KingsWay School

BULLYING POLICY

Bullying Prevention and Response Policy

Policy Date:

Rationale or Purpose
The KingsWay 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. Students, staff, parents and whanau share the responsibility for making KingsWay 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 whanau 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.

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

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 may include negative references to race and sexual orientation.

KingsWay School

BULLYING PROCEDURES

Reporting Procedure for Bullying

LEVEL 1	• Homeroom teacher • Dean • Head of Learning Area	Mild
LEVEL 2	• Head of Learning Area	Moderate
LEVEL 3	• Head of School/ Assistant Head of School	Major
LEVEL 4	• Associate Head: Craig Utting	Severe
LEVEL 5	• Executive Principal	Procedural Concerns

Complaints can be made in writing, email, telephonically or in person.

Bullying Prevention

We recognise that real change happens when students, staff, parents, whanau and other members of the community share responsibility for making our school a respectful and inclusive environment. We will:

- Regularly survey our students to access their wellbeing including incidents of bullying
- Identify areas for improvement through the survey findings and develop a bullying prevention action plan
- Regularly promote our expectations and successes in preventing bullying (e.g. in assemblies, newsletters and Facebook, reports to the Board of Trustees)
- Hold professional learning and development on our understanding of bullying prevention and response (staff meetings, parent meetings, student council)
- Actively promote a culture and climate of acceptance, love and respect
- Establish our Bullying Prevention Team to take responsibility for bullying prevention (to include staff, parents and whanau and students)
- Use a range of activities including curriculum based programmes to develop the ability for students to relate to each other (Kia Kaha, peer mediation, social problem solving solutions, role playing)
- Promote digital citizenship throughout ICT and promoting safe use of technology (through our ICT Use Agreement)
- 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.

- A well-known complaints procedure exists to voice concerns (see Reporting Procedures for Bullying).
- All reported incidents of bullying will be taken seriously, investigated 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, record a description of what happened and assess the level of severity
  - Using the quick reference guide outlined in the procedures related to dealing with bullying, responding to bullying incidents to activate the response and action needed
- We will involve parents and whanau 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 when and if required.
- 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 endeavour to resolve conflict through a restorative practice approach and adoption of anti-bullying programmes such as Peacemakers.

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 wide 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 and procedures available in multiple formats (in print, on the web and in school notices and newsletters).

DOs	DON'Ts
- Believe and reassure the student/parent - Take the time to gather information such as, frequency, impact, severity - Keep confidential but consult with the counsellor when necessary - Ascertain whether you are the right person to deal with this situation, i.e. should this be referred up or down - Ensure the safety of the victim during your investigation - Include the victim/target to work out a solutions; this is a teachable moment - Discuss with the student their parents involvement unless this places the student at risk - Enact the plan - Evaluate and check-in with the parent/student in a week - Send notes to Head of School	- Don't overreact - Don't get the victim or perpetrator to leave the class during a lesson - Don't use expressions like, 'harden up', or 'it's your fault' - Don't minimise the impact of the situation

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**
- total score of 6-8, rate incident **ORANGE**
- total score of 3-5, rate incident **YELLOW**

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: • 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: • Vulnerable target, likely to require significant support • Significant impact on other students and the wider school community • 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 initator	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**
	Has never or rarely occurred before and is 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