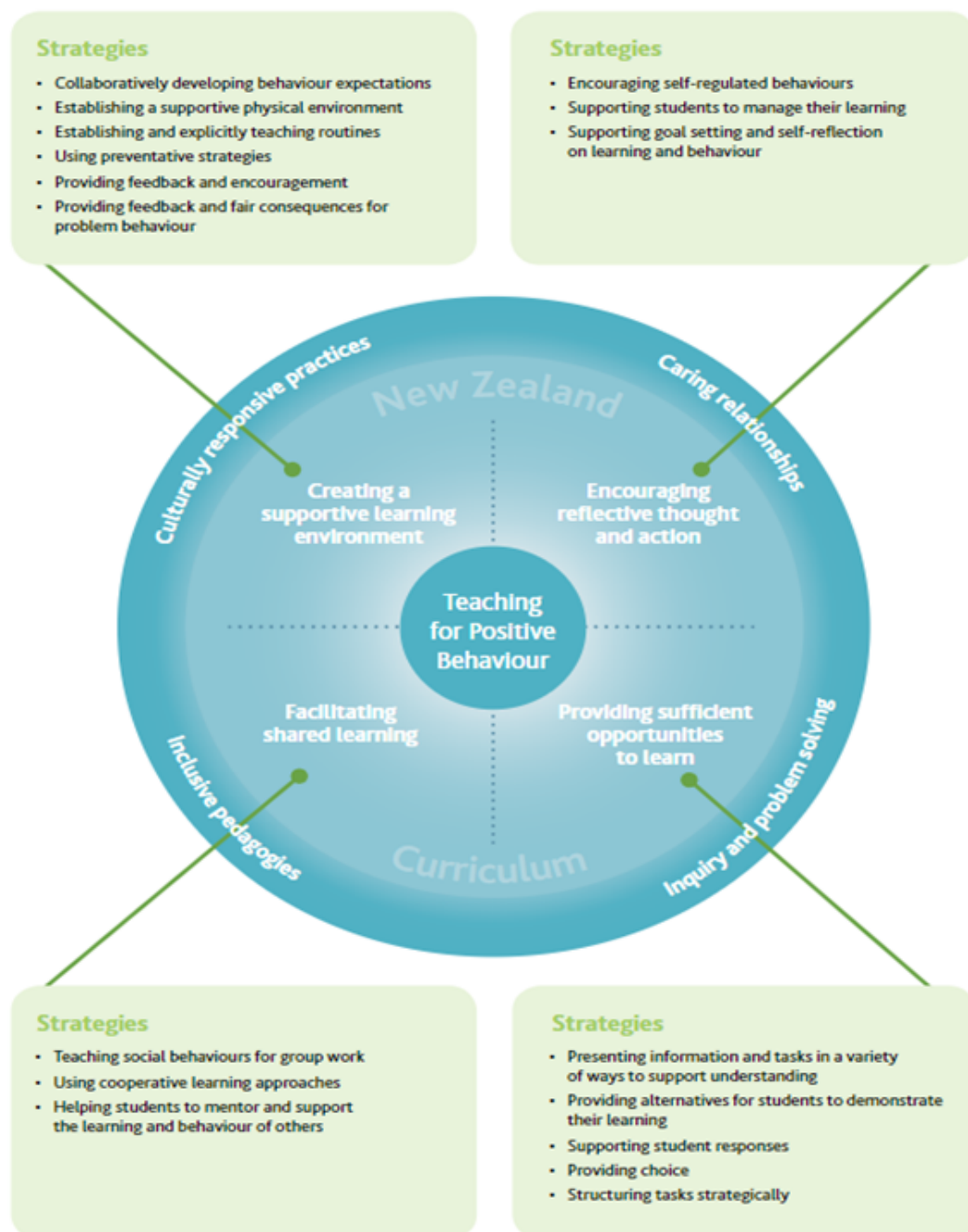# PONSONBY PRIMARY ANTI BULLYING HANDBOOK

Recognition/ actions and the matrix of harm

A Guide for teachers in recognizing bullying and what is not bullying, prevention , tips for parents and children. Ponsonby Primary procedures are based on the notion of restorative justice

The school bases all anti bullying strategies on the work done in New Zealand around PB4l and other researchers such as Barbara Coloroso
https://innerdisciplineselfcontrol.files.wordpress.com/2013/10/handout1.pdf

Strategies
- Collaboratively developing behaviour expectations
- Establishing a supportive physical environment
- Establishing and explicitly teaching routines
- Using preventative strategies
- Providing feedback and encouragement
- Providing feedback and fair consequences for problem behaviour

Strategies
- Encouraging self-regulated behaviours
- Supporting students to manage their learning
- Supporting goal setting and self-reflection on learning and behaviour

Culturally responsive practices
New Zealand
Caring relationships

Creating a supportive learning environment

Encouraging reflective thought and action

Teaching for Positive Behaviour

Facilitating shared learning

Providing sufficient opportunities to learn

Inclusive pedagogies
Curriculum
Inquiry and problem solving

Strategies
- Teaching social behaviours for group work
- Using cooperative learning approaches
- Helping students to mentor and support the learning and behaviour of others

Strategies
- Presenting information and tasks in a variety of ways to support understanding
- Providing alternatives for students to demonstrate their learning
- Supporting student responses
- Providing choice
- Structuring tasks strategically

The school documentation is premised on the work that has been done in New Zealand to create Positive behaviour for Learning PB4L.
This booklet needs to read in conjunction with the PB4L resources on TKI.

http://pb4l.tki.org.nz/content/download/747/2849/file/Teaching%20for%20Positive%20Behaviour.pdf

Ponsonby Primary School
The Bully Assessment Matrix

Child's name   **Any identified bullies**

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

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.

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)

Expected follow-up and actions- to be entered on pastoral care and hard copy to child's file.

The Bullying Circle

The *Olweus Bullying Prevention Program* describes students involved or witnessing a bullying situation as having roles in the Bullying Circle [2]:

A. Students Who Bully.
These students want to bully, start the bullying, and play a leader role.

B. Followers or Henchmen
These students are positive toward the bullying and take an active part, but don't usually initiate it and do not play a lead role.

Student Who Is Bullied.
The student who is being bullied.

C. Supporters or Passive Bullies
These students actively and openly support the bullying, for example, through laughter or calling attention to the situation, but they don't join in.

D. Passive Supporters or Possible Bullies
These students like the bullying but do not show outward signs of support.
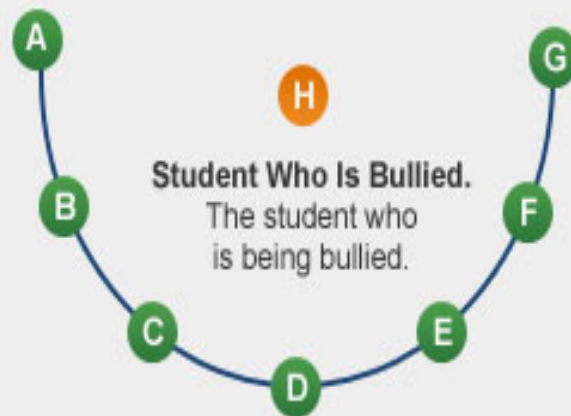
E. Disengaged Onlookers
These students do not get involved and do not take a stand, nor do they participate actively in either direction. (They might think or say: "It's none of my business," or "Let's watch and see what happens."
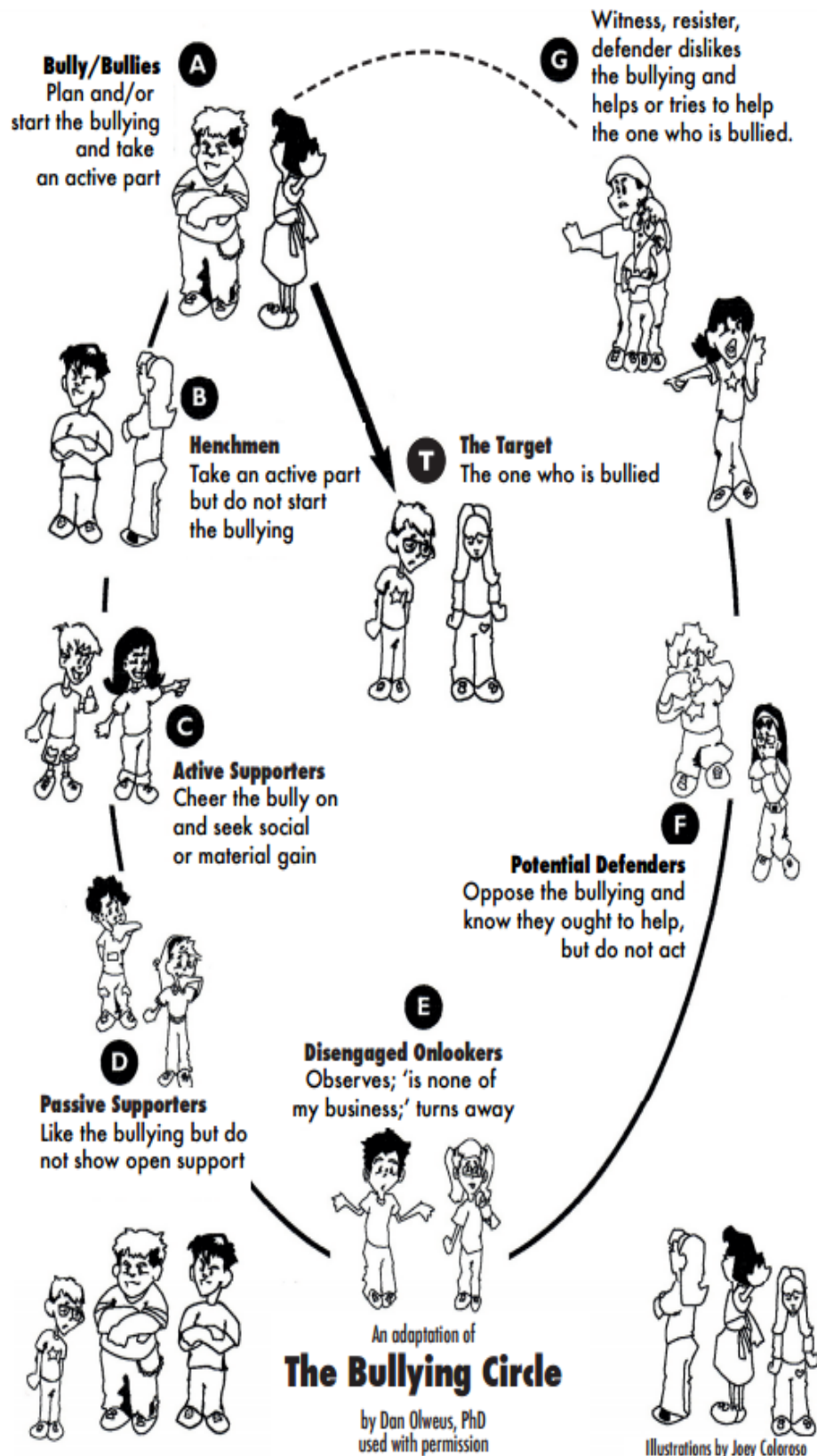
F. Possible Defenders
These students dislike the bullying and think they should help the student who is being bullied but do nothing.

G. Defenders
They dislike the bullying and help or try to help the student who is being bullied.

Bully/Bullies **A**
Plan and/or start the bullying and take an active part

Witness, resister, defender dislikes the bullying and helps or tries to help the one who is bullied. **G**

Henchmen **B**
Take an active part but do not start the bullying

The Target **T**
The one who is bullied

Active Supporters **C**
Cheer the bully on and seek social or material gain

Potential Defenders **F**
Oppose the bullying and know they ought to help, but do not act

Passive Supporters **D**
Like the bullying but do not show open support

Disengaged Onlookers **E**
Observes; 'is none of my business;' turns away

An adaptation of

The Bullying Circle

by Dan Olweus, PhD
used with permission

Illustrations by Joey Coloroso

Understanding the difference between 'Teasing and Taunting'.

Teasing is generally not meant to hurt and is meant to make both parties laugh. Generally it is quite innocent in motive and mostly will discontinue if one person is upset or objects to the teasing.

Taunting hurts

It is based on an imbalance in power and is nearly always one sided. It is intended to make someone feel bad. It involves humiliating, demeaning or bigoted type comments disguised as joking. Laughter is directed at the target not with the target. It diminishes self worth and can induce fear that this will continue. It is not nice behaviour and often is continued when the target child shows distress.

Every adult in a child's life needs to understand the difference

The Impact of Bullying

A single student who bullies can have a wide-ranging impact on the students they bully, students who observe bullying, and the overall climate of the school and community.

Students Who are Bullied

Students deserve to feel safe at school. But when they experience bullying, these types of effects can last long into their future:

- Depression
- Low self-esteem
- Health problems
- Poor grades
- Suicidal thoughts

Observers of Bullying

Students who see bullying happen also may feel that they are in an unsafe environment. Effects may include feeling:

- Fearful
- Powerless to act
- Guilty for not acting
- Tempted to participate

Students Who Bully Others

Students who intentionally bully others should be held accountable for their actions. Those who bully their peers are also more likely than those students who do not bully others to *:

- Get into frequent fights
- Steal and vandalize property
- Drink alcohol and smoke
- Report poor grades
- Perceive a negative climate at school
- Carry a weapon

Schools with Bullying Issues

When bullying continues and a school does not take action, the entire school climate can be affected in the following ways:

- The school develops an environment of fear and disrespect
- Students have difficulty learning
- Students feel insecure
- Students dislike school
- Students perceive that teachers and staff have little control and don't care about them

Teaching with Wit and Wisdom

Barbara Coloroso

- Teaching students to **think** and **act** ethically is three fold:
  Giving them ways to care deeply, share generously,
  help willingly.
  Curb their inclination to hoard or harm.
  Stop in its tracks anything that fuels hatred.

- An ethic rooted in deep caring is primarily about relationships. Principles, virtues and values are in the service to and at the service of that caring.

- The story about our human nature in today's social and cultural climate is part and parcel of our human nature and our social and cultural climate.

- Holding students accountable for what they do that causes harm, what they fail to do to care, and for what they turn a blind eye to says we care deeply about them. It also says that we believe they are capable of acting with integrity, civility, and compassion. That will require resolve on our part and discipline on theirs.

- **Discipline and Punishment—Why one works and the other only appears to work:**
Punishment is adult oriented, imposes power from without, arouses anger and resentment, invites more conflict, exacerbates wounds rather than heals them; is preoccupied with blame and pain; does not consider reasons or look for solutions; does something *to* a student; involves a strong element of judgment; and demonstrates a teacher's ability to control a student.

Discipline is *not* judgmental, arbitrary, confusing, or coercive. It is not something we *do to* students. It is working *with* them. It is a process that gives life to a student's learning. It is restorative, and invites reconciliation. Its goal is to instruct, guide, and help students develop self-discipline—an ordering of the self from the inside, not an imposition from the outside.
- The *process* of discipline does four things the *act* of punishment cannot do:
  1. Shows students what they have done.
  2. Gives them as much ownership of the problem that they can handle.
  3. Gives them options for solving the problem.
  4. Leaves their dignity intact.
- For mistakes, mischief, and mayhem that unintentionally or intentionally create serious problems of great consequence, the **Three R's**—restitution, resolution, and reconciliation—are incorporated into the four steps of discipline.
- **R.S.V.P.**--Consequences need to be Reasonable, Simple, Valuable, and Practical.

A **great guide for parents from B. Coloroso research 2009**

- **Six Critical Life Messages**

I believe in you
I trust you
I know you can handle it
You are listened to
You are cared for
You are very important to me.

- **Philosophical Tenets**

Kids are worth it
I won't treat them in a way I
would not want to be treated
If it works and leaves both of our dignity
intact, do it.

- **Three Alternatives to NO**

Yes, later.
Give me a minute
Convince me

- **Alternatives to Abundant Praise, Tangible Goodies,
and our Presence as a Present:**

Encouragement
Feedback (compliments, comments, constructive criticism)
Deep caring (compassion and loving kindness)
Discipline

- **Big I and Three C's**—Intent, content, circumstances, and
possible intended or unintended consequences.
If we conclude that our actions could harm another person and
we commence to act; we come full circle to our intent to harm.

If we conclude that our actions could help relieve the suffering of
the other, we have three choices: to not act (allowing suffering);
to act because we want to maintain our image of a caring person
(get caught); or to act to relieve the suffering of others, because
we *must.*

- **T.A.O of Teaching: Time, Affection and Optimism**

- **Integrity**

Discern what is the right thing to do.
Be willing to act when the burden is heavy.
Be willing to speak up when it is more comfortable to be
Silent.

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See teacher page for difference between discipline and punishment.
Remember the 3 Cons-1) begging, bribing, weeping wailing etc; 2) Anger and
aggression;3) Pouting and sulking. Think before you act –we tend to give into number 1
behaviours, hook into 2 and when 3 comes along adults tend to revert to actions 1 and 2.

What to say to your child if they come home and say they have been bullied

DON'T
Don't rush to solve the problem
Don't say "avoid the bully"
Don't say fight back
Don't confront the bully or the parents of the bully
Don't try to explain away the bully's behaviour
DO
Say to your child I hear you; I am here for you and you are never alone if something is worrying you.
Is there anything I can do to help? Because we are a family team here.
Have you told a teacher or Mr Rama or Mrs Robins or Mr Naera? They are all there to help you. That is their job.
There are things we can do together and one of them is to talk to Mr Rama on the phone, or make a meeting or email him that there is a problem. Would you like me to help with that?
Ask them if they have said "Stop it, I don't like it ?"

Antidotes to bullying:

Children need a strong sense of self
They need one really good and true friend who will be there through thick and thin.
Successfully being accepted into a group and knowing when to get out of it, if it does not serve the person well.

Contacts that can help against bullying and cyberbullying

 www.kidsline.org.nz

http://www.netsafe.org.nz/the-kit/

http://www.bullyingfree.nz/

PPS Policy and procedure statements on School Docs

Behaviour Management

Managing behaviour relies on consistently applying both our school's behaviour plan and strategies to promote positive student behaviour.

At Ponsonby Primary School:

- Teachers maintain positive learning environments and relationships with students.
- We make a clear statement of acceptable and unacceptable behaviour known to all staff, parents, and students.
- All members of the school, including the students themselves, have a responsibility to recognise **bullying** and to take action when they are aware of it happening.
- We consistently apply a discipline plan in all cases of unacceptable behaviour.
- The school actions the procedures outlined by the Ministry of Education for the **stand-down, suspension, or exclusion** of students, in cases of extreme and persistent behaviour.
- Individual programmes and strategies for students with particular behaviour difficulties are devised with parents and staff, and outside agencies if necessary, and these students may be dealt with outside the school's behaviour plan.

Parents' concerns about student behaviour

If a parent has a concern about an incident at school, the parent should contact the school and the school will deal with the concern. The school believes that parents should not approach other children or parents about school behaviour incidents.

See our behaviour management documents for more information:**Behaviour Expectations**; **Primary Action Plan**; **Student Discipline**

Bullying

Bullying is a form of harassment, and usually refers to intimidatory behaviour between school students, but may involve staff. If the bullying involves staff and students, the **Harassment procedure** is followed.

Bullying is deliberate, harmful behaviour that is often repeated, or continues over a period of time. It often involves a power imbalance and it is difficult for those being bullied to defend themselves. Bullying takes place in the digital world too, through cyberbullying.

All members of the school, including students themselves, have a responsibility to recognise bullying and to take action when they are aware of it happening. Bullying behaviour can be overt (directly 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. If students are being bullied, they need to feel supported and know what to do.

Examples of bullying behaviours include:

- physical, for example, hitting, kicking, taking belongings, defacing a web page

verbal, for example, name calling; insults; racist, sexist, or homophobic remarks

- social/relational, for example, spreading nasty stories, excluding from groups, making threats, standover tactics
- cyberbullying, for example, posting negative comments on social media, publishing or sending inappropriate messages or images, sending mean or intimidating texts and emails.

To effectively prevent and respond to bullying behaviour at Ponsonby Primary School we:

- create a safe, inclusive, and respectful environment
- promote **digital citizenship** to our students
- provide guidelines for managing and dealing with bullying
- identify and acknowledge bullying/intimidating behaviour, including cyberbullying, and do not tolerate it.

PPS Anti-Bullying Videos

Use your WITS
https://www.youtube.com/watch?v=2AzVfc0sUTc

Stop Verbal Bullying
https://www.youtube.com/watch?v=mHgOqDDq7AY&index=12&list=UUC1Q7_1gPDnKWPbnCRJITyg

https://www.youtube.com/watch?v=mHgOqDDq7AY&index=12&list=UUC1Q7_1gPDnKWPbnCRJITyg

Verbal Bullying is Not Okay
https://www.youtube.com/watch?v=FVwG4T_zob8&index=14&list=UUC1Q7_1gPDnKWPbnCRJITyg