

# CHRISTCHURCH RUDOLF STEINER SCHOOL

## PROCEDURES

### School Management

Policy NAG 5 **HEALTH AND SAFETY**

Procedure **1.6 COUNTERING BULLYING** (incorporates Violence & bullying by pupils (or staff))

### DESCRIPTION

Bullying in the school environment may be defined as:

"Any action, one off or repeated, that can hurt, threaten, upset or frighten anyone".

**RATIONALE:** The Christchurch Rudolf Steiner School views bullying seriously. The principle aim is to foster an atmosphere where bullying is discouraged and is seen to be inappropriate and wrong. This may include off site incidents, which are school related. *It is recognised* that some seemingly relatively minor bullying might assume a greater significance when viewed in context, perhaps through their frequency or reason.

### Code of conduct TO ASSIST COUNTERING OF BULLYING:

All staff, parents and pupils have the right:

- To be able to tell fellow students, parents, teachers, Deans, the College Principal Group or in a last resort BOT, about any bullying, and expect that that person(s) will consult with them about any decision made about the bullying without recrimination.
- To be protected against bullying behaviour (physical, verbal, emotional or by means of phone or text)
- To feel happy and secure and not be frightened (or made anxious) of anything or any person and expect politeness from others.
- To be at school without being physically, verbally or emotionally bullied, including texting.
- To be treated respectfully at all times, no matter what their behaviour characteristics, learning or physical disabilities, skin colour, sexual orientation, nationality or religion.
- To not be singled out or ignored by teachers, staff or students.

**ALL STAFF HAVE THE RESPONSIBILITY TO REPORT ALL INCIDENTS OF BULLYING CONCERNING STAFF AND OR STUDENTS**

### REPORTING

Initial complaint or report to be referred to the class teacher/class sponsor (in case specialist teachers are involved). This verbal complaint could be made by a parent/caregiver, pupil, teacher etc. If the Dean receives the initial complaint he needs to inform the sponsor via e-mail.

Isolated incidents involving bullying or violence can be discussed by the teacher with his/her co-sponsor. Both decide on what further action to take.

For further incidents of a more serious nature, and particularly for recurring problems, the teacher and sponsor can jointly decide to raise the matter at the lower or upper school meeting (as appropriate) so that:

- Teaching staff, including specialist teachers, are made aware of any problems.
- Children showing violent behaviour or a tendency to bully can be identified.
- Children at risk of being victimised can be identified. (Signs of victimisation can include low achievement, withdrawal, anxiety, bruises, torn clothing, damaged books and fearfulness.)

Written complaints about bullying or violence (eg from parents/caregivers) given to a teacher must be passed on to the CPG without delay. They should be discussed with sponsor and co-sponsor about seriousness and reported.

*A new system is currently being implemented for incidents of reported bullying where they are recorded in a central system (MUSAC) where they can be viewed by any teachers/management that need to. This is at a point of being introduced to teachers and used by the Dean.*

*Using this system an incident report needs to be written about the event and both sent tot the appropriate people (e.g. Dean, counsellor, principal) and also recorded in the centralized system.*

## **INTERVENTIONS-WHOLE SCHOOL**

Where bullying does occur, staff, students and parents are required to report it to the College Principal Group or Dean. All reports will be followed up and the school undertakes to operate an information, reporting and recording procedure

- Deal with all reports speedily, fairly and positively
- Take account of the evidence and all views
- Provide anonymity for the target whenever possible
- Offer advice and support to the target
- Offer advice and support to the person responsible for the bullying
- Ensure that all involved are kept informed
- Operate a system of sanctions or consequences which will reflect the seriousness of the offence. The objective of the response is to aide the student in understanding and changing behaviour as well as developing good relationships. A response is therefore both punitive / consequences as well as constructive and empowering.
  - To violence or wilful damage against property: restitution
  - To "soft" violence (pushing, threatening, intimidation and name calling): by teacher in consultation with co-sponsor.
  - To fighting: aggressors removed from situation, no students returned to class in injured/dishevelled state
  - To assault: if there is a serious threat to safety or where weapons are involved, police can be involved if CPG members decide to lay a charge.

Perpetrator may to be sent home after the incident. He/She must be collected by parents/caregivers. If the target needs to leave school after the incident they may do so provided he/she feel safe to do so.

## **INTERVENTIONS- UPPER SCHOOL**

- After the first known incident, both the perpetrator and the target will be counselled by Dean and/or the Sponsor Teacher.
- Use of existing disciplinary sanctions. (These will be applied with a view to improving the behaviour of those responsible and to showing the school's commitment to its policy against bullying.)
- Use of appropriate counselling strategies including the 'no-blame' approach where suitable (students).
- If the incidents still continue, further counselling takes place with both perpetrator and target. Further consequences and sanctions may be implemented.
- Feedback given to targets, perpetrators and other concerned parties (e.g. Class Teachers/ Sponsors) about progress made in dealing with the incident.
- Often an Individual Countering-Bullying Action Plan will be drawn up.
- Targets should record the events in writing.
- Perpetrators will be asked to record reported events in writing.
- Discussions with both parties will be fully documented, as soon as possible after the events. The parents/carers of the targets and/or perpetrators may be asked to respond to the reports, in writing.
- All the above will be filed in the persons' files.

- High School – each class has a list of what to do if you have been bullied. Eg. Email link to Dean ( [bullying@ch.steiner.co.nz](mailto:bullying@ch.steiner.co.nz)); box in office for notes; school counsellor
- Mediated meetings can be arranged between:
  - Mediator(s), perpetrator and target
  - Staff, target and parents/caregivers
  - Staff, perpetrator and parents/caregivers
- Provide assertiveness training for targets, anger management training for the aggressor/perpetrators and mediation skills for teachers.

## **INTERVENTIONS- LOWER SCHOOL**

Class Teachers are the first point of contact for the management of any incident. Class Teachers should assess the appropriate entry level on the following action plan based on the severity of the incident.

- \* Every LS classroom to have an "age appropriate" flow chart describing how a target may seek help. LS teachers will endeavour to ensure that all children know how to use the flow chart'
- \* Class Teachers should interview perpetrator and target, separately if appropriate;
- \* A Peer Mediation Team may be called if appropriate;
- \* Class Teachers may apply consequences as appropriate using the LS Behaviour Management Plan;
- \* Class teachers will contact parents of perpetrator and target if appropriate;
- \* Class Teachers may request support from the Lower/ Middle School Deans;
- \* The Lower/ Middle School Deans will support and work with Class Teachers, parents, perpetrator and target as necessary. The incident will be managed using the LS Behaviour Management Plan;
- \* The Lower/Middle School Deans may request the support of the CPG;

A LS Behaviour Management Plan Interview Sheet should be completed by the Class Teacher. Perpetrator and target should provide a written account of the incident if possible and/or appropriate. Any discussions with perpetrator, target and parents should be documented.

Feedback to perpetrator, target, and parents regarding procedure and outcomes should be given where appropriate. Records of interventions and outcomes should be filed by Class Teachers or Dean of Lower/Middle School where appropriate.

## **INTERVENTIONS- KINDERGARTEN**

Teachers are the first point of contact for children and parents for any incident. Teachers will act in line with the Kindergarten 'Policy on Behaviour Management (Positive Behaviour Guidance)' and it's 'Procedures'.

## **INTERVENTIONS-ADULTS (Parents and/or staff)**

- Ongoing staff development in College. Community education via parent meetings etc.
- Refer Staff Code of Conduct (in the school Procedures and Teachers Handbook, Code of Ethics.
- If possible address the person directly- if this is not possible may approach another member of staff, mentor/sponsor, Deans, school councillor, College Principal Group. If unsuccessful may approach the employer- the BOT. Outside agencies may also be an avenue if the others fail.
- Counselling should be a possibility within the school setting.

Reviewed date: 30 July 2014

Responsibility for administering this procedure: Management

Responsibility for review: Management

Signed

Review date: July 2017

