



St Margaret's College

Bullying Policy

Responsibility for Policy:	Associate Principal
Approving Authority:	Executive Principal / Trust Board
Applies to:	Anyone within the care of St Margaret's College
Last Review Date:	Amended: July 2021
Next Review Date:	2024

St Margaret's College Vision Statement

With a commitment to holistic education, balancing academic excellence with a multitude of co-curricular opportunities, St Margaret's College (SMC) encourages students and staff to discover their passions and be the very best they can be. An SMC education is founded on Anglican values with a focus on service and wellbeing and offered within a modern school environment promoting diversity, innovation and sustainability. Each student is set up for success, joining a global alumni network with the courage to embrace change, the confidence to lead, the desire to learn and the drive to make a positive impact on the world.

Background

At the heart of it all, SMC is a family that values each student for the gifts and talents they bring, that provides a safe place for her to take on new challenges and empowers them to learn, live and lead. SMC is an inclusive and respectful community in which the focus is on helping its students become the best they can be, develop their authentic selves and be ready for the adult world.

With this in mind, every student must feel safe at school, be respected and valued and be able to learn from a position of support and confidence. In the context of current society, supporting students to be confident and free from pressures falling within a bullying context can be complex. It is important, therefore, that SMC provides comprehensive, universally understood expectations and strategies to promote a social, emotional and physically safe school environment.

SMC, as a day and boarding school, is committed to providing an environment free from bullying behaviours. All members of our school community (Trust Board, Leadership Team, teachers, staff, students, parents and whānau) should have an understanding of what bullying is and know what to do when bullying does occur. All community members have access to the Bullying Policy on the SMC Website.

All staff will integrate the school values such as respect for and the inclusion of others into programmes and will role model acceptable behaviour. SMC will include a range of practices and programmes to highlight positive relationships and behaviours that will support the prevention and reduction of bullying. See Appendix 1 - Practices and Programmes at SMC.

Legal Implications

The Human Rights Act 1993 protects people in New Zealand from discrimination in a number of areas of life. Discrimination occurs when a person is treated unfairly or less favourably than another person in the same or similar circumstances.

SMC has a Child Protection Policy in place that is regularly reviewed and helps build a strong culture of child protection by encouraging early identification and referral of vulnerable children.

Other Acts which may be used in conjunction with this policy are:

Harmful Digital Communications Act 2015
Children's Act 2014
Health and Safety at Work Act 2015
Privacy Act 2020

Definition of Bullying

Bullying is physical, verbal, digital, or social (relational) behaviour that deliberately harms another person/s. It is not usually a one-off behaviour but is repeated over time. However, there may be extreme examples where a one-off situation is deemed as bullying. Bullying involves a misuse of power in a relationship such as physical strength, knowing something which is used to control or harm others, or repeated hurtful behaviour. Bullying involves behaviour that can cause harm that is not a normal part of growing up; conflict or (fights) disagreements between equals and single incidents are generally not defined as bullying. See Appendix 2 - Types of Bullying

Bullying may involve up to three parties; initiators (those doing the bullying), targets (those being bullied) and bystanders (those who witness the bullying). See Appendix 3 - People Involved in Bullying.

SMC's Approach

SMC will ensure that:

- > All students and parents will be assured that they will be supported when bullying is reported.
- > Reported incidences will be followed up and responded to appropriately according to the SMC guidelines. See Appendix 4 Action to be Taken in Response to Bullying Behaviour.
- > All members of the school community will be supported to understand the Bullying Policy and the steps involved to resolve incidents reported. See Appendix 5 - Proactive steps for students, whanau and staff.
- > Bullying behaviour will be identified and a resolution process will be adopted. See Appendix 6 - Actions Taken in the Middle and Senior School, and Appendix - 7 Actions Taken in the Junior School.
- > Incidences reported will be recorded on Kamar in the Pastoral - Discipline section.
- > The Student Care and Experience process is designed to encourage students to tell a trusted adult. Each student in the Middle and Senior Schools has a tutor, Year Dean, Deputy Head of School in charge of student care and experience and Head of School. Each student in the Junior School has a classroom teacher and Head of School. All have access to the Associate Principal, Executive Principal and Wellbeing and Guidance Team. Boarders in addition have access to their Boarding staff, the Head of Boarding.
- > All incidents involving serious assault or child abuse must be reported to the SMC Child Protection Officer who will then follow the appropriate process given in the SMC Child Protection Policy.
- > SMC will provide a range of practices that support the positive education of interpersonal relationships and through this the prevention and reduction of bullying behaviour.

This Policy links to and may be read in conjunction with:

- > SMC Child Protection Policy
- > Health & Safety Policy
- > Student IT Use Policy
- > Health & Wellbeing Policy

References and Resources

References and resources - see Appendix 8

Help beyond School Support Services - see Appendix 9

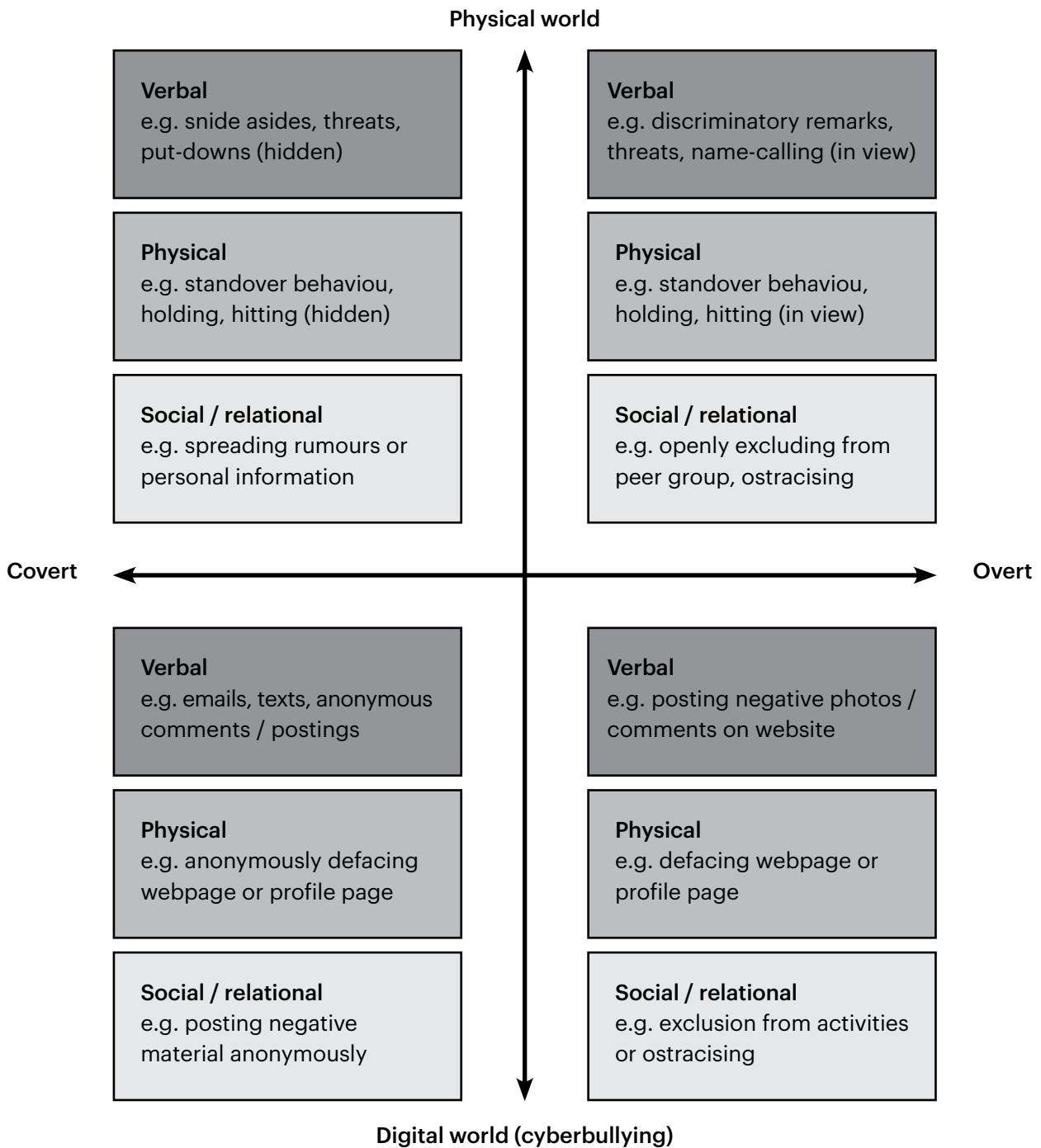
Incident Statement – see Appendix 10

Appendix 1: Practices and Programmes at St Margaret's College

Practices at SMC that support the prevention and reduction of bullying behaviour:

- > Chapel and Assemblies
- > Classroom expectations and practices
- > Peer Support Programme
- > Buddy System
- > Year 7-9 Health Programme
- > Year 7 Bounce Back Programme
- > Year 8 Big Life Journal
- > Year 9 Travellers Programme
- > Year 10 Rite Journey
- > Year 11 Well-being Retreat and Step Up
- > Year 12 Lifeskills programme
- > Student Council
- > Curriculum Programmes and Sports Accelerator programme
- > Parent / Student Education – Cybersafety, Netsafe, Community Police
- > Orientation Programme for all new students and staff
- > Tutor System and Buddy Tutor Groups
- > Pastoral Care network
- > School Wide Surveys eg Community Survey, wellbeing@school Survey, Year 12 Health, Year 13
- > Leavers' Survey
- > Youth Health and Well-being Survey
- > Health Centre
- > Learning Enhancement Faculty
- > The IB Learner Profile
- > SMC Graduate Profile and Teacher Profile
- > REDS
- > Year 1-6 Friendology programme
- > Transitions programmes between schools from Preschool through to Senior School
- > Wellbeing doc
- > Strategic Priorities
- > Promote digital citizenship and ICT Use Agreement
- > Staff meetings with student well-being focus

Appendix 2: Types of Bullying



Appendix 3: Parties Involved in Bullying

Bullying may involve up to three parties; initiators (those doing the bullying), targets (those being bullied) and bystanders (those who witness the bullying).

Initiators

Students who bully others often do so to gain status and recognition from their peers. Their bullying behaviour is reinforced when they intimidate their targets and when the peer group colludes by not challenging the initiator or reporting the bullying to staff.

Targets

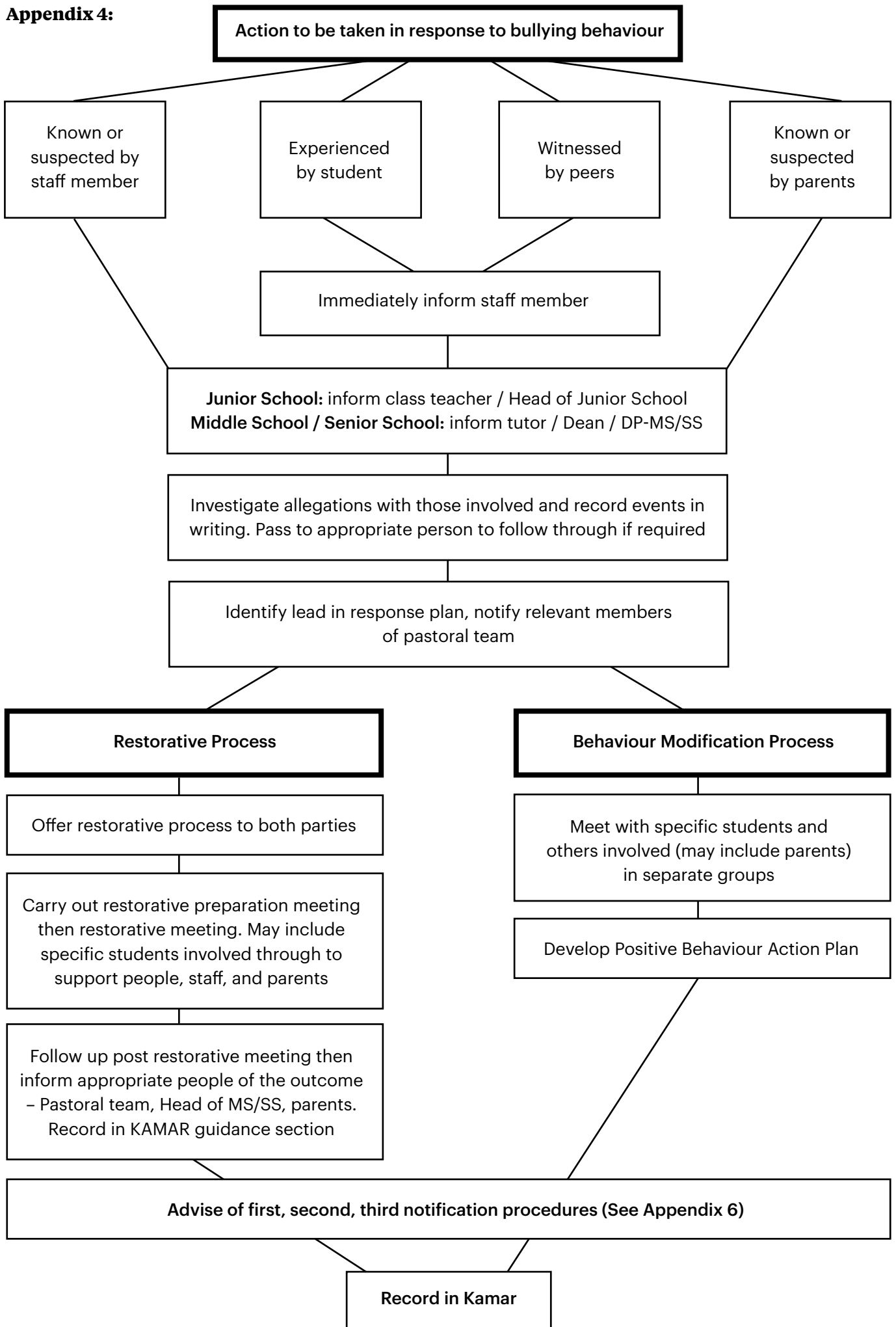
Students of all ages can be at relatively greater risk of being bullied (ie being targets) for a range of reasons, including:

- > Being unassertive or withdrawn (eg isolated students with low self-esteem)
- > Differing from the majority culture of a school in terms of ethnicity, cultural or religious background, sexual orientation, gender identity or socio-economic status
- > Having a disability, special education needs or mental health issues
- > Academic achievement (perceived as high or low achiever)
- > Having recently transitioned into a school (through natural progression through schools, changing to a new school because of behavioural issues at a previous school or moving to the area from another city or country).

Bystanders (ie witnesses to bullying behaviour) have a responsibility to discourage bullying behaviour and can have a powerful influence. There are three main types of bystander:

- > Followers (assistants) – do not initiate, but take an active role in the bullying behaviour
- > Supporters (reinforcers) – support the bullying behaviour (overtly or covertly, eg by turning a blind eye) but do not take an active role in the bullying behaviour
- > Defenders – dislike the bullying and try to help the target by intervening, getting teacher support (using safe telling) or providing direct support to the target.

Appendix 4:



Appendix 5: Proactive Steps for Students, Whanau and Staff to Take

SMC recognises that in dealing with cases of bullying behaviour, there is not a “one-size-fits-all” process. However, the procedures that SMC follows seek to enhance harmonious working relationships and provide a positive social, emotional and physically safe school environment.

The modes of intervention that are considered most successful are those that are based on the restorative process:

- > Help make the target feel better and involve inclusive strategies that ease the situation for the isolated student
- > Enable the initiator to recognise the harm/hurt her behaviour is causing and encourage change in her behaviour
- > Enable the initiator to recognise that other people in the school do not condone her behaviour
- > Help bystanders take responsibility and positive action, and inform appropriate staff
- > Action for Staff to take:
 - > The culture of the classroom is critical. This is set by the teacher. Clear behaviour expectations must be set at the start of the year and referred to regularly
 - > Classroom ‘treaties’ or code of conduct could be set up in Year 1 – 10
 - > Relationship building is paramount for fostering positive outcomes
 - > Watch for early signs of distress in students
 - > Report all incidents or suspected incidents to Tutor, Dean, Deputy Heads of Middle and Senior School – student care and experience. As appropriate there may be the need to forward the concerns to the Head of School.
 - > Offer the target immediate support and help
 - > Include appropriate learning activities in lessons to counteract bullying, taking time to discuss this
 - > Policy in class groups or at year level meetings with the Dean
 - > Awareness of the use of ‘nicknames’ or banter associated with particular students, is not encouraged at SMC. The priority is for respectful communication and behaviour to be in place at all times.

Action for Parents/Guardians to take:

- > Watch for signs of distress in your daughter. This could be an unwillingness to attend school, a pattern of headaches or stomach aches, personal belongings disappearing
- > Take an active interest in daughter’s social and online life
- > If you think your daughter is being bullied at school, contact her Tutor in the first instance. You may wish to go directly to the Year Dean, or Deputy Head of Middle or Senior School. In extreme situations or if you have on-going concerns you may contact the Counsellor, Head of School, Chaplain, or Associate Principal
- > Talk openly and often with your daughter, listen to her concerns in an understanding way.
- > Contact the school for additional support and strategies.

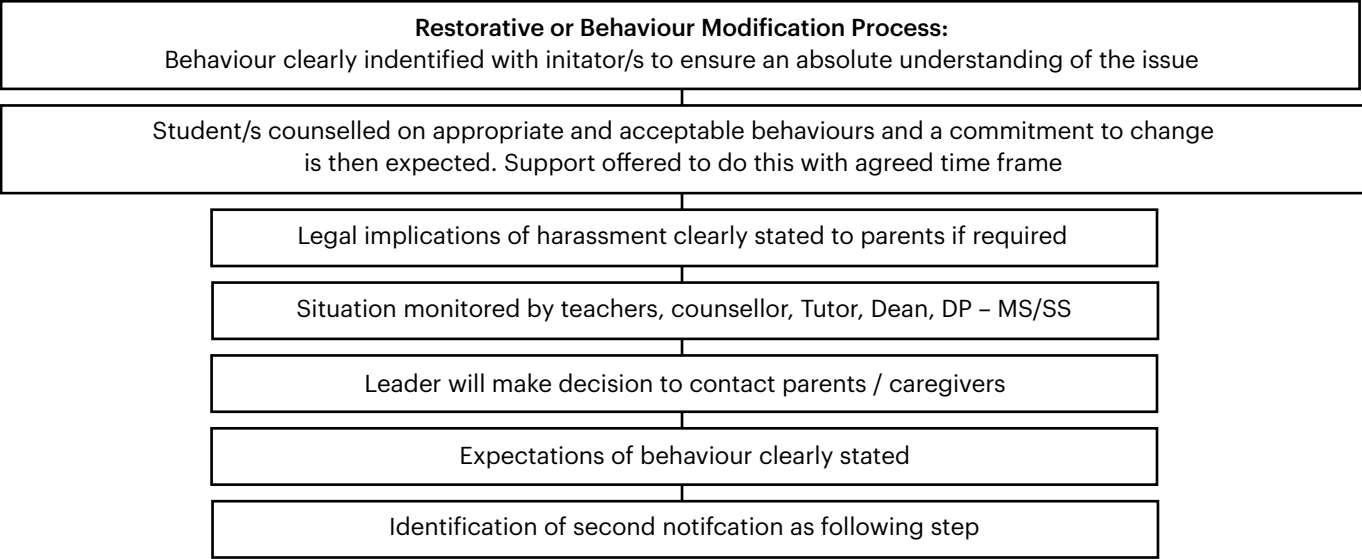
Action for Students to take:

- > Students are encouraged to report all incidents of school-related bullying to a trusted Teacher, Tutor, Year Dean or Deputy Head of School. Heads of Schools, Chaplain and Counsellor may be contacted if you have ongoing concerns.
- > Students sometimes need support to deal with certain incidents that involve aggression and conflict resolution; therefore they should speak with a member of staff in confidence
- > Offer positive support to students who are being bullied and encourage them to seek help from an adult. Emphasise to the student/s doing the bullying that it is wrong and unacceptable
- > Talk with friends and foster healthy, positive relationships

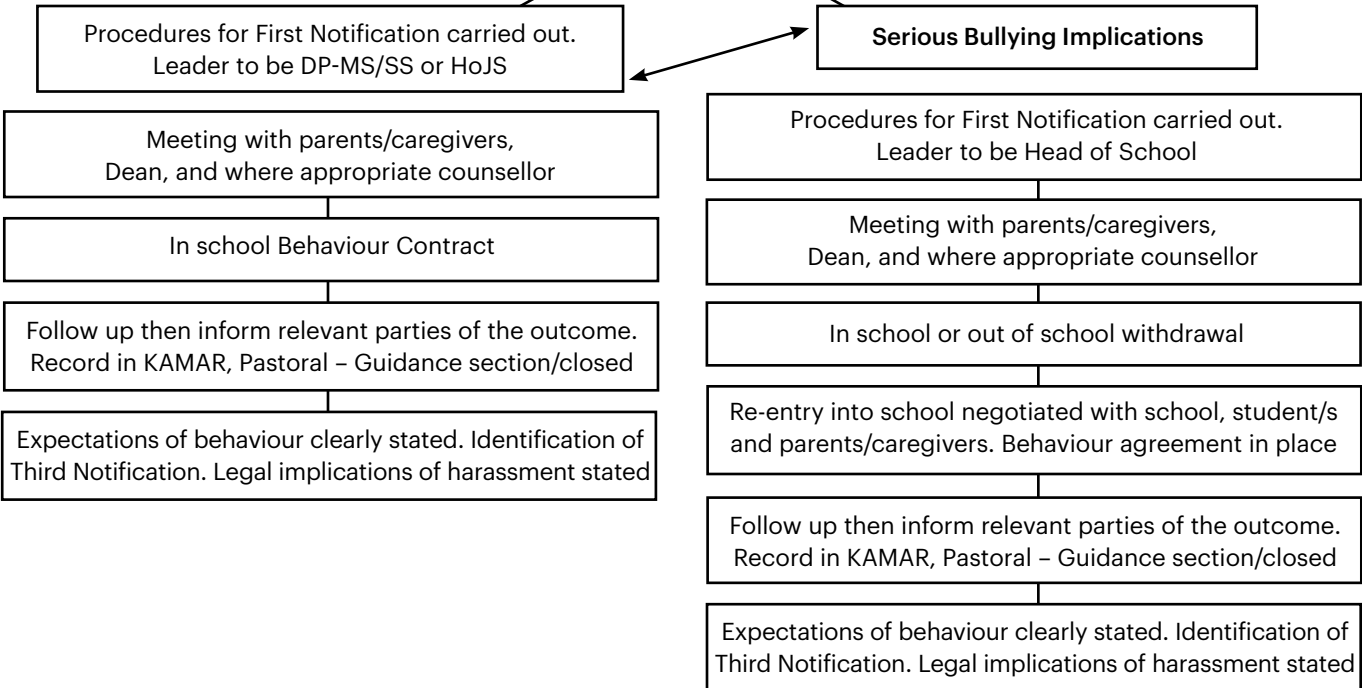
Actions taken: Bullying in Middle and Senior Schools

Appendix 6:

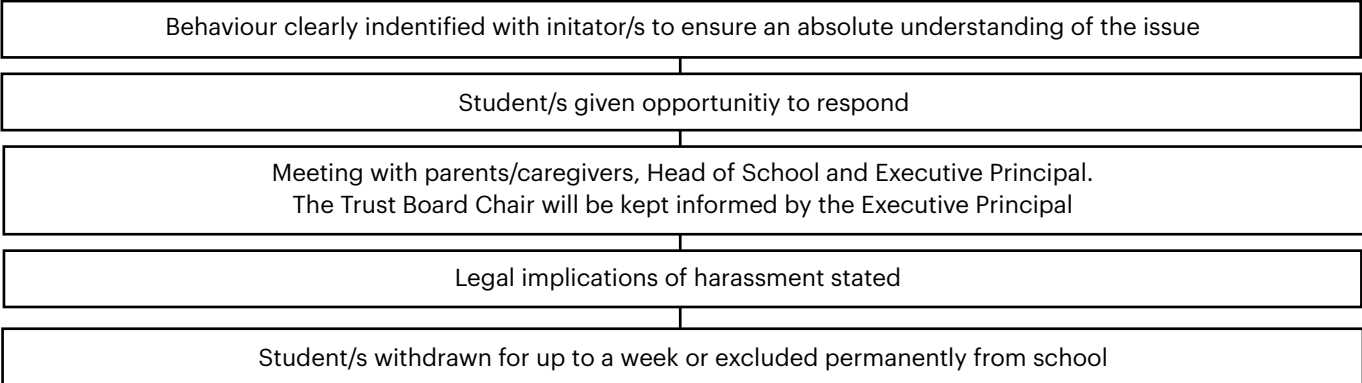
FIRST NOTIFICATION



SECOND NOTIFICATION



THIRD NOTIFICATION



Should the initial infringement be severe, at the discretion of the Executive Principal, it may be appropriate to bypass First Notification Procedures and implement Second or Third Notification Procedures

Actions taken: Bullying in Junior School

Appendix 6:

FIRST NOTIFICATION

Restorative or Behaviour Modification Process:
Behaviour clearly identified with initiator/s to ensure an absolute understanding of the issue

Student/s counselled on appropriate and acceptable behaviours and a commitment to change is then expected. Support offered to do this with agreed time frame

Legal implications of harassment clearly stated to parents if required

Situation monitored by teachers, and Head of Junior School

Leader will make decision to contact parents / caregivers

Expectations of behaviour clearly stated

Identification of second notification as following step

SECOND NOTIFICATION

Procedures for First Notification carried out.
Leader to be Head of Junior School

Serious Bullying Implications

Meeting with parents/caregivers,
Dean, and where appropriate counsellor

Procedures for First Notification carried out.
Leader to be Head of School

In school Behaviour Contract

Meeting with parents/caregivers,
Dean, and where appropriate counsellor

Follow up then inform relevant parties of the outcome.
Record in HERO, Pastoral – Guidance section/closed

In school or out of school withdrawal

Expectations of behaviour clearly stated. Identification of
Third Notification. Legal implications of harassment stated

Re-entry into school negotiated with school, student/s
and parents/caregivers. Behaviour agreement in place

Follow up then inform relevant parties of the outcome.
Record in KAMAR, Pastoral – Guidance section/closed

Expectations of behaviour clearly stated. Identification of
Third Notification. Legal implications of harassment stated

THIRD NOTIFICATION

Behaviour clearly identified with initiator/s to ensure an absolute understanding of the issue

Student/s given opportunity to respond

Meeting with parents/caregivers, Head of School and Executive Principal.
The Trust Board Chair will be kept informed by the Executive Principal

Legal implications of harassment stated

Student/s withdrawn for up to a week or excluded permanently from school

Should the initial infringement be severe, at the discretion of the Executive Principal, it may be appropriate to bypass First Notification Procedures and implement Second or Third Notification Procedures

Appendix 8: References and Resources

References:

Bullying Prevention and Response – A Guide for Schools 2015 Ministry of Education
Anti-bullying Handbook by Keith Sullivan
“Keeping yourself safe online” by John Parsons

Resources:

SMC Pastoral and Wellbeing Network
Netsafe
Beyond Blue
SMC Wellbeing Website - <https://lisawi.wixsite.com/smc-well-being>

Appendix 9: Help Beyond School

Need to talk? 1737 – Free call or text 1737 any time for support from a trained counsellor

Lifeline – Free call 0800 LIFELINE (543 354), or free text HELP (4357)

Youthline - 0800 376 633, free text 234 or email talk@youthline.co.nz

Samaritans – 0800 726 666

Healthline – 0800 611 116

Depression helpline: 0800 111 757 or free text 4202 or www.depression.org.nz

The Lowdown: A website to help young New Zealanders recognise and understand depression or anxiety.
www.thelowdown.co.nz or free text 5626

SPARX.org.nz – Online e-therapy tool provided by the University of Auckland that helps young people learn skills to deal with feeling down, depressed or stressed

OUTLine NZ – 0800 688 5463 for support related to sexual orientation or gender identity

