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 Pattinson
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 that defines 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 be 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
Together we can prevent bullying in Aotearoa

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

- **Digital world (cyberbullying)**:
  - Verbal eg, posting negative photos / comments on website
  - Physical eg, defacing webpage or profile page
  - Social / relational eg, posting negative material anonymously
  - Social / relational eg, exclusion from activities or ostracising

- **Overt vs. Covert**
  - Overt
  - Covert
Bystander behaviours

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

- 8% bully
- 12% victim
- 20% reinforcers of the bully
- 7% assistants of the bully
- 24% outsiders
- 17% defenders of the victim
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

<table>
<thead>
<tr>
<th>Rating</th>
<th>What the bullying behaviour looks like ...</th>
<th>Response/action needed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Severe</strong></td>
<td></td>
<td>- reassure students that they have done the right thing by reporting the incident</td>
</tr>
<tr>
<td>School should seek external advice and support</td>
<td>- activate your school bullying policy and processes for responding to incidents</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- engage your Board of Trustees and parents and whānau early</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- refer Incident to the Police – call 111 or your local Police station for advice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- contact Child, Youth and Family if you have concerns about possible neglect or abuse</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- contact NetSafe if you require urgent advice or support around cyberbullying</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- identify a media spokesperson and activate your school’s media protocol</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- <strong>DO NOT</strong> investigate or interview students before seeking advice from the Police or Child, Youth and Family</td>
<td></td>
</tr>
<tr>
<td><strong>Major</strong></td>
<td></td>
<td>- reassure students that they have done the right thing by reporting the incident</td>
</tr>
<tr>
<td>School may need to seek advice or support</td>
<td>- activate your school bullying policy and processes for responding to incidents</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- engage your Board of Trustees, parents and whānau early</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- contact other agencies for advice if you are uncertain whether or not they should be involved</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- follow your school’s media protocol, identify a media spokesperson and engage with media as required</td>
<td></td>
</tr>
<tr>
<td><strong>Moderate</strong></td>
<td></td>
<td>- reassure students that they have done the right thing by reporting the incident</td>
</tr>
<tr>
<td>School can manage response intensively</td>
<td>- activate your school bullying policy and processes for responding to incidents</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- engage your Board of Trustees and parents and whānau early</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- identify a media spokesperson in case of media interest</td>
<td></td>
</tr>
<tr>
<td><strong>Mild</strong></td>
<td></td>
<td>- student knows strategies and can respond appropriately</td>
</tr>
<tr>
<td>Student can respond appropriately</td>
<td>- peer support and / or minimal adult intervention may be needed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- student knows how to report, and is reassured that they have done the right thing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- report of incident is recorded and followed up according to school’s policies and processes</td>
<td></td>
</tr>
</tbody>
</table>
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

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

<table>
<thead>
<tr>
<th>Preventing</th>
<th>Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct teaching</td>
<td>Restorative methods</td>
</tr>
<tr>
<td>Developing a School ethos</td>
<td>Method of Shared Concern</td>
</tr>
<tr>
<td>Developing a anti bullying policy</td>
<td>Solution Focused Discussions</td>
</tr>
<tr>
<td>Wellbeing in schools survey</td>
<td>School sanction systems</td>
</tr>
<tr>
<td>Peer mediation</td>
<td>Outside agencies</td>
</tr>
</tbody>
</table>
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

Karen.harris@minedu.govt.nz
Questions???