

NSW Department of Education Paddington Public School Behaviour Support and Management Plan 2025



Overview

Paddington Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Our goal is to inspire every child to participate positively in society. We value and strive to develop safe, respectful learners in a caring learning community.

Principles of positive behaviour support, trauma-informed practice, inclusive practice and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses. We nurture and maintain relationships built upon trust, empathy and respect. We embrace and celebrate the diversity within our community and value the strong partnerships that exist to enhance the culture of our school.

Key programs prioritised and valued by the school community are 'UR Strong', 'Bounce Back' 'PAX Good Behaviour Game' and 'Restorative Practice'. Positive Behaviour for Learning (PBL) is the evidence-based problem-solving framework used to achieve positive academic, behavioural and social outcomes for all students. PBL is a team-driven process designed to represent the voices of students, families, staff and community.

Student Wellbeing and Engagement is prioritised in Strategic Direction 2 of the School Improvement Plan. Initiatives include building teacher knowledge and skills in using the most effective preventative and responsive strategies to maintaining optimal conditions for learning across the whole school for all students.

Student behaviour includes behaviour that occurs:

- At school
- On the way to and from school
- On 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 phone devices and/or other technology involving another student or staff member, where there is a clear and close connection between the school and the students' conduct.

Partnership with parents and carers

Paddington Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management strategies by;

- Maintaining close relationships and open communication to support positive student behaviour at school.
- Inviting parent/carer and student feedback through formal and informal means such as school surveys, Tell Them from Me surveys, consulting with the P&C and local AECG.

Paddington Public School will communicate these expectations to parents/carers through the school newsletter. Our school proactively builds collaborative relationships with families and

communities to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules

Paddington Public School has the following school-wide rules and expectation: To be respectful, safe and engaged learners.

Respectful	Safe	Engaged
Demonstrate respect for myself, others, the environment and equipment	Be aware and take responsibility for how my behaviour and actions impact others	Take responsibility for my own learning
Act and work cooperatively	Model and follow school expectations	Strive to do my best
Value a sense of belonging for all	Avoid dangerous behaviour and help others make safe choices	Recognise and celebrate success

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 behaviour of concern, including bullying and cyber bullying behaviour.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that's et 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
- Encourage expected behaviour with positive feedback and reinforcement
- Discourage inappropriate behaviour
- Providing active supervision of students
- Maximising opportunities for active engagement with learning
- Providing carefully sequenced engaging lessons
- Differentiate learning content and tasks to meet needs of all learners

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning (PBL) Tier 1	Whole-school proactive and prevention approaches aim to establish and maintain safe, respectful learning environments for all students.	
Prevention	PAX Good Behaviour game	PAX Good Behaviour Game (PAX GBG) consists of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.	
Prevention	National week of Action (NWA) Bullying No Way	Our school participates in the annual National week of Action against Bullying and Violence (NWA) in August each year.	
Prevention	UR Strong 'Friendology'	The 'Friendology' program has a strong emphasis on belonging and inclusion. It encourages students to accept and value themselves and their peers. It teaches students how to recognise a positive friendship and a negative one. Detailing explicitly how to deal with 'Friendship Fires' and 'Mean-On-Purpose' behaviour.	
Prevention	Child Protection	Teaching child protection education is a mandatory part of the syllabus.	
Prevention	Australian eSafety Commissioner Toolkit for School to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incident. The toolkit includes actions to report and manage cyberbullying incidents.	
Early intervention	Zones of Regulation Learning and Support	Teaching self-regulation using a range of sensory-motor strategies increases the coping strategies of students who are feeling anxious, stressed or who have poor resilience within the school environment.	
Early intervention	Behaviour Flow Chart	Follow school-wide behaviour flow chart using indirect and direct response.	
Targeted intervention	Leaning and support	The LST work with teachers, students and families to support students who require personalised learning and support.	
Targeted intervention	Attendance Support	The SAM refers students to LST / attendance committee who convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	
Individual intervention	Individual Behaviour Support Planning	Planning is done in collaboration with the student and their family with support from Team Around a School where needed. This can include individual behaviour support and risk management plans.	

School Wide Expectation Matrix (PBL across all settings)

Setting	Respectful To be respectful I will	Safe To be safe I will	Engaged To be an engaged learner I will
All school settings	Use manners and kind words Care for myself and others Wear full school uniform	Wear a school hat outside Be in the correct place at the correct time	Be punctual Always strive to do my best
Learning Space Classroom	Respect the right of others to learn Be tolerant of others and their opinions Care for your own and others' belongings Accept consequences	Use classroom equipment and furniture safely and correctly Keep my hands and feet to myself. Move sensibly and safely	Come prepared & organised Be responsible for my own learning Be an active listener Complete assigned work & Use the internet appropriately
Class lines	Silently sit and be ready to listen to the teacher	Walk sensibly to my assigned area when I hear the bell ring Sit silently and wait for teacher instructions	Pack up when the bell rings
Toilets	Always give others privacy Keep toilet area tidy Follow the bathroom expectations poster		
Eating time	Do the right thing, put it in the bin Sit down quietly until dismissed Eat my own food only	Sit and eat in my assigned area Listen and follow teacher instructions	Reduce, Reuse, Recycle Pack up my belongings
Indoor recess and lunch	Use quiet voices and manners Treat equipment with care	Wait for the teacher before entering Walk inside the room	Play fairly Pack up when asked

Setting	Respectful	Safe	Engaged
	To be respectful I will	To be safe I will	To be engaged I will
Playground and equipment	Line up behind others and give them space Be considerate of others using the equipment Keep hands and feet to myself Show good sportsmanship	Use equipment safely and be aware of others Care for the environment Be aware of others' games and share the space Keep my hands and feet to myself	Play fairly, wait my turn and follow the rules of the game
Office	Say please and thank you Stand and wait at the counter until the office staff are ready to see me	Enter and exit the hall silently in class lines	Be an active participant during all activities
Hall	Enter the hall silently Remain quiet throughout assembly Clap at appropriate times Listen to whoever is speaking	Enter and exit the hall silently in class lines	Be an active participant during all activities
End of Day	Walk quietly and let smaller students go before me	Place balls, toys, iPads, phones in my school bag Walk quietly & carefully out of exits	Walk in line with the teacher to the exit
Outside of School	Represent our school and wear uniform with pride Be considerate of the community Value community & environment	Always stay with my group Always follow adults' instructions	Walk in line with the teacher to the exit

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

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
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.	Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	Seek help from principal or other staff member if there is a risk to safety. Otherwise notify principal ASAP.
Verbal and non-verbal specific feedback is paired with positive tangible reinforcers for acknowledging expected behaviour.	Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	Principal / Class 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. Incident review and planning is scheduled for a later time determined by the context and nature of the incident.
Tangible reinforcers are • free and frequent. • Moderate and intermittent Options include class specific rewards, Core Values Awards & Principal Awards,	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.	Principal collects information and reviews the incident from multiple perspectives and determines next steps. Principal records the incident of the centralised recording system and contact parent/carer by email or phone. Principal may consider further action e.g. formal caution or suspension.
All social and emotional learning programs are taught fortnightly.	Teacher records on the centralised recording system by the end of the school day any social and emotional issues or concerns displayed. Teachers and Executive Teams monitor data systems and notify family if repeated concern.	Refer to LST or APLaS considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.
Teacher/parent contact	Teacher/parent contact	Teacher /parent contact
Teacher contact through school email or phone calls home are used to communicate student effort to meet expectations.	Teacher contacts parents by email or phone when a range of corrective responses have not been successful. In some cases, individual planning and referral to LST may be discussed.	Assistant Principal / Principal contacts parent/carer to discuss any support and behaviour responses, including referral to LST, outside agencies or Team Around a School.

Responses to serious behaviours of concern

- 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:

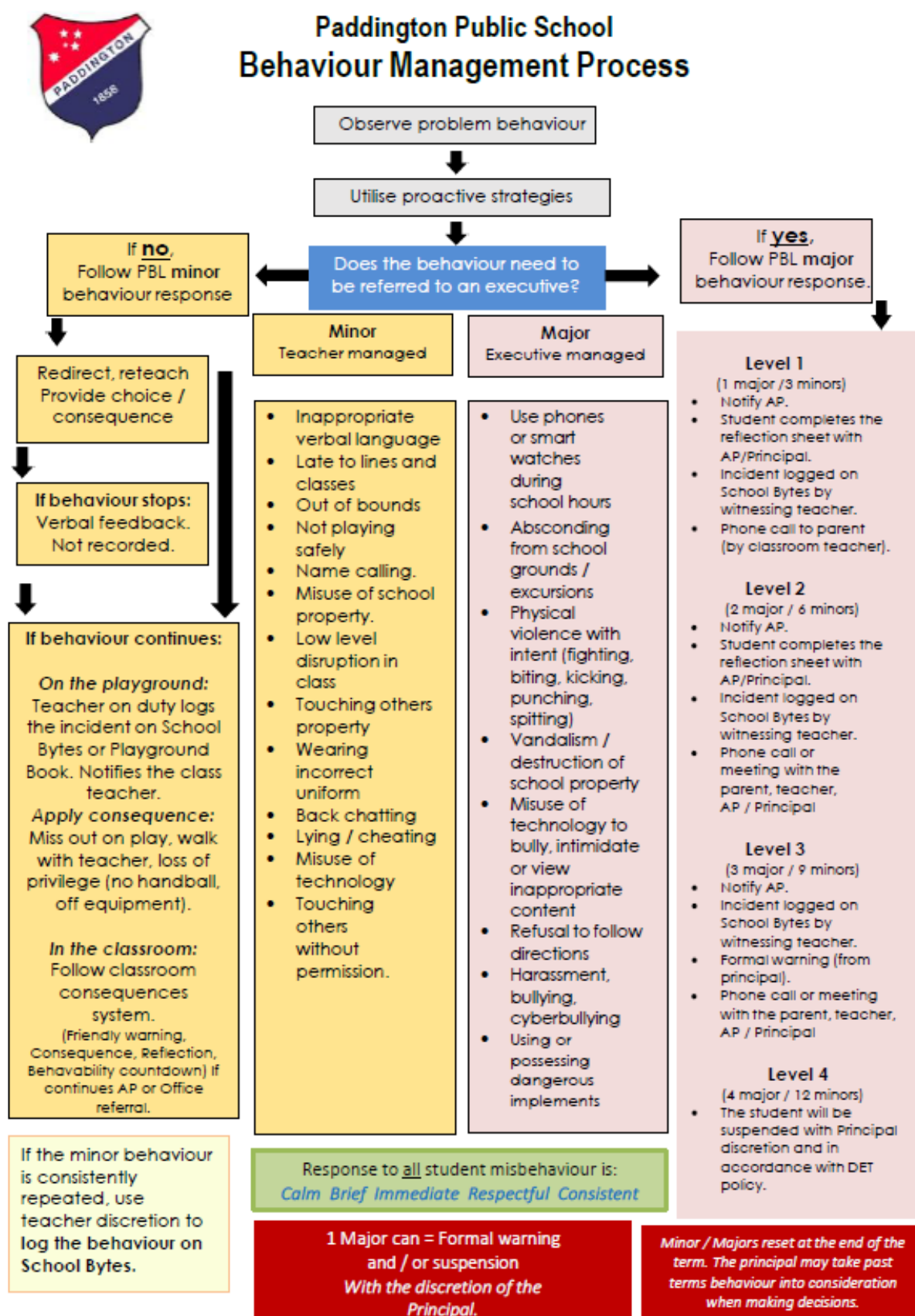
- [Incident Notification and Response Policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Detention, reflection and restorative practices

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

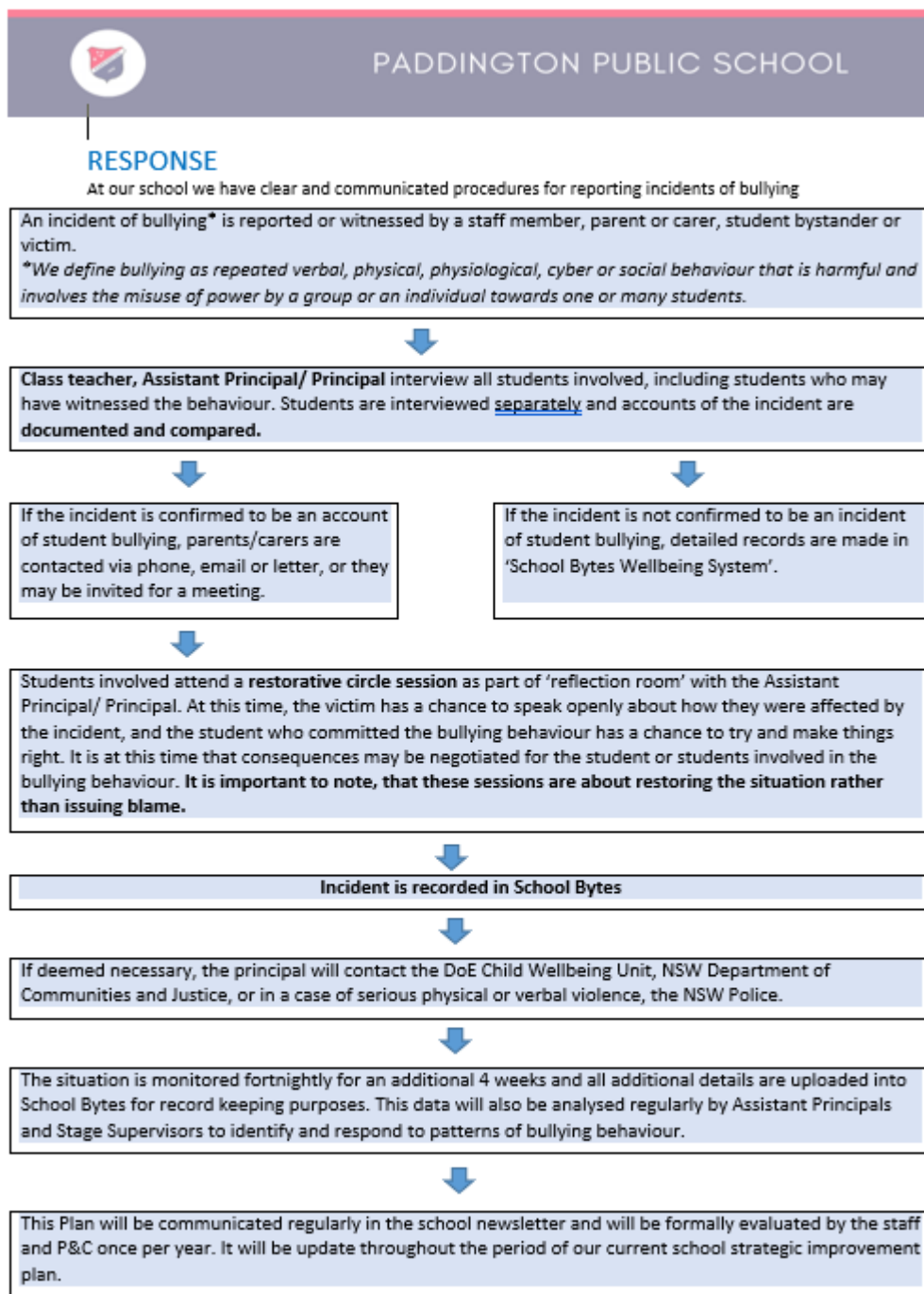
Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next day at either lunch or recess break	Assistant Principal / Principal	Documented in Reflection Room Book and on centralised school system
Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group.	Next break	Assistant Principal / Principal	Documented in playground book and centralised system
Restorative practice – peer mediation or circles in groups.	Scheduled for either lunch or recess break	Assistant Principal / Principal	Documented on centralised school system

Behaviour Management Flow Chart





Response to an Incident of Bullying



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Review dates

Last review date: Term 1, 2025.

Next review date: Term 1, 2026