BULLYING PREVENTION AND RESPONSE POLICY

PURPOSE

The Ōtūmoetai Intermediate Board of Trustees seeks to take all reasonable steps to develop high standards of behaviour in order to fulfil the charter expectation and the requirements of (NELP 1). 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 Ōtūmoetai Intermediate school a respectful and inclusive environment.
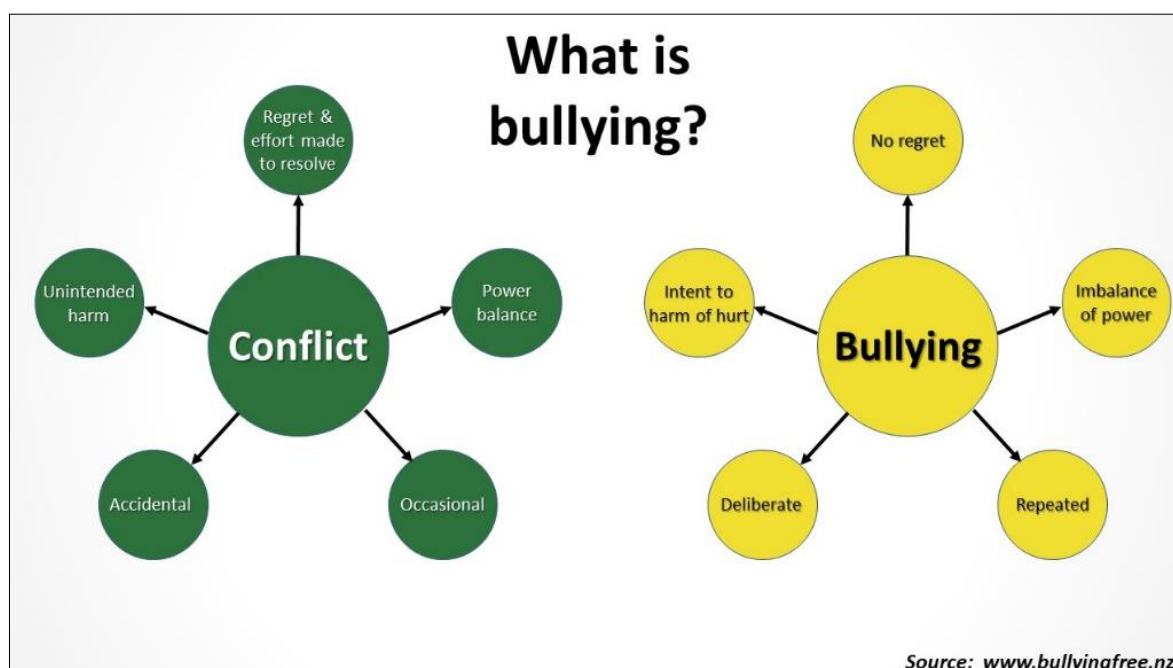
POLICY STATEMENT

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.

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
- Bully has no regrets

Source: www.bullyingfree.nz

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), 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.
- Identify areas for improvement through the survey findings and develop a bullying prevention action plan as shown below.
- Regularly promote our expectations and successes in fostering and developing a safe, positive physical and emotional environment (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).
- Establish our Bullying Prevention Team to take responsibility for bullying.
- Promote digital citizenship throughout ICT and promote safe use of technology (through our ICT Use Agreements).
- Support the student-led peer to peer initiative.

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.
- using the **assessment matrix**, shown below, to assess the level of severity.
- 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.
- 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.

OUTSIDE SCHOOL

Students breaching this policy while not under the jurisdiction of the school but whose actions impact 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.

OTHER COURSES OF ACTION

If "in School" remedies fail to address the reported concerns, the following courses of action are available to the complainant:

- seek to make a complaint through the Human Rights Commission.
- a complaint to the Police.
- a referral to Netsafe (bearing in mind that the School can contact Netsafe for advice about cyberbullying at any time - not only following an incident).

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).

RESOURCES

The aim of this guide is to provide information to parents, carers and whānau to help you respond effectively to any concerns your children and young people may have about bullying.

[Tackling Bullying A guide for parents and whanau](#)

PURPOSE

Tools to support the Bullying Prevention and Response Policy (August 2021)

Assessment Matrix

The bullying assessment matrix tool can help you assess the severity and impact of a bullying incident and decide on an appropriate response. The matrix is intended for use as a guide only. It is designed to support schools' bullying prevention policies and processes, and does not replace professional judgment and experience.

Bullying Assessment Matrix

- Mild, eg put downs, name calling, occasional social exclusion;
- Moderate, eg threats, intimidation, regular social exclusion (no sexual element).
- Major, eg physical threats or harm, intimidation, sexual harassment.
- Severe, eg physical harm requiring medical attention, inappropriate sexual behaviour, incitement to suicide.

Impact
- Mild, eg target is resilient, has good peer support and seems to be handling the situation with minimal adult intervention.
- Moderate, eg target is likely to cope well with minimal intervention/short-term support from adults.
- Major, eg target likely to cope OK with additional school-based support.
- Severe, eg target vulnerable and/or likely to need ongoing, intensive support from school and/or specialist support.

Frequency
- Mild, eg has never or rarely happened before and is very unlikely to recur or be digitally replicated.
- Moderate, eg has occasionally happened before but as initiator is willing to stop it is unlikely to recur or be digitally replicated.
- Major, eg similar incidents have happened a few times before and/or are likely to recur or be digitally replicated.
- Severe, eg similar incidents have happened repeatedly (three or more times) and/or are very likely to recur or be digitally replicated.

BULLYING PREVENTION ACTION PLAN

BULLYING PREVENTION TEAM

- Principal.
- Deputy Principal Pastoral Care and Administration.
- Deputy Principal Curriculum and Learning.
- Board of Trustees Chair.
- Assistant Principals.
- Learning Support Coordinator.
- Student Support Teacher.