

NORTHLAND SCHOOL

Health and Safety Procedures Bullying



Bullying, in any form, is not acceptable. Staff will be pro-active in seeking to eliminate this behaviour and be reactive in response to any incidents of bullying. All members of the school community have a responsibility to recognise bullying and to take action when they are advised of bullying occurring.

Bullying is:

- Deliberate – there is an intention to cause physical and / or psychological pain or discomfort
- Often repeated over a period of time
- Harmful – there is short or long-term physical or psychological harm to the victim
- A power imbalance

Bullying may be:

- Physical eg hitting, kicking, taking belongings
- Emotional eg exclusion from groups, threatening, coercion
- Verbal eg name-calling, exclusion from groups, spreading nasty stories, racist remarks
- Influenced by the actions and values of others
- Cyberbullying through the use of mobile phones and the internet. This differs from other forms of bullying in that:
 - it can be 24/7
 - it can invade home and personal space at any time
 - the audience can be very large and reached rapidly
 - cyberbullies may attempt anonymity
 - the bully or victim can be any age
 - bystanders can become accessories to the bullying by passing on an humiliating message

Action Plan

Most cases of bullying behaviour can be appropriately responded to by students themselves or by classroom and duty teachers. The Bullying Assessment Matrix and the Responding to Bullying Incidents Quick Reference Guide (attached (*MOE – Bullying Prevention and Response – a Guide for Schools*)) where the incident(s) require a higher level of response.)

In all cases of reported bullying:

- Staff will listen to reports of bullying and make such enquiries as may be necessary to clarify exactly what has been happening.
- Students should be assured that they have acted correctly in reporting the bullying.

- The person exhibiting the bullying behaviour will be withdrawn from the environment for a set time and encouraged to reflect on their behaviour.
- The victim will be offered support and a “safe” environment even if this is short-term.
- Incidents will be recorded on Edge (Pastoral Note) and with the Principal and who may then contact parents if there is a repeated behaviour of bullying.
- Interventions to change the bullying behaviour may need to be put in place (eg RTLB)

Northland School programmes to promote a positive safe environment

- The Northland School Qualities programme
- The Northland School Charter of Student Rights and Responsibilities
- The Northland School digital citizenship programme
- Class treaties
- Buddies programme
- Keeping Ourselves Safe (NZ Police)
- Kia Kaha (NZ Police)
- Sexuality Roadshow (NZ Family Planning)
- Keeping Ourselves Safe (NZ Police)
- Cyberbullying (Netsafe)
- Wellbeing at School (ERO)

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.

Incident Details

Brief description of what happened:

Date: _____ Assessment completed by: _____

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	2. major	3. severe
eg, physical threats or harm, intimidation, social exclusions (no sexual element)	eg, 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
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 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 **ORANGE** **RED**
moderate major severe

Responding to Bullying Incidents

Quick Reference Guide

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

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.