



# Bullying Prevention and Response Policy

## Rationale or Purpose

The Waipu Primary School Board of Trustees seeks to take all reasonable steps to develop high standards of behaviour in order to fulfil the expectations and the requirements of **NAG 5** Health and Safety. 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 Waipu Primary School a respectful and inclusive environment.

## Policy Statement

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.

## Objectives

- To ensure children live our school values.
- To ensure proactive and strategically planned steps are taken to manage and improve behaviour through principled discipline and PB4L strategies (Positive behaviour for Learning).
- Provide an atmosphere within which staff and children feel secure and comfortable in order to make the most of their teaching and learning experiences.
- To ensure behaviour data is consistently recorded on ETAP and tracked by teachers, leaders for referrals etc.

## Principles

- Students have the right to learn free from intimidation and fear
- The needs of the victim are paramount
- WPS will not tolerate bullying behaviour
- Bullied students will be listened to
- Reported incidents will be taken seriously and thoroughly investigated.

## Definition

Bullying behaviour is not an individual action. Our school community agrees that:

- Bullying is deliberate
- Bullying involves a power imbalance

- Bullying has an element of repetition
- Bullying is harmful e.g. it causes embarrassment, pain or discomfort.
- It may be planned or unintentional.

Bullying behaviours can be physical, verbal, or social, and can take place in the physical world or digitally.

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

### **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 will:

- Regularly survey our school community through Wellbeing@School and Kia Kaha student or our via own community surveys (e.g. by using Survey Monkey)
- Identify areas for improvement through the survey findings and develop a bullying prevention action plan
- 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 sessions on our understanding of bullying prevention and response (staff meetings, parent meetings).
- Establish our Bullying Prevention Team (SENCOM team) to liaise with whanau and students and to take responsibility for bullying prevention
- Use a range of activities including curriculum based programmes to develop the ability for students to relate positively to each other (Kia Kaha, peer mediation, social problem solving solutions, following the school values – respect, resilience and Kindness, PB4L lessons)
- 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.

- All reported incidents of bullying will be taken seriously and followed up as appropriate
- An appropriate adult will support the affected students by:

- reassuring that they have done the right thing in reporting the incident
  - assess, using the attached definition, that the incident was indeed, as case of bullying.
  - using the assessment matrix, record a description of what happened and assess the level of severity <https://bullyingfree.nz/bullying-assessment-matrix/>
  - using the quick reference guide, responding to bullying incidents to activate the response and action needed
  - Interview all involved to check for accuracy and record information on ETAP.
  - Determine next steps based on information gathered i.e. short term consequences or longer term management.
- We will involve parents and whānau as early as possible and as appropriate
  - All more serious incidents will be escalated to senior management and we will seek advice and involvement from outside agencies depending on the nature of the bullying i.e. Netsafe, RTLB, LSC, SENCO.
  - 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.
  - We will review at regular intervals to check on safety of students involved.

#### RIGHTS AND RESPONSIBILITIES

Students have the right to...	Students have the responsibility to...
<ul style="list-style-type: none"> <li>● Be valued as members of the school community.</li> <li>● Be treated fairly, consistently and with respect.</li> <li>● Have their views listened to and able to seek help when needed.</li> <li>● Be able to express how they feel in a respectful manner using the language of the Zones of Regulation.</li> <li>● Not suffer in silence, and be supported by the school and family.</li> </ul>	<ul style="list-style-type: none"> <li>● Accept ownership for their own behaviour.</li> <li>● Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.</li> <li>● Intervene to protect the pupil who is being bullied, unless it is unsafe to do so.</li> <li>● Report to a member of staff any witnessed or suspected instances of bullying.</li> </ul>

<b>Parents/carers have the right to...</b>	<b>Parents/carers have the responsibility to...</b>
<ul style="list-style-type: none"> <li>• A safe, well-managed learning environment for their child.</li> <li>• Have their enquiries and concerns listened to and dealt with sympathetically and efficiently.</li> <li>• Be well informed about any bullying that may involve their child.</li> </ul>	<ul style="list-style-type: none"> <li>• Watch for signs of distress or unusual behaviour in their child, which might be evidence of bullying.</li> <li>• Support their child in reporting any bullying that they may be aware of to the classroom teacher or management.</li> <li>• Cooperate with the school, if their child is accused of bullying, try to ascertain the truth.</li> </ul>
<b>Teachers have the right to...</b>	<b>Teachers have the responsibility to...</b>
<ul style="list-style-type: none"> <li>• Work in a safe, and supportive environment.</li> <li>• Have their views listened to and be able to seek help when needed.</li> <li>• Support and advice from senior colleagues and external bodies.</li> </ul>	<ul style="list-style-type: none"> <li>• Behave in a professional manner at all times and be a role model to students.</li> <li>• Listen to the students, value their contributions and respect their views.</li> <li>• Track, monitor, act on and report any suspected or confirmed bullying.</li> <li>• Discuss bullying with all classes so that every student learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a teacher when/if it happens.</li> <li>• Be alert to signs of distress and other possible indications of bullying.</li> <li>• Follow up any complaint from a parent about bullying, report back promptly on the action that has been taken.</li> <li>• Deal with any bullying promptly and in accordance with agreed procedures.</li> </ul>

### **Raising Awareness**

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, 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 policy) on the school's website. We will make the policy available in multiple formats (in print, on the web and in school notices and newsletters) and ensure it is translated into other languages as necessary.

### **Evaluation and Review**

We will review and revise this policy annually 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 (eg, Wellbeing@School and Kia Kaha student surveys) and report on the effectiveness of this policy and Waipu Primary School's community's commitment to bullying prevention and response.

Policy Date: 20.12.2023



When someone says or does something  
*unintentionally* hurtful  
and they do it once, that's  
**RUDE.**

When someone says or does something  
*intentionally* hurtful  
and they do it once, that's  
**MEAN.**

When someone says or does something  
*intentionally* hurtful and they *keep doing it*-  
even when you tell them to stop or show  
them that you're upset—that's  
**BULLYING.**