Tararua College

Bullying Prevention and Response Policy/Procedure

Rationale or Purpose

The Tararua College Board of Trustees seeks to take all reasonable steps to develop high standards of behaviour in order to fulfil the charter expectation and the requirements of NAG 5. The Board of Trustees seeks to foster and develop a safe, positive physical and emotional school environment that creates a climate of trust. Students, staff, parents and whānau share the responsibility for making Tararua College a respectful and inclusive environment.

Policy Statement

We are committed to ensuring that our school provides an environment free from bullying behaviours. All members of our school community – Board of Trustees, school leaders, teachers, staff, students and parents and whānau should have an understanding of what bullying is; and know what to do when bullying does occur.

Definition

Bullying behaviour is not an individual action. Our school community agrees that:

- Bullying is deliberate
- Bullying involves a power imbalance
- Bullying has an element of repetition
- Bullying is harmful.

Bullying behaviours can be physical, verbal, or social, and can take place in the physical world or digitally.

Bullying is not an individual action. It involves up to three parties; initiators (those doing the bullying), targets (those being bullied) and often bystanders (those who witness the bullying).

Bullying Prevention

We recognise that real change happens when students, staff, parents, whānau and other members of the community share responsibility for making our school a respectful and inclusive environment. We will:

- Regularly survey our school community
- Identify areas for improvement through the survey findings and develop a bullying prevention action plan
- Regularly promote our expectations and successes in preventing bullying (eg, in assemblies, newsletters and Facebook, reports to the Board of Trustees)
- hold termly professional learning and development on our understanding of bullying prevention and response (staff meetings, parent meetings, student council)
- Establish our Bullying Prevention Team to take responsibility for bullying prevention (to include staff, parents and whānau and students)
- Use a range of activities including curriculum based programmes to develop the ability for students to relate to each other (peer mediation, social problem solving solutions, role playing)
- Promote digital citizenship throughout ICT and promoting safe use of technology (through our ICT Use Agreements)
- Support the student-led peer to peer initiative.

Bullying Response, for when bullying occurs

We recognise the importance of consistently responding to all incidents of bullying that have been reported in our school and ensuring that planned interventions are used to respond to these incidents and support all involved. We will support anyone who has been affected by, engaged in or witnessed bullying behaviour.

- All reported incidents of bullying will be taken seriously and followed up as appropriate
- An appropriate adult will support the affected students by:
  - reassuring that they have done the right thing in reporting the incident
  - using the assessment matrix, record a description of what happened and assess the level of severity
  - using the quick reference guide, responding to bullying incidents to activate the response and action needed
- We will involve parents and whānau as early as possible and as appropriate
- All more serious incidents will be escalated to senior management and we will seek advice and involvement from outside agencies
- We will provide appropriate support for targets, bystanders and initiators of bullying behaviour
- We will regularly monitor all incidents of bullying and identify patterns of behaviour.

Raising Awareness

We recognise the importance of good communication between home and school to promote consistent messages and to ensure that any reported bullying can be recognised and responded to effectively. We will regularly raise the awareness of our school community's approach to bullying and celebrate our positive school culture, for example through parent evenings, assemblies, class-based activities, and displays.

Our interaction with our wider school community will include reports to the Board of Trustees, school newsletters, and information (including the policy) on the school's website.

We will make the policy available in multiple formats (in print, on the web and in school notices and newsletters) and ensure it is translated into other languages as necessary.

Evaluation and Review

We will review and revise this policy annually to ensure that the school's bullying prevention practices are recognised and celebrated. This will include an annual meeting to monitor, review and modify the policy and action plan (to reflect changes with the school, survey findings, incident reviews). We will track and monitor all bullying related incidents and regularly report this information to the school community. We will regularly gather data from the school community and report on the effectiveness of this policy and Tararua College community's commitment to bullying prevention and response.

Procedures for Responding to different levels of bullying behaviour

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.

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).

Assessing and responding to bullying incidents

All bullying incidents should be recorded in KAMAR Pastoral notes under the Discipline tab. The various reasons for bullying can be recoded in KAMAR as

- Cyberbullying
- Harassment
- Threatening Behaviour
- Verbal Bullying

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, statements that may incite suicide

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

Examples

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:

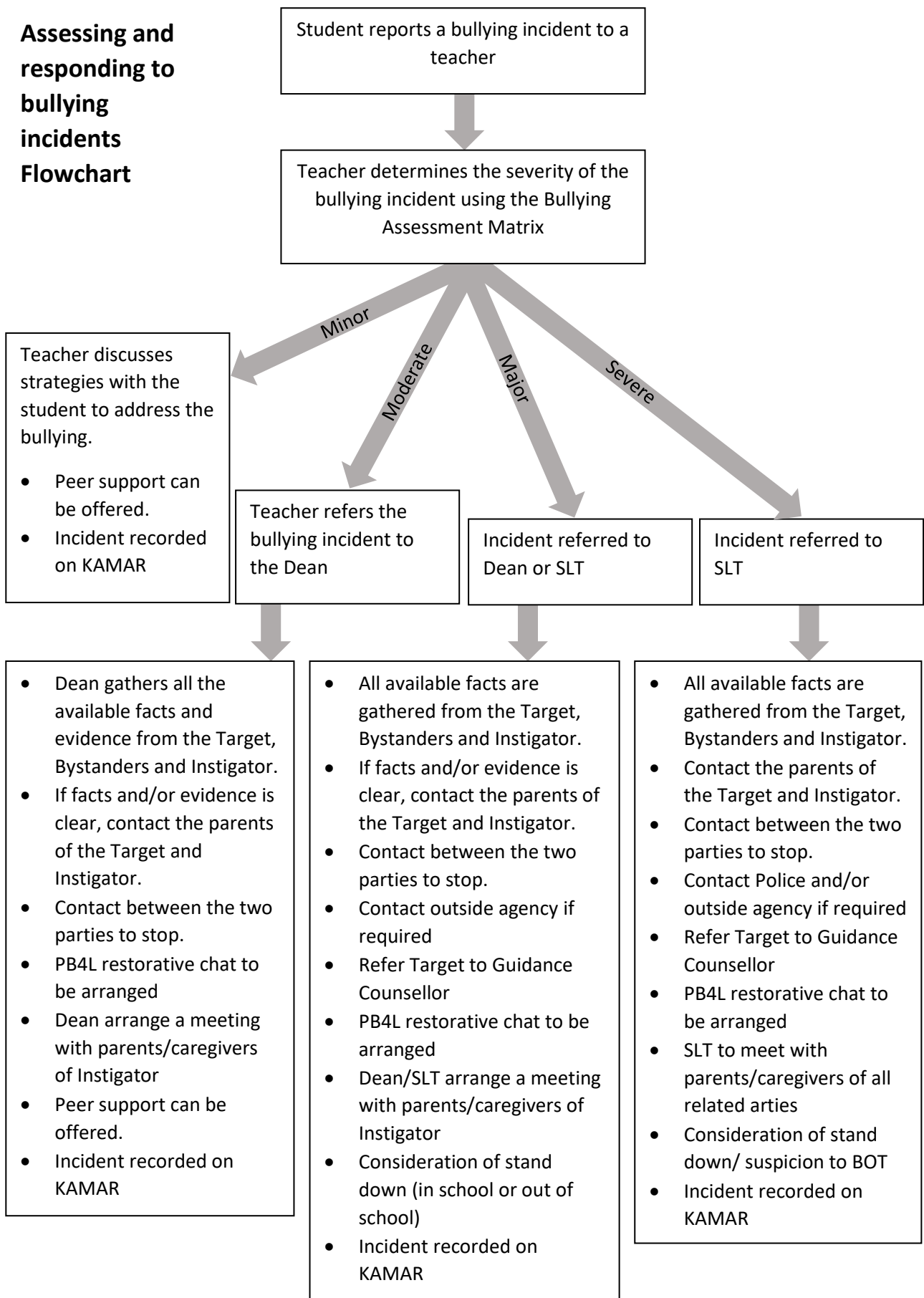| Frequency	3	Has happened on several occasions and is being replicated
Impact	2	Student is fearful of further bullying and attendance is being affected
Severity	2	Comments intimidating and combined with physical aggression
Total	7	Severe: Action – implement school bullying policy and engage external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

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 and / or mental health 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 › contact your school health guidance service if you have concerns about a student who is particularly troubled by bullying, eg, for a mental health assessment
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.

Assessing and responding to bullying incidents Flowchart

Student reports a bullying incident to a teacher

Teacher determines the severity of the bullying incident using the Bullying Assessment Matrix

Minor

Moderate

Major

Severe

Teacher discusses strategies with the student to address the bullying.

- Peer support can be offered.
- Incident recorded on KAMAR

Teacher refers the bullying incident to the Dean

Incident referred to Dean or SLT

Incident referred to SLT

- Dean gathers all the available facts and evidence from the Target, Bystanders and Instigator.
- If facts and/or evidence is clear, contact the parents of the Target and Instigator.
- Contact between the two parties to stop.
- PB4L restorative chat to be arranged
- Dean arrange a meeting with parents/caregivers of Instigator
- Peer support can be offered.
- Incident recorded on KAMAR

- All available facts are gathered from the Target, Bystanders and Instigator.
- If facts and/or evidence is clear, contact the parents of the Target and Instigator.
- Contact between the two parties to stop.
- Contact outside agency if required
- Refer Target to Guidance Counsellor
- PB4L restorative chat to be arranged
- Dean/SLT arrange a meeting with parents/caregivers of Instigator
- Consideration of stand down (in school or out of school)
- Incident recorded on KAMAR

- All available facts are gathered from the Target, Bystanders and Instigator.
- Contact the parents of the Target and Instigator.
- Contact between the two parties to stop.
- Contact Police and/or outside agency if required
- Refer Target to Guidance Counsellor
- PB4L restorative chat to be arranged
- SLT to meet with parents/caregivers of all related arties
- Consideration of stand down/ suspicion to BOT
- Incident recorded on KAMAR

N.B. In all cases if bullying behaviour continues then incident referred to next level up on the Matrix

Definitions & Principles

1. Bullying is an issue that all schools will face 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 and encourage students to feel comfortable doing this.
5. Effective prevention of bullying requires a whole-school approach – involving staff, students, parents and whānau (ie, the whole school community), and integrating cyberbullying and digital challenges into the overall approach.
6. 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.
7. Parents and whānau need to have confidence in how their child's school will respond when an incident of bullying does occur.
8. Student-led strategies for responding to bullying incidents should be implemented across the school. Staff who respond to an incident should work with students to create the desired outcomes (eg, using a restorative practice approach).

Definition of Bullying

- 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).

Bullying is one particular form of aggressive behaviour and can be covert or overt in nature. Not all forms of verbal or physical aggression are bullying. For example, a student's use of sexist or racist terms constitutes racist or sexist behaviour; if the student did not deliberately intend to cause harm by using those terms it is not bullying behaviour. 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.

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 community around students might impact on their behaviour.

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.

Types of bullying behaviour

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. As young people increasingly use a range of digital devices, the boundaries between the physical and the digital environment become increasingly blurred.

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.
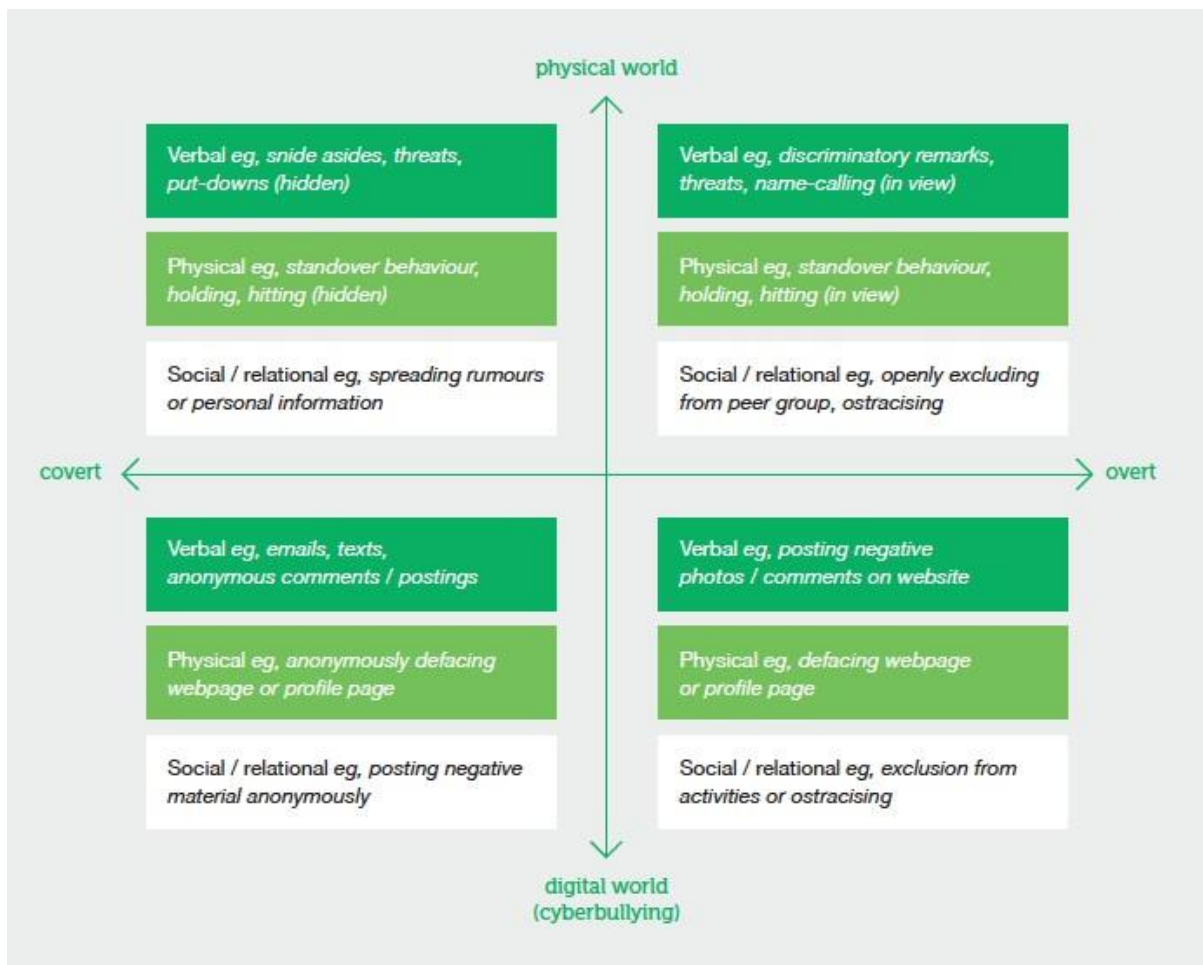
Cyber bullying

Cyberbullying is among the many digital challenges that young people encounter online. Broadly, these challenges include cyber safety, cyber security and cyber-crime. Most students are able to manage such challenges for themselves most of the time.

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.

Cyberbullying is one particular form of bullying, but it doesn't sit on its own. 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 – and with its increasingly important role in young people's lives, cyberbullying is becoming more prevalent. Email, cell phones, chat rooms, social networking sites and instant messaging can all be used to bully others verbally, socially or psychologically.

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.

The characteristics of bullying behaviour described earlier may be expressed differently in the context 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 the anonymity of the 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 – can involve people who have never physically met and / or people who share no common acquaintances.

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.

In many ways, cyberbullying is like any other form of bullying. However, bullying that takes place through digital technology has less boundaries than physical bullying. This is because digital information can be:

- rapidly duplicated, distributed, and accessed
- stored in multiple locations
- created and communicated automatically
- stored with varying levels of 'discoverability'
- in effect 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. For example, recording a bullying incident on a smartphone and then distributing the recording. One study found children who were bullied offline were 15 times more likely to be bullied online.

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 – and, perhaps more importantly, it offers locations that parents and teachers either do not know about or cannot access.

Effects of bullying

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, bullying may also impact negatively on bystanders, ie, those who witness bullying.

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.
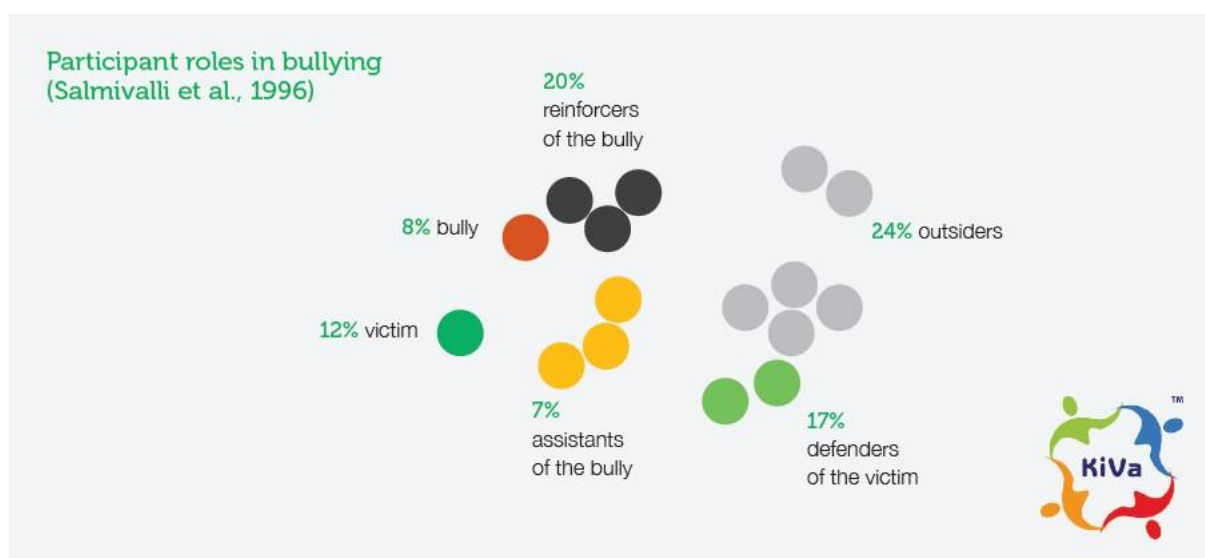
Initiators, targets and bystanders

Bullying behaviour involves three parties: initiators (those doing the bullying), targets (those being bullied), and bystanders (those who witness the bullying).

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

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

Bystanders (ie, witnesses to bullying behaviour) can have a powerful effect on either encouraging or inhibiting bullying behaviour. There are three main types of bystander: followers (assistants) – do not initiate, but take an active role in the bullying behaviour supporters (reinforcers) – support the bullying behaviour (overtly or covertly, eg, by turning a blind eye) but do not take an active role in the bullying behaviour defenders – dislike the bullying and try to help the target by intervening, getting teacher support (using safe telling) or providing direct support to the target.

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

24% outsiders

12% victim

7% assistants of the bully

17% defenders of the victim

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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. Bystanders need to know that responding appropriately (by discouraging, intervening in or reporting bullying) can be a very effective way to limit the impacts of, and even prevent, bullying behaviour.

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.

Whole-school approaches

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.

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.

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.

- 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, including the safe and responsible use of digital technology
  - 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.

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.

Students with disabilities

Students with disabilities (including physical, learning, 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 and segregation can contribute to this increased risk. Positive modelling by teachers and others of respect and inclusiveness towards students who may be targets can reduce risk. Individualised approaches to preventing or responding to bullying behaviour can

be included in individual education plans for students with disabilities. An emphasis on including all students and valuing diversity are powerful ways to lessen the risk that students with disabilities will experience bullying.

Schools' bullying prevention and response strategies should apply to all students, including those with disabilities. 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. Special Education Needs Coordinators could play a lead role in supporting other school staff to developing the strengths-based conversations around disabled students and any specific talents or needs they may have.

Students' rights and responsibilities

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).

All students have the right to be treated with respect and dignity. In order for this to happen, it is important that students also understand they have a responsibility to treat other students with respect and dignity. Students also have rights and responsibilities relating to:

- personal security and protections from physical, emotional and sexual harassment or abuse from peers or others in the school environment
- freedom from discrimination
- participation, to express their views and have a say in matters which affect them
- an education that nurtures them to their full potential
- owning property and having it treated with respect
- being taught, and having demonstrated to them, respect for the rights of others.

Students have a right to have their family / whānau informed and involved in matters that affect them. Bullying incidents should be dealt with in a fair manner that protects the dignity and privacy of all parties. Resolution should be aimed at achieving, where appropriate, a positive outcome for all parties with particular emphasis on ensuring that the wellbeing of the target of the bullying behaviour is restored and that any underlying issues behind the bullying behaviour are positively addressed.