


# PARENT TALK




Dr Michael Carr-Gregg PhD MAPS  
Child and Adolescent Psychologist  
**National Centre Against Bullying**

March 15<sup>th</sup> 2018

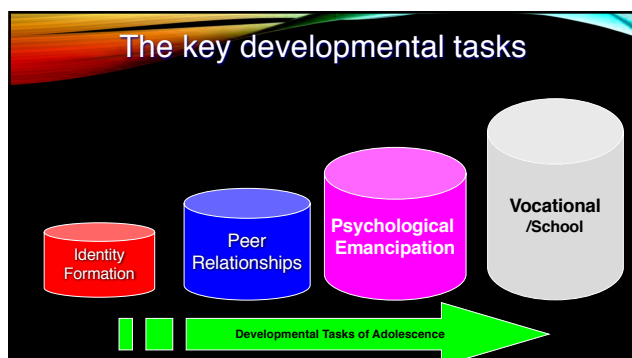



## THE PROVISION OF A SAFE AND SUPPORTIVE LEARNING ENVIRONMENT



**National Centre Against Bullying**

- core business of any school
- the effects of bullying can undermine a student's wellbeing and ability to learn
- well documented short, medium and long-term impacts on mental and physical health of targets
- Impacts on all the key developmental task





**National Centre Against Bullying**

## DEFINITION OF BULLYING

- The definition of bullying is when an individual or a group of people
- **with more power**
- **repeatedly**
- **and intentionally cause hurt or harm to another person or group of people who feel helpless to respond.**
- Bullying can continue over time, is often hidden from adults, and will probably continue if no action is taken.

**National Centre Against Bullying**

Initiative of The Alannah and Madeline Foundation

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## Professor Sheryl Hemphill

Professor of Psychology at Australian Catholic University


**Career highlights**

Sheryl is a research-only Professor of Psychology at Australian Catholic University. Sheryl is committed to disseminating and translating research findings into practice and policy. Her main areas of research are:

- child, adolescent and young adults' social and emotional development
- prevention of bullying, cyber bullying, violence, antisocial behaviour, and substance use
- promotion of mental health
- impact of school discipline/behaviour management (including school suspension) on students and school staff
- schools and communities as contexts for prevention
- descriptive longitudinal studies
- evaluation and trials of prevention approaches.



**Defining Bullying**  
 A conceptual definition of school-based bullying for the Australian research and academic community



“...Schools who utilize outdated or abbreviated definitions open themselves up to criticism and consequent risk flowing from it, that anti-bullying policy is not up to date and therefore not adequate.”

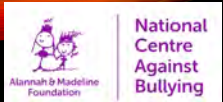
**Carr-Gregg MRC and Keating S, 2014**

**PROPOSED DEFINITION: SCHOOL-BASED BULLYING (HEMPHILL ET AL 2014)**

- School-based bullying is a **systematic abuse of power in a relationship formed at school** characterised by:
  - **aggressive acts** directed (by one or more individuals) toward victims that a reasonable person would avoid;
  - acts which **usually occur repeatedly** over a period of time
  - acts in which there is an **actual or perceived power imbalance** between perpetrators and victims, with victims often being unable to defend themselves effectively from perpetrators

**THIS DEFINITION PROVIDES SPECIFICITY AND ENABLES CONSISTENCY AROUND A NUMBER OF CONCEPTUAL ISSUES:**

- establishes bullying as a **systematic abuse of power**
- clarifies that school-based bullying applies to **relationships formed at school**
- establishes **the perspective of the 'reasonable person'** as the mechanism for determining **intentionality**
- retains the criteria of **repetition** but with flexibility that allows for different patterns of bullying identified as part of cyber-bullying, and
- notes the importance of **actual and perceived power imbalances.**



**National Centre Against Bullying**

**WHAT IS NOT BULLYING...**

- single episodes of social rejection or dislike
- single episode acts of nastiness or spite
- random acts of aggression or intimidation
- mutual arguments, disagreements or fights.

**THERE CAN BE CONFUSION ABOUT WHAT IS BULLYING AND WHAT IS GOOD NATURED TEASING**

**BULLYING vs. TEASING**


<b>CAN HAPPEN ANYWHERE</b>	<b>CAN INCLUDE AN ARGUMENT OR FIGHT BETWEEN FRIENDS</b>
<b>INTENTIONAL</b> <small>DESIGNED TO CAUSE DISTRESS</small>	<b>GOOD NATURED PLAYFUL</b>
<b>IF SOMEONE WHO HAS MORE POWER OR INFLUENCE</b>	<b>EQUAL</b> <small>NOT GANGING UP ON ONE PERSON</small>
<b>REPEATED</b>	<b>NOT REPEATED</b> <small>OVER AND OVER AGAIN</small>
<b>INTIMIDATION</b> <small>FEAR AND CONTROL</small>	<b>THEY'D STOP</b> <small>IF YOU ASKED THEM TO</small>

**REACH OUT**

# WHAT WE KNOW ABOUT BULLYING

- bullying happens in all educational institutions
  - **1 in 6** at Australian schools reports being bullied weekly and are bothered by it (Rigby 1998)
  - 1 in 5 (Healey 2007)
  - 1 in 4 (Campbell 2012)
  - many students believe that bullying cannot be stopped
  - silent observers
  - males and **females** equally involved
  - 20% lasts 6 months or more
  - **relatively high** by world standards
- 

## THE CURRENT SITUATION IN AUSTRALIA




an estimated 910,000 children experience bullying at some stage during their time at school


## THE FINANCIAL COST

The costs to the Australian economy associated with bullying total around **\$2.3 billion**

- ## OTHER FACTS
- Scarily, 218,000 students who are victims of bullying will **go on to bully later**
  - Bullying perpetrators are also **3.5 more likely to instigate family violence**
  - Students who identify as **LGBTQI** experience **80 per cent of their bullying during their school life**.
  - Two out of three **CALD** students and **students with disabilities** will experience bullying at school.

- ## BULLYING MYTHS
- Myth #1: Bullying is an epidemic.
  - **Wrong.** Bullying rates vary from school to school and some kids go to schools where there is a lower prevalence of bullying.
  - Myth #2: Bullying is linked to suicide.
  - **No, it's just one of many predictors of suicide.**
  - Myth #3: Bullies are budding criminals.
  - **Research shows bullies have diverse outcomes.**
  - Myth #4: Bullies come from dysfunctional families.
  - **Not true.** Lots of bullies come from typical families.
  - Myth #5: Bullying is "hard-wired" in youth.
  - **Really wrong** — it's malleable and it's environment that matters when it comes to bullying.
  - Myth #6: Cyberbullying is unique.
  - **No, cyberbullying is just one mode of bullying. Bullying usually starts face to face and continues online.**
- 
- Dorothy L. Espelage, Professor of Psychology at the University of Florida


When does it peak?

TONJA R. NANSEL, PHD,

Bullying occurs most frequently from **year 6 to year 8**, with little variation between urban, suburban, town and rural areas.


IS THERE A CLEAR DIFFERENCE BETWEEN STUDENTS WHO BULLY AND TARGETS?



- In the past, bullying behavior was dichotomized--students were classified as either bullies or targets
- Students [often] report that they're both
- Such students tend to experience social isolation
- do poorly in school
- engage in problem behaviors such as smoking and drinking

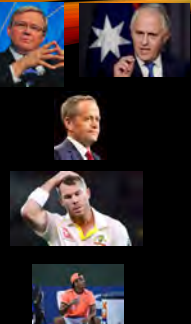
WHAT ARE THE DIFFERENT TYPES OF BULLYING?

TYPES OF BULLYING - **PHYSICAL BULLYING**



- Physical bullying includes hitting, kicking, tripping, pinching and pushing or damaging property.
- Physical bullying causes both short term and long term damage.

**VERBAL BULLYING**



- Verbal bullying includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.
- While verbal bullying can start off harmless, it can escalate to levels which start affecting the individual target.

**SOCIAL BULLYING**



- Also known as **covert bullying**
- harder to recognise and can be carried out behind the bullied person's back
- designed to harm someone's social reputation and/or cause humiliation and includes:
  - lying and spreading rumours
  - negative facial or physical gestures, menacing or contemptuous looks
  - playing nasty jokes to embarrass and humiliate
  - mimicking unkindly
  - encouraging others to socially exclude someone
  - damaging someone's social reputation or social acceptance

## CYBER BULLYING



- bullying behaviours using digital technologies, including hardware such as computers and smartphones, and software such as social media, instant messaging, texts, websites and other online platforms.
- can happen at any time. It can be in public or in private and sometimes only known to the target and the person bullying & includes
  - Abusive or hurtful texts emails or posts, images or videos
  - Deliberately excluding others online
  - Nasty gossip or rumours
  - Imitating others online or using their log-in



## WHAT ARE THE SIGNS OF A YOUNG PERSON BEING THE TARGET OF BULLYING?

### EMOTIONAL AND BEHAVIOURAL SIGNS OF BULLYING



- Changes in sleep & eating patterns
- Frequent tears or anger, mood swings
- Feels ill in the morning
- withdrawn or starts stammering
- aggressive and unreasonable
- Refuses to talk about what is wrong
- Begins to target siblings
- Continually 'loses' money or starts stealing.

### PHYSICAL SIGNS OF BULLYING



- Has unexplained bruises, cuts, scratches
- Comes home with missing or damaged belongings or clothes
- Comes home hungry.

### SCHOOL SIGNS OF BULLYING



- Doesn't want to go to school
- Changes their route to school or are frightened of walking to school
- Doesn't want to go to school on the bus/tram/train
- School marks begin to fall

### WE KNOW ABOUT THE IMPACT OF BULLYING...

- Targets experience...
  - Anxiety
  - Insecurity
  - Low self esteem
  - Sleeping difficulties
  - Headaches
  - Abdominal pain
  - Sadness
  - Depression

Source: Bauman et al, British Medical Journal 2000

### WE KNOW BULLYING IS A LEADING CONTRIBUTOR TO ABSENTEEISM



- Some young people stay away from their **educational institutions** at least **20%** actually doing so
- approximately **half** the children who are bullied frequently report that they had considered staying away

### WE KNOW THEY DON'T TELL OFTEN AND IF THEY DO - THEY DON'T TELL TEACHERS...



Source: Deanne Brouwer, RMIT 1998

- A common reaction to being bullied is **not** to seek help from others
  - some people are more likely to be informed than others:
    - **friends most commonly of all,**
    - **followed by mother**
    - **then father**
    - **teachers least of all**
- a substantial proportion **do not tell**
- **40%** of boys and **25%** of girls who are bullied weekly do not tell their friends; even larger proportions do not tell their parents

## WHAT IS THE PROFILE OF THE TYPICAL BULLY?

### WE KNOW THE PROFILE OF THE BULLY

- not always the big pushy oaf with self esteem problems
- often popular
- good leadership skills
- not always malicious
- mostly thoughtless

Keys to Dealing With Bullies (Baron's Parenting Keys) by Barry E. McManus, Francine McManus Baron Educational Series 1997

### OTHER CHARACTERISTICS OF BULLIES



- High energy
- Good verbal skills and an ability to talk themselves out of trouble
- A high estimation of their own ability
- An ability to manipulate individuals or groups
- An enjoyment of conflict and aggression
- A delight in getting their own way
- The appearance of being popular but often disliked



What are the **CAUSES** of **BULLYING?**

## WHAT DO WE KNOW ABOUT WHY THEY DO IT?

- **They think bullying pays** – they can get what they want, think they are admired by others, less likely to be a victim
- **They are aggressive and impulsive** – makes them constitutionally more inclined to engage in bullying
- **They enjoy the submission of others**
- **It seems like fun**
- **They have low levels of empathy** – unaffected by the evident distress of others
- **Prejudice** leads them to believe that some kinds of people deserve to be bullied
- **Generally hostile** towards others because they are bullied at home
- **Chronic boredom at school** – bullying makes life more interesting

## WE KNOW WHO IS MOST LIKELY TO BECOMES A TARGET...

Isolation



introverted, shy or "self-contained" loners are more vulnerable

Being Different



includes ethnic minorities, people with ginger hair, glasses, acne, pronounced accents, weight problems or especially high or low IQ

Soft Targets



bullies often spot vulnerable targets by their lack of assertiveness. This is often shown by under-reactions or over-reactions, such as crying

## WHAT TO DO WHEN YOU DISCOVER YOUR SON/DAUGHTER IS BEING BULLIED?



The first recommended step is to try to **get your son to open up** about what's happening in their life by showing them that you understand, and won't judge them.

## LISTEN



- Try to listen to the whole story without interrupting.
- Be empathetic, calm and show you understand what the child is saying.
- They might need to tell their story more than once

talk

- Have a conversation about what happened.
- Try not to let your very understandable feelings show.
- Remind your child it's normal to feel hurt, it's never OK to be bullied.
- Tell them the behaviour was intentional, meant to hurt and won't just go away.
- Ask your child what they would like to happen.

## Find out what is happening



- Note what, when and where the bullying occurred, who was involved, how often and if anybody else witnessed it.
- Don't offer to confront the young person or their parents yourself. This might make things worse for your child.

## CONTACT YOUR CHILD'S SCHOOL



- Bullying arises from social situations - family, school, clubs, and work - and if possible, cases of bullying are best dealt with **where** they occur.
- In children's lives, school is the most common location for bullying. It's therefore **important you alert the school to the situation**, as they may not be aware of it.
- Be confident that once alerted the school will want to stop bullying behaviour as much as you

## WHAT TO SAY TO THE SCHOOL



- Make an appointment to speak to your child's teacher or coordinator.
- Check your school's bullying/online bullying policy.
- Take along your notes
- Find out if the school is aware of the bullying.
- Ask what is being done to ensure your child's safety.
- Ask for a follow -up appointment .
- If your child asks to stay home from school, explain it won't help - and may make things worse.

## SO HOW IS AUSTRALIA GOING IN REDUCING BULLYING?



"...We think bullying is endemic ... complaints to the Commission having soared by almost 40% to 17,000 a year."

Professor Gillian Triggs

## THE MAJOR FEATURES OF WHAT SCHOOLS CAN DO ABOUT BULLYING ARE AS FOLLOWS:



- They can develop an **agreed well supported anti-bullying policy** to direct operations
- They can become aware of their **moral and legal obligations** in responding to bullying in schools
- They **can deliver information to students** about bullying and involve them in classroom activities that will enable them to acquire attitudes and skills that will help them in developing and maintaining positive relations with their peers
- They will help children to come to terms with new forms of bullying, especially those making use of **cyber technology**

## THE MAJOR FEATURES OF WHAT SCHOOLS CAN DO ABOUT BULLYING ARE AS FOLLOWS



- They can work with students who can be **trained to support vulnerable children who are being bullied**
- They can **work with the police**, especially in responding to cases that involve criminal activity, as in violent assaults.
- They can **adopt the most appropriate intervention strategies** for dealing with cases of bullying that come to their attention
- They can seek to prevent bullying and deal with cases of bullying through **cooperation with parents**



### WHAT ADVICE WOULD I GIVE SCHOOLS?



NSSF



<http://www.kenrigby.net/05-Elements-of-a-school-antibullying-policy>




Australian Research Alliance for Children and Youth



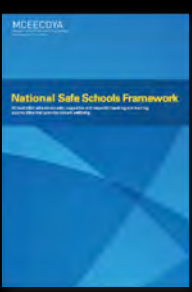
NCAB



### WHAT SHOULD SCHOOL LEADERS HAVE IN THEIR BULLYING POLICY?



**18 March 2011 to coincide with the inaugural National Day of Action Against Bullying and Violence.**




[http://docs.education.gov.au/system/files/doc/other/national\\_safe\\_schools\\_framework.pdf](http://docs.education.gov.au/system/files/doc/other/national_safe_schools_framework.pdf)




Elements of a school anti-bullying policy  
<http://www.kenrigby.net/05-Elements-of-a-school-antibullying-policy>

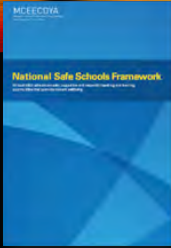


[http://www.aracy.org.au/publications-resources/command/download\\_file/1d/265/filename/A\\_Conceptual\\_definition\\_of\\_School-Based\\_Bullying\\_-\\_FINAL\\_JUNE\\_2014.pdf](http://www.aracy.org.au/publications-resources/command/download_file/1d/265/filename/A_Conceptual_definition_of_School-Based_Bullying_-_FINAL_JUNE_2014.pdf)



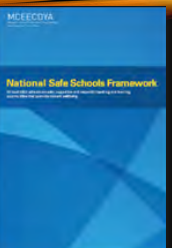


[https://www.ncab.org.au/media/1119/bullying-hurts\\_printview.pdf](https://www.ncab.org.au/media/1119/bullying-hurts_printview.pdf)




•3.1 Whole school, collaboratively developed policies, plans and structures for supporting safety and wellbeing

To what extent have you involved the students and parents in the development of your policy?



•3.2 Clear procedures that enable staff, parents, carers and students to confidentially report any incidents or situations of child maltreatment, harassment, aggression, violence or bullying.

How do your procedures stack up?



•3.2 Clear procedures that enable staff, parents, carers and students to confidentially report any incidents or situations of child maltreatment, harassment, aggression, violence or bullying.


How do your procedures stack up?

ELECTRONIC BULLY BOX




Kingston State College  
Progress with pride

Bundaberg State High School  
Per ardua ad astra  
From adversity to glory




•3.3 Clearly communicated procedures for staff to follow when responding to incidents of student harm from child maltreatment, harassment, aggression, violence, bullying or misuse of technology.

How do your procedures stack up?




•3.4 Agreements for responsible use of technology by staff and students.

Do you have acceptable use policies signed by students, parents and staff?




•3.5 Regular risk assessments of the physical school environment (including environments related to off-campus and outside of school-related activities), leading to the development of effective risk management plans.

Have you got documented evidence of recently completed risk Assessments?



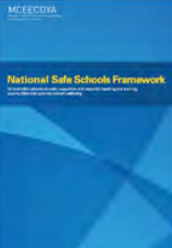
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How do your procedures stack up?



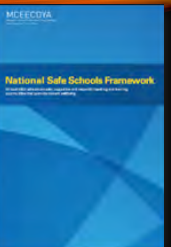
•3.6 Established and well-understood protocols about appropriate and inappropriate adult to student contact and interactions within the school context.

How do your protocols stack up?



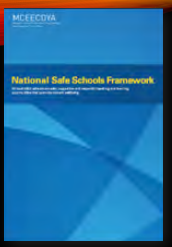
•3.7 Effective strategies for record keeping and communication between appropriate staff about safety and well being issues.

How does your record keeping and intra-staff communication protocols stack up?



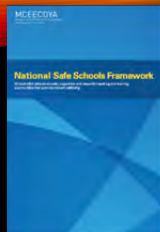
•3.7 Effective strategies for record keeping and communication between appropriate staff about safety and well being issues.

How does your record keeping and intra-staff communication protocols stack up?



•3.8 A representative group responsible for overseeing the school's safety and wellbeing initiatives.

Have you got such a committee, how often does it meet? Are minutes kept?

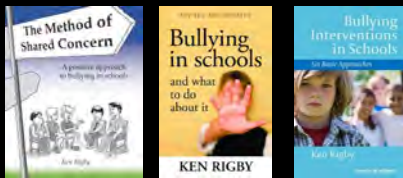


McEEDS  
National Safe Schools Framework


- 3.9 Protocols for the induction of casual staff, new staff and new students and families into the school's safety and well being policies and procedures.

Does such a protocol exist?  
Is it documented?

PROFESSOR KEN RIGBY



THESE ARE THE MAIN ELEMENTS TYPICALLY INCLUDED IN A SCHOOL ANTI-BULLYING POLICY.



Ken Rigby.net

A STATEMENT OF THE SCHOOL'S STAND AGAINST BULLYING. (INCLUDE WHY BULLYING IS CONSIDERED UNACCEPTABLE, GIVEN THE VALUES OF THE SCHOOL)

Ken Rigby.net

A SUCCINCT DEFINITION OF BULLYING WITH A LISTING OF THE DIFFERENT KINDS. THESE INCLUDE DIRECT BULLYING AS IN FACE-TO-FACE PHYSICAL AND VERBAL BULLYING, AND INDIRECT BULLYING AS IN UNFAIR EXCLUSION, RUMOUR SPREADING AND CYBER BULLYING.

Ken Rigby.net

A DECLARATION OF THE RIGHTS OF INDIVIDUALS IN THE SCHOOL COMMUNITY - STUDENTS, TEACHERS, OTHER WORKERS AND PARENTS - TO BE FREE OF BULLYING

**DECLARATIONS**

<http://www.kanderstegdeclaration.com/original-in-english-2007/>

**Queensland Schools Declaration Against Bullying and Violence**

**Ken Rigby.net**

**A STATEMENT OF THE RESPONSIBILITIES OF THOSE WHO SEE BULLYING GOING ON TO SEEK TO STOP IT.**

**Ken Rigby.net**

**A DESCRIPTION OF WHAT THE SCHOOL WILL DO PROACTIVELY TO PREVENT BULLYING FROM OCCURRING.**

**Ken Rigby.net**

**AN ACCOUNT OF HOW THE SCHOOL PROPOSES TO DEAL REACTIVELY WITH CASES OF BULLYING.**

**Ken Rigby.net**

**AN UNDERTAKING TO COLLABORATE WITH PARENTS IN ADDRESSING THE PROBLEM OF BULLYING, ESPECIALLY IN THE RESOLUTION OF CASES IN WHICH ACTION IS TO BE TAKEN BY BOTH THE SCHOOL AND PARENTS.**

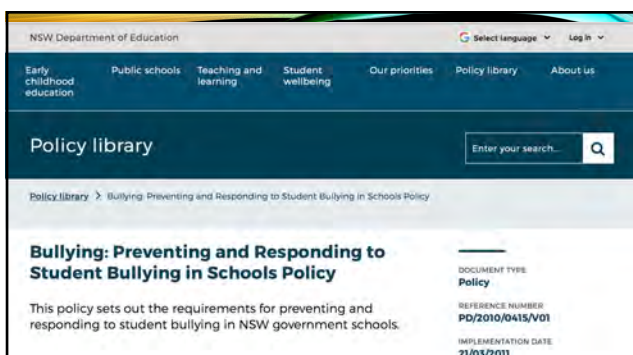


## A PLAN TO EVALUATE THE POLICY IN THE NEAR FUTURE

### “THE PROCESS OF DEVELOPING A GOOD POLICY IS EXTREMELY IMPORTANT.”



- It should involve **the relevant stakeholders**, including all staff members and representatives of parents and students.
- Unless there **is informed agreement** among members of the school community its implementation is likely to be weak and ineffective.
- Make sure the approved **policy is made available to the whole school community and is publically accessible through the NET.**



NSW Department of Education

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Policy library > Bullying: Preventing and Responding to Student Bullying in Schools Policy

### Bullying: Preventing and Responding to Student Bullying in Schools Policy

This policy sets out the requirements for preventing and responding to student bullying in NSW government schools.

DOCUMENT TYPE  
Policy

REFERENCE NUMBER  
PD/2010/0415/V01

IMPLEMENTATION DATE  
23/03/2011

### THE LAST WORD...



- “Remember to look up at the stars and not down at your feet. Try to make sense of what you see and about what makes the universe exist. Be curious. And however difficult life may seem, there is always something you can do, and succeed at. It matters that you don't just give up.”

## QUESTIONS

### THE STUDY OF BULLYING HAS EXPANDED RAPIDLY



- In 1970, Dan Olweus started a large-scale project which is now generally regarded **as the first scientific study** of bullying problems in the world

## WHAT REALLY KICKED OFF THE DEBATE AROUND SCHOOL BULLYING...

### ERIC HARRIS AND DYLAN KLEBOLD

- 2 sawn off shotguns
- 1 x 9-mm semi-automatic handgun
- 97 bombs
- 2 20lb propane bombs
- 2 booby trapped bombs in 2 cars



### FROM THE DIARY OF DYLAN KLEBOLD



*"...Sometime in April next year, me and V (Eric Harris) will get revenge, kick natural selection up a few notches, if we have learnt the art of making time bombs, we will set hundreds of them around roads, bridges, buildings, gas stations, anything that will cause damage and chaos.... I want to leave a lasting impression on the world."*

### FROM THE DIARY OF ERIC HARRIS



*"...I hate you people for leaving me out of so many fun things, and no, fucking don't say 'that's your fault' - because it isn't - you people had my phone number and I asked and all, but no don't let the weird Eric kid come along - oh no."*

APRIL 20 1999

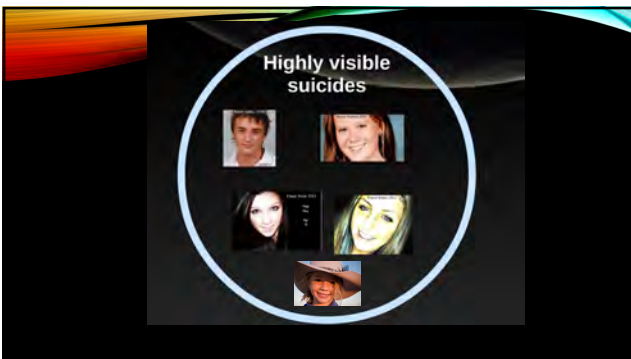
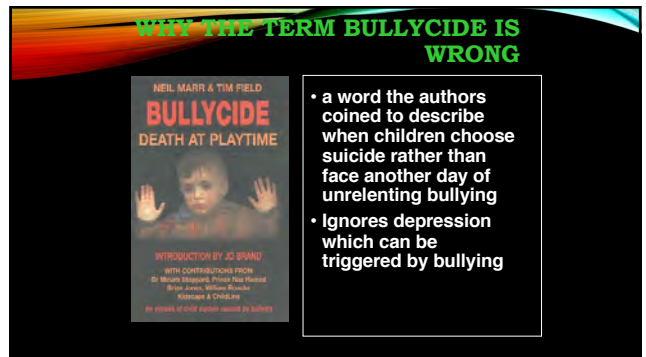
- 12 students
- 1 teacher
- 21 injured
- 99 explosive devices
- 2 suicides




### RESULTED IN

- an increased emphasis on school security
- a moral panic aimed at
  - goth culture
  - social outcasts
  - anti-depressants
  - teenage Internet use
  - violent video









**Bullying Prevention Policy**  
Willy Stopovers + Principals + Bullying Prevention Policy 


WHEN WRITING A BULLYING PREVENTION POLICY ALL SCHOOLS SHOULD: ACKNOWLEDGE THE NEED TO DEVELOP A SHARED UNDERSTANDING ACROSS THE WHOLE SCHOOL COMMUNITY THAT ALL FORMS OF BULLYING ARE UNACCEPTABLE


MAKING A VERY PUBLIC STAND AGAINST BULLYING AND URGING BYSTANDERS TO ACT




CATHOLIC EDUCATION OFFICE WOLLONGONG 

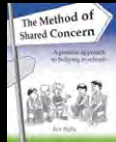
**Bullying Prevention Policy**  
Willy Stopovers + Principals + Bullying Prevention Policy 

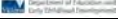
 PROVIDE CLEAR DEFINITIONS OF WHAT IS AND **WHAT IS NOT BULLYING**, INCLUDING DESCRIPTIONS OF THE **DIFFERENT SUBTYPES** OF BULLYING

**Bullying Prevention Policy**  
Willy Stopovers + Principals + Bullying Prevention Policy 


PROVIDE CLEAR ADVICE ON THE ROLES AND RESPONSIBILITIES OF STUDENTS, PARENTS, CAREGIVERS AND TEACHERS FOR PREVENTING AND RESPONDING TO BULLYING BEHAVIOUR

**Bullying Prevention Policy**  
Willy Stopovers + Principals + Bullying Prevention Policy 


 SUPPORT THE WHOLE SCHOOL COMMUNITY TO RECOGNISE AND RESPOND APPROPRIATELY TO BULLYING, HARASSMENT AND VICTIMISATION WHEN THEY SEE IT

**Bullying Prevention Policy**  
Bully Stopovers • Principals • Bullying Prevention Policy 


INCLUDE CLEAR PROCEDURES FOR STUDENTS, TEACHERS, OTHER SCHOOL STAFF AND PARENTS FOR REPORTING INCIDENTS OF BULLYING TO THE SCHOOL

**Bullying Prevention Policy**  
Bully Stopovers • Principals • Bullying Prevention Policy 

RECOGNISE THE IMPORTANCE OF CONSISTENTLY RESPONDING TO ALL INCIDENTS OF BULLYING THAT HAVE BEEN REPORTED TO THE SCHOOL AND ENSURE THAT PLANNED INTERVENTIONS ARE USED TO RESPOND TO THESE INCIDENTS


**Bullying Prevention Policy**  
Bully Stopovers • Principals • Bullying Prevention Policy 

ENSURE THAT SUPPORT IS PROVIDED TO ANY STUDENT WHO HAS BEEN AFFECTED BY, ENGAGED IN OR WITNESSED BULLYING BEHAVIOUR


**Bullying Prevention Policy**  
Bully Stopovers • Principals • Bullying Prevention Policy 

PROVIDE REGULAR UPDATES, WITHIN THE BOUNDS OF PRIVACY LEGISLATION, TO PARENTS OR CAREGIVERS ABOUT THE MANAGEMENT OF INCIDENTS

SEEK TO IDENTIFY PATTERNS OF BULLYING BEHAVIOUR AND RESPOND EFFECTIVELY TO THESE

**Bullying Prevention Policy**  
Bully Stopovers • Principals • Bullying Prevention Policy 

SEEK TO IDENTIFY HOT SPOTS FOR BULLYING IN THE SCHOOL ENVIRONMENT AND FIND WAYS TO ADDRESS THESE HOT SPOTS (E.G. GREATER ADULT SUPERVISION, CHANGING THE PHYSICAL ENVIRONMENT SO BULLYING IS LESS LIKELY TO OCCUR)


**Bullying Prevention Policy**  
Bully Stoppers + Principals + Bullying Prevention Policy 

INCLUDE INFORMATION ABOUT PARENT COMPLAINTS TO THE DEPARTMENT INCLUDING PROCEDURES AND CONTACT INFORMATION FOR THE VICTORIA POLICE YOUTH RESOURCE OFFICER (YRO) WHERE APPROPRIATE


**Bullying Prevention Policy**  
Bully Stoppers + Principals + Bullying Prevention Policy 

INCLUDE **CONTACT INFORMATION** FOR APPROPRIATE SUPPORT SERVICES SUCH AS KIDS HELPLINE


  

**Bullying Prevention Policy**  
Bully Stoppers + Principals + Bullying Prevention Policy 

DEVELOP A COMMUNICATIONS PLAN TO PROMOTE THE POLICY AND ENSURE THE WHOLE SCHOOL COMMUNITY UNDERSTANDS THE SCHOOL'S BULLYING PREVENTION PRACTICES

**Bullying Prevention Policy**  
Bully Stoppers + Principals + Bullying Prevention Policy 

ENSURE THE POLICY IS EASILY ACCESSIBLE WITHIN THE SCHOOL COMMUNITY AND PUBLISHED ON THE SCHOOL'S WEBSITE

**Bullying Prevention Policy**  
Bully Stoppers + Principals + Bullying Prevention Policy 

THE SCHOOL COMMUNITY ANNUALLY IN ADDITION TO THE ANNUAL REVIEW, MONITOR BULLYING IN THE SCHOOL COMMUNITY, AND IF NECESSARY, REVIEW AND MODIFY THE POLICY ACCORDINGLY.



**Bully Stoppers.**  
 Make a stand. Lend a hand.

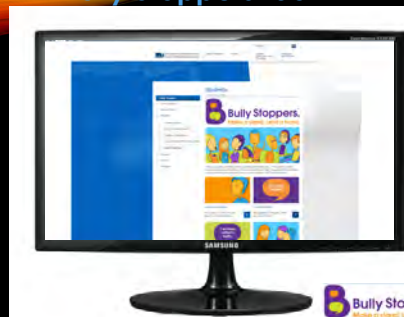
## THE GOVERNMENT'S COMMITMENT

The Victorian Government has made a significant commitment to prevent and address bullying and cyber safety in Victorian schools and has invested:

- \$10.5 million to roll out eSmart to every government school and 300 non-government
- \$4 million to build a suite of resources to support schools and their communities to understand the risks and strategies needed to address bullying and to stand up and make a difference.



## Bully Stoppers toolkit



## DEVELOPING THE TOOLKIT

- The online toolkit has been developed in partnership with leading experts for students, parents, teachers, and principals.
- Key leading experts include:
  - Prof. Ken Rigby
  - Prof Sheryl Hemphill
  - Robyn Treyvaud
  - Andrew Fuller.
- Content has been tested and developed in partnership with audiences, including student led content to ensure the resources are engaging



## WHAT'S IN THE ONLINE TOOLKIT?

- **Advice and fact sheets** for all audiences on key issues (i.e. sexting, being left out, being called a bully)
- **Case studies** for teachers and principals, on schools who are already doing great things to prevent and address bullying
- **Grant funding** of up to \$5000 to implement student led projects (10 schools have been selected as pilots and have already developed student led projects to showcase)



## WHAT'S IN THE ONLINE TOOLKIT?

- **Online learning modules** for all audiences
- **Online data capture tool** to help schools gain an insight into the experiences and opinions of their school community re: safety and wellbeing, including bullying in the school environment.



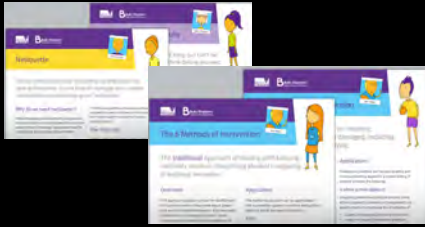
## Classroom resources

Links to downloadable classroom activities, videos, lesson plans, interactive learning modules and quiz, advice sheets and other useful resources to use in the classroom.



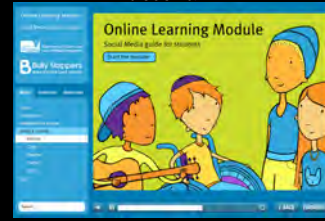
### Advice sheets

Advice sheets covering issues of bullying and cybersafety for adults and kids.



### Online learning modules

The online tool kit will include 8 modules, covering issues of bullying and cybersafety for parents, teachers and students.



### PARENT PRESENTATION

Informative and engaging PowerPoint presentation aimed for principals to use at parent evenings.



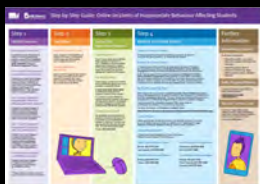
### PARENT RESOURCES

Andrew discusses the role of parents in bullying prevention and the importance of building resilience in kids.



### STEP-BY-STEP GUIDES

Step-by-step guides for responding to online incidents and removing inappropriate content from the web.




### BEHAVIOUR SUPPORT PLANS

Behaviour Support Plans assist a broad range of students deemed by the school to require additional support and guidance.



### PROFESSOR KEN RIGBY



- "...as a researcher and an educator, I have at times been disappointed and saddened at the **low rate of progress** in reducing bullying in schools. Evaluative studies over the last five years have increased greatly in number. They concur in indicating **that reductions have been at best modest and in some cases non-significant.**"


### SCHOOL BULLYING POLICIES MANDATORY SINCE 1999 IN UK



- Research suggests that good policies, well implemented make a difference (Lambert et al 2008)

### HOW MANY BULLYING POLICIES ARE PROPERLY CONSTRUCTED?

### HOW MANY BULLYING POLICIES ACTUALLY WORK?



- Analysed the bullying policies in
- 142 schools (115 primary 27 secondary)
- 31 item scale was used to assess policies
- Schools had about 40% of the items in their policies

Smith PK, et al Educational Psychology in Practice: theory, research and practice in educational psychology /abstract content Volume 24, Issue 1, 2008 pages 1-12

SMITH PK, SMITH C, OSBORN R, SAMARA M.A. CONTENT ANALYSIS OF SCHOOL ANTI-BULLYING POLICIES: PROGRESS AND LIMITATIONS. EDUCATIONAL PSYCHOLOGY IN PRACTICE.24 (1) 2008 PPI-12

- "...most included a definition of bullying and statements about improving school climate but many schools did not mention other important aspects, and there was no coverage of cyber bullying, homophobic bullying, bullying based on disabilities, or faith; teacher-pupil bullying; responsibilities beyond those of teaching staff; following up of incidents and specific preventative measures such as playground work, peer support, inclusiveness issues and bullying to and from school."

### AND THE RESEARCHERS FOLLOWED UP 6 YEARS LATER...

- An analysis was undertaken of 217 English school anti-bullying policies
- 169 primary schools and 48 secondary schools
- 34-item scoring scheme
- Overall schools in the current analysis had about **49%** of the items in their policies

Smith PK, et al Educational Psychology in Practice: theory, research and practice in educational psychology /abstract content Volume 28, Issue 1, 2012 pages 47-70

## DEFICITS

- low coverage of:
  - cyberbullying
  - homophobic bullying
  - bullying based on disabilities
  - or faith
  - teacher-pupil bullying
  - responsibilities beyond those of teaching staff;
  - following up of incidents
  - specific preventative measures such as playground work, peer support, inclusiveness issues, and bullying to and from school

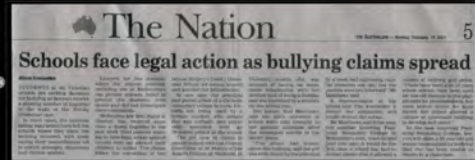
## WHY SCHOOLS HAVE TO ENSURE THAT THEIR BULLYING POLICIES ARE UP TO SCRATCH?

2001



- 3 former boarders at Sydney's Trinity Grammar School, whose parents paid up to \$25,000 a year in fees, pleaded guilty to charges of indecent assault against 2 fellow boarders
- The Crown criticised the school for 'inadequate supervision of students' and 'allowing a culture of abuse to exist and continue unchecked'.

FEBRUARY 2001



MARCH 12, 2013

### St Patrick's College at Campbelltown fights \$300,000 bullying payout to Jazmine Oyston



Jazmine Oyston outside court yesterday. Picture: NIG GIBSON/STAMP. The Daily Telegraph


A SCHOOL is challenging a court order to pay \$300,000 in damages to a former student who said she was bullied and tormented by girls in the "popular group".

## THE FACTS




- Between 2002 to February 2005, Jazmine was a student of St Patrick's College, Campbelltown
- During that time, the Plaintiff alleged that she was the victim of continual bullying perpetrated by other students of the College.
- The bullying included name calling on a daily basis as well as physical bullying, including pushing in the corridor 3 or 4 times per week and, on one occasion, being struck on the head by a plastic coke bottle.

### WHAT TRANSPIRED



- The Plaintiff alleged that she reported the bullying behaviour on a number of occasions to her Year Coordinator, as well as 4 other teachers, but inadequate action was taken.
- Consequently she felt discouraged from reporting matters.
- psychological sequelae resulting in panic attacks, depression and self harm, hospitalisation and referral to the mental health team for the local health district.

### SCHOOL RESPONSE



- The College's policies in relation to bullying were set out in 2 documents titled 'Student Conduct - Policies & Procedures' and 'Personal Protection & Respect Policy'.
- These policies set down a dispute procedure to be followed by the College when complaints of bullying or harassment were received or such behaviour was observed.
- The procedure required that bullying incidents be recorded in the "Bullying Register".
- The College was forced to concede that no "Bullying Register" was ever implemented.

### COURT RULING

- The Court accepted that the risk of psychological harm to the Plaintiff from bullying was both foreseeable and not insignificant
- In the Court's view, the steps taken by the College

#### Bullied school student Jazmine Oyston has damages payout increased

September 23, 2013

investigate the Plaintiff's allegations and to act on them if they were substantiated;

- The College had accepted that a failure to follow its own procedures would send the wrong message to others yet it did not follow through on its policies and in particular threats of expulsion to one student.

### PARENTS ARE MORE LITIGIOUS



Leading school sues for \$20,000 in unpaid fees

### 5 YEARS AGO - \$14 MILLION IN PAYOUTS




#### School bullying and injuries cost state millions

March 29, 2010  
Farrak Towsain

MILLIONS of dollars have been paid out to students and teachers who have been bullied or injured in public schools, throwing doubt on state government claims about school safety.

New figures obtained by *The Age* reveal the state government has paid a total of almost \$600,000 to 16 victims of school bullying over the past seven years in damages or out-of-court settlements. A further \$14 million was spent over the past decade compensating students and teachers for injuries resulting from playground punch-ups, sporting events, or falls and slips on school grounds.



#### Herald Sun Teacher wins \$1.1m for injuries in bullying role play

AND THEN THERE'S THE TEACHING STAFF