

PROCEDURES TO ADDRESS BULLYING

At Franklin School we believe that everyone is treated with compassion, fairness and respect. We believe in the worth of each child and strive for a school community where everybody feels safe, valued and is nurtured to reach their potential.

Bullying behaviours in all forms are not ok and will not be tolerated as it infringes the fundamental rights to safety and fair treatment.

It is everyone's responsibility to ensure that bullying behaviours are quickly eradicated, and friendly behaviours and a safe and harmonious environment are promoted.

As a school that does not tolerate bullying, Franklin School:

- Embraces and celebrates the diversity of the school community
- Accepts that everyone is an individual and understands differences
- Promotes respect of others and compassion
- Applauds the efforts and achievements of all individuals in the school community.
- Clearly communicate that reporting of incidents will be listened to and something will be done.

All staff clearly articulate the expectations and appropriate behaviours of all students.

What is Bullying?

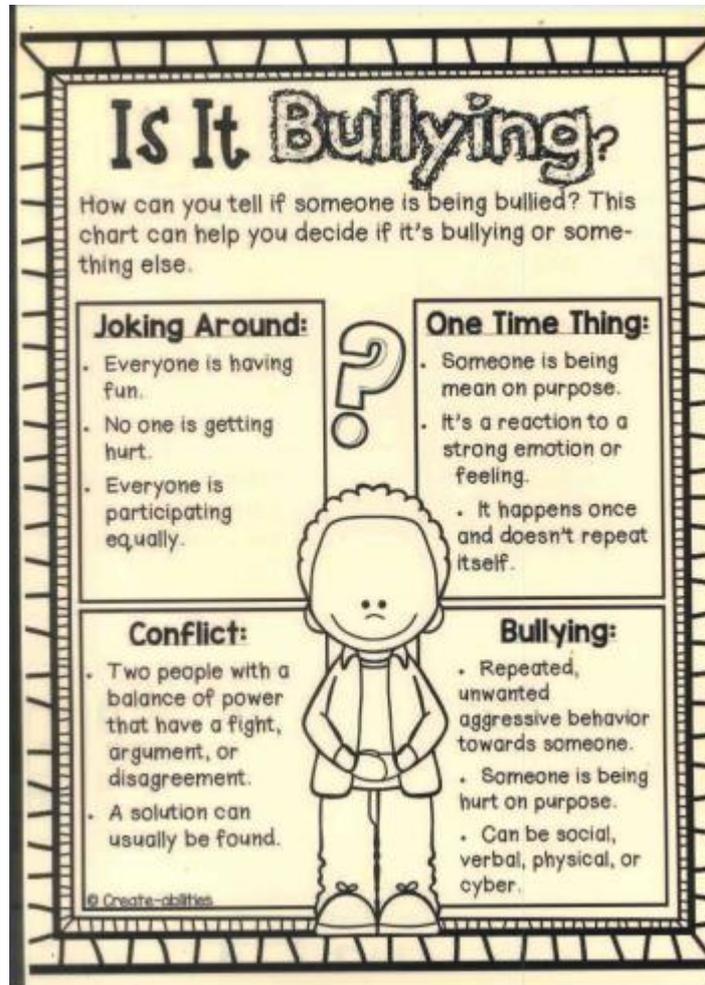
A person is bullied when he or she is exposed repeatedly, over time, to negative action on the part of one or more other persons (Olweus, 1984).

Bullying involves:

- a desire to hurt
- a hurtful action
- a power imbalance
- (typically) repetition
- an unjust use of power
- evident enjoyment by the aggressor
- a sense of oppression on the part of the victim (Rigby, 1996)

According to the above definition, 'one-off' incidents involving social isolation, conflict, random acts of aggression/intimidation or meanness are not defined as bullying. Bullying can be physical, verbal, cyber, social and emotional.

At Franklin School, we clearly teach to our students and families what bullying is and isn't.



Responsibilities

Responsibilities of the Principal	Responsibilities of Staff	Responsibilities of Children	Responsibilities of Parents/Guardians
<ul style="list-style-type: none"> • To ensure the expectations of staff, students and parents/guardians are clear. • To monitor the implementation of school rules and values. 	<ul style="list-style-type: none"> • To model, educate and discuss appropriate behaviours. • To watch for indicators of possible bullying. • To ensure adequate supervision of children at all times. • To respond to all reported and observed 	<ul style="list-style-type: none"> • To have an understanding of bullying and bullying behaviours. • To appropriately report incidents of bullying (occurring either to themselves or another child). • To help someone who is being bullied by reporting 	<ul style="list-style-type: none"> • To support the School's Student Anti-Bullying Guidelines and Procedures. • To model, educate and discuss appropriate behaviours. • To watch for indicators of possible bullying (including unwillingness

<ul style="list-style-type: none"> • To develop and maintain strong parent and community links. • To effectively communicate and promote the school's behaviour management guidelines and procedures. • To ensure that all members of the school community are aware of and have access to the anti-bullying school policy and procedures. • To respond to each incident of bullying in accordance with the procedures detailed in this document. 	<p>incidents of bullying, as detailed in this policy.</p> <ul style="list-style-type: none"> • To teach students the skills that will help build their self-esteem and empower them to feel confident to deal with bullying behaviours. 	<p>incidents to staff or family members</p> <ul style="list-style-type: none"> • To not bully others 	<p>to attend school or talk about school and activities, changes in personality, disturbed sleep, a pattern of headaches and stomach aches, loss of personal property).</p> <ul style="list-style-type: none"> • To encourage and support your child to inform you or a staff member if they are being bullied or witness bullying. • To act appropriately if your child is found to be the bully. • To speak to your child's teacher FIRST if you suspect or know that your child is experiencing bullying behaviour
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Under no circumstance should parents/guardians contact other parents/guardians or children regarding an issue of bullying! All matters should be referred to your child's teacher who will then respond according to this document.

How Will the School Respond to Bullying?

When a bullying incident is reported or observed, the following steps will be taken. and the process may be accelerated according to the severity of the incident.

- When a bullying incident is reported, the class teacher will use a 'no blame' and shared concern approach and process in the first instance.
- The teacher will meet separately with the children involved to gain an understanding of what has occurred.
- This information will be recorded on an incident report and forwarded to the leadership team to be noted and discussed.
- If the incident is deemed not to be bullying, the classroom teacher will monitor the relevant students according to the Wellbeing Policy.
- Where appropriate, the class teacher may utilise an existing anonymous bullying survey tool.

- If bullying is identified, the parents/guardians of both the child exhibiting the bullying behaviour, and the victim, will be requested to meet with a member of the leadership team and class teacher. They will be notified of the level and severity of the incident, and its consequences. Discussion of disciplinary procedures and expectations will also occur.
- The matter may be further addressed via mediation, individual counselling or the development of a behaviour management plan.
- Support through the SASSCO (Safe and Supportive Schools Contact Officer) and leadership team will be offered to both children and their families.
- A record of the incident and its management will be kept on file on SAS (Student Administration System)
- Continued bullying would result in an additional action plan being developed, often in conjunction with the SASSCO (Safe and Supportive Schools Contact Officer) and leadership team
- Appropriate consequences would be delivered to the child exhibiting the bullying behaviour, and further dialogue with relevant parents/guardians would occur.
- Additional incident reports would be kept on file as necessary
- If bullying behaviour continues to occur, further meetings with families, the student and the teacher will occur.
- Whole School Strategies:
 - At Franklin School we implement the following programs and strategies to improve the children's self-esteem and resiliency, assertiveness, conflict resolution and problem solving, and to nurture and grow genuine and supportive relationships amongst the student body:
 - Lets Go!- At the commencement of the each year.
 - Circle Time
 - Everyone Everyday- Biannually
 - PBL
 - Zones of Regulation
 - Friendly Schools Plus- Biannually
 - Peer Support
 - Student Parliament
 - Access to the school SASSCO(s)
 - Restorative Practices
 - Withdrawal spaces
 - Teaching of explicit social skills through resources such as ***"Friendly Kids Friendly Classrooms"***
 - Zones of Regulation
 - Trauma informed Practices
- Students are encouraged to 'tell' of incidents of bullying. 'Telling' is established as an acceptable and responsible behaviour that is valued in the school community.

We support the victim in the following ways:

- By offering them an immediate opportunity to talk about their experience with their class teacher, another teacher or a membership of the Leadership Team if they wish
- Informing the victim's parents
- By offering continuing support when they feel they need it
- By checking regularly to see how they are feeling
- By taking necessary actions to prevent more bullying

We support the child exhibiting the bullying behaviour in the following ways:

- By talking about what happened to understand why they became involved
- By involving the child's parents
- By explaining to the child, the procedures at school, the consequences of their behaviour and the expectations for the future
- By enforcing appropriate consequences that are directly linked to the child's bullying behaviour and grounded in the principles of reconciliation, restitution and restorative justice
- By implementing a behaviour monitoring program and continuing to monitor the child
- Offering processes of repairing and rebuilding
- References Rigby, K. (1996). *Bullying in Schools and What to Do About It*. London: Jessica Kingsley
Olweus, D. (1984). *Aggressors and their victims: Bullying at school*, in N. Freude and H. Gault (Eds.), *Disruptive behaviour in schools*. Chichester: John Wiley Rogers B (2012) *A Behaviour Management Approach*