5.6 ANTI-BULLYING POLICY

Purpose

The New Plymouth Girls' High School 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 whanau share the responsibility for making New Plymouth Girls' High School a respectful and inclusive environment.

Policy Statement

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

Definition

Bullying is not a single 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. Not all forms of verbal or physical aggression are bullying. Bullying behaviour may target race, culture, religion, disability, sexuality, or other factors. Bullying involves up to three parties: initiators (those doing the bullying), targets (those being bullied) and often bystanders (those who witness the bullying).

Bullying is unreasonable and repeated behaviour toward a person or group that creates a Health and Safety risk. Repeated behaviour is persistent and can include a range of actions. Unreasonable behaviour covers actions which a reasonable person wouldn't do in similar circumstances, including victimising, humiliating, intimidating or threatening a person. A single incident is not considered bullying but can escalate if ignored.

Bullying Prevention

We recognise that real change happens when students, staff, parents, whanau and other members of the community share responsibility for making our school a respectful and inclusive environment. All members of the school community have a responsibility to recognise bullying and to take action when they see it happening.

We will:

- Include curriculum based programmes and a range of activities each year to develop the ability for students to relate positively with each other.
(Health Education Classes – Kia Kaha, Loves Me Not, Attitude Presentations, Peer Support).

- Set expectations in classes each year for behaviour and have a common understanding of our school values of Whakamana/Respect, Whanaungatanga/Relationships and Haepapa/Responsibility. These values will be taught, discussed, celebrated and revisited throughout the year and be a focus of our school wide goals.

- Promote digital citizenship ICT and promote safe use of technology through our ICT Use Agreements and resource material at www.netsafe.org.nz

- Provide well planned and targeted capability building professional learning and development linked to response approaches and bullying prevention.

- Regularly promote our expectations and review our practices, seeking feedback from staff and students through Wellbeing@School annually.

- Gain student voice through student focus groups so students have input into the development of bullying prevention and response strategies, and use Hauora Leaders to empower student-led initiatives and groups.

- Use Restorative Practices to build positive relationships within our school community.

- Encourage a culture of reporting bullying incidents ("safe telling") through an anonymous Stymie reporting system designed to support students who feel threatened.

- Use data to:

    o Monitor the prevalence of bullying
    o Monitor and evaluate the success of programmes

Bullying Responses, for when bullying occurs

We recognise the importance of consistently responding to all incidents of bullying that are reported in our school and ensuring that planned interventions are used to respond to these incidents and support all involved. 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.

- The target will be reassured that they have done the right thing by reporting the bullying. A school environment of "safe telling" will be promoted.

- Using the Assessment Matrix and a description of what happened, staff will assess the level of severity.

- Use the Responding to Bullying Incidents Quick Reference Guide and Restorative Responses Matrix to activate the response and action needed (refer MOE Bullying prevention and response: A guide for schools 2015).

- We will involve parents and whanau proactively as early as possible as appropriate.

The emphasis should be made on changing the behaviour of the initiator(s) while providing support for the target.

- Follow up check ins to ensure the wellbeing of the target and the initiator(s) should be planned and discussed with those involved.

- We will regularly monitor any incidents of bullying and identify patterns of behaviour through our student management system.

- When responding to reports of workplace bullying, Senior Leadership and the Board will follow the Best Practice Guidelines, Worksafe New Zealand 2014.

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.

We will review and revise this policy bi-annually to ensure that the school's bullying prevention practices are recognised and celebrated

Bullying Assessment Matrix

Instructions

Circle a number (1-3) for severity, impact and frequency.
Add ratings to obtain a total score. Give the incident a red, orange or yellow rating as follows:

› total score of 8-9, rate incident **RED**
› total score of 6-7, rate incident **ORANGE**
› total score 3-5, rate incident **YELLOW**

If any domain (severity, impact, or frequency) has been scored a '3' rate the incident as RED.

Factors which may DECREASE impact:

› target is resilient and able to manage situation with minimal support
› incident is unlikely to recur or be replicated via digital technology
› initiator willing to cease behaviour

Factors which may INCREASE impact:

› vulnerable target, likely to require significant support
› significant physical and / or psychological or emotional impact on target
› significant impact on other students and the wider school community
› incident replicated or prolonged using digital technology
› similar incident has occurred before (same target and / or initiator)
› incident involves inappropriate sexual behaviour or physical violence
  Marked size or age difference between target and initiator

Severity

1. moderate	2. major	3. severe
eg, physical threats or harm, intimidation, social exclusions (no sexual element)	eg, some physical threats or harm, intimidation, sexual statements or threats	physical harm requiring medical attention, sexual threats or inappropriate sexualised behaviour, statements that may incite suicide

Impact

1.	2.	3.
target likely to cope well and require minimal / short-term support	target likely to cope well with a period of additional school-based support	target vulnerable and / or likely to need ongoing or intensive support from school and / or specialist support

Frequency

1.	2.	3.
has never or rarely occurred before and is very unlikely to recur or be digitally replicated	similar incidents have occurred fewer than 3 times and / or are likely to recur or be digitally replicated	similar incidents have occurred 3 or more times and / or are very likely to recur or be digitally replica

Assessment Total: _____

Are any of the domains scored a '3'?
YES / NO

(if yes, code the incident RED)

Rating (please circle)

YELLOW	ORANGE	RED
moderate	major	severe

Responding to Bullying Incidents
Quick Reference Guide

Rating	What the bullying behaviour looks like …	Response/action needed
Severe School should seek external advice and support	Severe bullying incidents **(RED)** are likely to: › involve physical or psychological harm requiring medical and / or mental health attention › involve serious sexual threats or any inappropriate sexualised behaviour › be part of a series of bullying incidents › be very likely to recur and / or be replicated through digital technology The target is likely to be: › particularly vulnerable and / or likely to require intensive, on-going school-based or specialist support The initiator is likely to be: › vulnerable and require intensive follow-up *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 › activate your school bullying policy and processes for responding to incidents › engage your Board of Trustees and parents and whānau early › refer incident to the Police – call 111 or your local Police station for advice › contact Child, Youth and Family if you have concerns about possible neglect or abuse › contact NetSafe if you require urgent advice or support around cyberbullying › identify a media spokesperson and activate your school's media protocol › **DO NOT** investigate or interview students before seeking advice from the Police or Child, Youth and Family
Major School may need to seek advice or support	Major bullying incidents **(ORANGE)** are likely to: › involve physical threats or harm, and / or intimidation › involve some inappropriate sexual statements or threats › have occurred previously and be likely to recur or be replicated through digital technology The target is likely to: › have the resilience to cope with a period of additional school-based support in place *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 › activate your school bullying policy and processes for responding to incidents › engage your Board of Trustees, parents and whānau early › contact other agencies for advice if you are uncertain whether or not they should be involved › follow your school's media protocol, identify a media spokesperson and engage with media as required › contact your school health guidance service if you have concerns about a student who is particularly troubled by bullying, e.g., for a mental health assessment
Moderate School can manage response internally	Moderate bullying incidents rated **(YELLOW)** are likely to: › involve minor physical threats or harm, intimidation, or social exclusion › have no inappropriate sexual element › have never or rarely occurred before › be very unlikely to recur or be digitally replicated The target is likely to be: › 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 › activate your school's bullying policy and processes for responding to incidents › engage your Board of Trustees and parents and whānau early › identify a media spokesperson in case of media interest
Mild Student can respond appropriately	Mild bullying incidents rated **(GREEN)** are likely to: › involve mild physical threats or harm, intimidation, or social exclusion › have no inappropriate sexual element › have never or rarely occurred before › be very unlikely to recur or be digitally replicated The target is likely to be: › resilient and able to cope well with peer support	› student knows strategies and can respond appropriately › peer support and / or minimal adult intervention may be needed › student knows how to report, and is reassured that they have done the right thing › report of incident is recorded and followed up according to school's policies and 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 schools 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.

https://netsafe.org.nz/the-kit/foundations/guides/

Restorative Responses Matrix

Intervention	Most suited to:	Not suitable
Restorative chat	• Mild incidents that can be sorted out in a short space of time. • When participants are both initiators and targets. • When the initiator admits fault.	**Not suitable** • When the initiator does not admit fault and there is no <u>reliable</u> evidence of their involvement. • If one of the main initiators or targets is too vulnerable, such as depressed or fragile state of mind.
No Blame Approach	• If there is one target involved • Where the extent of the initiating is difficult to prove • Where it would be harmful to the target to be confronted by their initiators' and/or onlookers • When initiating is occurring in a class with a core group of students who see each other regularly. • Moderate incidents involving a group.	**Not suitable** • For serious or criminal type initiating • For multiple targets
Conflict/Healing Class Circle	• When there are multiple targets and initiators • When there has been work done with the class on building relationships and trust. For example, Circle Time • Ongoing annoying behaviours within a classroom which interfere with teaching and learning • Behaviour is characterised by a lack of respect • When initiating is covert (hidden) or overt (obvious) • When the facilitator is trained in this intervention • When incident is of mild and moderate severity.	**Not suitable** • When there is only one target or initiator • If one of the main initiators or targets is too vulnerable.
Counselling Support to Target and Initiator	• Where there is a willingness of both the counsellor and target or initiator to build a relationship. • To support a target or initiator to resolve issues more effectively • Where sufficient time exists for ongoing meetings.	**Not suitable** • Where multiple people are involved due to the ongoing time commitment required.

	• Where realistic goals and outcomes can be agreed upon between the counsellor and target or initiator. • Where there is a clear understanding of the nature of the engagement. • Where genuine respect, trust and empathy exist in the relationship. • The counsellor is resourced and supported in their role.	
Community Conference	• For Moderate, Major and Severe incidents, including criminal cases. • When participants are both initiators and targets but not limited to this. • When the initiator admits fault. • Where there is a skilled and trained facilitator in this intervention. • Where supporters of either target/s or initiator/s can be induced to play an appropriate part.	**Not suitable** • When the initiator does not admit fault and there is no reliable evidence of their involvement. • If one of the main initiators or targets is too vulnerable, such as depressed or fragile state of mind. • For Mild incidents.