Policy: Bullying

Policy Statement

The Board of Jireh Christian School ("the School") seeks to ensure that every member of our School community feels welcome, safe, secure, and valued. The Bible and evangelical Christian traditions teach a life of servanthood, respect and love for each other. There is no place for bullying behaviour. The Board is committed to upholding its legal requirement to ensure that the School is "a physically and emotionally safe place for all students and staff" (section 127 Education and Training Act 2020).

The Board recognises it is the responsibility of all, but particularly management and teachers, 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 the School a safe and respectful environment.

In compliance with the legislation, bullying behaviour in any form will not be tolerated at the School.

Procedural Guidelines

Definition:
1.   Bullying behaviour is not once off. Our School community agrees that:
    1.1.   Bullying is deliberate
    1.2.   Bullying involves a power imbalance
    1.3.   Bullying has an element of repetition
    1.4.   Bullying is harmful
2.   Bullying behaviours can be physical, verbal, social, or emotional and can take place in the physical world or cyber world.
3.   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).
4.   Bullying may include negative references to a person's core identity such as their sex, race, parents or sexual orientation.

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 - 8, rate incident **ORANGE**
- total score of 3 - 5, rate incident **YELLOW**

If any domain, (severity, impact, or frequency) has been scored a '3' rate the incident as **RED.**

	Severity		
	1. Moderate	**2. Major**	**3. Severe**
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	e.g. physical threats or harm, intimidation, social exclusions (no sexual element)	e.g. 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**
Factors which may INCREASE impact: ● Vulnerable target, likely to require significant support ● 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 imitator	**Impact** 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 unlikely to recur or be digitally replicated

Reporting Procedure for Bullying:

LEVEL 1	Class teacher Leader of Learning Area	Mild
LEVEL 2	Leader of Learning Area	Moderate
LEVEL 3	Deputy Principal of School	Major
LEVEL 4	Principal of the School	Severe
LEVEL 5	Principal of the School, Board	Procedural concerns

Complaints can be made in writing, by email, by telephone or in person.

Bullying Prevention:

1. The School recognises 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:

   1.1. Regularly survey our students to assess their wellbeing including incidents of bullying.
   1.2. Identify areas for improvement through the survey findings and develop a bullying prevention action plan.
   1.3. Regularly promote our expectations and successes in preventing bullying (e.g. in assemblies, newsletters and Facebook, and in reports to the Board).
   1.4. Hold professional learning and development on our understanding of bullying prevention and response (staff meetings, parent meetings).
   1.5. Actively promote a culture and climate of acceptance, love and respect.
   1.6. Use a range of activities including curriculum-based programmes to develop the ability for students to relate to each other (such as Kia Kaha, peer mediation, social problem-solving solutions, role playing and PeaceMakers).
   1.7. Promote digital citizenship throughout ICT (information and communications technology), through the Digital Technology Curriculum and promoting safe use of technology (through our ICT Use Agreement, parent BYOD meetings and parent information forums).
   1.8. Support student-led peer-to-peer initiatives.

Bullying Response:

1. 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 to support all involved. We will support anyone who has been affected by, engaged in, or witnessed bullying behaviour, including by:

   1.1. Ensuring a well-known complaints procedure exists to voice concerns.
   1.2. Taking all reported incidents of bullying seriously and followed up as appropriate.
   1.3. An appropriate adult will support the affected students by
      1.3.1. Reassuring that they have done the right thing in reporting the incident.
      1.3.2. Using the assessment matrix, recording a description of what happened and assessing the level of severity.
      1.3.3. Using the quick reference guide, and responding to bullying incidents to activate the response and action needed.
   1.4. We will involve parents and whanau as early as possible and as appropriate.
   1.5. All more serious incidents will be escalated to the Senior Management Team and we will seek advice and involvement from outside agencies.
   1.6. We will provide appropriate support for targets, bystanders and initiators of bullying behaviour.
   1.7. We will regularly monitor all incidents of bullying and identify patterns of behaviour.
   1.8. We will endeavour to resolve conflict through a restorative practice approach and adoption of anti-bullying programmes such as Peacemakers.

Raising Awareness:

1. We recognise the importance of good communication between home and the School to promote consistent messages and to ensure that any reported bullying can be recognised and responded to effectively. We will regularly raise the awareness of our School community's approach to bullying and celebrate our positive School culture, for example, through parent evenings, assemblies, class-based activities and displays.
2. Our interaction with our School community will include reports to the Board, School newsletters, and information (including this policy) on the School's website. We will make the policy and

procedures available in multiple formats (in print, on the website and in School notices and newsletters).

DOs	DON'Ts
● Believe and reassure the student/parent ● Take the time to gather information such as frequency, impact, severity ● Keep confidential but consult with a counsellor ● Ascertain whether the right person is dealing with the situation, i.e. should this be referred up or down ● Ensure the safety of the victim during the investigation ● Include the victim/target to work out solutions; this is a teachable moment ● Discuss with the student their parents' involvement unless this places the student at risk ● Enact the plan ● Evaluate and check-in with the parent/student in a week ● Send notes to the Principal	● Don't overreact ● Don't get the victim or perpetrator to leave the class during a lesson ● Don't use expressions like, 'Harden up,' or 'It's your fault' ● Don't minimise the impact of the situation

Legislative Compliance

Health & Safety at Work Act 2015
National Education and Learning Priorities
Education and Training Act 2020

Review schedule: Triennially

ADOPTED BY BOARD

Date 12th September 2017   Chairperson **R Thornton (Acting)**

Reviewed Date   14 November 2017   Chairperson **R Thornton**
Reviewed Date   23rd June 2020   Chairperson **M Causley**
Reviewed Date   20th February 2024   Presiding Member **A Coombridge**