

Behaviour Support Guidelines 2025

At Eglinton Beach Primary School (EBPS) we endeavour to provide our students with a safe, inclusive, and culturally responsive learning environment. Across the school we use a multitiered system of support to teach and sustain positive behaviour, as we recognise that students learn and progress at different rates. At EBPS, we believe positive student behaviour is essential to engagement in learning and to promoting our school vision of 'Together we excel, forward we grow'.

As a one-school model, our school caters for students with a wide range of abilities, strengths and needs. Some students may require extra support to make informed choices throughout the day. As part of our multitiered system of support, we utilise preventative strategies for all students, ensuring those who need extra help with their behaviour have tailored support to be successful at school. Our staff have specialised training to teach and support positive behaviour, with a strong focus on restorative approaches to rebuild relationships and learn from experiences.

The Department of Education's policy, procedures and resources inform our behavioural practices. Our guidelines have been written in line with a range of essential documents, including:

- Student Behaviour in Public Schools Policy 2023
- Student Behaviour in Public Schools Procedures 2023
- Every student, every classroom, every day
- Aboriginal Cultural Standards Framework
- Teaching for Impact
- Standing together against violence
- Building on Strength
- School Education Regulations 2000
- Student wellbeing and care 2024.

In addition to incorporating and meeting Department of Education requirements, these guidelines have been created in consultation with staff and the school community. This document is available to staff, families, and community members for viewing, and will be reviewed regularly by the school leadership team and school board.

Outlined in these guidelines are:

1. EBPS Code of Conduct
2. Student, Staff and Community rights and responsibilities
3. Multitiered system of support
 - Tier 1: Universal, preventative and proactive strategies used school wide at EBPS.
 - Tier 2: Targeted strategies and support for major or repetitive breaches.
 - Tier 3: Intensive strategies and intervention when trialed support is unsuccessful.
4. Supportive strategies at EBPS
5. EBPS Good Standing Overview
6. Behaviour breach processes
7. Resources from the Departments 'Bullying No Way!' prevention strategy
8. Where to find other key school policies and documents.

1. Eglinton Beach Primary School – Code of Conduct

Our student Code of Conduct encompasses the behaviour and attitudes we expect from all students at Eglinton Beach Primary School and supports students to make positive decisions about their behaviour. These statements have been developed in line with our school ethos and beliefs for all students.

- We treat other people, property and belongings with care and respect.
- We are kind, curious and strive for excellence.

- We follow all staff instructions.
- We play, eat and work in the correct areas.
- We communicate with appropriate, polite, language.
- We keep ourselves and others safe by not touching or disrupting students and staff.
- We care for our school, community and our learning environment.
- We value diversity and seek to understand and include.

2. Student, Staff and Community rights and responsibilities

At Eglinton Beach Primary School, we believe all who learn, work and share our school have the right to a successful, inclusive and safe environment. With this expectation, comes roles and responsibilities for all stakeholders, including the students, staff and members of the community. We acknowledge that the greatest impact on positive outcomes comes from a strong connection between the school and wider community, to ensure all who are welcomed to our school are valued for their contribution.

The table below outlines the rights and responsibilities for our students, staff and community members:

All <u>students, staff, families and community members</u> have the right to:	All <u>students, staff, families and community members</u> have the responsibility to:
<ul style="list-style-type: none"> • A safe and supported school environment • Be treated with mutual respect • Be included • A culturally safe school environment. 	<ul style="list-style-type: none"> • Participate and contribute to a positive school environment • Build positive relationships • Demonstrate respect and tolerance towards others • Show kind and courteous behaviour • Have open and honest communication.
All <u>students</u> have the right to:	All <u>students</u> have the responsibility to:
<ul style="list-style-type: none"> • Have access to curriculum that supports their behaviour development through resilience and social skills • Be taught the Code of Conduct and school expectations • Be supported with protective behaviour curriculums. 	<ul style="list-style-type: none"> • Understand and value inclusion and tolerance for others • Seek help for themselves and others when needed • Show care for their peers, teachers and learning environment • Follow the Code of Conduct and school expectations.
The <u>leadership team</u> have the right to:	The <u>leadership team</u> have the responsibility to:
<ul style="list-style-type: none"> • Support in developing the school's guidelines for effectively managing student behaviour • Support in implementing the strategies and programs in the behaviour guidelines. 	<ul style="list-style-type: none"> • Ensure the school community is informed of these guidelines and any changes • Support staff to implement the programs and strategies outlined in the school's guidelines for behaviour • Provide leadership in resourcing the school's guidelines for behaviour.
The <u>staff</u> have the right to:	The <u>staff</u> have the responsibility to:

<ul style="list-style-type: none"> • Appropriate professional learning in effectively supporting student behaviour, de-escalation and positive handling • Access to resources to support students in building positive relationships, protective behaviours, bullying prevention and resiliency • Be informed of any changes in the schools' process for supporting behaviour • Feel safe and supported in the workplace. 	<ul style="list-style-type: none"> • Promote and model positive relationships • Participate and give feedback on the development of the school's guidelines for behaviour • Identify and respond to behavioural incidents, including bullying • Teach appropriate curriculums for promoting appropriate behaviours, including protective behaviours and pro-social skills.
<u>Families</u> have the right to:	<u>Families</u> have the responsibility to:
<ul style="list-style-type: none"> • Be confident their children are in a safe and responsive school environment • Have access to EBPS behaviour support guidelines and all updates to these documents • Be informed of their child's documented plans and have opportunities to contribute to their development. 	<ul style="list-style-type: none"> • Support and encourage their children to meet the school's expectations and guidelines • Encourage children to report and seek assistance with behaviour at school • Work effectively with the school in responding to behaviour incidents, including bullying.
The <u>wider community</u> have the right to:	The <u>wider community</u> have the responsibility to:
<ul style="list-style-type: none"> • Be appropriately informed of the development of positive behaviour strategies used across the school. 	<ul style="list-style-type: none"> • Provide support and feedback to the schools' approach to positive behaviour supports.

3. Multitiered System of Support

At Eglinton Beach Primary school, we employ a Multitiered System of Support (MTSS) to ensure each student receives equitable, appropriate and consistent support to enable them to succeed at school. The Department of Education defines a MTSS intervention as “a framework to identify, select and deliver the frequency and intensity of support required.” We recognise that our students are complex and multifaceted. By assessing and responding to students in a systematic approach, students will receive the required support and intervention at an appropriate level.

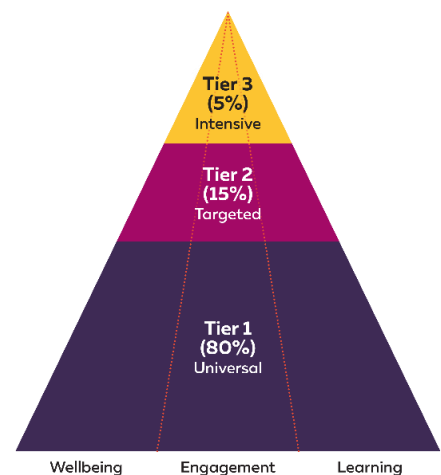
We assess each student's needs in a holistic manner, taking into consideration the three interlinked areas of:

- Wellbeing (including student safety, student health and social emotional learning).
- Engagement (including attendance, retention, behaviour and teaching strategies).
- Learning (including any additional needs, environmental factors and available resources).

The three tiers are outlined below:

Tier 1: Universal, preventative, and proactive strategies used school wide at EBPS

Tier 1 is a whole school approach for all students, ensuring they receive high-quality, evidence-based support across wellbeing, engagement and learning. The needs of 80% of students are typically met by an inclusive and welcoming school environment, with consistent behaviour approaches, high expectations and high-quality classroom practices. At Eglinton Beach Primary school, Tier 1 relates to students good-standing, school wide incentives and celebrations such as merit



awards. Students' behaviour can be supported at a classroom level without need for additional support from home or the school leadership team.

Tier 2: Targeted strategies and supports for major or repetitive breaches

Tier 2 interventions are provided to support small groups of students to address specific individual needs through a targeted documented plan. These supports provide frequent opportunities for skill development, practice and feedback using teaching strategies linked to Tier 1 supports. This intervention is provided to 15% of students, in addition to the classroom-based strategies, with students supported through individualised responses to promote positive behaviour and to engage in learning. These may be documented through an Individual Education Plan, Behaviour Support Plan, Escalation Profile or Risk Management plan. These strategies will be developed at the classroom level with appropriate support from the School Leadership Team, and regular review and discussion with the family to ensure the supports in place are current and practical.

Tier 3: Intensive strategies and intervention for when trialed support is unsuccessful

Tier 3 interventions are designed to support students with complex needs, or when targeted Tier 2 strategies have been unsuccessful. This intervention involves a thorough review of all documented plans, including Individual Education Plan, Behaviour Support Plan, Escalation Profile or Risk Management plans, with the Student Services Team, classroom teacher and family. To commence support at this stage, a referral must be made to the Student Services Team, with the team reviewing all referrals at a triage meeting to determine which tier of support is required. The triage meetings occur in weeks two and six each term, however any critical incident will trigger a review of the student's tier of support. The supports provided at Tier 3 involve an intensive level of skill development, with the frequency and intensity of the practice opportunities and feedback increased from Tier 2. Students involved at Tier 3 include those enrolled in the Endorsed Education Support Program, have complex medical, behavioural or attendance levels, and may therefore have involvement from the School Psychologist or Chaplin, alongside the School Leadership Team and Student Services Team.

4. Supportive Strategies at Eglinton Beach Primary School.

At Eglinton Beach Primary School, we utilise a range of proactive and supportive strategies across the school, to promote positive school engagement. These strategies are an integral part of our school culture, which are embedded in our universal, Tier 1 supports. We believe it is essential that students feel safe and comfortable at school, and our staff utilise these strategies to maintain a calm and supportive learning environment.

Below are some of the strategies you will see used across the school:

Culture of high expectations and care

At EBPS we believe that having high expectations for students is essential for success and growth. When our students meet and exceed our expectations, we recognise and celebrate their achievements. In addition to our whole school positive behaviour system, each classroom utilises their own personalised systems to celebrate success through the day. This may involve individualised schedules or whole class rewards. We believe that progress at any level should be acknowledged and shared.

These strategies include:

- Verbal praise and reinforcement
- Classroom reward systems and schedules
- Merit certificates/ stickers/ tangible rewards
- Letters/notes/ phone calls home to the family
- Celebration of different events throughout the year.

Inclusive learning environment

Our school is home to an Endorsed Education Support Program which caters for students with a range of diagnosed disabilities. This program is highly inclusive, where all students are supported at their individual level to achieve. Our

students are empowered to support each other, show compassion, and welcome and value those with diversity. Within this environment, we use a range of strategies, including careful consideration of classroom structure, staffing and class composition, to ensure each student has a positive learning experience.

These strategies include:

- High staff to student ratio
- Small class sizes
- Documented plans
- Specially trained staff to cater for individual needs
- Inclusion across all areas of the school as appropriate
- Consistent approaches and responses to behaviour
- Shared language and expectations amongst staff
- Alternative and Augmentative Communication (AAC) through Pragmatic Organised Dynamic Display (PODD) available throughout the school
- Highly tailored learning programs and resources.

Explicit teaching of engagement norms

We recognise that students require a range of differentiated support to progress with their learning and positive behaviour. To support this growth, we explicitly teach expected classroom behaviour, to maintain student engagement and learning.

This includes:

- Being prepared for learning
- Listening carefully to instructions and others
- Respectful turn taking
- Moving around the classroom and school calmly and safely.

Explicit teaching of pro-social behaviour

As we cater for students with diverse needs, we acknowledge that providing students with opportunities to develop their pro-social skills in a safe and structured way, leads to improved behavioural outcomes. By providing tailored support for developing social behaviours, we support students to practice and use these skills with their peers, including how to play appropriately, navigate conversations, and form friendships.

These strategies include:

- Explicit social skill lessons
- Explicit teaching of Protective Behaviours curriculum
- Role-play and practice of appropriate play behaviours
- Extra staff on duty at play to facilitate these social skills
- Reading of social stories
- Conversation rehearsal
- Risk management plans for students whose behaviour may be considered to present risks to themselves, staff or students. This may lead to 1-1 supervision to encourage positive behaviour and support the practice of pro-social skills around school.

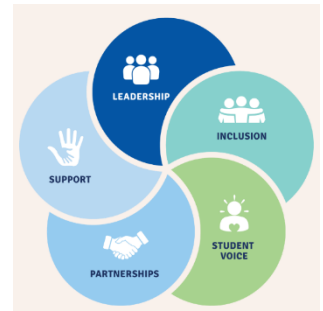
Improving student wellbeing

At Eglinton Beach Primary School, we actively promote student wellbeing, safety and positive relationships so that our students can reach their full potential. We recognise the value in evidence based, Department of Education endorsed resources such as the Australian Student Wellbeing Framework, which aims to support schools to build learning

communities that enhance student outcomes. They provide five key principles to support effective practice in the classroom.

They are:

- Leadership
- Inclusion
- Student Voice
- Partnerships
- Support



(Image from the 'Student Wellbeing Hub' via Department of Education IKON site. Framework | Student Wellbeing Hub)

In addition to the Student Wellbeing Hub, the Department of Education's 'Student wellbeing and care – future directions' (2024) document outlines the impact of schools on the healthy development of all children, and our responsibility as educators to support those experiencing challenges. They note three ways in which staff can have an impact on their students' wellbeing:

1. Connection and Belonging
Fostering positive and safe school environments that create connection and belonging for students.
2. Mastery and Accomplishment
Providing high-quality teaching that gives every student a sense of mastery and accomplishment by building on their strengths.
3. Case Management and Referral
Ensuring that any student who is experiencing difficulties is identified, and in a systematic and planned way, connected to the support they need either inside or outside the school. This includes drawing on support from Statewide Services if required.

We recognise that the wellbeing of students is critical to their academic, social and emotional development. For students who require additional support, classroom teachers provide explicit teaching on understanding and recognising their thoughts and feelings, how to navigate challenges and build self-esteem.

We acknowledge that some students can physically mature at a different rate to their emotional maturity, to support this, we utilise strategies such as:

- Specific health and wellbeing goals within their Documented Plans.
- Case conferencing for specific students identified as at educational risk (SAER).
- Comprehensive Protective Behaviour curriculums.
- Age-appropriate resources targeting emotional maturity.

Individualised reinforcement for positive behaviour

We recognise that to maintain and increase positive behaviour, it needs to be identified and reinforced. Throughout the school, all staff respond to and reinforce appropriate, kind and respectful behaviour. We understand that at times students may not understand the correct way to behave. Therefore, it's vital that our staff actively provide situations to model, teach and practice positive behavioural choices. By doing so, we create opportunities for students to make positive choices and understand the consequence (both positive and negative) of their behaviour.

Some strategies for this include:

- Individual, classroom and school wide reinforcement systems (including merit awards, tokens, stickers etc.)
- Role play, social stories and behaviour rehearsal to work through different behaviours and how they may be adapted or used
- Individual Behaviour Support Plans with explicit and individualised strategies for students who require extra support to maintain positive behaviour
- Sharing of student work around the school, in the office and with home
- Positive phone calls home to share success.

Culturally safe school environment

At Eglinton Beach Primary School, we acknowledge and value the contributions of our Aboriginal families and community members. By working proactively with our local and wider community to develop a culturally responsive school, we aim to provide our students with a welcoming and culturally safe environment. We recognise that true cultural safety can only be determined by Aboriginal people, as outlined in 'First Nations Cultural Safety Framework' who identify that when Aboriginal and Torres Strait Islander people have:

- their presence welcomed and respected
- their experiences believed and validated
- their cultures centred and valued
- their advice listened to and acted upon
- their knowledge and skills are recognised and supported
- they do not experience racism in any form

Only then, can students and families experience cultural safety.

(Gollan & Stacey, 2021)

We endeavour to work to enhance individual and collective cultural identities, and empower individual, family and community wellbeing. We recognise that culturally safe schooling is crucial in enhancing student growth, to ensure more effective and meaningful ways for Aboriginal Students to succeed as Aboriginal People.

For further information on cultural safety as noted above, please see below link to the Australian Evaluation Society's 'First Nations Cultural Safety Framework'

2022.AES_FirstNations_Cultural_Framework_finalWEB_final.pdf

Restorative approaches

Restorative practice is a positive approach that supports students to build and maintain positive relationships across the school community. It aims to create an ethos of respect, inclusion, cooperation, accountability, and responsibility. We know when schools' work restoratively relationships are stronger, and learning is more effective.

At Eglinton Beach Primary School, we recognise that some conflict is inevitable. How we work with students and our school community to resolve conflict impacts on a school's climate, and ultimately students' social and academic outcomes. When navigating these moments, we use a structured process to provide students space to be heard, reflect, and move forward together. Restorative dialogues can provide important 'teachable moments' and opportunities to understand the impact of behaviour on self and others.

When required, all staff will utilise the restorative process of 'P3, P3, F3' as a framework for finding the route of a conflict, acknowledging how this impacted all members involved, and rebuilding the relationships. This strategy is based on the work by Adam Voigt and his work in the 'Real Schools' project.

This process is outlined below:

Pre- meeting	All members of the conflict gather together with an impartial facilitator. This could be a member of the school leadership team, teacher, or other member of staff. The staff member will have a piece of paper with three boxes of P3, P3, F3 on.
P3 (Past: 3 minutes)	During this time, all members share what has occurred, with the facilitator writing down key words used by the students, these may be paraphrased for clarity. For example, if a student shared 'she was mean to me', the staff member would write 'unkind words'. This provides space for students to share how they feel, with time parameters to ensure the contributions are short and to the point, without unnecessary dwelling.
P3 (Present: 3 minutes)	All members begin to identify how they are feeling currently, with the facilitator writing down their key words again. For example, if a student shares 'I feel really angry at her' the staff member would write 'angry'. This provides time for students to express their feelings in the moment, and for other students to see the impact their actions have had on their peers. Having time to reflect and see other perspectives can be great teaching moment for our students.

F3 (Future: 3 minutes)	During this time, we look at their future actions. The facilitator acknowledges the feelings in the 'present' box and asks the members how they can move forward. The group members come up with 'I' statements, such as 'I will include him in my game next time', rather than 'he should be nicer'. This creates individual actions for the group and opportunities for the facilitator to check in on their progress in the future.
Post meeting	The facilitator will check in with each group member in the following days and discuss how they are feeling and their progress against their 'future' actions. This provides time to see the impact of the process and individually support each student's wellbeing.

The aim of our restorative process is to rebuild relationships with students, staff and the community, while providing time for reflection and personal growth.

5. EBPS Good Standing Policy Overview

At Eglinton Beach Primary School, the Good Standing policy acknowledges and supports exemplary student behaviour, attendance, and work ethic. Our Good Standing process is reinforced by our school vision of 'Together we grow, forward we excel', striving for growth and excellence in all students. We recognise that the process of a Good Standing is not always appropriate for some students, including those in early childhood or with complex needs due to their current development. These students will be supported individually.

The Good Standing policy has been developed in line with the Department of Educations 'Keeping our Workplace Safe' initiative, 'Connect and Respect' documents and 'Student Behaviour in Public Schools Policy'.

Maintaining Good Standing

All students commence each year with a Good Standing. It is the responsibility of each student to maintain their Good Standing by:

- Complying with EBPS's Code of Conduct
- Acting within EBPS's Behaviour Guidelines
- Following EBP's Attendance Policy

By maintaining a Good Standing, students have the opportunity to participate in school rewards, excursions, camps, interschool events and other school privileges.

Loss of Good Standing

Students who lose their Good Standing will have their privileges removed until they have restored relationships and modified their behaviour through a negotiated agreement. Students may lose their Good Standing by:

- Receiving a suspension
- Three or more office referrals in a term, that are considered major breaches
- Participating in bullying or cyberbullying.

Regaining Good Standing

Students who lose their Good Standing will be placed on a 'Daily Progress Passport', that records their behaviour for each session and break time during the school day. The purpose of this document is to provide ongoing feedback and support for the student to make positive behaviour choices, and regain their Good Standing.

It is the student's responsibility to ensure the passport is signed during each session, and by the classroom teacher at the end of the day. The duration of the passport is negotiated individually with the school leadership team, and may be extended if the student does not meet the negotiated goals, or demonstrates other inappropriate behaviours.

Once the Good Standing is reinstated, the student is eligible to participate in all school activities, camps and rewards. The Good Standing policy is in place to ensure consistency to our approach to behaviour, and reinforce socially acceptable standards of behaviour.

6. Behaviour Breach Process

At Eglinton Beach Primary School, we support our students through a highly inclusive, responsive and positive learning environment, to promote safe and appropriate behaviour. We utilise a multitiered approach to supporting behaviour around the school, and ensuring students are familiar with the expected behaviours, outlined in our Code of Conduct. While supporting challenging behaviours, our staff use a de-escalation focused practice, which emphasises the need for restorative and relationship building responses.

Within the context of our school, reinforcing and utilising preventative strategies to maintain positive behaviour is key to supporting students who require additional help. Our team strives to teach and encourage students with additional needs to gain an understanding of typical behaviour, act appropriately, and build upon their positive choices. We acknowledge that all behaviours should be considered within the context they occur in.

Eglinton Beach Primary School use the below procedures to work with students who breach the code of conduct.

Minor breach:

A Minor breach can be generally managed in the moment, and does not typically impact on the learning of others. These behaviours are minor and do not cause harm or damage to others or property. A minor breach can be addressed using classroom based, restorative strategies.

These strategies include (but are not limited to):

- Redirecting the student to the appropriate task or behaviour
- Re-engaging the student in the task
- A range of low-key responses, such as eye contact, a simple 'stop' or 'no', or saying the student's name to gain attention
- Reminding of the school rule
- Using a visual prompt, including a schedule card, compic, PODD symbol etc.
- Asking the student if they need to take a break to regulate.

Continued minor breaches may result in School Leadership Team involvement or intervention. This may include:

- Member of School Leadership Team visiting the classroom, playground or place of repeated breach to meet the student
- The student attending the office
- The student spending an allotted period of time with a member of School Leadership Team, or another classroom teacher to reset, regulate, and engage in restorative practices.

Major breach:

A Major breach of the code of conduct will result in immediate School Leadership Team intervention.

These behaviours include:

- Physical or verbal violence towards students or staff
- Damage to property
- Leaving school grounds
- Continued escalated behaviour, showing a potential threat to themselves or others.
- Dangerous behaviours while off site.

If a Major breach occurs, the following procedure will occur:

- The situation will be assessed and responded to with reasonable, necessary and proportionate strategies.
- The student will be supported to calm, regulate and begin restorative practices with staff involved (if appropriate at the time)
- A discussion with the student to identify the behaviour and strategies they can use to adapt their behaviour in the future
- If developmentally appropriate, the student is withdrawn to the office or collected from the off site activity

- Family are notified
- A current Behaviour Support or Risk Management Plan will be reviewed, or a new plan may be created.

If a child is withdrawn from the classroom, the family will be notified via phone call or in person before the end of the day. The school will keep a record of the withdrawal on the school's information system, Compass. For students in Early Childhood, this process may not be appropriate due to their developmental age and limited school experience. They will be supported in an individualised manner, as appropriate for their age.

Major breach resulting in suspension:

A suspension may come into effect if a student demonstrates highly dangerous and serious behaviours. They can include:

- Malicious damage to property
- Wilful violence towards staff or students
- Deliberate dangerous behaviours.

The following process will take place once the situation is safe:

- The School Leadership Team will discuss the situation and if appropriate a withdrawal or out-of-school suspension may apply to the student.
- The family will be contacted to come to the school, and an overview of the situation will be shared.
- The student will remain with School Leadership Team until collected by a parent or care giver.
- School Leadership Team will explain the consequences following the student's behaviour, including a possible suspension and the duration of the suspension.
- A follow up letter will be sent home.
- The suspension will be recorded on the school information system.
- After any suspension, documented plans will be reviewed, and a re-entry meeting will be held.

At Eglinton Beach Primary School, we recognise that suspension is a last resort strategy, that may be used to provide time for the school to investigate, review and make changes to best support the student upon their return to school. This time can also be used to create a transition plan, to ensure that a restorative approach for all parties involved can be successful.

Use of physical contact and positive handling:

In line with School Education Regulations 2000 (Regulation 38), the Principal recognises that:

“A member of staff of a government school may, in the performance of the person’s functions, take such action, including physical contact with a student or student’s property, as is reasonable -

- To manage or care for a student; or
- To maintain or re-establish order; or
- To prevent or restrain a person from -
 - Placing at risk the safety of any person; or
 - Damaging any property.”

[Regulation 38: Gazette 24 Aug 2007 p. 4318.]

Eglinton Beach Primary School follows and adheres to the Department of Education’s Behaviour Management in Schools Policy and Procedures (2023). As part of our ongoing commitment to staff and student wellbeing, staff training in de-escalation and positive handling is maintained through Department endorsed professional learning.

The use of positive handling is only used in a last resort situation, that is reasonable, necessary and proportionate to the context of the behaviour in question. This intervention may be used if all alternative strategies have been exhausted, while also considering the risk of not-intervening. All instances of physical contact are documented and reported in writing.

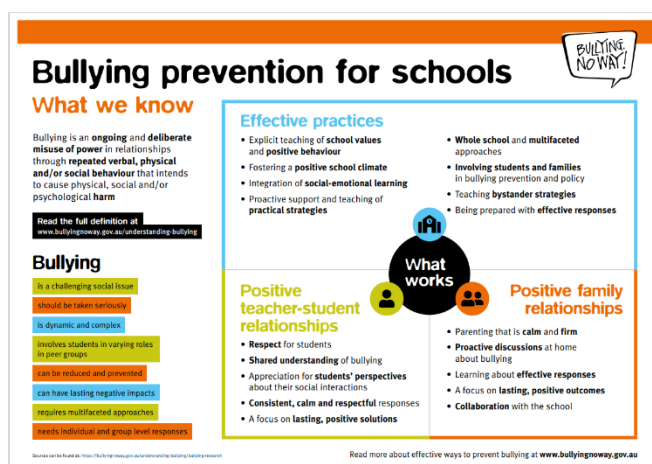
For students with complex behaviour, the use of physical intervention may be planned in their Behaviour Support Plan. This is only to be implemented upon review and consultation with School Leadership team, the family, the student and additional support staff, including the school Psychologist.

7. Resources from the Department’s ‘Bullying No Way!’ prevention strategy

The ‘National Definition of Bullying for Australian schools’ is:

“Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening. Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records). Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.”

At Eglinton Beach Primary school, we adopt a holistic and multifaceted approach to bullying prevention. We recognise that all students have the right to a safe, supportive, learning environment where our students can excel. Creating this supportive culture is the responsibility of all who work, learn and share in the school, including our students, staff and community. Our staff have access to the Department of Educations endorsed ‘Bullying No Way!’ resources, and embed these alongside supportive teaching practices, and protective behaviour education.



Some useful resources are linked below:

- [Understanding bullying \(bullyingnoway.gov.au\)](http://bullyingnoway.gov.au)
- [Preventing bullying \(bullyingnoway.gov.au\)](http://bullyingnoway.gov.au)
- [RespondingToBullying \(bullyingnoway.gov.au\)](http://bullyingnoway.gov.au)
- [Teaching about bullying \(bullyingnoway.gov.au\)](http://bullyingnoway.gov.au)
- [Classroom resources \(bullyingnoway.gov.au\)](http://bullyingnoway.gov.au)
- [Home - Be You](#)
- [Student Wellbeing Hub](#)

8. Links to other key school policies and documents.

Many school-based documents used and created by Eglinton Beach Primary school, interweave with supporting student behaviour. Below is a list of other key policies and where to find them:

Policy or document	Location for viewing
EBPS Attendance Policy	EBPS School website At the front office.
EBPS Mobile Phone and Smart Watch Policy	EBPS School website At the front office.
EBPS Students Online Policy	EBPS School website At the front office.
EBPS Parent Communication Charter	EBPS School website At the front office.

Our school website can be found at:

Home - Eglinton Beach Primary School (eglintonbeachps.wa.edu.au)

Our schools online profile can be found at:

School Overview Eglinton Beach Primary School (det.wa.edu.au)

For school use only:	
Date of guidelines creation	27/08/2024
Date of guideline review	17/04/2025
Date of guidelines next review	17/10/2025