



## **1.4 CREATING A SAFE, NON-VIOLENT & BULLY-FREE ENVIRONMENT**

**Approved by:** Board of Trustees

**Date effective:** 14 June 2018

**Contact:** Deputy Headmaster

**Review date:** 14 June 2020

**Group:** Student Support

**Reviewed by:** Leadership Team

### **Rationale:**

At Nelson College we believe that students have the right to be safe and the right to be respected by others. Nelson College has established a process for dealing with bullying, including all forms of cyberbullying, which aims to influence and change the behaviour of bullies and to provide appropriate support and guidance for victims.

### **Definition:**

Bullying can be considered a form of harassment. There is no legal definition, and definitions in the research literature are many and various.

### **Purposes:**

To state and uphold the accepted principles of:

- No physical violence
- No verbal violence
- No violence to property (including theft)
- No violence to self (including use of harmful and/or illegal substances)
- No cyber bullying

To provide an orderly environment.

To enhance the tone of the College and Boarding to facilitate the achievement of best learning outcomes for students.

To encourage respect for all members of the College and Boarding community.

To assist all members of the College community to feel safe and secure, experiencing no fear or threat in the workplace.

The school is to continue implementation of an anti-bullying programme.

### **Responsibility for implementation:**

#### **The Board of Trustees**

- Will ensure that policies and procedures are in place which ensure a safe physical and emotional environment for the students and staff
- Delegates implementation of the policy to the Headmaster

#### **Headmaster**

- Will ensure the guidelines of the policy are implemented.

## Senior Staff (Boarding / College)

- Will ensure that the guidelines of this policy are implemented, reviewed and modified if necessary in response to the needs of students and staff.

### Guidelines:

1. Staff will model positive behaviour within the school community.
2. Modelling of positive behaviour will be extended with information highlighting anti bullying themes.
3. As part of their induction to the community College and/or Boarding staff will receive specific training on bullying, its effects, consequences and intervention strategies to mitigate against bullying occurring or re occurring within and outside of the College community.  
Such training workshops will occur annually in Boarding at the beginning of each year as part of the preparation for new cohorts of boys arriving at the College.
4. The Leadership programme will educate and encourage senior boys to model the desired behaviours in the care and support of their peers and for junior students.
5. A levels system will operate to assist bullies to change their behaviour. The steps below will be clearly outlined to students and to caregivers.

### **Informal No Blame**

A trained member of staff interviews the victim(s) and the bully(ies) and provides students with a range of options. Parents will be contacted. (Senior staff/Deans/Guidance Counsellor)

### **Level One**

For offenders who bully again – a written report and parents contacted. The student is given an In School and/or a Detention. Victim(s) will be counselled. Guidance Counsellor may facilitate a group counselling session. (Guidance Counsellor, LT)

### **Level Two**

For offenders who bully again - The student is given **In School suspension or initial stand down** and will be offered anti bullying strategies. Victim(s) offered counselling. Parents contacted. Possible **Headmaster Contract / Director of Boarding's Contract** for the offender. (Guidance Counsellor, LT, Housemaster DOB.)

### **Level Three**

For offenders who bully again – The student is likely to be **Stood Down** (from the College and/or from Boarding).

Parents contacted and notified of consequences at next level. Student will see the Guidance Counsellor on their return to school. Possible **Headmaster Contract / Director of Boarding's Contract** for offender. Victim(s) offered counselling. (LT and Guidance Counsellor).

### **Level Four**

For offenders who bully again – The student is recommended for a **Suspension** from the College and/or **Removal** from Boarding.

Victim(s) counselled. Parents contacted and review of process. If student returns to school, **Headmaster Contract**. (LT, BOT Subcommittee)

Communication with the school community is to be proactive through newsletters advertising the College's stance on bullying and offering advice and guidance to caregivers.

6. Senior Management. Housemasters, Boarding staff, Counsellors, Deans and Homeroom Teachers are to make students aware of the school's attitude to bullying and the strategies to be followed if incidents of bullying arise.
  7. The positive consequences of appropriate behavior will be stressed where possible. Such values as courtesy, consideration for others and co-operation will be upheld by the affirmative action by staff, and between all members of the College community.
  8. It is important that both victims and perpetrators are offered counselling at any level of bullying with regard to employing strategies that may assist them in breaking out of the cycle. Note priority will always be given to the right of the victim to be safe at school.
  9. Each case of bullying will be assessed individually. The above levels can be skipped depending on the severity of the bullying.
- NB.** Police involvement may be used at any level of bullying – where deemed appropriate by Leadership Team.

**Related Policy:**

- Abuse External to the Environment
- Child Protection

## **APPENDIX 1**

### **Bullying can include:**

1. Physical bullying – any assault on another person which can range from a ‘prod’ to grievous bodily harm
2. Psychological bullying – the reductions of a person’s self-esteem or confidence through threatening behavior and/or looks, taunting or teasing about race, gender, disability, lack of ability, family circumstances, appearance or any other feature of their lives which can be used to wound them
3. Social bullying – ostracism, exclusion, threats and coercion, rejection by the peer group
4. Verbal bullying – the use of language in a derogatory or offensive manner such as swearing, racist or sexist abuse, sexual innuendo, homophobic bullying, spreading rumours and harassment
5. Cyber bullying including the use of mobile phones, internet, facebook etc. to bully or harass
6. Other, including interference with or damage to property, extortion and gesturing

## **APPENDIX 2:**

### **Suggestions for the boarding staff member / classroom teacher**

- Model positive behavior
- Talk to possible perpetrators or victims on their own
- Discuss bullying with your homeroom
- Establish yourself as someone students can talk to
- Be aware of personalities when seating students
- When reprimanding a student for a mild breach keep it simple e.g.
  - name it / judge it
- say what behavior you want and is acceptable
- As soon as possible, after a reprimand re-establish a positive relationship with the offender
- Reassure victims that they are not to blame
- Promote and discuss friendship. What does it mean to be a friend? How do we maintain friendships?
- Seek help and resources from Guidance staff to use eg. at homeroom / prep time and other times in the boarding environment.

### **Suggestions for the College Community – Staff Parents and Students**

- The duty team to have a knowledge of ‘danger areas’ within the school grounds
- Involve senior students more in monitoring behavior and having confidence to feedback to staff
- Increase awareness of bullying in House meetings, assemblies and newsletters
- Use surveys of students/staff and community as necessary
- Treat different incidents differently e.g. a one-off low-level incident is different to a more serious offence or a repeat offender
- Involve parents at all levels of bullying
- Encourage the reporting of bullying
- Record all incidents of bullying
- Support victims with counselling / peer support and time out

## Bullying Assessment Matrix

The bullying assessment matrix is intended to help guide a school's response to a bullying incident and to be used prior to referring to the quick reference guide. It is intended as a supporting resource and does not replace decisions based on professional judgment and experience or schools' current policies and processes.

Most incidents of bullying behaviour can be appropriately responded to by students themselves, or by classroom or duty teachers. This bullying assessment matrix is intended only for incidents where a higher level of response is appropriate.

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### Incident Details

*Brief description of what happened:*

Date: \_\_\_\_\_ Assessment completed by: \_\_\_\_\_

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### Important Considerations

- › Your initial assessment may change (eg **ORANGE** to **RED**) as new information comes to light.
- › You may decide to assess an incident as **RED** for reasons other than those stated here. Please note these below if this is the case.
- › Student vulnerability may be influenced by factors such as mental health, disability, or lack of a social support group.

### Comments

*(record any other mitigating or aggravating factors that have contributed to your assessment here)*

# 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 6-7, rate incident **ORANGE**
- › total score 3-5, rate incident **YELLOW**

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

### 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

### Factors which may INCREASE impact:

- › vulnerable target, likely to require significant support
- › significant physical and / or psychological or emotional impact on target
- › 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 initiator

## Severity

### 1. moderate

eg, physical threats or harm, intimidation, social exclusions (no sexual element)

### 2. major

eg, some physical threats or harm, intimidation, sexual statements or threats

### 3. severe

physical harm requiring medical attention, sexual threats or inappropriate sexualised behaviour, statements that may incite suicide

## Impact

### 1. moderate

target likely to cope well and require minimal / short-term support

### 2. major

target likely to cope well with a period of additional school-based support

### 3. severe

target vulnerable and / or likely to need ongoing or intensive support from school and / or specialist support

## Frequency

### 1. moderate

has never or rarely occurred before and is very unlikely to recur or be digitally replicated

### 2. major

similar incidents have occurred fewer than 3 times and / or are likely to recur or be digitally replicated

### 3. severe

similar incidents have occurred 3 or more times and / or are very likely to recur or be digitally replicated

Assessment Total: \_\_\_\_\_

Are any of the domains scored a '3'?

YES / NO

(if yes, code the incident **RED**)

Rating (please circle)

**YELLOW**

moderate

**ORANGE**

major

**RED**

severe

# Responding to Bullying Incidents

## Quick Reference Guide

Rating	What the bullying behaviour looks like ...	Response/action needed
<p><b>Severe</b></p> <p>School should seek external advice and support</p>	<p>Severe bullying incidents (<b>RED</b>) are likely to:</p> <ul style="list-style-type: none"> <li>› involve physical or psychological harm requiring medical and / or mental health attention</li> <li>› involve serious sexual threats or any inappropriate sexualised behaviour</li> <li>› be part of a series of bullying incidents</li> <li>› be very likely to recur and / or be replicated through digital technology</li> </ul> <p>The target is likely to be:</p> <ul style="list-style-type: none"> <li>› particularly vulnerable and / or likely to require intensive, on-going school-based or specialist support</li> </ul> <p>The initiator is likely to be:</p> <ul style="list-style-type: none"> <li>› vulnerable and require intensive follow-up</li> </ul> <p><i>Note: there may be other aggravating factors that have led to the incident being rated <b>RED</b></i></p>	<ul style="list-style-type: none"> <li>› reassure students that they have done the right thing by reporting the incident</li> <li>› activate your school bullying policy and processes for responding to incidents</li> <li>› engage your Board of Trustees and parents and whānau early</li> <li>› refer incident to the Police – call 111 or your local Police station for advice</li> <li>› contact Child, Youth and Family if you have concerns about possible neglect or abuse</li> <li>› contact NetSafe if you require urgent advice or support around cyberbullying</li> <li>› identify a media spokesperson and activate your school's media protocol</li> <li>› <b>DO NOT</b> investigate or interview students before seeking advice from the Police or Child, Youth and Family</li> </ul>
<p><b>Major</b></p> <p>School may need to seek advice or support</p>	<p>Major bullying incidents (<b>ORANGE</b>) are likely to:</p> <ul style="list-style-type: none"> <li>› involve physical threats or harm, and / or intimidation</li> <li>› involve some inappropriate sexual statements or threats</li> <li>› have occurred previously and be likely to recur or be replicated through digital technology</li> </ul> <p>The target is likely to:</p> <ul style="list-style-type: none"> <li>› have the resilience to cope with a period of additional school-based support in place</li> </ul> <p><i>Note: there may be other aggravating or mitigating factors that have led to the incident being assessed as <b>ORANGE</b></i></p>	<ul style="list-style-type: none"> <li>› reassure students that they have done the right thing by reporting the incident</li> <li>› activate your school bullying policy and processes for responding to incidents</li> <li>› engage your Board of Trustees, parents and whānau early</li> <li>› contact other agencies for advice if you are uncertain whether or not they should be involved</li> <li>› follow your school's media protocol, identify a media spokesperson and engage with media as required</li> <li>› contact your school health guidance service if you have concerns about a student who is particularly troubled by bullying, eg, for a mental health assessment</li> </ul>
<p><b>Moderate</b></p> <p>School can manage response internally</p>	<p>Moderate bullying incidents rated (<b>YELLOW</b>) are likely to:</p> <ul style="list-style-type: none"> <li>› involve minor physical threats or harm, intimidation, or social exclusion</li> <li>› have no inappropriate sexual element</li> <li>› have never or rarely occurred before</li> <li>› be very unlikely to recur or be digitally replicated</li> </ul> <p>The target is likely to be:</p> <ul style="list-style-type: none"> <li>› resilient and able to cope well with minimal / short-term school-based support</li> </ul>	<ul style="list-style-type: none"> <li>› reassure students that they have done the right thing by reporting the incident</li> <li>› activate your school's bullying policy and processes for responding to incidents</li> <li>› engage your Board of Trustees and parents and whānau early</li> <li>› identify a media spokesperson in case of media interest</li> </ul>
<p><b>Mild</b></p> <p>Student can respond appropriately</p>	<p>Mild bullying incidents rated (<b>GREEN</b>) are likely to:</p> <ul style="list-style-type: none"> <li>› involve mild physical threats or harm, intimidation, or social exclusion</li> <li>› have no inappropriate sexual element</li> <li>› have never or rarely occurred before</li> <li>› be very unlikely to recur or be digitally replicated</li> </ul> <p>The target is likely to be:</p> <ul style="list-style-type: none"> <li>› resilient and able to cope well with peer support</li> </ul>	<ul style="list-style-type: none"> <li>› student knows strategies and can respond appropriately</li> <li>› peer support and / or minimal adult intervention may be needed</li> <li>› student knows how to report, and is reassured that they have done the right thing</li> <li>› report of incident is recorded and followed up according to school's policies and processes</li> </ul>

**Note:** Most incidents of bullying behaviour can be appropriately responded to by students themselves, or by classroom or duty teachers. This quick reference guide is intended to be used with the Bullying Assessment Matrix – mainly for incidents that require a higher level of response. It focuses on actions schools may need to take over and above attending to the immediate needs of students and implementing their relevant policies and processes to respond to bullying incidents and ensure targets of bullying are adequately supported.