p> <p>Students are acknowledged for demonstrating school-wide expectations through timely, positive feedback, classroom Magil tokens and merit awards at whole school assemblies.</p> <p>Discussions on daily routines, Check-ins and brain breaks in the classroom are used to promote a positive learning environment.</p> <p>Crunch and Sip Program in the morning session is used to assist students in eating fruit or vegetables and drinking water to maintain a healthy diet and concentration levels.</p>	Staff Students
<b>Prevention</b>	Zones of Regulation	The Zones of Regulation Curriculum is part of our whole school approach to proactively teach and support students in their emotional growth. Students participate in activities to develop awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness.	All students K-6
<b>Prevention</b>	Professional Learning	Delivering Professional learning for teachers to continually build their knowledge in the consistent application of evidence-based practices to support student needs.	All staff

Care Continuum	Strategy or Program	Details	Audience
<b>Prevention</b>	<a href="#">Child protection</a>	<p>Teaching child protection education is a mandatory part of the Personal Development, Health and Physical Education Syllabus.</p> <p>Programs- Daniel Morcombe Keeping Kids Safe</p> <p>Bravehearts (K-2) to be added to our child protection program 2025.</p>	All students K-6
<b>Prevention</b>	National Week of Action	<p>Our school acknowledges the Annual National Week of Action against bullying. The learning experiences in PDHPE provides students with a range of self-management and interpersonal skills to promote and advocate for the health and wellbeing for themselves and others.</p>	All students K-6
<b>Prevention/ Early intervention</b>	Australian eSafety Commissioner <a href="#">Toolkit for Schools</a> to prevent and respond to cyberbullying	<p>The toolkit supports our school to prepare, engage and educate the school community about creating and maintaining safe online environments to prevent cyberbullying incidents.</p>	All students, individual students K - 6, families, staff
<b>Targeted intervention</b>	School learning and support	<p>Provides support for students who need personalised learning and support. The Learning and Support Teacher (LST) works with teachers, students and families to support students who require personalised learning and support.</p>	Principal, LST, individual students K - 6, families
<b>Targeted intervention</b>	<a href="#">Attendance</a> support	<p>Attendance data is monitored and shared at staff meetings. The school will promote attendance as important in the newsletter and other school media.</p> <p>Students at risk are monitored and parents are contacted for a support meeting to address barriers to improve attendance and set growth goals.</p> <p>The principal will consult with DOE Attendance Officer if needed.</p>	Identified students

Care Continuum	Strategy or Program	Details	Audience
<b>Individual intervention</b>	<a href="#"><u>Individual Behaviour Support Planning</u></a>	<p>Planning is done in collaboration with the student and their family with support from Team Around a School where needed.</p> <p>This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans.</p>	Individual students, staff, LST, parents
<b>Targeted and Individual Intervention</b>	School Counsellor Support	Specific individual counsellor support for students as required. Students are referred through the in-school system for support.	Identified students and families.

## 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.

Eureka Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying in the following ways:

- Maintaining appropriate levels of supervision in the classroom and playground, observing student behaviours, interactions and communications with each other.
- Teaching students to identify, report and respond to bullying at school and online.
- Managing reports of incidents, negative behaviours and bullying in a timely manner.

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, school counselling service.

Responses to all behaviours of concern apply to student behaviour that occur:

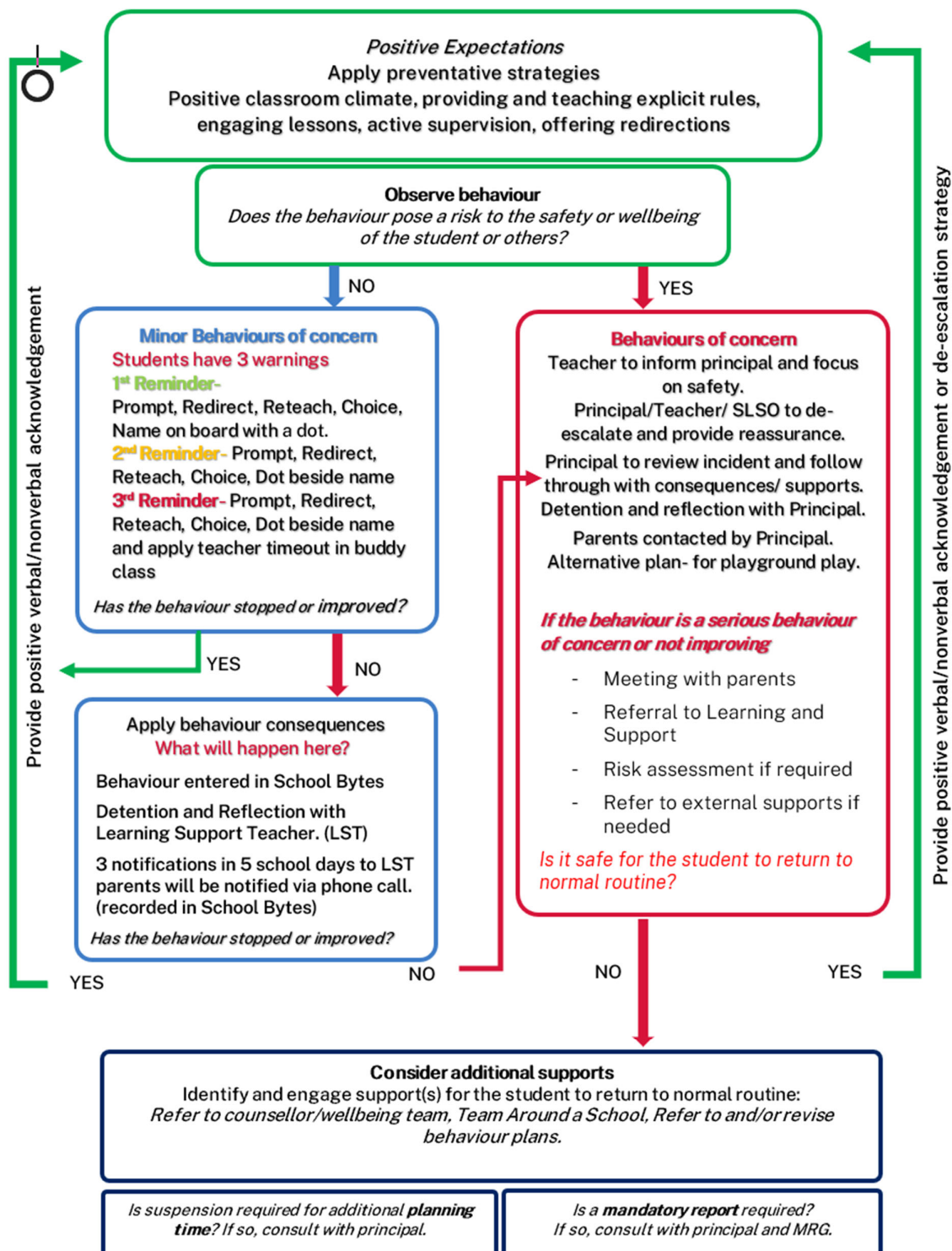
- at school
- on the way to and from school
- on school-endorsed activities that are off-site

- 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.

### Eureka Public School: Bullying Response Flowchart



## Eureka Public School Behaviour Management Flowchart



### Responses to serious behaviours of concern

Responses, including students who display serious behaviours of concern, are recorded in the schools centralised recording system. School Bytes. These may include:

- review and document incident using incident reports and School Bytes.
- 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.
- Time out, Detention and reflection
- liaise with Team Around a School for additional support or advice.
- communication and collaboration with parents/carers (phone, email, 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.
- 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.

### 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](#).



## Detention, Time out and reflection practices

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

- **Teacher-directed time-out** is a de-escalation strategy and occurs where a student is directed away from an educational activity or setting when they engage in behaviours of concern. It is used after other de-escalation strategies and teaching practices have been tried.

### Examples of using teacher-directed time-out include:

- A student is told by the teacher to go to the breakout room next to the classroom for 10 minutes to calm down after repeatedly yelling.
- After using a range of de-escalation strategies, a student is directed by a teacher to go to a buddy class and complete their work to minimise the escalation of inappropriate behaviour.

- **Detention and/or reflection** is a disciplinary consequence that we use to address inappropriate student behaviour. Detention and reflection are applied as close as possible to the breach in behaviour. It allows the school to provide timely support to students to assist them to achieve the desired behaviour, to reflect on their behaviour and make positive choices. A staff member must always supervise the student in an open classroom or space.

### Examples of using detention or reflection include:

- A student has demonstrated repeated inappropriate behaviours that have been addressed at both the classroom and executive level. The student has been directed to a dedicated space at lunch time to participate in a restorative conversation, reflect on their behaviour and how they could make more positive choices.
- A student disrupts the class and learning by continually calling out, getting out of their chair and refusing to follow directions. The teacher directs the student to spend others, and to complete the work they missed during class.

Action	When and how long?	Who coordinates?	How are these recorded?
<b><u>Minor behaviours across all settings:</u></b>			
Back chatting    Argumentative	Teacher/student conference	Classroom teacher	Recorded by teacher in program
Name Calling    Teasing	Time out-in class		
Physical contact- non serious but inappropriate	*Warning system on board for class minor behaviours		
Inappropriate verbal language or gestures			
Exclusion			
Disruptive or off task behaviour	Consequences include: - time off playground, Walk with teacher,		
Non-compliance	removal of privileges, Buddy class (10 minutes)		
Out of bounds or leaving class without permission			
Misuse of equipment			

Action	When and how long?	Who coordinates?	How are these recorded?
<u>Ongoing Minor and Moderate behaviours across all settings:</u> <u>Repeated Minor Classroom behaviours: after 3 warnings</u> <b>Deliberate minor hands-on others</b>	Toilet and food breaks are always included  Detention and Reflection with Learning Support Teacher during break time- students will have a minimum of 15 minutes play time	Learning Support Teacher	All records kept in School Bytes Wellbeing module
Parents will be contacted if students are referred to the Learning Support Teacher 3 times in 5 school days.		Learning Support Teacher with Principal	All records kept in School Bytes Wellbeing module
<u>Major behaviours across all settings:</u> Major hands on and discrimination incidents, negative social media behaviour, bullying and violence	<b>Principal managed behaviour</b>  Principal determined next steps  Liaise with Team Around a School for additional support or advice  Formal Caution of Suspension Letter	Principal	All records kept in School Bytes Wellbeing module

## Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 4 2025