



Ponsonby Intermediate Bullying Prevention and Response Programme

A physically and emotionally safe environment is essential for student well-being and their learning. This safe environment is the responsibility of the teachers as well as the students and whanau to assist in reinforcing the school values and 'Keys to Success' that create this environment. These school values and 'Keys to Success' are an integral part of ensuring there is a shared understanding of the school's expectations and the actions that can be taken when a student feels unsafe.

At Ponsonby Intermediate, we have implemented a number of programmes that teach our students how to identify bullying and what they can do to prevent it or stop it from happening. Hauora, Positively Ponsonby and the health classes all address issues around bullying and all teachers are aware of the school wide procedures that are in place as stated below.

Incidences that take place within school will be dealt with using our Behaviour Management System and education programmes. Consequences are given accordingly based on the information provided as well as any other factors that may need to be considered.

If the incident happens outside of school such as on the weekend or to and from school (school bus for example) and the school is made aware of this, the Deputy Principal or Principal will proceed based on all the information provided. The school Behaviour Management System can be used if deemed necessary, particularly if it is having an effect on students during school time. Other procedures may be used depending on the behaviour and where exactly it has taken place. Whatever the behaviour might be, the school has a professional obligation to at least act in some way that ensures the behaviour is addressed and recognized as a concern.

The following Programmes are to assist staff and students to prevent and respond to bullying:

- **Positively Ponsonby**
- **Hauora Programme**
- **Form Time pastoral care activities (PIP, form times)**
- **Health Programme - Term 1**
- **Mitey Programme (facilitator support, resources)**
- **Full time Guidance Counsellor**
- **Teaching for Positive Behaviour (MOE Document)**
- **Restorative Practice (MOE Document)**
- **Bullying Prevention and response (MOE document)**
- **Resources/Activity booklet**

Positively Ponsonby

Each year, Ponsonby Intermediate runs a programme called "Positively Ponsonby". The aim of the programme is to create a safe, happy environment for every child at the school.

Our programme involves school and class representatives taking part in a whole day workshop, exploring issues around peer interactions and developing possible action plans. Students have a say in the direction and content that is covered in the class with the support of the teacher and the school counsellor.

Each class embarks upon a plan that they have decided on, to help build a supportive and friendly class culture. The lessons will take place during Friday morning form time. They are taken by the class teacher and/or the 2 representatives who took part in the training day.

In addition to this programme, we also have a Positively Ponsonby Award (Gold Card) at every Friday morning assembly. Students who see someone in the school being a positive role model may nominate them for this special award. Students are also encouraged to seek help throughout the school by having private links to the school counsellors on the daily notices. This normalises seeking and getting support.

Hauora

Well-being underpins the way we operate at Ponsonby Intermediate. “Feeling good and functioning well” is our Kahui Ako’s definition of well-being based on Positive Psychology. Hauora is given a set time slot during the school week on Friday mornings and is an important part of building a positive class and school culture. Hauora is taught by the form teacher and can also be used as a teaching tool during form times to help deal with issues or concerns that may arise within the form class. Hauora is based on the Maori ‘Whare’ (Gathering house) the students are encouraged to look after and create harmony between all aspects of their life, each representing a pillar; taha tinana (Physical), taha hinengaro (Mental and Emotional), taha whanau (Family and community), and taha wairua (Spiritual).

Taha tinana – Physical well-being

The physical body, its growth, development, and ability to move, and ways of caring for it.

Taha hinengaro – Mental and Emotional well-being

Coherent thinking processes, acknowledging and expressing thoughts and feelings and responding constructively.

Taha whanau – Social well-being

Family relationships, friendships, and other interpersonal relationships: feelings of belonging, compassion, and caring; and social support.

Taha wairua – Spiritual well-being

The values and beliefs that determine the way people live, the search for meaning and purpose in life, and personal identity and self-awareness (for some individuals and communities, spiritual well-being is linked to a particular religion; for others, it is not).

We also do a school wide Hauora survey each year to get a picture of what is happening for students and use that data to inform what specific programmes we may need to implement.

Form Time and Pastoral Care Programme

Apart from admin type tasks (roll and notices), the main focus of this time is for teachers to ensure that the class is set up for success for the day. Teachers use this time to help students reflect on their learning and set meaningful goals. Teachers may also use this time to build class culture and deal with any pastoral care issues that may arise.

Health Programme - Term 1

The Health Programme in Term 1 focuses on Bullying Prevention and outlines clear expectations for students to follow to ensure they feel safe.

The Health and PE team will share with staff how this programme looks as well as a number of helpful resources and tools to assist form teachers throughout the year. This will be shared with all staff digitally and contains links to websites and activities to help support form teachers.

Mitey Programme

This programme focuses on student well-being and mental health. It is about understanding themselves and others and focuses on topics such as Diversity and Being Yourself. Teachers are guided through this programme by an outside agency to help guide and support them through lessons. All learning experiences are provided by the Mitey agency and teachers can adjust or modify each lesson based on the needs of the class and individual students.

Mitey Programme will support the Health programme (Term 1) with learning experiences relating to mental health and mana.

Guidance Counsellors

Students can self-refer themselves to the Guidance Counsellor through our online system, in person, or via an adult. Students can process the potential effects of bullying, and make a disclosure of potential bullying confidentially.

Teaching for Positive Behaviour (MoE document)

This document is provided by the Ministry of Education and underpins the school-wide Behaviour Management system. It makes it very clear for staff, the steps that need to be taken when dealing with bullying type behaviour and the consequences or support students require will depend on the situation they are dealing with including the context and any historical information.

Restorative Practice

All staff are trained and resourced with information regarding restorative practice. The information provided to staff are from MOE and come in three books. These are used on a regular basis with staff and are reviewed each year through staff meetings and team meetings. There is also a Ponsonby Restorative practice document created by our School guidance Counselor which details how Ponsonby uses restorative practice within the specialist teaching model.

Bullying Prevention and Response: A Guide for Schools (MOE document)

This document clearly outlines the expectations, systems and procedures required of schools when dealing with bullying. As a school, we have used this document to inform us of our own Bullying Response Programme. Much of the information contained in this booklet is directly from the MoE document. We have personalised our approach so that our School Values and “Keys to Success” are intertwined with the MoE document.

School Procedures for Staff

When dealing with an incident that involves bullying type behaviour, the following procedures are in place to help guide and support staff:

- All members of Ponsonby Intermediate School have a responsibility to recognise bullying and to take action when they are aware of it happening.
- An anti-bullying programme will be implemented once during Year 7 and again in Year 8. This will occur during Health lessons over four weeks.
- All staff will treat any report of bullying seriously and take action. A staff meeting will be held each term to discuss issues and review strategies and remedial approaches.
- Staff will 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) will be assured that they have acted correctly in reporting the bullying.
- The staff member will have the student fill out an 'Incident Report' of the information and pass it on to the form teacher, Guidance Coordinator, Deputy Principal or Principal as appropriate. Parents will be contacted when deemed necessary.
- The emphasis must be on changing the behaviour of the bullying student(s), while providing support for the student(s) who have been bullied.
- It must be understood that when trying to change negative student behaviour, particularly behaviours that are deeply ingrained, we must try a number of approaches and strategies.
- The staff member will give advice to the student on how to deal with any repeat incidents that may happen before the behaviour can be addressed. The focus is to ensure student safety.
- Follow up will be discussed with the student. It is important that the staff member checks a week or so later with both the student and any other parties involved (parents, teachers) to ensure that bullying type behaviour is not continuing.
- Track and Monitor bullying type behaviour that occurs in class, in the playground or cyberbullying that is brought to the teachers attention by a parent/caregiver.

Helpful Information for Parents/Caregivers

The following information can help guide you as a parent/caregiver if bullying is brought to your attention:

Defining Bullying:

Whether bullying is physical, verbal, or social (relational), four widely-accepted factors can be used to identify it:

- Bullying is deliberate - harming another person intentionally
- Bullying involves a misuse of power in a relationship
- Bullying is usually not a one-off - it is repeated, or has the potential to be repeated over time
- Bullying involves behaviour that can cause harm - it is not a normal part of growing up.

(bullyingfree.nz)

There are four main types of bullying:

- **Physical:** Hitting, kicking, taking belongings
- **Verbal:** Name calling, insulting, racist remarks
- **Indirect:** Spreading nasty stories, being excluded from groups
- **Cyber-Bullying**

When bullying takes place at Ponsonby Intermediate School, parents/caregivers can help the school by doing the following:

Take it seriously, but stay calm. Avoid being:

- The cynic – ‘No need to get upset’
- The martyr – ‘That’s nothing, when I was...’
- The brick wall – Not giving a chance to explain
- The interrogator – ‘I want to know everything’
- The bully – ‘Stick up for yourself’
- The rescuer – ‘Leave it to me’

Helpful responses, try being:

- The listener – Not jumping to conclusions
- The clarifier – Investigating patiently
- The informed supporter – Seeing your child’s side but considering all perspectives

Let your child know:

- That you are proud they have told you
- That you believe them
- That you are sorry it happened and you will work together to resolve the situation

Communication with school:

- Let the form teacher know of your concerns at the first incident
- Provide the form teacher with all of the information you have. eg if it is cyberbullying provide screenshots
- Discuss with the form teacher the best way forward for your child
- Be prepared to work with the school in a cooperative manner to achieve the best outcome for all involved.