



School Behaviour Support and Management Plan

Introduction

Randwick 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 include weekly Positive Behaviour for Learning lessons, digital citizenship lessons, resilience programs, wellbeing programs, social skill programs and anti-bullying workshops.

The school has a whole-school approach to promote positive behaviour and social- emotional learning through prevention, early intervention, targeted intervention and individual intervention.

Meaningful engagement and partnerships between the school, student, parents and carers, and community if fundamental to maintaining positive student behaviour in schools.

This plan has been developed in line with the [Student Behaviour Policy](#), [Behaviour Code for Students](#) and the [School Community Charter](#).

Promoting and reinforcing positive student behaviour and school-wide expectations

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

- Be Respectful
- Be Responsible
- Be a Learner

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

Positive Behaviour for Learning

Randwick Public School has created a whole school comprehensive, consistent and positive approach to student wellbeing with an emphasis on self regulation using the Positive Behaviour for Learning program so that students can *connect, succeed and thrive*.

PBL is a consistent, school-wide system of support that helps define, teach and support appropriate student behaviours and wellbeing, creating a positive school environment. The educational process brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The PBL framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people. It is supported state-wide by the NSW Department of Education and underpinned by the [Wellbeing Framework for Schools](#).

Students are explicitly taught weekly lessons, discussing and role playing desired observable behaviours in different areas of the school. These lessons are supported by signage throughout the school and consistent expectations from all staff.

Randwick Public School Behaviour Matrix

	Classroom	Library	Online	Playgrounds	Equipment	Stairs and Corridors	Toilets	Canteen	Assembly	Office and Sick Bay	Representing Our School
BE RESPONSIBLE	Be on time Be organised Keep the classroom tidy	Return borrowed books on time Put books away in the correct place	Follow technology agreement Tell a teacher if you see something that makes you uncomfortable Use technology as instructed	Small balls in the morning Walk around corners Wear a hat	Wait for a teacher to supervise Play safely	Keep belongings in bag Keep bags zipped Carry food carefully	Use appropriately	Use your own money Walk sensibly	Enter and exit quietly Place belongings in front of you Remember your belongings	Walk quietly Walk directly Go with a peer	Follow instructions Take care of belongings Stay with group
BE RESPECTFUL	Move around sensibly Include others and be fair Greet your teacher – say hello	Move around sensibly Speak softly Be gentle with books	Respect people's privacy Communicate positively	Keep hands and feet to yourself Include others Move when the music plays	Include others Take turns Move when the music plays	Keep left Walk quietly and sensibly Be mindful of others	Aim and flush Leave clean Respect privacy	Stand patiently in line Use manners Move away after buying	Keep your hands and feet to yourself Sing with pride, arms by your side.	Knock before entering Use manners	Respect property Use manners Ensure uniform is neat
BE A LEARNER	Raise your hand Listen and participate Be ready to learn	Raise your hand Listen and participate Ask for help	Use technology for learning Ask for help	Talk to each other to solve a problem Ask for help Sort your rubbish	Talk to each other to solve a problem Ask for help	Return to class quickly Make space for others Work quietly	Wash hands	Plan what you want to buy	Take pride in performances Listen and participate	Listen to staff Follow signs and instructions	Listen Actively participate Remember road safety

House System


The House system at Randwick aims to develop a sense of belonging and identification through pastoral care, team building and peer group activities. Sense of belonging has a strong influence on students' academic motivation (Goodenow, 1993b), and those students who have a strong sense of belonging tend to be happier, have greater interest in school activities and are more confident (Osterman, 2000; Furrer & Skinner, 2003)

House points are awarded to students demonstrating the school's PBL values (Be Responsible, Be Respectful, Be a Learner) and related observable behaviours including academic achievement, effort, attitude and citizenship. Points are recorded in Sentral and displayed in real time throughout the school.

At the end of each term all Houses will participate in a House Gala afternoon, run by the Year 6 House leaders. The House with the most points at the end of each term will be awarded the House Cup and recognised in a special ceremony.

Houses are named after Australian animals local to the Sydney area (Gulamany, Gunganagina, Wombat, Gudugulung, Biladurang and Gawura) and we encourage students to use their Gadigal language names.

RPS School House System



House:


Koala

Indigenous name:

Gulamany

Colour:

Red



House:

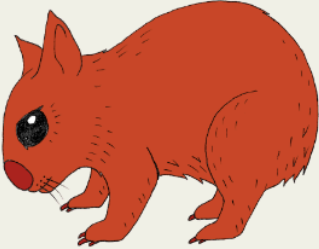
Kookaburras

Indigenous name:

Guganagina

Colour:

Purple



House:

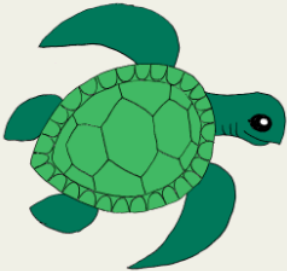
Wombats

Indigenous name:

Wumbat

Colour:

Orange



House:


Turtles

Indigenous name:

Gudugulung

Colour:

Green



House:

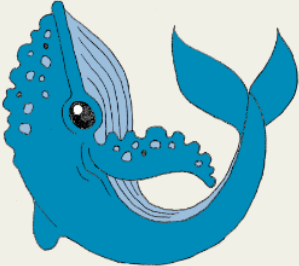
Platypuses

Indigenous name:

Biladurang

Colour:

Magenta



House:

Whales

Indigenous name:

Gawura

Colour:

Blue

Behaviour code for students

The [Behaviour Code for Students](https://education.nsw.gov.au/content/dam/main-education/policy-library/associated-documents/pd-2006-0316-01.pdf) can be found on the department’s Policy Library at <https://education.nsw.gov.au/content/dam/main-education/policy-library/associated-documents/pd-2006-0316-01.pdf>. 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	House System	Whole school positive reinforcement to develop a sense of belonging	Whole school
Prevention	High quality differentiated teaching	Addresses individual learning needs of all students, where appropriate learning adjustments are documented in an individual student support plan and/or Personal Learning Pathways (PLPs).	Whole school
Prevention	Anti-bullying workshops	Acknowledgement of anti-bullying week through student activities and external workshops	Whole school
Early intervention	PBL Tier 1	Explicit teaching and modelling of specific skills including behaviour expectations and social skills.	Whole school
Early intervention	The Got It! program	A specialised early intervention program for students Kindergarten to Year 2 who display emerging conduct	Identified K-2 students

		problems such as aggression, defiance and disruptive behaviour, and a family component. All staff complete professional development on emotion coaching.	Families Staff
Early intervention	Grow Your Mind	A curriculum-aligned, wellbeing program is based on four key pillars of research – positive psychology, public health, social and emotional learning + neuroscience. The program provides a common language extending beyond wellbeing, builds confidence and supports academic learning.	Whole school
Early intervention	Get Lost Mr Scary	A behavioural program that helps young children develop skills to cope with fears and worries. Explores in a playful way how we can change the way we respond to what life presents us.	Identified K-2 students
Early intervention/ Targeted intervention	Student Support Officers	Work in schools to enhance the wellbeing and learning outcomes of students. SSOs support the implementation of the school's whole-of-school approach to wellbeing, helping students develop social and emotional skills through targeted strengths-based programs and strategies that build resilience, coping skills and positive relationships.	Identified students in K-6
Early intervention/ Targeted intervention	Wellbeing Officer	To support the wellbeing of students through the provision of pastoral care services and strategies to support the wellbeing of the broader school community.	Identified students in K-6
Targeted intervention	Trauma Informed Practice PD	In 2023 all RPS teachers participated in this PD. Trauma-informed practice recognises student behaviour as communication and helps staff build their confidence so they can help students who have experienced trauma get ready to learn.	All teachers
Targeted intervention	Restorative questions when responding to challenging behaviour	Restorative practice focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur. Restorative practices are high in accountability and high in support as they draw out what harm has been caused and about being able to repair that harm. Use affective questions to focus on the specific behaviours of concern or incident without blaming. It is important to use relational questions to draw out who was affected and how they were affected. Questions should be directed towards problem-solving – 'what needs to happen to make this right?'	Whole school
Targeted intervention	Emotion coaching	Following the whole school PD in 2023, teachers use emotion coaching as a way of responding to a child's emotions that helps them to learn about their feelings and make helpful behaviour choices. <ol style="list-style-type: none"> 1. Listen to the child's feelings with your whole body 2. Put the child's feelings into words 3. Help them to notice what's happening in their body 4. Empathise with them 5. Help them to solve their own problem 	Whole school
Individual intervention	Communication books	To support students who have ongoing inappropriate behaviour. Partnership with parents/carers on a frequent basis is required	Identified students in K-6

Individual intervention	Functional Behaviour Assessment (FBA)	Functional behaviour assessment (FBA) supports teachers to identify when, where and the likely reasons (why) behaviour(s) of concern are occurring. This information can be used to develop an individual student behaviour plan which includes strategies that address why the behaviour is occurring.	Identified students in K-6
Individual intervention	Student behaviour plan	Behaviour support planning is a continuous cycle of planning and improvement. The process of continuous reflection and improvement is focused on understanding underlying triggers and causes from the perspective of the individual student.	Identified students in K-6
Individual intervention	School counselling service	School counselling staff provide counselling using evidence-based interventions with students individually and in groups. They also undertake cognitive, emotional and behavioural assessments to contribute to the development of appropriate school-based support for students.	Identified students in K-6
Individual intervention	Attendance programs	Staff work with the student and parent/carer to understand the underlying factors contributing to non-attendance and plan supportive strategies School and support agencies work collaboratively with the student and parent/family to assist re-engagement.	Identified students in K-6
Individual intervention	Sensory assessment and supports	A sensory support or sensory strategy is any equipment or technique that increases or decreases sensory input to help a student to focus and learn. Occupational therapists often provide suggestions for appropriate tools. Eg. calm space, earphones, wobble cushion, weighted lap pad, fidget toy, movement breaks, putty, stress ball, liquid timers.	Identified students in K-6

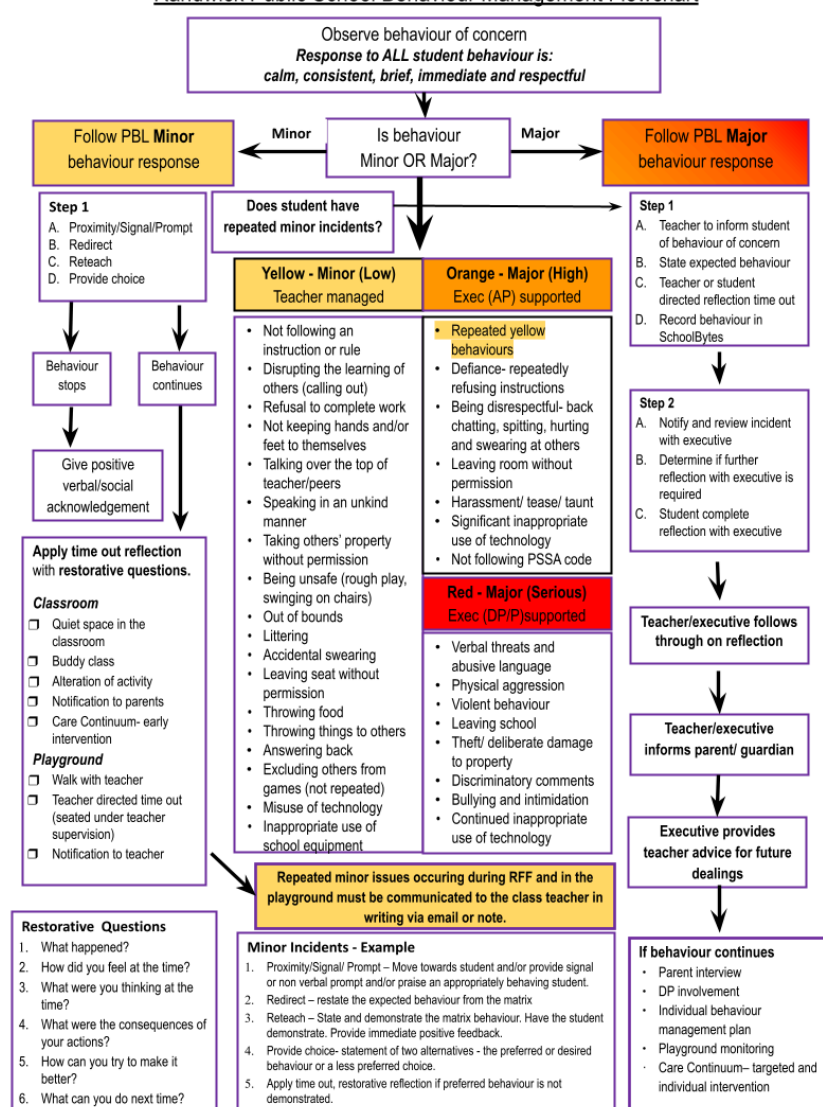
Detention, reflection and restorative practices

Behaviour	Action	Coordinator	Recorded
Minor (yellow behaviours)	Prompt, redirect, reteach & choice	Class or duty teacher	SchoolBytes: Wellbeing if becoming a pattern of behaviour
Major high (orange behaviours) including repeated low level	Restorative practices with time out or detention & reflection	Class or duty teacher with executive support	SchoolBytes: Wellbeing Communication with parents
Major serious (red behaviours)	Restorative practices, detention & reflection with parental involvement	Executive	SchoolBytes: Wellbeing Communication with parents

Behaviour Management Flowchart (active link)

Randwick Public School Behaviour Management Flowchart

Revised 5/24



Restorative practices

Restorative practice focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur. Restorative practices are high in accountability and high in support as they draw out what harm has been caused and about being able to repair that harm.

Teachers have an opportunity to model restorative strategies for students in the classroom.

Use effective questions to focus on the specific behaviours of concern or incident without blaming. It is important to use relational questions to draw out who was affected and how they were affected. Questions should be directed towards problem-solving – ‘what needs to happen to make this right?’

Restorative questions to respond to challenging behaviour

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?
- If the same thing happens again, how could you behave differently?
- What support do you need? Who can you go to for support?

Example of in-class process- Learning From Mistakes Repair Plan (Restorative questions)

LEARNING FROM MISTAKES					
Name: _____					
CIRCLE, MARK WITH AN "X", OR WRITE YOUR ANSWERS.					
1. What happened?					
Said Something Unkind	Did Something Unsafe	Went Somewhere Without Permission	Didn't Follow Directions	Talked When It Wasn't My Turn	
Hurt Someone	Took Something That Wasn't Mine	Distracted Others	Damaged Property or Misused Materials	SOMETHING ELSE:	
2. How did you FEEL at the time?					
Worried	Sad	Happy	Frustrated	Lonely	Excited
Angry	Envious	Bored	SOMETHING ELSE:		
3. What were you THINKING at the time?					
Wanted to Be Included or Belong	Was Full of Energy and Needed to Move	Thought Something Was Unfair	Was Stressed About Something	Wanted to Get Away or Be Left Alone	
Didn't Understand the Lesson	Wished I Had Something	Needed Attention and Connection	Wanted to Have Fun	SOMETHING ELSE:	

4. What were the consequences of your actions?				
Someone's feelings were hurt.	Someone's body was hurt.	Others couldn't learn as much	I lost someone's trust in me.	I have a problem to solve.
I feel worse.	I wasn't able to learn as much.	I lost a privilege.	SOMETHING ELSE:	
5. How can you try to make it better?				
Apologize	Do Something Kind	Complete My Work	Clean Up	SOMETHING ELSE:
6. What can you do next time?				
Take Deep Breaths or Count to 20	Focus On My Work	Take a Break to Get Calm	Keep My Hands and Feet to Myself	Ask to Take a Movement Break
Ask a Grown-Up For Help	Stop and Think Before I Do Something	Ask to Use or Share Something	Use Kind Words	Listen and Pay Attention
Follow Directions	Stay Where I'm Supposed To Be	Use Words to Say How I Feel and What I Want	SOMETHING ELSE:	

Restorative questions to help those harmed by others' actions

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?
- Who can you go to for support?

Detention and reflection

"To ensure the safety and wellbeing of all students and staff, as well as provide an educational environment where all students can achieve and succeed, it is essential that behaviour is managed appropriately. Where students do not respond positively to the standards and expectations of the school, it may be necessary to apply a fair, reasonable and proportionate action." [Detention and Time-out Guidelines](#)

Partnerships with parents/ carers

Randwick Public School continues to work in consultation and partnerships with parents and carers to support student engagement and wellbeing at school.

School anti-bullying plan

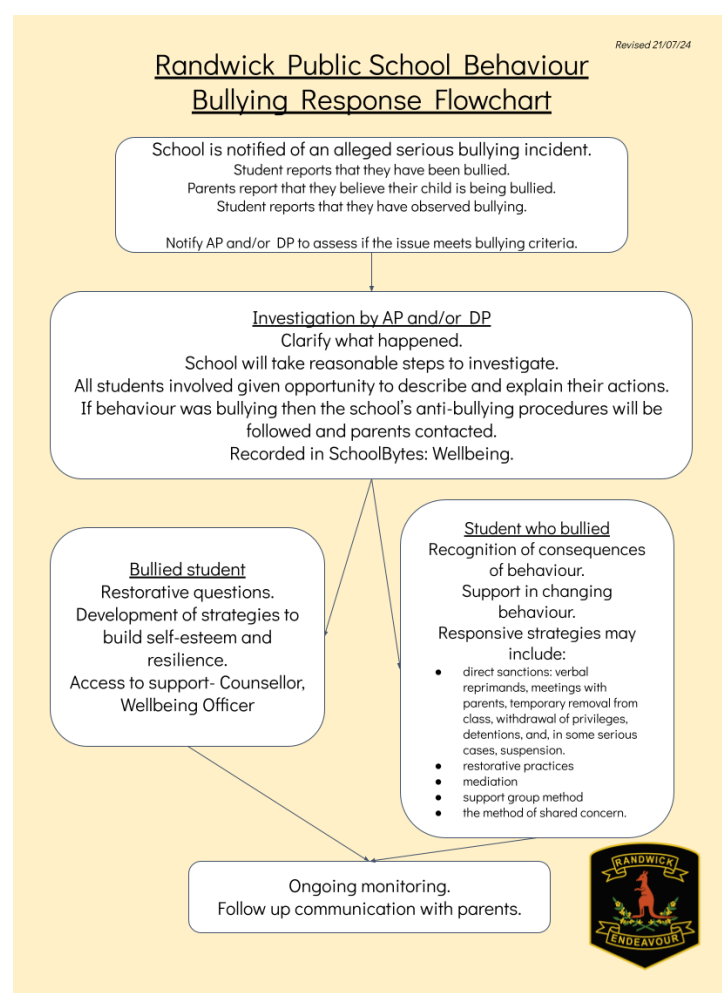
Bullying behaviour has three key features. It involves the **intentional misuse of power** in a relationship. It is **ongoing and repeated**, and it **involves behaviours that can cause harm**.

Bullying behaviour can also involve intimidation, victimisation and harassment, including that based on sex, race, religion, disability or sexual orientation, both online and offline.

Preventing and responding to bullying is the shared responsibility of all school staff, volunteers, and contracted staff employed by schools, and students, parents and carers.

Randwick Public School's anti-bullying plan can be found on the school website [here](#).

[Bullying response flow chart](#) (active link)



If a student reports bullying to you

- reassure them that you will try to **help them**
- **avoid minimising** the issue, or saying dismissive things that imply the issue is not important
- find a **suitable place** to talk, or make a time to discuss the problem privately
- ensure that your **voice is calm** and your body language is open as you listen
- **listen** without interrupting, using only encouraging questions or sounds to show you are listening
- only after you have **heard their whole story** should you ask specific questions if you need more details
- if they haven't already told you, ask the student **when, how and where** the bullying happens, including:
 - what words have been said or written
 - has anyone been physically hurt and how
 - who is usually around
 - who else have they told about this
 - if it is happening online ask if there is any evidence of what has happened
- ask questions to help you **distinguish** between single incidents of conflict and an ongoing pattern of bullying
- **write down** the information, or ask an older student to write down the details themselves and give it to you
- **reassure** the student it's never okay to be bullied
- reassure the student it is **not their fault** that the other person is behaving in such a way
- **praise** the student for speaking out, acknowledging that talking about it takes lots of courage
- reassure them that the school takes this seriously and that you will **get back to them** as soon you can
- ask the student if they **feel safe in the short term** in case you need to take preventative safety measures.
- tell them you will now start your **school's procedures** to investigate and respond to their report- **Notify AP and/or DP**.

Restorative questions to help those harmed by other's actions

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- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?
- Who can you go to for support?

<https://education.nsw.gov.au/schooling/schooling-initiatives/anti-bullying/>

<https://bullyingnoway.gov.au/support-and-advice-for-schools>



Reviewing the school behaviour support management plan

School guidelines are reviewed annually and regular feedback is requested and implemented from each of the student, teacher, executive and parent groups.