



Definition:

Bullying behaviour 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).

Our school community agrees that bullying:

- is the wilful conscious actions which hurt, threaten, or frighten someone else.
- is deliberate
- involves a power imbalance
- has an element of repetition
- is harmful.

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

It is important to note that this policy reflects and covers the following aspects

- Racist bullying
- Bullying of students with special needs
- Homophobic bullying
- Transgender bullying
- Sexual harassment
- Cyber bullying:
 - Inappropriate use of emails, mobile phones or social media.
 - The creation of pages or websites that encourage or facilitate any form of harassment.
 - Sharing images of others (manipulated or not manipulated) without explicit consent.

Whilst the above is not an exhaustive list of the types of bullying we will be focussing on; it is vital that these are recognized and specified as forms of bullying.

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 whanau - should have an understanding of what bullying is; and know what to do when bullying does occur.

Purposes:

- ❖ To deal effectively with bullying
- ❖ To encourage and enable all members of the school community to be responsible for combatting bullying.

Guidelines:

1. Staff and students will experience, and be encouraged to adopt, equity through fairness and social justice, community responsiveness, ecological sustainability and integrity through honesty, accountability, leadership and ethical behaviour. A sense of worth will be fostered in all children to encourage them to reach their full potential.
2. Positive relationships and school beliefs are evident in the school's:
 - curriculum and operations
 - leadership, resourcing and decision making
 - curriculum priorities and delivery
 - pastoral care processes and systems
 - interpersonal relationships and celebrations
 - professional learning programmes.

3. Leaders are role models in their commitment to well-being and establish clear goals and expectations that ensure supportive environments for our learners.
4. All members of the school community have the responsibility to recognise bullying and to take action when they see it happening. Leaders and staff will work in partnership with students, parents, whānau, community and external agencies to enhance well-being, through seeking and sharing knowledge of what works for individuals.
5. Sir Keith Park School will treat all complaints of bullying seriously and take action.
6. Complaints regarding bullying may be made in writing; by email; by phone; or in person. Reporting Procedure for Bullying: See Matrix
7. Staff will always first listen to the victim(s) and make enquiries as may be necessary to clarify exactly what has happened.
8. The victim will be assured that they have acted correctly in reporting the bullying.
9. The victim will be treated with empathy while the extent of the bullying is being investigated and, where appropriate, will be given suitable protection from retaliation.
10. Where appropriate and possible, confidentiality for the victim will be observed.
11. The emphasis is to be on changing the behaviour of the bullying person / people, while providing support for the person who has been bullied.
12. The consequences are to be clear and visible. In other words the victim needs to be reassured that some action has been taken.
13. The offender is to receive a clear message that bullying behaviour will not be tolerated.
14. A written account should be made as soon as possible and passed on to the class teacher / Deputy Principal / Principal as appropriate.
15. Parents of both the victim and the bully should be involved in the process and informed of any actions taken.
16. Programme elements will include the following key themes:
 - Professional learning and development on our understanding of bullying prevention
 - use both explicit teaching and programme integration to explore positive friendships, learning relationships and problem solving in classroom and playground contexts
 - unpack and explore the learning values at Sir Keith Park School
 - model the ways children, young people and adults interact with each other - learning, sharing, taking turns, problem solving
 - Promote safe use of technology and digital citizenship throughout ICT
 - identify bullying as an unacceptable aspect of life, using the above definition
 - identify what individuals need to do if bullying is experienced or observed:
 - i. seek help for self if experiencing bullying
 - ii. provide support and seek help for others experiencing bullying

References:

- a. [Wellbeing for Success: A resource for schools \(ERO 2016\)](#)
- b. [Bullying Prevention and Response: A guide for schools \(MoE 2014\)](#)

Board Statement:

The Sir Keith Park School Board of Trustees seeks to take all responsible 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. For this policy to be effective, staff, students, and whanau must be prepared to report incidents as soon as possible after they occur.

Parental support is essential for this policy to work effectively. A copy of this policy will be posted on the school website.

Students, staff, parents and whanau share the responsibility for making Sir Keith Park School a respectful and inclusive environment.

Related Policy and Procedures:

Health & Safety; Behaviour Management;

Ratified by the Board: [After consultation](#)

Review Date:

UNDER CONSULTATION

Appendix: Bullying Assessment Matrix

Instructions:

- Circle a number (1-3) for severity, impact and frequency.
- Add ratings to obtain a total score.
- Give the incident a red, orange or yellow rating as follows:
 - total score of 8-9, rate incident **RED - Severe**
 - total score of 6-8, rate incident **ORANGE - Major**
 - total score of 3-5, rate incident **YELLOW - Moderate**

If any domain (severity, impact, or frequency) has been scored a '3' rate the incident as **RED**.

| | Severity | | |
|---|---|--|---|
| | 1. Moderate | 2. Major | 3. Severe |
| Factors which may DECREASE impact: <ul style="list-style-type: none"> • target is resilient and able to manage situation with minimal support • incident is unlikely to recur or be replicated via digital technology • initiator willing to cease behaviour | e.g. physical threats or harm, intimidation, social exclusions (no sexual element), sustained verbal abuse. | e.g. some physical threats or harm, intimidation, sexual statements or threats | Physical harm requiring medical attention, sexual threats or inappropriate sexualised behaviour, statements that may incite suicide |
| | Impact | | |
| | 1. Moderate | 2. Major | 3. Severe |
| Factors which may INCREASE impact: <ul style="list-style-type: none"> • Vulnerable target, likely to require significant support • Significant impact on other students and the wider school community | Target likely to cope well and require Minimal / short-term support | Target likely to cope well with a period of additional school-based support | Target vulnerable and/or likely to need ongoing or intensive support from school and/or specialist support |
| | Frequency | | |
| | 1. Moderate | 2. Major | 3. Severe |
| <ul style="list-style-type: none"> • Incident replicated or prolonged using digital technology • Similar incident has occurred before (same target and/or initiator) • Incident involves inappropriate sexual behaviour or physical violence • Marked size or age difference between target and initiator | Has never or rarely occurred before and very unlikely to recur or be digitally replicated | Similar incidents have occurred fewer than 3 times and/or are likely to recur or be digitally replicated | Similar incidents have occurred 3 or more times and/or are very unlikely to recur or be digitally replicated |

Level 1: Mild: Report to class teacher

Level 2 :Moderate : Report to class teacher and / or Syndicate Leader

Level 3: Major: Report to Assistant / Deputy Principal

Level 4: Severe: Report to Principal

Level 5: Procedural Concerns: Report to Principal