

Pompallier Catholic School

Anti – Bullying Policy

The Golden Rule (Matthew 7:12)

“In everything do to others as you would have them do to you, for this is the law and the prophets”

Rationale:

- Pompallier Catholic School actively seeks to provide a learning environment that is safe from intimidation.

Purpose:

- To outline strategies for staff to help students to combat bullying.

Guidelines:

- Staff should confront bullying in any form, or should treat any report of bullying seriously.
- Staff should listen to all parties involved.
- Staff should investigate as fully as possible.
- Staff should refer the matter to either the Deputy Principal or Principal for further action.
- Principal should record and inform parents of bullying incidents.
- Staff should understand that bullying can come in many different forms – physical / verbal and emotional.
- All actions to deal with bullying will be inline with the school special character – self respect and respect for others.
- Children will receive at least one Health programme every two years that deals with anti-bullying strategies.

Defining Bullying

- 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. 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.

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

This policy will be reviewed regularly and revised as necessary, in the ongoing process of school development planning.

Signed Chairperson:.....

Date:

Review Date: