



School Behaviour Support and Management Plan

Overview

Randwick Public School is committed to explicitly teaching and modelling positive behaviour and supporting all students to engage meaningfully with their learning. We foster a safe, respectful and inclusive learning environment where every student is supported to grow both academically and socially. Central to this approach is Randwick Values in Action—a whole-school framework that embeds shared daily routines and behavioural expectations, aligned to our core values of being respectful, responsible, and a learner. This consistent approach helps create predictability across the school day and reinforces a calm, safe and supportive culture.

Our school also prioritises a number of evidence-based programs that promote social-emotional learning and student wellbeing. These include Positive Behaviour for Learning (PBL) lessons, digital citizenship education, resilience-building programs, targeted wellbeing support, social skills development, and anti-bullying initiatives. These programs are integrated into classroom practice and supported by all staff to ensure that students understand how to navigate relationships, manage emotions, and make positive decisions.

We take a whole-school approach to behaviour and wellbeing that includes prevention, early intervention, targeted support, and individualised responses. This tiered model ensures that all students receive the level of support they need, when they need it. Prevention is a strong focus, with staff teaching and modelling expectations explicitly and revisiting them regularly. For students who require more support, early and targeted interventions are used to address emerging needs, while intensive, individualised supports are available for those with more complex challenges.

At the heart of our approach is a belief in the power of strong, trusting relationships between students, staff, families and the wider community. These partnerships are essential in maintaining a positive school climate and ensuring students feel safe, valued and connected. When schools, parents and students work together, we can foster an environment where everyone has the opportunity to succeed.

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

Partnerships with parents/ carers

Randwick Public School works closely with parents and carers to support student wellbeing and engagement. Through regular consultation, families are included in key decisions around wellbeing initiatives, including the Randwick Values in Action program and the school's Behaviour Support and Management Plan.

Case management processes ensure parents and carers are active participants in planning and reviewing strategies to support individual student needs. These meetings involve collaboration between families, classroom teachers, executive staff and learning support teams to develop consistent approaches across home and school.

The school maintains a strong relationship with the P&C, who contribute to wellbeing through consultation, resourcing, and community events. This partnership strengthens the connection between families and the school and helps create a positive, supportive learning environment.

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 discuss 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:

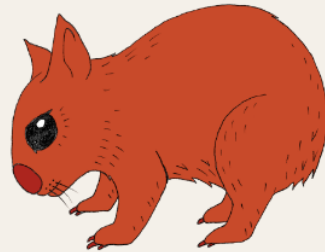
Kookaburras

Indigenous name:

Guganagina

Colour:

Purple



House:

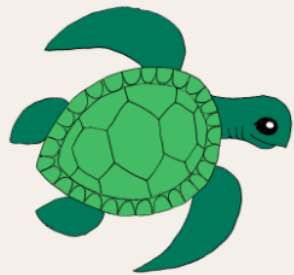
Wombats

Indigenous name:

Wumbat

Colour:

Orange



House:

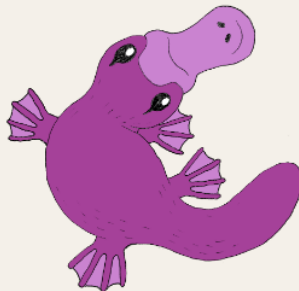
Turtles

Indigenous name:

Gudugulung

Colour:

Green



House:

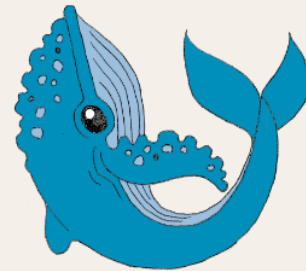
Platypuses

Indigenous name:

Biladurang

Colour:

Magenta



House:

Whales

Indigenous name:

Gawura

Colour:

Blue

Behaviour code for students

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

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	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	Student Support Officers	Work in schools to enhance the wellbeing and learning outcomes of students. SSOs support the implementation of	Identified students in K-6

intervention		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.	
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 conversations	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
Early/targeted intervention	Beehive retreat	The Beehive Retreat is a quiet sensory space for students who may find the playground overwhelming. It offers structured play and calm activities, helping children regulate, recharge, and return to class ready to learn.	Identified students in K-6
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	Identified students in K-6

		student and parent/family to assist re-engagement.	
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

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

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.

Behaviour	Action	Coordinator	Recorded
Minor (yellow behaviours)	Prompt, redirect, reteach & choice. Individual adjustment. Reflection.	Class or duty teacher	SchoolBytes: Wellbeing if becoming a pattern of behaviour
Major high (orange behaviours) including repeated low level	Restorative conversation. Communication with parent/carer. Engagement of learning support team. Review of privileges.	Class or duty teacher with executive support	SchoolBytes: Wellbeing Communication with parents
Major serious (red behaviours)	Restorative conversation. Communication with parent/carer. Engagement of learning support team. Review of privileges. External supports. Suspension.	Executive	SchoolBytes: Wellbeing Communication with parents

[Behaviour Management](#) (active link)

<div>  <h1>Behaviour Management</h1>  </div>		
I am a respectful, responsible learner who makes good choices. Praise, stickers, high fives, awards, House points		
Yellow Behaviours	Orange Behaviours	Red Behaviours
Disruptive Behaviour & Non-Compliance <ul style="list-style-type: none"> Not following instructions promptly Not returning to class promptly Being out of class for a period without permission Unsafe behaviour (e.g., Not keeping hands and feet to themselves) Being out of bounds Littering Misusing school equipment Incorrect use or storage of mobile phones/smart watches Peer Interaction & Social Behaviour <ul style="list-style-type: none"> Poor sportsmanship Teasing Being disrespectful (e.g., rude comments, talking back) Swearing (general swearing not directed at staff/student) Property Misuse <ul style="list-style-type: none"> Throwing food Inappropriate use of school equipment 	Repeated Minor Behaviour <ul style="list-style-type: none"> Minor behaviour repeated at least three times Disrespectful & Defiant Behaviour <ul style="list-style-type: none"> Defiant behaviour (e.g., refusing to follow directions after multiple prompts) Continued disobedience (e.g., repeatedly breaking class or school rules) Disrespect to staff Breaking the PSSA Code of Conduct Physical & Emotional Harm <ul style="list-style-type: none"> Hurting others (e.g., pushing, shoving, rough play) Bullying Inappropriate touching of others Inappropriate Digital Behaviour <ul style="list-style-type: none"> Posting offensive or disrespectful comments online Playing online games, watching non-educational videos, or browsing unrelated content during lessons Using a device to record or photograph someone without their consent Using a phone or digital device on school site without permission Property Damage <ul style="list-style-type: none"> Damage to school equipment Graffiti Stealing (e.g., minor items) 	Repeated Serious Behaviour <ul style="list-style-type: none"> Serious behaviour repeated at least three times in a week Aggressive & Harmful Behaviour <ul style="list-style-type: none"> Fighting or physical aggression (e.g., hitting, kicking, or slapping others) Deliberate physical harm (e.g., punching, choking) Aggressive behaviour (e.g., threatening others) Deliberate attempts to cause severe physical harm (e.g., using objects to hit or injure) Spitting at someone Severe Defiance & Non-Compliance <ul style="list-style-type: none"> Directed swearing at a staff member or student Refusing to comply with directions and disrupting the learning environment Truancy (leaving school grounds without permission) Stealing from others (e.g., taking another student's belongings with intent) Digital Misconduct <ul style="list-style-type: none"> Accessing private or restricted content on school devices or networks Altering or damaging shared online documents or classwork intentionally Downloading unapproved apps or software on school devices Serious Property Damage <ul style="list-style-type: none"> Malicious damage to school and/or the property of others Graffiti (extensive or offensive) Serious Disrespect & Intolerance <ul style="list-style-type: none"> Racial intolerance Spitting at someone Bullying (repeated, targeted behaviour causing distress) Harassment or intimidation of others Possession of weapons Possession of Prohibited or Dangerous Items <ul style="list-style-type: none"> Possession of weapons (e.g., knives, sharp objects) Possession of harmful substances (e.g., bringing dangerous chemicals to school)

<div>  <h1>Behaviour Management</h1>  </div>		
Yellow Behaviours	Orange Behaviours	Red Behaviours
<ul style="list-style-type: none"> Disruptive Behaviour & Non-Compliance Peer Interaction & Social Behaviour Property Misuse 	<ul style="list-style-type: none"> Repeated Minor Behaviour Disrespectful & Defiant Behaviour Physical & Emotional Harm Inappropriate Digital Behaviour Property Damage 	<ul style="list-style-type: none"> Repeated Serious Behaviour Aggressive & Harmful Behaviour Severe Defiance & Non-Compliance Digital Misconduct Serious Property Damage Serious Disrespect & Intolerance Possession of Prohibited or Dangerous Items
Actions to take	Actions to take	Actions to take
<ul style="list-style-type: none"> Incident recorded in <u>School Bytes</u> with details of the behaviour and actions taken Proximity, non-verbal cue, ignore/attend/praise, redirect, reteach, provide choice Individual adjustment e.g. move seat, sit closer to teacher Move seats or change location within the classroom Reflection time in class, buddy class or break out space Questions to ask yourself: <ul style="list-style-type: none"> Why are they not following my instructions? How is the student feeling? Hungry? Tired? Sad? Is the work too hard? Too easy? What skills need to be taught to help them? What is a proactive measure I can put in place to support the student? How can I help support this student's need? How can I put in another support to build friendships, or help with sensory environment, or create movement? 	<ul style="list-style-type: none"> Incident recorded in <u>School Bytes</u> with details of the behaviour and actions taken Teacher consultation with supervisor Immediate executive restorative conversation- Assistant Principal with teacher Communication with parent/carer Engage Learning Support Team Review of participation in offsite events, privileges or leadership opportunities (e.g. prefect, House captain) if deemed appropriate Behaviour monitoring card implemented to track ongoing behaviour concerns 	<ul style="list-style-type: none"> Incident recorded in <u>School Bytes</u> with details of the behaviour and actions taken Immediate executive restorative conversation- Deputy Principal with Assistant Principal or teacher Communication with parent/carer through DP/Principal Parent meeting with teacher/supervisor/DP/Principal Immediate Learning Support Team involvement Review of participation in offsite events, privileges or leadership opportunities (e.g. prefect) if deemed appropriate Referral to external behaviour support services if necessary (e.g., counselling, behaviour specialist) Formal caution of suspension (if behaviour warrants escalation) Short suspension (1-4 days) for serious breaches of school behaviour expectations Long suspension (5-20 days) for critical or repeated serious behaviours Return to school agreement with parents and senior executive

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?

SOMETHING ELSE:

2. How did you FEEL at the time?

SOMETHING ELSE:

3. What were you THINKING at the time?

SOMETHING ELSE:

4. What were the consequences of your actions?

SOMETHING ELSE:

5. How can you try to make it better?

SOMETHING ELSE:

6. What can you do next time?

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?

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

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

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](#)

School anti-bullying plan

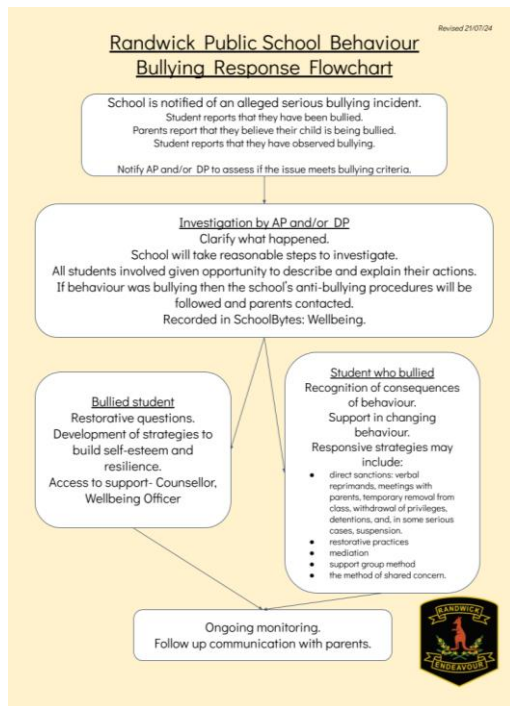
Bullying behaviour has three key features. It involves the **intentional misuse of power** in a relationship. It is **ongoing and repeated**, and it **involves behaviours that can cause harm**.

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

- 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?

<https://education.nsw.gov.au/schooling/schooling-initiatives/anti-bullying>
<https://bullyingnoway.gov.au/support-and-advice-for-schools>

RUDE
 IS WHEN SOMEONE SAYS OR DOES
 SOMETHING UNFRIENDLYLY
 HEARTFUL, ONE TIME

MEAN
 IS WHEN SOMEONE SAYS OR DOES
 SOMETHING WISELY
 SOMEONE WHO IS

BULLYING
 IS WHEN SOMEONE SAYS OR DOES
 SOMETHING UNFRIENDLYLY
 HEARTFUL, ONE TIME
 EVEN AFTER YOU'VE TOLD THEM TO
 STOP

Reviewing

Last review date: February 2025

Next review date: February 2026