Nelson College Policy

1.4 BULLYING PREVENTION AND RESPONSE POLICY – CREATING A SAFE PHYSICAL AND EMOTIONAL ENVIRONMENT

Approved by: Board of Trustees		**Date effective:**	Jan 2019
Contact:	Deputy Headmaster	**Review date:**	Jan 2021
Group:	Student Support	**Reviewed by:**	Leadership Team

Purpose:

To provide a safe physical and emotional environment for all stakeholders. To define bullying and acknowledge that bullying behaviour is a risk to be managed. To give all stakeholders the means to prevent and respond to bullying.

Policy Statement:

We believe that all stakeholders have the right to be safe and to be respected by others. Nelson College has established a process for dealing with all forms of bullying, including cyberbullying. Bullying behaviour is not acceptable at Nelson College. We aim to influence and change the behaviour of initiators, provide appropriate support and guidance for targets and to empower bystanders to discourage or report bullying.

Definition:

Bullying is a form of aggressive behaviour. Bullying behaviours can be physical, verbal, social, and can take place in the physical world or digitally (see Appendix 1). It involves up to three parties; initiators (those doing the bullying), targets (those being bullied) and often bystanders (those who witness the bullying).

- *Bullying is deliberate* – there is an intention to cause physical and/or psychological pain or discomfort to another person.
- *Bullying involves a power imbalance* – there is an actual or perceived unequal relationship between the target and the initiator.
- *Bullying has an element of repetition* – bullying behaviour is usually not one-off. It is repeated over time, with the threat of further incidents leading to fear and anxiety.
- *Bullying is harmful* – there is short or long-term physical or psychological harm to the target.

Stakeholders:

We recognise that real change happens when all students, staff, parents, whānau and other members of the community share responsibility for making our school a respectful and inclusive environment. Staff include; senior leadership team, teaching staff, day school and boarding support staff; including but not limited to dining room staff, cleaners, tutors, matrons, mentors etc.

*If the staff member does not have access to Kamar, they should refer to SLT or Housemaster

Bullying Prevention:

All stakeholders will share responsibility for making our school a respectful and inclusive environment by:

- Emphasising the importance of fostering inclusion and respect
- Staff modeling positive behaviour within the school community
- Educating and encouraging senior boys to model positive behaviour
- Developing students' abilities to manage social situations and relate well to one another
- Implementing strategies to prevent and manage bullying
- Creating a safe school environment free from all forms of bullying, including cyberbullying
- Having a shared understanding of bullying behaviour, safe effective responses and reporting
- Promoting a culture where bystanders are empowered to respond to bullying through intervening, getting adult support and 'safe telling' (encouraging all students to report bullying behaviour) or providing direct support to the target.
- Encouraging students to get adult support ('safe telling').

This will be achieved through a range of programmes including:

- A Bullying Prevention and Response workshop for teaching and non-teaching staff outlining bullying prevention and responses in Term Four 2018.
- Conducting training workshops on bullying prevention and responses for Boarding staff annually
- As part of their induction staff will receive training on bullying, prevention and responses
- Respect 360 in English and Assemblies
- Social Responsibility in Health
- Minded (trialed in 2018)
- Digital Citizenship in Social Studies
- The Year 13 Leadership and Mentoring programme

Monitoring the success of the bullying prevention and responses that have been implemented.

Bullying Response:

All stakeholders will be enabled, encouraged and empowered to identify and respond to bullying through:

- A programme delivered to teaching and non-teaching staff to enable them to use the Responding to Bullying Guidelines to appropriately respond to bullying incidents (see Appendix 2).
- Displaying the Responding to Bullying Guidelines in staff work areas throughout the College for staff to refer to when responding to bullying incidents.
- Staff use of the Responding to Bullying Guidelines to identify different levels of bullying behaviour to appropriately respond to bullying incidents by following the **Bullying Response Guidelines.**

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<u>Bullying Response Guidelines:</u> (see Appendix 2 – Responding to Bullying Guidelines)

Mild

When a bullying incident is reported or witnessed and deemed to be Mild;

- Incidents are **responded to** by boarding staff, teaching staff, Deans and/or Senior Leadership Team.
- If students report bullying incidents they will be reassured that they have done the right thing by reporting the incident and that the bullying behaviour is not acceptable and will not continue.
- **Responses could include**; discussion about behaviour, a written report, parents, restorative conversations and/or detentions.
- Offering guidance and counselling for targets, initiators and other relevant stakeholders as appropriate.
- Report of incident is recorded on Kamar for target, initiator and any relevant bystanders by boarding staff, teaching staff, Deans and/or Senior Leadership Team. *
- After responding to the bullying incidents within 4-6 weeks boarding staff, teaching staff, Deans or Senior Leadership Team will follow up with the target, initiator and other relevant stakeholders at their professional discretion.

Moderate

When a bullying incident is reported or witnessed and deemed to be Moderate;

- Incidents are **responded to** by boarding staff, teaching staff, Deans and/or Senior Leadership Team
- If students report bullying incidents they will be reassured that they have done the right thing by reporting the incident and that the bullying behaviour is not acceptable and will not continue.
- **Responses could include**; discussion about behaviour, a written report, parents contacted, restorative conversations, detentions, in-school suspension and/or an initial stand-down.
- Offering guidance and counselling for targets, initiators and other relevant stakeholders as appropriate.
- Report of incident is recorded on Kamar for target, initiator and any relevant bystanders by boarding staff, teaching staff, Deans and/or Senior Leadership Team. *
- After responding to the bullying incidents within 4-6 weeks boarding staff, teaching staff, Deans or Senior Leadership Team will follow up with the target, initiator and other relevant stakeholders at their professional discretion.

Major

When a bullying incident is reported or witnessed and deemed to be Major;

- Incidents are **reported to and responded to** by the Senior Leadership Team.
- If students report bullying incidents they will be reassured that they have done the right thing by reporting the incident and that the bullying behaviour is not acceptable and will not continue.
- Where appropriate Senior Leadership will engage with the Board of Trustees, parents and whānau and contact other agencies for advice if uncertain whether or not they should be involved.

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- **Responses up will include;** discussion about behaviour, a written report, parents contacted and notified of consequences, counselling for the initiator, detentions **and may include;** restorative conversations, in-school suspension, stand-down, removal from Boarding, Headmaster Contract and/or Director of Boarding Contract.
- Offering guidance and counselling for targets, initiators and other relevant stakeholders as appropriate.
- Report of incident is recorded on Kamar for target, initiator and any relevant bystanders by the Senior Leadership Team.
- After responding to the bullying incidents within 4-6 weeks Senior Leadership Team will follow up with the target, initiator and other relevant stakeholders.

Severe

When a bullying incident is reported or witnessed and deemed to be Severe;

- Staff will NOT investigate or interview students as the Senior Leadership may refer the incident to the Police.
- Incidents are **reported to and responded to** by the Senior Leadership Team who may refer the incident to the Police, or contact Oranga Tamariki (Ministry of Children), NetSafe or the Police for advice.
- If students report bullying incidents they will be reassured that they have done the right thing by reporting the incident and that the bullying behaviour is not acceptable and will not continue.
- Senior Leadership will ensure that any media contact adheres to school protocol and will be proactive in communication with the school community.
- Senior Leadership will engage with the Board of Trustees, parents and whānau and contact other agencies for advice if uncertain whether or not they should be involved.
- **Responses will include;** a written report, parents contacted and notified of consequences **and may include;** discussion about behaviour, stand-down, removal from Boarding, Headmaster Contract and/or Director of Boarding Contract.
- Offering guidance and counselling for targets, initiators and other relevant stakeholders as appropriate.
- Report of incident is recorded on Kamar for target, initiator and any relevant bystanders by the Senior Leadership Team.
- After responding to the bullying incidents within 4-6 weeks Senior Leadership Team will follow up with the target, initiator and other relevant stakeholders.

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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 Leadership

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

Related Policy:

- Child Protection

APPENDIX 1

Types of Bullying:

1. **Physical bullying –** involves hurting a person's body or possessions, such as hitting, kicking, tripping, shoving, taking or damaging belongings, rude hand gestures, or being made afraid of getting hurt.
2. **Verbal bullying –** is saying or writing mean things, such as threats, discriminatory remarks, name calling, making fun of someone, hurtful comments, emails, texts, anonymous comments or postings online.
3. **Social bullying –** involves hurting someone's reputation or relationships, such as spreading rumours or personal information, excluding from groups or activities, telling lies about someone, posting negative material online.
4. **Cyberbullying –** is one particular form of bullying, but it doesn't sit on its own. It is bullying that is enabled, enhanced, or in some way mediated through digital technology. Digital technology can be a medium for all kinds of bullying behaviour, including physical, verbal and social / relational bullying – and with its increasingly important role in young people's lives, cyberbullying is becoming more prevalent. Email, cell phones, chat rooms, social networking sites and instant messaging can all be used to bully others verbally, socially or psychologically.

APPENDIX 2

[Responding to Bullying Guidelines](#)

RESOURCES:

Bullying prevention and response: A guide for schools | Education in New Zealand
https://www.education.govt.nz/school/student-support/student-wellbeing/health-and-wellbeing/bullying-prevention-and-response/bullying-prevention-and-response-a-guide-for-schools/

Bullying | Parents.education.govt.nz
https://parents.education.govt.nz/secondary-school/wellbeing/bullying/

Oranga Tamariki | Ministry for Children
https://www.orangatamariki.govt.nz/

Netsafe | Online safety for New Zealand
https://www.netsafe.org.nz/

Nelson Central Police Station
http://www.police.govt.nz/contact-us/station/nelson-central-police-station

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