

FORDELL SCHOOL

Relationship Management Policy

INTRODUCTION:

The Fordell School Board has a responsibility to ensure that students and staff at Fordell School learn and interact successfully in an environment where relationships are positive, encouraging, fair and safe from all forms of intimidation. The Fordell School learning environment is founded on clear guidelines for acceptable behaviour.

PURPOSE:

- To promote learning focused productive relationships and ensure the welfare and safety of our staff and students.
- To outline strategies for all members of the school community to follow when dealing with relationship and/or behavioural issues.
- To ensure that procedures are solution orientated to reinforce the Fordell School Values.

BULLYING DEFINITION

Bullying has four common features, it is not an individual action:

- It is deliberate.
- It has an element of repetition.
- It is harmful.
- It involves a power imbalance.

There are four main types of bullying

- Physical: hitting, kicking, taking belongings.
- Verbal: name calling, insulting and racist remarks, teasing and intimidation.
- Social (relational): spreading nasty stories, exclusion from groups, withholding friendships, gossiping.
- Online bullying: through social networking is an increased threat in an IT literate world – it is the repeated spreading of rumours and nasty remarks through text messaging, posting of unkind comments or images, threats and/or criticism via social media sites.

BULLYING PREVENTION

Fordell School is a Positive Behaviour for Learning School (PB4L) and take the time to explicitly teach and reinforce the desired behaviour of our school expectations (our values). We recognise that real change happens when students, staff, parents, whānau and other members of the community share responsibility for making our school a respectful and inclusive environment. All members of the school community have a responsibility to recognise bullying and to take action when they see it happening.

PB4L-SW (Positive Behaviour 4 Learning School Wide) at Fordell School.

Fordell School PB4L-SW Purpose Statement:

The purpose of PB4L-SW at Fordell School is to further enhance our culture of a safe and positive learning environment where relationships are valued. The Fordell Values are our school-wide expectations for behaviour and learning and are deliberately modelled, taught and acknowledged.

Guidelines:

1. Fordell School is a PB4L School and use the PB4L framework to teach our students learning and behaviour expectations in all settings.
2. The Fordell School Values will be deliberately modelled and taught.
3. Each teacher will clarify class expectations for behaviour and learning (using our PB4L Learning and Behaviour Matrix and setting lesson plans), and support children to learn about and model these expectations, applying them to specific class/school situations. This will be taught early in Term 1 and be re-visited throughout the year to establish and then maintain a positive classroom and playground culture.
4. A school-wide consistent approach to managing relationships and consequences for misbehaviour will be used. Part of this is the restorative approach using our Fordell School restorative strategies e.g., the WARM chat card, circle time, mini conferencing.
5. Teachers will teach affirmative and positive strategies that help children deal assertively with the behaviour of others.

BULLYING RESPONSE**Guidelines:**

1. If parents think their child is being bullied, they should contact the school (in the first instance it should be the class teacher), as per the bullying definition above. We rely on 'parent reporting' to the teaching staff as early as possible so we can address any inappropriate behaviours before they become entrenched or habitual.
2. When an incident of inappropriate behaviour is reported or observed, teachers will investigate the incident. Staff should listen and make inquiries as it may be necessary to clarify exactly what has been happening and keep a note. Sometimes gathering and sorting of this information will occur over a few days before being able to report back to a parent/caregiver regarding their concerns.
3. Appropriate interventions will be applied. Teachers will work proactively with parents to inform them of incidents and consequences. All incidents are recorded and monitored in our school behaviour system.
4. Teachers will keep a record of student's behaviour causing concern, parent meetings/actions/timelines and Behaviour Plans.
5. Pastoral care issues will be raised at staff meetings. The data collected in our school behaviour system will provide information to inform staff of any students, behaviour and areas of concern to focus on. This will ensure all staff are aware of potential issues in the playground whilst on duty, making it easier to identify any emerging trends in student behaviour.

6. If the reported incident is of a serious or sensitive nature the Principal may become involved in the investigation to determine the appropriate interventions at class/school level e.g.,
 - a. Involvement of parents/whanau and/or outside agencies/Police Education Officer;
 - b. Social consequences e.g., isolation and/or withdrawal of the wrongdoer, removal of privileges and;
 - c. Conduct a Restorative meeting/mini conference with parents of the victim(s) and wrongdoers(s), including consequences for the wrongdoer/support for the victim.
7. Following processes of interventions to improve relationships, other formal and legal processes for managing misbehaviour may be applied by the Principal i.e., Stand Down, Suspension or Exclusion.

RAISING AWARENESS


We recognise the importance of good communication between home and school to promote consistent messages and to ensure that any reported bullying is recognised and responded to effectively. We will regularly raise awareness of Fordell School's approach to bullying, relationships and celebrate our positive culture e.g., through the Fordell Flyer, school/team assemblies, class activities/programmes and displays.

CONCLUSION

The provision of a safe learning environment is critical to the promotion of a student's learning and social/emotional well-being.

SUPPORTING DOCUMENTATION AND LINKS

- Fordell School Procedures
- Fordell School PB4L Learning and Behaviour Matrix
- Fordell School PB4L Lesson Plans
- Fordell School WARM Chat Card
- Fordell School Concerns Policy
- Fordell School Stand-downs Suspensions, Exclusions and Expulsion Policy
- [Positive Behaviour 4 Learning School Wide](https://pb4l.tki.org.nz/PB4L-School-Wide) - <https://pb4l.tki.org.nz/PB4L-School-Wide>
- [Bullying Free NZ](https://www.bullyingfree.nz/need-help-now/students-need-help-now/) - <https://www.bullyingfree.nz/need-help-now/students-need-help-now/>
- [PB4L Restorative Practice](https://pb4l.tki.org.nz/PB4L-Restorative-Practice) - <https://pb4l.tki.org.nz/PB4L-Restorative-Practice>

Last Internal Review:		Term 2 2022	
Signed by Chairperson			
Approval: When the Board approved this Policy, it agreed that no variations of this Policy or amendments to it could be made, except with the majority approval of the Fordell School Board of Trustees.			
Policy Type	NAG 5: Health and Safety	Next Scheduled Review:	Term 2 2025 (3 yearly review)

