

Policy Title:	INCLUSIVENESS AND ANTI-BULLYING, HARASSMENT & DISCRIMINATION POLICY	
Approved by:	Approved by Leadership Team	For Board Meeting: May 2023
Contact:	Leadership Team	Review Date: May 2026

PURPOSE

This policy is made on the basis that all people should be treated with dignity and respect and have the right to have their needs met in a safe physical and emotional environment. It contains the guiding policy principles of Auckland Grammar School (the **School**), which seeks to develop high standards of behaviour in order to have a respectful and inclusive environment so that effective teaching and learning can take place.

SCOPE

This policy applies to all students who are enrolled at the School and all employees of the School.

POLICY STATEMENT

The School Board (**Board**) and Staff of the School emphasise the values of integrity and respect, and seek to support all students in a school environment free from bullying, harassment and discrimination.

All Staff and students have a responsibility to recognise instances where a respectful and inclusive environment isn't being upheld and to take action when they are aware that bullying, harassing and/or discriminatory behaviour is present.

No bullying, harassing or discriminatory behaviour will be tolerated by the School. It is not an acceptable part of growing up and prevents the existence of a respectful and inclusive School environment.

DEFINITIONS

BULLYING

Bullying is defined as repeated and unreasonable behaviour directed towards another person or group of people that can lead to physical or psychological harm.

Bullying will often (but not always) have the following four common features:

1. It may be deliberate
2. It is repeated over a period of time (and can involve a range of actions over time)

3. It has a detrimental effect on the physical or psychological well-being of the recipient (being behaviour that a reasonable person in the same circumstances would see as unreasonable)
4. The person who bullies has and exercises power inappropriately over another individual

Bullying can generally be categorised as being either personal attacks (direct bullying) or task-related attacks (indirect bullying). Examples include:

Personal Attacks (Direct)	Task-related Attacks (Indirect)
Physical actions (e.g. hitting, kicking, taking belongings)	Giving unachievable tasks – impossible deadlines – unmanageable workloads – setting up to fail
Verbal attacks (e.g. name calling, insulting remarks about another person and/or their beliefs, attitudes, lifestyle, religion, ethnicity, identity or appearance)	Constant criticism of work
Spreading inappropriate and/or incorrect stories	Changing goalposts or targets
Being shouted or yelled at	Withholding or concealing information – information goes missing
Ignoring – excluding – silent treatment - isolating	Reducing opportunities for expression – interrupting when speaking
Threats of violence	Sabotage
Cyberbullying – creating, sending, saving, or sharing material online that may offend or harass another person	Meaningless tasks – unpleasant jobs – belittling a person’s ability
Humiliation (in public or private)	Scapegoating
Unwanted sexual approaches, offers, or physical contact	Not given enough training or resources
Ridiculing – insulting – teasing – unwanted jokes - sarcasm	Supplying incorrect or unclear information

Bullying is not:

1. One-off or occasional instances of forgetfulness, rudeness or tactlessness
2. Setting high standards
3. Constructive feedback and legitimate advice
4. A manager or teacher requiring reasonable verbal or written instructions to be carried out
5. A single incident of unreasonable behaviour
6. Warning or disciplining students or Staff in line with disciplinary procedures
7. Reasonable management actions delivered in a reasonable way
8. Differences in opinion or personality clashes that do not escalate into bullying, harassment or violence

HARASSMENT AND DISCRIMINATION

Harassment: Students and Staff must not harass, verbally abuse or intimidate other students, Staff members or members of the community (including sexual or racial harassment). Harassment is unreasonable or unwanted behaviour that offends, insults, humiliates or intimidates a person and that a reasonable person, having regard to the circumstances, would have anticipated the possibility that the behaviour might offend, insult, humiliate or intimidate the harassed person.

Discrimination: Students and Staff must not engage in discriminatory behaviour towards others based on one of the prohibited grounds of discrimination in the Human Rights Act 1993. The prohibited grounds of discrimination include sex, race, national or ethnic origin, colour, religion, ethical belief, age, gender, sexual orientation, marital status, disability, political opinion, employment status or family status.

Discrimination and harassment may occur as part of bullying behaviour, or they can occur as stand-alone behaviour. Whatever the context, discrimination and harassment will not be tolerated by the School.

RESPONSIBILITIES

The School will:

1. Ensure, so far as is reasonably practicable, that it provides a safe environment for all students and Staff
2. Have clearly defined procedures for reporting bullying, harassment and/or discrimination
3. Have clearly defined strategies for dealing with bullying, harassment and/or discrimination

EDUCATION, PUBLICITY AND PREVENTION

The School operates an inclusive whole school approach to teaching and learning that includes all Staff, students, the Board and the parent/legal guardian community.

The School's philosophy regarding bullying, harassment and discrimination and the range of strategies available to alleviate it is made explicit to students, Staff and parents/legal guardians in the following ways:

Students, through:

- a) This policy
- b) The Health Curriculum
- c) Special Guidance programmes
- d) Clear and explicit standards set by teachers in their individual classrooms
- e) Communications from the Headmaster in daily assemblies and publications
- f) The digital citizenship seminar and the signing of ICT Policy documents regarding the acceptable use of IT

Staff, through:

- a) This policy
- b) The Staff Handbook
- c) Professional Development

Parents/Legal Guardians, through:

- a) This policy
- b) School communications e.g. Headmaster's Bulletins, the School website
- c) Annual Parent Teacher meetings
- d) Parent Information evenings

RELATED DOCUMENTS

Education and Training Act 2020

Health and Safety at Work Act 2015

National Education and Learning Priorities

The WorkSafe Guidelines on Preventing and Responding to Bullying at Work

Appendices

The following appendices provide information relating to the School's approach when responding to allegations of bullying, harassment and discrimination:

Appendix I: Procedures regarding the Reporting of Bullying, Harassment and/or Discrimination

Appendix II: Resolution Strategies for Dealing with Bullying Scenarios

Appendix III: Information for Staff and Parents/Legal Guardians Regarding Bullying

Appendix IV: Information for Students Regarding Bullying

APPENDIX I: Procedures regarding the Reporting of Bullying, Harassment and/or Discrimination

Students Reporting Bullying, Harassment and/or Discrimination

Students should report instances of bullying, harassment and/or discrimination immediately to a School Counsellor, a member of Staff or a Prefect/Senior Student.

When bullying, harassment and/or discrimination is reported, appropriate action will follow as soon as practicable.

Parents/Legal Guardians Reporting Bullying, Harassment and/or Discrimination

Incidents reported by parents/legal guardians are treated in the same way as those reported by students. These will be referred to the relevant Form level Dean to consider.

Initial Response by Teaching Staff

A Staff member should respond to allegations in the first instance by:

- listening to the complainant
- reassuring the complainant
- offering help, advice and support to the complainant
- informing the Dean or School Counsellor if the bullying is not able to be resolved informally, or if the teacher considers it appropriate to escalate the concerns in the first instance

The Process

In all cases when bullying, harassment and/or discrimination is alleged to have occurred, and the matter has not been resolved informally, the following must occur:

1. The Dean or a School Counsellor should be informed immediately
2. A strategy will be determined, with reference to **Appendix II - Resolution Strategies for Dealing with Bullying Scenarios**. In deciding upon an appropriate strategy, the Dean or School Counsellor will consider the seriousness of the allegations and the views of the complainant
3. Depending on the nature of the incident, the parents/legal guardians of the student parties and/or external agencies may be contacted. Where appropriate, the students who are involved in the situation will be interviewed
4. A written record of the process will be kept on the student management system for future reference
5. Should the Dean and Deputy Headmaster determine it is appropriate to escalate the concerns, the behaviour will be referred to the Headmaster

APPENDIX II: Resolution Strategies for Dealing with Bullying Scenarios

A positive approach is promoted through:

- a) searching for solutions
- b) allocating responsibility not blame
- c) looking forward not back
- d) focusing on and changing behaviour, not personalities
- e) examining relationship processes not incidents
- f) resolving the problem promptly

Key strategies that may be used include (but are not limited to):

- a) mediation with parents/legal guardians present
- b) peer mediation programmes
- c) family group conferences
- d) active listening and counselling - based approaches
- e) anger and confrontation management courses
- f) assertiveness training groups
- g) working with complainants to raise self-esteem and coping strategies

More severe responses that may be used include (but are not limited to):

- a) removal from teaching groups or Form Class
- b) withdrawal from Interval and Lunchtime privileges
- c) detention
- d) withholding participation on School trips or sports events that are not an essential part of the curriculum
- e) involving Oranga Tamariki, Specialist Education Services or another appropriate agency in the case of persistent bullying, harassing or discriminatory behaviour
- f) parent/legal guardian meetings/Final Written Warning/Daily Report
- g) Stand-down/Suspension/Exclusion/Expulsion

The School's disciplinary procedures will be invoked where appropriate.

APPENDIX III: Information for Staff and Parents/Legal Guardians Regarding Bullying

What is bullying?

Bullying is defined as repeated and unreasonable behaviour directed towards another person or group of people that can lead to physical or psychological harm. Bullying may be direct or indirect.

Personal Attacks (Direct)	Task-related Attacks (Indirect)
Physical actions (e.g. hitting, kicking, taking belongings)	Giving unachievable tasks – impossible deadlines – unmanageable workloads – setting up to fail
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Spreading inappropriate and/or incorrect stories	Changing goalposts or targets
Being shouted or yelled at	Withholding or concealing information – information goes missing
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Be cautious about unnecessarily escalating allegations of bullying. No-one approves of bullying behaviour, but a certain amount of teasing and unfriendliness does occur across all age-groups. Children need to learn how to run their own relationships and cope with ups and downs in friendships. Too much adult intervention, or over-reaction, can blow trivial incidents out of proportion and stifle the development of judgment and problem-solving skills. Therefore, it may be best to consider low-level and informal responses to bullying before escalating matters. However, any serious incidents of bullying should be immediately escalated.

Advice that can be shared with students to assist them in dealing with bullying is outlined in Appendix IV below.

What can you do if your son is being bullied?

- Check with your son that what is described is in fact bullying i.e. it is repeated, unreasonable and can lead to physical or psychological harm
- Tell someone within the School; a teacher, a School Counsellor, your son’s Form Master or

Deal if the below approaches are unsuccessful, or if the allegations of bullying are serious:

- a) Self-confidence is a powerful defence against being bullied, so help your child learn assertive and confident behaviour
- b) Be aware of the nature of your child and help him build protective behaviours. Observe how he gets on with other children and help him improve his social skills
- c) Insist on positive relationships at home, especially among siblings. Children can be bullied by members of their own family and repeat that behaviour at School
- d) Be your child's social director. Find outlets for hobbies and interests and take them along to clubs and groups. Involve them in your own hobbies
- e) Model good relationships yourself so your child learns that conflict is not the only way to deal with problems
- f) Instil a sense of empathy in your child so he understands the distress felt by victims
- g) Keep your child occupied. A basketball hoop in the yard, extra-curricular activities or other play materials may stop the bullying that happens when children are bored and have nothing to do
- h) Ensure your child understands how to appropriately engage on social media and the internet generally, and what on-line behaviour is and isn't acceptable
- i) Ensure your child understands that fighting back is not the answer. Bullies usually pick on children they know they can beat. Counter-aggression will often provoke even more bullying
- j) Kids cannot always work it out on their own. Step in if you think your child is unable to cope
- k) Intervene when you feel behaviour is unacceptable and make your position clear
- l) Try not to over-react. Talk to your child's teachers to find out what is normal for that age-group. Talk with other parents/legal guardians because often a bully will have several victims

Appendix IV: Information for Students Regarding Bullying

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What can you do if you are being bullied?

- Tell someone; a teacher, a School Counsellor, a parent/legal guardian and/or a trusted adult. Once someone knows about what is occurring they can help you with the situation
- Walk away. Sometimes it makes good sense to simply ignore a bully
- If possible, try to defuse the situation with humour; even a bully can find a joke disarming
- Try being assertive- “Get a life. Leave me alone”
- Make friends and spend time together with these friends in the School grounds. Having a friend is an effective protective factor. Or, if you like to be alone by nature, find School activities that allow you to be safe and alone, like the library or computers labs

How can you help stop bullying behaviour?

- Treat all Staff and students with respect and dignity at all times
- Respect peoples’ differences
- Do not engage in group behaviour towards another person that you know is inappropriate
- Be careful when you use the internet or social media to communicate. Consider whether you would say the same things in person. Remember that once something is posted online,

it stays online. Do not share or comment on any material that may be harmful to another person

- Stand up for other students if you witness bullying behaviour (and, if the bullying is serious, report that behaviour)