



FERNTREE GULLY NORTH PRIMARY SCHOOL STUDENT WELLBEING AND ENGAGEMENT POLICY

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.

Ferntree Gully North 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.

CONTENTS

1. School profile
2. School values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families
8. Evaluation

POLICY

School profile

Ferntree Gully North Primary School situated at the base of the Dandenong Ranges has an enrolment of 404 in 2018, 186 female, 218 male, 2 percent of students had English as a second language and 1 percent were Aboriginal or Torres Strait Islander. Our overall socio-economic profile based on the school's Student Family Occupation and Education index is in the medium range.



Our state of the art facilities, continue, to provide an outstanding learning environment for our students, teachers and the community. Our values are excellence, respect, resilience and integrity. The community prides itself on our beautiful environment and our vision is to provide a holistic approach to educating students encompassing academic, social and emotional growth. Our learning community is, founded on an educational philosophy centred on the whole child and ground in the belief that all students can learn and all students have the right to be challenged to fulfil their potential as life-long learners. Our staff profiles includes two Principal class, 25 teaching staff and 13 Education Support Staff.

We offer a comprehensive education for our students including the specialist areas of visual arts, music and physical education. Our language focus for years Foundation-4 is Japanese including a cultural program and in year 5 and 6 students have a specialised STEM program (Science, Technology, Engineering, Mathematics). The school has an Enviro Centre with a focus on chickens, guinea pigs and some food production. We continued our Dance Academy and Autobahn programs.

Ferntree Gully North Primary School is proud of its reputation and proven history in catering for diverse needs within the community. We currently have 9 students on our students with disabilities program. These funded students are supported by Education Support Staff who assist them in class, specialist lessons and whilst outside in the yard. We offer Levelled Literacy Intervention programs and a school based speech pathology service in addition to regular to DEET school support service officers, in phycology and speech pathology. We offer the services of a psychologist and occupational therapist for private counselling purposes onsite.

Ferntree Gully North Primary School provides a safe and supportive community of life long learning where respect, diversity and pride are valued by all. The school has links with the extended community through the CHIPS Welfare Program, Ferntree Gully Rotary Group, Glengollan Retirement Village and the FTG Salvation Army. These links provide extra-curricular activities and leadership opportunities for students. We provide our student leaders with opportunities to be involved in school decision making within the school community. The school places high value on the expertise of our teachers and the role of parents as partners in learning across the curriculum.

Ferntree Gully North Primary School responds to the needs and expectations of parents and the community by providing educational programs that cater for a variety of learning styles, student needs and ambitions. The school sees parents as vital partners in the educational process and seeks their active participation, through various support bodies within the school including the sustainability and edible garden programs.

1. School values, philosophy and vision

Preventative School Culture

Ferntree Gully North Primary School is very proud of its achievements in building a strong foundation for our positive school culture. It is based on a belief that all students have the right to be provided a safe and secure learning environment which provides meaningful opportunities to meet their personal and educational potential. A key component of the school's approach to



prevention is teaching positive behaviours and developing personal and social capabilities of students with logical consequences to address appropriate and inappropriate behaviour. The school also uses the Play is the Way methodology which provides all members of the community a clear, shared understanding of the need to develop social and emotional skills using wisdom and intrinsic rewards, not force.

This process is strongly supported through the provision of a number of supporting programs including Play is the Way 3R's process, student support Behaviour Educators, strong student led leadership and other targeted Social Skills Programs.

The Welfare Team comprising of the Principal, Assistant Principal, Welfare Officer and the DET Psychologist and Speech Pathologist meet fortnightly or as the need arises to discuss students who may be at risk and what future direction we need to take to support the child.

The School Council and Leadership team regularly consult with students, parents/carers, support organisations and the broader community to ensure we are responsive to students' social, emotional, cognitive and cultural needs.

Our positive school culture has a solid foundation in the belief that student engagement is the basis for learning. To support this, the school improvement team and school leadership team is actively engaged in developing classroom practice to ensure that our pedagogy and curriculum engages all students by recognising and responding to their diverse learning needs. Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students is promoted through Play is the Way and through class and level meeting that encourage the social and emotional development of students in line with the Victorian Curriculum.

The school also supports the school community through building relationships with outside agencies to support individual student and family needs. These are provided through our Welfare program, School based Speech Pathology program and private counselling through OnPsych.

Engagement Strategies

- Attendance

Ferntree Gully North understands that full attendance is a key to engagement and maximises every student's ability to learn and our teachers' ability to teach effectively. The school has actively embraced the "Attendance Awards" approach and closely monitors student attendance with effective and regular follow-up to parents via the online platform Compass.

- Restorative Practices

Ferntree Gully North uses Restorative Practices through Play is the Way model to encourage engagement, and build pride, respect and responsibility in each individual student. This practice is also used in the classroom and out in the yard and is the basis for respectful communication, relationships and how to respond to behavioural issues. This is promoted through the following Play is the Way life rafts and virtues:



Life Rafts:

- Treat others as you would like them to treat you.
- Be brave – participate to progress.
- Have reasons for the things you say and do.
- It takes great strength to be sensible.
- Pursue your personal best no matter who you work with.
- Be the master, not the victim of your feelings.

Virtues:

- Good Manners
- Courage
- Persistence/Resilience
- Friendliness
- Tolerance/Acceptance
- Compassion

How we support positive behaviour and relationships

Ferntree Gully North requires the active involvement of parents in the learning and behaviour of each student. It seeks to foster this cooperative approach with parents through an open door policy, reports, student-led conferences, parent-teacher interviews as required, phone calls, meetings, portfolios, use of diaries/communication books, Compass, email and school website. Ferntree Gully North Primary School recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

This Statement of Values sets out our behavioural expectations of all members in this school community, including the Principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities. Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable, and will not be tolerated in this school.

Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.

In encouraging and building this cooperative approach it is acknowledged there will be behaviours and events that occur that compromise this ideal. When this occurs Ferntree Gully North will use a restorative approach using the adapted Play is the Way 3R's process to repair damaged relationships with individuals and groups. Where appropriate the school will inform and involve parents in these processes.

The following restorative approach will be used.



A restorative question approach:

Gully North 3Rs Guide Sheet	
Name..... Date.....	
Class..... Time started..... Time completed.....	
REFLECTION - AWARENESS OF OTHERS	
A. Write down the names of the people affected by your inappropriate behaviour.	B. Write down 2 things about each person that makes them a valuable member of your class and our school.
.....	1.
.....	2.
REPAIR - SAYING SORRY	
<i>Saying sorry is not an act of weakness but rather one of having the courage to admit error and the noble desire to initiate repair.</i>	
Dear.....	
I'm sorry for.....	
I was feeling.....	
Because.....	
It would have been better if I.....	
Name/Signature..... Date.....	
RESTITUTION - BELONGING TO A COMMUNITY	
Write 2 things about yourself that make you a valuable member of your class and school community.	You are a valuable member of our school and we ask you to behave in a way that keeps us all safe and protects our community.
1.	
2.	
RESTITUTION - EARNING BACK RESPECT & TRUST	
What will you do for the others, to show them that making things better between you is necessary and important? Find something that is worthwhile, helpful and takes time and effort on your part.	
I will.....	
.....	
.....	

A Staged Response

- This approach will be conducted in an informal way for minor incidents and be embedded in classroom teaching and learning.
- Minor incidents will require a restorative session with the classroom teacher using the Gully North 3Rs Guide Sheet.
- Serious incidents will require a more formal restorative session that involves the Principal and/or Assistant Principal; all persons affected in the incident; and documentation.
- There will be situations where a formal conference involving the said people, parents, support persons and convener will be required. Any imposed consequence will be imbedded in the restorative process that requires a response ‘earning back respect and trust’ in relation to those who have been affected.
- Where a restorative approach has previously been conducted and subsequently the behaviour continues, the school will constitute a Student Support Group to devise strategies and approaches to address the behaviour, this may include intervention from specialist services and external agencies in the local community.

Restorative practices are intended to move the focus away from a punitive consequence that is based on the establishment of wrong doing. Rather it seeks to value and support those involved so that they feel empowered to take positive action to address the situation and move forward. Restorative practice is about being respectful of every member of our school community, encouraging responsible behaviour and actions and ensuring that personal pride and dignity is maintained.

- Inclusion, Wellbeing & Transitions

Student Pathways focuses on transitions from Pre-School to Foundation; Year 2-3; and Year 6 to Secondary College. Current practices are investigated and recommendations for improvement of transitions at every year level of the school.



- Professional Learning

Teacher Professional Learning is given high priority at Ferntree Gully North to ensure the strategies and approaches adopted are implemented with integrity. We have continued to embed the FISO improvement cycle and the whole-part-whole instruction model along with the gradual release of responsibility. During the past three years there has been a whole school focus on developing a whole school curriculum with a focus consistency across the whole school. Literacy (Writing, Spelling and Reading) have also been a major focus with all staff members engaging in professional learning to improve their practice.

2. Identifying students in need of support

[This section should include detail about how your school will identify students in need of support.]

The text below is included as a sample only:

Ferntree Gully 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. Example 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*
- *self-referrals or referrals from peers*
- *[Amend to include other referral pathways]*

Rights and Responsibilities

The Charter of Human Rights and Responsibilities Act (2006) outline a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services.

Students are better prepared for learning when they are healthy, safe and happy. We aim to have a safe, supportive and stimulating school environment where:

- Everyone has the right to feel safe
- Everyone has the right to learn
- Teachers have the right to teach
- Parents, the school and broader community work together to enhance student wellbeing



Student Rights and Responsibilities

- To be provided with the opportunities to reach their full potential
- To work in a healthy, safe and non-discriminatory environment
- To be valued and treated with respect regardless of sexual orientation, religious beliefs and physical appearance
- To learn in a supportive and stimulating environment, free from harassment, this includes bullying, (including cyber bullying) racial and religious vilification
- To have specific needs addressed
- To be responsible learners and assist in the creation of a safe learning environment
- To be positive and enthusiastic members of the school community
- To follow class and school rules
- To respect own and school property
- To respect and value the opinions of others
- To treat all members of the school community with respect
- To set realistic goals which are attainable and challenging, to promote personal growth

Staff Rights and Responsibilities

- To build positive relationships with students as the basis for engagement and learning
- To be valued and treated with respect, dignity and fairness free from harassment and bullying (including cyberbullying)
- To work in a healthy, safe and non-discriminatory environment
- To work effectively in a supportive, safe and stimulating environment
- To pursue professional development
- To treat all students, staff and parents with respect, courtesy, dignity and fairness
- To teach appropriate curriculum, content and follow school and department policy and procedures
- To be positive role models at school and in the community
- To work collaboratively with colleagues and share expertise and knowledge in a variety of collaborative contexts
- To work in partnership with parents, carers and members of the wider school community and maintain a professional relationship at all times
- To behave and dress in an appropriate and professional manner
- To promote a positive image of the school in the community
- To respect privacy and confidentiality
- To treat all members of the school community with respect

Parent Rights and Responsibilities

- To know that their children are in a safe and happy learning environment
- To be informed about student behaviour and consequences- both positive and negative
- To be valued and treated with respect, dignity and fairness free from harassment and bullying (including cyberbullying)
- To be active partners in the learning and development of their children
- To positively support class/school behaviour expectations
- To ensure students are punctual and attend school regularly
- To support the school's dress code
- To use appropriate grievance procedures



- To promote a positive image of the school in the community
- To respect privacy with confidentiality

Students with Disabilities & Impairments

All students with a disability, should be treated with dignity and enjoy the benefits of an education in a supportive environment, which values and encourages participation by all students.

Ferntree Gully North Primary School has a number of students enrolled under the PSD program. All of these students have access to an engaging, age-appropriate curriculum supported by an Individual Learning Plan, regular Student Support Group meetings, passionate and caring Education Support Officers and highly skilled and understanding teachers.

Bullying and Harassment

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

Ferntree Gully North 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.

Definitions

In 2018 the Education Council of the Council of Australian Governments endorsed the following definition of bullying for use by all Australian schools:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records)

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Bullying has three main features:

- It involves a misuse of power in a relationship
- It is ongoing and repeated, and
- It involves behaviours that can cause harm.

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.

What Bullying is Not:

Many distressing behaviours are NOT examples of bullying even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying:

- Mutual Conflict
- Social Rejection or Dislike
- Single- episode acts of nastiness or meanness or random acts of aggression or intimidation

These situations are not regarded as Bullying unless they are directed towards someone specific, and targeted repeatedly.

Cyberbullying

Multimedia technologies have created new domains in which young people learn and interact. Technology such as mobile phones, SMS, Internet, in-phone cameras, emails, chat rooms, etc can be an effective way to learn and a great way to communicate. Unfortunately, some people use this technology to bully others by sending threatening or unwanted messages or spreading nasty rumours. This is called Cyberbullying.

At school we have excellent filters in place both through the Education Department and via our own service provider. We often discuss the correct use of computers and the network at our school. It is important that parents do the same and ensure that their children are safe when using the computer. The Federal Government has an information web site about this issue at www.netalert.com.au.

The DET approach to “Duty of Care’ is by:-

- Providing and supervising technology use. Schools should take positive and reasonable steps to protect students from risks.
- Enforcing “Acceptable Use Agreement”.
- Taking responsibility to equip students with the curriculum that they will need to face a global world in the future.
- Taking responsibility to ‘open’ certain sites but must make all staff aware of and how the site will be used and how the students will behave on it.
- Teaching students a “Moral Compass” - To be Smart, Responsible, Ethical, Caring Kids Online.

All students and parents sign an ‘Acceptable Use Agreement’ at the commencement of each school year and this has consequences for inappropriate use. (This will replace the Internet Agreement Consent.)

The DEECD Privacy Law states that the “Posting and sharing of information online or in any other way, requires “consent”. Consent must be fully informed; freely given; current and specific in how the information will be presented (this includes images); and who it will be presented to.

Schools require a signed authority for any work, images or information posted online.

We aim to promote ‘Citizenship in the Digital World’ and to do this we must focus on the *values* that underpin the use of technologies. Students need to work with their teachers and parents in order to understand *cybersafety*. This will develop students of *Digital Citizenship*



which teaches them to use moral choices when using technologies; includes the development of age –appropriate ‘rules of engagement’; changes technologies to ‘kid-speak’; and will empower students to reflect on consequences.

The aim of Digital Citizenship is :-

- ‘One integrated life’ – focus for students to use technologies with a personal, community and global responsibility (ie: both at home and at school)
- Balance – understanding past, present and possible future effects.
- Safety and security – actions might lead to harm yourself and others.
- Cyberbullying – compassion, empathy and taking responsibility.
- Sexting - negative consequences of using a mobile phone to take and transmit images of a sexual nature of oneself or others.
- Copyright and plagiarism.

In dealing with negative consequences, the school and parents are encouraged **not** to focus on ‘what’ happened **but** ‘why’ it happened? This reinforces the moral, ethical, compassionate and consequences of the action.

Other distressing behaviours

Many distressing behaviours may not constitute bullying even though they are unpleasant. Students who are involved in or who witness any distressing behaviours should report their concerns to school staff and our school will follow the [insert name of relevant policies here eg: Student Wellbeing and Engagement Policy/Student Engagement Policy.

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 nastiness or physical aggression are not the same as bullying. However, single episodes of nastiness or physical aggression are not acceptable behaviours at our school and may have serious consequences for students engaging in this behaviour. Ferntree Gully North Primary will use its Student Wellbeing and Engagement Policy to guide a response to single episodes of nastiness or physical aggression.

Harassment is language or actions that are demeaning, offensive or intimidating to a person. It can take many forms, including sexual harassment and disability harassment. Harassment of any kind Ferntree Gully North Primary will not be tolerated at and may have serious consequences for students engaging in this behaviour. w Ferntree Gully North Primary ill use its Student Wellbeing and Engagement Policy to guide a response to students demonstrating harassing behaviour, unless the behaviour also constitutes bullying, in which case the behaviour will be managed in accordance with this Bullying Prevention Policy.

Ferntree Gully North Primary School maintains a **zero tolerance policy** to the bullying and/or harassment of students and staff. As a consequence, it is the responsibility of staff, students and parents to work together in an attempt to eliminate it from the school. This will only occur if we treat the matter as a curriculum issue and take a whole school approach. We aim to teach social skills and confident behaviours to students. Parents also need to be involved in supporting school programs and when needed, to attend meetings and support disciplinary action which may result from student actions. Students, staff and parents must promote an anti bullying



atmosphere in the school and an attitude that is okay to tell parents and teachers if one is being bullied or witnesses bullying. To achieve this, we are encouraging students to take an active role in eliminating bullying. Therefore, reports will not be dismissed as telling tales but will be acted upon.

Staff will supervise the yard duty areas interacting with students, looking for ‘hot spots’ and diffusing situations when they arise. This approach and Ferntree Gully North Primary School’s commitment to the Restorative Practices process creates a supportive, responsive school community and reduces bullying opportunities.

BULLYING PREVENTION

Ferntree Gully North 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 Ferntree Gully North 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 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.
- A range of year level incursions and programs are planned for each year to raise awareness about bullying and its impacts.
- 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. Ferntree Gully North Primary School utilises the “Play is the Way” approach to implement explicit teaching in these areas.
- The Peer Support Program (Bee program) encourage positive relationships between students in different year levels. We seek to empower students to be confident communicators and to resolve conflict in a non-aggressive and constructive way.
- 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.
- We participate in the National Day of Action Against Bullying and Violence.

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



INCIDENT RESPONSE

Reporting concerns to Ferntree Gully North 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 their classroom teacher. However, students are welcome to discuss their concerns with any trusted member of staff including teachers, wellbeing staff, or leadership.

Parents or carers who may develop concerns that their child is involved in, or has witnessed bullying behaviour at Ferntree Gully North Primary School should contact the classroom teacher or school leadership.

Our ability to effectively reduce and eliminate bullying behaviour is greatly affected by students and/or parents and carers reporting concerning behaviour as soon as possible, so that the responses implemented by Ferntree Gully North Primary School are timely and appropriate in the circumstances.

Investigations

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

1. record the details of the allegations and
2. inform Team leader, Student Wellbeing Team, Assistant Principal, Principal.

The team leader is responsible for investigating allegations of bullying in a timely and sensitive manner. To appropriately investigate an allegation of bullying, the team leader 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 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 team leader, AP or 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 in consultation with Student Wellbeing



Team, teachers, SSS, Assistant Principal, Principal, Department of Education and Training specialist staff.

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, Ferntree Gully North 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 school may implement all, or some of the following responses to bullying behaviours:

- Offer counselling support to the victim student or students, including referral to the Student Wellbeing Team, SSS, external provider.
- Offer counselling support to the perpetrator student or students, including referral to the Student Wellbeing Team, SSS, external provider.
- Offer counselling support to affected students, including witnesses and/or friends of the victim student, including referral to the Student Wellbeing Team, SSS, 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. Mediation is only suitable if all students are involved voluntarily and demonstrate a willingness to engage in the mediation process.
- Facilitate a process using the Support Group Method, involving the victim student(s), the perpetrator students and a group of students who are likely to be supportive of the victim(s).
- Implement a Method of Shared Concern process with all students involved in the bullying.
- 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 a Safety Plan or 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. 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 through “Play is the Way” sessions.

The class teacher and Assistant Principal are responsible for maintaining up to date records of the investigation of and responses to bullying behaviour.

Ferntree Gully North Primary School understands the importance of monitoring and following up on the progress of students who have been involved in or affected by bullying behaviour. Where appropriate, school staff will also endeavour to provide parents and carers with updates on the management of bullying incidents.

Shared Expectations

Ferntree Gully North Primary School has a real sense of community and each of our children is considered an individual to be valued, known and cared for by all staff. Our school is a ‘learning community’ based on shared expectations and values, so that all children, staff and parents work in harmony to realise our vision. The expectations are intended to be positive in that they set out what are expected and appropriate behaviours for our school community. Our shared expectations are intended to support individual students and families that come to our community from a diversity of backgrounds, communities and experiences.

1. Student behavioural expectations

[Note: if your school has developed a student code of conduct, or staged response to managing inappropriate student behaviour, this should be included in this section of the policy. It may not be necessary in some school settings, though secondary schools in particular are encouraged to consider outlining your school’s approach to behaviour management in a clear and simple way that can be understood by students].

The text below is included as a sample only:

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 Ferntree Gully North Primary

Students will:

- Model positive behaviour to other students.
- Comply with and model school values.
- Work to uphold our PITW virtues.
- Behave in a safe and responsible manner.
- Respect ourselves, other members of the school community and the school environment.
- Actively participate in school.
- Not disrupt the learning of others and make the most of our educational opportunities.
- Follow teacher instructions.

School’s Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Example 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:

Appropriate Behaviour

Ferntree Gully North Primary School acknowledges students who meet the shared expectations outlined in this policy through recognition and encouragement as outlined in the logical consequences outlined below.

UNREASONABLE BEHAVIOURS

Behaviours that are considered inappropriate on and adjacent to school grounds or in relation to school business and that do not uphold the principles of this Statement of Values include when a person:

- is rude, aggressive or harasses others
- sends rude, confronting or threatening letters, emails or text messages
- is manipulative or threatening
- speaks in an aggressive tone, either in person or over the telephone
- makes sexist, racist or derogatory comments
- uses social media inappropriately as a forum to raise concerns/make complaints against the school or staff.
- uses social media to defame a person/ staff member or school spreading information that damages their reputation, or can make others think less of them is physically intimidating.

CONSEQUENCES

Principals are responsible for determining what constitutes reasonable and unreasonable behaviour.

Unreasonable behaviour and/or failure to uphold the principles of this Statement of Values / Parent Code of Conduct may lead to further investigation and the implementation of appropriate consequences. This may include:

- utilising mediation and counselling services
- alternative communication strategies being applied
- formal notice preventing entry onto school premises or attendance at school activities. Written notice will follow any verbal notice given.
- Reporting to appropriate authorities.

By agreeing to meet specified standards of positive behaviour, everyone in our school community can be assured that they will be treated with fairness and respect. In turn, this will



help to create a school that is safe and orderly, where everyone is empowered to participate and learn.

Ongoing Behaviour issues

Where students exhibit ongoing behaviour patterns; as part of a staged response a range of strategies will be used.

These may include:-

Discussing the behaviour problems and reaching an agreement for future behaviour. Using the Play is the Way 3Rs guide sheet to reflect and repair relationships.

Explicit Teaching of appropriate behaviours/social stories.

Monitoring and providing feedback (Student diary)

Break time allowing students a “Cooling Off” period by going for a walk to help with self soothing or alternatively in junior years student may take themselves to a quiet spot in the room.

Withdrawal a student may be withdrawn from an activity, class, camp or excursion due to inappropriate behaviour and provided with an alternative educational setting within the school.

Counselling for individuals in order to modify inappropriate behaviour

Discipline/Student Support Group Meeting involving parents/caregivers and/or relevant DEECD support staff, Outside Agencies to assist with modifying behaviour

Suspension & Expulsion: For serious disciplinary measures we follow DEECD Engaging Schools are Effective Schools: Student Engagement Policy Guidelines 2009 developed in response to Ministerial Order No.184

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances

Engaging with families

Ferntree Gully North 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 all classrooms have an open-door policy
- 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.
- Having formal Student, Parent, Teacher conferences.

Evaluation

Ferntree Gully North 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:

- Attitudes to School Survey
- Incidents reported inside and outside classroom
- School reports
- Parent survey
- Staff survey
- Compass Student Management System

FURTHER INFORMATION AND RESOURCES

- *Statement of Values and School Philosophy*
- *Child Safe Standards*

REVIEW CYCLE

This policy was last updated in May 2019 and is scheduled for review in May 2022.