



Inclusive Education, including Bullying and Harassment Prevention and Response Procedure

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 Strategic Plan and the requirements the [NELPs](#), Objective 1.1 (Ensure places of learning a safe, inclusive and free from racism discrimination and bullying) Objective 2.3 (Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs). 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.

Inclusive Education

Inclusive education is where all students are engaged in their learning and achieve by being present, participating, and belonging. This includes students of all abilities, cultures, races and ethnicities, religious beliefs, gender identities, sexual orientations, neurodiversity, ages, and socio-economic status.

As required by the Education and Training Act 2020, DNI is inclusive of, and caters for, students with differing needs (section 127). In keeping with the national education and learning priorities we aim to instil in our students an appreciation of:

- the importance of the inclusion of different groups and persons with different personal characteristics
- diversity, cultural knowledge, identity, and the different official languages
- te Tiriti o Waitangi and te reo Māori.

Promoting Inclusion

At DNI we:

- model and promote inclusive behaviour, language, concepts, and values at school
- work to confront and eliminate racism, discrimination, and stigma in education
- have procedures to address bullying or harassment
- acknowledge and celebrate the diversity of our students and staff
- work to confront and eliminate cultural bias
- aim to have a board and staff that is gender-balanced and reflects the ethnic and socio-economic diversity and character of our school community
- support staff seeking professional development with a focus on inclusion and diversity.

Meeting diverse needs

At DNI, we:

- provide programmes and services, where possible, to meet the diverse needs of our students
- engage with our students and their families to ensure that their voices are heard, and our school environment and programmes reflect their identities and are safe and accessible for them.

This includes:

- identifying any support required, and any practical concerns
- discussing any concerns about the student's wellbeing and safety
- discussing the student's privacy, preferred level of information sharing, and obtaining consent before publishing student information
- using the student's preferred name and pronouns (as per the whanau's wishes).
- Subject to any change of name as advised by whanau, the student's name on official documents will remain their preferred name as per enrolment.

Meeting learning needs

At DNI School, we:

- consider barriers to learning and achievement
- identify students, and groups of students, who:
 - are not achieving, or are at risk of not achieving
 - have learning support needs (including gifted learners)
- develop strategies to meet the needs of individuals and groups.

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 (see below).
- 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, social media 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:

Harassment may include expressing hostility against, or bringing into contempt or ridicule, another person on the grounds of race, gender, 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 (at least every two years)
- Identify areas for improvement through the survey findings
- Continue to engage in professional learning and discussion around our understanding of bullying prevention and response (staff meetings, parent meetings, student council)
- 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
 - record a description (on Edge) of what happened and assess the level of severity
 - using the [Major/Minor Chart](#) 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.