



WHANGANUI HIGH SCHOOL POLICY

ANTI-VIOLENCE, ANTI-HARASSMENT, ANTI-ABUSE and ANTI-BULLYING

INTRODUCTION	1	Whanganui High School Board will take all practical and reasonable steps to provide a safe and supportive environment which fosters our LIFE values of Learning, Integrity, Fellowship and Excellence. These values embody personal respect, and physical and emotional safety, for all members of the School community. We are a Positive Behaviour for Learning (PB4L) school and we believe in following through with restorative practices.
OBJECTIVES	1	<p>Provide a safe School environment.</p> <ol style="list-style-type: none"> Ensure that all members of the School community are afforded respect and dignity. Maintain zero tolerance to all forms of violence, harassment, abuse and bullying. Investigate and attempt to resolve all reports of violence, harassment, abuse and bullying. <p><u>Bullying Explained</u></p> <p>Bullying is one specific form of aggressive behaviour and can be covert or overt in nature. There will always be an element of professional judgement in determining whether specific incidents constitute bullying. However, most widely accepted definitions of bullying behaviour emphasise the following four characteristics:</p> <ul style="list-style-type: none"> <i>bullying is deliberate</i> – there is an intention to cause physical and/or psychological pain or discomfort to another person. <i>bullying involves a power imbalance</i> – there is an actual or perceived unequal relationship between the target and the initiator which may be based on physical size, age, gender, social status, or digital capability and access. <i>bullying has an element of repetition</i> – bullying behaviour is usually not one-off and is repeated over time, with the threat of further incidents leading to fear and anxiety. Repetition of bullying may involve single acts with different targets as well as multiple acts with the same target. <i>bullying is harmful</i> – there is short or long term physical or psychological harm to the target (eg: as a result of coercion or intimidation).
GUIDELINES Responsibility for Implementation	1	<p>The Principal and Senior Leadership Team will:</p> <ol style="list-style-type: none"> Promote and implement this policy within the School. Become familiar with the legislative requirements relating to violence and to Health and Safety. Implement suitable programmes designed to encourage respect and discourage violence, harassment, abuse and bullying, such as Positive Behaviour for Learning and Restorative Practice, and provide relevant professional development for staff. Ensure that beginning teachers and new staff have appropriate induction, mentoring and support. Ensure a safe environment and a clear and transparent process for students and staff to report incidents of violence or bullying. Ensure support is available for students or staff who have been victims of violence, harassment, abuse or bullying. Ensure sensitivity and confidentiality, and the protection of the rights of all individuals. Model behaviour which reflects our LIFE values, and affords respect and dignity to all members of the School community.

		i) Investigate claims of violence, harassment, abuse or bullying against staff and/or students.
	2	Teachers will: <ol style="list-style-type: none"> Promote and encourage our LIFE values to assist students to relate to others in ways that afford dignity and respect to themselves and others of all cultures. (Note: PBL4L, Restorative Practice, NZ Curriculum Key Competencies, WHS Peer Mentoring, Student Council, and Leadership Programme.) Ensure that claims of violence, harassment, abuse or bullying are referred to the House Pastoral Team. House Pastoral Team will ensure students involved in any reported issue of violence, harassment, abuse or bullying are given the opportunity to access our School Counsellors so they can work with both victims and perpetrators. Model behaviour which reflects our LIFE values, and affords respect and dignity to all members of the School and wider community.
EXPECTED OUTCOME		Whanganui High School will have a transparent process which enables students and staff to report incidents, where staff respond appropriately, where positive relationships are established, maintained and repaired, to foster a safe and supportive environment which encourages personal respect, and physical and emotional safety, for all members of the School and the wider community.
EVALUATION		The Board, in association with the Principal, will review this policy on a three-yearly cycle in accordance with the School's quality management cycle.
CONCLUSION		For a Summary of Procedures for implementing this policy, refer to Appendix I. Other Policies relevant to this Policy include: <ul style="list-style-type: none"> WHS Health and Safety Policy 5.1 Student Discipline 5.4 Sexual Harassment Policy 3.11 Child Protection Policy 5.11

Approved by the Board

Signed Chairperson: _____

Date: _____

Signed Principal: _____

Date: _____

SUMMARY of PROCEDURES

PREVENTION OF VIOLENCE, HARASSMENT AND ABUSE

1	<p>Whanganui High School will develop and maintain programmes and processes which foster positive relationships and discourage bullying, violence, harassment and abuse.</p> <p>a) Mentoring of junior students by peers, senior students and staff via Houses, vertical form classes, whanau form classes, whanau meetings, supported learning classes, peer mentoring, student council, student leadership team.</p> <p>i) Induction of new students includes Positive Behaviour for Learning through our LIFE values, and Restorative Practice.</p> <p>ii) Year 9 Health - Bullying unit: identifying what it is, how to help, available support (both inside and outside of School). Students identify issues and explore ways to deal proactively with bullying situations. Students explore how they can act with integrity and assertiveness in these situations, identify some strategies for dealing with bullying, and develop an understanding of why people behave as they do in bullying situations.</p> <p>iii) Police resourced anti-bullying programme and complementary positive relationships programme at Years 9 and 10 via Health / Physical Education.</p> <p>iv) Engagement of outside providers, when available.</p> <p>v) School Counsellors introduced to new students at House and Year Level assemblies.</p> <p>vi) Positive Behaviour for Learning, and Restorative Practice form key components of the Mentoring and Leadership Programmes.</p> <p>b) Consistent reinforcement of LIFE values and zero tolerance of violence, harassment, abuse and bullying through:</p> <p>i) Inclusion of LIFE values and school expectations with enrolment material, which new students and parents sign to state that they have read, understood and agree to meet.</p> <p>ii) Form teachers teach LIFE values and fundamental school expectations with form class at the beginning of the School year.</p> <p>iii) LIFE values and school expectations emailed/posted to all families at the beginning of the school year, visible on website, on school signage.</p> <p>iv) Reinforcement of zero tolerance policy via full House and Year Level assemblies.</p> <p>c) Access to the guidance network for reported victims and perpetrators of violence, harassment, abuse or bullying.</p> <p>d) Referral to the Guidance network of students who staff believe may be subject to violence, harassment or abuse.</p>
2	<p>Use the Student Management System (KAMAR) to record incidents of threatening behaviour and physical violence in the School.</p>

3	Administer an annual survey at Years 9, 10 and 11 to gain data about the prevalence of bullying and other harmful behaviours. a) Use the results of this survey to compile longitudinal data identifying trends, e.g. rise or decline in bullying, time or location of bullying behaviour. b) This data will be analysed to help judge the effectiveness of anti-bullying programmes and identify where changed/new education programmes and/or responses may be necessary.
4	Provide staff with access to relevant and effective professional development on Positive Behaviour for Learning, Restorative Practice, where applicable.
5	Develop and maintain links with the local Police and outside agencies to develop a mutual understanding of each other's working methods, responsibilities and constraints.
6	SLT/ Pastoral teams regularly consult with the School Counsellor to gain their feedback on the prevalence of violence, harassment, abuse or bullying behaviour in the School.
7	Use data from the Student Management System (KAMAR) to look at trends and patterns of behaviour to focus emphasis on teaching expected behaviours school wide.

COMPLAINTS

1	<p>Whanganui High School will:</p> <p>a) Provide safe, restorative, transparent procedures, both informal and formal, for dealing with complaints of violence, harassment, abuse or bullying. The aim is to resolve complaints by re-establishing positive relationships swiftly and effectively. Confidentiality will be maintained.</p> <p>b) The school recognises that none of the procedures outlined in this document restrict the right of a complainant to use other avenues of dealing with cases of violence, harassment, abuse or bullying, e.g. complaint of assault with the Police.</p> <p>c) In investigating and resolving complaints of violence, harassment, abuse or bullying, the School will ensure that all parties involved:</p> <ul style="list-style-type: none"> i) Have a fair hearing and an opportunity to respond to any allegations made against them. ii) Will be kept fully informed during the process. iii) Can withdraw from the complaints process at any stage. iv) Have access to assistance, eg: counselling, when it is recommended by the person conducting the investigation.
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SUPPORT FOR VICTIMS

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| 1 | <p>Whanganui High School will, under the Health and Safety at Work Act 2015 minimise the effects of health and safety hazards. For students, this support may include:</p> <ul style="list-style-type: none">a) A designated safe environment (e.g. Dean's Office or Senior Administration Block) where they know they cannot be further victimised.b) House Pastoral team, Teachers, Form Teacher and Senior Student Leaders.c) Specialist staff (e.g. Specialist Classroom Teacher (SCT), Resource Teacher Learning & Behaviour (RTLb), Counsellors.)d) Moving class/form class where deemed necessary. <p>For staff this support may include:</p> <ul style="list-style-type: none">a) Access to and guidance from appropriate support personnel, e.g. SCT, House Pastoral Team, PPTA, School lawyers.b) Relief from teaching duties until the matter is resolved.c) Where appropriate, support from external counsellors, for example, our EAP Works / RAISE counselling support programme. |
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