

PROCEDURE – BULLYING PREVENTION

Pinehaven School promotes high standards of behaviour and works to provide a safe and supportive learning for students and staff. A zero tolerance policy applies to bullying, disrespectful behaviour, or refusal to comply with school expectations. The school takes a proactive, school wide approach to dealing with bullying behaviours, with importance placed on prevention.

Any alleged or observed incidents of bullying will be investigated and dealt with by the school promptly. All members of the school community have a responsibility to prevent, recognise, stop and report bullying.

Definition

Bullying behaviour is serious and complex. It is a form of aggressive behaviour. Bullying typically involves one or more of the following four characteristics:

- deliberate hurtful behaviour
- power imbalance making it difficult for the targets to defend themselves (e.g. size, gender, age, status, etc.)
- repeated behaviour aimed at the same or a different target (not usually a one-off conflict)
- harmful short or long term effect

Bullying is not an individual action. It is influenced by the actions and values of peer groups, schools, families and whānau, communities and societies. For this reason, a school wide approach is important.

There are 3 types of bullying that can take place overtly or covertly, both in the physical or cyber world:

- a. **Verbal** (name calling, discriminatory remarks, put-downs, nasty notes/emails/texts/postings, threatening gestures or comments, teasing)
- b. **Physical** (stand-over behaviour, holding, physical violence, damaging personal property, defacing online profiles)
- c. **Social/Relational** (spreading rumours or personal information, excluding, ostracising)

Bullying can involve 3 parties:

- a. **Initiators** – those who do the bullying
- b. **Targets** – those being bullied
- c. **Bystanders** – those who witness the bullying. Bystanders may include followers (assistants who do not initiate, but play an active role in the bullying); supporters (reinforcers who support by turning a blind eye, but are not actively involved in the bullying); and defenders (those who try to stop the bullying or seek help).

Prevention

Although it may not be possible to eliminate bullying, the following steps are taken by the school to promote a culture of care and to minimise instances of bullying:

1. Regular student surveys regarding safety at school (e.g. *wellbeing@school*). Survey information is used to identify areas for improvement/inform necessary actions (including the provision of professional development for staff as required). A formal and anonymous survey will be taken at least bi-annually (more often if a need is identified) and informal checks with classes occur more frequently.
2. Establishment of an expectation of mutual respect amongst students, teachers, parents, family and whānau, where communication is encouraged.

3. Our school values are integral to the school and included in classroom programmes. Clear and explicit expectations are set in classrooms.
4. Staff model respectful behaviours and school values.
5. School curriculum and classroom programmes allow time for students to build their skills and knowledge about how to relate to others. In particular, this includes a focus on key competencies (managing self, relating to others, and participating and contributing) and the Health and PE strand (healthy communities and relationships with people).
6. The school works alongside parents to assist children in developing an understanding of digital citizenship. This links to the acceptable use of ICT procedures for staff and students.
7. The Etap data system is used to collect behavioural information as required (e.g. facts of incidents that take place and resulting actions). It is a password protected 'in school' database that is only accessed by appropriate staff members. Analysis of this behavioural information will take place at least once a term and discussed by the Leadership Team. Where there is suspicion of bullying or a complaint of bullying received, Etap history of the students in question should be reviewed to ensure there is no growing pattern not previously recognised.
8. Duty teachers are visible, cover all areas of the playground and will follow procedures for dealing with and recording incidents of bullying, including logging instances into Etap.
9. The physical environment is kept open and children are restricted from areas that could increase the likelihood of negative behaviours.
10. A range of activities is co-ordinated to keep children active and busy in the playground.
11. The Buddy Bus is available for children to sit by when they are lonely. Rostered Student Leaders monitor the Buddy Bus and help children find a friend to play with.
12. Students are taught who to talk to about their concerns.
13. Classroom programmes that focus on positive relationships and friendships.
14. All students, including observers, are taught to report incidents the day that they take place.
15. Staff meetings are held every term where staff review and revise programmes. At least one of these meetings annually (or another dedicated meeting if appropriate) will look at playground/student relationships.

Response

1. Any incident that takes place at school during official school hours will be dealt with by the school. If parents are the first to hear about it or have concerns, they should contact the school and NOT deal with other people's children themselves.
2. All staff will treat any report of bullying, including cyberbullying, seriously and take appropriate action as outlined in this procedure.
3. All personal assault/harassment/bullying complaints, including those involving digital technology, will be dealt with speedily, fairly and in confidence, as much as appropriate.
4. It is imperative that every effort is made to ensure the confidentiality be maintained for all parties during and after any investigation.
5. The school will ascertain/confirm the details of the incident.
6. The school will advise the alleged initiator that they are subject to a complaint.
7. Investigations are likely to involve talking to any bystanders as defined above.
8. The behaviour will be labelled, rather than the student.
9. If possible, a restorative approach will be used. This involves taking ownership of wrongdoing and being accountable, while teaching the skills of how to get it right, and putting it right together. The response may vary according to the needs of those involved. When bystanders are involved, it may be appropriate to include them in this process.

Restorative conversations follow this pattern of questioning:

Step 1. What happened? (Tell the story)

Step 2. Who do you think has been affected? (Explore the harm)

Step 3. What do you need to do to put things right? (Repair the harm/Consequences)

Step 4. How can we make sure this doesn't happen again? (Move forward)

10. Consequences are stated or negotiated ways of repairing or rebuilding relationships when rights have been impinged upon and will be determined in consultation with all students involved. They may be short term or long term depending on the nature and frequency of the behaviour. It is important that consequences are fair, relate to the behaviour, and allow people to take responsibility and be accountable.
11. When determining consequences, rights of individuals will be protected, as will their dignity and respect.
12. Consequences will encourage self-discipline and learning.
13. Communication with parents is an important part of any response to bullying. The method and extent of the communication will depend on the severity of the situation. As a general guide, all verbal communication should be followed by an email summarising all key points and actions to ensure both parties have a common understanding of what was discussed. Where possible, communication to parents whose children have been the subject of bullying should be as open as possible in regards to the plans in place to protect their child, while managing the privacy of others involved.
14. It may be appropriate to provide support in developing resilience for children who are targeted and /or provide parents with additional online resources to support.
15. It is likely to be appropriate to follow up with any students being harassed after the incident (e.g. within the week after) to ensure they are safe and happy.

Specific Response – General Guide

1. When a staff member is approached by a student with a complaint of harassment by another student, they must first listen to the student or students and make enquiries to clarify exactly what has been happening. If the staff member's own child/family is involved, they must refer it to another staff member.
2. Student(s) should be assured that they have acted correctly in reporting the bullying and given appropriate support.
3. The emphasis must be on changing the behaviour of the bullying student(s), while providing support for the student(s) who has been harassed.
4. The staff member dealing with a complaint should make an attempt to give advice on how to deal with any repeat incidents that may happen again before the intimidation can be dealt with (e.g. report any further incidents immediately).

Response to 'low level' harassment

1. The target and initiator will be interviewed by the duty teacher, classroom teacher or syndicate leader.
2. Written notes are to be made in the guidance section of Etap and brought to the attention of the classroom teacher and syndicate leader.
3. The target is to be encouraged to report any further incidents and the initiator is to be warned that if it does not stop, more serious action will be taken.

Response to a complaint of a serious nature that threatens the Health & Safety of others

1. If a teacher receives such a complaint, they will refer it to a member of the Leadership Team.

2. The Leadership Team member will determine the seriousness of the harassment. If appropriate, they may refer it to a more senior member of the team. An appropriate member of the Leadership Team will carry out an initial investigation.
3. Written notes are to be made in the guidance section of Etap.
4. An historical review of Etap is to be undertaken of the initiator and student being bullied to ensure there is not a pattern of behaviour developing that has previously gone unnoticed (at least the last 6 months).
5. Parents of the initiator and the student being bullied will be informed of the incident and consequences. Any verbal discussion is to be followed up by an email confirming what was discussed.
6. For incidents of a violent nature or that pose an immediate safety issue (including emotional/psychological harm), the Principal is to be informed immediately and all key personnel who have been involved with the target and/or the initiator are to be called together at the earliest possible time. The purpose of this meeting is for a plan of action to be decided upon. This will include decisions in relation to:
 - a. contact with the student doing the bullying
 - b. negotiating a pathway forward through restorative processes/behaviour procedures
 - c. contact with parents of the initiator and target
 - d. contact with outside agencies/Police (as necessary)
 - e. whether to consider stand-down, suspension or other disciplinary procedures
 - f. contact with the Board of Trustees (as necessary)

Students who are involved in bullying incidents while under the jurisdiction of the school will be dealt with in accordance with the school's behaviour and bullying procedures and may be liable to stand-down, suspension, exclusion or expulsion in accordance with the Education Act and Education (Stand-down, Suspension, Exclusion & Expulsion) Rules 1999.

Outside School

Students who are involved in bullying incidents while not under the jurisdiction of the school, but whose action impacts on the safety and learning within the school may also be dealt with in accordance with this procedure. This in particular, but not exclusively, relates to cyberbullying which is located in the digital environment, rather than in a physical location.

This procedure should be read in conjunction with our Behaviour Management and Home/School Partnerships procedures. If parents feel that any complaints are not being dealt with effectively, they should discuss this with their child's Syndicate Leader, the Deputy Principal or Principal.

This procedure has been reviewed in line with self-review guidelines.

Signed: _____ Principal

Date: _____