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| --- | --- |
| **Bullying Assessment Matrix**  The bullying assessment matrix is intended to help guide a school’s response to a bullying incident and to be used prior to referring to the quick reference guide. It is intended as a supporting resource and does not replace decisions based on professional judgment and experience or schools’ current policies and processes. | Most incidents of inappropriate behaviour can be appropriately responded to by students themselves, or by classroom or duty teachers. This bullying assessment matrix is intended only for incidents where a higher level of response is appropriate. |

**Incident Details**

*Brief description of what happened:*

*Date: …………………………….. Assessment completed by: …………………………….……………………..*

**Important Considerations**

* *Your initial assessment may change (e.g.* ***ORANGE*** *to* ***RED****) as new information comes to light.*
* *You may decide to assess an incident as* ***RED*** *for reasons other than those stated here. Please note these below if this is the case.*
* *Student vulnerability may be influenced by factors such as mental health, disability, or lack of a social support group.*

**Comments**

*(record any other mitigating or aggravating factors that have contributed to your assessment here)*

**Bullying Assessment Matrix**

Instructions

Circle a number (1-3) for severity, impact and frequency.

Add

ratings to obtain a total score. Give the incident a red, orange or yellow rating as follows:

* Total score of 8-9, rate incident **RED**
* Total score of 6-7, rate incident **ORANGE**
* Total score 3-5, rate incident **YELLOW**

*If any domain (severity, impact, or frequency) has been scored a ‘3’ rate the incident as* **RED.**

Severity

|  |
| --- |
| **Factors which may DECREASE impact:**   * **Target is resilient and able to manage situation with minimal support** * **Incident is unlikely to recur or be replicated via digital technology** * **Initiator willing to cease behaviour** |

Rating: (please circle)

**YELLOW ORANGE RED**

Moderate Major Severe

Assessment Total: ……….

Are any of the domains scored a ‘3’?

YES / NO

(if yes, code the incident RED)

1. Moderate

Has never or rarely occurred before and is very unlikely to recur or be digitally replicated

1. Major

Similar incidents have occurred fewer than 3 times and/or are likely to recur or be digitally replicated

1. Severe

Similar incidents have occurred 3 or more times and/or are very likely to recur or be digitally replicated

Frequency

1. Severe

Target vulnerable and/or likely to need ongoing or intensive support from school and/or specialist support

1. Major

e.g. some targets likely to cope well with a period of additional school-based support

1. Moderate

Target likely to cope well and require minimal/short-term support

Impact

3. Severe

Physical harm requiring medical attention, sexual threats or inappropriate sexualised behaviour, statements that may incite suicide

2. Major

e.g. some physical threats or harm, intimidation, sexual statements or threats

1. Moderate

e.g. physical threats or harm, intimidation, social exclusions (no sexual element)

|  |
| --- |
| **Factors which may INCREASE impact:**   * **Vulnerable target, likely to require significant support** * **Significant physical and/or psychological or emotional impact on target** * **Significant impact on other students and the wider school community** * **Incident replicated or prolonged using digital technology** * **Similar incident has occurred before (same target and/or initiator)** * **Incident involves inappropriate sexual behaviour or physical violence** * **Marked size or age difference between target and initiator** |

Sample bullying incident assessments

**MODERATE (YELLOW)**

A student (the initiator) makes inappropriate and derogatory remarks to another student (target) based on his/her ethnicity. A group of students is watching (bystanders). One or two similar incidents involving the same students have occurred over the past few weeks and the target student has received a few negative text messages. The target student is confident and assertive. He/she has told the initiator that his/her behaviour is disrespectful and inappropriate and has reported all the incidents to his/her class teacher.

**Assessment rating:**

|  |  |  |
| --- | --- | --- |
| Frequency | 2 | Has happened previously and is likely to be replicated |
| Impact | 1 | Student is confident and able to cope well with peer/teacher support |
| Severity | 1 | Comments, although offensive, does not contain threats |
| Total | 4 | Moderate: Action – implement school bullying policy |

**MAJOR (ORANGE)**

A student (the initiator) makes inappropriate and derogatory remarks to another student (target) based on his/her ethnicity. A group of students is watching (bystanders). One or two similar incidents involving the same students have occurred over the past few weeks and the target student has received a few negative text messages. The target student is a migrant and is new to the community and to the school. He/she has not yet developed a strong peer network and is quite isolated. The remarks are particularly hurtful and intimidating and the student is feeling threatened and unsafe at school.

**Assessment rating:**

|  |  |  |
| --- | --- | --- |
| Frequency | 2 | Has happened on a few occasions and is likely to be replicated |
| Impact | 3 | Student is vulnerable |
| Severity | 1 | Comments are intended to intimidate |
| Total | 4 | Major: Action – implement school bullying policy and consider whether external support is needed |

**SEVERE (RED)**

A student (the initiator) makes inappropriate and derogatory remarks to another student (target) based on his/her ethnicity. A group of students is watching (bystanders). Several similar incidents involving the same students have occurred over the past few weeks and the target student has received a few negative text messages. The target student is a migrant and is new to the community and to the school. He/she has not yet developed a strong peer network and is quite isolated. The remarks are particularly hurtful and intimidating and the student is feeling threatened and unsafe at school.

**Assessment rating:**

|  |  |  |
| --- | --- | --- |
| Frequency | 3 | Has happened on a several occasions and is being replicated |
| Impact | 2 | Student is fearful of further bullying and attendance is being affected |
| Severity | 2 | Comments intimidating and combined with physical aggression |
| Total | 7 | Severe: Action – implement school bullying policy and engage external support |

*Note: These examples are intended* ***only as a guide****. The individual circumstances of bullying incidents will vary. Incidents that appear similar may differ in their impact and seriousness. Social / relational bullying can result in just as much emotional and psychological harm to the target as physical bullying.*

**Responding to Bullying Incidents**

Quick Reference Guide

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| --- | --- | --- |
| **Rating** | **What the bullying behaviour looks like** | **Response/action needed** |
| **Severe**  School should seek external advice and support | Severe bullying incidents (RED) are likely to:   * Involve physical or psychological harm requiring medical and/or mental health attention. * Involve serious sexual threats or any inappropriate sexualised behaviour. * Be part of a series of bullying incidents. * Be very likely to recur and/or be replicated through digital technology.   The target is likely to be:   * Particularly vulnerable and/or likely to require intensive, on-going school-based or specialist support.   The initiator is like to be:   * Vulnerable and require intensive follow-up.   *Note: There may be other aggravating factors that have led to the incident being rated RED.* | * Reassure students that they have done the right thing by reporting the incident. * Activate your school bullying policy and processes for responding to incidents. * Engage your Board of Trustees. * Engage parents and whanau via text, phone call or email so they are informed. * Refer incident to the Police – call 111 or your local Police station for advice. * Contact Oranga Tamariki if you have concerns about possible neglect or abuse. * Contact NetSafe if you require urgent advice or support around cyberbullying. * Identify a media spokesperson and activate your school’s media protocol. * DO NOT investigate or interview students before seeking advice from the Police or Oranga Tamariki. |
| **Major**  School may need to seek advice or support | Major bullying incidents (ORANGE) are likely to:   * Involve physical threats or harm, and/or intimidation. * Involve some inappropriate sexual statements or threats. * Have occurred previously and be likely to recur or be replicated through digital technology.   The target is likely to:   * Have the resilience to cope with a period of additional school-based support in place.   *Note: There may be other aggravating or mitigating factors that have led to the incident being assessed as ORANGE* | * Reassure students that they have done the right thing by reporting the incident. * Activate your school bullying policy and processes for responding to incidents. * Engage your Board of Trustees. * Engage parents and whanau via text, phone call or email so they are informed. * Contact other agencies for advice if you are uncertain whether or not they should be involved. * Follow your school’s media protocol, identify a media spokesperson and engage with media as required. * Contact your school health guidance service if you have concerns about a student who is particularly troubled by bullying, e.g. for a mental health assessment. |
| **Moderate**  School can manage response internally | Moderate bullying incidents rated (YELLOW) are likely to:   * Involve minor physical threats or harm, intimidation, or social exclusion. * Have no inappropriate sexual element. * Have never or rarely occurred before. * Be very unlikely to recur or be digitally replicated.   The target is likely to be:   * Resilient and able to cope well with minimal/short-term school-based support. | * Reassure students that they have done the right thing by reporting the incident. * Activate your school bullying policy and processes for responding to incidents. * Engage parents and whanau via text, phone call or email so they are informed. * Identify a media spokesperson in case of media interest. |
| **Mild**  Student can respond appropriately | Mild bullying incidents rated (GREEN) are likely to:   * Involve mild physical threats or harm, intimidation, or social exclusion. * Have no inappropriate sexual element. * Have never or rarely occurred before. * Be very unlikely to recur or be digitally replicated.   The target is likely to be:   * Resilient and able to cope well with peer support. | * Student knows strategies and can respond appropriately. * Peer support and/or minimal adult intervention may be needed. * Student knows how to report, and is reassured that they have done the right thing. * Report of incident is recorded and followed up according to school’s policies and processes. |

Note: Most incidents of inappropriate behaviour can be appropriately responded to by students themselves, or by classroom or duty teachers. This quick reference guide is intended to be used with the Bullying Assessment Matrix – mainly for incidents that require a higher level of response. It focuses on actions schools may need to take over and above attending to the immediate needs of students and implementing their relevant policies and processes to respond to bullying incidents and ensure targets of bullying are adequately supported.