



EASTERN GOLDFIELDS
Education Support Centre

Student Behaviour in Public Schools

Policy Implementation Outline

Date: February 2025

Review Date: November 2025



Overview

At Eastern Goldfields Education Support Centre, we explicitly teach and model positive behaviour to foster respect, integrity, safety, and excellence in all areas of learning. We create a safe and inclusive community through Positive Behaviour Support (PBS), trauma-informed practices, Social and Emotional Learning (SEL), and restorative approaches. By setting high expectations, we empower students to achieve personal excellence and contribute positively to society.

School-Wide Approach MTSS

We implement a tiered approach to support students, ensuring a continuum of care and intervention that meets diverse needs:

- **Tier 1 (Whole-School Support):** Clear behaviour expectations are established, taught, and consistently reinforced across all school settings. Programs such as SEL and high-quality teaching practices are applied universally, benefiting all students.
- **Tier 2 (Targeted Support):** Additional, tailored strategies are provided for groups of students who need extra support.
- **Tier 3 (Individualised Support):** Personalised interventions are designed to address the unique needs of individual students.

School Values and Expectations, based on PBS Framework

Our whole-school School Values aim to develop students' self-awareness, self-regulation, and social-emotional skills, while enhancing their overall wellbeing and ability to interact effectively with others. At Eastern Goldfields Education Support Centre, we **RISE** by following our school values of:

- **Respect:** Treat everyone kindly.
- **Integrity:** Be honest and do the right thing.
- **Safety:** Look after yourself and others.
- **Excellence:** Always try your best.

Our School Values and Expectations Matrix outlines the application of these values across areas of the school and community, helping students understand, communicate, and positively address challenges. These expectations are taught through planned lessons, modelling and explicit instruction with students and shared with families and support providers.

Our proactive strategies include:

- Explicit teaching expected behaviours across various settings.
- Monitoring and addressing early signs of concern before behaviours escalate.
- Ongoing feedback to students and families to ensure alignment and consistency in behaviour expectations.
- Behaviour Recognition and Reinforcement: Positive behaviours are consistently reinforced through:
 - Token Systems: Students earn tokens for demonstrating expected behaviours, this is tracked and celebrated with individual and class-wide rewards.

Eastern Goldfields Education Support Centre				
Values and Expectation				
	RESPECT	INTEGRITY	SAFETY	EXCELLENCE
	Treat everyone kindly	Be honest and do the right thing	Look after yourself and others	Always try your best
Learning Areas	Listen carefully when others are speaking and follow instructions. Use kind words and actions towards students and teachers. Take care of your own, others and classroom belongings.	Be honest when you don't understand and ask for help. Accept responsibility for your actions and mistakes. Arrive on time and be ready to learn.	Walk safely inside rooms and corridors. Keep your work area tidy and use materials carefully. Keep yourself and others clean and tidy.	Complete your work to the best of your ability. Stay on task and work through challenges. Celebrate your progress, even small steps.
Outside Areas	Invite others to join you if they are alone. Take turns on equipment and wait your turn patiently. Show kindness by supporting each other.	Be honest when you're winning or losing in a game. If you make a mistake, admit it and learn from it. Follow the rules of the game fairly.	Play gently, without hurting others. Always play in safe areas. Tell an adult if someone is hurt.	Play games with energy and enthusiasm. Help others learn the rules of a game. Play fairly and with good sportsmanship.
Community Areas	Direct others politely when you see them outside school. Follow community rules and respect shared spaces. Treat everyone fairly and kindly, no matter who they are.	Be honest when talking to people in your community. Show responsibility in all actions outside of school. Help others in your community when they need it.	Be aware of personal space and give others room. Wait for your turn when you're in a line or waiting. Follow safety rules when walking or in a vehicle.	Always be helpful and considerate of others. Show your good behaviour with others. Show pride in where you live by taking care of public spaces.
All Areas	Always show kindness to others, whether in school or outside. Be considerate of others' feelings and needs.	Always tell the truth, no matter the situation. Be accountable for your actions and decisions.	Follow all safety rules in all areas of the site. Be aware of your surroundings and make safe choices.	Do your best in everything you do, inside and outside of school. Strive for personal growth and challenge yourself to improve.

- Awards and Recognition: Achievements are celebrated at assemblies, through special events, and within milestone programs

Key Programs and Initiatives

EGESC prioritises the following approaches to support student wellbeing:

- **Berry Street Trauma-Informed Practice:** Recognising and responding to the effects of trauma to create a supportive environment for all students.
- **SEL Wellbeing Program:** Social and emotional learning is explicitly taught and reinforced by staff throughout the school year.
- **Supporting Students' Mental Health:** Comprehensive mental health support, including Mental Health First Aid training for staff.
- **Understanding Behaviour:** Helping staff understand and respond to behaviours using a framework of Positive Behaviour Support.
- **Agile Learning:** A flexible approach to learning that adapts to the diverse needs of students, ensuring every student has the support they need to succeed.
- **Zones of Regulation:** A program that teaches students how to identify and manage their emotions, helping them self-regulate and improve behaviour.
- **5 is AGAINST the LAW:** A personal safety program focused on educating students about boundaries, respect, and recognising inappropriate behaviour.
- **Keys for Life:** A program that builds essential life skills, promoting decision-making, resilience, and personal safety to help students navigate life's challenges.
- **Restorative Practices:** When conflict arises, we emphasise talking and understanding, helping students take responsibility for their actions and learn from their behaviour.

Parent and Carer Partnership

At EGESC, we recognise the vital role that families play in student success. We engage families in developing and implementing student behaviour management strategies through various channels, including:

- **Surveys and Consultations:** Formal and informal means of inviting feedback from families and students.
- **Behaviour Support Toolkit:** We provide parents with resources to understand and support school behaviour strategies, including links to helpful information through the school's newsletter and website.
- **Co-Design Process:** The co-design process for developing shared values, roles, and responsibilities has been added to ensure the active participation of the community.

Behaviour Management Plan

EGESC's behaviour management plan outlines strategies for supporting students who display behaviours of concern. Behaviour interventions are differentiated based on the severity of the behaviour, with responses ranging from teacher-managed interventions for low-level concerns to executive-managed responses for more complex or harmful behaviours.

- **Teacher Managed:** These are low-level inappropriate behaviours addressed by the teacher, such as rule reminders, redirection, reteaching expectations and brief restorative practices.



- **Executive Managed:** More serious behaviours of concern are managed by the school leadership team, involving restorative practices, adjustments to behaviour plans and, where necessary, communication with families and additional support services.

Professional Development for Staff

Staff are provided with regular professional learning opportunities to deepen their understanding of key programs and initiatives, autism and neurodivergence, and various disabilities, ensuring they have the tools to meet the diverse needs of our students.

Monitoring and Reviewing Student Behaviour

Staff engage in continuous monitoring and reviewing of student behaviour as part of the school improvement planning process. This process integrates both positive and negative incidents to refine and improve behavioural practices across the school. The data collected through this review is used to inform adjustments to strategies and interventions, ensuring that practices remain relevant and effective.

To ensure transparency and consistency, record-keeping procedures have been implemented to document and archive all behaviour interventions and plans. This helps track student progress, provides valuable insights for future planning, and ensures that all actions taken are properly documented for accountability and review.

References

[Student Behaviour in Public Schools Policy - Policies - Department of Education](#)

