2014

Bullying prevention and response:

A GUIDE FOR SCHOOLS

Contents

Foreword

We are committed to taking a stand against bullying in our schools. Bullying behaviour harms children and young people and contributes to a range of poor educational and life outcomes. Bullying is not new and is an issue that all schools face.

We have compiled this guide to support schools to create safe and positive environments that help to prevent bullying, and to provide practical advice on what to do when bullying occurs. The Secondary Principals' Association of New Zealand symposium in March 2013 provided the impetus for this work when its leadership highlighted the need for additional guidance for schools on bullying.

Following this symposium, the Secretary for Education, Peter Hughes, convened a series of cross-sector meetings to begin collaborative, effective cross-sector work to address the serious issue of bullying in New Zealand schools. Our aim in writing *Bullying prevention and response: A guide for schools* is to provide practical information for schools to support effective prevention and management of bullying behaviour.

Our agencies and organisations bring a range of perspectives to the issue of bullying. We share the strongly-held view that bullying behaviour of any kind is not acceptable and that combined action is needed to reduce the incidence of bullying in our schools. To successfully address bullying, Boards of Trustees, school leadership and staff, students and their families and whānau all need to work together. It is in this same spirit of collaboration that we have come together to develop this guide which we trust will be a useful starting point and resource for schools.

School Boards of Trustees are required to provide safe emotional and physical school environments. The intent of this guide is to help schools prevent and respond to bullying effectively as part of promoting positive environments in which all students can learn and thrive.

Bullying Prevention Advisory Group

Peter Hughes, Secretary for Education
(Chair, Bullying Prevention Advisory Group)

Patrick Walsh, SPANZ
(Chair, Cyberbullying Group)

Bruce Bird, NZ Police

Jill Bond, MOE

Sally Boyd, NZCER

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Martin Cocker, NetSafe

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David Rutherford, HRC

Lawrie Stewart, NZ Police

Russell Wills, OCC
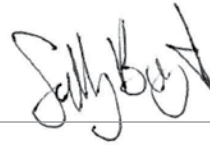
Organisations represented on the Bullying Prevention Advisory Group

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Children's Commissioner

Notes on the guide

Purpose

Bullying behaviour between students is a serious and complex issue in all schools. This guide has been developed in response to calls from the education sector. It provides information on preventing and responding to bullying for schools and their Boards of Trustees.

Scope

Bullying behaviour is one particular form of aggression. This guide specifically focuses on bullying behaviour rather than on other forms of aggression such as violence and sexual abuse. Bullying behaviour may include elements of violence or inappropriate sexual behaviour but not all instances of violence or sexual abuse are bullying.

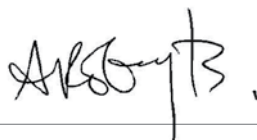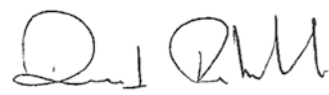Bullying can involve students, staff members, or ex-students. This guide provides schools with information about preventing and responding to bullying behaviour between students. For information about preventing and responding to other types of bullying see *http://www.business.govt.nz/worksafe/tools-resources/bullying-prevention-tools*.

> **All instances of bullying behaviour must be taken seriously and responded to appropriately**
>
> *Bullying incidents vary in their severity and impact. Most mild bullying behaviour can be managed by students themselves with support from classroom teachers. Responding to more severe incidents may require input from senior school staff. Any bullying incidents involving serious assault or child abuse must be referred to New Zealand Police and / or Child Youth and Family and should not be investigated by schools.*

Bullying programmes

Bullying prevention programmes are mentioned in this guide and links to information about specific programmes are provided. Each of these programmes and strategies is best thought of as one way to support students to develop healthy social behaviours. We recommend that Boards of Trustees and principals consider the evidence base and suitability of a programme prior to implementing it in their school.

Audience

This guide provides information about bullying for Boards of Trustees, principals and staff. It may also be useful for students and their families and whānau. Links to resources for families and students are included. It is assumed that schools will work closely with parents and whānau and the wider community to address all forms of bullying behaviour.

Acknowledgements

Material in the guide has been drawn from a wide range of resources, toolkits, reports and research articles. We acknowledge the significant contribution this material makes to the guide and are indebted to all the authors. Links to this material have been included wherever possible. We are grateful for feedback from the Office of the Children's Commissioner - Young People's Advisory Group, the Mental Health Foundation of New Zealand and Pink Shirt Day Steering Committee (including Youthline, Queer-Straight Alliance Network Aotearoa, Peace Foundation), and other agencies, individuals, school staff and academics.

Feedback

We welcome your feedback on this guide at *bullying.prevention@minedu.govt.nz* or go to *www.education.govt.nz/bullyingprevention*.

Principles

1. Bullying is an issue that all schools will experience at one time or another.

2. Bullying is a way of behaving and can be changed through effective prevention and response strategies.

3. Prevention of bullying requires schools to create safe and positive social and physical environments.

4. Schools need to set an expectation that students will report bullying to a member of staff and encourage students to feel comfortable doing this.

5. Nationally consistent data on bullying incidents are needed to enable prevalence rates to be monitored and inform decision-making.

6. All schools need to have policies and procedures in place for responding to bullying.

7. Effective prevention of bullying requires a whole-school approach – involving staff, students, parents and whānau (ie, the whole school community).

8. Parents and whānau need to have confidence that the culture, structures and processes at their child's school will reduce the likelihood of bullying occurring

9. Parents and whānau need to have confidence in how their child's school will respond when an incident of bullying does occur.

10. Student-led strategies for responding to bullying incidents should be implemented across schools. Staff who respond to an incident should work with students to create the desired outcomes (eg, using a restorative practice approach).

Introduction

Bullying is one particular form of aggressive behaviour. It can be covert or overt in nature. Most widely accepted definitions of bullying behaviour are based around the following four characteristics. Bullying is deliberate, involves a power imbalance, has an element of repetition and is harmful (see Section two).

Building a school culture where bullying has no place involves modelling and fostering healthy social interactions. Therefore, it is important for schools to focus on learning rather than punishment when addressing bullying behaviour. Schools can choose to treat bullying prevention as an opportunity for learning by proactively developing the ability of students to relate well to one other. Studies show that most students grow out of bullying behaviour over time and that schools can support students to develop more effective ways of relating to others. When bullying prevention is seen as a learning opportunity, it allows everyone to develop their understandings of bullying and their competencies to address it.

The guide is set out in four sections:

› **Section one:** Safe and positive school environments
› **Section two:** Understanding bullying
› **Section three:** Bullying policies and processes
› **Section four:** Responding to bullying

SECTION 1:

Safe and positive school environments

1. Whole-school approaches

This section summarises the research findings on effective whole-school approaches.

1.1. A safe, positive physical and emotional school environment is important for students' achievement and wellbeing and enables all students to be included. Bullying rates vary considerably between schools with similar demographic profiles, suggesting that school culture powerfully affects the prevalence of bullying. There is good evidence of reduced student-reported bullying when schools change their policy and culture. Evidence also suggests that effort has to be sustained or bullying recurs (for more information see Section two).

1.2. Real change happens when students, staff, parents and whānau, and other members of the community share responsibility for making their school a respectful and inclusive environment. Establishing a school-wide expectation for mutual respect and demonstrating what that means in practice makes a difference.

1.3. Strategies to reduce bullying are most effective when they are part of a wider focus on creating a positive climate that is inclusive and supports students to learn. Whole-school interventions establish positive social values that are important to the school community. Strong leadership and staff who model these positive values and behaviours are also essential.

1.4. Effective approaches address different aspects of school life including:

› creating a climate where diversity is respected

› developing opportunities for students to:
- build their knowledge and skills in relating to others within the curriculum and wider school activities
- practice those skills through activities such as role plays

› providing high levels of social support and opportunities for social civic learning

› offering professional learning opportunities for staff.

1.5. Whole-school approaches should also extend into the local community by involving local sports groups and youth organisations, and ensuring they know about and support their school's strategies and approach towards bullying. Parents and whānau also have an important role to play in preventing bullying.

Parents, family, whānau and community

› Parents, family, whānau and community need to be involved in:

- developing a whole-school approach to preventing bullying

- supporting their school's approach to bullying.

Questions for Boards of Trustees, principals, senior leadership teams and teachers:

› Does our school have a positive and inclusive climate?

› To what extent do we have a shared vision of what we want our school culture to look like, sound like, and feel like? Do we know how to achieve this vision?

› Are we involving the wider community? Are we connected to community groups and services working on bullying issues and do they know what our approach to bullying is?

› If we are not involving the wider community, how can we become better connected and involved?

Links

› Education Review Office Wellbeing Indicators. *http://ero.govt.nz/Review-Process/Frameworks-and-evaluation-indicators-for-ero-reviews/wellbeing-indicators-for-schools*

› Ministry of Social Development Te Punanga Haumaru funding for community projects. *http://tph.org.nz/*

› Wellbeing at School – a whole-school approach to change and how to create a school climate that deters bullying behaviour. *http://www.wellbeingatschool.org.nz/sites/default/files/W@S-A-whole-school-approach-research-brief.pdf*

› Wellbeing at School – next step planning modules. *http://www.wellbeingatschool.org.nz/step-3-next-step-planning*

› PPTA: Change Management – toolkit with principles for implementing successful education change in schools. *http://ppta.org.nz/index.php/resources/publication-list/2460-change-management*

› Iterative Best Evidence Synthesis (BES) resources to help counter bullying in educational practice. *http://www.educationcounts.govt.nz/topics/BES/spotlight-on/spotlight-on-counter-bullying-pedagogies*

2. Bullying prevention and the New Zealand Curriculum/ Te Marautanga o Aotearoa

This section provides guidance about aligning bullying prevention with the curriculum.

2.1. For maximum impact, bullying prevention approaches should align with good teaching practice and the New Zealand Curriculum / Te Marautanga o Aotearoa, for example as part of teaching the key competencies:

› *managing self* – this competency is associated with self-motivation, a can-do attitude, and students seeing themselves as capable learners

› *relating to others* – this competency is about interacting effectively with a diverse range of people in a variety of contexts

› *participating and contributing* – this competency is about being actively involved in communities. Communities include family, whānau, school and groups based, for example, on a common interest or culture.

2.2. Bullying approaches should also align with the *Health and Physical Education* learning area of the curriculum. Within this area students are encouraged to demonstrate empathy and develop skills that enhance relationships (see the Relationships with other People strand). Students also learn to take responsible and critical action to contribute to healthy communities and environments (see the *Healthy Communities and Environments strand)*. The underlying principles of tolerance and respect for others can be woven into all aspects of teaching and learning.

2.3. The New Zealand Curriculum / Te Marautanga o Aotearoa require schools to explore how digital technology can supplement traditional ways of teaching and enhance opportunities for students to participate in communities beyond the classroom. This provides another opportunity to align teaching and learning with bullying prevention.

2.4. There is an increasing focus on developing the digital literacy of students, with teachers as their guides in an increasingly digital society. Digital literacy is a key component of the concept of digital citizenship and aligns with the key competencies and values of the New Zealand Curriculum / Te Marautanga o Aotearoa (see NetSafe definition of Digital Citizenship to the right).

Digital Citizenship (NetSafe)

A digital citizen:

› is a confident and capable user of Information and Communications Technology (ICT)

› uses technologies to participate in educational, cultural and economic activities

› uses and develops critical thinking skills in cyberspace

› is literate in the language, symbols and texts of digital technologies

› is aware of ICT challenges and can manage them effectively

› uses ICT to relate to others in positive, meaningful ways

› demonstrates honesty and integrity and ethical behaviour in their use of ICT

› respects the concepts of privacy and freedom of speech in a digital world

› contributes and actively promotes the values of digital citizenship.

Links

› NetSafe – Overview of Digital Citizenship in New Zealand Schools.
http://www.netsafe.org.nz/Doc_Library/Digital_Citizenship_in_New_Zealand_Schools_Overview.pdf

› The New Zealand Curriculum and Te Marautanga o Aotearoa which set the direction for student learning and provide guidance for schools as they design and review their curriculum.
http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum
http://tmoa.tki.org.nz/Te-Marautanga-o-Aotearoa

3. Positive approaches and good practice

This section outlines some of the positive approaches and effective practices that have been shown to work in schools.

3.1. There are differences between 'good' schools and 'not so good' schools in responding to bullying. This is not defined by whether bullying occurs, but rather by the way that teachers, principals and Boards of Trustees deal with bullying issues. Effective schools have inclusive practices and positive staff, parent, whānau relationships in place.

3.2. Traditionally, many schools have responded to bullying incidents using punishment, and by standing-down students who initiate bullying behaviours. This approach relies on students reporting bullying to adults, and adults taking action to fix the situation. It provides few opportunities for students (or teachers and parents) to learn new ways to manage social behaviours and does not take account of research findings that:

› bullying incidents often go unreported

› a common student perception is that schools will not address their concerns

› reporting bullying to teachers can make the bullying worse.

3.3. Approaches that work well instead address incidents of bullying through social problem solving. Social problem solving involves students, parents and whānau working with school staff to create solutions. This is likely to result in fewer stand-downs and expulsions from school, which in the long-term will achieve better outcomes for vulnerable young people. Such approaches also take the view that supports and strategies need to be in place for both the targets and the initiators of bullying.

3.4. Several programmes and approaches for preventing and responding to bullying are available in New Zealand. Effective bullying prevention approaches and programmes involve the following elements:

› commitment to a whole-school approach

› a focus on developing healthy social behaviours and strategies (rather than only addressing bullying behaviours)

› provision for planning and regular monitoring and evaluation of outcomes

› a long-term sustainable approach

› professional development for all staff.

3.5. For bullying prevention programmes to be effective and sustainable schools need to have:

› an ongoing commitment to, and focus on, fostering a positive, inclusive and respectful school environment that values diversity

› good data systems to collect relevant information

› efficient progress monitoring tools

› skilled and competent staff

› ongoing and embedded professional learning and development for all staff

› formal coaching and coordination support

› systems to sustain meaningful outcomes alongside accurate implementation

› effective community connections

› engaging learning opportunities.

3.6. As well as developing the ability of students to manage social situations and relate well to one another, schools need to actively promote a culture of 'safe telling'. A safe telling culture encourages all students to report bullying behaviour (whether they are the target, the initiator, or a bystander of bullying). A safe telling culture also provides students with acknowledgement that they have done the right thing whenever they report bullying.

3.7. To promote a safe telling culture schools can:

› establish a confidential reporting system

› encourage two-way communication between home and school to share information about bullying behaviour

› ensure all students know that if they do speak up they will be listened to

› ensure that teachers take all incidents reported to them seriously and know how to respond appropriately.

3.8. Bullying behaviour is complex and can take various forms. It rarely occurs in front of adults. School staff should be encouraged to be aware of, observe and be responsive to signs of bullying.

Parents, family, whānau and community

› Parents, family, whānau and community need to be aware of, and involved in, school bullying prevention programmes.

› Parents, family, whānau and community should be part of solution-focused responses to bullying incidents.

› There needs to be good communication between home and school so that any reported bullying can be responded to effectively.

Questions for Boards of Trustees, principals, senior leadership teams and teachers:

› Are we committed to a focus on using social learning approaches rather than relying on punishment when dealing with bullying in our school?

› Have we considered what supports and strategies need to be in place for targets and initiators of bullying?

Links

› Education Review Office Wellbeing Indicators. *http://ero.govt.nz/Review-Process/Frameworks-and-evaluation-indicators-for-ero-reviews/wellbeing-indicators-for-schools*

› Wellbeing at School – Review booklet looking at promoting environments that addresses bullying behaviours in schools. *http://www.wellbeingatschool.org.nz/sites/default/files/wellbeing-at-school-booklet.pdf*

› NetSafe – Overview of Digital Citizenship in New Zealand Schools. *http://www.netsafe.org.nz/Doc_Library/Digital_Citizenship_in_New_Zealand_Schools_Overview.pdf*

4. Examples of approaches and programmes

This section outlines some effective approaches and programmes available to schools. These programmes include practical advice and strategies for preventing and responding to bullying behaviour.

4.1. Wellbeing@School

Wellbeing@School is an evidence-based self-review approach that schools can use to guide their work on preventing bullying through developing safe, positive physical and emotional school environments. Schools can use it to gauge how caring and safe different aspects of the school are (eg, school-wide climate and practices; teaching and learning; community partnerships; pro-social student culture and strategies; and aggressive student culture). *Wellbeing@School* can also help schools develop a plan and evaluate its success. It features a website with research briefs, surveys and other information for schools.

4.2. Positive Behaviour for Learning (PB4L): School-Wide

PB4L: School-Wide is based on the premise that all students should have access to support to prevent the development and occurrence of problem behaviour, including bullying behaviour. *PB4L: School-Wide* emphasises what a student does and where it occurs. Instead of labelling a student as a 'bully', 'victim', 'perpetrator', or 'aggressor', the emphasis is on labelling what the student does (eg, name-calling, intimidation) and addressing the behaviour. Supplementary material is available to teach staff and students:

› what bullying behaviour looks like

› what to do before and when bullying behaviour is observed

› how to teach others what to do

› how to establish a positive and preventative environment that reduces bullying behaviour.

4.3. Kia Kaha

Kia Kaha is a school-based programme run by New Zealand Police that helps schools create environments where all members of the community feel safe, respected and valued, and where bullying cannot flourish. *Kia Kaha* contains a series of programmes for children of varying ages including: *Building a Safe Happy Classroom (*Years 0-3); *A Bully-Free Zone* (Years 4-5); *Safer Communities Together* (Years 5-8); and, *Our Place* (Years 9-13). *Kia Kaha* has resources for teachers to use in the classroom, and for parents and whānau to help their children develop positive social skills.

4.4. Confident Kids

Confident Kids is a New Zealand Police safety skills programme. It uses interactive activities and gives children opportunities to practise safety skills in the classroom. *Confident Kids* teaches the essential safety skills: *I am confident and alert, I take charge, I set boundaries, I protect myself and I get help.*

4.5. Restorative practice

Restorative practice is an approach that can be used in response to behaviour such as bullying. Restorative practice can be part of a wider approach that teaches students positive skills for relating to others, rather than relying only on punishment. Restorative practice proactively emphasises building and restoring relationships to improve students' social and emotional learning, increase engagement with school, lessen risky behaviour and enhance students' success at school.

4.6.

Many other programmes help support the development of social skills. These include: Mental Health Foundation Mindfulness in Schools programme; Cool Schools (primary) and Leadership through Peer Mediation (secondary). School-based Queer-Straight Alliances / Diversity Groups send a clear message that schools are accepting of difference and supportive of all students and will not accept homophobic, biphobic and transphobic bullying.[1]

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[1] Professional development on sexual and gender identity is available through organisations such as Rainbow Youth, Schools Out!, Q-Topia, Q-Youth WaQuY and QSA Network Aotearoa. See *www.qsanetwork.org.nz* and *www.rainbowyouth.org.nz.*

Parents, family, whānau and community

› Effective approaches and programmes to address bullying need to involve parents, family, whānau and community at all stages of implementation.

Questions for Boards of Trustees, principals, senior leadership teams and teachers:

› To what extent do we have an agreed and consistently used set of strategies that build students' skills in relating to others and addressing conflicts?
› Have we considered implementing any of these programmes or approaches?
› If we are already implementing one of these programmes or approaches, do we need to review how this is going?
› Have we considered using *Wellbeing@School* tools to review where we are at in terms of developing a safe, positive physical and emotional environment?

Links

› Education Review Office Wellbeing Indicators. *http://ero.govt.nz/Review-Process/Frameworks-and-evaluation-indicators-for-ero-reviews/wellbeing-indicators-for-schools*
› *Wellbeing@School* – self-review process schools can use to prevent bullying through developing safe, positive physical and emotional school environments. *http://www.wellbeingatschool.org.nz/about-ws-tools*
› *PB4L: School-Wide* – a whole-school approach to help schools develop a social culture that supports learning and positive behaviour. Also information about Restorative Practice. *http://www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation/OurWorkProgramme/PositiveBehaviourForLearning/InitiativesAndSupport.aspx*
› *Kia Kaha* – New Zealand Police programme helping schools create environments where all members of the community feel safe, respected and valued, and where bullying cannot flourish. *http://www.police.govt.nz/advice/personal-and-community-advice/school-portal/resources/successful-relationships/kia-kaha*
› *Confident Kids* – New Zealand Police School Community Service programme. Complements *Keeping Ourselves Safe* and *Kia Kaha*. *http://www.police.govt.nz/advice/personal-and-community-advice/school-portal/resources/successful-relationships/confident-kids*
› New Zealand Post Primary Teachers' Association – the Anti-violence and education change management toolkits. *http://www.ppta.org.nz/index.php/resources/publication-list/2201-school-anit-violence-toolkit* *http://ppta.org.nz/index.php/resources/publication-list/2460-change-management*
› New Zealand School Trustees Association – organisation for members of school Boards of Trustees. *http://www.nzsta.org.nz/nzsta-services/sta-helpdesk/*

5. Students with special education needs

This section outlines considerations for students with special education needs in the context of bullying.

5.1. Students with special education needs (including students with physical, developmental, intellectual, emotional and sensory disabilities) are at greater risk of being bullied. Many factors, such as physical vulnerability, social skill challenges, and intolerant social environments can contribute to this increased risk. Some students with special education needs may also bully others. Individualised approaches to preventing or responding to bullying behaviour can be included in individual education plans for students with special education needs. An emphasis on including all students and valuing diversity are powerful ways to lessen the risk that students with special education needs will experience bullying.

5.2. A range of students are at greater risk of being bullied, not only students with special education needs. Schools' bullying prevention and response strategies should apply to all students, including those with special education needs. Determining how to respond effectively to a particular instance of bullying involves taking students' individual circumstances and support needs into account – whether they are the targets or initiators of bullying behaviour.

Parents, family, whānau and community

› Parents, family and whānau of children with special education needs play a key role in developing effective individualised approaches to bullying. They will know their child's strengths and needs and will be able to help reinforce strategies their child can use to prevent and respond to any bullying that may occur.

Questions for Boards of Trustees, principals, senior leadership teams and teachers:

› Have we considered the added vulnerability of our students with special education needs in terms of bullying?

› Have we got individualised plans in place to enable our students with special education needs to respond to bullying appropriately?

› Are our policies and processes related to bullying inclusive? Do we take individual needs and circumstances into consideration when dealing with bullying?

Links

› Education Review Office Wellbeing Indicators. *http://ero.govt.nz/Review-Process/Frameworks-and-evaluation-indicators-for-ero-reviews/wellbeing-indicators-for-schools*

› *Wellbeing@School* – review booklet looking at promoting environments that addresses bullying behaviours in schools. *http://www.wellbeingatschool.org.nz/sites/default/files/wellbeing-at-school-booklet.pdf*

› SEonline – Ministry of Education website for educators of children or young people with special educational needs. *http://seonline.tki.org.nz/*

6. Students' rights and responsibilities

This section sets out the rights and responsibilities of students in the context of bullying.

6.1. Bullying behaviour compromises the ability of students to learn and achieve in school. Addressing bullying effectively is about developing school cultures that:

› are inclusive
› value diversity
› promote positive, healthy social relationships
› ensure everyone understands their rights and responsibilities (and can quickly solve problems and disputes that arise).

6.2. Students don't go to school to be bullied. All students have rights and responsibilities. In the context of bullying, the most important rights of students are:[2]

› the right to personal security and protections from physical, emotional and sexual harassment or abuse from peers or others in the school environment
› the right to be treated with respect and dignity by other people
› the right to be disciplined in ways which are positive, consistent with the child's human dignity
› the right to express their views and have a say in matters which affect them
› the right to be free from discrimination
› the right to privacy
› the right to education.

United Nations Committee on the Rights of the Child

A school which allows bullying or other violent or exclusionary practices to occur is not one which meets the requirements of Article 29(1) of UNCROC.

Parents, family, whānau and community

› Parents, family and whānau should be aware of students' rights and responsibilities.
› All parents, families and whānau should feel they are valued and respected members of their school community.

Questions for Boards of Trustees, principals, senior leadership teams and teachers:

› Are we enabling all of our students to understand their rights and responsibilities so they can treat others and themselves with respect?
› How does our school value diversity and ensure all students are included, so they can thrive and achieve?
› Do we treat all parents, families and whānau as respected and valued members of our school community?

Links

› United Nations Convention on the Rights of the Child – universal principles and standards for the status and treatment of children worldwide. *http://www.hrc.co.nz/international-human-rights-new/ new-zealands-international-obligations/united-nations-convention-on-the-rights-of-the-child*
› United Nations Committee on the Rights of the Child, General Comment No. 13 – *The right of the child to be free from all forms of violence*. *http://www2.ohchr.org/english/bodies/crc/docs/ CRC.C.GC.13_en.pdf*
› Unicef Innocenti Research Centre, Innocenti Digest No. 13: *Promoting the rights of children with disabilities*. *http://www.un.org/esa/socdev/unyin/documents/ children_disability_rights.pdf*
› Unicef Innocenti Research Centre, *Protecting Children from Violence in Sport: A Review with a focus on industrialized countries*. *http://www.unicef-irc.org/publications/pdf/violence _in_sport.pdf*
› United Nations – working together for peace and development, based on the principles of justice, human dignity and the well-being of all people. *http://cyberschoolbus.un.org/index.shtml*

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2   United Nations Convention on the Rights of the Child (UNCROC).

SECTION 2:
Understanding bullying

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7. Defining bullying

This section sets out the definition of bullying used in the guide.

7.1. Bullying is one particular form of aggressive behaviour and can be covert or overt in nature. Other forms of aggression that schools may need to address are sexual abuse and physical violence. Not all forms of verbal or physical aggression are bullying. For example, students may use sexist or racist terms without thinking of the possible harm caused.[3] Similarly, theft is theft; it is not necessarily bullying. There will always be an element of professional judgment at play in determining whether specific incidents are bullying, or not.

7.2. This guide is based on the widely-accepted definitions of bullying behaviour that emphasise the following four characteristics.

› *Bullying is deliberate* – there is an intention to cause physical and / or psychological pain or discomfort to another person.

› *Bullying involves a power imbalance* – there is an actual or perceived unequal relationship between the target and the initiator that may be based on physical size, age, gender, social status or digital capability and access.

› *Bullying has an element of repetition* – bullying behaviour is usually not one-off. It is repeated over time, with the threat of further incidents leading to fear and anxiety. Repeated acts of bullying may involve single acts with different targets, as well as multiple acts with the same target.

› *Bullying is harmful* – there is short or long-term physical or psychological harm to the target (eg, as a result of coercion or intimidation).

7.3. Bullying behaviour is not an individual action. It is influenced by the actions and values of peer groups, schools, families and whānau, communities and societies. Therefore, it is important to explore how the system around students might impact on their behaviour.

7.4. For example, a system seeking to positively influence student behaviour might:

› ask staff and school leaders to model inclusive values and respectful ways of communicating

› ensure students are consulted about their concerns and possible solutions to bullying

› ensure students are taught effective ways of understanding and relating to others.

7.5. It is also important to acknowledge that bullying can have rewards for the initiators of bullying behaviour. It can increase their social status, while lowering the social status of their target. The culture of the school will strongly influence the extent to which this occurs.

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[3] For more information see *http://www.occ.org.nz/assets/Uploads/Reports/Education/Responsive-schools.pdf* Responsive Schools, Carroll-Lind (2010) Office of the Children's Commissioner, pp 20-21.

8. Types of bullying behaviour

This section talks about the different forms that bullying can take.

8.1. This guide focuses on preventing and responding to bullying behaviour between students (rather than between students and teachers or others). Bullying behaviour is complex and can take many forms, including physical, verbal, and social (or relational) bullying. All of these forms of bullying can take place in the physical environment and / or in the digital environment and all can cause damage and harm. Verbal and social / relational bullying can be as harmful as physical bullying.

8.2. As shown in *Figure 1.* below, bullying behaviour can be overt (direct and easily observed) or covert (indirect and hidden or less easily observed). A great deal of bullying is covert with bullying behaviour rarely occurring in front of adults. Therefore, it is important to take *all* allegations of bullying seriously and to ensure they are followed up thoroughly.

Figure 1. Types of bullying

physical world

Verbal *eg, snide asides, threats, put-downs (hidden)*

Physical *eg, standover behaviour, holding, hitting (hidden)*

Social / relational *eg, spreading rumours or personal information*

Verbal *eg, discriminatory remarks, threats, name-calling (in view)*

Physical *eg, standover behaviour, holding, hitting (in view)*

Social / relational *eg, openly excluding from peer group, ostracising*

covert ← → overt

Verbal *eg, emails, texts, anonymous comments / postings*

Physical *eg, anonymously defacing webpage or profile page*

Social / relational *eg, posting negative material anonymously*

Verbal *eg, posting negative photos / comments on website*

Physical *eg, defacing webpage or profile page*

Social / relational *eg, exclusion from activities or ostracising*

digital world
(cyberbullying)

9. Cyberbullying

This section outlines the unique characteristics and considerations related to cyberbullying.

9.1. Digital technology is central to young people's lives. The vast majority (93%) of 15 to 24-year-old New Zealanders are internet users. By far the most prevalent online activity engaged in by young people is the use of social media (90%) and young people are increasingly using multiple devices (eg, desktops, laptops, tablets, smart phones, games consoles and smart phones).[4] Digital technology brings both opportunities and challenges. It is neither inherently positive nor negative. It can be used to either deter bullying behaviour or carry out cyberbullying.

9.2. Cyberbullying is one particular form of bullying. It is bullying that is enabled, enhanced, or in some way mediated through digital technology. Digital technology can be a medium for all kinds of bullying behaviour, including physical, verbal and social / relational bullying. Cyberbullying is becoming more prevalent and involves using email, cell phones, chat rooms, social networking sites and instant messaging to bully others verbally, socially or psychologically.

9.3. Young people may find themselves more easily drawn into initiating or being part of bullying behaviour in the digital environment. The ease of using technology and the influence of their peers can be a factor in this.

9.4. The characteristics of bullying behaviour described earlier may be less apparent in the case of cyberbullying. For example:
› *repetition* – can be influenced by the ability of a single action to spread and be repeated rapidly to a wider audience and with a degree of permanence (eg, forwarding texts)
› *power imbalance* – can also be a function of anonymity of person initiating the cyberbullying, or of an individual's ability to use technology (as opposed to traditional age, physical strength and social status imbalances)
› *cyberbullying* – may involve people who have never physically met and / or people who share no common acquaintances.

9.5. Examples of cyberbullying include:
› sending abusive texts or emails
› posting negative or inappropriate messages or images on social networking sites
› taking and sharing private images, including sexual images
› forming bullying groups on social networking sites
› assuming the identity of a target online and representing them in a way that may be harmful to them or cause them distress.

9.6. In many ways, cyberbullying is like any other form of bullying. However, bullying through the use of digital technology can:
› include large numbers of bystanders
› occur at any time of the day or night
› leave a permanent record (eg, photos posted on the internet).

Cyberbullying may occur alongside bullying in a physical environment which would intensify the effect. One study found children who were bullied offline were 15 times more likely to be bullied online.[5]

9.7. Covert bullying behaviour that intimidates or coerces others is powerful in both the physical and digital environments. Digital technology provides more opportunity for covert bullying because it is easy to act anonymously.

9.8. Significant and rapid change is challenging assumptions about cyber risk. Increased access and activity enables schools and their students to benefit in more ways from digital technology (providing opportunities) while increasing the frequency of exposure to an evolving range of risks (providing challenges). Aggression and bullying are among the many challenges that young people encounter online. Most students are able to manage such challenges for themselves most of the time.

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[4]   Statistics New Zealand (2013) Household Use of Information and Communication Technology: 2012.

[5]   Hasebrink, U., Livingstone, S.I, & Haddon, L. (2008) Comparing children's online opportunities and risks across Europe: Cross-national comparisons for EU Kids. Online article.

10. Effects of bullying

This section summarises some of the long-term effects of bullying.

10.1. **Bullying behaviour impacts the whole school community. Bullying has detrimental effects on students' health, wellbeing and learning. Both the targets and initiators of bullying are at increased risk for adverse outcomes in the long-term, including early school leaving. Although most research in this area focuses on the impacts of bullying on initiators and targets it seems plausible that bullying may also impact negatively on bystanders, ie, those who witness bullying.**

10.2. Students who are bullied are more likely to experience symptoms of depression and anxiety and to avoid going to school. Bullying that is particularly sustained, severe or intense may be linked to serious physical and mental health outcomes, including increased risk of suicide. Verbal and social / relational bullying can be just as harmful as physical bullying. Addressing bullying effectively has benefits for the future of both targets and initiators of bullying.

Links

› *Wellbeing@School* research brief: *What bullying is and is not.*
http://www.wellbeingatschool.org.nz/sites/default/files/W@S-What-bullying-is-research-brief.pdf

11. Prevalence of bullying

This section outlines what we know about the prevalence of bullying.

11.1. Bullying can occur with students of any age and is experienced by both primary and secondary school students. Several studies have looked at the prevalence of bullying in New Zealand schools using a range of definitions and methodologies (see links below). However, more rigorous and systematic data collection is needed to gain a clearer picture of the prevalence of bullying in our schools.

11.2. The Youth 2000 surveys, carried out in 2001, 2007 and 2012 by the Adolescent Health Research Group at Auckland University, have found little change in rates of bullying in New Zealand schools over the past decade, with the exception of cyberbullying which is on the rise. The Youth 2007 survey found 15% of same / both-sex attracted students reported being bullied at school weekly or more in the past year, compared with 5.5% opposite-sex attracted students.

United Nations Economic, Social and Cultural Committee recommendation for New Zealand (2012)

'The Committee recommends that the State party (a) systematically collect data on violence and bullying in schools; (b) monitor the impact of the student mental health and wellbeing initiatives recently introduced on the reduction of the incidence of violence and bullying, and (c) assess the effectiveness of measures, legislative or otherwise, in countering violence and bullying.'

Links

› Youth 2000 Health and Wellbeing Research – survey data on New Zealand secondary school students. *http://www.fmhs.auckland.ac.nz/faculty/ahrg/publications.aspx*

› TIMMS – International data on primary-age students. *http://timssandpirls.bc.edu/*

› Internet Safety Technical Task Force – *Enhancing child safety and online technologies: final report. http://cyber.law.harvard.edu/sites/cyber.law.harvard.edu/files/ISTTF_Final_Report.pdf*

12. Students' perceptions of safety

This section talks about the importance of students' perceptions of safety and steps schools can take to find out how safe their students feel at school.

12.1. Notwithstanding the lack of nationally consistent data, it is the prevalence of bullying in a particular school that matters. The best way to find out how safe students feel in school is to ask them directly, preferably through an anonymous survey. Results of regular (eg, annual) surveys can also be used to assess the effectiveness of a school's bullying policy over time. Surveys will give schools a snapshot of how safe their students feel. Safety issues for individual students will still need to be followed up as needed.

12.2. Student surveys have been developed for New Zealand schools as part of *Wellbeing@School* and *Kia Kaha*. Parents and whānau may also know about their children's experience with bullying and should know how they can report this through appropriate and effective avenues.

Wellbeing@School
The *Wellbeing@School* tools are available to schools to support them to review their environment and create a safe and caring climate that deters bullying. There are two surveys (one for primary students and one for intermediate and secondary students). There is also a self-review process that schools can use to promote inclusive practices for all students. There are other tools that schools can also use to benchmark themselves against national data and further analyse their self-review results if needed. *Wellbeing@School* provides tools schools can use to:

› get started on preparing for change
› gather data (eg, using the student and teacher surveys and school self-review tool)
› plan (eg, using the action plan template and modules with practical ideas and resources)
› take action
› review progress.

In 2013 we surveyed our Year 7 and 8 students to find out about bullying rates. We used the same questions as the international TIMSS survey with extra questions about how well students knew how to deal with bullying when and if it occurs. We used Survey Monkey to carry out the survey and collate the results.

We invited all of our students to do the survey and just under half (202) completed it. As a result, we know that the percentage of students who report being bullied often is low in our school.

Using what we found out from the survey, we have decided to work on encouraging boys to speak up when something is happening to them. Boys are often reluctant to say anything because they don't want to be seen as being weak or narking.

We can confidently say that bullying is being effectively addressed through our positive school values and culture. We plan to carry out this survey again in 2014 and to encourage more of our students to complete it.

Evans Bay Intermediate School, Wellington

SELF REVIEW CYCLE

STEP 1: Planning and Preparation

STEP 2: Gathering Data and Assessing Needs

STEP 3: Next Step Planning

STEP 4: Taking Action

STEP 5: Reviewing and Improving

Parents, family, whānau and community

› Parents, family and whānau can have a reasonable expectation that their child feels safe in their school environment.

› Parents, family and whānau should know how to report any concerns about their child's safety at school and feel confident that these will be dealt with effectively.

Questions for Boards of Trustees, principals, senior leadership teams and teachers:

› Do we know how many students are being bullied in our school? How do we know – do we have a reliable way of measuring bullying in our school?

› Have we considered using the *Wellbeing@School* tools or the *Kia Kaha* survey?

› Do we record bullying incidents in our school and monitor these on an ongoing basis to help us to address the issue?

› Do students in our school feel safe to talk to school staff about bullying?

› Do students trust staff to deal appropriately and effectively with incidents of bullying that they report to them?

› Is our school environment safe and inclusive for all students?

Links

› *Wellbeing@School* website – student surveys, planning tools, resources and information sheets. *http://www.wellbeingatschool.org.nz/*

› *Kia Kaha* – New Zealand Police: *In your school, a working booklet* (includes student survey). *https://www.police.govt.nz/sites/default/files/publications/kia-kaha-implementation-booklet.pdf*

› Best Evidence Synthesis – Bullying in New Zealand. Includes questions on bullying used in TIMSS surveys. *http://www.educationcounts.govt.nz/__data/assets/pdf_file/0003/142887/BullyingOnepagers.pdf*

13. Settings and the physical environment

This section discusses the role of the physical environment in preventing bullying.

13.1. Bullying behaviour occurs in a range of settings, both visible and hidden. It can occur in areas such as hallways, bathrooms, classrooms, meeting places (eg, school assemblies), in the playground, in the wider school grounds (eg, at the school gates, sports fields and venues), in text messages, and in the online environment.

13.2. A school's physical environment can be a factor in reducing bullying. For example, ensuring areas are easily accessible, well-lit, and regularly supervised / monitored (using closed-circuit television) will help reduce the likelihood of bullying occurring in the physical environment, eg, on the way to and from school and on the school bus. The atmosphere and climate set within a school, and the expectations of student safety and inclusion will ensure students know and understand what is and is not acceptable.

Questions for Boards of Trustees, principals, senior leadership teams and teachers:

› Are there areas in our school where students feel unsafe? What would happen if we gave our students a map of the school and asked them to shade areas according to how safe they feel in each?

› What steps could we take to improve our school's physical safety? Would increasing supervision and lighting help?

› To what extent are break-times well managed? Are students active and able to lead or take part in a range of activities of their choice?

› Are there any other factors (apart from those to do with the physical environment) that make students feel unsafe in our school?

14. Initiators, targets and bystanders

This section outlines the roles that students can take in relation to bullying behaviour. The important part that bystanders can play in preventing bullying is noted.

14.1. Bullying behaviour involves three parties. It involves initiators (those doing the bullying), targets (those being bullied), and bystanders (those who witness the bullying).[6]

14.2. Students of all ages can be at relatively greater risk of being bullied (ie, being targets) for a whole host of reasons, including:
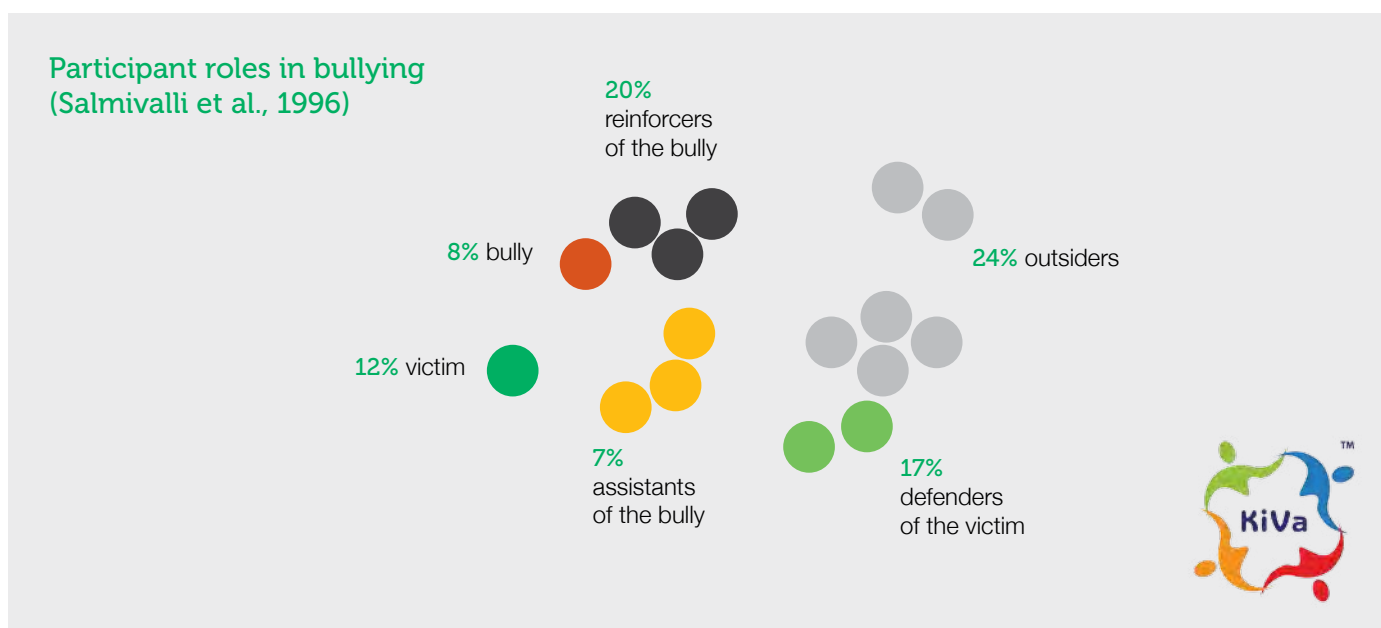
› being unassertive or withdrawn (eg, isolated students with low self-esteem)

› 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).

14.3. 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.

14.4. Bystanders (ie, witnesses to bullying behaviour) can have a powerful effect on either encouraging or inhibiting bullying behaviour. There are three main types of bystanders:

› 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.

14.5. The diagram below is a proportional representation of the roles typically played by students involved in bullying incidents.

Participant roles in bullying (Salmivalli et al., 1996)

20% reinforcers of the bully

8% bully

12% victim

24% outsiders

7% assistants of the bully

17% defenders of the victim

KiVa™

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6   The terms 'initiator' and 'target' are used, to refer to bullying behaviour. This is in preference to 'bully' and 'victim' as these tend to label individuals.

14.6. All students have the potential to occupy at least one of these roles (ie, target, initiator, or bystander) at some point in their school life. All students will transition to a new school at least once, placing them at higher risk of being bullied. It is possible that students could be in two categories at one time. For example, a student could be both a target and an initiator. This is why it is important to involve all students in bullying prevention strategies and to ensure they are aware of their rights and responsibilities. Everyone has a role to play in preventing bullying behaviour.

14.7. Students can move in and out of the roles of initiator, target and bystander at different times. Therefore, it is important not to label particular students as 'bullies'. Because all students may be initiators, targets or bystanders at some time, they all need to take part in strategies to learn about bullying and how to respond to it. Whole-school approaches such as *PB4L: School-Wide*, *Kia Kaha* and others take this approach and involve all staff and students.

Bystander research

Research shows intervention by bystanders can be very effective in stopping bullying quickly. For this reason, it is important to provide students with a sense of agency through actively teaching the skills they need to relate well to others and strategies for responding to any bullying behaviour they may witness.

Research also shows that bystanders may react aggressively unless they have other, more appropriate, strategies at their disposal. This is another reason it is important to teach students effective strategies for managing social situations.

Parents, family, whānau and community

› Parents, family and whānau need to know if their child is at greater risk of being bullied for any particular reason so they can work with the school to manage this.

› Parents, family and whānau need to have an understanding of all three roles involved in bullying behaviour, and the powerful part that bystanders play.

Questions for Boards of Trustees, principals, senior leadership teams and teachers:

› Do our staff and board members have a good understanding of why all students need to be included in our school's approach to bullying?

› Are we committed to a whole-school approach to ensure a positive, safe and inclusive school environment that includes all staff and students?

› How does our school manage change to improve policies related to bullying?

Links

› *PB4L:School-Wide* – a whole-school approach to help schools develop a social culture that supports learning and positive behaviour. *http://www.minedu.govt.nz/NZEducation/Education Policies/SpecialEducation/OurWorkProgramme/Positive BehaviourForLearning/InitiativesAndSupport.aspx*

› *Kia Kaha* – helps schools create environments where all members of the community feel safe, respected and valued, and where bullying cannot flourish. *http://www.police.govt.nz/advice/personal-and-community-advice/school-portal/resources/successful-relationships/kia-kaha*

› Health Promoting Schools – supporting school communities to identify their strengths, and address their health, wellbeing and education priorities. *http://hps.tki.org.nz/*

› Pink Shirt Day – international day celebrating diversity. *http://www.pinkshirtday.org.nz*

› PPTA's Rainbow Taskforce for Safe Schools – making secondary schools safe and welcoming places for gay, lesbian, bisexual, transgender and intersex (GLBTI) students, family/whānau members and teachers. *http://ppta.org.nz/index.php/communities/glbti-teachers*

› PPTA: Change Management – toolkit with principles for successfully implementing change in schools. *http://ppta.org.nz/index.php/resources/publication-list/2460-change-management*

SECTION 3:

Bullying – policies and processes

_____

15. NAG 5 responsibilities

This section outlines the responsibilities of schools to provide safe physical and emotional environment for students.

15.1. Under National Administration Guideline 5 (NAG 5), each Board of Trustees is required to:

a) *provide a safe physical and emotional environment for students; and*

c) *comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.*

15.2. NAG 5 covers a number of aspects of school life apart from bullying. However, developing and implementing a bullying policy will help schools ensure they are meeting their obligations in relation to providing a safe environment for students.

Questions for Boards of Trustees, principals, senior leadership teams and teachers:

› How well are we doing on NAG 5? How do we know?

› Do we maintain a safe physical and emotional environment in our school?

› Have we considered using the Education Review Office (ERO) wellbeing for success indicators?

16. School bullying policies

This section discusses the importance for all schools of having a bullying policy and processes in place.

16.1. Bullying behaviour occurs in all schools, whether or not they are aware of it. There is no room for complacency. To meet the NAG 5 requirements for a safe physical and emotional school environment, **all schools should have a policy that defines bullying and sets out how the school community will address it**. This can be a standalone policy or part of an overarching behaviour or safe school policy.[7] Such a policy will include cyberbullying and will be part of a school's wider approach to promoting social wellbeing and positive student interactions. It should clearly state that the school does not accept bullying.

16.2. **Teachers, students, parents and whānau should all have an opportunity to have input into their school's policies on bullying** (as well as the strategies in place to build students' social competencies). A school's policy will support decision-making that takes place when bullying occurs, but will need to be reviewed regularly to ensure its ongoing effectiveness. As part of its role, the Education Review Office (ERO) will review a school's bullying policy and practice using self-review questions to make sure school policies and practice align.

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[7] Schools also need to consider how other forms of aggression such as sexual abuse or harassment and physical violence will be addressed in policies.

16.3. School bullying policies should encompass both prevention and response by:

› acknowledging that bullying behaviour is a risk to be managed

› documenting policies and procedures outlining how the school is proactively preventing bullying behaviour through building students' social skills and creating a safe school environment

› including a quick guide for all adults on what steps to take when bullying incidents occur

› regularly surveying students on safety (including bullying behaviour) and using the information to identify areas for improvement

› ongoing professional development to train staff to recognise and respond to bullying

› providing appropriate guidance and counselling for students

› implementing strategies to prevent and manage bullying

› monitoring the success of strategies that have been implemented.

16.4. School bullying processes should:

› emphasise the importance of fostering an inclusive and respectful school environment for all students

› define mild, moderate, major and severe incidents

› identify who is responsible for responding to each type of incident and how these will be addressed

› use information gathered from surveys and other tools

› consider how student management systems (SMS) can be used to support data collection.

16.5. School bullying policies need to be widely advertised and readily accessible to all students, parents, family and whānau, including those with disabilities. This means policies need to be:

› available in multiple formats (in print, on the web and in school notices and newsletters)

› written in plain English (and translated into other languages where necessary)

› concise.

16.6. Boards of Trustees need to know what questions to ask to assure themselves that they have an effective bullying policy. This includes knowing what steps their principal and staff are taking to:

› develop an understanding of bullying behaviour in their school

› develop a school-wide culture of inclusion and respect for diversity

› develop students' abilities to relate well to others and use social problem-solving strategies

› create a safe school bullying prevention and response procedure which includes information about how to address incidents of different severity

› survey students and teachers to obtain information on student wellbeing (eg, by using resources such as *Wellbeing@School* and *Kia Kaha* student surveys)

› identify actions to be taken and the relevant strategies or programmes needed to support the actions (ie, by developing an action plan)

› implement the planned actions, programmes or strategies across the school

› monitor and report on the results of these actions (from the principal to the Board of Trustees and from the Board of Trustees to the community).

Education Review Office (ERO) self-review questions:

'Does the Board:

› meet the requirements under NAG 5:

› through the principal and teaching staff, currently provide anti-bullying programmes for students?

› do those programmes include a focus on

- racist bullying? *

- bullying of students with special needs?

- homophobic bullying? *

- sexual harassment?'

* Note: racist bullying refers to bullying based on culture or ethnicity. Homophobic bullying refers to bullying based on sexual orientation or gender identity. The term 'transphobic bullying' is preferred by the transgender community to refer to bullying of transgender people.

Parents, family, whānau and community

› Parents, family and whānau should have opportunities to provide input into the development of the policies and procedures.

› Parents, family and whānau need to know about their school's bullying policy and be able to access this in an appropriate format / language.

Questions for Boards of Trustees, principals, senior leadership teams and teachers:

› Are we confident that we have an effective bullying prevention policy in place?

› Are the policy and procedures used consistently and fairly with all students?

› Have we consulted with our wider school community in developing our policy?

› Have we communicated our policy to our wider school community?

Links

› New Zealand Post Primary Teachers' Association (PPTA) School Anti-violence Toolkit.
http://www.ppta.org.nz/index.php/resources/publication-list/2201-school-anit-violence-toolkit

› Responsive schools, Carroll-Lind (2010), p.19.
http://www.mentalhealth.org.nz/file/M-H-Promotion/PDFs/resp-schools-print-version.pdf

› Education Review Office – *Wellbeing for Success: Draft Evaluation Indicators for Student Wellbeing*.
http://www.ero.govt.nz/Review-Process/Frameworks-and-Evaluation-Indicators-for-ERO-Reviews/Wellbeing-Indicators-for-Schools

› Education Review Office – checklists for Boards of Trustees.
http://www.ero.govt.nz/Review-Process/For-Schools-and-Kura-Kaupapa-Maori/Review-Documentation-for-Schools

› New Zealand Police *Kia Kaha* Information for principals and Boards of Trustees.
http://www.police.govt.nz/advice/personal-and-community-advice/school-portal/resources/successful-relationships/kia-kaha/kia

17. Including cyberbullying

This section notes that school bullying policies and processes should include cyberbullying.

17.1. To be effective, all aspects of bullying prevention and response should be integrated within the context of school safety and cyberbullying should not be dealt with in isolation from other forms of bullying. Boards of Trustees have responsibility for cybersafety under NAG 5 and establishing and maintaining a 'cybersafe' learning environment. Schools may wish to use the NetSafe information and resources as a guide in this area (see links).

Parents, family, whānau and community

› Parents, family and whānau need to be informed about the opportunities and challenges that digital technology brings and know how to support their children to manage these (see links below).

Questions for Boards of Trustees, principals, senior leadership teams and teachers:

› Do our school's bullying policies and processes explicitly include cyberbullying?

› Have we integrated our management of cyberbullying issues into our overall approach to bullying?

› Are we familiar with the NetSafe cybersafety information and resources for: Digital Citizenship Policy, Staff Responsible Use Agreement and Student Responsible Use Agreement?

Links

› NetSafe – Overview of Digital Citizenship in New Zealand Schools.
http://www.netsafe.org.nz/Doc_Library/Digital_ Citizenship_in_New_Zealand_Schools_Overview.pdf

› NetSafe Digital Citizenship – Kit for schools policy and use agreements.
http://www.netsafe.org.nz/the-kit/policy-and-use- agreements

› NetSafe contact details.
0508638723 and *http://www.netsafe.org.nz/*

› NetSafe – kit for schools to address student cybersafety and support digital citizenship.
http://www.netsafe.org.nz/the-netsafe-kit-for-schools/

› NetSafe – cyberbullying website with *At a Distance cyberbullying* and *Let's Fight it Together* videos.
http://www.cyberbullying.org.nz/

› NetSafe – cyberbullying website with information and advice for teachers.
http://www.cyberbullying.org.nz/teachers/

17.2. A sample outline of a safe school, bullying prevention
and response template is shown below.

Our safe school bullying prevention and response policy and procedures

Section One (policy): Our school's expectations, the principles underlying this policy and our school's agreed definition of bullying behaviour.

Section Two (policy): Our school's bullying prevention activities:

For example:

› surveys and self-review across the components
   of a whole-school approach (eg, *Wellbeing@School*)
› action plan based on gaps and issues identified
   as part of self-review
› professional learning and development
› teaching and learning programmes, student-led initiatives, parent / whānau involvement,
   collaborative community providers.

Section Three (procedure): What we will do when bullying behaviour occurs:

For example:

› responding to the incident (how do we identify and address incidents of different severity?
   What do we do if the behaviour occurs outside of school?)
› getting support and advice
› working with the targets of bullying behaviour
› working with the bystanders of bullying behaviour
› working with the initiators of bullying behaviour
› escalating incidents to senior management
   and other agencies
› review and/or institute specific prevention activities.

Section Four (procedure): What we will do to keep everyone informed:

For example:

› regular communications to the wider school community.

Section Five (policy): How we will know how well this policy is working:

For example:

› gather data and review (eg, *Wellbeing@School*)
› meet regularly to review and consult on our bullying policy and strategy.

17.3. A sample policy that addresses bullying has been developed by members of the Secondary Principals' Association of New Zealand and is shown below.

Bullying Prevention and Response Policy

Rationale

The _____ Board seeks to develop high standards of behaviour in order to fulfil the charter expectation and the requirements of NAG 5 of developing a safe, physical, emotional, caring and inclusive environment so that effective teaching and learning can take place.

As part of the National Administration Guidelines requirements it is recommended that schools have a bullying prevention policy in place. It is about having a whole school approach in place that includes staff, students, school management, BOT, parents and whānau.

Policy

All bullying behaviour, including verbal, physical, emotional and cyber bullying is completely unacceptable in our School. All instances of bullying (alleged or observed) will be taken seriously and followed up in line with this policy.

The School is committed to ensuring that all staff and students are able to work and learn in an environment free from harassment so that they are able to meet their potential.

Definition

Bullying covers a range of behaviour which is unwelcome, unsolicited and non-reciprocal.

› Non-sexual harassment may take many forms including:

› intimidation or bullying of individuals or groups verbally and / or

› Physically, including threats of harassment or discrimination against others on the basis of their race, colour, culture or religious / spiritual beliefs, discrimination against others on the basis of gender or sexual orientation, indirect harassment such as spreading rumours, harmful gossip, exclusion or deliberate rudeness that is intended to harm, ridicule, diminish or marginalise others.

› Inappropriate use of emails, mobile phones or social media.

› The creation of pages or websites that encourage or facilitate any form of harassment.

› Sharing images of others (manipulated or not manipulated) without explicit consent.

Education, Publicity and Prevention [Rf: MOE Guidelines; *Wellbeing@School*]

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 programme

› special guidance programmes such as Anti-Bullying through Assemblies

› clear and explicit standards set by teachers in their individual classrooms

› Homeroom Activities

› awareness of digital citizenship and acceptable use of ICT Policy that they are required to sign prior to use.

› Peer Support, Prefects 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 including staff, senior students and parents.

› Observers of harassment will be encouraged to report incidents.

Staff, through:

› using good data systems to collect relevant information

› staff training [Rf: PB4L]

› dealing with students with Special Needs

› professional development

› a staff meeting will be held annually to discuss the issue and to review strategies and remedial approaches.

› monitoring the adherence to the 'Use of ICT Policy'.

Parents / Caregivers, through:

› school communication eg, Newsletter, Website, Facebook page

› parent meetings

› parent courses

Board of Trustees, through:

› meetings and associated reading, staff contact

› professional development / training

› results of student and parent / caregivers surveys

› ERO Audit check on Health and Safety

Responsibility for education and training will be borne by:

› the Senior Leadership Team and the student Pastoral Care and Guidance Team who will evaluate and continually review the operation of this policy, reporting to the Principal and Board as required

› the Physical Education / Health Department which will coordinate teaching about harassment with the aim of increasing understanding and awareness of the issue and the procedures for dealing with it.

› the Staff Professional Development programme, which will include training and information about the effects of harassment and the many ways of dealing with it.

› Annual Surveys will be carried out in relation to student safety.

Response

All staff should treat any report of bullying, including cyberbullying, seriously and take appropriate action as outlined in this policy.

All personal assault / harassment / bullying complaints, including those involving digital technology, will be dealt with speedily, fairly and in confidence, as much as is appropriate.

It is imperative that every effort is made to ensure that confidentiality be maintained for all parties during and after the investigation.

It is important to "label" what the student has done, rather than labelling the student.

If the matter when first reported is "low level" harassment the target and initiator are to be interviewed by the Dean separately. Written notes are to be taken. The target is to be encouraged to report any further incidents and the initiator is to be warned that if it does not stop, it will be reported and more serious action will be taken. Restorative Practice may be an option at this time.

Note (1)

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

On receiving the complaint the Dean, School Guidance Counsellor or Senior Leadership person will determine the seriousness of the harassment. If it is of a violent nature or an immediate safety issue (including emotional / psychological harm) 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
› 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
› stand down / Suspension or other disciplinary procedure
› contacting the Board of Trustees.

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 cyberbullying which is located in the digital environment, rather than in a physical location.

Specific Responses:

Note (2): If the complaint is of a serious nature where health and safety is a potential issue refer to Note (1).

When a staff member is approached by a student with a complaint of harassment by another student, she / he must first listen to the student or students, and make such enquiries as may be necessary to clarify exactly what has been happening.

The student(s) should be assured that they have acted correctly in reporting the bullying. They are to be given appropriate support.

The staff member should make a written summary of the information and pass it on to the Homeroom teacher, Dean, Counsellor or Senior Management Team member as appropriate.

The emphasis must be on changing the behaviour of the bullying student(s), while providing support for the student(s) who has been harassed.

The staff member now dealing with the complaint is to attempt to give advice on how to deal with any repeat incidents that may happen again before the intimidation can be dealt with. (eg, Report any further incidents immediately).

The Dean / SLT shall:

› ascertain / confirm the details of the alleged harassment

› depending on the seriousness or the on-going nature of the complaint decide whether or not to inform the Principal [Rf. Note1] and / or outside agencies (CYFS; Police etc)

› advise the alleged initiator that s/he is the subject of a complaint

› in cases where the facts are clear and acknowledged, resolution may be achieved informally by discussion between the parties without the need for initiating disciplinary procedures. (Restorative Practice)

› notify the parents / caregivers of the student who reported being bullied (complainant)

› notify the parents / caregivers of the student alleged to have carried out the bullying (initiator)

› record the incident on the Student Management System

› arrange counselling of the complainant and / or alleged initiator if necessary

› where circumstances warrant options may include:

   (i)   transfer the complainant and / or alleged initiator to another class

   (ii) allow the complainant to remain at home

   (iii) impose disciplinary procedures on the initiator

   (iv) other appropriate action.

Follow up should be discussed with the student. It is important that the staff member checks a week or so later with both the student and the person to whom the information was sent.

Other courses of action

If "in School" remedies fail to address the reported concerns, the following courses of action are available to the complainant:

› seek to make a complaint through the Human Rights Commission

› a complaint to the Police.

› a referral to NetSafe (bearing in mind that the School can contact NetSafe for advice about cyberbullying at any time - not only following an incident).

18. An effective complaints process

This section outlines the need to have an effective complaints process in place.

18.1. Managing complaints appropriately, fairly and consistently, is an important part of school operations. Schools need to have a process in place to manage all complaints, including those about bullying. This process should be well publicised and include steps for acknowledging, investigating and following up on complaints. Confidentiality is an important consideration when responding to complaints.

18.2. Organisations such as the Office of the Ombudsman, the Human Rights Commission, the Education Review Office and the New Zealand School Trustees Association provide information for Boards of Trustees about good practice for managing complaints. The Human Rights Commission offers an Enquiries and Complaints Service (including disputes resolution), which is based on mediation (see links).

18.3. If school bullying occurs on one of the grounds of unlawful discrimination in the Human Rights Act 1993 (eg, race, sexual orientation, or disability) a complaint of unlawful discrimination may be progressed through the Human Rights Commission. A complaint might also be progressed if it is alleged a school responded inadequately to a bullying complaint based on one of the grounds of unlawful discrimination in the Human Rights Act 1993.

Steps for acknowledging, investigating and following up on complaints

Managing complaints appropriately, using fair and consistent practice is an important part of school operations. Complaints may escalate rapidly if they are not managed in a timely and appropriate manner.

It is good practice to ensure that your school has a clearly articulated complaints procedure and that it is followed.

It is important that parents, students, teachers, school staff and board members know how to access the school complaints procedure easily.

Adapted from: *Good practice guidelines for principals and boards of trustees for managing behaviour that may or may not lead to stand-downs, suspensions, exclusions or and expulsions* (Ministry of Education).

Parents, family, whānau and community

› Parents, family and whānau should know how to make a complaint to their school if they are unhappy about how a bullying incident has been responded to. They should also know about other avenues available if they are unable to resolve the issue through the school.

Questions for Boards of Trustees, principals, senior leadership teams and teachers:

› Do we have a complaints process in place? Is it being followed consistently?

› Are copies available on our website / in our enrolment pack / at our office?

› Are all our staff and parents familiar with how to access the process?

Links

› New Zealand School Trustees Association (NZSTA) – conflict and complaints guide. *http://www.nzsta.org.nz/board-as-governors/conflict-and-complaints/*

› Office of the Ombudsman – *Good complaints handling by school boards of trustees*. *http://www.ombudsman.parliament.nz/resources-and-publications/documents/good-complaints-handling-by-school-boards-of-trustees*

› Human Rights Commission – enquiries and complaints guide. *http://www.hrc.co.nz/enquiries-and-complaints-guide/what-happens*

› Human Rights Commission Infoline – enquiries and complaints. 0800 496 877 or *Infoline@hrc.co.nz*

› Education Review Office – review documentation for schools. *http://www.ero.govt.nz/Review-Process/For-Schools-and-Kura-Kaupapa-Maori/Review-Documentation-for-Schools*

19. Bullying that occurs outside school

This section discusses the relevance of where bullying takes place to how schools respond to bullying incidents that are reported.

19.1. Bullying often occurs off school premises, after school hours or online and out of the direct view of parents and teachers. However, students may report these bullying incidents to teachers and staff such as counsellors, Social Workers in Schools or the school special education needs coordinator (SENCo). Bullying may affect a student's wellbeing regardless of where the bullying occurs. These effects may show up in absenteeism or other behaviour in school.

19.2. Bullying behaviour that occurs outside school may well continue in school and vice versa. Positive student behaviours that are characteristic of safe and inclusive schools are likely to also lead to more positive behaviour in the community.

19.3. The very notion of behaviour that occurs 'outside school' is becoming irrelevant due to the ubiquity of technology. The ability to determine with certainty where and when an event happened is being challenged on a daily basis. Schools are getting to the point where asking '*where and when did this behaviour occur?'* is becoming less relevant than asking '*what effect is this bullying behaviour having on the student/s concerned and will we respond?*'

19.4. There are no hard and fast rules about the extent of schools' responsibility for bullying that occurs off school premises. However, where bullying outside school is reported to school staff, it should be investigated and acted on. Schools that respond to bullying no matter where in their community the bullying occurs will respond to all bullying behaviour reported by students.

Parents, family, whānau and community

› Bullying incidents need to be managed and responded to wherever they occur. If bullying is affecting a student negatively, family, whānau and schools need to be informed so the bullying can be effectively addressed.

Questions for Boards of Trustees, principals, senior leadership teams and teachers:

› Are we well informed about cyberbullying?

› Have we considered what our approach will be to cyberbullying where we may not be able to establish where and when the bullying occurred?

Links

› Ministry of Education – *Jurisdiction out of school hours*. http://www.educationalleaders.govt.nz/Problem-solving/Education-and-the-law/Students/Jurisdiction-out-of-school-hours

› Ministry of Education – Responsibilities to students outside school. *http://www.educationalleaders.govt.nz/Problem-solving/Education-and-the-law/Students/Responsibilities-to-students-outside-school*

› David McGee, Ombudsman, *On Complaints Arising out of Bullying at Hutt Valley High School in December 2007*. *http://www.ombudsman.parliament.nz/system/paperclip/document_files/document_files/505/original/bullying_report.pdf?1355787360*

20. Legal considerations

This section sets out some of the legal considerations that schools need to take into account around bullying.

20.1. Legislation and guidelines that schools and Boards of Trustees need to be aware of in relation to bullying, include:

› Health and Safety in Employment Act 1992

› Employment Relations Act 2000

› National Education Goals

› National Administration Guidelines

› State Sector Act 1988

› Secondary Teachers' And Area School Teachers' Collective Agreements

› Victims' Rights Act 2002

› Education Act 1989

› Crimes Act 1961

› Human Rights Act 1993

› Privacy Act 1993

› Children, Young Persons and their Families Act 1989

› Films, Videos and Publications Classifications Act 1993.

Explanation of the implications of many of these Acts for secondary schools is provided in the New Zealand Post Primary Teachers' Association (PPTA) School Anti-violence Toolkit (see links).

20.2. Proposed new laws concerning the harmful use of digital technology have been announced, which are likely to impact on how schools manage such incidents. We will provide more information on the implications for schools, as this information becomes available.

20.3. Boards of Trustees may wish to seek legal advice when responding to bullying incidents. This advice will depend on the specific circumstances involved. School Boards of Trustees can contact the New Zealand School Trustees Association (NZSTA) for advice on any legal matters (including working with insurance lawyers). NZSTA Helpdesk advisors can be contacted at: **0800782435**.

Bullying in schools and the law (Kazmierow and Walsh, 2004)

The standards which assist education providers in eliminating bullying are extensive, and practical steps to diminish bullying are well documented. To minimise the risk of expensive litigation and to meet legal and ethical obligations, the challenge is for schools to commit to school wide policies, and to 'walk the talk' in a consistent and steadfast way.

Questions for Boards of Trustees, principals, senior leadership teams and teachers:

› Do we know where to seek legal advice if needed?

› Do we have effective policies and processes in place and are we implementing these consistently?

Links

› Ministry of Education – *Surrender and retention of property and searches*. *http://www.minedu.govt.nz/Boards/SupportForBoards/SurrenderAndRetentionOfPropertyAndSearches.aspx*

› New Zealand Post Primary Teachers' Association (PPTA) School Anti-violence Toolkit. *http://www.ppta.org.nz/index.php/resources/publication-list/2201-school-anit-violence-toolkit*

› New Zealand School Trustees Association (NZSTA) helpdesk. *http://www.nzsta.org.nz/nzsta-services/sta-helpdesk/*

Responding to bullying behaviour

21. Responding to different levels of bullying behaviour

This section provides some practical tools for assessing bullying incidents and responding appropriately to incidents of differing severity.

21.1. Bullying incidents vary widely in their severity, impact on the target, and frequency. Most bullying behaviour is hidden from adults' view, and as such all allegations need to be taken seriously and investigated thoroughly. This means getting an understanding of exactly what happened, considering it in relation to the definition of bullying and then implementing the school's bullying policies and processes. The approach or disposition that a school or teacher brings to responding to bullying behaviour is critical – policies and processes alone are not enough.

21.2. Most mild incidents of bullying behaviour can be responded to effectively by students (ie, targets and bystanders) themselves, or with minimal support from teachers. However, more serious instances of bullying behaviour will require a proportionately greater response.

All instances of bullying need to be taken seriously and responded to appropriately

Some bullying may reach the level of serious assault or child abuse. Schools should not investigate such incidents themselves and **must** refer these to New Zealand Police and / or Child, Youth and Family for follow-up (see quick reference guide).

Bullying Assessment Matrix

21.3. The Bullying Assessment Matrix (see over page) is intended to help guide a school's response to a bullying incident. Schools could use it prior to going to the quick reference guide. It is intended as a supporting resource and does not replace decisions based on professional judgment and experience or schools' policies and processes.

21.4. Most incidents of bullying behaviour can be appropriately responded to by students themselves, or by classroom or duty teachers. The matrix is intended only for incidents where a higher level of response is appropriate.

Bullying Assessment Matrix

The Bullying Assessment Matrix is intended to help guide a school's response to a bullying incident and to be used prior to referring to the quick reference guide. It is intended as a supporting resource and does not replace decisions based on professional judgment and experience or schools' current policies and processes.

Most incidents of bullying behaviour can be appropriately responded to by students themselves, or by classroom or duty teachers. This bullying assessment matrix is intended only for incidents where a higher level of response is appropriate.

Incident Details

Brief description of what happened:

Date: _____   *Assessment completed by:* _____

Important Considerations

› *Your initial assessment may change (eg ORANGE to RED) as new information comes to light.*

› *You may decide to assess an incident as RED for reasons other than those stated here. Please note these below if this is the case.*

› *Student vulnerability may be influenced by factors such as mental health, disability, or lack of a social support group.*

Comments

(record any other mitigating or aggravating factors that have contributed to your assessment here)

Bullying Assessment Matrix

Instructions

Circle a number (1-3) for severity, impact and frequency.
Add ratings to obtain a total score. Give the incident a red, orange or yellow rating as follows:

› total score of 8-9, rate incident **RED**

› total score of 6-7, rate incident **ORANGE**

› total score 3-5, rate incident **YELLOW**

*If any domain (severity, impact, or frequency) has been scored a '3' rate the incident as **RED**.*

Factors which may DECREASE impact:

› target is resilient and able to manage situation with minimal support

› incident is unlikely to recur or be replicated via digital technology

› initiator willing to cease behaviour

Factors which may INCREASE impact:

› vulnerable target, likely to require significant support

› significant physical and / or psychological or emotional impact on target

› significant impact on other students and the wider school community

› incident replicated or prolonged using digital technology

› similar incident has occurred before (same target and / or initiator)

› incident involves inappropriate sexual behaviour or physical violence

› marked size or age difference between target and initiator

Severity

1. moderate	2. major	3. severe
eg, physical threats or harm, intimidation, social exclusions (no sexual element)	eg, some physical threats or harm, intimidation, sexual statements or threats	physical harm requiring medical attention; sexual threats or inappropriate sexualised behaviour

Impact

1. moderate	2. major	3. severe
target likely to cope well and require minimal/short-term support	target likely to cope well with a period of additional school-based support	target vulnerable and/or likely to need ongoing or intensive support from school and/or specialist support

Frequency

1. moderate	2. major	3. severe
has never or rarely occurred before and is very unlikely to recur or be digitally replicated	similar incidents have occurred fewer than 3 times and/or are likely to recur or be digitally replicated	similar incidents have occurred 3 or more times and/or are very likely to recur or be digitally replicated

Assessment Total: _____

Are any of the domains scored a '3'?
YES / NO

*(if yes, code the incident **RED**)*

Rating (please circle)

YELLOW	ORANGE	RED
moderate	major	severe

21.5. Sample bullying incident assessments

MODERATE (YELLOW):

A student (the initiator) makes inappropriate and derogatory remarks to another student (target) based on his / her ethnicity. A group of students is watching (bystanders). One or two similar incidents involving the same students have occurred over the past few weeks and the target student has received a few negative text messages. The target student is confident and assertive. He / she has told the initiator that his / her behaviour is disrespectful and inappropriate and has reported all the incidents to his / her class teacher.

Assessment rating:

Frequency	2	Has happened previously and is likely to be replicated
Impact	1	Student is confident and able to cope well with peer / teacher support
Severity	1	Comments, although offensive, does not contain threats
Total	**4**	**Moderate:** Action – implement school bullying policy.

MAJOR (ORANGE):

A student (the initiator) makes inappropriate and derogatory remarks to another student (target) based on his / her ethnicity. A group of students is watching (bystanders). One or two similar incidents involving the same students have occurred over the past few weeks and the target student has received a few negative text messages. The target student is a migrant and is new to the community and to the school. He / she has not yet developed a strong peer network and is quite isolated. The remarks are particularly hurtful and intimidating and the student is feeling threatened and unsafe at school.

Assessment rating:

Frequency	2	Has happened on a few occasions and is likely to be replicated
Impact	3	Student is vulnerable
Severity	1	Comments are intended to intimidate
Total	**6**	**Major:** Action – implement school bullying policy and consider whether external support is needed.

SEVERE (RED):

A student (the initiator) makes inappropriate remarks to another student (target) based on his / her ethnicity and pushes him / her to the ground while continuing to threaten and verbally abuse him / her. There is a group of students watching (bystanders). Several similar incidents involving the same students have occurred over the past few weeks and the target student has received text messages. As a result of the fear of further bullying, the student's (target) school attendance has dropped and he / she feels very unsafe when at school.

Assessment rating:

Frequency	3	Has happened on several occasions and is being replicated
Impact	2	Student is fearful of further bullying and attendance is being affected
Severity	2	Comments intimidating and combined with physical aggression
Total	**7**	**Severe:** Action – implement school bullying policy and engage external support.

*Note: These examples are intended **only as a guide**. The individual circumstances of bullying incidents will vary. Incidents that appear similar may differ in their impact and seriousness. Social / relational bullying can result in just as much emotional and psychological harm to the target as physical bullying.*

Bullying prevention and response: A guide for schools

Quick reference guide

21.6. A quick reference guide and bullying assessment matrix are included in this guide to help schools respond appropriately. Based on their knowledge of the student and the situation, schools can use these tools to help assess the severity and impact of a particular incident so they can respond appropriately. Depending on their resilience and capability, some students could be involved in making this assessment.

21.7. The quick reference guide can also be downloaded at *www.education.govt.nz/bullyingprevention*. Please note, these templates (bullying assessment matrix and quick reference guide) have been developed to support schools' decision-making processes when bullying occurs. The information and templates need to be adapted to take account of the circumstances of the individuals concerned and of the incident. **These are not a substitute for professional judgment and advice**. We welcome feedback on these trial templates to *bullying.prevention@minedu.govt.nz*.

Responding to Bullying Incidents
Quick Reference Guide

Rating	What the bullying behaviour looks like …	Response/action needed
Severe School should seek external advice and support	Severe bullying incidents **(RED)** are likely to: › involve physical or psychological harm requiring medical attention › involve serious sexual threats or any inappropriate sexualised behaviour › be part of a series of bullying incidents › be very likely to recur and/or be replicated through digital technology The target is likely to be: › particularly vulnerable and / or likely to require intensive, on-going school-based or specialist support The initiator is likely to be: › vulnerable and require intensive follow-up *Note: there may be other aggravating factors that have led to the incident being rated* **RED**	› reassure students that they have done the right thing by reporting the incident › activate your school bullying policy and processes for responding to incidents › engage your Board of Trustees and parents and whānau early › refer incident to the Police – call 111 or your local Police station for advice › contact Child, Youth and Family if you have concerns about possible neglect or abuse › contact NetSafe if you require urgent advice or support around cyberbullying › identify a media spokesperson and activate your school's media protocol › **DO NOT** investigate or interview students before seeking advice from the Police or Child, Youth and Family
Major School may need to seek advice or support	Major bullying incidents **(ORANGE)** are likely to: › involve physical threats or harm, and / or intimidation › involve some inappropriate sexual statements or threats › have occurred previously and be likely to recur or be replicated through digital technology The target is likely to: › have the resilience to cope with a period of additional school-based support in place *Note: there may be other aggravating or mitigating factors that have led to the incident being assessed as* **ORANGE**	› reassure students that they have done the right thing by reporting the incident › activate your school bullying policy and processes for responding to incidents › engage your Board of Trustees, parents and whānau early › contact other agencies for advice if you are uncertain whether or not they should be involved › follow your school's media protocol, identify a media spokesperson and engage with media as required
Moderate School can manage response internally	Moderate bullying incidents rated **(YELLOW)** are likely to: › involve minor physical threats or harm, intimidation, or social exclusion › have no inappropriate sexual element › have never or rarely occurred before › be very unlikely to recur or be digitally replicated The target is likely to be: › resilient and able to cope well with minimal / short-term school-based support	› reassure students that they have done the right thing by reporting the incident › activate your school's bullying policy and processes for responding to incidents › engage your Board of Trustees and parents and whānau early › identify a media spokesperson in case of media interest
Mild Student can respond appropriately	Mild bullying incidents rated **(GREEN)** are likely to: › involve mild physical threats or harm, intimidation, or social exclusion › have no inappropriate sexual element › have never or rarely occurred before › be very unlikely to recur or be digitally replicated The target is likely to be: › resilient and able to cope well with peer support	› student knows strategies and can respond appropriately › peer support and / or minimal adult intervention may be needed › student knows how to report, and is reassured that they have done the right thing › report of incident is recorded and followed up according to school's policies and processes

Note: Most incidents of bullying behaviour can be appropriately responded to by students themselves, or by classroom or duty teachers. This quick reference guide is intended to be used with the Bullying Assessment Matrix – mainly for incidents that require a higher level of response. It focuses on actions schools may need to take over and above attending to the immediate needs of students and implementing their relevant policies and processes to respond to bullying incidents and ensure targets of bullying are adequately supported.

Key Ministry of Education (MOE) contacts

Group Manager
Sector Enablement and Support

Jill Bond
DDI: **463 2839**
Cell: **027 4950 282**
Email: **jill.bond@minedu.govt.nz**

and, if necessary:

Traumatic incident team: **0800 848 326** (24 hrs)

District Manager:

District: _____

District manager: _____

Phone: _____

(insert your region and name and number of your District Manager. Info at:
http://www.minedu.govt.nz/NZEducation/EducationPolicies/
SpecialEducation/AboutUs/NationalAndLocalOffices.aspx)

and, if necessary:

Traumatic incident team: 0800 848 326 (24 hrs)

Other key agency contacts

NZ Police
Call **111** or your local police station:

_____

(Insert number of your local police station. Info at: http://www.police.govt.nz/stations)

Child, Youth and Family
Line for schools (Ed Assist) **0508 332 774**
edassist@cyf.govt.nz
Or general line: **0508 326 459**
NZ Police will refer to CYF under the joint Child Protection Policy
if a statutory social work response is needed.

NetSafe
0508 638 723 (office hours)
queries@netsafe.org.nz

NZ Police
Call **111** or your local police station:

_____

(Insert number of your local police station. Info at: http://www.police.govt.nz/stations)

Social Workers and Youth Workers in Schools
Seek advice from your school's social worker or youth worker
if applicable, or Child Matters **http://www.childmatters.org.nz/**

NetSafe
0508 638 723 (office hours)
queries@netsafe.org.nz

Other key contacts in our community:

1. Organisation/service: _____

Names: _____

Phone: _____

2. Organisation/service: _____

Names: _____

Phone: _____

3. Organisation/service: _____

Names: _____

Phone: _____

4. Organisation/service: _____

Names: _____

Phone: _____

Plan

Bullying policy and processes

Revise

Bullying policy and processes

Bullying policy and processes

Implement

Bullying Prevention and Response Review Cycle

Bullying incident

Review

22. Involving other agencies and organisations

This section describes the role of external agencies in supporting schools to respond to bullying incidents.

22.1. In some instances of bullying, schools may need to seek input from agencies such as Child, Youth and Family (CYF) or New Zealand Police. The New Zealand School Trustees Association (NZSTA) has a memorandum of understanding with CYF called Breaking the Cycle (see links).

22.2. New Zealand Police uses a Prevention First strategy and employs school community officers who facilitate prevention-based interventions and services in collaboration with whole school communities.

22.3. If schools are unsure whether a bullying incident requires further investigation by these agencies they should seek advice from their school community officer (New Zealand Police), or call the Child, Youth and Family *Ed Assist* line for schools on 0508332774 (or email *edassist@cyf.govt*).

22.4. **In case of emergency, schools should call 111 for advice. All staff should be aware of the school's processes for severe bullying incidents and when it is appropriate to liaise with or make a referral to Child, Youth and Family or New Zealand Police.**

22.5. There are two key considerations involved when deciding whether to involve Child, Youth and Family. The first is to consider the impact on the child. The second is to consider the parents' ability to provide support. Schools should notify Child, Youth and Family if they believe a child or young person may be:

› unsafe or in danger of harm

› suffering from ill-treatment, abuse or neglect.

Signs to look for in children and young people include:

› regular unexplained absences or a lack of engagement in school

› poor social skills (eg, being withdrawn, bullying or being bullied or relationship difficulties)

› behaviour that is affecting their learning and / or the learning of others

› uncharacteristic changes in their achievement or behaviour.

Possible indications that families and whānau may need support are when:

› parents seem stressed or not coping

› there are signs of drug or alcohol problems

› there is family violence

› there are mental health issues that are affecting the care of children

› families and whānau who are isolated and without any support networks.

Children, Young Persons, and their Families Act 1989

The definition of a child or young person in need of care or protection according to section 14 of the Children, Young Persons, and their Families Act 1989 as it would relate to bullying is:

a) A child or young person is being, or is likely to be, harmed (whether physically or emotionally or sexually), ill-treated, abused …

b) the child's or young person's development or physical or mental or emotional wellbeing is being, or is likely to be, impaired or neglected, and that impairment or neglect is, or is likely to be, serious and avoidable …

d) the child or young person has behaved, or is behaving, in a manner that:

   (i) is, or is likely to be, harmful to the physical or mental or emotional wellbeing of the child or young person or to others; and

   (ii) the child's or young person's parents or guardians, or the persons having the care of the child or young person, are unable or unwilling to control.

Questions for Boards of Trustees, principals, senior leadership teams and teachers:

› Do we have good links with our school community officer and is he / she aware of our policies and processes around bullying?

Links

› New Zealand Police – *Prevention First Strategy. http://www.police.govt.nz/about/strategy*

› Breaking the Cycle – interagency protocols for child abuse management (see 5-1 to 5-5). *http://www.nzfvc.org.nz/sites/nzfvc.org.nz/files/btc-abuse-management_0.pdf*

› David McGee, Ombudsman, *On Complaints Arising out of Bullying at Hutt Valley High School in December 2007. http://www.ombudsman.parliament.nz/system/paperclip/document_files/document_files/505/original/bullying_report.pdf?1355787360*

23. Stand-downs, suspensions, exclusions and expulsions

This section discusses the role of formal disciplinary procedures in responding to bullying behaviour.

23.1. Students who experience stand-downs, suspensions, exclusions and expulsion from school are more likely to experience negative longer-term educational and health outcomes.

23.2. Therefore it is important to use these options carefully and to balance the safety of those who are the targets of bullying behaviour with the need to support all young people to develop the skills needed to have healthy social relationships.

23.3. It is also critical to respect the educational and health (including mental health) outcomes of both the targets and initiators of bullying behaviour when considering imposing stand-downs, suspensions, exclusion and expulsions.

23.4. In cases where stand-downs and exclusion processes need to be used they should always be part of a more comprehensive response. Detailed information on stand-downs, suspensions, exclusions and expulsions is available from the Ministry of Education website (see links).

Parents, family, whānau and community

› Parents, family and whānau need to be part of developing a range of supports for their child if their child is initiating bullying behaviour.

Questions for Boards of Trustees, principals, senior leadership teams and teachers:

› Do we have processes in place to ensure initiators of bullying behaviour also receive the support they need?

› Where we do use disciplinary procedures are these part of a more comprehensive response?

Links

› Ministry of Education – guidance on stand-downs, suspensions, exclusions and expulsions. *http://www.minedu.govt.nz/ NZEducation/EducationPolicies/Schools/ StanddownsSuspensionsExclusionsExpulsions.aspx*

› Office of the Ombudsman – *Good complaints handling by school boards of trustees. http://www.ombudsman.parliament.nz/resources -and-publications/documents/good-complaints- handling-by-school-boards-of-trustees*

› David McGee, Ombudsman, *On Complaints Arising out of Bullying at Hutt Valley High School in December 2007. http://www.ombudsman.parliament.nz/system/ paperclip/document_files/document_files/505/original/ bullying_report.pdf?1355787360*

› Human Rights Commission – *Enquiries and complaints guide. http://www.hrc.co.nz/enquiries-and-complaints-guide/ what-happens*

› Education Review Office – review documentation for schools. *http://www.ero.govt.nz/Review-Process/For-Schools- and-Kura-Kaupapa-Maori/Review-Documentation -for-Schools*

24. Interacting with the media

This section provides advices on interacting with the media following a bullying incident.

24.1. There may be significant media interest following a serious bullying incident. It is essential that schools anticipate this and have guidelines in place for liaising with the media.

A principal on interacting with the media

'I'm a principal of a school… so I'm accountable to my community. Being accountable is being available … to consult and to listen. And the media in a sense reflect the wider community. It's a matter of actually working alongside them.'

'When you are dealing with the media, you say: 'Yes, we can work with you, but here's how we would like to do it'. You give them, but you also tell them there has to be … a boundary around it. The staff knew that I was the only one speaking to the media, and they deferred all media comment to me.'

New Zealand Education Gazette 25 February, 2013

24.2. As a quick guide, schools should take the following steps following a bullying incident.

Quick Media Guide

It is recommended that:

› schools appoint one media spokesperson to front the media, usually the principal or chair of Board of Trustees (and a back-up person)

› if asked for an interview, schools ask what the key questions will be, who else is being interviewed, who the reporter or interviewer will be, is it live or pre-recorded and what the deadline is

› your school's spokesperson can specify that they will only respond to questions by email

› schools do not feel under pressure to respond on the spot. Take time to prepare and be confident of your messages – rehearse what you will say

› schools develop and agree up to 5 key messages that sum up your story, what happened and what is being done about it

› schools establish a process for when the media contact the school. For example, when a call is received it is referred to the principal who contacts the chair of the Board of Trustees before responding to the caller

› schools ensure the school community (staff, students, parents and whānau) are kept as informed as the media – and remember anything you tell them is in the public arena and can quickly reach media

› schools consider accessing media training for principals and / or chairs of Boards of Trustees.

The appointed media spokesperson should:

› never be untruthful

› repeat the key messages when speaking to the media

› if they do not know, say so

› if information cannot be shared, say why not

› make sure the privacy of students is maintained.

Questions for Boards of Trustees:

› Do we have clear media guidelines in place for our school?
› Have we considered the feasibility of having at least one person who has received media training?
› Have we identified who our media spokesperson would be?

Questions for principals and staff:

› Does everyone know and understand our school's media guidelines?
› Do staff know what to do if approached by the media?
› Have we considered the privacy of those involved?

Questions following an incident:

› Has our school community (staff, parents, students) been briefed?
› Does everyone know who to refer media enquiries to?

Links

› New Zealand School Trustees Association – helpdesk. *0800 782435*
http://www.nzsta.org.nz/nzsta-services/sta-helpdesk/
› Ministry of Education – *Managing emergencies and traumatic incidents* – the guide (see p.23 and pp.31-33 for media-related tools and resources). *http://www.minedu.govt.nz/~/media/MinEdu/ Files/EducationSectors/PrimarySecondary/ EmergencyManagement/TheGuideSm.pdf*
› Ministry of Education – *Managing emergencies and traumatic incidents – the resources. http://www.minedu.govt.nz/~/media/MinEdu/ Files/EducationSectors/PrimarySecondary/ EmergencyManagement/TheResourcesNT.pdf*

25. Cyberbullying incidents

This section focuses on responding to incidents of cyberbullying.

25.1. In general, schools' bullying policy and procedures should apply equally to cyberbullying, given that cyberbullying is one form of bullying. Policies and procedures should make specific mention of cyberbullying and set out clear prevention and response strategies (eg, promoting digital citizenship and responding to cyberbullying that is having an impact on students). Bullying prevention programmes often include specific strategies for preventing and responding to cyberbullying given its particular characteristics. However, there can be considerable overlap between bullying that occurs in the physical environment and bullying that occurs using digital technology.

25.2. From a prevention perspective, teachers can promote good digital citizenship by:

› promoting safe and responsible use of technology in the classroom

› developing 'class contracts' with students that include appropriate behaviour online and on cell phones, including outside of school time

› teaching students how to avoid making themselves vulnerable online, for example, by not posting inappropriate photos of themselves

› ensuring all students understand their school's ICT Use Agreements

› making sure parents and whānau are informed about cyberbullying.

25.3. The Surrender and Retention of Property and Searches Guidelines for Schools have been updated in light of new legislation, which came into force in January 2014. Under this legislation, teachers will be able to request students to surrender an item (including an electronic item such as a text, photo or phone) if they believe that item is likely to:

› endanger the physical or mental safety of others

› detrimentally affect the learning environment.

Teachers will be able to retain these items and return them to students when reasonably practicable. If a student refuses to surrender the item, the school's usual behaviour management and disciplinary policies will apply. **School staff will not be able to search a student under any circumstances**. However, some specified items of outer clothing and bags may be required to be surrendered and then searched. More details about this are provided in the guidelines for schools.

25.4. If schools wish to have online material removed they can take the following steps in the first instance:

› identify the person responsible and ask them to take down the material

› request a provider (eg, Facebook) to remove the page using their 'reporting' options

› seek advice from NetSafe.

26. Cyberbullying – Frequently Asked Questions

We are continuing to develop advice for schools on a range of issues about cyberbullying. Technical expertise is being provided by NetSafe.[8]

Preventing cyberbullying

Parents, whānau and students

Q 1. How can parents and whānau help keep their children safe on the internet?

Children and young people will inevitably face challenges on the internet. Another way to think about safety is for parents, families and whānau to consider how they can support their young people to manage challenges, minimise harm to themselves and others, and ensure they are successful and confident internet users. It is vital for young people to know that they can talk to someone they trust if they are being bullied and / or are feeling unsafe. It could be a parent, carer, teacher or another adult.

Parents and whānau can support their children by helping them be responsible digital citizens. For example, being supportive of others and not posting comments that they would not be prepared to say face-to-face. Depending on the age of their child, parents and whānau can reduce the challenges their children face online by teaching them never to share personal information or passwords with anyone, talking to them about their online life, and monitoring their internet usage. Parents can also have discussions with their children about the different strategies they could use in the event they experienced online or texting activities that upset them or made them uncomfortable.

If a child or young person tells an adult they are being bullied and / or feel unsafe, it is important that the adult discusses how the young person could handle the situation, give advice and support the young person to keep themselves safe. Children and young people often fear their mobile phone or computer will be taken off them if they tell adults about challenges online. This can be a reason why young people are often reluctant to report cyberbullying. See NetSafe's dedicated cyberbullying website at: *www.cyberbullying.org.nz.*

Q 2. How can students protect themselves from cyberbullying?

Students will inevitably face challenges on the internet. Students can take steps to reduce their exposure to risk and minimise harm, while maximising the fun and opportunity that the internet provides. Students should be supported to develop strategies to build resilience and be knowledgeable users of the internet. Knowing when and how to react to challenges on the internet will reduce the number and seriousness of any incidents that do occur. Students often have developed their own coping strategies and will deal with most things without needing additional support or guidance.

Parents, families and whānau can support students by encouraging them to activate the privacy settings on social networking sites and by only letting people they know and trust view their profile. If a student is concerned or upset about online content about them or another student, they should send the person one private message or talk to them face-to-face and let them know that they consider the content is not okay. If this strategy does not work, students should then be encouraged to use other strategies such as telling a trusted adult, using the safety options provided or approaching the provider company.

Schools

Q 3. What is the best way to create a safety culture in a schools including around cyberbullying?

Strategies to reduce all types of bullying are most effective when they are part of a whole-school focus on creating a positive climate that is inclusive and supports students' learning. Whole-school interventions establish positive social values that are important to the school community.

Enhancing mutual respect, promoting understanding rights and responsibilities, and fostering a school culture

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[8]   The Bullying Prevention Advisory Group has formed a Cyberbullying sub-group to specifically consider issues relating to bullying and digital technology.

of inclusion that values diversity, are crucial aspects of safe schools. Schools can use a self-review process available through *Wellbeing@School*, to create a safe and caring climate that deters bullying. Support for whole-school approaches can be provided by a New Zealand Police school community officer.

Q 4. Are policies available for schools to use?

Schools need to develop policies in association with staff, students, parents and whānau, and their community. They need to be specific to the needs of their school and feature cyberbullying policies that can be incorporated into a school's overall bullying policy. For more information refer to the NetSafe *Kit for Schools* available at: *http://www.netsafe.org.nz/the-kit/*

Q 5. How can a school block a website? How do we manage permissions effectively?

No software will be 100 percent effective in preventing access to material available on the internet. Blocking websites is just one option. There will always be system weaknesses that users try to exploit. Students will always find ways to access websites while at school, eg, through their mobile phone. Blocking websites can drive the use of the website underground. Another approach is to help students understand and be aware of how to deal with unwanted or inappropriate websites.

Programmes are available to block certain websites and these can be loaded onto your school's computers. Filters are also available from the following Ministry of Education site to filter content (eg, access to certain websites), as well as emails and spam: *http://www.minedu.govt.nz/NZEducation/ EducationPolicies/Schools/Initiatives/ICTInSchools/ ICTInitiativesAndProgrammes/ManagedInternet ServicesSolutionsForSchools.aspx.*

Schools could also consider recommending blocking software to the school parent community in newsletters and help parents purchase specific software.

Q 6. Where can we find anti-cyberbullying and internet safety programmes?

See NetSafe's website for a variety of programmes for different ages, available at: *http://www.netsafe.org.nz/*

Q 7. What is a reasonable amount of time for schools to spend on cyberbullying education?

The amount of time spent will depend on the needs of the school and students and the capabilities of staff and students. Digital citizenship and technology capability can be built into all areas of the curriculum and a range of whole-school activities. Everyone in the school should be responsible for digital citizenship. NetSafe has a Learn, Guide, Protect website that schools can use to create a culture of responsible, safe use of digital technologies. Go to: www.mylgp.org.nz/. Also refer to a NetSafe document on digital citizenship in schools: *http://www.netsafe.org. nz/Doc_Library/Digital_Citizenship_in_New_Zealand_ Schools_Overview.pd*f

Q 8. How can we stop students from wasting time on social networking sites?

Social networking plays an important role in the lives of young people. Students should be encouraged to use social networking sites responsibly and schools should have policies about the use of mobile devices during class time or at school.

Q 9. How can schools cooperate to deal with inter-school bullying?

Principals can use their existing networks to work with other schools and agree on appropriate responses to bullying, including cyberbullying.

Q 10. Can a principal inform parents of websites that students should avoid?

This is up to individual schools to determine if this is appropriate. Principals may wish to inform parents, using the school newsletter, if the school is having issues arising from a particular website. However, this could just encourage students to visit these websites more often.

Responding to cyberbullying

Parents, whānau and students

Q 11. What should a parent do if they discover their child is being cyberbullied?

Online and offline bullying or harassing behaviours are closely linked, with international research showing that those who are bullied offline are 15 times more likely to experience online bullying. Parents should inform their child's school if they become aware their child is being cyberbullied, as their child could be being bullied at school as well.

If parents discover their child is being bullied, they should take their child's concerns seriously and reassure them that it's not their fault. Children and young people often fear that their mobile phone or computer will be taken off them, which can be a reason why they do not report cyberbullying. It is important that parents work with their child to develop appropriate strategies that support the young person. Some strategies may include; reporting internet cyberbullying to the website where the bullying took place. Usually there is a 'report abuse' button or 'safety' link, as well as a 'block sender / user' link. If bullying occurs through text messages, contact the phone company and ask them to take action. Parents should talk to their child's school if it appears that the bullying comes from another student at their child's school or if it is affecting their child at school.

Q 12. What blocking strategies can be made available to the bullied student?

Children and young people will inevitably face challenges on the internet and will resolve the majority of them by themselves. Teaching students coping strategies and digital citizenship is the best way to minimise exposure to challenges online.

Students can usually report abuse directly to the website concerned or to their mobile phone company. Many social networking sites such as Facebook have a 'block' or 'report' function where a student can enter the user names of people bothering them or people who they want to avoid. Mobile phone companies can also block the number of a person who is sending abusive or threatening messages or phone calls.

Alternatively, students can shut down their own social media page. Young people can find advice and guidance on NetSafe's webpage: *http://www.cyberbullying.org.nz/youngpeople/*

Q 13. Where can immediate help/advice be sought about cyberbullying?

NetSafe is an organisation that promotes cybersafety and champions digital citizenship by educating advising and supporting individuals, organisations and industry on a range of issues. NetSafe has a toll-free number for queries and advice. Call 0508NetSafe (638 723). This number is not manned around the clock, but someone from NetSafe will call back as soon as possible if a call is made after hours. NetSafe also has an email address for queries. Email NetSafe at: *queries@netsafe.org.nz*

Q 14. What support exists to help students who are being bullied though their mobile phone?

Inappropriate or abusive text messages should be reported to the student's phone company. Phone companies have an agreement to liaise with each other and take action where appropriate. They can block calls or disable an account (that the texts or calls are originating from). Young people can find advice and guidance on NetSafe's website. Go to: http://www.cyberbullying.org.nz/youngpeople/

Q 15. How do I recover/take down inappropriate pictures of my children?

Sharing inappropriate pictures online is the least common form of cyberbullying. Parents and whānau can minimise harm from sharing inappropriate pictures by advising their children against posting or sharing any images they do not want distributed further, including email, pxt and text.

The Orb website has been developed to offer a simple and secure way to report concerns about online incidents. Visit the website: *http://www.theorb.org.nz/.* Reports made to this website will be directed to the organisation best able to investigate or advise on various types of online incidents, including objectionable material and privacy breaches.

Schools

Q 16. What resources are available to support teachers' learning and development relating to ongoing changes in technology and the online environment?

Due to the ever changing nature of the online environment and advances in technology PPTA 's Digital Communication guidance strongly advises ongoing professional learning for teachers. Teachers can find further information here: *http://ppta.org.nz/ resources/publication-list/624-onlinesafety-for-teachers*

Information and resources about teachers' use of social media that can be used in staff meetings and workshops are available at: *http://www. teachersandsocialmedia.co.nz/*

Q 17. What can schools do in response to students being bullied on Facebook? What jurisdiction do they have?

Schools can support the affected student to help them build coping strategies and resilience to prevent the bullying reoccurring. This applies to bullying occurring through any social media. Schools may also choose to approach the owner of the bullying material (for example, the owner of the Facebook page) and ask them to remove it. Schools can seek advice from NetSafe on 0508 NetSafe.

Q 18. What can a school do if a student sends an inappropriate photo of themself to another student who then circulates it amongst his / her friends?

Schools should ensure the student is supported and deal with an issue such as this through their behaviour / bullying policy. Schools can also call NetSafe for advice on 0508 NetSafe. Students should be discouraged from sharing inappropriate images of themselves, and should be warned of the dangers if they choose to do so.

Note, it can be easy to post a photo of someone and not realise that the other person may feel uncomfortable about it. This behaviour does happen and often is not intended to cause harm. This highlights the need to teach students about being responsible digital citizens.

Q 19. What is the process for closing down sites that contain offensive material? How can the offensive material be removed?

The best and most effective response to the discovery of offensive material on a website is to ask the person who put it there to remove it. Many websites are based overseas, so it is not generally possible or reasonable to get them shut down.

Cyberbullying and abuse can be reported to the website where the bullying took place – usually there is a 'report abuse' button or 'safety' link. If a social networking page, for example a Facebook page, is offensive or abusive and the page owner refuses to remove it after being approached, this can be reported to the website and may be taken down by the website owner if it breaches the terms and conditions of the site.

Q20. Can a school apply disciplinary consequences for comments / images about other students or staff, posted online?

Schools' bullying and behaviour policies should determine the steps schools take to discipline a student who is cyberbullying. School policies should declare an intention to deal with cyberbullying by making it clear that the school will take steps to respond to cyberbullying behaviour.

Q 21. Where do schools' responsibilities for cyberbullying and bullying that occurs out of school hours / off school premises begin and end?

Schools that take a whole-school approach to bullying which encompasses the school community will respond to all bullying behaviour that students report, whether it takes place in or out of school.

Q22. What is the legal risk of a school taking action or not taking action to respond to bullying they know about?

Schools are required to provide a safe physical and emotional environment for students. Schools should respond to reports of bullying, including cyberbullying by following their bullying policies and procedures. Schools should keep parents informed if their child is bullying or has been bullied.

Q23. **What role does New Zealand Police have and when should schools refer cyberbullying to New Zealand Police?**

New Zealand Police provides both a prevention service (through a school community officer) and a response service for schools. Cyberbullying may be related to a range of criminal and / or civil offences.

If a school or parent believes an offence may have been committed, they should contact their local police station and provide the police with as much evidence as possible. They should save offending text messages and take screen shots of any abuse online or call 111 depending on the seriousness of the incident.

Q24. **What role are telecommunication companies playing in helping to create a solution to cyber-bullying?**

Many of the telecommunications companies, including Telecom, Vodafone and 2 Degrees, have created cyberbullying resources. These can all be found online.

› *http://www.2degreesmobile.co.nz/bullying*

› *http://www.vodafone.co.nz/help/mobile-safety/ advice-for-parents/*

› *http://help.telecom.co.nz/ci/fattach/ get/5872515/0/filename/KidsSafe.pdf*

These three companies also have agreements to work together to stop bullying by warning, barring or even deactivating a customer who is bullying another person.

Links

› Ministry of Education – *Surrender and retention of property and searches guidelines*. http://www.minedu.govt.nz/Boards/SupportForBoards/ SurrenderAndRetentionOfPropertyAndSearches.aspx

› NetSafe – queries and advice. *Phone: 0508 NetSafe (638 723)* and *email: queries@netsafe.org.nz*

› NetSafe resources for schools – *At a Distance video* and guide for teachers and principals. http://www.cyberbullying.org.nz/teachers/

› NetSafe Kit for Schools – *Digital Citizenship Policy; Staff Responsible Use Agreement; Student Responsible Use Agreement*. http://www.netsafe.org.nz/the-kit/policy-and-use-agreements

› PPTA digital communication guidance through ongoing professional learning and development for teachers. http://ppta.org.nz/resources/publication-list/624-onlinesafety-for-teachers

› Teachers' Council social media website. http://www.teachersandsocialmedia.co.nz/

Appendix

1. Resources and information

Information for Boards of Trustees, principals, senior leadership teams and teachers

Ministry of Education

› Information and resources on a range of topics for Boards of Trustees.
http://www.minedu.govt.nz/Boards.aspx

› Bullying prevention information.
www.education.govt.nz/bullyingprevention

› Managing bullying and promoting positive behaviour.
*http://www.minedu.govt.nz/NZEducation/
EducationPolicies/SchoolEmployment/Employers/
ManagingStaff/Bullying.aspx*

› Resource Teachers: Learning and Behaviour (RTLB) work with schools, teachers, and students with learning and behaviour difficulties.
http://rtlb.tki.org.nz/

› Preventing and responding to a student at risk of suicide or self-harm.
*http://www.minedu.govt.nz/~/media/MinEdu/
Files/TheMinistry/EmergencyManagement/
SuicidePreventionOCT2013.pdf*

Education Review Office

› NAG 5 self-audit checklist for Boards of Trustees.
*http://www.ero.govt.nz/Review-Process/For-Schools-and-
Kura-Kaupapa-Maori/Review-Documentation-for-Schools*

› Education Review Office Wellbeing Indicators.
*http://ero.govt.nz/Review-Process/Frameworks-and-
evaluation-indicators-for-ero-reviews/wellbeing-indicators-
for-schools*

NetSafe

› NetSafe kit – helps schools to address cybersafety and support digital citizenship, includes step-by-step guide to developing a cybersafety policy.
http://www.netsafe.org.nz/the-netsafe-kit-for-schools/

› At a Distance cyberbullying video and Let's Fight it Together video.
http://www.cyberbullying.org.nz/

› Information and advice on cyberbullying for teachers.
*Phone: 0508638723
Email: queries@netsafe.org.nz
http://www.cyberbullying.org.nz/teachers/*

Ministry of Social Development

› Te Punanga Haumaru - funding for community action that encourages prosocial behaviour and reduces bullying.
http://tph.org.nz/

New Zealand Council for Educational Research

› What bullying is and is not (research brief).
*http://www.wellbeingatschool.org.nz/sites/default/files/
W@S-What-bullying-is-research-brief.pdf*

› Whole-school approach to change.
*http://www.wellbeingatschool.org.nz/sites/default/files/
W@S-A-whole-school-approach-research-brief.pdf*

› The importance of building a safe and caring school climate.
*http://www.wellbeingatschool.org.nz/sites/default/files/W@S
-Building-a-safe-and-caring-climate-research-brief.pdf*

› Addressing conflicts in ways that build social competence (research brief).
*http://www.wellbeingatschool.org.nz/sites/default/files/
W@S-Addressing-conflicts-building-competence-research-
brief.pdf*

New Zealand School Trustees Association

› Information on the Breaking the Cycle memorandum of understanding with CYF (Chapter 5).
*http://www.nzfvc.org.nz/sites/nzfvc.org.nz/files/btc-abuse-
management_0.pdf*

› Links to Kia Kaha material (note Stop Bullying 0800 number is no longer active)
*http://www.nzsta.org.nz/board-responsibilties/health
-and-safety/bullying/*

Wellington Community Law Centre

› Schools and the right to discipline – Chapter 9: Bullying in schools.
*http://www.wclc.org.nz/wp-content/uploads/Schools
-and-the-Right-to-Discipline-20111.pdf*

Post Primary Teachers' Association (PPTA)

› School Anti-violence Toolkit – legal requirements, anti-violence policy guidelines.
http://www.ppta.org.nz/index.php/resources/publication-list/2201-school-anit-violence-toolkit

› PPTA Rainbow Taskforce for Safe Schools.
http://ppta.org.nz/index.php/communities/glbti-teachers

› PPTA: Change Management.
http://ppta.org.nz/index.php/resources/publication-list/2460-change-management

› PPTA 's Digital communication guidance strongly advises on going professional learning for teachers.
http://ppta.org.nz/resources/publication-list/624-onlinesafety-for-teachers

Teachers' Council

› The Teachers Council website resources for teachers on using social media.
http://www.teachersandsocialmedia.co.nz/

Office of the Ombudsman

› Information about complaints process for Boards of Trustees.
http://www.ombudsman.parliament.nz/system/paperclip/document_files/document_files/533/original/good_complaints_handling_by_school_boards_of_trustees.pdf?1358988178

Information for parents and whānau

Ministry of Education

› Information and resources on a range of topics for parents.
http://www.minedu.govt.nz/Parents.aspx

NetSafe

› Information and advice on cyberbullying for parents.
Phone: 0508 638 723
Email: queries@netsafe.org.nz
http://www.cyberbullying.org.nz/parents/

New Zealand Police

› Information for parents and whānau about the *Kia Kaha* programme.
http://www.police.govt.nz/advice/personal-and-community-advice/school-portal/resources/successful-relationships/kia-kaha/kia-0

United Nations

› United Nations – Cyber School Bus.
http://cyberschoolbus.un.org/index.shtml

Stop Bullying: United States

› Cross-sector government agencies information and advice on what bullying is, what cyberbullying is, who is at risk, and how you can prevent and respond to bullying.
http://www.stopbullying.gov/what-you-can-do/parents/index.html

Information for students

Ministry of Education

› Resource on bullying written by students for students.
http://www.minedu.govt.nz/~/media/MinEdu/Files/Parents/Teens/StepUpSecondaryWebFINAL.pdf

NetSafe

› Information and advice on cyberbullying for young people.
Phone: 0508638723
Email: queries@netsafe.org.nz
http://www.cyberbullying.org.nz/youngpeople/

Youthline

› Information, support and telephone counselling for young people.
0800 376633 or free text 234
http://www.youthline.co.nz/images/stories/Bullying%20 2011.pdf
http://www.youthline.co.nz/

YouthLaw

› Information on bullying (note No Bully 0800 line referred to has been discontinued).
YouthLaw information line 0800 UTHLAW
http://www.youthlaw.co.nz/information/school/bullying/

Barnardos

› Information, support and telephone counselling for young people.
0800 9428787 telephone support
http://www.whatsup.co.nz/

Pink Shirt Day

› National campaign to reduce bullying by celebrating diversity and promoting the development of positive social relationships.
http://www.pinkshirtday.org.nz

Programmes, strategies and tools

Positive Behavioural Interventions and Supports (PBIS)

› Known in New Zealand as *PB4L: School-Wide* an evidence-based prevention approach.
http://www.pbis.org

New Zealand Council for Educational Research / Ministry of Education

› *Wellbeing@School* – self-review tools to support schools for creating a safe and caring school climate that deters bullying.
http://www.wellbeingatschool.org.nz/about-ws-tools

New Zealand Police

› School Portal – Connecting schools to police services.
http://schools.police.govt.nz

› *Kia Kaha: Building a Safe, Happy Classroom* for Years 0-3; *A Bully-free Zone* for Years 4-5; *Safer Communities Together* for Years 7-8; *Confident Kids* for Years 0-8 and *Our Place* for Years 9-13.
http://www.police.govt.nz/kia-kaha

KiVa

› KiVa – evidence-based anti bullying program developed in the University of Turku, Finland.
http://www.kivaprogram.net/

Crisis Prevention Institute

› CPI is an international training organisation committed to best practices and safe behavior management methods that focus on prevention (nonviolent crisis intervention).
http://www.crisisprevention.com/Resources/Article-Library/Nonviolent-Crisis-Intervention-Training-Articles/10-Ways-to-Help-Reduce-Bullying-in-Schools

Key New Zealand publications

Ministry of Education

› Effective Pedagogy in Social Sciences / Tikanga ā iwi.
http://www.educationcounts.govt.nz/publications/series/2515/32879/35263

› Counter-Bullying Pedagogies.
http://www.educationcounts.govt.nz/topics/bes/spotlight-on/spotlight-on-counter-bullying-pedagogies

Education Review Office

› Safe schools: Strategies to prevent bullying.
http://www.ero.govt.nz/National-Reports/Safe-Schools-Strategies-to-Prevent-Bullying-May-2007

New Zealand Council for Educational Research (NZCER)

› *Wellbeing@School: Building a safe and caring school climate that deters bullying* (booklet).
http://www.wellbeingatschool.org.nz/sites/default/files/wellbeing-at-school-booklet.pdf

› *Wellbeing@School: Building a safe and caring school climate that deters bullying* (overview).
http://www.wellbeingatschool.org.nz/sites/default/files/Wellbeing-at-School-overview-paper.pdf

Human Rights Commission

› School violence, bullying and abuse: A human rights analysis.
http://www.hrc.co.nz/hrc_new/hrc/cms/files/documents/01-Sep-2009_14-08-40_Human_Rights_School_Violence_FINAL.pdf

Office of the Children's Commissioner

› Carroll-Lind, J. (2010). *Responsive schools*. Office of the Children's Commissioner.
http://www.occ.org.nz/assets/Uploads/Reports/Education/Responsive-schools.pdf

› Carroll-Lind, J. (2009). *School safety: An inquiry into the safety of students at school*. Office of the Children's Commissioner. A practical resource to support principals, teachers, and Boards of Trustees in preventing and responding to issues of bullying.
http://www.occ.org.nz/assets/Uploads/Reports/Education/School-safety.pdf

Adolescent Health Research Group (Auckland University)

› Youth 2000 Health and Wellbeing Research – survey data on New Zealand secondary school students, 2001, 2007, 2012.
http://www.fmhs.auckland.ac.nz/faculty/ahrg/publications.aspx

Some further reading

› Cushman, P. & Clelland, T. (2001). A health promoting schools approach to bullying.
SET 3, pp17-25.
http://www.nzcer.org.nz/nzcerpress/set/articles/health-promoting-schools-approach-bullying

› Internet Safety Technical Task Force (2008). Enhancing Child Safety and Online Technologies.
http://cyber.law.harvard.edu/pubrelease/isttf/

› David McGee, Ombudsman (2007). *On Complaints Arising out of Bullying at Hutt Valley High School in December 2007*.
http://www.ombudsman.parliament.nz/system/paperclip/document_files/document_files/505/original/bullying_report.pdf?1355787360

› Kazmierow, M. & Walsh, P. (2004). Bullying in schools and the law. Wellington: New Zealand Law Society.

2. Contacts

For specific information and advice:

New Zealand School Trustees Association

› Representing and providing support services to Boards of Trustees across New Zealand.
Helpdesk 0800 782435.
http://www.nzsta.org.nz/
http://www.nzsta.org.nz/nzsta-services/sta-helpdesk/

Child, Youth and Family (Ministry of Social Development)

› Information on keeping kids safe.
0508 326459 to report suspected abuse.
*http://www.cyf.govt.nz/keeping-kids-safe/index.htm*l

Ministry of Education

› Contact details for regional and district offices.
http://www.minedu.govt.nz/NZEducation/
EducationPolicies/SpecialEducation/AboutUs/
NationalAndLocalOffices.aspx

› Contact details for Resource Teachers: Learning and Behaviour.
http://rtlb.tki.org.nz/Find-RTLB-service

› Traumatic incident team 0800 848 326.
http://www.minedu.govt.nz/Boards/SupportForStudents/
TraumaticIncidentManagement.aspx

New Zealand Police

› Contact your local police station and ask for the School Community Officer.
http://www.police.govt.nz/district/phonebook.html
In emergencies, dial 111 or your local police station.

Human Rights Commission

› Provides advice and links to organisations with specific responsibilities for dealing with complaints about bullying at school.
http://www.hrc.co.nz/enquiries-and-complaints-guide/
faqs/bullying-harassment-andor-violence-at-school
Infoline (enquiries and complaints): 0800 496877.

Office of the Children's Commissioner

› Advice to people who are concerned about a child or young person's rights.
http://www.occ.org.nz/childrens-rights-and-advice/

Ministry of Health

› For mental health concerns, in the first instance, contact the student's primary health organisation i.e. the student's General Practitioner.
The Child and Adolescent Mental Health Service (CAMHS) can be contacted through local DHBs. CAMHS is a community mental health and addiction service for children and adolescents between the ages of 0-19 years and their families.
http://www.health.govt.nz/new-zealand-health-system/
key-health-sector-organisations-and-people/district-health-boards/district-health-board-websites

NetSafe

› Information and advice on cybersafety and digital citizenship.
Phone: 0508 638723.
Email: queries@netsafe.org.nz
http://www.cyberbullying.org.nz/

MINISTRY OF EDUCATION
Te Tāhuhu o te Mātauranga

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SECONDARY PRINCIPALS' ASSOCIATION OF NEW ZEALAND INC.

NZCER
Rangahau Mātauranga o Aotearoa

netsafe
www.netsafe.org.nz

N.Z. AIMS

NEW ZEALAND
PRINCIPALS' FEDERATION
Ngā Tumuaki O Aotearoa

NZSTA

EDUCATION REVIEW OFFICE
TE TARI AROTAKE MATAURANGA

MINISTRY OF SOCIAL
DEVELOPMENT
TE MANATŪ WHAKAHIATO ORA

PPTA
NEW ZEALAND POST PRIMARY
TEACHERS' ASSOCIATION
TE WEHENGARUA
www.ppta.org.nz

Human Rights
Commission
Te Kāhui Tika Tangata

New Zealand
POLICE
Nga Pirihimana O Aotearoa

MANAAKITIA A TĀTOU TAMARIKI
Children's
Commissioner