



Maungaraki School

Bullying Prevention and Response Guidelines

Section One - Background

The staff, students and families at Maungaraki School have high expectations of student behaviour. We are committed to ensuring a safe and orderly environment where all members of the school community feel a sense of belonging. All bullying behaviour, including verbal, physical, emotional and cyber bullying, is completely unacceptable in our school. All incidents of bullying (alleged or observed) will be taken seriously and followed up in line with these procedures.

These procedures are in line with the recommendations of the “Bullying Prevention and Response: A guide for schools” document published by the Ministry of Education in 2014 and meet all legal obligations under relevant legislation (*particularly the Health and Safety in Employment Act 1992 and the Vulnerable Children Act 2014*).

The Maungaraki School definition of bullying:

Bullying covers a range of behaviours that are unwelcome, unsolicited and non-reciprocal. Bullying includes 4 characteristics:

- 1. Bullying is deliberate*** (*There is an intention to cause physical and/or psychological harm or discomfort to another person*)
- 2. Bullying involves a power imbalance between the parties involved*** (*there is an actual or perceived unequal relationship between the parties that may be based on physical size, age, gender, social status or digital capability and access*)
- 3. Bullying includes an element of repetition*** (*It is not one-off. It is repeated over time with the threat of further incidents leading to fear or anxiety*)
- 4. Bullying results in physical or emotional harm*** (*there is short or long term physical or psychological harm*)

We acknowledge that there may be incidents of poor behaviour by students that cause harm, and may meet some, but not all of the 4 characteristics of bullying. These incidents are dealt with as part of the school’s behaviour plan.

Section Two - Bullying Prevention Activities at Maungaraki School

At Maungaraki School we work hard to develop a culture where children feel safe, secure and a sense of belonging. We believe in a school wide approach to prevention and actively discourage bullying through the following programmes, initiatives and/or interventions.

- Kia Kaha - police bullying prevention and intervention programme. Taught at various times of children’s schooling in age appropriate ways.
- Teaching of Social Skills, Key Competencies & our Maungaraki School Values integrated throughout learning programmes as well as taught explicitly through the curriculum such as Health Programmes and Discovery Learning.
- The annual bullying survey provides an opportunity to identify areas of need and plan teaching practices accordingly. It also encourages us to talk one on one with those students who disclose inappropriate behaviours and address these in a timely manner.
- Restorative Practices are an integral part of our behaviour plan. These allows us to intervene at early stages to resolve problems in ways that are meaningful and long lasting.

- Our Digital Citizenship Guidelines, Kawa of Care and ICT procedures have clear practices in place to prevent and respond to incidents of cyber bullying.
- Our school behaviour plan outlines systems for acknowledging and rewarding positive behaviour.
- Our school CARE Code is a shared code of behaviour that is regularly taught and referred to within classes and the playground.
- When available we utilise visiting shows/speakers/experts/role models (ie: the Power of One, leadership speakers etc) to share experiences, expectations and provide students with examples, advice and guidance around issues of bullying.
- Staff model appropriate standards of interaction and behaviour with each other and with students and their parents.
- Ensure staff have appropriate professional development (such as restorative practices)
- Ensure staff awareness is raised and that staff have the opportunity to be involved in discussions about bullying at school through the analysis of bullying surveys etc.

Section 3 - What we will do when Bullying Occurs

All staff should treat any report of bullying seriously and take appropriate action as outlined below.

All bullying complaints will be dealt with speedily, fairly and in confidence, as much as is possible.

When working with students it is important that we label what the student has done, rather than labelling the student themselves.

We acknowledge that no one formula can be applied consistently to every situation. Each reported incident should be considered on its own merits, within the wider context and environment that it occurred within. The following processes act as a guideline for staff.

When the matter is first reported, consideration should be given first to the school definition of bullying (above). If the incident is not considered to be bullying by our definition, then the incident should be dealt with according to our school behaviour plan.

If the incident is considered to be bullying according to our definition, then the information should be considered in line with the "Bullying Assessment Matrix" and the "Responding to Bullying Incidents - Quick Reference Guide" to determine the severity and therefore potential actions to be taken.

Mild and moderate forms of bullying should be dealt with by the classroom teacher in the first instance.

1. All parties should be 'interviewed' separately initially, then followed up with a restorative conversation.
2. The teacher should keep notes of the facts of the incident, and any consequences or actions that are determined through the restorative conversation.
3. Parents should be informed.

Major and severe forms of bullying should be referred to one of the senior management team. If the incident is of a violent nature or represents an immediate safety issue the principal is to be informed immediately and actions taken to ensure the immediate safety of all parties.

The DP or Principal will follow up using a similar process to the one above:

1. All parties should be 'interviewed' separately initially, then followed up with a restorative conversation.
2. The teacher should keep notes of the facts of the incident, and any consequences or actions that are determined through the restorative conversation.
3. This restorative conversation may include the parents of the parties involved as well as appropriate outside agencies
4. Parents and the BOT Chairperson should be informed.

When making decisions about follow up actions and consequences, staff should consider:

- The school behaviour plan
- The level of impact/harm caused
- Short term solutions to 'put things right'
- Long term solutions to ensure bullying behaviours do not reoccur at a later date
- An emphasis on changing the behaviour of the bullying student(s), while providing support and empowering the student who has been harmed.

Support and Advice agencies available:

- NZ Police - Constable Blue McCaffrey - 5761527 - Mark.McCaffrey@police.govt.nz
- RTLB - Lorraine McKay - 5890090 - lorraine.mckayrtlb@gmail.com
- Counselling services such as:
 - Life Unlimited 0800 008 011
 - Skylight Trust 939 6767
 - www.commonground.co.nz
 - www.bethechange.co.nz
 - Kidsline 0800 54 37 54
 - Youthline 0800 37 66 33
- Social Workers or Youth Workers in School
- NetSafe - 0508 638723 or queries@netsafe.org.nz
- MOE Traumatic Incident Team - 0800 848 326
- CYFS - 0800 family

NB: Incidents of bullying that occur outside of the school environment, resulting in actions that impact on safety and learning inside the school environment, may also be dealt with according to these procedures.

Section 4 - What we will do to keep everyone informed

- Newsletters will occasionally refer to school bullying procedures
- We will include bullying procedures on our website for families to have access to
- Once Facebook is up and running this could be a useful tool?

Section 5 - How we will know how well these procedures are working?

- Monitoring the resolution of incidents
- Student Voice Surveys (done bi annually, give an indication if children feel safe)
- Bullying Survey (school developed, done annually)
- Regular review and consultation of bullying procedures and strategies.