



## 5.2 Bullying Prevention and Response

Parnell School is committed to ensuring that all students, staff and visitors are able to work and learn in an environment free from harassment. All bullying behaviour, including verbal, physical, emotional and cyber bullying is completely unacceptable at Parnell School. and so will be taken seriously and followed up in line with this policy.

### Definition

Bullying covers a range of behaviour which is unwelcome, unsolicited and non-reciprocal.

Bullying is	There are four main types
<ul style="list-style-type: none"><li>• deliberate, hurtful behaviour</li><li>• repeated over time, and</li><li>• hard to defend against without support.</li></ul>	<p><b>Physical:</b> hitting, kicking, taking belongings, ganging up</p> <p><b>Verbal:</b> threats, name calling, put downs, racist or sexist remarks</p> <p><b>Indirect:</b> spreading rumours, exclusion, deliberate rudeness</p> <p><b>Cyber:</b> inappropriate emails, texts or social media posts, sharing images without consent, creation of pages in order to harass</p>

### Guidelines

1. The school will have zero tolerance policy and expects all staff to model school values.
2. All students and staff will be aware that their behaviour is a choice and that choices designed to hurt others will not be tolerated. To this end all members of the school have a responsibility to recognise bullying and to take action when they are aware it is happening.
3. Students will be encouraged to report harassment / bullying that occurs inside or \*outside the school. They will be given clear options as to who they can approach including staff, senior students and parents.
4. Observers of harassment will be encouraged to report incidents.
5. All bullying incidents will be treated seriously and appropriate action taken
6. It is imperative that every effort is made to ensure that confidentiality be maintained for all parties during and after the investigation.
7. It is important to “label” what the student has done rather than labelling the student.
8. The emphasis must be on changing the behaviour of the bullying student(s) while providing support for the student (s) who have been harassed.
9. The Senior Leadership will evaluate and continually review the operation of this policy in consultation with staff and parents and report to Board as required and conduct annual surveys, such as Wellbeing@School to review and update student safety and welfare approaches;

10. The Physical Education / Health Curriculum teams will source teaching materials and support documents with the aim of increasing understanding and awareness of the issue and the procedures for dealing with it;
11. \*Students breaching this policy while not under the jurisdiction of the school but whose action impacts on safety and learning within the school may also be dealt with according to this policy. This, in particular but not exclusively, relates to cyberbullying which is located in the digital environment, rather than in a physical location.
12. The range of preventative measures available will be made explicit to students, staff and parents in the following ways.

**Students, through key messages:**

- Bullying is not OK – ever
- Be an upstander, not a bystander
- Use put ups, not put downs
- Use your WITs – Walk away, Ignore, Tell Someone
- Actions are a choice - Use the Wheel of Choice to consider your actions
- It is OK to speak up and express your perceptions
- Unkind words and acts on line is still bullying – all students with parents, to sign e-learning agreement.

**Staff, through:**

- the Health programme and special programmes such as Kia Kaha so students know what to do if they are bullied
- emphasis on inclusion rather than exclusion e.g. including students with Special Needs in all school activities;
- anti-bullying messages on duty, in class and in Assemblies;
- clear and explicit standards set by teachers in their individual classrooms;
- monitoring adherence to the 'e-learning policy
- teaching digital citizenship use of peer support and other student lead groups to reinforce student messages.
- teaching social skills – how to make friends, to show tolerance, respect, conflict resolution skills;
- drawing links with school values teaching children to help establish and maintain a quality school culture
- using good data systems to collect relevant information;
- holding staff meetings to discuss the issue and to review strategies and remedial approaches where appropriate;

**Parents / Caregivers, through:**

- school communication eg, newsletter, website, class blogs, Assemblies and parent education opportunities.
- parent meetings e.g. cyber safety

- monitoring children's activity on-line at home

**Board of Trustees, through:**

- meetings and associated reading, staff contact;
- professional development / training;
- results of student and parent / caregivers surveys;
- ERO Audit check on Health and Safety.

## APPENDIX 1: Incident process



### Minor incidents

1. Talk to children one by one and record their responses.
  2. Ascertain if this is repetitive bullying
    - Tell me what happened?
    - What did you do about this?
    - How did the other person respond?
    - What else can you tell me?
    - How would you handle matters differently if it happened again?
  3. Use the Wheel of Choice to help students think about how they could have acted differently.
  4. Teacher should not be able to be perceived as a bully when dealing with an incident i.e. model respectful interaction and good listening skills.
- Consequences
- Time out
- Clean up duties
- A letter of apology and/ or a Think Sheet for parents to sign and returned to school.
- Parent involvement
- For orange incidents or If no resolution the principal or AP/DP may choose to ring parents to discuss the problem.
- If this action is taken, the DP or AP will record the matter in MUSAC or student files.



### Major Incidents

1. The teacher or Team Leader will report incidents considered to of a violent nature or creating an immediate safety issue, to the Principal or Deputy Principal immediately.
2. Where the facts are clear and acknowledged, resolution may be achieved informally by discussion between the parties without the need for initiating disciplinary procedures.
3. At this meeting decisions are to be made in relation to:
  - contact with the student doing the bullying
  - negotiating a pathway forward through restorative practice where possible
  - notifying the parents / caregivers of both parties
  - arranging extra support as appropriate
  - consideration of a transfer the complainant and / or alleged initiator to another class
  - contact with outside agencies and/ or Police
  - consideration of a stand down
  - consideration of a Suspension or other disciplinary procedure in accordance with the Education Act and the Education (Stand-Down, Suspension, Exclusion and Expulsion) Rules 1999.
4. Follow up will be discussed with the student and parents.

# APPENDIX 2: MOE Reference guide

## Responding to Bullying Incidents

### Quick Reference Guide

Rating	What the bullying behaviour looks like ...	Response/action needed
<b>Severe</b>  School should seek external advice and support	Severe bullying incidents ( <b>RED</b> ) are likely to: <ul style="list-style-type: none"> <li>› involve physical or psychological harm requiring medical and / or mental health attention</li> <li>› involve serious sexual threats or any inappropriate sexualised behaviour</li> <li>› be part of a series of bullying incidents</li> <li>› be very likely to recur and / or be replicated through digital technology</li> </ul> The target is likely to be: <ul style="list-style-type: none"> <li>› particularly vulnerable and / or likely to require intensive, on-going school-based or specialist support</li> </ul> The initiator is likely to be: <ul style="list-style-type: none"> <li>› vulnerable and require intensive follow-up</li> </ul> <i>Note: there may be other aggravating factors that have led to the incident being rated RED</i>	<ul style="list-style-type: none"> <li>› reassure students that they have done the right thing by reporting the incident</li> <li>› activate your school bullying policy and processes for responding to incidents</li> <li>› engage your Board of Trustees and parents and whānau early</li> <li>› refer incident to the Police – call 111 or your local Police station for advice</li> <li>› contact Child, Youth and Family if you have concerns about possible neglect or abuse</li> <li>› contact NetSafe if you require urgent advice or support around cyberbullying</li> <li>› identify a media spokesperson and activate your school's media protocol</li> <li>› <b>DO NOT</b> investigate or interview students before seeking advice from the Police or Child, Youth and Family</li> </ul>
<b>Major</b>  School may need to seek advice or support	Major bullying incidents ( <b>ORANGE</b> ) are likely to: <ul style="list-style-type: none"> <li>› involve physical threats or harm, and / or intimidation</li> <li>› involve some inappropriate sexual statements or threats</li> <li>› have occurred previously and be likely to recur or be replicated through digital technology</li> </ul> The target is likely to: <ul style="list-style-type: none"> <li>› have the resilience to cope with a period of additional school-based support in place</li> </ul> <i>Note: there may be other aggravating or mitigating factors that have led to the incident being assessed as ORANGE</i>	<ul style="list-style-type: none"> <li>› reassure students that they have done the right thing by reporting the incident</li> <li>› activate your school bullying policy and processes for responding to incidents</li> <li>› engage your Board of Trustees, parents and whānau early</li> <li>› contact other agencies for advice if you are uncertain whether or not they should be involved</li> <li>› follow your school's media protocol, identify a media spokesperson and engage with media as required</li> <li>› 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</li> </ul>
<b>Moderate</b>  School can manage response internally	Moderate bullying incidents rated ( <b>YELLOW</b> ) are likely to: <ul style="list-style-type: none"> <li>› involve minor physical threats or harm, intimidation, or social exclusion</li> <li>› have no inappropriate sexual element</li> <li>› have never or rarely occurred before</li> <li>› be very unlikely to recur or be digitally replicated</li> </ul> The target is likely to be: <ul style="list-style-type: none"> <li>› resilient and able to cope well with minimal / short-term school-based support</li> </ul>	<ul style="list-style-type: none"> <li>› reassure students that they have done the right thing by reporting the incident</li> <li>› activate your school's bullying policy and processes for responding to incidents</li> <li>› engage your Board of Trustees and parents and whānau early</li> <li>› identify a media spokesperson in case of media interest</li> </ul>
<b>Mild</b>  Student can respond appropriately	Mild bullying incidents rated ( <b>GREEN</b> ) are likely to: <ul style="list-style-type: none"> <li>› involve mild physical threats or harm, intimidation, or social exclusion</li> <li>› have no inappropriate sexual element</li> <li>› have never or rarely occurred before</li> <li>› be very unlikely to recur or be digitally replicated</li> </ul> The target is likely to be: <ul style="list-style-type: none"> <li>› resilient and able to cope well with peer support</li> </ul>	<ul style="list-style-type: none"> <li>› student knows strategies and can respond appropriately</li> <li>› peer support and / or minimal adult intervention may be needed</li> <li>› student knows how to report, and is reassured that they have done the right thing</li> <li>› report of incident is recorded and followed up according to school's policies and processes</li> </ul>

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.