

# Stratford Primary School: Policies

## 500 - ANTI-BULLYING POLICY

### **RATIONALE:**

The Stratford Primary School Board seeks to take all reasonable steps to develop high standards of behaviour in order to fulfil the charter expectations, Health and Safety Policy and the requirements of NAG 5. The Board seeks to foster and develop a safe, positive physical and emotional school environment that creates a climate of trust where students, staff, parents and whānau share the responsibility for making Stratford Primary School (SPS) a respectful and inclusive environment. The Board expects there will be a zero tolerance to unacceptable behaviour, such as bullying, and that there are effective processes in place.

### **POLICY STATEMENT:**

The Board are committed to ensuring that our school provides an environment free from bullying behaviours. All members of our school community – Board of Trustees, school leaders, teachers, staff, students, parents and whānau should have an understanding of what bullying is and know what to do when bullying does occur.

### **GUIDELINES:**

1. In the interest of student welfare, if students' actions are deemed as being bullying and they are impacting on other students' wellbeing in school, PB4L processes will be followed.
2. The Board delegates this policy to the Principal.

### **3. DEFINITION OF BULLYING:**

(Source: <https://www.bullyingfree.nz/about-bullying/what-is-bullying/>)

Whether bullying is physical, verbal, or social (relational), four widely-accepted factors can be used to identify it:

- Bullying is deliberate - harming another person intentionally
- Bullying involves a misuse of power in a relationship
- Bullying is usually not a one-off - it is repeated, or has the potential to be repeated over time
- Bullying involves behaviour that can cause harm - it is not a normal part of growing up.

Bullying can happen anywhere, in person or online (cyberbullying), at any time, and can be verbal, physical or social (relational). It can be obvious or hidden.

Kids who bully use their power — such as physical strength, knowing something embarrassing, or popularity — to control or harm others. Bullying is when one student (or a group of students) keeps picking on another student again and again to make them feel bad. They say or do things to upset them, make fun of them, stop them from joining in, or keep hitting or punching them.

### **What is not bullying?**

Bullying is a word often used to describe behaviour that is not actually bullying — not all verbal or physical aggression is bullying. For example:

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- A one-off fight or argument, or difference of opinion between friends where there is no power imbalance and they can sort it out between themselves
- Not liking someone or a single act of social rejection
- One-off acts of meanness or spite
- Isolated incidents of aggression, intimidation or violence
- Using sexist or racist terms but does not mean to cause harm
- Theft: taking someone else's things once is theft but not necessarily bullying.

These other behaviours may be just as upsetting and serious, but may need to be dealt with in a different way. You will need to use your judgment to decide whether or not a specific incident is bullying.

#### 4. Definition Of Bullying Roles:

(<https://www.bullyingfree.nz/about-bullying/who-is-involved/>):

##### **Initiators:**

Students who bully others often do so to gain status and recognition from their peers. Their bullying behaviour is reinforced when they intimidate their targets and when the peer group colludes by not challenging the initiator or reporting the bullying to staff. Bullying can be rewarding, increasing the initiator's social status while lowering the social status of their target. The culture of a school will strongly influence the extent to which this occurs.

##### **Targets:**

Students of all ages can be at risk of being bullied (that is, being targets) for a whole host of reasons, including:

- Being unassertive or withdrawn (for example, isolated students with low self-esteem)
- Differing from the majority culture of a school in terms of ethnicity, cultural or religious background, sexual orientation, gender identity, or socio-economic status; having a disability, special education needs or mental health issues
- Academic achievement (being perceived as a high or low achiever)
- Having recently transitioned into a school (through natural progression through schools, changing to a new school because of behavioural issues at a previous school, or moving to the area from another city or country).

**The terms 'initiator' and 'target' are used to refer to bullying behaviour. This is in preference to 'bully' and 'victim' as these terms tend to label individuals.**

##### **Bystanders: Importance of focusing on bystander behaviour within schools**

Bystanders are students who witness bullying.

They can be powerful influencers — how they react can either encourage or inhibit those who bully others.

There are three main types of bystander:

- Followers (assistants) - do not initiate, but take an active role in the bullying behaviour

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- Supporters (reinforcers) - do not actively attack the target, but give positive feedback to the initiator, providing an audience by laughing and making other encouraging gestures
- Defenders - dislike the bullying and try to help the target by intervening, getting teacher support (using safe telling) or providing direct support to the target
- Outsiders - stay away, do not taking sides with anyone or become actively involved, but allow the bullying to continue by their 'silent approval'.

## **Bystanders can play a number of different roles:**

- Helping students who are bullying and actively joining in
- Encouraging or showing approval to the students who are bullying
- Doing nothing or being passive
- Defending or supporting the student who is being bullied by intervening, getting help or comforting them.

Bystanders who take no action or behave in ways that give silent approval (watching, nodding, turning a blind eye) encourage the bullying behaviour to continue. Teaching bystanders to respond appropriately (by discouraging, intervening in or reporting bullying) can be an effective way to limit and prevent bullying.

## **5. SCHOOLWIDE BULLYING PREVENTION:**

- a. **PB4L ACTION PLAN:** The PB4L Team will have a yearly Action Plan they work from, which links directly to the School Charter's Annual Plan.
- b. The PB4L Team will collect PB4L data, twice a term, to analyse schoolwide behaviour trends. As part of this analysis the following data will be collected and shared with teams:
  - i. Tier 1: Identifying whole school areas that need development from the PB4L Handbook.
  - ii. Tier 2: This will include data on students who have been 'Targets' on 2 or more occasions, as well as students who have had 2-5 behaviour incidents.
- c. Planning for the next school year: \*Stratford Primary School is part of the Central Taranaki Kahui. Every year in Term 3, students are surveyed using NZCER tools.
  - Wellbeing@School (Odd Years).
  - Me and My School Surveys (Even Years).

The PB4L Leaders and School Leadership Team will use PB4L data and student survey data to:

- Identify areas for improvement, which will form a PB4L Action Plan.
- The action plan will be regularly reviewed alongside PB4L Data, while the NZCER data will be used to reaffirm the Action Plan and/or identify future areas to review, develop and monitor.

- d. **PB4L PROCESSES:** Stratford Primary School will have schoolwide processes for promoting an Anti-Bullying School Culture. These will include:
  - i. PB4L Teacher Handbook: This booklet sets out the shared expectations and processes for managing student behaviour at SPS. This will also include how staff respond to instances of school bullying and/or online bullying.

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- ii. Parent Education:
    - PB4L Parent Handbook, which provides education for parents is displayed on the school website and in the office foyer.
    - Ongoing parent education supporting students to be safe online.
  - iii. Posters which promote shared expectations that are placed around the school.
  - iv. Promotion of PB4L expectations and success in preventing bullying are shared regularly in the school newsletter.
  - v. Training of new staff:
    - New teaching staff: Walked through the PB4L Handbook and provided time to observe PB4L strategies in classrooms and in the playground.
    - New teaching staff: Trained through the Incredible Years Course within their first two years of teaching at SPS.
    - Teacher aides: Provided training through the Incredible Years Course.
    - All staff: Provided ongoing training around PB4L strategies as identified from the PB4L Action Plan.
  - vi. Internet Safety:
    - Update all Internet Use Agreements and BYOC Agreements at the start of each year, where parents and students re-read and sign the Use Agreements.
  - vii. Weekly Circle Times:
    - Educating students through role planning based on the PB4L Action Plan.
    - Planned education around bystanders behaviours and the effects bullying has on people.
  - viii. Student Led Peer Mediators:
- e. **RAISING AWARENESS:** We recognise the importance of good communication between home and 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 communities approach to Positive Behaviour for Learning (PB4L) and celebrate our effectiveness of promoting a positive school culture through:

- i. Teo Tui Assemblies: Student draws for students who have received Teo Awards in Year 1-2, Year 3-4, Year 5-6 and Year 7-8. End of Term draws to celebrate positive behaviour.
- ii. Parent education evenings (e.g. Social Media)
- iii. Principal Awards
- iv. Teo Tui Awards
- v. PB4L Posters that are located around the school promoting positive behaviour
- vi. Newsletter

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- vii. School website: Health and Safety/Anti Bullying Policies can be found here on the school website.

## 6. EVALUATION AND REVIEW:

- a. PB4L Team will:
  - i. Regularly monitor all repeated minor incidents and major incidents (Including bullying) and identify patterns of behaviour. This will then be shared with teams to action each term.
- b. The Principal will:
  - i. Report PB4L trends at monthly Board meetings, with the focus on behaviour patterns, including bullying trends.
  - ii. PB4L Leaders will share the PB4L Action Plan with the Board as part of the Board's Yearly Work Plan.

Review schedule: Annually