

Bullying Prevention and Response Procedures



Refer to Operational Policy 8: Health and Safety & Operational Policy 9: Child Protection

Reviewed: 1.02.22 **Due for Review:** February 2023

Purpose:

Spotswood Primary 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 Spotswood Primary School a respectful and inclusive environment.

Rationale

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 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. Bullying is not the action of an individual. It involves up to three parties; initiators (those doing the bullying), targets (those being bullied) and often bystanders (those who witness the bullying).

Bullying can take many forms. It is important that students and staff at Spotswood Primary are able to identify the following types of bullying;

Physical Bullying

This involves hurting someone, or damaging or stealing their belongings. It includes:

- hitting, kicking, pinching, spitting, biting
- tripping, shoving or intimidating another person
- mean or rude hand gestures
- touching another person when they don't want you to
- being made afraid of being hurt
- stealing or damaging possessions

Verbal Bullying

This involves saying or writing mean things. It includes:

- name calling
- teasing someone in a hurtful way

- making fun of someone
- being sarcastic in a hurtful way
- offensive comments, insults or jokes about someone and their family because of their gender, race, culture, religion, disability or sexuality
- mean comments about someone's body or physical characteristics such as their weight or height
- hurtful comments about the way someone looks or behaves (including homophobic or negative references towards transgender people)
- inappropriate sexual comments
- taunting
- threatening to cause harm

Social Bullying

This involves hurting someone's relationships or reputation. It includes:

- ignoring or leaving someone out on purpose
- telling others not to be friends with someone
- spreading rumours about someone
- destroying relationships and friendships
- embarrassing someone in public
- sharing information or images that will have a harmful effect on the other person
- telling lies or stories about someone to make others not like them

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 are a PB4L school. We will:

- Regularly survey our school community and students on their well-being
- Identify areas for improvement through the survey findings and develop a bullying prevention action plan as part of our PB4L initiatives
- Regularly promote our expectations and successes in preventing bullying (eg, in assemblies, newsletters and Facebook, reports to the Board of Trustees)
- Hold regular professional learning and development on our understanding of bullying prevention and response (staff meetings, parent meetings, student council) as part of the PB4L Team responsibilities
- Establish bullying prevention as a regular discussion point for PB4L Team and Staff Meetings
- Use a range of activities including curriculum based programmes to develop the ability for students to relate to each other (eg. Kia Kaha, social skills teaching and learning, role playing)
- Promote digital citizenship throughout ICT and promoting safe use of technology (through our ICT 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 support all involved. We will support anyone who has been affected by, engaged in or witnessed bullying behaviour. Bullying behaviour will be addressed through the school [Behaviour Management Plan](#)

- All reported incidents of bullying will be taken seriously and followed up as appropriate
- The Team Leader, Assistant Principal or Principal will support the affected students by: reassuring that they have done the right thing in reporting the incident by;
 - using the [Bullying Assessment Matrix](#) (found on the Bullying Free NZ website), as a guide to assess the level of severity
 - using the quick reference guide, responding to bullying incidents to activate the response and action needed
 - recording the incident and actions taken using the School Management System
- We will use restorative practices to counter instances of bullying. Useful resources for this are [Link to PB4L Restorative Practices](#) and Australian expert Ken Rigby's [Link to Resolution Methods](#) and [Bullystoppers](#).
- We will involve parents and whānau as early as possible and as appropriate
- More serious incidents may require 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

Raising Awareness

We recognise the importance of active 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, school newsletters, and information (including the procedures) on the school's website.

Evaluation and Review

We will review and revise this policy annually, along with all other Health and Safety procedures to ensure that the school's bullying prevention practices are recognised and celebrated. This will include an annual meeting to monitor, review and modify the policy and action plan (to reflect changes with the school, survey findings, incident reviews). We will track and monitor all bullying related incidents and regularly report this information to the school community. We will regularly gather data from the school community via surveys and report on the effectiveness of these procedures and Spotswood Primary School's commitment to bullying prevention and response.

Resources

These procedures were developed using ideas and resources from the Bullying Free NZ website. For more information please see the link below:

Link to [bullyingfreenz](#)