



BULLYING PREVENTION AND RESPONSE POLICY 2021

Signed By:	James Herbert  _____ Waikato Waldorf School Board, Presiding Member
Date Ratified:	Term 1 xx xxx 2021
Next Review Date:	Term 1 February 2022
Review Cycle:	Annually

Rationale

Waikato Waldorf School Board seeks to take all reasonable steps to develop high standards of behaviour in order to fulfil the Charter expectation and requirements of NAG 5. The School Board seek to foster and develop a safe, positive physical and emotional school environment that creates a climate of trust through the school. Students, staff, parents and whanau share the responsibility for making Waikato Waldorf School a respectful and inclusive environment.

Policy

Waikato Waldorf School is committed to providing an environment free from bullying behaviours. All members of our school community – School Board, school leaders, teachers, staff, students, parents and whānau should have an understanding of what bullying is; and know what to do if bullying does occur.



Definition

Bullying behaviour is not an isolated action. We understand that:

- 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 behaviours can be physical, verbal, or social, and can take place in the physical or digital world.

Bullying is not an individual action. It can involve up to three parties: initiators (those doing the bullying), targets (those being bullied) and often bystanders (those who witness the bullying).

How will we do this?

A whole-school approach is required to ensure a safe school environment. The approach is to be long-term and sustainable. All members of the school have a responsibility to recognise bullying and to take action when they are aware it is happening. The School's philosophy about harassment and the range of remedies available will be made explicit to students, staff and parents in the following ways.

Students, through:

- the Health, Social, Emotional and Well Being 'Rauru' education programme
- the Cyber Civics programme (classes 6 & 7)
- the Totara Team
- clear and explicit standards set by teachers in their individual classrooms
- awareness of digital citizenship and acceptable use of ICT Policy that they are required to sign prior to use (high school)
- peer support and other student lead groups
- through these programs students will be encouraged to report harassment / bullying that occurs inside or outside the school (when it impacts on safety and learning in the school)
- they will be given clear options as to who they can approach for help and support
- observers of harassment will be encouraged to report incidents.

Staff, through:

- using robust systems to collect relevant information
- staff training

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- differentiation of approach to meet students' needs
- professional development
- planning and delivering the Health, Social, Emotional and Well Being 'Rauru' education programme and Cyber Civics programmes at the appropriate level
- a staff meeting will be held annually to discuss the issue and to review procedures
- monitoring the adherence to the 'Use of ICT Policy'.
- Weekly catch up in faculty meetings

Parents / Caregivers, through:

- school communication eg, Newsletter, Website, emails
- parent meetings
- parent courses.

School Board, through

- meetings and associated reading, staff contact
- professional development / training (NZSTA)
- results of student and parent / caregivers surveys
- ERO Audit check on Health and Safety.

If the Complaint is of a serious nature that threatens the Health and Safety of Others:

On receiving the complaint, the teacher or Totara Team will determine the seriousness of the harassment. The staff will then determine the level using our Tiers of Behaviour Framework and follow the subsequent procedures. If it is of a violent nature or an immediate safety issue (including emotional/psychological harm) this will be moved to a Tier 3 incident and the Principal is to be informed immediately and all key personnel who have been involved with the target and / or the student doing the harassing are to be called together. Where possible written evidence is to be produced.

At this meeting decisions are to be made in relation to:

- contact with the student doing the bullying action
- negotiating a pathway forward through restorative processes, parent meeting
- and/or discipline procedures
- contact with Parents of Initiator and Target
- contact with Outside Agencies
- contact with Police (School Community Officer)

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- stand down / Suspension or other disciplinary procedure
- contacting the School Board

Students breaching this policy while under the jurisdiction of the school will be dealt with in accordance with the school's discipline procedures and may be liable to stand-down, suspension, exclusion and/or expulsion in accordance with the Education Act and the Education (Stand-Down, Suspension, Exclusion and Expulsion) Rules 1999.

Outside School

Students breaching this policy while not under the jurisdiction of the school but whose action impacts on safety and learning within the school may also be dealt with according to this policy. This, in particular but not exclusively, relates to cyber bullying, which is located in the digital environment, rather than in a physical location.

The Totara Team shall:

The Totara Team will meet to agree if this is an acute case for them to pick up or refer back to the class teacher/principal and parents/caregivers.

If this is a case for the team they will meet with bullied student. The victim gives an account of events and is supported by team.

The Totara team will then have individual discussions with students involved in bullying – pupil clearly told what they have done is wrong and bullying must end immediately and discuss ways in which the pupil plans to change his/her behaviour which are agreed and noted.

The Totara team will then have group discussion with bullies. Things that everyone have agreed to do are reviewed together.

(The Class teacher has a private discussion with several classmates as to how they can support the victim.)

A week later the team will again meet with the victim to discuss. Has the bullying stopped? Has the situation changed for the better? How can the victim, on his/her part, help the situation and stay positive?

The Totara team will have a follow up with the students who have taken part in the bullying. Has everyone stuck to their agreement? How to make sure that bullying will not start again?

If there are any cases of repeat bullying this will be referred back to the class teacher/principal and parents/caregivers.

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