ROTORUA INTERMEDIATE SCHOOL
BOARD OF TRUSTEES POLICY

ANTI-BULLYING

Rationale:

1. In accordance with the requirements of the Education (Welfare) Act 2000 Rotorua Intermediate School has adopted the following anti-bullying policy that is central to the RI core values of Respect (3Rs), and sits within the framework of the school's overall code of behaviour as set out in the RI Manaakitanga Protocols and Procedures. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.

2. The Board of Trustees recognises the very serious nature of bullying and the negative impact that it can have on the lives of students, staff and parents, and is therefore fully committed to the following *key principles of best practice in preventing and tackling bullying behaviour by*:

   - Providing a positive school culture and climate which:

     o is welcoming of difference and diversity and is based on inclusivity, then is implied;

     o encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and

     o promotes respectful relationships across the school community.

   - Effective leadership involving a collaborative inclusion of all staff, students and where possible our parent community.

   - A school-wide approach as per Manaakitanga protocols and procedures creating a framework to address any incidents of bullying through a restorative approach.

                    Reflect   Repair   Reconnect

   - A shared understanding of what bullying actions are and their impact is crucial for all those involved, when addressing issues; Domains of Bullying tend to fall into the following categories:

     o Physical aggression

     o Social alienation

     o Verbal aggression

     o Intimidation

     o Defamation of character

   - Implementation of education and prevention strategies will include awareness raising measures that:

     o build empathy, respect and resilience in students; and

- explicitly address the issues of cyber-bullying and identity-based bullying, including in particular, homophobic and transphobic bullying.

- Relationship building and monitoring of students' behaviour and demeanour during 'Active Supervision' which helps alert teachers to the social needs of students.

- Regular support for staff through Professional Learning e.g. Understanding Behaviour Responding Safely (UBRS) programme that helps foster awareness of physical, social and emotional changes occurring, related to Emerging Adolescent Students.

- Manaakitanga orientation for all new staff which enhances student safety and security.

- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies as per Manaakitanga protocols and procedures which provides a framework to address issues.

- On-going evaluation of the effectiveness as per the Manaakitanga expectations and protocols as part of ongoing annual school reviews.

3. In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:

"Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and **which is repeated over time**."

The following types of bullying behaviour are included in the definition of bullying:

Be aware that this chart is a guide only and not a definitive list

MILD *addressed by students themselves or teachers/Whanau leaders*	MODERATE *addressed by Whanau Leaders/Councillors. Restorative practice*	Severe *Addressed by Councillors/ Executive team. Parents involved*
- Moderate/ no physical harm pushing, shoving - Embarrassing others - Mocking - Teasing - Name calling	- Defacing property - Graffiti - Physical acts that are demeaning but not bodily harmful - Kicking - Hitting - Spitting - Pantsing/sacking - Blaming others for inappropriate actions - Spreading rumors - Taking/hiding possessions/belongings - Public humiliation - Threats of revealing personal information - Intimidating telephone calls or electronic messaging	- Malicious social exclusion/manipulation - Malicious rumors - Verbal or electronic threats of aggression - Malicious revealing of personal information - Threats of coercion against family or friends - Verbal or electronic threats of violence or inflicting bodily harm - Hitting, kicking, shoving, pushing that's causes bodily harm - Threatening with a weapon - Sexual or racial discrimination - Sexual or racial violence

	• Sexual or racial taunting • Social rejection	• Destruction of personal property or belongings

What should not be acknowledged as bullying?

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with our RI Manaakitanga Protocols and Procedures.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour. (Manaakitanga protocols and procedures)

Additional information on different types of bullying information is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

4. Prevention of Harassment

The Board of Trustees confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

The Board of Trustees confirms that appropriate supervision, counselling and monitoring policies and practices are in place to both prevent and deal with bullying behaviour, and to facilitate early intervention where possible.

Effectiveness Review: *The review process involved gathering information for making judgments about the extent to which objectives have been achieved, then deciding any further action needed to the revealed successes and weaknesses.* *1.   Identify who will be responsible for leading the review, and those to be involved* *2.   Decide a timeframe for the review* *3.   Gather and consider information related to the policy objectives* *4.   Make judgments about achievement and effectiveness of the objectives* *5.   Recommend future actions* *6.   Report*

Reviewed 2021   Next Review 2024

Chairperson …………………………………………..   Date ……………………………………..