Bullying:
Preventing and Responding to Student Bullying in Schools Policy (2011)

The NSW Department of Education and Communities rejects all forms of bullying. No student, employee, parent, caregiver or community member should experience bullying within the learning or working environments of the Department.

Bullying

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber bullying refers to bullying through information and communication technologies.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long term effects on those involved including bystanders.

Conflict or fights between equals or single incidents are not defined as bullying.

Bullying behaviour can be:
- **verbal** e.g. name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- **physical** e.g. hitting, punching, kicking, scratching, tripping, spitting
- **social** e.g. ignoring, excluding, ostracising, alienating, making inappropriate gestures
- **psychological** e.g. spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

The term “bullying” has a specific meaning. The school’s Anti-bullying Plan sets out the processes for preventing and responding to student bullying. The school has a range of policies and practices, including welfare and discipline policies that apply to student behaviour generally.

Schools exist in a society where incidents of bullying behaviour may occur. Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all departmental staff, students, parents, caregivers and members of the wider school community.

School staff have a responsibility to:
- respect and support students
- model and promote appropriate behaviour
- have knowledge of school and departmental policies relating to bullying behaviour
- respond in a timely manner to incidents of bullying according to the school’s Anti-bullying Plan.

In addition, teachers have a responsibility to:
- provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

Students have a responsibility to:
- behave appropriately, respecting individual differences and diversity
- behave as responsible digital citizens
- follow the school Anti-bullying Plan
- behave as responsible bystanders
- report incidents of bullying according to their school Anti-bullying Plan.

Parents and caregivers have a responsibility to:
- support their children to become responsible citizens and to develop responsible online behaviour
- be aware of the school Anti-bullying Plan and assist their children in understanding bullying behaviour
- support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan
- report incidents of school related bullying behaviour to the school
- work collaboratively with the school to resolve incidents of bullying when they occur.

All members of the school community have a responsibility to:
- model and promote positive relationships that respect and accept individual differences and diversity within the school community
- support the school’s Anti-bullying Plan through words and actions
- work collaboratively with the school to resolve incidents of bullying when they occur.
Our School Anti-Bullying Plan

This plan outlines the processes for preventing and responding to student bullying in our school and reflects the Bullying: Preventing and Responding to Student Bullying in Schools Policy of the New South Wales Department of Education and Communities.

This plan encompasses the work of students, staff and parents of Raglan Public School who are committed to see that all students and staff are able to learn and work in a bully-free environment. All key stakeholders are committed to having this document annually reviewed to ensure it meets the needs of the school community.

Statement of purpose

At Raglan Public School, we reject all forms of bullying. No student, employee, parent, caregiver or community member should experience bullying within the learning or working environments of the Department.

At Raglan Public School bullying is taken seriously and is not acceptable in any form. Our school promotes quality education in a caring, safe environment with the emphasis on mutual respect, co-operation and fair treatment of all. Parents, teachers and students are encouraged to form positive partnerships to work for the benefit of all stakeholders to achieve maximum potential and growth. We aim to recognise bullying, deal with bullying, provide support and implement strategies to deal with and promote a safe environment.

Students have the right to expect that they spend the school day free from the fear of bullying, harassment, intimidation and victimisation.

Protection

The students, parents, and staff do not accept bullying in any of its forms. This includes:

- Verbal – Name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- Physical – hitting, punching, kicking, scratching, tripping, spitting
- Social – Ignoring, excluding, ostracising, alienating, making inappropriate gestures
- Psychological – spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones
- Cyber - using information and communication technologies to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others

Raglan Public School sees bullying as actions or activities that:

- devalues, isolates and frightens;
- affects an individual’s ability to achieve; and
- has long term effect on those engaging in bullying behavior, those who are the subjects of bullying behavior and the onlookers or bystanders.

The school community can expect of Raglan Public School:

- is a place where students will be safe at school, free from fear of bullying, harassment and intimidation;
- to be involved in the collaborative development of the school Anti-bullying Plan;
- to know what is expected of them and others in relation to the Anti-bullying plan; and
- that all students will be provided with appropriate support when bullying occurs.
Raglan Public School encourages and supports a learning environment free from bullying rewarding students with positive awards.

The following are the underpinning values reinforced in this student based rewards program.

- Being prepared to learn
- Being safe and responsible
- Being polite and cooperative
- Treating others with respect
- Caring for all property

At Raglan Public School we implement an extensive range of positive rewards to increase and reinforce acceptable behaviour in all settings. These include:

- Class Weekly Assembly Award (Shield)
- Playground Raffles, Assembly Award Raffles and Library Raffles
- Student of the Week
- Principal’s Commendation
- Class Awards
- Representation Certificates
- Acknowledgment
- Ongoing regular contact with parents
- Annual Prize Giving Awards
- Striving Higher Award
- Big Day Out

The Anti-Bullying Plan – NSW Department of Education and Communities
Prevention

Each group within the school community has a specific role in preventing and dealing with bullying.

Students can expect to:

- be safe, responsible, respectful learners
- know that their concerns will be responded to by school staff
- be provided with appropriate support (for both the subjects of and those responsible for the behaviour)
- participate in learning experiences that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment. These experiences will be guided by the Personal Development, Health and Physical Education syllabuses and other Key Learning Areas.

Early Intervention

Early intervention strategies and programs including the Learning Support Team structures, staff meeting structures and home/school communication at Raglan Public School will be implemented for students who are identified as being at risk of developing long-term difficulties with social relationships and those students who are identified at or after enrolment as having previously experienced bullying or having engaged in bullying behaviour.

- this will promote students and staff to report incidents of bullying;
- all staff will remind the students to report incidents of bullying;
- parents will be encouraged to contact the school if they become aware of a problem that could be developing for their child or that of another student; and
- recognition and awards will be provided for students to reward positive behaviour and positive resolutions.

Students have a responsibility to:

- behave appropriately, respecting individual differences and diversity
- follow the Anti-bullying Plan
- respond to incidents of bullying according to their school Anti-bullying Plan
- speak up and not be a bystander

Parents and Givers have a responsibility to:

- support their children in all aspects of their learning
- be aware of the school Anti-bullying Plan and assist their children in understanding bullying behaviour
- support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan
- support all students of the school to deal effectively with bullying through strategies of the Anti-bullying Plan

Schools have a responsibility to:

- develop an Anti-bullying Plan through consultation with parents, caregivers, students and the community, which clearly identifies both the behaviours that are unacceptable and the strategies for dealing with bullying in the classroom and playground
- Inform students, parents, caregivers and the community about the School Discipline Code / School Rules and Anti-bullying Plan
- Provide students with strategies to respond positively to incidents of bullying behaviour, including responsibilities as bystanders or observers
- Provide parents, caregivers and students with clear information on strategies that promote appropriate behaviour, and the consequences for inappropriate behaviour
Communicate to parents and caregivers that they have an important role to play in resolving incidents of bullying behaviour involving their children

Follow up complaints of bullying, harassment, intimidation and victimisation

Teachers have a responsibility to:

- respect and support students in all aspects of their learning
- model appropriate behaviour
- respond in an appropriate manner to incidents of bullying according to the school Anti-bullying Plan

Response

Raglan Public School will implement these strategies to empower the whole school community to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders.

Bullying cannot be reduced unless it is reported to the school staff. The following procedures for reporting incidents of bullying at Raglan Public School will be followed:

- **all students are responsible to** report incidents of bullying that occur to them or another student;
- **all teachers are responsible to** listen to a student’s report of bullying and take appropriate measures to support the student;
- **all teachers are responsible to** investigate the incident with all parties, and then depending on their investigations take appropriate action: and
- **all parents or caregivers are responsible to** make contact with the school to discuss the concerns they may have about possible bullying that could be occurring to their child.

Raglan Public School will implement the above strategies as promptly as possible when an incident of bullying is reported to the school. In most cases this will be the same day as it occurred, but investigations may take some time depending on the availability of those involved.

Students who have been affected by, engaged in, or witnessed bullying behaviour will be supported to ensure that behaviour change has been noted. In each case counseling and teacher support will be offered.

For students who engage in bullying behaviour the following strategies or consequences will be considered for their suitability and may involve:

- exclusion from the playground;
- withdrawal of privileges;
- notes/phone calls to parents;
- meetings with parents;
- behaviour monitoring;
- development of Individualised Learning Plan or Risk Management Plan;
- suspension from school for short or long periods of time.
- Raglan Public School will provide information, within the bounds of privacy legislation, to parents and caregivers about the management of bullying incidents that have been reported to the school.

Parents will be contacted to ensure they are aware of any incident requiring further interventions.

Raglan Public School has procedures for reporting incidents involving assaults, threats, intimidation or harassment to the police. These must be reported within 24 hours to the School Safety and Response Hotline on 1300363778.

An incident is broadly defined in the Department’s Incident Reporting Policy as an event which:

- causes disruption to an organisation;
- creates danger or risk that could significantly affect individuals within the organisation;

The Anti-Bullying Plan – NSW Department of Education and Communities
• impacts on the effective operation of the workplace;
• attracts negative media attention or a negative public profile for the workplace or the Department of Education; and
• Workcover describes as a “serious incident” which must be reported by law.

Where one of the factors is at a significant level or more than one of the factors applies to the incident, the principal should seriously consider making a report. Principals are encouraged to seek further advice from the School Safety and Response Unit if they are still uncertain about whether to report the incident to police.

• Did the assault or incident result in a visible injury such as bruised face, split lip, or swelling?
• Did the incident result in a participant complaining of pain or discomfort?
• Was the incident premeditated or planned?
• Was the incident recorded on a mobile phone or camera and then posted on a social networking site or broadcast to others?
• Was external assistance eg an ambulance required to attend to one of the participants?
• Did the incident occur in the context of bullying, cyberbullying, harassment, stalking or intimidation?
• Will the incident have a sustained impact on the school or its community eg school will need to access outside support services such as EAPS to recover from the incident?
• Did the incident significantly affect school routines or operations for a period?
• Is there a history of aggression by one or more of the participants, or is there a history of this conflict in the community?
• Has a staff member, parent or carer requested that you notify police regardless of your intention?
• Were weapons involved? (If so, there is no discretion and the incident must be reported).

Raglan Public School will contact the Child Wellbeing Unit if information to identify and implement appropriate local responses to support the child, young person and their family where the suspected risk of significant harm threshold is not met, but there are concerns for the safety, welfare or wellbeing of the child or young person. The Child Wellbeing Unit can be contacted by telephone on 02 9269 9400 from 8am to 5.30pm Monday to Friday (excluding public holidays).

If information comes to hand that identifies a significant risk of harm the Principal will contact Community Services on 133 627.

The NSW Department of Education (DoE) seeks to resolve difficulties, grievances and complaints in a prompt, impartial and just manner. The school has specific procedures to deal with these issues. Anyone can make a complaint.

A complaint can be about:
• any aspect of the service provided, or not provided, in any Department of Education site;
• the behaviour or decisions of staff; or
• practices, policies or procedures.

Complaints by parents:
• it is best to discuss your concerns with your child’s teacher first. Make an appropriate time to meet with them or phone the school and ask for an appointment with the teacher.
• if you are not happy with the result, or if you do not feel it is appropriate to talk to them, phone and make an appointment to discuss your concerns with the principal.
• you may bring a friend or relative to be your support. If you need an interpreter, we can arrange that - just ask beforehand.
• if your complaint is about the principal you will need to contact the Director Public Schools NSW in your area. Ask the school office staff at for their name and number.

• if your complaint cannot be resolved in an informal way, we may ask you to put it in writing. It is important that you include specific details of the situation and tell us what you would like to happen as a result of your complaint. We can help you to put your complaint in writing, if you require it.

• alternatively a complaint form may also be used. Complete the form and send it to the principal, or the school education director in your area.

Raglan Public School will promote and publicise this Anti-bullying Plan by making it available to parents. These procedures will be publicised to the school community through the school newsletter, website and in the school information booklet.

Raglan Public School will review the Anti-bullying Plan in 2016 and then every 2 years through consultative processes with staff, students and parents to determine effectiveness of the plan in developing a safe and secure environment for students and staff:

Additional Information


Principal’s comment

This Anti-bullying Plan provides a framework for all Raglan Public School staff, students, and parents and outlines their roles and responsibilities to prevent bullying behaviors, how to support students affected by bullies and how bullies will be dealt with under the school Student Discipline Policy.

The Anti-Bullying Plan – NSW Department of Education and Communities
Raglan Public School Student Welfare and Discipline Policy

At Raglan Public School, we believe that the welfare of all – students, staff and the wider parent community – underpins the success of all that we do. All school and community members have the right to be treated with dignity and respect. We aim to create a safe, caring environment in which the academic, social and personal needs of each individual are met through quality teaching and learning programs. At Raglan Public School students enjoy success and are recognised for their efforts. They are expected to maintain high standards of discipline at all times and to constantly ‘strive high’ in all they do. This policy outlines clear strategies to promote this desired learning environment.

Raglan Public school rejects all forms of racism. We are committed to the elimination of racial discrimination – including direct and indirect racism, racial vilification and harassment within our school.

It is the shared responsibility of all staff at Raglan Public School that no student, employee, parent, caregiver or community member should experience racism within the learning or working environments of the school.

Raglan Public School has a trained Anti-Racism Contact Officer and provides timely and professional responses to suggestions, complaints and allegations regarding racism.

Students at Raglan Public School are strongly encouraged to report any incidents of bullying or racism they are subjected to or that they witness.

Raglan Public School Rules

At Raglan Public School, children have the right to learn and teachers have the right to teach free from disruption in a safe learning environment. Our rules for the classroom, playground, excursions and travelling to and from school, are derived from the following school rules.

In accordance with the Core Rules in NSW Public Schools, all students at Raglan Public School are expected to maintain a neat appearance; including adhering to the requirements of the school’s uniform or dress code policy.

### Raglan Public School Rules

<table>
<thead>
<tr>
<th>Rule</th>
<th>Behaviour guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be prepared to learn</td>
<td>• Be truthful</td>
</tr>
<tr>
<td></td>
<td>• Listen carefully to teachers’ instructions</td>
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<tr>
<td></td>
<td>• Follow instructions promptly</td>
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<td></td>
<td>• Seek your teacher’s help in learning</td>
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<td></td>
<td>• Complete tasks as well as you can</td>
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<tr>
<td>Be safe and responsible</td>
<td>• Behave in an orderly fashion</td>
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<tr>
<td></td>
<td>• Violence and inappropriate behaviours such as verbal and physical bullying are unacceptable</td>
</tr>
<tr>
<td></td>
<td>• Keep your hands and feet to yourself</td>
</tr>
<tr>
<td></td>
<td>• Play safely</td>
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<td></td>
<td>• Report any serious problem</td>
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<tr>
<td></td>
<td>• Wear a hat</td>
</tr>
<tr>
<td>Be polite and cooperative</td>
<td>• Try your best</td>
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<tr>
<td></td>
<td>• Display good sportsmanship</td>
</tr>
<tr>
<td></td>
<td>• Be considerate of others</td>
</tr>
<tr>
<td></td>
<td>• Show good manners towards visitors, canteen ladies and scripture teachers.</td>
</tr>
<tr>
<td>Treat others with respect</td>
<td>• Respect other people – their rights, feelings and property</td>
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<td></td>
<td>• Help and care for others</td>
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<td></td>
<td>• Take pride in our school and wear the school uniform</td>
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<td></td>
<td>• Report incidents to a teacher</td>
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<td></td>
<td>• Speak respectfully to adults</td>
</tr>
<tr>
<td>Care for all property</td>
<td>• Keep our rooms and school clean and tidy</td>
</tr>
<tr>
<td></td>
<td>• Take care of property</td>
</tr>
<tr>
<td></td>
<td>• Care for our school environment</td>
</tr>
</tbody>
</table>

School Anti-bullying Plan – NSW Department of Education and Communities
Responsibilities and Delegations

Students

- Students are expected to follow the discipline code or school rules and to comply with staff directions regarding discipline and appropriate behaviour;
- Students will show respect for teachers, fellow students, and other staff and school visitors and not engage in any form of harassment, intimidation or disrespect; and
- Students have a responsibility to behave appropriately, respecting individual differences and diversity.

Parents

- Parents are expected to support the school in the implementation of the school discipline policy and any decisions made regarding their child; and
- Parents and caregivers have a responsibility to support their children in all aspects of their learning and assist their children in understanding bullying behaviour.

Staff

- Teachers are expected to participate in the development of the school discipline policy and to support its effective implementation;
- Teachers have a responsibility to respect and support students in all aspects of their learning and well-being;
- Teachers are expected model appropriate behavior.
- Teachers will use strategies to promote positive behavior as set out in this policy.
- Teachers are expected to respond in an appropriate and timely manner to resolve incidents.
- Teachers are expected to be vigilant for incidents of bullying and respond appropriately.
- Teachers have a responsibility to refer serious incidents to an executive to be resolved.
- Teachers will conduct themselves in accordance with the DEC Code of Conduct policy.
- Teachers have a responsibility to support students to develop an understanding of bullying, racism and discrimination and the impact on individuals and the broader community.

Principal

- Principals are accountable through their Director Public Schools NSW for ensuring a safe, secure and harmonious work environment for students and staff.
- Principals will provide feedback to all students, teachers and parents involved, of incidents that involve a demerit level or suspension.
- Principals must ensure that students, staff and parent(s) and carer(s) are provided with opportunities to contribute to the development of the policy and that staff are provided with training and development opportunities in behaviour management.
- Principals are responsible for examining school practices and procedures to ensure they are consistent with the anti-racism policy, nominating an Anti-Racism Contact Officer and including anti-racism education strategies in school plans.
- Principals must provide a copy of their Student Discipline Policy, Anti-Bullying Policy and Anti-Racism Policy to their Director Public Schools NSW when the policy is developed or whenever it is reviewed. A copy must also be made available to the families of children enrolled at the school.
- Principals are responsible for ensuring that the school’s policy is evaluated and reviewed by the school community at least every two years.
**Award Structures**

**Raglan Public School**

<table>
<thead>
<tr>
<th>Behaviour Pathways</th>
<th>Rewards</th>
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<tbody>
<tr>
<td><strong>Striving Higher Award</strong></td>
<td>The student who receives the most yellow awards in each class</td>
</tr>
<tr>
<td><strong>Gold Shield</strong></td>
<td>For students who receive 20 yellow class awards</td>
</tr>
<tr>
<td></td>
<td>Students who reach Gold level also receive a special Gold Level school badge</td>
</tr>
<tr>
<td><strong>20</strong></td>
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</tr>
<tr>
<td><strong>Silver</strong></td>
<td>For students who receive 15 yellow class awards</td>
</tr>
<tr>
<td></td>
<td>Students who reach Silver level also receive a school ruler</td>
</tr>
<tr>
<td><strong>15</strong></td>
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<tr>
<td><strong>Bronze</strong></td>
<td>For students who receive 10 yellow class awards</td>
</tr>
<tr>
<td></td>
<td>Students who reach Bronze level also receive a school pencil</td>
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<tr>
<td><strong>10</strong></td>
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<tr>
<td><strong>Merit</strong></td>
<td>For students who receive 5 yellow class awards</td>
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<tr>
<td><strong>5</strong></td>
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</tbody>
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**Strategies and practices to recognise and reinforce student achievement**

The use of positive feedback is more effective in the management of behaviour than negative comments or consequences. We acknowledge and reward desired behaviour through an extensive range of positive reinforcers that include:

**Class Weekly Assembly Award (Shield)**

- This is presented by the Principal in recognition of whole class effort or achievement for that week.

**Playground Raffles, Assembly Award Raffles and Library Raffles**

- Students write in their name and can place it in the Raffle Box located at the front office for the weekly prize draw.

**Student of the Week**

- The staff discuss nominees at the communication meeting on Tuesday and select a student or two students to be awarded a certificate which is presented at assembly.

**Principal’s Commendation**

- The class teacher nominates a student from their class who consistently demonstrates appropriate or improving behaviour and effort, or who consistently demonstrates the values of Raglan Public School. The Principal then sends a congratulatory letter home to parents to recognise the behaviour and conduct of the student. This is also recognised at weekly assembly. Teachers should aim to have 1 in 10 students in their class receive this award per term.

**Class Awards**

- Students earn these class awards throughout the year. When they have accumulated 5 Class Awards on their recording sheet they have achieved a Merit level and receive an award which is then presented at the weekly assembly.

- Class awards are distributed on a pro-rata basis to each classroom teacher per week (ration of 1:3 per week).

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**School Anti-bullying Plan – NSW Department of Education and Communities**
• RFF teachers receive one award per class, per week. Casual teachers are requested to leave a note for class teachers as to who they feel has earned a class award whilst they are on the class.
• Students receiving awards are to be recognised in the newsletter.

Representation Certificates
• These are presented to students who represent Raglan Public School in a variety of areas, eg sport, cultural and various school associated endeavours.

Acknowledgment
• Ongoing encouragement including praise, stickers / stamps, treats, house points are given by teachers.

Ongoing regular contact with parents
• Regular contact between school and home is encouraged in many forms including informally (personally or by telephone) and formally (letter, newsletters, local newspaper reports and reports).

Annual Prize Giving Awards
• At the completion of the school year, the achievements and efforts of students are recognised by either book prizes or certificates at our Prize Giving Ceremony during the last week of school.

Striving Higher Award
• The student with the highest amount of Merits in each class at the designated time in Term 4 will receive a special Prize Giving honour known as the ‘Striving higher award’. This is presented to recipients during the end of year awards ceremony.

Big Day Out
• Students who are not placed on a level (1, 2, 3 or suspension) during the school term are entitled to attend the end of term reward known as the ‘Big Day Out’.

Strategies and practices to promote positive student behavior and maintain a climate of respect

Our policy aims to create a safe and secure environment for learning and good behaviour where the principles of mutual respect, co-operation and fair treatment are emphasised. Positive discipline is an essential part of the school’s behaviour management plan.

At Raglan Public School, students are encouraged to develop self-discipline by accepting responsibility for their own behaviour.

Examples of unacceptable behaviour includes:
• racist, sexually explicit, homophobic or other offensive language
• violence, bullying or harassment
• damaging school or personal property
• non-compliance

At Raglan Public School, we encourage effective discipline and learning by:
• Providing each family with a copy of the school discipline policy so parents and caregivers are aware of their obligation of shared responsibility for student discipline.
• Reviewing the discipline policy regularly.
• Seeking Professional Learning in behaviour management practices (external and internal) for staff.
• Discussing with the students at the beginning of each school year and throughout the year as required the class expectations in regard to the school’s five rules.
• Ensuring staff provide appropriate, effective learning programs to meet the needs of each student.

The Anti-Bullying Plan – NSW Department of Education and Communities
• Providing appropriate learning support programs such as STLA, Reading Recovery, Counselling, Peer Support, Itinerant Support Teacher Behaviour (ISTB) involvement.

• Staff modelling of consistent, caring and controlled behaviour.

• Regularly discussing teacher expectations of appropriate behaviour.

Teacher’s preferred practices for managing student behaviour are:

• Clarifying with students the rights, rules, responsibilities and routines of the class which forms the basis for all behaviour management and discipline.

• Speaking to students in a calm and respectful tone.

• Minimising unnecessary confrontation when managing students.

• Using positive corrective practices wherever possible.

• Keeping the focus on the primary behaviour and avoid argument.

• Inviting, modelling and expecting respect.

• Utilising related and reasonable consequences consistently by all staff.

• Actively teaching, promoting and supporting positive behaviour.

• Building, promoting and utilising a unified approach to behaviour management.

Strategies to deal with these behaviours may include:

Reminding students of school rules and to provide them with an opportunity to change undesired behaviour.

Bluebook

• The bluebook is a playground tracking folder used to record minor playground incidents that warrant recording. Students who are recorded in the tracker can be issued with a Playground Discipline slip or demerit level for a serious individual incidents or a combination of 3 incidents in a 5 school day period.

• Serious Playground incidents are referred to a school executive for resolution.

Classroom Discipline slips:

These are given to students for:

1. Three minor classroom incidents within one day.

2. For a single classroom offence if the behaviour is considered at the teacher’s discretion and after discussion with the Assistant Principal to warrant an instant discipline slip.

3. A discipline slip will result in a student being placed on the blue warning level.

Normal procedures for Classroom Discipline Slips include:

The following process is current for 1 day. At the beginning of each day the previous day’s warnings and recordings are cleared.

• Classroom misdemeanours with an individual teacher are recorded on the board or chart in conjunction with a range of teaching management strategies.

• Incident 1 – a warning given and name recorded on the board.

• Incident 2 – a stroke (I) recorded next to name and student moved at teacher’s discretion to time out area to work alone within the classroom.

• Incident 3 – another stroke (x) is recorded and the student receives a Classroom Discipline slip and is sent to the Assistant Principal’s classroom for time-out.

Playground Discipline slips:

These are given to students for:

1. Three minor playground offences within a 5 day period.

2. A single playground offence if the behaviour is considered at the teacher’s discretion and after discussion with the Assistant Principal to warrant an instant discipline slip.
3. A discipline slip will result in a student being placed on the blue warning level.

Normal procedure for Discipline Slips includes:
The following process is current for minor playground offences during a 5 school day period. Recording sheets are regularly monitored and updated in the playground folder.

- Incident 1 - incident recorded in playground folder (blue book) on the warning sheet. The teacher counsels the child regarding the broken rule and the **student walks with the supervising teacher for ten minutes.**
- Incident 2 - incident recorded and the student walks with the duty teacher a 20 minute period.
- Incident 3 - The playground duty teacher fills out a discipline slip and forwards a copy to the Assistant Principal. The Discipline Slip is then sent home. The student walks with the duty teachers for the remainder of play time that day, and is seated on the time out bench on the oval during 2nd lunch the following day.

Demerit Levels
- These are given to students who consistently break school rules, or who are involved in a more serious incident.
- Possible consequences for students placed on levels are included in the Level System chart
- Depending on the seriousness of the incident, students may be placed straight onto a lower level if required.
- Incidents deemed serious may include violence, threats, bullying, damage to property and non-compliance within the classroom or playground. These are referred to the school executive for resolution and may warrant placement on a lower level or suspension.
- Where consideration is given to exclusion from excursions and school representation, this will occur in line with procedures as set out in the Department of Education and Communities Excursion policies and procedures. Warning of exclusion and exclusion from excursions is determined by the school Learning Support Team.

Individual Learning or Risk Management Plans
- Where necessary, students may require an Individualised Learning Plan or Risk Management Plan to identify learning or behavioural needs to support their behaviour at school.

Tracking of behaviour
- Students who are placed on a level or entered in the Bluebook are recorded on a whole-school behaviour tracker to monitor behaviour patterns over time. This includes monitoring incidents of bullying or racism.

Suspension or expulsion from school
- Where serious or consistent breaches of school rules has occurred, the Principal may elect to impose a short or long duration suspension
- Consideration for suspension will be made from procedures as set out in the Department of Education and Communities Suspension of School Students policy and procedures.
- In case of severe misbehaviour (e.g. severe physical or verbal abuse; carrying of weapons), students may be suspended immediately by the principal.

The Learning Support Team will review the students placed on Levels 1 to 3 for attendance at any out of school event. A meeting will be held with the parents and child where a warning of exclusion will be issued and agreed behaviours determined.

Minor offences in the playground or classroom may not attract blue book entries. These situations will be managed by the respective school teaching staff.

The Anti-Bullying Plan – NSW Department of Education and Communities
# Raglan Public School

## Level System

<table>
<thead>
<tr>
<th>Level/Reason</th>
<th>Actions and Possible Consequences</th>
<th>Redemption</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Green level</strong></td>
<td>All students who consistently follow school rules remain on this level and enjoy the rights and privileges Raglan Public School has to offer.</td>
<td></td>
</tr>
<tr>
<td><strong>Warning level:</strong></td>
<td><strong>Blue Level</strong>&lt;br&gt;Students who receive a blue slip while on green level.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Discipline slip sent to parents.</td>
<td>Student spends one week on this level.</td>
</tr>
<tr>
<td></td>
<td>- Student remains on Blue level for 1 week</td>
<td>If there are no further offences within the week the student returns to Green Level.</td>
</tr>
<tr>
<td><strong>Level 1 Demerit:</strong></td>
<td><strong>Yellow Level</strong>&lt;br&gt;Students who receive additional discipline slips while on blue level.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Level 1 Demerit letter (Yellow) sent to parents.</td>
<td>Student spends one week on this level.</td>
</tr>
<tr>
<td></td>
<td>- Interview with classroom teacher and or executive.</td>
<td>If there are no further offences within the one week the student returns to Green Level.</td>
</tr>
<tr>
<td></td>
<td>- Interview or discussion with parents.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Student attends a one day detention.</td>
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</tr>
<tr>
<td></td>
<td>- Exclusion from Big Day Out reward for that term.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Consideration for loss of school privileges or representation for the time period of this level.</td>
<td></td>
</tr>
<tr>
<td><strong>Level 2 Demerit:</strong></td>
<td><strong>Orange Level</strong>&lt;br&gt;Students who show no consistent improvement in behavior while on yellow level.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Level 2 Demerit letter (Orange) sent to parents.</td>
<td>Student spends two weeks on this level.</td>
</tr>
<tr>
<td></td>
<td>- Interview with classroom teacher and or executive.</td>
<td>If there are no further offences within the two weeks the student returns to Green Level.</td>
</tr>
<tr>
<td></td>
<td>- Formal interview with parents.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Student attends a two day detention.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Exclusion from Big Day Out reward for that term.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Consideration for loss of school privileges or representation for the time period of this level.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Participation in excursions reviewed by LST.</td>
<td></td>
</tr>
<tr>
<td><strong>Level 3: Demerit:</strong></td>
<td><strong>Red level</strong>&lt;br&gt;Students who show no consistent improvement in behavior while on orange level.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Level 3 Demerit letter (Red) sent to parents.</td>
<td>Student spends three weeks on this level.</td>
</tr>
<tr>
<td></td>
<td>- Interview with classroom teacher and or executive.</td>
<td>If there are no further offences within the three weeks the student returns to Green Level.</td>
</tr>
<tr>
<td></td>
<td>- Formal interview with parents.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Student attends a three day detention.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Exclusion from Big Day Out reward for that term.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Consideration for loss of school privileges or representation for the time period of this level.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Consideration for long or short suspension – parents provided with warning.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Participation in excursions reviewed by LST.</td>
<td></td>
</tr>
<tr>
<td><strong>Suspension level</strong></td>
<td>Student is suspended from school according to DEC Suspension policy.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upon completion of suspension student is placed on Level 3 and then follows Level 3 procedures.</td>
<td></td>
</tr>
</tbody>
</table>