

BLEDISLOE SCHOOL

STATEMENT ON BULLYING

Rationale

As part of its overall Health and Safety policies, Bledisloe School actively seeks to provide an environment that is safe from all forms of intimidation. This statement sits alongside our booklet 'Positive Behaviour for Learning at Bledisloe School' and is supported by the strategies and procedures outlined in that document.

PURPOSES

- To provide a comprehensive, universally understood definition of bullying behaviour
- To outline strategies for all members of the school community to follow to combat social, emotional, physical and other forms of intimidation
- To ensure that the principles of natural justice prevails in all cases and all involved are treated with respect

DEFINITION

Bullying usually has four common features-

- It is deliberate
- It is repeated over time
- It is difficult for those who bully to learn new social behaviours
- Those who bully have power, and exercise power over others.

There are four main types of bullying

- Physical: hitting, kicking, taking belongings
- Verbal: name calling, insulting and racist remarks, teasing and intimidation
- Social (relational) spreading nasty stories, exclusion from groups, withholding friendships, gossiping
- Cyber bullying through social networking is an increased threat in an IT literate world- it is the repeated spreading of rumours and nasty remarks through text messaging, posting of unkind comments or images, threats and/or criticism via social media sites

Not all acts of aggression are bullying. For example, although unacceptable behaviour, a one-off physical fight between children of similar size and strength is not bullying and nor are unkind words spoken in anger and in a one-off situation.

GUIDELINES

1. All members of the school community have a responsibility to recognise bullying and bring it to the immediate attention of "the teaching staff."
2. Staff should listen and make inquiries as may be necessary to clarify exactly what has been happening and keep a note.
3. All staff should treat any report of "bullying" from either parent or student(s) seriously and must discuss what action to take with a senior staff member. The principal **must** also be informed at this early stage. All communication between parents and school should be documented from this point on.

4. If a student has reported incidents of bullying he/she should be assured that they have acted correctly in reporting their concerns. A teaching staff member will inform the victim of action to be taken and will then keep monitoring the wellbeing of the victim on a regular basis to see if things are improving.
5. Parents of both the alleged bully and the victim will be involved on an ongoing basis where bullying behaviour has been identified. Regular feedback will be sought from all parties on a regular basis.
6. Restorative justice principles and procedures will be used where appropriate to address incidents of bullying. This will provide a forum for all concerned to share their feelings, described how they have been affected and discuss strategies to move forward.
7. Staff collectively will endeavour to change the behaviour of the bully while providing support for the student who has been bullied. A range of strategies will be put in place to resolve the issue. Outside agencies may be contacted if required to provide additional resources (Resource Teachers of Learning and Behaviour, consultant psychologist, Birthright, Parentline etc.). Weekly circle time will be used as a vehicle to address concerns and teach appropriate strategies for managing personal relationships.
8. Strategies and remedial approaches will be periodically reviewed and discussed, at risk students will be identified and recorded in our Vulnerable Students register. This will be updated and reviewed termly at team meetings.
1. 9.'Student voice' information will be gathered from children every year using a verbal survey in Year One and Two and a written response from Year 3-6
9. These guidelines need to be read in conjunction with the Bledisloe School Positive Behaviour for Learning handbook

CONCLUSION

The provision of a safe learning environment is critical to the promotion of children's learning. We will respond to all reported incidents of bullying behavior and involve families and caregivers in the process. We encourage, through newsletters, conversations and circle time the understanding that students (and families) must report concerns quickly so we can respond appropriately. At all times the wellbeing of the victim and the perpetrator will guide our processes. All students and families have a right to come to school and feel safe and supported.

(Reference, www.education.govt.nz/bullyingprevention; "Bullying Prevention and Response, a Guide for Schools").

Drawn up 2007
 Reviewed 2009
 2011
 2015
 2016

APPROVED Date: _____ Signed: _____

BOT Chairperson