

# Euston Public School - School Behaviour Support and Management Plan

This plan is an operational document which outlines school processes and practices, is published on the school website and is available to all students, parents/carers and school staff.

## Overview

Euston Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are our Euston Public School Universal Behaviour Code and the ongoing development of our Positive Student Reward System and our Superheroes of Learning program.

### Promoting and reinforcing positive student behaviour and school-wide expectations

Euston Public School has the following school-wide rules and expectations

- **Respect**

1. Respect ourselves.
  - Respect our minds by speaking and thinking kindly of ourselves.
  - Respect our hearts by regulating our emotions and building our resilience.
  - Respect our bodies by playing and learning safely.
  - Respect ourselves by taking personal responsibility for our behaviours and actions.
2. Respect others.
  - Speaking respectfully by always speaking kindly, with courtesy and respect to others.
  - Respecting personal space and personal boundaries.
  - Respecting other's cultures, interests, opinions, and beliefs.
  - Respecting other's bodies by keeping our bodies to ourselves and playing safely.
  - Respecting our school and others learning by following the school and class rules and directions of school staff.
3. Respect belongings.
  - Respecting our own belongings by being grateful and taking care of them.
  - Respecting other's belongings by seeking permission and honouring that response.
  - Respecting school property by following the rules to treat it with respect and care.

- **Discover**

- Discover ourselves through developing and keeping a Growth Mindset.
- Discover our peers through learning about other's cultures, interests, and beliefs.
- Discover our school through actively participating in learning and student voice.

- **Aspire**

- Aspire for ourselves by always doing our personal best and setting new goals for continued growth. Aspiring to high expectations by wearing school uniform and complying with the school dress code. Aspiring to learning by attending school every day (unless legally excused).
- Aspire for others by encouraging and supporting others in their growth and goals.
- Aspire for our school by continuing to grow, and help our school grow by sharing our voice.

Euston Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Positive Behaviour Award System
- [Universal Behaviour Code](#)
- Superheroes of Learning program

### Behaviour Code for Students

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

### Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	Universal Behaviour Code	Whole school focus on one of the values each week. Student leaders explain and give examples of the value at weekly assemblies. These are taught and reinforced in class and at assemblies. Students are recognised for exhibiting the focus values and are presented with SOLA awards at the next weekly whole school assembly.	Whole School
	PD/H/PE Curriculum	All students are explicitly taught according to the school's scope & sequence	Whole School
	Classroom Management	Strong classroom management is built through: <ul style="list-style-type: none"> <li>- strong teacher/student relationships</li> <li>- consistent teacher expectations, routines, modelling and responses to behaviour</li> <li>- high quality, differentiated teaching and learning activities.</li> </ul>	Whole School
	Yearly handover and transition	Teachers engage in a thorough handover to ensure effective communication and transition. Transition sessions for students requiring additional support are organised based on individual needs. Transition also occurs between pre-schools, primary school, and high school to assist students as they move from one service to the next. Transition occurs for our whole school, with students having time in their next year classroom with their next year teacher.	Whole school
	Student Voice	Student leaders lead a whole school discussion on issues impacting on all students and offer suggestions and ideas from their peers at meetings with the Principal which occur regularly throughout the school year.	Whole school
Early Intervention	Kindergarten Transition	Preschool visits with Year 5 students and next year Kindergarten teacher Parent surveys 1-1 parent meetings Transition sessions – additional sessions occur if needed for students requiring further transitions  Family twilight tours with the Principal and next year Kindergarten teacher so families can see the school surrounds and ask any questions.	Kindergarten students and families

Care Continuum	Strategy or Program	Details	Audience
<b>Targeted Intervention</b>	Learning & Support Team	Our Learning and Support Team (BEST) supports teachers, students, and families to identify student needs and access school counsellor support or specialist allied health professionals. Teachers complete student referrals when requesting support. BEST meetings are held fortnightly, and the team prioritises students according to their needs.	Individual students, families & staff
	Whole School Attendance Initiative	Students who attend school for the whole week receive recognition in our weekly newsletter. The class with the highest attendance for the week earns a jigsaw piece. Once a class's jigsaw is complete that entire class is rewarded with lunch with our principal.	
<b>Individual Intervention</b>	Learning Support Team	Our BEST supports teachers, students and families to identify student needs and access school counsellor support or specialist allied health professionals. Assessments are completed as needed. They also complete applications for integration funding support through Access Request	Whole School
	Attendance programs	Attendance is monitored regularly, with contact being made with parents should there be attendance concerns. Daily messages are sent to non-attende families. Phone calls are made weekly to check in Families of non-attenders that haven't advised the school of their absence. Principal contacts families of attendance concern as needed.	Whole School
	In class SLSO support	Attendance reports are discussed at staff meetings and. Assistance from our Home School Liaison Officer (HSLO) is requested when necessary.	Whole School
	LaST teacher	Work with identified students on individual goals from IEP	Individual students
		Work across the school in collaboration with teaching staff to support students needing additional support. They coordinate individual support, complete assessments, liaise with families and external agencies, attend LST meetings, assist in the development of risk assessments, IEPs and resource development as well as providing small group and individual lessons to targeted students.	Staff, targeted students and families
	SLSO Playground Support		Individual students
	PLSP	Provides support on the playground for identified students to play positively with peers	Individual students
	Behaviour management plans		Individual students
	Completed for students requiring support and for all Aboriginal and Torres Strait Islander students	Individual students	
	Completed for students requiring support	Individual students	
	The BEST team review student data to allocate caseloads for targeted intervention programs.		

## Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
<b>Teacher- redirection – Yellow level behaviours</b> Student utilises -a change in learning space within the classroom  -a designated space in buddy classroom	If a student exhibits 'yellow level behaviours': After a student has received a verbal reminder, then a visual reminder, they are redirected to a different learning space within the classroom, away from the current distractions. Length of time- max 5 minutes  If the 'yellow level' behaviour continues, student is redirected to buddy room. Length of time – 10 minutes.	Class Teacher  Class Teacher Buddy Teacher	Compass - Yellow level  Compass – Yellow level
<b>Student-directed time-out</b> Student utilises -an agreed calm space in the classroom	When a student determines they need to remove themselves from a stressful situation or to prevent escalation in their behaviour	Class teacher / student	Compass
<b>Reflection Room – Orange &amp; Red level</b> Students are referred to the principal (held in the principal's office.) Restorative conversation occurs.	If a student displays 'orange or red level' behaviours. They are referred to the Principal via Compass. The principal will review the incident/s and if agreed orange or red level, communicate with the Families to advise that the student will be in reflection. Student will be with the principal for lunch times and participate in reflection and restorative conversations. If red level – Student will be with Principal for all play sessions. Principal will take the student for sport/physical activities at a separate time from their peers.  Red and Orange level are for one week.	Executive member	Compass

### Partnership with parents/carers

Euston Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by discussion with P & C and parent information sessions.

Euston Public School will communicate these expectations to parents/carers through parent information sessions, school newsletters, updates via the school app, School Stream and Facebook and through parent-teacher conferences and meetings.

### School Anti-bullying Plan

Euston Public School PS anti-bullying plan can be found at  
 Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

### Reviewing dates

Last review date: 5/4/23

Next review date: Day 1 Term 1 2024