

Bullying Prevention and Response Guidelines



Section One - Background

The staff, students and families at Silverstream School have high expectations of student behaviour. We are committed to ensuring a safe and orderly environment where all members of the school community feel a sense of belonging. All bullying behaviour, including verbal, physical, emotional and cyber bullying, is completely unacceptable in our school. All incidents of bullying (alleged or observed) will be taken seriously and followed up in line with these procedures.

These procedures are in line with the recommendations of the "Bullying Prevention and Response: A guide for schools" document published by the Ministry of Education in 2014 and meet all legal obligations under relevant legislation (*particularly the Health and Safety in Employment Act 1992 and the Vulnerable Children Act 2014*).

The Silverstream School definition of bullying:

Bullying covers a range of behaviours that are unwelcome, unsolicited and non-reciprocal. Bullying includes 4 characteristics:

- 1. Bullying is deliberate*** (*There is an intention to cause physical and/or psychological harm or discomfort to another person*)
- 2. Bullying involves a power imbalance between the parties involved*** (*there is an actual or perceived unequal relationship between the parties that may be based on physical size, age, gender, social status or digital capability and access*)
- 3. Bullying includes an element of repetition*** (*It is not one-off. It is repeated over time with the threat of further incidents leading to fear or anxiety*)
- 4. Bullying results in physical or emotional harm*** (*there is short or long term physical or psychological harm*)

We acknowledge that there may be incidents of poor behaviour by students that cause harm, and may meet some, but not all of the 4 characteristics of bullying. These incidents are dealt with as part of the school's behaviour plan.

Section Two - Bullying Prevention Activities at Silverstream School

At Silverstream School we work hard to develop a culture where children feel safe, secure and a sense of belonging. We believe in a school wide approach to prevention and actively discourage bullying through the following programmes, initiatives and/or interventions.

5. Kia Kaha - police bullying prevention and intervention programme. Taught at various times of children's schooling in age appropriate ways.
6. Teaching of Social Skills, Key Competencies & our Silverstream School Values integrated throughout learning programmes as well as taught explicitly through the curriculum such as Health Programmes and Inquiry Learning.
7. PB4L forms used to gather data and track patterns and trends on ETaP (Behaviour team will do this).

8. Restorative Practices are an integral part of our behaviour plan. These allows us to intervene at early stages to resolve problems in ways that are meaningful and long lasting. All staff are trained in using these effectively.
9. Our Digital Citizenship Guidelines, and ICT procedures have clear practices in place to prevent and respond to incidents of cyber bullying.
10. Our school behaviour plan outlines systems for acknowledging and rewarding positive behaviour.
11. Our school Values are a shared code of behaviour and are regularly taught and referred to within classes and the playground.
12. When available we utilise visiting shows/speakers/experts/role models (ie: the Power of One, leadership speakers etc) to share experiences, expectations and provide students with examples, advice and guidance around issues of bullying.
13. Staff model appropriate standards of interaction and behaviour with each other and with students and their parents.
14. Ensure staff have appropriate professional development (such as restorative practices, IYT)
15. Ensure staff awareness is raised and that staff have the opportunity to be involved in discussions about bullying at school through the analysis of student surveys etc.

Section 3 - What we will do when Bullying Occurs

All staff should treat any report of bullying seriously and take appropriate action as outlined below:

- All bullying complaints will be dealt with speedily, fairly and in confidence, as much as is possible.
- When working with students it is important that we label what the student has done, rather than labelling the student themselves.
- We acknowledge that no one formula can be applied consistently to every situation. Each reported incident should be considered on its own merits, within the wider context and environment that it occurred within. The following processes act as a guideline for staff.
- When the matter is first reported, consideration should be given first to the school definition of bullying (above). If the incident is not considered to be bullying by our definition, then the incident should be dealt with according to our school behaviour plan. This diagram may provide additional clarity with this consideration:

Looking at the interaction...	Hassling / teasing	Fighting / aggression	Bullying
Does it go both ways?	Usually both students are hassling each other	Not usually – one tends to initiate it	No, one student is targeting the other
Does it look like they're having fun?	Usually takes place between students who are familiar with, and like each other	No, one is the aggressor	No, one person is in distress
Is it well-meaning?	Yes, it's mostly good natured hassling	Not usually – it is often intentional, but can also be an involuntary reaction to something	No, one student is deliberately harming the other
Is it a one-off?	No, it's usually ongoing, because the students hang out together regularly.	Often a single incident	No, it happens repeatedly over time
Is it between equals?	Yes	Possibly	No, there is a definite power imbalance

- If the incident is considered to be bullying according to our definition, then the information should be considered in line with the “Bullying Assessment Matrix” and the “Responding to Bullying Incidents - Quick Reference Guide” to determine the severity and therefore potential actions to be taken.

Mild and moderate forms of bullying should be dealt with by the classroom teacher in the first instance.

1. All parties should be ‘interviewed’ separately initially, with any relevant ‘witnesses’ also interviewed to determine the accuracy of events, then followed up with a restorative conversation.
2. The teacher should keep notes of the facts of the incident, and any consequences or actions that are determined through the restorative conversation.
3. Parents should be informed.

Major and severe forms of bullying should be referred to one of the senior management team. If the incident is of a violent nature or represents an immediate safety issue the principal is to be informed immediately and actions taken to ensure the immediate safety of all parties.

The DP or Principal will follow up using a similar process to the one above:

1. All parties should be 'interviewed' separately initially, with any relevant 'witnesses' also interviewed to determine the accuracy of events, then followed up with a restorative conversation.
2. The teacher should keep notes of the facts of the incident, and any consequences or actions that are determined through the restorative conversation.
3. This restorative conversation may include the parents of the parties involved as well as appropriate outside agencies
4. Parents and the BOT Chairperson should be informed.

When making decisions about follow up actions and consequences, staff should consider:

1. The school behaviour plan
2. The level of impact/harm caused
3. Short term solutions to 'put things right'
4. Long term solutions to ensure bullying behaviours do not reoccur at a later date
5. An emphasis on changing the behaviour of the bullying student(s), while providing support and empowering the student who has been harmed.
6. Any necessary support the victim may require beyond the cessation of the bullying.

Support and Advice agencies available:

1. NZ Police - Constable Kerry Fenton - 0211921963 - Kerry.Fenton@police.govt.nz
2. RTLB - Kate Endri - 9221111 - kate.endri@remutakartlb.co.nz
3. Counselling services such as:
 1. Life Unlimited 0800 008 011
 2. Skylight Trust 939 6767
 3. www.commonground.co.nz
 4. www.bethechange.co.nz
 5. Kidsline 0800 54 37 54
 6. Youthline 0800 37 66 33
4. Social Workers or Youth Workers in School
5. NetSafe - 0508 638723 or queries@netsafe.org.nz
6. MOE Traumatic Incident Team - 0800 848 326
7. Oranga Tamariki - 0800 family

NB: Incidents of bullying that occur outside of the school environment, resulting in actions that impact on safety and learning inside the school environment, may also be dealt with according to these procedures.

Section 4 - What we will do to keep everyone informed

1. Newsletters will occasionally refer to school bullying procedures
2. We will include bullying procedures on our website and on SchoolDocs for families to have access to
3. Facebook is also a useful tool for sharing information and updates

Section 5 - How we will know how well these procedures are working?

1. Monitoring the resolution of incidents
2. Student Voice Surveys (eg: NZCER Me and My School, wellbeing surveys)
3. Regular review and consultation of bullying procedures and strategies

Behaviour Plan



Aims:

At Silverstream School we believe that a co-operative school is a happy, secure place where everybody's needs are met and everyone has the opportunity to succeed. The combination of the values included in the school's charter statements, along with the responsibilities, rules and routines should work together to create a caring community atmosphere. Through the consistent application of the behaviour plan, students and teachers will exhibit skills in behaviour management and restorative practices.

Silverstream Values:

Be Kind (Kia Ngakaunui)
Be Safe (Kia Haumaru)
Be Responsible (Kia Mānākotū)
Be Brave (Kia Māhirohi)
And Have Fun (Tākarokaro)

Procedures

1. We use restorative practices

Fundamental Concepts of Restorative Practice

Misconduct is a violation of people and relationships
Violations create obligations and liabilities
Restorative practice seeks to heal and put things right

Restorative Values

Participation, Respect, Honesty, Humility, Interconnectedness,
Accountability, Empowerment, Hope

2. *Positive Behaviour* - Positive behaviour is acknowledged and rewarded in a variety of ways in the classroom, playground and across the school. School wide acknowledgement is by the following:
 - a. Silver Card
 - b. Caught Being Good cards
 - c. In class reward/incentive systems (eg: class dojo)
 - d. Team assembly certificates/recognition
 - e. Seesaw posts home
3. To support positive prevention and intervention all teachers have the opportunity to participate in up to date Professional development on positive approaches to behavior eg all staff are trained in restorative practices, Circle time etc, junior teachers are trained in Incredible Years Training wherever possible.
4. Where necessary, special programmes are developed to address social and emotional needs as well as academic needs eg: Roots of Empathy, Social Justice Classes, Social Coaching, Zones of Regulation.
5. Teachers should teach behaviour expectations and school values explicitly, eg through role-play, social stories, circle time etc.
6. A Student Behaviour register is kept to track the numbers of students who require additional support, and the nature of the support they receive.

7. Individual Behaviour Plans should be in place for students on the behaviour register.
8. All teachers have the responsibility of managing all students.
9. Classroom Management - All teachers need to consider and develop appropriate behaviour expectations with their classroom. Key components of each teacher's classroom management are:
 - a. School Values are displayed and discussed in class
 - b. Curriculum considerations (groupings / special needs / buddy support)
 - c. Student work (if appropriate) requirements, expectations and routines
 - d. Individual Behaviour Plans followed where appropriate
10. Playground Management – While on duty, teachers need to:
 1. Support student's behaviour that enhances safety and fair treatment.
 2. Actively move around the playground, chat with students, encourage and acknowledge positive play and interaction using house vouchers.
 3. Remind students about the school values, follow restorative chat guidelines.
 4. Act on unacceptable or unsafe behaviour.
 5. If behaviour is severe, remove the child/ren from the playground. Follow up with the classroom teacher and/or senior leadership, add to e-tap, contact parents for significant incidents.

Appendix 1 - Behaviour Definitions

https://docs.google.com/document/d/1eQgJrSXcJ5YsXQMWOS_blbz6jGkz1W9Zmvn5XvnCVFw/edit

Appendix 2 - Behaviour Procedures Flow Chart

https://docs.google.com/drawings/d/1zBUBzXGCUxor4FnUVXbEz5k5JhKwwN_Vmq8n_4no810/edit