

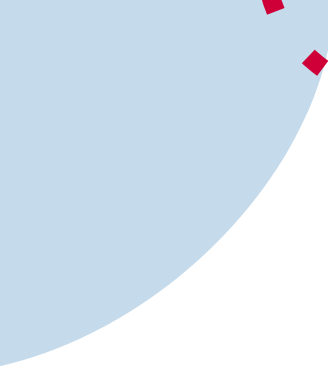


Rutherford Technology High School

School Behaviour and Support Management Plan

NSW Department of Education





POLICY OVERVIEW

Rutherford Technology High School is committed to supporting the learning and wellbeing of every student. We are committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged in learning. Key programs prioritised and valued by the school community are Positive Behaviour for Learning (PBL), Restorative Practices and Berry St - Trauma Informed Practice. Our inclusive, engaging and respectful practices enable EVERY student to access and fully participate in learning, supported by reasonable adjustments and teaching interventions tailored to meet the individual. This plan reflects our school's strategic and evidence-based behaviour management tiered approach that is aligned with the Department of Education's (DoE) Student Behaviour Policy.

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Plan Endorsed:	S. Hughes		Position:	Principal
Plan Approved:	T. Gadd		Position:	Director Educational Leadership
Plan Implementation Date:	27/1/2023		Plan Review Date:	27/1/2025

Parent / Caregiver Important Documents that can be accessed	RTHS Staff Resource and Document Support list
<ol style="list-style-type: none"> 1. DoE Behaviour Code for Students and School Community Charter 2. DoE Care Continuum 3. DoE Inclusive Education for students with disability 4. DoE School Behaviour Support and Management Plan 5. DoE Student Behaviour Policy and Procedure 6. Rutherford Technology High School High School website 7. Wellbeing Framework for Schools 8. School Anti Bullying Policy – found on the school website 	<ol style="list-style-type: none"> 1. Staff Induction Handbook 2. The Wellbeing Framework for Schools 3. School Behavioural Flow Chart 4. DoE School Behaviour Support and Management Plan 5. Assessment Policy 6. Uniform Policy 7. Excursion Policy

Three Tiers of Interventions – A Layered Support Framework	
Level 1 – Preventative Interventions and Universals	All Students
<ul style="list-style-type: none"> • Preventative approaches that aim to establish and maintain safe, respectful learning environments for all students. 	
Level 2 – Early or Targeted Interventions	Some Students
<ul style="list-style-type: none"> • Early and targeted interventions provide support for groups of students who identify as being at risk of developing behaviours of concern. 	
Level 3 – Individual Interventions	Few Students
<ul style="list-style-type: none"> • Students with highly complex and challenging behavioural, attendance or wellbeing concerns may need comprehensive systems of support that require regular reviews in consultation with parent/caregivers, other relevant specialist staff, service providers, interagency partners, and/or the Delivery Support Team. 	

School Community Expectations

Behaviour code for students NSW public schools

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.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

School Community Charter

 Collaborative. Respectful. Communication.

The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

We treat each other with respect

What our schools provide

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

The best education happens when parents and schools work together.

The School Community Charter aligns with the NSW Department of Education Strategic Plan 2018 - 2022.



Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- To be welcomed into our schools to work in partnership to promote student learning.
- Communication from school staff will be timely, polite and informative.
- Professional relationships with school staff are based on transparency, honesty and mutual respect.
- To be treated fairly. Tolerance and understanding are promoted as we respect diversity.

We prioritise the wellbeing of all students and staff

Unsafe behaviour is not acceptable in our schools

We work together with the school

Ensuring respectful learning environments for all members of NSW Public Schools communities.

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Behaviour code for students

The behaviour code for students can be found at <https://education.nsw.gov.au/public-schools/going-to-a-public-school/translated-documents/behaviour-code-for-students>. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned strategic responses to behaviours and situations. All school responses will align with the Student Behaviour Policy.

Partnership with parents/carers

Rutherford Technology High School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies through effective consultation through the P&C, AECG and LMG. Rutherford Technology High School will communicate these expectations to parents/carers through social media (Facebook), emails, phone calls and the school newsletter.

Promoting and Reinforcing Positive Behaviour - PBL

Rutherford Technology High School has the following school wide expectations:

Respect:

- Valuing other's opinions and rights to learn
- Actively listening
- Caring for themselves, others and the environment
- Following staff instructions

Responsibility:

- Being Safe
- Being in the right place at right time
- Using electronic devices appropriately
- Student owning their actions

Commitment:

- Being prepared to learn
- Striving for personal best
- Engaging in all learning experiences
- Collaborating with others

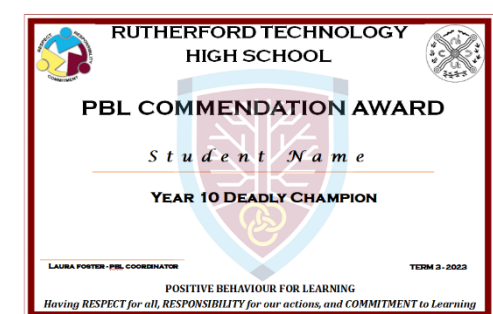
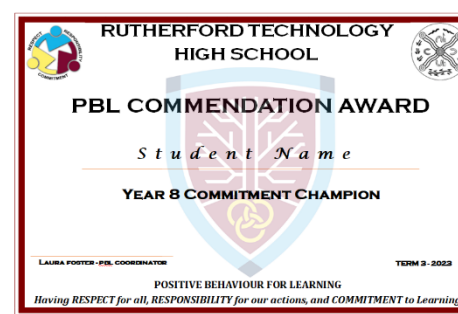
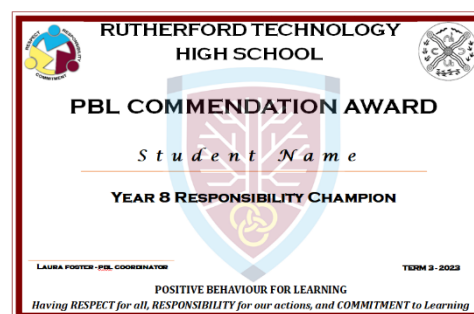
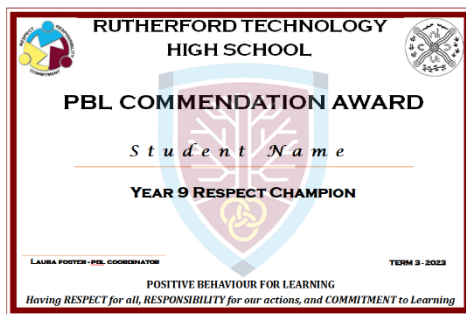


Rutherford Technology High School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Weekly PBL lessons that target specific data informed needs of the school. These are conducted every Wednesday morning in every class. This informs the weekly focus for PBL positive entries that accumulate over the term and indicate students' level for rewards.
- At our weekly assembly we acknowledge students who have stood out amongst their peers for excellence, improvement or attitude towards learning. Students who receive a Faculty Certificate (seen on previous page) for demonstrating the school core values go into a lucky dip for three canteen vouchers each week if they accept their award on stage.
- PBL rewards are represented as a Bronze, Silver, Gold and Platinum level system connected to student positives in Sentral. As students move up through the levels they receive greater rewards at each level. These reward sessions are conducted at the end of each term. Students are also awarded a certificate from their year advisor in the last year meeting for the term to recognise their achievement.



- Formal presentation ceremonies are held every semester and acknowledge the efforts and achievements of students in the categories of Respect, Responsibility, Commitment and Deadly. Awards are given out to students that have achieved the highest positives in each category from each year group. The Deadly award is for the Aboriginal and/or Torres Strait Islander students who have the highest positives in their year group. There is also an overall year champion awarded.



Level 1 – Preventative Interventions and Universals			All Students
Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL Lessons	Taught weekly to address specific needs of the learning community. They are proactive and responsive with data informed practice.	Whole School
	PBL Rewards Systems	Positives on Sentral for the free and frequent rewards. Faculty certificates. Semester based PBL presentations. Rewards events and excursions.	Whole School
	PBL Tier 1	Playground and classroom universals. Establishing behavioural expectations and reinforcing through free and frequent rewards.	Whole School
	Explicit Teaching Practices	The use of learning intentions and success criteria. Demonstration and modelling of skills. Clear and concise instruction with regular monitoring of student understanding and progress.	All Staff
	Restorative Practices	The use of restorative conversations to improve future behaviours: 1. What happened? 2. How did it affect you and others? 3. What can we do differently next time to show the PBL core values? 4. Reaffirm your commitment to building a trusting relationship; finish on a positive.	All Staff
	Behavioural Management Flowchart	Outlining to staff the process and protocols for behaviour management.	All Staff
	School Policies and procedures	Are clear and easy to locate to ensure school and Department processes are followed to ensure fair and equitable outcomes.	All Staff
	Morning Announcements	Targeting specific identified needs of the student body. The messaging is clear and consistently framed through a PBL lens that ensures success is acknowledged and rewarded.	Sen Exec
	LaST Testing	Testing is an important preventative measure as it provides standardised information for teachers to be able to better support learning needs which are often masked by acting out behaviours.	LaSTs and HT Learning and Support
	Behavioural Data Analysis	PBL team and Deputy Principals / Principal regularly monitor incidents on Sentral to support individual student and target school wide needs for interventions.	PBL Team Deputy Principals Principal

Prevention	Year Adviser Visits to Partner Primary Schools	Part of our Year 6-7 Transition Program. The YAs and 6-7 Transition Coordinator visit our LMG partner schools and introduce themselves to Year 6 students and speak about what they can expect when starting high school at RTHS. Students are able to ask questions about RTHS and have them answered by the RTHS staff.	Year 6 students at LMG partner schools
	Year 6 Orientation Day	Part of our Year 6-7 Transition Program. All Year 6 students enrolled at RTHS for Year 7 attend on this day. Year Advisers host a day of activities including a PBL lesson, subject taster lessons and peer support activities to familiarise students with RTHS before commencing Year 7 the following year.	All Year 6 students enrolled at RTHS for Year 7
	Peer Support Program	Part of Year 6-7 Transition Program. Year 10 and Year 9 students nominate themselves to be trained as peer support leaders. They then play a role in supporting Year 6-7 students during Targeted Transition , Orientation Day and in the first few weeks of Year 7. This program allows Year 9 and 10 students to take on a leadership role at RTHS.	Year 9 and 10 students, Year 6-7 students
	LoveBites Jr – Yr 7	#friends (Year 7) which covers themes such as communicating mindfully, warning signs of abusive behaviour, power in relationships, responding to concerns as bystanders, seeking help and rights and responsibilities in relation to sharing sexualised images.	Year 7
	LoveBites Jr – Yr 8	Respectful Relationships, Bullying and Gender (Year 8) which covers themes such as respect in relationships, gender roles and stereotypes, gender and relationships, jealousy, sexual harassment and homophobia, challenging harassment, discrimination and gender stereotypes and seeking help.	Year 8
	LoveBites Jr – Yr 9	Relationships, Love and Control (Year 9) which covers themes such as gender expectations and relationships, responding to jealous feelings, love and control, warning signs of a controlling/abusive relationship, supporting friends, seeking help and breaking up with respect.	Year 9
	Tuning in to Teens	Six session parenting program that is designed to support parents to help and teach their teenage children to control, understand and express their emotions in healthy and positive ways and develop emotional intelligence. Run each term and open to parents of students at RTHS and community.	Parents of students Years 7-12
	LoveBites	LoveBites is a respectful relationship education program for young people aged 15-17 years. It consists of a one day interactive workshop on relationship violence, sex and relationships followed by creative workshops and community campaigns. The program emphasises the importance of a whole school commitment to respectful relationship education. The program is run yearly for Year 10 by the HT Wellbeing.	Year 10
	Top Blokes	Top Blokes aims to improve young male's health and wellbeing. They work with groups of boys from Year 9 over a semester to increase their resilience, empathy and respect for self and others, and in doing so to reduce the rates of suicides, mental health issues, antisocial and risk-taking behaviours. The preventative, evidence-based group mentoring program is delivered by qualified and experienced youth workers and has been developed especially to engage and educate boys and young men. The goal is to mentor and develop their critical thinking and decision making skills, as well as normalise a definition of masculinity beyond 'strong' and 'stoic' to improve young men's relationships with themselves and those around them.	Year 9 Boys
	PCYC – Fit for Home	8 Week program focusing on the wellbeing of young people with views to build independence, resilience, confidence and self-esteem. Referrals through Wellbeing.	Years 7-12

Prevention	iRespect	iRespect aims to promote thoughtful conversation about a healthy and respectful manhood to create a culture that values women, girls and men and to raise awareness, examine consequences and take a stand against violence, harassment, bullying, sexual assault and abuse. It also endeavours to engage and motivate men and boys to inspire social change.	Boys Years 7-12
	MyRespect	Piloted at RTHS in 2023, this program aims to promote thoughtful conversation about healthy, respectful relationships, body image, safety, values and culture to inspire social change amongst female students. Developed and delivered by The Benevolent Society Youth Workers.	Year 9 Girls
	Sista Speak	An Aboriginal and Torres Strait Islander girls' group run by Chris Crump. The aim of the program is to inspire young women and encourage their creativity through art, design and dance.	Aboriginal and Torres Strait Islander students - Girls
	Youth Express – Strong Me, Deadly Me	This is a culture based leadership program that aims to build valuable leadership skills. This is achieved by using Culture as the foundation of these skills, enabling students to build not only their leaderships skills, but their knowledge and understanding of their cultural heritage. It aims to build their confidence in their identity and empower them to become a strong future leader in their community.	Aboriginal and Torres Strait Islander students
	iBelieve	iBelieve is delivered to Year 8 students with the aim of planting the seed of ambition in students to begin thinking of their future in a culturally safe space through talking circles, interactive activities and traditional Indigenous games. Participants are monitored and rewarded throughout the course of the program over an academic year. Run by Wollotuka Institute	Aboriginal and Torres Strait Islander students
	Deadly Streaming	The Deadly Streaming Project is a structured cultural program that aims to increase Aboriginal students having positive self-regard leading to an increased awareness that they belong in the educational setting. Deadly Streaming encourages students' understanding and respect of their identity and culture, and aims to improve their attendance and behaviour at school by improving their self-confidence and feelings of belonging. This increases their educational excellence and employability.	Aboriginal and Torres Strait Islander students
	Connecting Countries Program	The program aims to strengthen the social and emotional wellbeing of Aboriginal and Torres Strait Islander students through connecting to self, community, culture and country. It runs over 3 consecutive days on the lands of the Wonnarua and Worimi. Over these 3 days participants engage in cultural based activities.	Aboriginal and Torres Strait Islander students

Level 2 – Early or Targeted Interventions

Some Students

Care Continuum	Strategy or Program	Details	Audience
Early Intervention	Targeted Transition	Part of our 6-7 Transition Program. Any Year 6 students that are enrolled at RTHS for Year 7 who are highly anxious or otherwise may benefit from some additional familiarisation with RTHS before commencing Year 7 are invited to take part in this program. It is facilitated by the Year Advisers and HTW and involves three sessions of additional orientation activities supported by Year 10 Peer Support Leaders.	Selected Year 6 students enrolled at RTHS for Year 7
	Aboriginal and Torres Strait Islander students Year 6-7 Transition Day	Part of our 6-7 Transition Program. All Year 6 Aboriginal and Torres Strait Islander students that are enrolled at RTHS for Year 7 are invited to attend on this day. It is facilitated by our ALEC staff and offers students the opportunity to become familiar with our Aboriginal staff, ALEC and learning spaces prior to commencing Year 7 the following year to support their transition to RTHS.	Year 6 Aboriginal and Torres Strait Islander students enrolled at RTHS for Year 7
	Drumbeat	DRUMBEAT is the world's first structured learning program using music, psychology and neurobiology to reconnect with ourselves and others. The name DRUMBEAT is an acronym for Discovering Relationships Using Music, Beliefs, Emotions, Attitudes and Thoughts. This program runs for 8-10 weeks and is facilitated by the SSO. Referrals are made through LST.	Years 7-10
	Perfect Presence Program	The program aims to support students showing early signs of disengagement from school, so that they feel stronger connections to school and learning and are supported to build on personal and social capabilities. Includes units on Growth Mindset, Gratitude, Healthy Relationships, Food and Mood and Resilience. Delivered by PCYC Youth Workers at RTHS. Referrals can be made through LST.	Years 8-10
	Cook Kids / Chilled	The Cool Kids program is a world-renowned skills based program that teaches children (including teenagers) and their parent(s) how to better manage anxiety. Topics covered include learning about feelings and anxiety, learning to think realistically, parenting an anxious child, by facing their fears (stepladders) and learning coping skills such as building confidence or problem solving. Referrals made through LST, facilitated by SSO or external services.	Years 7-10
	Resilience Art Therapy	This program uses painting, drawing and colouring as expressive outlets to explore areas for personal growth to support students to develop their coping skills. Developed and facilitated by our SSO.	Years 7-10
	Cultural Writes	Selected students in Years 8 and 9 are participating in a new Cultural writing program called 'Cultural Writes' run by members of the ALEC. The program involves learning about cultural aspects of Aboriginal and Torres Strait Islander life and then using this knowledge as a basis for writing tasks. Participating students will also have the opportunity to visit cultural sites that will build on their cultural knowledge, identity and connection.	Years 8-9
	NRL School to Work	The NRL School to Work program is an educational and mentoring program for Indigenous youth in Years 11 and 12. The program is delivered on a fortnightly basis in both group and 1:1 settings, covering (but not limited to) career development plans, goal setting (including breaking the goals down in timelines and steps), job search skills, interview preparation, social media awareness, resilience and confidence sessions and ensuring each student has a resume and cover letter.	Years 11-12

	RAGE / Anger Management	<p>RAGE is an award winning six-week anger management course for adolescents aged between 11 and 17. RAGE is a strengths based, solution focused program that is hands on, practical and also fun for kids. The session themes are:</p> <ul style="list-style-type: none"> • The Many Faces of Anger • The 4Ts Anger Cycle • Healthy Expressions of Anger • Relaxation, Exercise and Diet • Summary, Evaluation and Awards <p>This program is facilitated by the SSO through LST.</p>	Years 7-12
	Seasons for Growth	<p>The <i>Seasons for Growth</i> program helps people understand the experiences of change, loss and grief and how these can impact on a person's life. The program also supports the development of communication, decision making and problem-solving skills. The program runs for 8 weeks and is facilitated by the SSO or external services. Referrals are made through LST.</p>	Years 7-12
	Managing the Bull	<p>Managing the Bull is a 6-week course that builds resilience in bullied teens through games, activities and discussions. Facilitated by SSO or external services. Referrals made through LST.</p>	Years 7-12

Level 3 – Individual Interventions

Few Students

Care Continuum	Strategy or Program	Details	Audience
Individual Intervention	Individual Behaviour Support Plan	A support intervention for students with mild behavioural needs to help refocus their behaviour and establish goals at school.	On a needs basis
	Behaviour Management Plan (BMP)	Completed by a Deputy Principal. The plans establish specific strategies to utilise when students are at various states of elevation. With the aim to prevent escalation and refocus students on productive learning.	On a needs basis
	Risk Management Plan (RMP)	Completed by the Deputy Principal. The plan is signed off by every member of staff ensuring that the risk is identified and communicated with all staff. The plan offers specific control measures to help prevent harm to individuals in our learning community.	On a needs basis
	Personalised Learning Pathways	Completed By ALEC with support from family (if possible). It sets goals and provides staff with important strategies and information about each student. Teachers use this information to inform teaching and learning to meet the needs of our Aboriginal and Torres Strait Islander students. They are completed annually.	Aboriginal and Torres Strait Islander students
	Learning Adjustment Register	Specific and negotiated strategies that are effective with individual students. Created by the Learning and Support Team, the student and carer (where possible) it provides strategies to teaching staff to support student learning and improve academic achievement. They are signed off each term as part of the NCCD reporting.	Students requiring reasonable adjustments to access content
	LaST Interventions	Various individual or group programs that run throughout the year to support students with extension and remediation of their work.	Students identified through data
	LaST Testing	Students who are identified through LST, teacher recommendation and enrolment are tested through a variety of tests identifying gaps in learning and ability. Data is then analysed and students supported through LaST Interventions.	Students requiring testing to ascertain levels
	PBL Tier 2	Individual interventions that are tailored to student specific needs. These include BMPs, RMP, ITPs etc.	On a needs basis

Individual Intervention

Behaviour Support Specialist	Our Targeted Early Intervention Caseworker is a social worker who is on site at RTHS 3 days per week. They provide practical and tailored individual support to students and their families on a needs basis. Students are referred by Head Teacher Wellbeing or via LST.	Students requiring case management from a specialist social worker
Wellbeing Nurse	The Wellbeing Nurse is on site at RTHS 1 day per week and works with two of our partner primary schools. They can assist students and their parents/carers to access the health system for a broad range of health concerns. Students are referred by the Head Teacher Wellbeing or via LST.	Students requiring support to access the health system
PCYC - Fit for work	Program runs twice a year through PCYC, 3 days per week. Focus on fitness and readiness for work. Referrals made through LST.	Students over 16 years of age that are disengaged from school
Individual Education Plans (IEP)	Completed by support teachers or LaSTs along with the student and a carer (where possible). The plan sets goals for students and offers teachers some insight into student interest and useful strategies that might help support student engagement. They address the individual education needs of the student and are monitored and reviewed annually. These plans can also incorporate student transition beyond school.	Students in out of home care, students with IFS and on a needs basis
Safety Plan	Completed by a School Counsellor, Head Teacher Wellbeing, SSO or mental health professional. Safety plans are for students who are having thoughts or acting on self-harming behaviour and/or suicidal thoughts. It is a plan that puts strategies together to try to keep themselves safe when the thoughts are there. It suggests people students can reach out to and strategies to help.	On a needs basis
Calming Plan	Completed by a School Counsellor, Head Teacher Wellbeing, SSO or mental health professional. These plans are to support students who have trouble regulating their emotions and/or have high anxiety in specific situations. The plan aims to outline useful strategies for the individual student to utilise to bring themselves back to a calm self-regulated state.	On a needs basis

Detention, Reflection and Restorative Practices

All Staff

Detention, Reflection and Restorative Practices	Action	When and how long?	Who Coordinates?	How are these recorded?
	Restorative Conversation	When a student's behaviour falls outside the school's behavioural expectations. The length of time is determined by the student's willingness to engage with the conversation and reflect on their impact on learning and /or safety.	The teacher who witnessed the behaviour.	Teachers will record minor issues in their day books and / or on Sentral. Ongoing and more serious behaviours of concern must be recorded on Sentral and communicated to relevant executive staff as outlined in RTHS Behavioural Flowchart.
	Teacher Directed Time Out	These can be preorganised and at set intervals or can be used to prevent the escalation of behaviour. The Time Out should be for the shortest time possible. Ensuring that the student is able to return to the learning environment safely and respectfully.	Teaching Staff and or Head Teacher. Options include in progressive seriousness: 1. Moved to an alternate location within the room. 2. Removed to a preorganised buddy class within the vicinity. 3. Directed to the Head Teacher with recess or lunchtime restorative conversation.	Teachers are to record any incident involving a teacher directed Time Out onto Sentral for monitoring of student across multiple faculties to support behavioural interventions.
	Self Directed Time Out	Student self-directed Time Out enables a student to remove themselves from a situation or environment causing stress. Students who have a designated Time Out card. When a situation arises that triggers the need.	The Head Teacher Wellbeing and LST	If a student used a Time Out card it should be recorded on Sentral as an incursion.
	Detention and Reflection	When a student has demonstrated repeated inappropriate behaviours. The next day a pink slip will be handed out by the Head Teacher indicating the time and place for the detention/ reflection. It should be paired with a restorative conversation and the length of time is determined by the student's willingness to engage with the conversation and reflect on their impact on learning and /or safety. Student should not be kept in for longer than 50% of the allocated break time.	Classroom Teachers and / or Executive Staff	The incident that led to the detention must be recorded on Sentral with a comment in the 'Action Taken' section.



School Anti-bullying Plan

The school's Anti Bullying Policy can be found on the school website and is updated annually. It refers to the Bullying of Students – Prevention and Response Policy and Anti-bullying Plan.

Reviewing dates