
Policy:	Student Wellbeing and Engagement	DET
Date:	November 2018	Review: 2020

TABLE OF CONTENTS

School profile	2
School values, philosophy and vision	2
Engagement strategies	3
Identifying students in need of support	5
Student rights and responsibilities	5
Student behavioural expectations	6
Engaging with families	7
Evaluation	7
Appendices and Related Policies	
Appendix 1: Student Values Matrix	8
Appendix 2: Inclusion & Diversity Policy	9
Appendix 3: Bullying Prevention Policy	11

PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Numurkah Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

SCOPE

This policy applies to all school activities, including camps and excursions.

POLICY

School profile

Numurkah Primary School has a proud history, being first established in 1879. Over the years generations of families have passed through our school and have continued on to make considerable contributions to society. Our school is committed to working with our parents and the wider community to develop children that reach their full academic, physical and social potential. We support our students to become adept in the 21st century skills of collaboration, communication, critical thinking and creativity.

Parents are encouraged to be actively involved in our school and are welcome to be part of our School Council, Parents and Friends, classroom volunteers, assist on excursions and numerous other roles.

Our school provides a wide range of learning activities. As well as the vital areas of Literacy and Numeracy, our students experience physical education/sport (including swimming), music (including choir), visual arts, science, technology, language, Social and Environmental studies. Students also have access to specific extension and support programs.

As part of the school's four year Strategic Plan, we are particularly targeting these areas:

- Strengthen the capacity of all teachers to deliver consistent quality teaching.
- Create a culture where the analysis of data is consistently used to inform teaching and learning practices.
- Imbed a culture of high expectations
- Improve community engagement in learning

School values, philosophy and vision

Numurkah Primary School community aims to support our students to become motivated and independent learners who value and appreciate their own, and other's academic and social

achievements. We promote social responsibility and work to prepare our students for an ever-changing world. To help us achieve our purpose, we promote and practice the following School-Wide Positive Behaviours:

At Numurkah Primary School, we are...

- LEARNERS
- CARING
- RESPONSIBLE
- RESPECTFUL

Our school's vision is to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults.

Our Statement of Values is available online at: Numurkah.ps@edumail.vic.gov.au

Engagement strategies

Numurkah Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- teachers at Numurkah Primary School use a variety of instructional frameworks to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Numurkah Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including

year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, and Principal whenever they have any questions or concerns.

- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs
- availability of a School Chaplain who works with students and families to ensure everyone is supported emotionally, socially and academically in a positive way.
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Bully Stoppers
 - Safe Schools
- opportunities for student inclusion (i.e. sports teams, recess and lunchtime activities)
- buddy and peers support programs

Targeted

- *junior and senior team leaders, will work with all classroom teachers in conjunction with the Principal to monitor the health and wellbeing of students and provide additional support for them whenever it is required. This could be referral to the chaplain where social skills activities are organised for specific age groups.*
- *connect all Koorie students with a Koorie Engagement Support Officer*
- *all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment*
- *all staff will undertake health promotion and social skills professional development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year*
- *staff will apply a trauma-informed approach to working with students who have experienced trauma*

Individual

- *Student Support Groups, see:*
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- *Individual Learning Plan and Behaviour Support Plan*
- *Program for Students with Disabilities*
- *referral to Student Welfare Coordinator and Student Support Services*
- *referral to ChildFirst, Headspace*
- *Lookout*

Numurkah Primary School implements a range of strategies that support and promote individual engagement. These can include:

- *building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances*
- *meeting with student and their parent/carer to talk about how best to help the student engage with school*
- *developing an Individual Learning Plan and/or a Behaviour Support Plan*
- *considering if any environmental changes need to be made, for example changing the classroom set up*

- *referring the student to:*
 - *school-based wellbeing supports*
 - *Student Support Services*
 - *Appropriate external supports such as council based youth and family services, other health professionals, headspace, child and adolescent mental health services or ChildFirst*

Where necessary the school will support the student's family to engage by:

- *being responsive and sensitive to changes in the student's circumstances and health and wellbeing*
- *collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student*
- *monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family*
- *running regular Student Support Group meetings for all students:*
 - *with a disability*
 - *in Out of Home Care*
 - *and with other complex needs that require ongoing support and monitoring.*

Identifying students in need of support

Numurkah Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Numurkah Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- *personal, health and learning information gathered upon enrolment and while the student is enrolled*
- *attendance records*
- *academic performance*
- *observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation*
- *attendance, detention and suspension data*
- *engagement with families*

Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team.

Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Numurkah Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Numurkah Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- *warning a student that their behaviour is inappropriate*
- *teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour*
- *withdrawal of privileges*
- *restorative practices*
- *detentions*
- *behaviour reviews*
- *suspension*
- *expulsion*

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

Corporal punishment is prohibited in our school and will not be used in any circumstance.

Engaging with Families

Numurkah Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

Evaluation

Numurkah Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21
- SOCS

REVIEW CYCLE

This policy was last updated on November 2018 and is scheduled for review in November 2020

NUMURKAH PRIMARY SCHOOL MATRIX

Updated: August 2018

	IN ALL SETTINGS As students at Numurkah Primary School, we...	LEARNING AREAS In all learning areas, we...	PLAY GROUND & COURTYARDS In all playground areas, we...	ASSEMBLY At assemblies, we...	ICT When working with ICT equipment, we...	TRANSITIONS When we move around the school, we...	TOILET AREAS In toilet areas, we...
WE ARE LEARNERS	<ul style="list-style-type: none"> - Do our personal best - Are organised and on time - Follow all instructions - Listen - Stay on task 	<ul style="list-style-type: none"> - Are organised - Persist with all tasks - Have a go - Reflect on our learning - Take pride in our work - Understand our learning goals 	<ul style="list-style-type: none"> - Have a play plan ready - Play fairly - Keep the noise level to an appropriate tone - Play sensibly - Keep hands and feet to ourselves 	<ul style="list-style-type: none"> - Listen carefully to announcements - Celebrate achievements 	<ul style="list-style-type: none"> - Try new programs - Learn how to use the programs correctly - Share our ideas - Save work correctly 	<ul style="list-style-type: none"> - Understand bus safety - Are organised and on time for line ups - Always walk to buses - Understand road rules - Use correct gates 	<ul style="list-style-type: none"> - Go to the toilet at recess and lunchtime - Remember that toilets are not a play area - Flush the toilets after using
WE ARE CARING	<ul style="list-style-type: none"> - Acknowledge the achievements of others - Help others - Line up quietly - Share with our friends - Move around the school quietly 	<ul style="list-style-type: none"> - Encourage others - Take pride in our appearance and hygiene 	<ul style="list-style-type: none"> - Include others - Get along with others - Help others - Are fair to others - Use quiet voices - Put our rubbish in the bin 	<ul style="list-style-type: none"> - Acknowledge the achievements of others - Stand and wait while the anthem is playing if we are late to assembly - Sit nicely and pay attention 	<ul style="list-style-type: none"> - Keep food and drink away from equipment - Take care when putting away devices and place on charges - Report any concerns to the teacher 	<ul style="list-style-type: none"> - Line up quietly - Are considerate of others - Care for others learning time 	<ul style="list-style-type: none"> - Use quiet voices - Help those that need assistance - Look after the building
WE ARE RESPONSIBLE	<ul style="list-style-type: none"> - Put things back where they belong - Clean up after ourselves - Play by the rules - Stay inside the school grounds to keep safe 	<ul style="list-style-type: none"> - Be consistent with our effort - Wear our school uniform appropriately - Keep up to date with events and activities 	<ul style="list-style-type: none"> - Return sports equipment and pack away properly - Wear hats in term 1 and term 4 - Stay safe - Return to class on time - Make positive decisions 	<ul style="list-style-type: none"> - Show positive body language - Focus on all speakers - Hold our head up and role model positive body language 	<ul style="list-style-type: none"> - Access appropriate websites - Use appropriate language when emailing - Report any issues to a teacher - Log off netbooks and laptops correctly 	<ul style="list-style-type: none"> - Use the bus book - Enter and exit the school building through the correct doors - Move immediately when the music begins - Walk around the school buildings 	<ul style="list-style-type: none"> - Talk to teachers if there is a problem - Always wash our hands after using the toilet - Move in and around the toilets at a walking pace
WE ARE RESPECTFUL	<ul style="list-style-type: none"> - Respect learning - Respect others - Respect ourselves - Respect property - Respect cultural differences and beliefs 	<ul style="list-style-type: none"> - Listen and act on the teachers instructions - Let others learn - Let others work without distractions 	<ul style="list-style-type: none"> - Look after school property - Talk nicely to everyone - Use manners - Share the playground - Look after garden areas 	<ul style="list-style-type: none"> - Sing National Anthem - Respect Welcome To Country - Applaud others appropriately. 	<ul style="list-style-type: none"> - Look after equipment - Use equipment for positive learning purposes 	<ul style="list-style-type: none"> - Listen to bus monitors and drivers - Speak politely to other bus travellers - Consider other classes when moving through the corridor 	<ul style="list-style-type: none"> - Know that toilets are private places - Respect our toilets, those that use them and clean them - Shut the toilet door when using

Policy:	Inclusion and Diversity	DET
Date:	June 2018	Review: 2020

PURPOSE

The purpose of this policy is explain Numurkah Primary School's commitment to making sure every member of our school community, regardless of their background or personal attributes, is treated with respect and dignity. Numurkah Primary School strives to provide a safe, inclusive and supportive school environment for all students and members of our school community.

POLICY

Definitions

Personal attribute: a feature of a person's background or personal characteristics that is protected by State or Commonwealth anti-discrimination legislation. For example: race, disability, sex, sexual orientation, gender identity, religion etc.

Inclusion and diversity

Numurkah Primary School is committed to creating a school community where all members of our school community are welcomed, accepted and treated equitably and with respect regardless of their backgrounds or personal attributes such as race, language, religious beliefs, gender identity, disability or sexual orientation so that they can participate, achieve and thrive at school.

Numurkah Primary School acknowledges and celebrates the diversity of backgrounds and experiences in our school community and we will not tolerate behaviours, language or practices that label, stereotype or demean others.

Numurkah Primary School will:

- ensure that all students and members of our school community are treated with respect and dignity
- ensure that students are not discriminated against and where necessary, are accommodated to participate in education and all school activities (e.g. schools sports, concerts) on the same basis as their peers
- acknowledge and respond to the diverse needs, identities and strengths of all students
- encourage empathy and fairness towards others
- challenge stereotypes that promote prejudicial and biased behaviours and practices
- contribute to positive learning, engagement and wellbeing outcomes for students.

Bullying, harassment and other forms of inappropriate behaviour targeting individuals because of their personal attributes will not be tolerated in our school community. Students who may have experienced or witnessed this type of behaviour are encouraged to speak up and to let their teachers, parents or carers know about those behaviours to ensure that inappropriate behaviour can be addressed.

Numurkah Primary School will take appropriate measures, consistent with its *Student Wellbeing and Engagement* and *Bullying* policies to respond to discriminatory behaviour or harassment at our school.

Numurkah Primary School also understands that it has a special obligation to make reasonable adjustments to accommodate students with disabilities. A reasonable adjustment is a measure or action taken to assist all students to participate in their education on the same basis as their peers. Reasonable adjustments will be made for students with disabilities through our Student Support Group processes in consultation with the student, their parents or carers, their teachers and if appropriate, their treating practitioners. For more information about support available for students with disabilities, please refer to our school's *Student Wellbeing and Engagement* policy or contact the Principal on 03 58621426 for further information.

RELATED POLICIES AND RESOURCES

[Student Wellbeing and Engagement.docx](#), [Statement of Values and School Philosophy.docx](#), [Bullying Prevention.docx](#)

- School Policy and Advisory Guide:
 - [Inclusive Education](#)
 - [Koorie Education](#)
 - [Teaching Aboriginal and Torres Strait Islander Culture](#)
 - [Safe Schools](#)
 - [Supports and Services](#)
 - [Program for Students with Disabilities](#)

REVIEW PERIOD

This policy was last updated on June 2018 and is scheduled for review in June 2020.

Policy: **Bullying Prevention Policy**

DET

Date: May 2018

Review: May 2020

PURPOSE

Numurkah Primary School is committed to providing a safe and respectful learning environment where bullying will not be tolerated.

The purpose of this policy is to:

- explain the definition of bullying
- make clear that all forms of bullying at Numurkah Primary School will not be tolerated
- ask that everyone in our school community be alert to signs and evidence of bullying behaviour, and accept responsibility to report bullying behaviour to school staff
- ensure that all reported incidents of bullying are appropriately investigated and addressed
- ensure that support is provided to students who may be affected by bullying behaviour (including victims, bystanders and perpetrators)
- seek parental and peer group support in addressing and preventing bullying behaviour at Numurkah Primary School.

When responding to bullying behaviour, Numurkah Primary School aims to:

- be proportionate, consistent and responsive
- find a constructive and positive solution for everyone
- stop the bullying from happening again
- restore the relationships between the students involved.

Numurkah Primary School acknowledges that school staff owe a duty of care to students to take reasonable steps to reduce the risk of reasonably foreseeable harm, which can include harm that may be caused by bullying behaviour.

SCOPE

This policy applies to all school activities, including camps and excursions.

This policy should be read in conjunction with our school's Student Wellbeing and Engagement Policy, Inclusion and Diversity Policy, Duty of Care Policy and Statement of Values and School Philosophy.

POLICY

Definitions

Bullying occurs when someone, or a group of people, deliberately and repeatedly upset, harass, intimidate, threaten or hurt another person or damage their property, reputation or social acceptance. There is an imbalance of power in incidents of bullying, where the bully or bullies have more power than the victim due to their age, size, status or other reasons.

Bullying may be direct or indirect, physical or verbal, and includes cyberbullying. Bullying is not a one-off disagreement between two or more people or a situation of mutual dislike.

Bullying can be:

1. *direct physical bullying* – e.g. hitting, tripping, and pushing or damaging property.
2. *direct verbal bullying* – e.g. name calling, insults, homophobic or racist remarks, verbal abuse.
3. *indirect bullying* – e.g. spreading rumours, playing nasty jokes to embarrass and humiliate, mimicking, encouraging others to socially exclude a person and/or damaging a person's social reputation or social acceptance.

Cyberbullying is direct or indirect bullying behaviours using digital technology. For example via a mobile phone, tablets, computers, chat rooms, email, social media, etc. It can be verbal, written or include use of images, video and/or audio.

Mutual conflict involves an argument or disagreement between people with no imbalance of power. In incidents of mutual conflict, generally, both parties are upset and usually both want a resolution to the issue. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.

Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Single-episode acts of harassment, nastiness or physical aggression are not the same as bullying. If someone is verbally abused or pushed on one occasion, they are not being bullied. Harassment, nastiness or physical aggression that is directed towards many different people is not the same as bullying. However, single episodes of harassment, nastiness or physical aggression are not acceptable behaviours at our school.

Many distressing behaviours may not constitute bullying even though they are unpleasant. Students who are involved in or who witness any distressing behaviours of concern are encouraged to report their concerns to school staff.

BULLYING PREVENTION

Numurkah Primary School has a number of programs and strategies in place to build a positive and inclusive school culture. We strive to foster a school culture that prevents bullying behaviour by modelling and encouraging behaviour that demonstrates acceptance, kindness and respect.

Bullying prevention at Numurkah Primary School is proactive and is supported by research that indicates that a whole school, multifaceted approach is the most effect way to prevent and address bullying. At our school:

- We promote and practice the following School-Wide Positive Behaviours – **We are.....Learners, Caring, Responsible, Respectful**
- We have a positive school environment that provides safety, security and support for students and promotes positive relationships and wellbeing.
- We strive to build strong partnerships between the school, families and the broader community that means all members work together to ensure the safety of students.
- Teachers are encouraged to incorporate classroom management strategies that discourage bullying and promote positive behaviour.
- In the classroom, our social and emotional learning curriculum teaches students what constitutes bullying and how to respond to bullying behaviour assertively. This promotes resilience, assertiveness, conflict resolution and problem solving.
- Students are encouraged to look out for each other and to talk to teachers and older peers about any bullying they have experienced or witnessed.

For further information about our engagement and wellbeing initiatives, please see our *Student Wellbeing and Engagement* policy.

INCIDENT RESPONSE

Reporting concerns to Numurkah Primary School

Bullying complaints will be taken seriously and responded to sensitively at our school.

Students who may be experiencing bullying behaviour, or students who have witnessed bullying behaviour, are encouraged to report their concerns to school staff as soon as possible.

In most circumstances, we encourage students to speak to their teacher however, students are welcome to discuss their concerns with any trusted member of staff including Principal, teachers, school social worker and Student Support Officers.

Parents or carers who may develop concerns that their child is involved in, or has witnessed bullying behaviour at Numurkah Primary School should contact the Principal on 58621426 or by email directed to numurkah.ps@edumail.vic.gov.au

INVESTIGATIONS

When notified of alleged bullying behaviour, school staff are required to:

1. record the details of the allegations in Compass ; and
2. inform the Principal and/or Assistant Principal
3. The Principal and Assistant Principal are responsible for investigating allegations of bullying in a timely and sensitive manner. To appropriately investigate an allegation of bullying, the Principal and/or Assistant Principal may:
 - speak to the students involved in the allegations, including the victim/s, the alleged perpetrator/s and any witnesses to the incidents
 - speak to the parents of the students involved
 - speak to the teachers of the students involved
 - take detailed notes of all discussions for future reference
 - obtain written statements from all or any of the above.

All communications with the Principal/Assistant Principal in the course of investigating an allegation of bullying will be managed sensitively. Investigations will be completed as quickly as possible to allow for the behaviours to be addressed in a timely manner.

The objective of completing a thorough investigation into the circumstances of alleged bullying behaviour is to determine the nature of the conduct and the students involved. A thorough understanding of the alleged bullying will inform staff about how to most effectively implement an appropriate response to that behaviour.

Serious bullying, including serious cyberbullying, is a criminal offence and may be referred to Victoria Police. For more information, see: [Brodie's Law](#).

RESPONSES TO BULLYING BEHAVIOURS

When the Principal and/or Assistant Principal has sufficient information to understand the circumstances of the alleged bullying and the students involved, a number of strategies may be implemented to address the behaviour and support affected students.

There are a number of factors that will be considered when determining the most appropriate response to the behaviour. When making a decision about how to respond to bullying behaviour, Numurkah Primary School will consider:

- the age and maturity of the students involved
- the severity and frequency of the bullying, and the impact it has had on the victim student
- whether the perpetrator student or students have displayed similar behaviour before
- whether the bullying took place in a group or one-to-one context
- whether the perpetrator demonstrates insight or remorse for their behaviour
- the alleged motive of the behaviour, including any element of provocation.

The Principal may implement all, or some of the following responses to bullying behaviours:

- Offer counselling support to the victim student or students, including referral to an external provider or the school chaplain.
- Offer counselling support to the perpetrator student or students, including referral to an external provider or the school chaplain.
- Offer counselling support to affected students, including witnesses and/or friends of the victim student, including referral to an external provider.
- Facilitate a restorative practice meeting with all or some of the students involved. The objective of restorative practice is to repair relationships that have been damaged by bringing about a sense of remorse and restorative action on the part of the person who has bullied someone and forgiveness by the person who has been bullied.
- Facilitate a mediation between some or all of the students involved to help to encourage students to take responsibility for their behaviour and explore underlying reasons for conflict or grievance.
- Implement disciplinary consequences for the perpetrator students, which may include removal of privileges, detention, suspension and/or expulsion consistent with our Student Wellbeing and Engagement policy, the Ministerial Order on Suspensions and Expulsions and any other relevant Department policy.
- Facilitate a Student Support Group meeting and/or Behaviour Support Plan for affected students.
- Prepare an Individual Management Plan restricting contact between victim and perpetrator students.
- Provide discussion and/or mentoring for different social and emotional learning competencies of the students involved, including connecting affected students with an older Student Mentor, resilience programs, working with the school chaplain.
- Monitor the behaviour of the students involved for an appropriate time and take follow up action if necessary.
- Implement year group targeted strategies to reinforce positive behaviours, for example supervised/organised games at recess or lunch.

The Principal is responsible for maintaining up to date records of the investigation of and responses to bullying behaviour.

Numurkah Primary School understands the importance of monitoring the progress of students who have been involved in or affected by bullying behaviour. Our ability to effectively reduce and eliminate bullying behaviour is greatly affected by students reporting concerning behaviour as soon as possible, so that the responses implemented by Numurkah Primary School are timely and appropriate in the circumstances.

EVALUATION

This will be reviewed on a 2 year basis following analysis of school data on reported incidents of, and responses to bullying to ensure that this policy remains up to date, practical and effective.

Data will be collected through:

- discussion with students
- regular student bullying surveys
- regular staff surveys
- assessment of school based data, including the number of reported incidents of bullying in each year group and the effectiveness of the responses implemented.

Proposed amendments to this policy will be discussed with student representative groups, parents groups, school council.

REVIEW CYCLE

This policy was last updated on May 2018 and is scheduled for review in May 2020.