



## Overview

Randwick High School serves a diverse community of approximately 1500 students. Founded in 2025 after the merging of Randwick Boys High School and Randwick Girls High School, the school carries forward its rich heritage of public education into the 21<sup>st</sup> Century. The school enjoys a history of strong HSC achievement and rich learning pathways, combining care for students' wellbeing with high academic standards. Randwick High School focuses on our learners today to create the leaders of tomorrow.

Throughout the merge process, extensive consultation has occurred with parents, students and staff regarding the values underpinning the school's procedures regarding promoting positive behaviour. The core values system is based on LEAD: Leadership, Empathy, Accountability, and Determination.

## Partnership with parents and carers

Randwick High School will partner with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies, including for bullying behaviour by:

- inviting families and student feedback through formal and informal means, including surveys and consultation meetings
- using concerns raised through complaints procedures to review school systems, data and practices.

Randwick High School will communicate these expectations to parents/carers through the school newsletter, website and provide links to information and resources in the [Behaviour support toolkit](#).

## School-wide expectations and rules

<b>Expectation</b>
Leadership: Modelling inclusive, safe and respectful behaviour, inspiring and connecting with others
Empathy: Acting with kindness, tolerance and compassion
Accountability: Working independently and honestly, prioritising learning
Determination: Striving for personal excellence with determination, resilience and confidence

## 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

Randwick High School takes a positive psychology approach to managing student wellbeing and teaching behaviour. We incorporate elements of Positive Behaviour for Learning and Positive Psychology to deliver a values based system.

Our school embeds student wellbeing and positive behaviour approaches and strategies across the care continuum and responds to behaviours of concern, including bullying and cyberbullying behaviour. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents. These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- actively supervising students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention/ Early / Targeted / & Individual intervention	Positive Psychology Approach	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes circles and restorative conversations.	Staff, students 7-12, families
Prevention / Early Intervention / targeted / individual	Australian eSafety Commissioner <a href="#">Toolkit for Schools</a>	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 cyber-bullying incidents.	Students 7-12, staff, families
Prevention	<a href="#">PDHPE curriculum</a>	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students 7-10
Prevention / Early intervention	<a href="#">Student support officer</a>	Supports the implementation of the school's approach to wellbeing.	Student 7 - 12
Prevention	Transition Year 6 into 7	Focusing on a safe and successful movement from primary to high school.	Incoming Year 7 students
Prevention	Peer support program	Builds resilience by helping students develop strong relationships and skills to manage life's ups and downs.	Students 7 and 10, and co-ordinators

Care Continuum	Strategy or Program	Details	Audience
			All year 9 receive training
Prevention	<a href="#">National Week of Action Against Bullying and Violence (NWA)</a>	Our school participates in the annual (NWA) – Term 3 each year.	Staff, students 7-12
Targeted Intervention	Whole-school wellbeing events program	Our school offers a range of interventions designed to boost wellbeing, promote positive conflict resolution and boost harmony and cohesion.	Staff, students 7-12
Targeted intervention	Leadership programs	These include Student Representative Council, SAGA and First Nations Leadership programs.	Students 7-12
Individual Intervention	Monitoring cards	For students who exhibit ongoing behaviours of concern. Also to be used post-suspension.	Individual students 7-12,
Individual intervention	Individual behaviour support planning	This may include developing, implementing monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Students, parent/carer, LaST, HT Wellbeing
Individual intervention	<a href="#">Attendance monitoring</a>	Address barriers to improve attendance and set growth goals.	Students, Year Advisor

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

Advice for STAFF on taking action on reported student bullying:

1. Listen calmly and document what the student tells you
2. Collect additional information eg. witness statements, teacher reports
3. Record incident on Sentral
4. Provide suggestions on what to do if the bullying occurs again
5. Set a date for a follow up review with the student
6. Contact parent/carer and inform of the incident and the course of action
7. Organise supports for the students involved

Randwick High School actively promotes being an ‘upstander’ to bullying. An Upstander is someone who takes action against bullying behaviour. When an Upstander sees someone being bullied, they do something about it. Upstanders are the most powerful participants in bullying incidents. They help to stop the bullying from happening, or they support the person who is being bullied. The school trains all students in the four steps to being an upstander:

- 1) Be a friend to the person being bullied.
- 2) Shift the focus away from the bullying situation.
- 3) Call the person out on their bullying behaviour.
- 4) Ask for help.

## Responses to serious behaviours of concern

ALL MEMBERS of the Randwick High School community have a responsibility to:

- Demonstrate and promote positive relationships that respect and accept individual differences and diversity within the school community
- Be empowered with information about the school's Anti-Bullying Plan
- Work collaboratively with the school to resolve incidents when they occur
- The school commits to responding in a timely manner to all reported incidents

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

Teacher managed – low level inappropriate behaviour is managed by teachers in the classroom and the playground.

Executive managed – behaviour of concern is managed by school executive.

In responding to serious behaviours, the school refers to the NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) which apply to all NSW public schools and governs 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 students are withdrawn from the playground as a planned response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Restorative practice – <a href="#">peer mediation</a> , <a href="#">circles</a> or restorative conversations in groups	Scheduled as soon as all involved are available	Year Advisor/HT Wellbeing	Behaviour / wellbeing ITD system wellbeing module
After school detention –The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)	Weekly, one hour after school	School executive	Behaviour / wellbeing ITD system

## Review dates

Last review date: Terms 3 and 4, 2024.

Next review date: Term 4, 2025

## RESOURCES

*This plan has been devised in alignment with information from:*

### **NSW Department of Education Anti-Bullying Policy**

<https://education.nsw.gov.au/policy-library/policies/bullying-of-students-prevention-and-response-policy>

### **Anti-Bullying NSW**

<https://antibullying.nsw.gov.au/>

### **Bullying – No Way!**

<https://bullyingnoway.gov.au/>

### **Reach Out Australia**

<https://au.reachout.com/>

### **Headspace**

<https://headspace.org.au/>

### **Kids Helpline – 1800 551 800**

<https://kidshelpline.com.au/>