

Ryde Secondary College

School Behaviour and Support Management Plan

Ryde Secondary College is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

The major aim of the plan is to maintain an integrated, systematic approach to student management to foster reflection and prevent incidents of student misbehaviour or wellbeing issues from becoming entrenched and serious.

As reflected in educational research, student behaviour is explicitly linked to their wellbeing and experience of belonging to the school and wider communities.

At Ryde Secondary College, a wide range of practices, structures, promote and support student wellbeing. Some are listed below. Students who participate extensively in school life tend to have more positive experiences at school and are more constructive in their behaviour.

Positive Behaviour for Learning Programs		
RIOT program	RAISE mentoring	Excursion and incursion
Drama performances	Debating and public speaking	Whole school projects
Student Representative Council	Mentor programs	Merit program
Work experience	Charity and volunteer work	Bounceback program
Empower program	Integration program	Specialist and cohort camps
String ensemble	Concert band	Jazz band
Vocal ensemble	Drama club	Choir
Rock band	Guitar ensemble	RAGE program
Duke of Edinburgh	Transition programs	Sport and competitions
School assemblies	Student progress reports	Guest speakers and programs
TVET courses	Subject selection evenings	Parent teacher evenings
Principal interviews	Orientation and transition	Homework club
Religion and Ethics	Subject competitions	Education week
Parents and Citizens Association	Student Assistance Scheme	Special provisions
Cafe Malvina	P&S Scholarships	Peer tutoring and mediation
Wellbeing teams	Targeted behaviour support	Targeted learning support
Careers support	School counselling service	Student support officer



High expectations for Student Behaviour and Positive Learning Environment

Students attending Ryde Secondary College are expected to support the following school wide approaches for a positive and inclusive learning environment:

- **Safe, Respectful, and Orderly Classrooms:** Essential to high-quality educational experiences where students strive to achieve their best, valuing the rights of all community members.
- **Engagement:** Students are engaged when teachers focus on building academic, sporting, and cultural potential through differentiated and quality teaching.
- **Participation in Co-Curricular Activities:** Encouraged to develop talents, improve wellbeing, and build skills like perseverance, teamwork, and leadership.
- **Supportive Environment:** Students are expected to behave respectfully, safely, and responsibly in all settings, including online interactions.
- **Parent Support:** Regular school attendance and a positive learning environment are enhanced through active parental involvement.
- **Self-Esteem and Responsibility:** Students develop self-esteem through pride in their uniform, punctuality, and preparedness for class.

Ryde Secondary College Values

Ryde Secondary College is committed to providing a high-quality comprehensive education in a caring and supportive environment that promotes and fosters the values of Resilience, Respect, and Responsibility.

- **Resilience** Empowering individuals through learning and creating challenging opportunities for success.
- **Respect** Promoting mutual respect, tolerance, and peaceful conflict resolution.
- **Responsibility** Encouraging active participation and accountability for personal actions in a safe environment.

Respect	Resilience	Responsibility
Classroom		
You can demonstrate resilience by: • taking advantage of opportunities to learn • continually seeking improvement • accepting and facing difficulties	You can demonstrate respect by: • allowing yourself and others to learn • being on time • turning off devices when entering the classroom	You can demonstrate responsibility by: • being proud of your appearance and the College • looking after your own, others' and school property • caring for others
Walkways and quads		
You can demonstrate resilience by: • being a good sport • accepting and facing	You can demonstrate respect by: • going to class on time • sharing a safe and clean environment	You can demonstrate responsibility by: • being proud of your appearance and the



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difficulties	allowing a clear thoroughfare	College - looking after your own, others' and school property - caring for others - putting rubbish in the bin - walking carefully and to the left when passing others
Oval		
You can demonstrate resilience by: - being a good sport - accepting and facing difficulties	You can demonstrate respect by: - going to class on time - sharing a safe and clean environment	You can demonstrate responsibility by: - being proud of your appearance and the College - looking after your own, others' and school property - caring for others - putting rubbish in the bin - not playing contact sports
Canteen		
You can demonstrate resilience by: - being a good sport - accepting and facing difficulties	You can demonstrate respect by: - going to class on time - sharing a safe and clean environment	You can demonstrate responsibility by: - being proud of your appearance and the College - looking after your own, others' and school property - caring for others - putting rubbish in the bin - waiting in line for your turn - playing ball games only during 2nd half of lunch
Uniform		
You can demonstrate resilience by: - keeping a neat appearance - seeking support when in need	You can demonstrate respect by: wearing the correct uniform with pride	You can demonstrate responsibility by: keeping your uniform clean and maintained



Diversity and inclusion

All NSW public school students have a right to an inclusive learning environment and to feel happy and safe at school. All students and staff have the right to be treated fairly and with dignity, both online and offline, in an environment free from discrimination, including that based on sex, race, religion, disability or sexual orientation. Schools are neutral places for rational discourse and objective study and not places to protest, display or prompt political views or action.

If you wear or display items that may be seen as discriminatory or inconsistent with NSW Department of Education values, you will be referred to a DP immediately. School facilities are not to be used at any time for activities that are inconsistent with the values of public education or the school's purpose and goals. We have a very diverse school community with many different views and must always remain neutral and respectful even if our views differ. Our priority always is to ensure everyone is welcome, everyone belongs and feels safe. Please work with us to ensure that our school community upholds this policy.

Prevention: recognising and reinforcing positive student behaviour

Ryde Secondary College employs the following strategies to explicitly teach, recognise, and reinforce positive student behaviour:

- Promoting positive interactions between teachers and students.
- Providing constructive feedback to build self-advocacy.
- Offering a diverse curriculum meeting individual student needs.
- Establishing a fair and consistent code of behaviour.
- Promoting a safe educational environment.
- Encouraging role models and mentors among students.
- Maintaining partnerships with parents regarding behaviour.

RSC merit program - recognising positive behaviours

The Merit Program aims to reinforce positive behaviour across all areas of school life. Students can progress through the Merit Award system by attaining three previous awards, with recognition at assemblies.

Ryde Secondary College's Merit Program works in accordance with the College Values and Code and aims to reinforce positive behaviour across the classroom, playground and community.

Students can progress through the Merit Award system by attaining three of the previous awards. For example, three Class Merits, students will be awarded a College Award. Teachers may recognise positive behaviours and award students Class or College Awards for various reasons. Parents, carers and students can track their award tallies and progression through Sentral student/parent portal. As students' progress through to higher levels of the award system, certificates may be presented at year group and presentation assemblies recognising student achievement.

The principal may award a special Principal's Award that is complementary to the usual award progression levels.



Progression levels:



Unacceptable behaviours

Behaviours which are dangerous, unsafe or impact the health, safety and wellbeing of staff or students, will lead to **serious disciplinary consequences**. The policy includes:

- Social media behaviour which is hostile to the College, staff or students, or actions considered to be misuse of technology. This also includes but is not limited to: cyberbullying, sexting or online problematic and/or harmful sexual behaviours, stalking behaviours, intimidation, impersonation of people in group chats, hostile group chats and similar activities.
- **physical violence** by anyone involved in a conflict, harassment or threatening behaviour. The College has a “hands off” policy. Conflict must be resolved in a peaceful manner through discussion.
- engaging in sexual harassment, sexual assault, or other **problematic and/ or harmful sexualised behaviour** that may pose a risk of, or has caused, physical, psychological or emotional harm to others
- continued/persistent **disobedience** and/or **disruptive** behaviour
- **malicious damage** to, or **theft** of, property
- **verbal abuse**, or **threatening behaviour**
- using an implement as a **weapon**
- **discrimination**, including that based on sex, race, religion, disability, sexual orientation or gender identity. Students are encouraged to inform regular teachers for assistance if these activities have occurred
- **behaviour outside school**, where relevant, for example, where students are in school uniform or using public transport
- being in possession of or supplying **illegal/suspected substances**, including tobacco, alcohol or other banned items.

Banned items

The following items are banned from Ryde Secondary College:

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|------------------------|---|
| • Liquid paper | • Cigarettes, tobacco, etc |
| • Texta colours | • Cigarette lighters, matches |
| • Spray cans | • Drugs |
| • Chewing gum | • Pornographic material |
| • Electronic games etc | • Knives or other weapons, including fake weapons, water pistols. |
| • Alcohol | • Vapes |
| • Razor blades | |

Students possessing and/or using these items may be suspended.



Playground rules

These have been developed to ensure your safety is promoted at all times.

- In the playground, students should behave according to the College Code, be safe and considerate, and use common sense at all times.
- Students are to go directly to classes immediately after the bell rings.
- Students are to use the toilets during recess and lunch breaks – not after the bell rings or between periods unless with a teacher's written permission.
- Students are to be in the canteen area only to make a purchase and are to be in a queue.
- **Ball games:**
 - hand ball games in quads (soft balls only)
 - appropriate ball games on MPC courts and COLAs
 - other ball games on the oval only (no tackling or dangerous kicking or play)
 - dangerous kicking, which may impact the safety of others is not permitted.
- **Passive areas:**
 - quadrangles in Blocks B, D & E
 - all stairs, balconies and walkways (transit only)
 - seats next to main entrance path
 - under Library, BBQ area and MPC quad
 - H Block verandah
- **Out of Bounds:**
 - car parks
 - driveway side of main entrance path
 - Malvina Street/Forrest Road corner
 - Between fence and line of seats around the oval
 - directly behind Canteen, Pavilion and MPC
 - bell tower balcony
 - lifts (unless authorised user)
 - Human Movement Studio/MPC entrance
 - All classrooms and specialist areas (unless directly supervised by a teacher)
- Litter is to be placed in the bins provided
- All visitors are to sign-in at the Public Reception Office
- Students are not to leave the College grounds or to be in contact with non-RSC students while at the College.

Strategies for dealing with unacceptable behaviour

Unacceptable behaviour may also occur in the playground, buses, on excursions, online, and in public places. Most unacceptable behaviour by students can be addressed in the regular classroom or situation.

- Students are advised to discuss any issues with teachers at the end of the lesson or at the earliest opportunity. Some may require counselling, the services of teachers or head teachers, with particular skills, special classes and/or appropriate referral. Measures and practices may:
 - Assist students towards full participation in the College's educational program
 - Foster self-reflection and the need for self-regulation
 - Cater for specific learning difficulties



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- Address behavioural problems or wellbeing needs
- Develop a sense of self-worth and belonging to the College and the wider community.

A range of strategies and programs provide support for positive behaviour and student wellbeing. They include:

Strategy of Program	Details	Audience
Prevention		
Positive Behaviour for Learning (PBL)	Whole-school proactive and prevention approaches aim to establish and maintain safe, respectful learning environments for all students. Proactive approaches include explicit teaching of the expected behaviours. These interventions underpin effective teaching and will reduce minor behaviours of concern when applied consistently.	School community
Merit Program	A range of awards are provided for students who demonstrate progress, improvement, success, or exemplary behaviour.	School community
Student Voice Program	A range of opportunities are provided to enable students to provide feedback to teachers and to raise issues of interest across the school. This includes learning logs, Three Way Learning Conversations, Student Leadership and Participation programs (e.g., SRC, Prefects, Year 7 Learning Commission, SW Public School surveys).	Whole school, students
PDHPE Curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students 7-10
Communication with Parents	To increase parents' understanding of how our school addresses all forms of behaviour.	Staff, students 7-12, families
Transition Year 6 into Year 7	Focusing on a safe and successful movement from primary to high school.	Incoming Year 7 students
National Week of Action Against Bullying and Violence	Our school participates in the annual NWA during Term 3 each year.	Staff, students 7-12
Peer Support Program	Builds resilience by helping students develop strong relationships and skills to manage life's ups and downs.	Students 7 and 10, co-ordinators



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Early intervention		
Student Support Officer	Supports the implementation of the school's approach to wellbeing.	Students 7-12
Restorative Practice	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
Australian eSafety Commissioner Toolkit for Schools	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 incidents.	Students 7-12, staff, families
Study Centre	Support for learning provided two afternoons per week after school for students with expert teachers.	Whole School
Learning and Support	The LST works with teachers, students, and families to support students who require personalised learning and support.	Staff, individual students 7-12, families
RAGE program	For students who exhibit low-level behaviours of concern.	Individual students 7-12
Leadership Programs	These include Student Representative Council, library, and peer mentors.	Students 7-12
RAISE program	Mentoring with community members	Students in Year 8
Additional Wellbeing Support	Additional funding allocated to enable a teacher to provide daily support for students with specific wellbeing needs or support from Year Advisor.	Whole school student support
Student Support Officer	Full-time support for students with wellbeing needs.	Whole school student support
WHIN Nurse	Part-time support for students with wellbeing needs.	Whole school student support
Individual intervention		
RIOT Program	Student and teacher training with a strong focus on self-regulation.	Whole school student support



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Monitoring Card	Monitoring cards may be used to allow staff and parents to assess improvement or progress in behaviour or other issues.	Individual student, parents, pre or post suspension
Student Management Plan, PLP, Transition Plan, Safety Plan	Plan to manage individual issues or needs, with advice provided to teachers to manage specific issues or needs.	Students, parents, staff
Withdrawal from Activity, Move to Other Activity	Student may be temporarily or permanently removed/moved from an activity within a class or outside of class, due to health and safety concerns, student wellbeing, or health risk.	Student, parents, teachers
Time Out - College Classroom with Teacher or SSO	Time out under the supervision of a staff member due to mental health or behaviour issues arising. Short duration.	Student, parents, teachers
Referral to Tutorial Centre/Pennant Parade or North Learning Centre	Referral to a centre for suspension or after access request for additional support. Time frame varies.	Student, parents, teachers
RAISE Mentoring	Community mentoring of Year 8 students identified by teachers.	Year 8
Futures Learning, NMS	Targeted individual support with literacy, numeracy, or assessments.	Whole school student support
Community Access, Link Support	Community access provided to students with special needs.	Support Unit students
Attendance Monitoring	Address barriers to improve attendance and set growth goals.	Students, Year Adviser
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
College Service, Restitution	May be required following damage to property or other issues where service is the best option.	Student, parent, teacher
Formal caution to Suspend, Suspension, Expulsion	Warning of suspension or suspension following significant or persistent behaviour issues.	Student, parent, teacher



Wrap Around Support	A range of learning and wellbeing support to maintain motivation, uncover underlying concerns, and reinforce positive behaviour, including school counselling, wellbeing team advice, senior executive support, careers counselling, and more.	Students, staff
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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/development level of the student.

Action	Time	Coordinator	Record keeping
Staff advice to student Year Groups or school as a whole	Roll call, assembly	Year Advisor, HT Year, Deputy Principal, Principal	Not all recorded. Some on Sentral or in newsletter
Individual teacher interviews with students	After lessons, during recess or lunch	Teacher	Sentral
Head Teacher, Deputy Principal, Principal interviews with students	As needed	Staff member responsible	Sentral
Sport Detention	During sport on Tuesdays	Sport Teacher	Sentral
Whole school Detention	Every lunchtime for half of lunch, or after school	Deputy Principals	Sentral
Family consultation and meetings	As needed	Deputy Principals, Principal	Sentral
School Counsellor, Student Advisor, SSO, meetings	As needed	Staff	Sentral or OSCA
Student suspension resolution meetings and post suspension monitoring card, reflection notes if requested, interview with family.	As needed	Deputy Principal/Principal	Post – Suspension form, monitoring card



The Student Management Program

Our student management program often manages issues through a system of stages of intervention and support.

Green Level (1)	Blue Level (2)
A student at this level has become disruptive or behaved in an inappropriate or unacceptable manner in a specific faculty, sport or subject. The student will be referred to the Head Teacher. The student will be asked to make an acceptable plan to modify their behaviour and will be monitored (within the class or group) and will be required to carry a Faculty Progress Card to monitor this plan. The Head Teacher will apply consequences. The Head Teacher may withdraw the student from class. The student, if withdrawn from class, will be under the direct supervision of the Head Teacher or another Teacher who will monitor behaviour and progress. The Year Advisor will also assist to improve the behaviour.	A student at this level has not appeared to improve their behaviour but has continued to disrupt the education of other students or be unsatisfactory in two or more faculties. The student will be referred to the Head Teacher. The Head Teacher will recommend Blue Level placement to the Student Management Panel. The student will negotiate, with the Head Teacher Year, a plan to modify their behaviour within the classroom, and will be required to carry a Daily Progress Card, to be completed by all of the student's teachers, to monitor this plan. The Head Teacher Year will apply consequences. The Year Advisor will also assist to improve the behaviour of the student.
Yellow (3)	Suspension
A student at this level has failed to respond to counselling at the Blue level or has returned from suspension. The student will receive help from Head Teachers, the Year Advisor, Learning and Support Team, Student Welfare Team and the College Counsellor to improve behaviour. Outside agencies may be involved. The student will negotiate, with the Deputy Principal, a plan to modify their behaviour, and will be required to carry a College Progress Card, to be completed by all the student's teachers, to monitor this plan. The student may not be allowed to attend sport or any College excursion or social function. The yellow level is also used as a strategy to support students formally cautioned to suspend, or in managing their return from suspension.	A student at this level has not improved their behaviour or attitude, nor responded to the assistance provided at Yellow Level. A student at this level may also have repeated unacceptable or violent behaviour, or serious misconduct. The Principal or Deputy Principal will remove the student from all classes and College activities and place them on a SUSPENSION for the wellbeing of the College community. Parents will be informed and will be required to attend an interview with the Principal or Deputy Principal to resolve the suspension. Expulsion may result.

Formal caution to suspend

A formal caution may be provided for a particular behaviour of concern before proceeding with a suspension. The purpose of the formal caution to suspend is to provide a circuit breaker for the student to understand the impact of their behaviour/s of concern and engage them with positive behaviour supports.

A formal caution of suspension may be applied for a range of behaviours, for up to 50 days.



Cautions may be combined with after-school or lunchtime detentions. A caution allows time for students and families to work together, and with the school, to understand the behaviour of concern and to develop positive behaviour supports and strategies.

In NSW public schools' students are expected to follow the Behaviour Code for Students, which is designed to promote safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students and involving parents as a partner in this process is important in supporting our students to follow the Code.

Parents will be contacted and encouraged to work with the College to plan support for the student and to enable the student to take steps to resolve their behaviour. Any meetings can occur face to face, by telephone or online.

A formal caution is not needed before a suspension is issued.

Suspension

Suspension highlights for the student and the parents the unacceptability of the student's behaviour, allows time for personal reflection, allows time for the school to review any behaviour, risk management or learning plans that are in place, and enables parents to work with the school to remediate that behaviour.

In most cases the principal will have considered whether possible and appropriate alternative behaviour support measures have been implemented or attempted, and believe that a student's behaviour/s of concern:

- causes actual harm to ANY person; or
- poses an unacceptable risk to health and safety, learning, and/or the wellbeing of ANY person, including where such a risk is posed by:
 - a student's continuing, consistent, unproductive, and disruptive behaviour that results in a detrimental impact on the educational interests of other students
 - all possible interventions and supports to redirect or minimise this behaviour have already been attempted
 - a student's behaviour causes damage to, or the destruction or loss of property.

Actual harm or unacceptable risk to health, safety, learning and/or the wellbeing of ANY person may include the student exhibiting the behaviour/s of concern. Behaviours of concern could include physical violence, verbal abuse or psychological abuse. Other examples may include:

- bullying and cyber-bullying of staff or students
- drugs in schools
- weapons and knives in schools
- assault (including harassment, stalking and intimidation of students and staff at school)
- racism or discrimination, including that based on sex, race, religion, disability, sexual orientation, or gender identity
- misuse of technology (see Technology misuse in schools)
- continual disruption of the learning of others.



The College will work with parents in assisting the student to re-join the College community (which may include counselling, monitoring of progress, and access to special behaviour or support programs).

Expulsion

There are two grounds on which to expel a student from a particular school:

- serious behaviour/s of concern where risk management strategies and interventions, including suspensions, have not been successful
- a student over 17 years of age may face expulsion due to unsatisfactory participation in learning under the following conditions:
 - A student has received at least two written 'N' warnings in two different courses from the principal due to being at risk of receiving an 'N' determination (indicating non-completion of course requirements).
 - The unsatisfactory participation negatively impacts the learning and/or wellbeing of other students, where: The principal has:
 - informed the student of the necessary tasks or actions required to rectify the situation in a timely manner, alerting the student to the potential consequences of receiving two written 'N' warnings or an 'N' determination.
 - provided written notification to the parent or carer regarding the initial 'N' warning.
 - requested a written acknowledgement of the 'N' warning from the student, parent, or carer.
 - issued at least one follow-up 'N' warning letter if the initial warning was ineffective.
 - given the student a formal written notice detailing the potential for expulsion from the school.
 - Following the issuance of written 'N' warning letters and notice of potential expulsion, the student must have been afforded the opportunity, time, and appropriate support to complete the course requirements but has failed to do so.

These guidelines ensure that all necessary steps are followed to support the student in improving their participation before considering expulsion.

Anti-Bullying and Harassment Plan

At Ryde Secondary College, every student and staff member has the right to learn, teach, and work in a caring and supportive environment that enables everyone to reach their full potential. This right comes with the responsibility to ensure that no one's actions or words disrupt the learning and teaching of others. All members of the school community play a vital role in fostering respectful relationships and preventing bullying.

Bullying is repeated, intentional behaviour that causes physical or psychological harm to another individual. It involves an imbalance of power, where the person being bullied finds it difficult to defend themselves. Bullying can take various forms, including:

- **Physical Bullying:** Involves physical actions such as hitting, pushing, or damaging someone's belongings.
- **Verbal Bullying:** Includes name-calling, insults, teasing, and threats.



- **Social Bullying:** Entails exclusion, spreading rumours, or manipulating social relationships to harm someone's reputation.
- **Cyberbullying:** Involves the use of digital technology to harass, threaten, or humiliate someone. This includes smartphones, computers, tablets and games.

The key characteristics of bullying include its repetitive nature, the intent to harm, and the power differential between the bully and the victim.

Student Wellbeing Network at Ryde Secondary College

- Ryde Secondary College has established a comprehensive student welfare network that aims to provide immediate and effective support for students affected by bullying and harassment, as well as for those who engage in such behaviours. Our holistic approach includes:
- **Wellbeing Programs:** A calendar of wellbeing events and seminars throughout the academic year designed to educate students on citizenship, resilience, and conflict resolution.
- **Incident Management:** Investigations of all reported incidents of bullying and harassment to ensure timely and appropriate responses.
- **Support Services for Students Affected by Bullying:** Access to counselling and mentoring programs to support those impacted, prioritising their emotional and psychological wellbeing.
- **Behavioural Consequences for Students Engaging in Bullying:** Implementation of appropriate consequences for students who engage in bullying or harassment, in line with the College's discipline policy and the principles of restorative practice.
- **Intervention and Support for Students Exhibiting Bullying Behaviours:** Providing support and mentoring for students who exhibit bullying behaviours, focusing on modifying negative actions and fostering positive relationships.

By maintaining a proactive stance against bullying and harassment, Ryde Secondary College is committed to fostering a safe and inclusive learning environment where all students can thrive.

Recognising and Reporting Bullying

Staff may become aware of bullying through direct observation, disclosures from students, or concerns raised by parents or community members.

Reporting Mechanisms include:

- **Report** to Year Advisor, Head Teacher, Student Support Officer, Deputy Principal, school email, google classroom, Peer Support Leader, or any member of staff.
- **Procedures:** A detailed outline of the reporting process is shared with all staff and students in the Enrolment Booklet, Staff Handbook and professional learning programs.
- **Victims:** If you are a victim of bullying or harassment, you can help the College address the issue by:
 - Avoiding retaliation and informing a trusted individual, such as a teacher, Year Adviser, or College Counsellor.
 - Reporting incidents promptly to prevent escalation—no one deserves to be bullied.
 - Encouraging bystanders to report bullying when they witness it.



- Accessing the College's Anti-Bullying and Harassment Policy on the College website: Ryde Secondary College.

Professional Development

The College prioritises ongoing professional development to help staff identify and address bullying behaviours effectively. This includes:

- Regular workshops and resources focused on best practices.
- Established protocols for responding to severe incidents, ensuring immediate support for all involved, protection of information shared as needed, and action taken where appropriate.

Monitoring and Accountability

To assess the effectiveness of the Anti-Bullying and Harassment Plan, the College will:

- Track reported incidents and intervention outcomes.
- Conduct regular reviews of collected data to inform necessary adjustments to the plan.

Collaboration with External Agencies

Ryde Secondary College will work with regional advisors, local organisations and mental health services to provide additional support and expertise related to bullying prevention.

Partnership with Parents and Carers

The College actively involves parents and carers in establishing expectations for engagement in student behaviour management strategies, as outlined in the Student Enrolment Booklet. Communication with parents occurs through various channels, including email, meetings, newsletters, and the College website.

Complaint Resolution Procedures

All members of the College community play a role in maintaining a harmonious environment. While many strategies are in place to prevent conflict, grievances may still arise. The community complaint procedures involve these steps:

1. **Raise issue with school:** confirm receipt within 3 days if in writing – where possible.
2. **Understand:** Engage with the complainant to clarify their concerns and expected outcomes.
3. **Assess:** Evaluate the complaint by gathering relevant information and allowing involved parties to respond.
4. **Manage:** Identify and address any matters arising where appropriate
5. **Finalise:** Summarise the findings and resolve the complaint, ensuring all relevant information is documented.

Most concerns can be resolved informally through discussions with principals or teachers.

Cultural Competence

The Anti-Bullying and Harassment Plan reflects the cultural diversity of the student body, and our school Anti Racism Community Officer, in its development and review.



Review Dates

- Last Review Date: December 2024
- Next Review Date: December 2025

Note: Parents may lodge a formal complaint on behalf of their child. Information regarding the complaints process can be found at [NSW Education Complaints Process](#).

For further assistance, contact the Metropolitan North Operational Directorate at:

metronorthod@det.nsw.edu.au

