



# Anti-Bullying Procedure

*We acknowledge that bullying is a whole community concern, present in all communal environments. The effects of bullying are long term and may be very harmful; in some cases tragic. We know that there are things we can do to minimize bullying.*

## GUIDELINES

1. Understand what bullying is.
2. Create and promote a 'telling culture'.
3. Promote confidential reporting systems.
4. Survey our community regularly.
5. Consistently carry out a robust restorative process on a case by case basis.

## UNDERSTAND WHAT BULLYING IS:

- There is an imbalance of power.
- There is the intent to harm.
- Bullying is ongoing. There is the threat (implied or specifically stated) of further aggression.
- The victim is terror struck to some degree. (In fact terrorising the targeted child is not only a means to an end, and it is an end in itself).

### There are three kinds of bullying:

1. Verbal.
2. Physical.
3. Relational. Cellphones and the internet are technologies used to carry out verbal and relational bullying.

## CREATE AND PROMOTE A 'TELLING CULTURE'

Bullying is harmful to everyone and it is up to all to create a climate of complete non-acceptance. Students need to know that they can and should tell an adult about bullying. We need to teach them the difference between 'telling tales' and 'telling'.

- Telling tales: If it will get another student in trouble, don't tell as long as no harm has been done or could be done.
- Telling: If it will get you or another student out of trouble, then tell.

### We will promote:

- A climate of intolerance to bullying.
- Human dignity; consistent with the school's values of Respect, Responsibility and Diversity.

## REPORTING

All information received by staff will be treated with the utmost confidentiality. Various systems are available for reporting bullying:

1. Report to House Teacher, Class teacher, Dean, Guidance Counselor, Assistant Principals, Deputy Principal or Rector.
2. Report to Year 13 Buddy (Peer Support).
3. Parents/caregivers are encouraged to contact the school as soon as they have any serious concerns regarding the physical and/or emotional welfare of a student.
4. Staff are asked to be vigilant in their classrooms and on duty and share information immediately if they see any bullying behaviour. All bullying issues will be followed up by actions. Students must see actions or the 'telling culture' will lose credibility.

## SURVEY OUR COMMUNITY REGULARLY

NZCER data is collected annually during Term 3.

BOT surveys are carried out annually.

## CONSISTENTLY CARRY OUT A ROBUST MEDIATION/DISCIPLINARY PROCESS ON A CASE BY CASE BASIS

We will use the following process:

1. Unpack the details:
  - Who are the bullies?
  - Who are the bystanders?
  - Who are the bullied?
  - Where?
  - When and how often?
  - What exactly is happening
2. Talk to the victim and tell them it's not their fault, listen to their story. Depending on the individual case, the school can use:
  - Restorative Practice.
  - No Blame Approach.
  - Third Party mediation.
  - Disciplinary measures.

**Mediation meeting involve the bully/ies, some bystanders, and the bullied. This meeting has five components:**

1. Education and clarification – What is bullying? What role does each group play and who really needs the help here (i.e. the bully)?
2. Acknowledgement of the specific problem.
3. Sharing the problem. We are all responsible for solving this.
4. Make sure the "Bully" understands the effect of their actions.
5. Agree upon a plan to address the harm caused and make it doesn't happen again.
6. Agree upon actions.
7. Outline formal discipline procedures which could happen if bullying persists.

**Following mediation, if necessary:**

- Inform the families of the bully/ies.
- Monitor the plan.