| DRAFT BULLYING PREVENTION AND RESPONSE POLICY AND PROCEDURES |
|---|

**OVERVIEW:**

The Pukekohe East School Board of Trustees seeks to take all reasonable steps to develop high standards of behaviour in order to fulfil the charter expectation and the requirements of NAG 5. The Board of Trustees seeks to foster and develop a safe, positive physical and emotional school environment that creates a climate of trust.

Students, staff, parents and whānau share the responsibility for making Pukekohe East School a respectful and inclusive environment.

We are committed to ensuring that our school provides an environment free from bullying behaviours. All members of our school community – Board of Trustees, school leaders, teachers, staff, students and parents and whānau should have an understanding of what bullying is; and know what to do when bullying does occur.

**Definition** Bullying behaviour is not an individual action. Our school community agrees that
- Bullying is deliberate
- Bullying involves a power imbalance
- Bullying has an element of repetition
- Bullying is harmful. Bullying behaviours can be physical, verbal, or social, and can take place in the physical world or digitally.
- Bullying is not an individual action. It involves up to three parties, initiators (those doing the bullying), targets (those being bullied) and often bystanders (those who witness the bullying).

**GUIDELINES**

**Bullying Prevention**

We recognise that real change happens when students, staff, parents, whānau and other members of the community share responsibility for making our school a respectful and inclusive environment.

We will
- Regularly survey our school community
- Identify areas for improvement through the survey findings and develop a bullying prevention action plan
- Regularly promote our expectations and successes in preventing bullying (eg, in assemblies, newsletters and reports to the Board of Trustees)
- Hold professional learning and development on our understanding of bullying prevention and response (staff meetings, parent meetings, student council)
- Use a range of activities including curriculum based programmes to develop the ability for students to relate to each other (Kia Kaha, peer mediation, social problem solving solutions, role playing)
- Promote digital citizenship throughout ICT and promoting safe use of technology (through our ICT Responsible Use Agreements)
.

**Bullying Response**, for when bullying occurs.

We recognise the importance of consistently responding to all incidents of bullying that have been reported in our school and ensuring that planned interventions are used to respond to these incidents and all involved are well supported. We will support anyone who has been affected by, engaged in or witnessed bullying behaviour.

- All reported incidents of bullying will be taken seriously and followed up as appropriate.
- Encourage students to report incidents to duty or class teachers asap.
- An appropriate adult will support the affected students by:
  - reassuring that they have done the right thing in reporting the incident
  - recording a description of what happened and assess the level of severity
  - using the quick reference guide, responding to bullying incidents to activate the response and action needed. This enables us to assess a bullying incident's severity, impact and frequency and use this information to allocate a 'rating' to underpin the appropriate response.
- We will involve parents and whānau as early as possible and as appropriate.
- All more serious incidents will be escalated to senior management and we will seek advice and involvement from outside agencies.
- We will provide appropriate support for targets, bystanders and initiators of bullying behaviour.
- We will regularly monitor all incidents of bullying and identify patterns of behaviour.
- We will record the incident details on The Edge – our Student Management System (SMS).

**Raising Awareness**

We recognise the importance of good communication between home and school to promote consistent messages and to ensure that any reported bullying can be recognised and responded to effectively. We will regularly raise the awareness of our school community's approach to bullying and celebrate our positive school culture, for example through parent evenings, assemblies, class-based activities, and displays.

Our interaction with our wider school community will include reports to the Board of Trustees and school newsletters. We will make the procedure available in multiple formats (in print, on the web and in school notices and newsletter.)

**Responding to Bullying Incidents Quick Reference Guide**

| Rating | What the bullying behaviour looks like … | Response/action needed |
|---|---|---|
| **Severe**<br><br>School should seek external advice and support | Severe bullying incidents (RED) are likely to:<br>- involve physical or psychological harm requiring medical and / or mental health attention<br>- involve serious sexual threats or any inappropriate sexualised behaviour<br>- be part of a series of bullying incidents<br>- be very likely to recur and / or be replicated through digital technology<br>The target is likely to be:<br>- particularly vulnerable and / or likely to require intensive, on-going school-based or specialist support<br>The initiator is likely to be:<br>- vulnerable and require intensive follow-up<br><br>**Note:** there may be other aggravating factors that have led to the incident being rated RED | - Reassure students that they have done the right thing by reporting the incident<br>- activate your school bullying policy and processes for responding to incidents<br>- engage your Board of Trustees and parents and whānau early<br>- refer incident to the Police – call 111 or your local Police station for advice<br>- contact Child, Youth and Family if you have concerns about possible neglect or abuse<br>- contact NetSafe if you require urgent advice or support around cyberbullying<br>- identify a media spokesperson and activate |

| | | |
|---|---|---|
| | | your school's media protocol<br>● DO NOT investigate or interview students before seeking advice from the Police or Child, Youth and Family |
| **Major**<br><br>School may need to seek advice or support | Major bullying incidents (ORANGE) are likely to:<br>● involve physical threats or harm, and / or intimidation<br>● involve some inappropriate sexual statements or threats<br>● have occurred previously and be likely to recur or be replicated through digital technology The target is likely to:<br>● have the resilience to cope with a period of additional school-based support in place<br><br>**Note:** there may be other aggravating or mitigating factors that have led to the incident being assessed as ORANGE | ● reassure students that they have done the right thing by reporting the incident<br>● activate your school bullying policy and processes for responding to incidents<br>● engage your Board of Trustees, parents and whānau early<br>● contact other agencies for advice if you are uncertain whether or not they should be involved<br>● follow your school's media protocol, identify a media spokesperson and engage with media as required<br>● contact your school health guidance service if you have concerns about a student who is particularly troubled by bullying, eg, for a mental health assessment |
| **Moderate**<br><br>**School can manage response internally** | **Moderate bullying incidents rated (PINK) are likely to:**<br>● **involve minor physical threats or harm, intimidation, or social exclusion**<br>● **have no inappropriate sexual element**<br>● **have never or rarely occurred before**<br>● **be very unlikely to recur or be digitally replicated**<br><br>**The target is likely to be:**<br>● **resilient and able to cope well with minimal / short-term school-based support** | ● **Reassure students that they have done the right thing by reporting the incident**<br>● **activate your school's bullying policy and processes for responding to incidents**<br>● **engage your Board of Trustees and parents and whānau early**<br>● **identify a media spokesperson in case of media interest** |
| **Mild**<br><br>Student can respond appropriately | Mild bullying incidents rated (GREEN) are likely to:<br>● involve mild physical threats or harm, intimidation, or social exclusion<br>● have no inappropriate sexual element<br>● have never or rarely occurred before<br>● be very unlikely to recur or be digitally replicated | Student knows strategies and can respond appropriately<br>● peer support and / or minimal adult intervention may be needed<br>● student knows how to report, and is reassured that they have done the right thing |

| | The target is likely to be:<br>● resilient and able to cope well with peer support | ● report of incident is recorded and followed up according to school's processes |
|---|---|---|

**Note:** Most incidents of bullying behaviour can be appropriately responded to by students themselves, or by classroom or duty teachers. This quick reference guide is intended to be used with the Bullying Assessment Matrix – mainly for incidents that require a higher level of response. It focuses on actions we may need to take over and above attending to the immediate needs of students and implementing their relevant policies and processes to respond to bullying incidents and ensure targets of bullying are adequately supported.

Resources:

https://www.bullyingfree.nz/

Kia Kaha NZ Police Programme

Reviewed: