

Kerikeri Primary School

BULLYING PROCEDURE

Bullying . . .

Usually has three common features:

- It is a deliberate, hurtful behaviour
- It is repeated
- It is difficult for those being bullied to defend themselves

There are three main types of bullying:

- Physical; hitting, kicking, taking belongings
- Verbal; name-calling, insulting, racist remarks
- Indirect / emotional; spreading nasty stories, excluding from groups

Dealing with a bullying incident:

- Avoid focusing on the shortcomings of the bullying victim
- Concentrate on where the immediate problem is – the behaviour of the bully
- The aim of any intervention must be to stop the immediate abuse
- Ensure that the bully changes his or her behaviour
- Make the peer group aware and ask them to help the victim

Provide support for the victim:

- Ensure the victim has access to a bully free environment at all times
- Use reliable peers, teacher aides, senior volunteers and others as supporters
- Spend time with the isolated pupil. This can only be a short-term measure, as most victims of bullying want to be with their peer group

Isolate the bullying behaviour:

- Remove the bully from the environment, see they know why they are being excluded
- Have the bully reflect on reasons for the isolation
- Ask the offender to write a letter home explaining why they have been isolated
- Record the bullying incident on the School Management System

Working with persistent offenders:

- Some pupils find it difficult to leave behind aggressive ways of relating to other pupils
- The aggression may have been so reinforced that an ongoing programme aimed at developing prosocial skills is necessary. Consider involving Children Young Persons and Their Families Service, Special Education Services or other appropriate agency
- In cases of physical assault, involve your local police
- Kia Kaha programme

Stopping bullying is everyone's responsibility:

Within this, themes need to be carefully developed and reinforced:

- What is bullying?
- Why do people bully?
- Bullying can be stopped!
- Sharing the problem; telling friends, parents and teachers is an essential step
- Everyone needs to share responsibility to help stop bullying behaviour
- The problem is the bullying behaviour, not the victim

Classrooms must always be safe places:

- Free from ridicule, harassment and isolation
- Where possessions are not stolen or 'borrowed' by others
- Where learning takes place in a supportive environment

Senior management to conduct bullying audits twice yearly or as the need arises

Teacher action:

- All staff must be committed to a common response to bullying when it does happen
- Immediate intervention is crucial
- Clear procedures must take place when a case of bullying is discovered
- All incidents of bullying to be reported to senior management

A good teacher will:

- Notice when a pupil is isolated and sad
- Look for the reasons for this
- Not see it as just play-fighting, name-calling, a bit of fun or just part of growing up
- Work with the victim to stop the offending behaviour
- Not tell the victim to ignore it, to sort it out themselves or to hit back

"Teachers must recognise that a safe classroom is the most effective way of developing a positive learning environment." Cleary.