



## BULLYING – STUDENTS

### Purpose

Southland Girls' High School Board of Trustees is committed to providing a learning environment for our School and living environment in the School's Student Residence that is safe and equitable. It regards bullying as a serious offence which will not be tolerated within the School community.  
(Appendix 1)

### Guidelines

- The Board, by delegation to the Principal, shall ensure that staff and students are informed of the nature and implications of bullying, and will act to reduce the risk of its occurrence.
- Students are encouraged to report any bullying incidences immediately to any staff member.
- All complaints of bullying shall be taken seriously and investigated quickly, privately and fairly, as per the Complaints policy.
- If anyone wishes to make a complaint about harassment/bullying, they should report the matter to any of the following staff: Deputy Principal, Assistant Principals in Charge of Student Welfare, Year Level Co-ordinator or Tutor Teacher, Director of Boarding.
- The use of physical violence by students will normally result in a stand down.
- Bullying / intimidation of students by a staff member is not acceptable under the Code of Professional Responsibility (See Appendix 2).

#### Procedures:

1. Any bullying/intimidation by staff of a student is reported to the Principal/Deputy Principal.
2. All instances of **serious** bullying of students by other students should be reported to the Deputy/Assistant Principal and/or Academic Tutor / Year Level Co-ordinator. In some **exceptional life threatening circumstances** it may be reported directly to Principal
3. Year Level Co-ordinators will collect data re the **concern** /complaint, take the appropriate action where appropriate, and refer to Senior Leadership Team.
4. Guidance Counsellors will support students who have been bullied and with the permission of the students, they may refer on-going concerns or other information to Year Level Co-ordinators or the Senior Leadership Team as necessary.
5. **Action taken may involve informing parents, interviewing all those concerned, and mediating between groups/individuals.**
6. Stand downs will be actioned by the Principal / Acting Principal or AP/DP as designated by the Principal. Stand downs in the Hostel will be actioned by the Director of Boarding or by their Deputy in consultation with the Principal.
7. Appropriate support will be offered to the instigators, victims and families, Counselling etc.
8. Appropriate staff including YLCs, especially Academic Tutor and subject teachers will be informed of any issues as and when appropriate.

Last Reviewed March 2021

Board Chair

Review Date: February 2023

Principal



## Appendix 1

### *Key Definitions – Repeated and ongoing*

- Bullying is offensive, unasked-for behaviour and generally occurs when a person is subjected **repeated and ongoing** unwelcome verbal or physical conduct.
- It can include:
  - **Sexually offensive** jokes, cartoons, posters, pin-ups.
  - Offensive questions, comments, abuse, leering.
  - Unwanted, unnecessary, deliberate physical contact, touching and gestures.
  - Requests for sexual favours implying promises of favourable treatment and threats of unfavourable treatment.
  - Physical threats and abuse.
  - Racist bullying e.g. comments.
  - Bullying of students with special needs.
  - Exclusion or isolation of students by others.
  - Nonverbal bullying including text and on-line cyber bullying.
  - Bullying of students due to their sexual orientation
- Bullying can occur between:
  - Individuals
  - Individuals and group
  - Groups
  - Students
  - Students and adults
  - Adults

## THE CODE OF PROFESSIONAL RESPONSIBILITY

### 1. Commitment to the Teaching Profession

I will maintain public trust and confidence in the teaching profession by:

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1. demonstrating a commitment to providing high-quality and effective teaching
  2. engaging in professional, respectful and collaborative relationships with colleagues
  3. demonstrating a high standard of professional behaviour and integrity
  4. demonstrating a commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in the learning environment
  5. contributing to a professional culture that supports and upholds this Code.
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### 2. Commitment to Learners

I will work in the best interests of learners by:

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1. promoting the wellbeing of learners and protecting them from harm
  2. engaging in ethical and professional relationships with learners that respect professional boundaries
  3. respecting the diversity of the heritage, language, identity and culture of all learners
  4. affirming Māori learners as tangata whenua and supporting their educational aspirations
  5. promoting inclusive practices to support the needs and abilities of all learners
  6. being fair and effectively managing my assumptions and personal beliefs.
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### 3. Commitment to Families and Whānau

I will respect the vital role my learners' families and whānau play in supporting their children's learning by:

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1. engaging in relationships with families and whānau that are professional and respectful
  2. engaging families and whānau in their children's learning
  3. respecting the diversity of the heritage, language, identity and culture of families and whānau.
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### 4. Commitment to Society

I will respect my trusted role in society and the influence I have in shaping the future by:

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1. promoting and protecting the principles of human rights, sustainability and social justice
  2. demonstrating a commitment to Te Tiriti o Waitangi based Aotearoa New Zealand
  3. fostering learners to be active participants in community life and engaged in issues important to the wellbeing of society.
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