

- 18.3. Framework that can be used for developing a bullying prevention and response policy:

### **Section One: Your School's Culture, the Rationale for the Policy and Definition of Bullying**

A safe, positive physical and emotional school environment is important for student achievement and wellbeing and enables all students to be included.

Outline your school's expectations, the principles underlying this policy (including NAG 5) and your school's agreed definition of what is and what is not bullying behaviour (including descriptions of the different types of bullying behaviours).

*For example:*

- › Agreed statement and confirm your school community's expectations about creating a safe, positive environment
- › Principles underpinning the policy including legal requirements (NAG 5)
- › Agreed definition of bullying in your school and how this definition will be promoted
- › Descriptions of types of bullying behaviours.

### **Section Two: Preventive Approach and Response**

Real change happens when students, staff, parents, whānau and other members of the community share responsibility for making a school a respectful and inclusive environment.

Outline your school's approach and activities in place to prevent and respond to bullying when bullying behaviour occurs. Include strategies for developing and implementing whole school bullying prevention programmes.

*For example:*

- › Regularly surveying your school community and using the information to identify areas for improvement (eg, *Wellbeing@School* and *Kia Kaha* student surveys)
- › Bullying prevention action plan based on gaps and issues identified as part of the survey findings
- › Promoting your expectations and successes in preventing and responding to bullying
- › Professional learning and development to reach a common understanding of recognising and responding to bullying
- › Having staff identified and trained to specifically take responsibility for bullying
- › Providing appropriate guidance and counselling for students
- › Outlining strategies to prevent bullying eg, curriculum-based programmes, social problem solving solutions, student-led initiatives, parent / whānau involvement, collaboration with community providers.

### **Section Three: Responding When Bullying Occurs**

It is important to consistently respond to all incidents of bullying that have been reported and ensure that planned interventions are used to respond to these incidents.

Outline your school's responses to ensure that support is provided to any student who has been affected by, engaged in or witnessed bullying behaviour. Support the whole school community to recognise and respond appropriately to bullying when it occurs. Provide clear advice on the roles and responsibilities of students, parents, caregivers and teachers for preventing and responding to bullying behaviour.

*For example:*

- › Responding to the incident (how do we identify and address incidents of different severity? What are your procedures for when bullying occurs?)
- › How do we monitor and identify patterns of behaviour?
- › What do we do if the behaviour occurs outside of school?
- › When responding to cyberbullying, we focus more on the behaviour involved and less on the digital technology used
- › When and who will provide support and advice (both from within the school community and other agencies)
- › How we will work with the targets, bystanders and initiators of bullying behaviour
- › Escalating incidents to senior management and other agencies
- › Communicating with parents and caregivers about the bullying incident/s and promoting your successes in your safe school culture
- › Regularly recognise your efforts in bullying prevention and response and review strategies/initiatives.

#### **Section Four: Communicating the Policy**

The school community needs to be aware of, and involved in, school bullying policies. Good communication is needed between home and school so that any reported bullying can be recognised and responded to effectively.

**Outline how you will ensure the policy is widely advertised and readily accessible to all students, parents, family and whānau, and the community.**

*For example*

- › Regular activities to raise the awareness of your school approach to bullying and celebrate promoting a positive school culture eg, parent evenings, assemblies, class-based activities, displays
- › Regular communications to the wider school community, eg, reports to Board of Trustees, school newsletters, information (including the policy) on the school's website
- › Making the policy available in multiple formats (in print, on the web and in school notices and newsletters)
- › Ensuring it is concise and written in plain English (and translated into other languages where necessary).

#### **Section Five: Evaluation and Review**

Regularly review and revise this policy to ensure that the school's bullying prevention practices are recognised and celebrated.

**Outline how your school will undertake to find out if the policy is working.**

*For example*

- › Meeting regularly to monitor, review and modify the policy and action plan (to reflect changes with the school, survey findings, incident reviews)
- › Celebrating your effectiveness of promoting your school's culture
- › Tracking and monitoring of all bullying related incidents and regularly report to school community
- › Regularly gathering data from the school community (eg, *Wellbeing@School* and *Kia Kaha* student surveys)
- › Reporting on the effectiveness of the policy and the school's commitment to bullying prevention and response to the school community
- › Seeking continued feedback.