Bullying Prevention

Implementing the Bullying Prevention Guidance

PB4L Conference 2016

Aim of today's workshop

To unpack the bullying prevention guide and consider how this could be used in your school

To hear about how the PB4L framework contributes towards your bullying prevention work

To hear the student and school perspective of a range of preventing bullying interventions

Quick Quiz!

- **Which of the following statements are part of the definition of bullying?**

Bullying ….

A. Is deliberate

B. Involves a power imbalance

C.   Needs an audience

D.   Is repetitive

E.   Is harmful

F.   All of the above

True or false? Once a bully, always a bully.

False

Bullying behaviors are relatively stable over time if there is no intervention, BUT, appropriate intervention can change behaviors. (Olweus Bullying Prevention Group, 2004)

Which of these celebrities have reported being bullied?

Lady Gaga

Megan Fox

Robert Pattison

Steven Spielberg

All of the above

What is the name of Taylor Swift's song about bullying?

Mean

What percentage of same / both-sex attracted students in the Youth 2007 Survey reported they experienced bullying on a weekly basis?

A.   3.8%

B.   5.5%

C.   12%

D.   15%

When someone experiences bullying behaviour – what are they most likely to do?

Tell a teacher or principal immediately

Tell their parents after school

Wait a while then tell someone

Keep it to themself (often students feel unable to trust someone to tell or feel it is their fault)

Wellbeing@School **provides survey tools schools can use to review their environment and create a safe and caring climate that deters bullying. Can you name the five steps in the self-review cycle?**

Step 1: Planning and preparation

Step 2: Gathering data and assessing needs

Step 3: Next step planning

Step 4: Taking action

Step 5: Reviewing and improving

According to Salmivalli et al. (1996), what percentage of students act as assistants of the bully?

A. 2%

B. 7%

C. 20%

D. 35%

Most bullying takes place:

After school on the way home

In the morning on the way to school

During school hours while children are in unstructured activities

During class

Any bullying prevention and response framework a school uses should:

   A. Be a whole-school approach

   B. Focus on healthy school behaviours

   C. Have provision for regular monitoring and evaluation of outcomes

   D. Include professional development for all staff

   E.   All of the above

Should schools have separate bullying and cyberbullying policies?

A. Yes

B. No (cyberbullying should be included in the school's policy thatdefines bullying and sets out how it will be addressed)

C. Maybe

Which of the following bullying response strategies work well?

A. **Stand downs**

B. **Time out**

C. **Social exclusion**

D. *Social problem solving*

Bullying behaviour can involve three parties, can you name them?

1. *Initiators - those that do the bullying*

2. *Targets - those who are bullied*

3. *Bystanders - those who witness the bullying*

The effect of witnessing bullying on bystanders is:

Bystanders are not affected as they are not directly targeted

Bystanders are not affected because they feel in control of the situation

Bystanders are negatively affected by the consequences of observing a bullying incident wears off in a short amount of time

Bystanders are negatively affected and should supported

What was the theme of this year's Bullying-Free NZ Week?

A. Stay home, stay safe

B. Cyberbullying - it's not OK

C. *Together we can prevent bullying in Aotearoa*

D. Our school is a bully-free zone

Bullying prevention and response:

A GUIDE FOR SCHOOLS

www.bullyingfree.nz

Preventing Bullying Steps...

- Step 1 | Planning and Preparation

- Step 2 | Gathering evidence

- Step 3 | Taking Action

- Step 4 | Reviewing and Improving

What you already do….

Key Competencies

Relating to others

Managing Self

Participating and contributing

And……

What is Bullying?

Discuss the question 'what is bullying with your group'.

Try to come to a consensus on three short statements describing what bullying behaviours look like
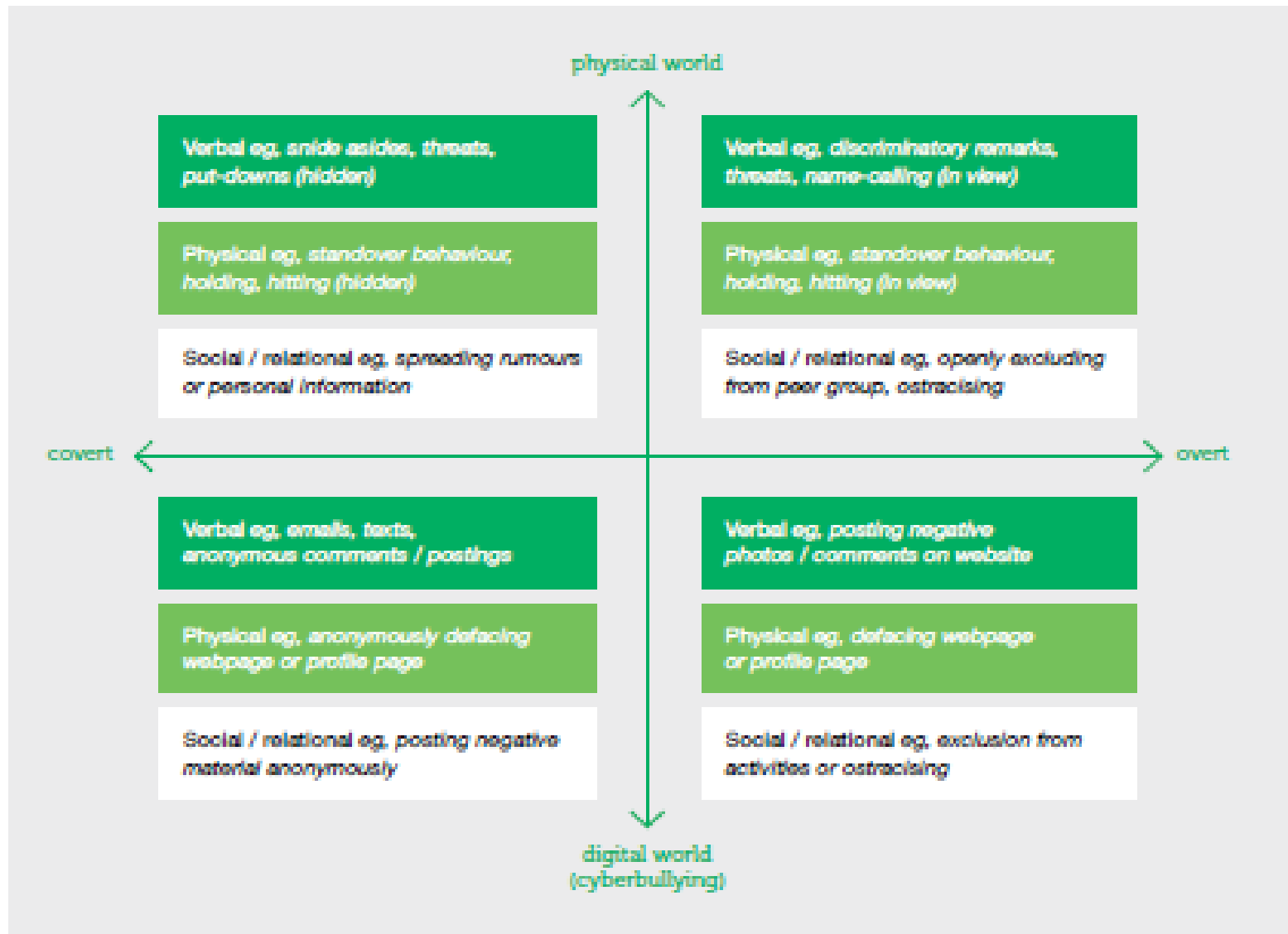
Definition of Bullying

Bullying is deliberate

Bullying involves a power imbalance

Bullying has an element of repetition
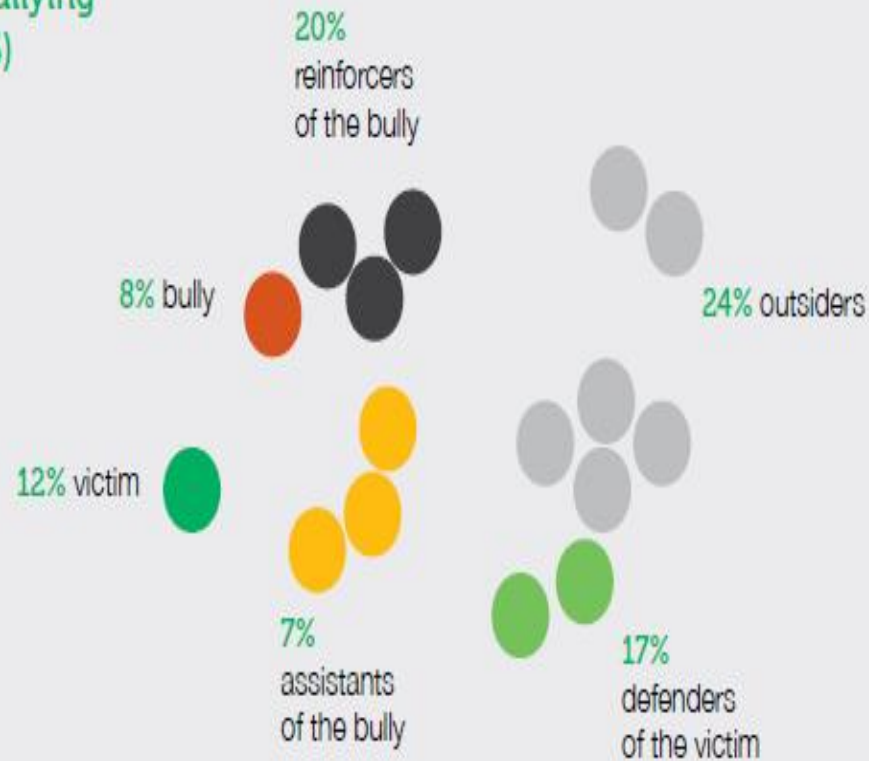
Bullying is harmful

Types of Bullying

Figure 1. Types of bullying

physical world

Verbal eg. snide asides, threats, put-downs (hidden)

Physical eg. standover behaviour, holding, hitting (hidden)

Social / relational eg. spreading rumours or personal information

Verbal eg. discriminatory remarks, threats, name-calling (in view)

Physical eg. standover behaviour, holding, hitting (in view)

Social / relational eg. openly excluding from peer group, ostracising

covert ← → overt

Verbal eg. emails, texts, anonymous comments / postings

Physical eg. anonymously defacing webpage or profile page

Social / relational eg. posting negative material anonymously

Verbal eg. posting negative photos / comments on website

Physical eg. defacing webpage or profile page

Social / relational eg. exclusion from activities or ostracising

digital world
(cyberbullying)

Bystander behaviours

Participant roles in bullying
(Salmivalli et al., 1996)

20% reinforcers of the bully

8% bully

24% outsiders

12% victim

7% assistants of the bully

17% defenders of the victim

KiVa™

Bystander roles

- *Followers (Assistants)* : do not initiate, but take an active role in the bullying behaviour

- *Supporters (Reinforcers):* Support the bullying behaviour (overtly or covertly, e.g. By turning a blind eye) but do not take an active role in the bullying behaviour

- *Defenders*: dislike the bullying and try to help the target by intervening, getting teacher support (using safe telling) or providing direct support to the target.

Defining Bullying in your school

Use the bullying prevention guide (p11) to look at the definition of bullying and discuss:

- What definition do you have in your school?

- How could you have a wider discussion with staff and families, whānau and community regarding a shared understanding of bullying?

Responding to Bullying Incidents
Quick Reference Guide

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 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 likely 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 and parents and whānau early » refer incident to the Police – call 111 or your local Police station for advice » contact Child, Youth and Family 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 Child, Youth and Family
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, parents and whānau early » 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
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's bullying policy and processes for responding to incidents » engage your Board of Trustees and parents and whānau early » 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

Activity:

Use the Responses to Bullying incidents and the bullying scenarios sheet to discuss how you might go about dealing with the scenario

What challenges might you face?

What would help you to deal with this situation?

Several programmes and approaches for preventing and responding to bullying are available in New Zealand

They all involve the following elements:

- Whole school approach
- A focus on developing healthy school behaviours
- Provision for regular monitoring and evaluation of outcomes
- PD for all staff

Frameworks to deal with bullying should include

- All members of the school community to have the opportunity to contribute to bullying response and prevention policy

- Teaching of behaviour expectations

- Teaching pro social skills to up skill bystanders

- An opportunity for problem solving with adults for those students who have been part of a bullying incident

Guidance for Schools Selecting Anti bullying approaches by Ansary, Elias, Greene and Green (2015)

This review identified the following factors as needing to be in place to successfully address a anti bullying approach:

(i) That it addresses the various context in which students move in and out of on a daily basis (school, family, community etc)
(ii) The approach is presented in multiple ways (curriculum, policy etc) and in a co-ordinated fashion with other existing programmes .
(iii) Fosters a positive school climate in which the values, norms and practices of the school reflect an ethos of caring and respect for one another and for the school community.

Strategies for dealing with bullying

Preventing	Responding
Direct teaching	Restorative methods
Developing a School ethos	Method of Shared Concern
Developing a anti bullying policy	Solution Focused Discussions
Wellbeing in schools survey	School sanction systems
Peer mediation	Outside agencies

Gathering data / Measuring bullying

Ways of gathering data may include:

(i) Use of current SMS system and using the preventing bullying guide definition of bullying as a category to record under and collecting the data as part of the ODR form

(i) Use of Wellbeing at School Survey

Discuss with the person next to you…

How do you ensure you have student voice on this topic?

What two things will you take away from this session?

What one thing will you do back in school?

Piloting PD resources

Short workshops to be carried out in staff meetings

Contact

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Questions???