



Bullying and Harassment Prevention and Response Policy

The following policy is reviewed every second year. If you have comments or concerns please email mattb@dni.school.nz by February 28, 2017 so we can take your thoughts into consideration before confirming the policy.

Rationale or Purpose

The Dunedin North Intermediate Board of Trustees seeks to take all reasonable steps to develop high standards of behaviour in order to fulfil the charter expectation and the requirements of NAG 5. The Board of Trustees seeks to foster and develop a safe, positive physical and emotional school environment that creates a climate of trust. Students, staff, parents and whānau share the responsibility for making DNI school a respectful and inclusive environment.

HARASSMENT: The School and the Board of Trustees will:

- a) Promote a comfortable and safe environment where employees and children can work free from offensive behaviours.
- b) Meet the requirements of the Human Rights Act, Employment Relations Act and Health and Safety at Work Act which deal with harassment issues.
- c) Describe what constitutes sexual harassment, racial harassment and bullying.
- d) Establish procedures for handling complaints. Sexual harassment occurs when there is verbal or physical conduct of a sexual nature by a person or group of people toward another and the conduct is unwelcome and offensive or might reasonably be perceived as unwelcome and offensive.

Examples of sexual harassment include:

- a) Requests for sexual intercourse, sexual contact or other form of sexual activity that contains an overt or implied promise of preferential treatment, or detrimental treatment or threat about the present or future employment status of another person;
- b) Personally offensive verbal comments;
- c) Sexual jokes;
- d) Comments or teasing about another person's alleged sexual activities or private life;
- e) Comments regarding another person's sexual preference;
- f) Persistent, unwelcome social invitations, telephone calls, emails, letters, faxes or other material from another person at school or home;
- g) Offensive hand or body gestures;
- h) Inappropriate or unwelcome physical contact such as patting, pinching or touching;
- i) Provocative images such as posters, screen savers etc:

Racial harassment may include expressing hostility against, or bringing into contempt or ridicule, another person on the grounds of race, colour, ethnic or national origin or the attribution of stereotypical or extreme behaviour to a particular racial group.

BULLYING

Bullying occurs where unwelcome and unreasonable behaviour that is intended to and does create a hostile, uncomfortable or offensive environment for those who are the target of bullying. Bullying behaviour is intended to, demean, intimidate, degrade or humiliate people, often in the presence of others.

Our school community agrees that:

- Bullying is deliberate
- Bullying involves a power imbalance
- Bullying has an element of repetition
- Bullying is harmful.

Examples of bullying behaviour include:

a) Verbal bullying – including abusive or offensive language, insults, teasing, sarcasm, using aggressive body language, spreading rumours and unwarranted and unjustified criticism and trivializing of achievements;

b) Manipulating the environment – by isolating individuals from others, overwork or underwork individuals maliciously, or set impossible deadlines or expectations;

c) Psychological manipulation – this can be an insidious form of bullying where by individuals can be: - Deliberately and unjustly excluded from activities; - Subjected to practical jokes; - Unreasonably allocated humiliating or demeaning tasks; - Belittle or disregarded when making suggestions or giving an opinion; - Unfairly blamed for mistakes or delays, and - Unnecessarily or unfairly disciplined/chastised in front of others.

Bullying behaviours can be physical, verbal, or social, and can take place in the physical world or digitally.

Bullying is not an individual action. It involves up to three parties; initiators (those doing the bullying), targets (those being bullied) and often bystanders (those who witness the bullying).

Bullying Prevention

We recognise that real change happens when students, staff, parents, whānau and other members of the community share responsibility for making our school a respectful and inclusive environment. We will:

- Regularly survey our school community through Me and My School Surveys (every two years)
- Identify areas for improvement through the survey findings and develop a bullying prevention action plan
- Regularly promote our expectations and successes in preventing bullying (eg, in assemblies, newsletters and Facebook, reports to the Board of Trustees)
- hold professional learning and development on our understanding of bullying prevention and response (staff meetings, parent meetings, student council)
- Establish a Bullying Prevention Team to take responsibility for bullying prevention (to include staff and students)
- Use a range of activities including curriculum based programmes to develop the ability for students to relate to each other
- Promote digital citizenship throughout ICT and promoting safe use of technology (through our ICT Use Agreements)

Bullying Response, for when bullying occurs

We recognise the importance of consistently responding to all incidents of bullying that have been reported in our school and ensuring that planned interventions are used to respond to these incidents and support all involved. We will support anyone who has been affected by, engaged in or witnessed bullying behaviour.

- A. All reported incidents of bullying will be taken seriously and followed up as appropriate
- B. An appropriate adult will support the affected students/staff by:
 - reassuring that they have done the right thing in reporting the incident
 - using the assessment matrix, record a description of what happened and assess the level of severity
 - using the quick reference guide, responding to bullying incidents to activate the response and action needed
- C. We will involve parents and whānau as early as possible and as appropriate
- D. All more serious incidents will be escalated to senior management and we will seek advice and involvement from outside agencies
- E. We will regularly monitor all incidents of bullying and identify patterns of behaviour.

Evaluation and Review

We will review and revise this policy every second year to ensure that the school's bullying prevention practices are recognised and celebrated.

Bullying prevention and response action plan:

Strategic Aim: The Board of Trustees seeks to foster and develop a safe, positive physical and emotional school environment that creates a climate of trust

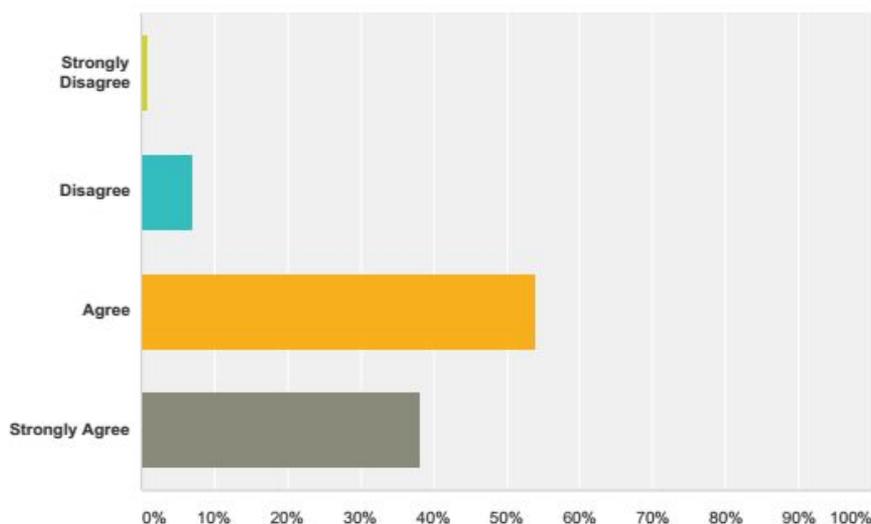
Biennial Aim: Consult and confirm a policy around bullying and harassment. Embed bullying prevention in teaching and learning programmes

Target: Increase the number of students who feel safe at school in the biennial survey

Baseline Data 2016:

Q12 I feel safe at school.

Answered: 215 Skipped: 34



	Responses	
Strongly Disagree	0.93%	2
Disagree	6.98%	15

Actions to achieve target	Led by	Resourcing and Time frames	Indicators of progress
School Wide Culture and Practices			
Repeat survey biennially and share results with staff, students, parents and whanau	Pastoral Leader	Me and My School Survey (NZCER) \$500 Term 3 every second year (even years 2016, 2018...)	Data is showing a steady decrease in reported behaviour although we note it may increase to begin with due to increased awareness
Consult and confirm Policy.	Senior Team	Term 1 every odd year (2017, 2019 etc)	Staff and students are aware of the policy and report incidents as appropriate
Teaching and Learning			
Embed confirmed policy by planning teaching/learning programme	Full Staff	Term 1 and 2	Staff and students are aware of the policy and report incidents as appropriate
Bullying Prevention team established annually	SENCO, principal and selected students	Meetings at least termly	Staff and students are aware of the policy and report incidents as appropriate

