

Kia Kaha

in

Your School

- a working booklet

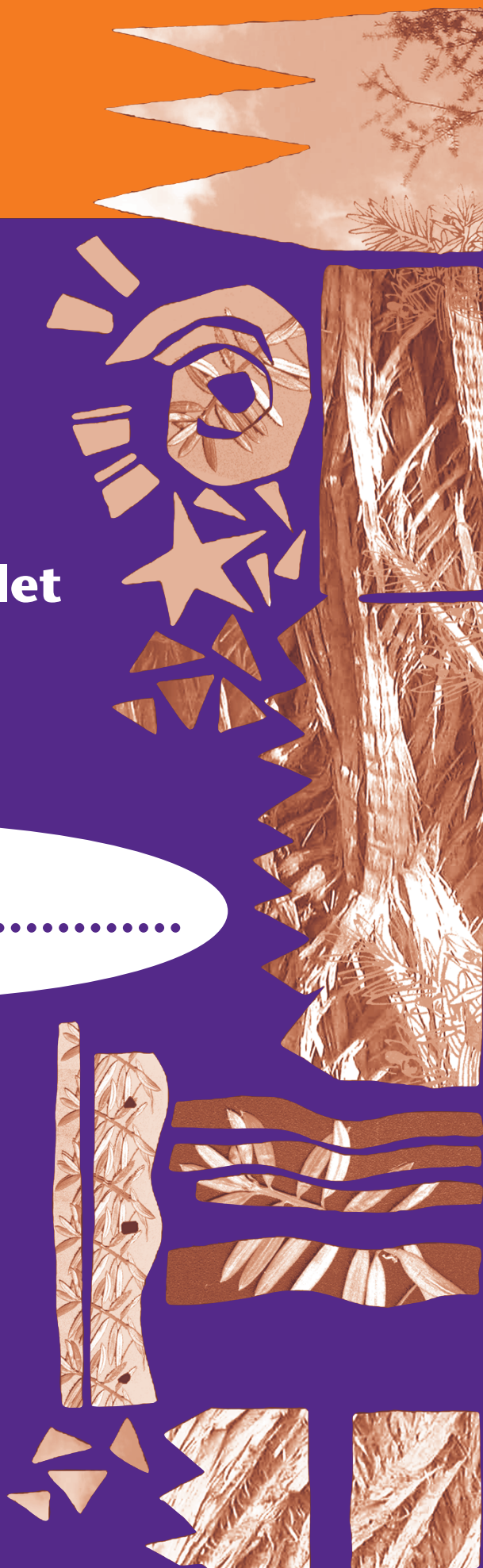
School



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Kia Kaha

Kia Kaha is a series of programmes covering school Years 1-13. This third edition replaces the original programme, developed in 1992.

The programmes are:

Years 1-3	<i>Building a Safe, Happy Classroom</i>
Years 4-6	<i>A Bully-Free Zone</i>
Years 7-8	<i>Safer Communities Together</i>
Years 9-13	<i>Our Place</i>

***Kia Kaha* in Your School - a Working Booklet**

Second Edition 2000

Revised 2012

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Foreword

Kia Kaha is a series of programmes designed to help schools create communities where everyone feels safe, respected and valued and where bullying is not tolerated.

Kia Kaha is part of the whakatauki “**Kia Kaha**, Kia Toa, Kia Manawanui.” It is used here to affirm that all people need to stand strong against bullying - that is young people, the school community, parents. The name has also been chosen to acknowledge the tangata whenua of Aotearoa New Zealand.

Police urge all members school communities to do their utmost to create peaceful, non-violent environments. International research shows that the most effective way of achieving this is through a whole school approach. **Kia Kaha** provides schools with a framework for the whole school approach, including outlines for staff and parent/caregiver meetings, assistance with policy and procedure development and lessons.

Bullying is not new. It causes untold distress to the victims, who may be prevented from reaching their full potential. The students who bully, and the bystanders who do nothing to stop this, both need assistance to change this behaviour. In today’s world bullying has become more invasive, as Information Communications Technology (ICT) can now be used to bully at any time of the day and anywhere, including at home.

Young people need our help more than ever.

Kia Kaha is a long term self sustaining intervention which will enable your school to be proactive in identifying and resolving bullying incidents effectively, and creating a safe environment for students and staff.



Part A Introduction

Everyone has a vested interest in children and young people behaving in ways that promote others', and their own, safety. Developing positive behaviours for themselves and others from an early age helps make this happen. Developing a community of children, young people and teachers who all demonstrate pro-social behaviours inside the school environment, and outside of it, will result in a better society. Early mastery of positive behaviours and attitudes can result in decreased criminal behaviours including family violence, improved mental health, and improved educational outcomes.

The school needs to develop interactions that allow them to become self sustaining in managing bullying effectively and creating a safe environment for students and staff.

The underlying principle of ***Kia Kaha*** is found in all major philosophical, including religious, traditions: ***you should treat other people as you would like to be treated.*** Children and young people need to understand how they, and others feel in many situations, and how they can respond in positive ways.

Kia Kaha can help children and young people:

- **behave in ways that are supportive of other people;**
- **behave in ways that ensure they can look after their own safety, in both the real and electronic worlds.**

Kia Kaha focuses on supporting children and young people to develop positive behaviours. It is based on the following key concepts:

- **All children and young people can be supported to learn new behaviours.**
- **Bullying is unacceptable behaviour.**
- **Schools and communities should adopt zero-tolerance of bullying.**
- **A whole school approach is needed to eliminate bullying.**
- **Schools should create a 'Telling Environment'.**
- **Bullying is never the victim's fault.**
- **Nobody deserves to be bullied.**
- **Schools should adopt a shared problem-solving (No Blame) approach for intervention.**

Aim of ***Kia Kaha***

To create an environment where all members of the school community feel safe, respected and valued and where bullying cannot flourish.

General Objectives

- 1 Students, parents, caregivers and teachers recognise that bullying and harassment are unacceptable. They will develop personal skills and supportive policies and practices to ensure it will not flourish within their school or home.

- 2 Students, parents, caregivers and teachers will work together to create a safe learning environment, based on mutual respect, tolerance and a respect for diversity.
- 3 The Board of Trustees take responsibility to provide a safe physical and emotional environment for students and staff, in line with NAG5.

What is bullying?

The identifying features of bullying.

- It is deliberate, hurtful behaviour.
- It is repeated over a period of time.
- It is often difficult for those being bullied to defend themselves.
- It is difficult for those who bully to learn new social behaviours.
- Those who bully have, and exercise power inappropriately over others.
- Cyberbullying can be disseminated very quickly to a wide audience.

Bullying can take a number of forms.

- **Physical violence, for example hitting and kicking.**
- **Emotional and verbal, for example name-calling, exclusion, threatening and coercion.**
- **Cyberbullying, for example by mobile phones and the internet**
- **Bullying of students with special needs, racist or homophobic bullying.**
- **Damage to property, for example taking lunches or destroying schoolbooks.**

All forms can be damaging to the development of both the person being bullied and the person bullying.

In ***Kia Kaha***, the emphasis is on identifying the types of behaviour that are evident in bullying situations, rather than labelling students as bullies or victims. Although these terms are used in this publication for practical purposes, they should not be used when speaking to students, to avoid labelling. The emphasis should be on changing the behaviour of all concerned in the incident.

Cyberbullying

Cyberbullying is the use of Information Communications Technology (ICT), particularly mobile phones and the Internet, to deliberately upset someone else. It differs from other forms of bullying because:

- it can be 24/7
- it can invade home and personal space at any time
- the audience can be very large and reached rapidly
- cyberbullies may attempt anonymity

- the bully or victim can be any age
- bystanders can become accessories to the bullying by, for example, passing on an humiliating message

Some cyberbullying incidents can themselves act as evidence. Advise students being bullied this way to:

- refrain from responding
- save the content/message/pictures/online conversations as evidence
- report to an adult
- inform the provider of the service if content is abusive or repeated more than once

Homophobia

Homophobia is any negative attitude or behaviour directed towards gays, lesbians, bisexual or trans people because they don't conform to the traditional sex roles, sexual orientation, gender identity, or gender expression expected of them by society. This can range from homophobic bullying in schools, where the expression 'that's so gay' is all too common, to 'gay bashing' where homophobia results in brutal beatings, disfigurement and death. Often homophobia is expressed by people to mock and control anyone who 'doesn't fit'. Homophobia is fuelled by people by 'heterosexism': the belief that heterosexuality is inherently superior to any other form of love or sexual expression. Homophobia may be more prevalent in the secondary school, but primary schools should be aware of it, especially at Intermediate level.

Racial Bullying

This type of bullying is based on the ethnic background of the victim. Verbal insults directed at the colour of skin, accent, or types of food eaten are all based on cultural harassment. One of the underlying problems with racial bullying is that often ethnic discrimination is passed on to children through their parents or community, either intentionally or unintentionally. Racial bullying can be culturally biased 'jokes' or comments or racially motivated graffiti. Individual taunts are directed toward the child but taunts are also directed to his/her family.

Sexual Harassment

Sexual harassment is any unwelcome sexual behaviour that interferes with an individual's life. It can be viewed as unwelcome sexual advances, a demand to sexual favours, touching in a sexual way or accusations of homosexuality and lesbianism.

Bullying because of Disability

People with disabilities face discrimination in all levels of society, including when at school. The attitude that disabled individuals are inferior to non-disabled individuals is called 'ableism'. Bullying can include name calling, put downs, physical harm and exclusionary behaviour. Institutions have discriminatory practices, such as not providing wheel chair ramps.

How big is the problem?

Note: Statistical information available on bullying and violence tends to focus on secondary age students 13 and up. While trends may be the same for younger students, this does highlight the need for primary schools to survey their own students to find out about bullying in their school.

- 41% of students reported being hit or physically harmed in the last 12 months.
- A quarter of those said the violence was pretty bad, really bad or terrible.
- The most common type of bullying reported was the spreading of lies or false rumours (48%), people making sexual jokes, comments or gestures to them (38%), calling them hurtful names (41%) or threatening them physically(33%).
- One in five students reported being sent nasty or threatening messages by cell phone or internet.

(Statistics from Youth '07 The Health and Wellbeing for Secondary School Students in New Zealand www.youth2000.ac.nz)

- Around 20% of students report experiencing text bullying in the past year.
- Around 10% of students report having experienced internet bullying in the past year.
- The most common form of cyberbullying involves 'saying or texting mean, hurtful or nasty things.'

(Convergence Generation Research Project by NetSafe 2008)

Note: Additional information about text bullying in 13-14 year old girls is available from a 2009 study by James Sanderson Massey University

In New Zealand in 2008 there were just under 7,000 stand-downs and suspensions for physical assaults on other students or staff.

(Ministry of Education Statistics)

Bullying can be present in any school. Schools of all socio-economic backgrounds have successfully taken action, resulting in safer and happier learning environments for their children and young people.

What are the effects of bullying on those being bullied?

Young people who are being bullied are being denied the opportunity to reach their full potential. Effects may be both short and long term and include:

- Absenteeism
- Fall in academic performance
- Poor self esteem
- Health problems
- Isolation and failure to develop socially
- Depression and suicide
- Relationship difficulties

What are the characteristics of those who bully?

Studies have revealed conflicting information about the characteristics of those who bully. Stephenson and Smith (1989) identify three types of bully:

- Confident bullies who are physically strong, enjoy aggression, who feel secure and are of average popularity.

- Anxious bullies, who are weak academically, have poor concentration, and are less popular and less secure.
- Bully/victims who are bullies in some situations and are bullied in others. Bully victims are unpopular.

Sullivan (2000) details two generic characteristics of those who bully:

- Bullies are usually dominant individuals, as bullying is dependent on unequal power relationships.
- Bullies tend to be older than their victims.

Some overseas studies have found that adolescents identified as bullies were likely to be involved in other forms of anti-social behaviour such as shop lifting, truancy, writing graffiti and getting into trouble with the police.

However, those who bully can be encouraged to change their behaviour to get on better with peers and have improved attitudes and performance at school.

It is important that the term 'bully' isn't used to label students. This can have the effect of encouraging them to live up to that label and so the bullying is perpetuated.

What are the Characteristics of Victims?

Olweus's research indicates that victims may have some of the following characteristics:

- Are cautious, sensitive, quiet, withdrawn and shy.
- Are anxious, insecure, unhappy and have low self esteem.
- Are depressed and engage in suicidal thinking more often than their peers.
- Often do not have a single good friend and relate better to adults than their peers.
- Have characteristics that set them apart.
- If they are boys, they may be physically weaker than their peers.

The Bystanders

This group includes everyone who witnesses a bullying incident. In the case of online or mobile phone bullying, the bystander can easily become an accessory to the bullying. Bystanders can experience discomfort, guilt and helplessness. They may:

- Be afraid to associate with the victim for fear of becoming a victim themselves.
- Fear reporting bullying incidents because they do not want to be seen as someone who narks.
- Feel guilty about not standing up for the victim.
- Be pressured into joining in the bullying.
- Feel unsafe and unable to take any action.

Bystanders should be encouraged to take action when they observe bullying. They may be able to intervene directly, or report the bullying to an adult who will take action. They can offer support to the victim.

Why must bullying be eliminated in schools?

- Bullying does not support positive development of children and young people (see above).
- Students legally have the right to be safe at school. An environment where bullying is allowed to occur is not a safe place for young people. (NAG 5)
- The presence of bullying is not conducive to learning. The person being bullied is often unable to concentrate on studies. The person who bullies is not learning important curriculum related skills such as being supportive and caring of others. And the witnesses of bullying, who keep silent for fear they may be next, are not developing strong social and self-care skills. A strong culture of consideration and co-operation where bullying does not occur improves the learning environment.
- Promotion of a pro-social classroom, school and community environment supports the delivery of the key competencies, values and learning areas of the New Zealand Curriculum.

What is a 'whole school approach' to eliminate bullying and create safe schools and why is it effective?

The only effective way of eliminating bullying is for the whole school community (students, teachers, Board of Trustees, parents and the wider community), to confront the issue and work together in a concerted way to establish the school as a safe emotional and physical environment, where bullying cannot flourish. This must be a sustained approach.

The key elements of this approach are:

- A shared understanding of bullying as a problem.
- A shared understanding of the different forms of bullying.
- A shared resolve to eliminate bullying.
- Identification of bullying problems in the school and community.
- The development of a whole school anti-bullying policy.
- The creation of a 'telling environment' (an environment where it is safe to tell) and the use of a range of interventions to address incidents when they happen.
- Recognition by teachers of their role in creating an anti-bullying ethos, including their own interactions with students, staff, parents and caregivers and community.
- The creation of classrooms that are safe and supportive.
- Obtaining back-up specialist help and training as necessary.
- All community members examine their own behaviour, including teachers, other staff and parents.
- A classroom anti-bullying curriculum programme, right across the school.

Note: It is important that all students are exposed to **Kia Kaha** classroom activities in the course of the year. Introducing a classroom intervention with one or two classes only will not produce school-wide results



Part B Implementing *Kia Kaha*

Overview of Implementation Steps

Step 1 Initial Contact

- Between principal and Police Education Officer.
- ***Kia Kaha*** programme, implementation and role of police education officer (see page 41) explained.
- Programme materials issued for inspection.
- Principal decides whether they wish to accept the criteria on which ***Kia Kaha*** is based (see page 7) and the Implementation Process. If 'yes' they proceed to Step 2.

Note: While decisions about programmes are clearly management ones, the Board of Trustees will need to be informed as they will have a role in the whole school approach and in ensuring school policies relating to safety of students are in place.

→ NO

↓
YES

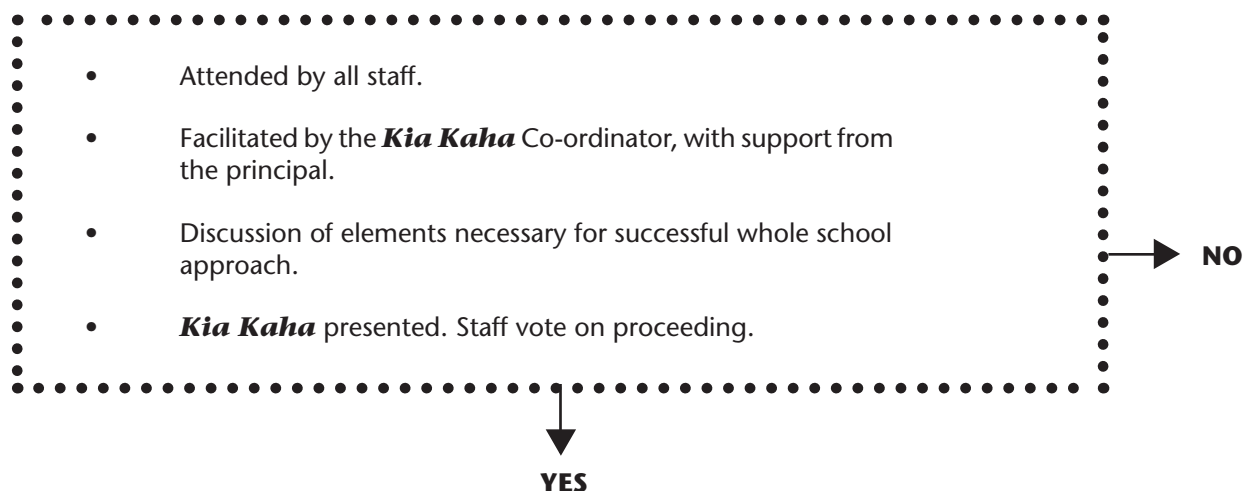
Kia Kaha Co-ordinator appointed by the school (see page 42)

Step 2 Staff Awareness Raising

- All staff, teaching and non-teaching, should attend.
- Led by Principal or Deputy Principal.
- Activities to raise staff awareness of bullying in preparation for Step 3.
- Could also be used as orientation for new staff.

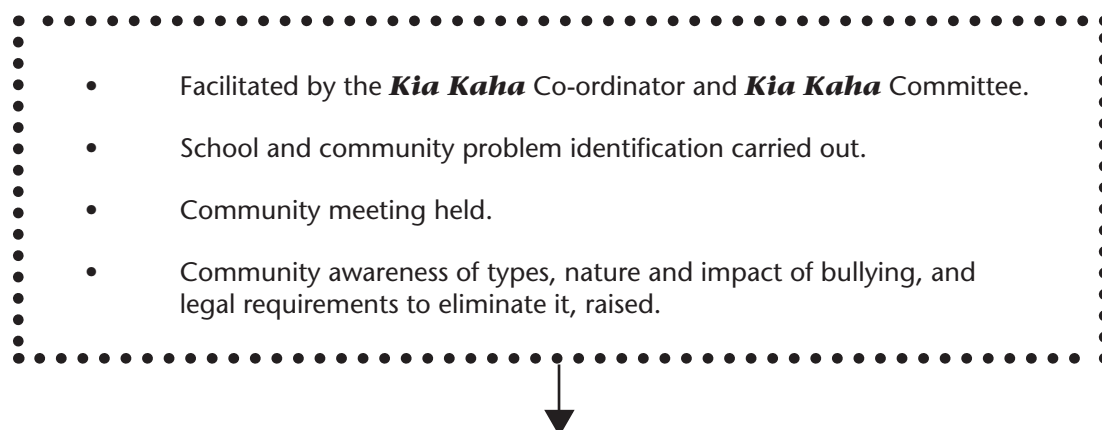


Step 3 Whole Staff Meeting

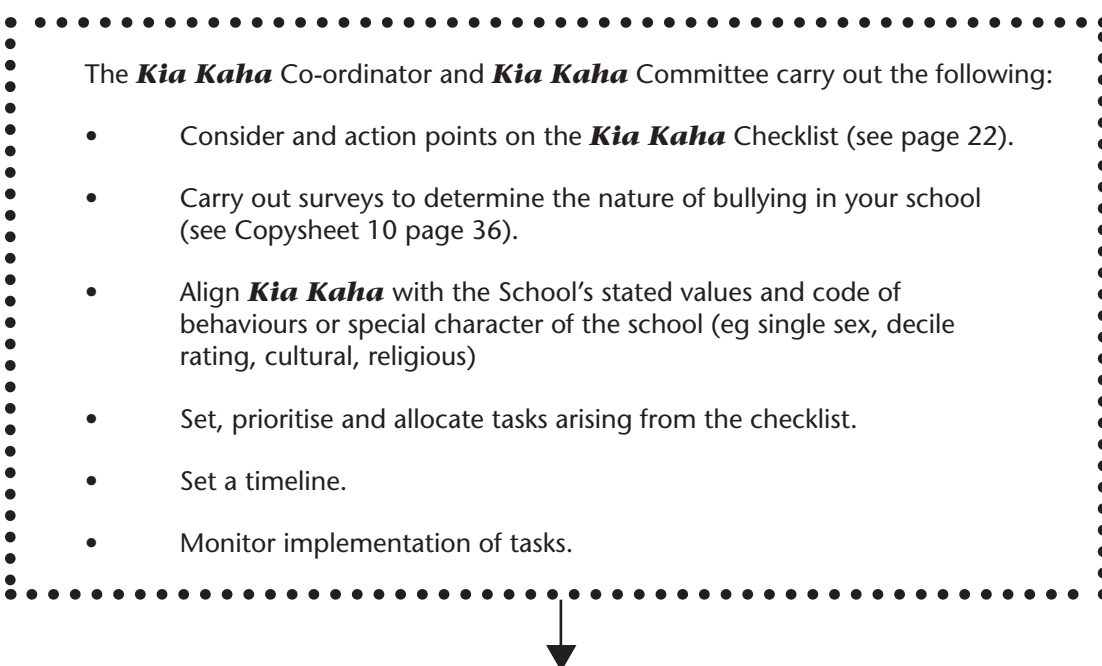


Kia Kaha Committee appointed by the school (see page 42)

Step 4 Community Involvement



Step 5 The Whole School Approach in Action



Step 6 Curriculum Planning

- Attended by Police Education Officer and teachers who will be delivering the classroom programme.
- Consider and action points on the Teacher/Police Education Officer Checklist (see page 23).
- Use the programme overviews to plan **Kia Kaha** for classes.
- Decide on level of input for Police Education Officer.
- Assign roles.
- Decide on dates and times of lessons.

Note: All teachers involved in teaching must have the opportunity to plan with the Police Education Officer and a separate *Teacher/Police Education Officer Checklist* should be completed with each teacher.



Step 7 Formal Agreement Signed

- Principal and Police Education Officer sign the formal agreement before teaching proceeds, (see page 24).
- This can be endorsed by the Board of Trustees.



Step 8 Classroom Teaching

- Teacher/s and Police Education Officer work in partnership to deliver the programme.



Step 9 Evaluation

- Classroom programme evaluated after teaching.
- Whole school approach evaluated one year after Step 7.

Notes:

- 1 In subsequent years, the school should revisit steps 3-5 and repeat if it is deemed necessary, and then proceed from Step 6 onwards.
- 2 Schools should provide an orientation programme for new staff. The staff awareness training outline from Step 2 can be used for this.
- 3 Field data for incidences of bullying pre and post programme should be collected every 2 years.

Detail of Implementation Steps

Step 1 Initial Contact

Principal and Police Education Officer make contact. The **Kia Kaha** programme and its implementation are discussed. This could be done face to face, by phone or by email. An inspection set of resources is provided for the school. The principal decides if the school wishes to proceed. If yes, steps should be put in place to appoint a **Kia Kaha** Co-ordinator from within the school staff. (see page 42).

Note: Board of Trustees should be advised and implementation discussed.

Step 2 Staff Awareness Raising

Time

1-1.30 hours

Purpose

The purpose of this training session is to increase staff awareness of the issues surrounding bullying, and to allow them to clarify their own responses. This will prepare them for Step 3 where they consider the **Kia Kaha** programme and its suitability for their school. It can also be used as part of orientation for new staff.

Planning and Presentation

It is recommended that this is led by the principal or deputy principal, as a means of alerting staff to the seriousness with which senior management view the issue of bullying. Other staff, such as the Health Co-ordinator may assist as appropriate.

Materials needed

- DVD ... **Bullying is No Fun.....**
- DVD **Let's Fight it Together** - a cyberbullying DVD available from Police Education Officers or NetSafe.
- A3 sheets of paper

The following copysheets made into OHTs

Copysheet 1 *Impact of Bullying* page 26

Copysheet 2 *Examples of Bullying* page 27

Copysheet 3 *Definition of Bullying* page 28

Copysheet 4a *Why is it so hard to tell?* page 29

Copysheet 4b *Reasons for not telling* page 30

Copysheet 5 *Behaviour Change* page 31

PUB-L 150 **Kia Kaha Pamphlet**

PUB-L 146 **Stop Bullying** - advice for parents and caregivers

PUB-L 145 **Stop Bullying** - advice for young people

PUB-L 147 **Stop Bullying** poster

Suggested Format

- a) View the video **Bullying is No Fun**.
- b) In pairs or small groups of no more than 3-4, ask staff to share instances of bullying that they, or someone they know, have experienced. This may be in school days or as an adult.

They can discuss:

What happened?

How did you, or the person being bullied, feel?

What were the short and long term effects of this experience?

What should a school staff be looking out for?

- c) Put up Copsheet 1 *Impact of Bullying*.

Make a list on the board of possible impacts of bullying on both the person who bullies and the recipient. (Refer to page 10.)

Invite discussion on the following points.

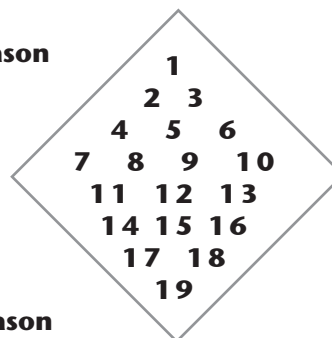
- **Nobody deserves to be bullied.**
- **Bullying is never the recipient's fault.**
- **Bullying is unacceptable.**

- d) Present Copsheet 2 **Examples of Bullying**

Ask staff to discuss these in small groups and to decide which of these are bullying and which are not. Each group writes a definition of bullying, which are then shared. Present Copsheet 3 *Definition of Bullying* for comparison. The DVD **Let's Fight it Together** could be shown.

- e) Put the staff into small groups. Give each group a set of cards made from Copsheet 4a *Why is it so hard to tell?* The group arranges them in a diamond shape, to show what they think would be the most frequently given reason and the least frequently given.

Most Frequent Reason



Least Frequent Reason

Ask groups for their top and bottom reason and then present Copsheet 4b *Reasons for not telling*.

- f) Explain to the staff that they all have a role in helping students to develop understandings and skills that assist them to support other people and protect themselves. Students need to understand that it is important for them to behave in caring, helpful, supportive, respectful, safe and health enhancing ways. Present and discuss Copsheet 5 *Behaviour Change*.

In pairs, ask staff to consider and list ways that they can model appropriate behaviour and why this is important.

Provide each staff member with a **Kia Kaha** pamphlet. Explain that they will be considering the appropriateness of **Kia Kaha** for their school at a later meeting.

Have copies of the **Stop Bullying** pamphlets available. Display the **Stop Bullying** poster around the school.

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Step 3 Whole Staff Meeting

Time

1-1.30 hours

Planning and Presentation

Facilitated by the **Kia Kaha** co-ordinator.

Purpose

To inform the whole staff, both teaching and non-teaching, about the proposal to implement the **Kia Kaha** programme and the whole school approach to eliminate bullying. After a shared information session, staff will vote on whether or not to continue.

Materials Required

- A3 sheets of paper.

The following cypsheets made into OHTs

Copsheet 6 *Survey Findings* page 32

Copsheet 7 *Guidelines for Teachers* page 34

Copsheet 8 *Overview of Kia Kaha* page 33

Copsheet 9 *Recommendations from Safe Schools Strategies to prevent bullying - ERO 2007* page 35

Suggested format

- a) Present Copsheet 6 *Survey Findings* and discuss these. Put staff into small groups to discuss incidences of bullying that they may have seen or heard at this school. Take reports.
Ask: What does the data tell us might be happening at our school?
What sort of bullying do you think occurs among our students?
Have any of you experienced, or witnessed bullying here?
- b) Put staff into groups. Ask them to brainstorm:
What can we as a staff do to make our school safe and bully-free?
- c) Hand out Copsheet 7 *Guidelines for Teachers*. Invite them to work individually to complete the sheet. Suggest they may like to review the sheet at a later date.
- d) Give a brief overview of **Kia Kaha**, using Copsheet 8 *Overview of Kia Kaha*. Display the appropriate teaching materials and resources and allow staff time to look at these. Possibly carry out one of the activities from the programme.
- e) Present Copsheet 9 *Recommendations from Safe Schools: Strategies to prevent bullying*. Explain how the whole approach works (see page 35). Talk about how this would work at this school.
- f) Facilitate a question and answer session. As it is important that there is support for running the programme, you may like to carry out a vote, as suggested here. Ask

staff if they have enough information to ballot on whether or not they want **Kia Kaha**. If not, find out what other information is needed.

Hand out a square of paper to each staff member who writes YES or NO. The presenter collects the papers and counts the votes. If the ballot is 75% or over, **Kia Kaha** can go ahead. If the staff has voted not to proceed, (74% or below), the meeting concludes and the school returns the **Kia Kaha** materials. The school can make a further request for the programme at a later date if they wish.

- g) If YES, nominations are taken for a **Kia Kaha** committee (see page 41). Their task is to assist the **Kia Kaha co-ordinator** through the implementation steps. The committee makes its first meeting time.
- h) Thank the staff and close the meeting.

Step 4 Community Involvement

- For the whole school approach to succeed, the school community must have an opportunity to have their say and to be informed of the criteria on which **Kia Kaha** is based (see page 7).
- Schools are required to carry out community consultation and parent involvement as part of their whole health programme, at the beginning of the year. Once a school has become a **Kia Kaha** school, issues surrounding bullying, and details of the **Kia Kaha** programme, would become part of this wide consultation.
- A suggested meeting format has been given here for schools who adopt **Kia Kaha** part way through the year, after that initial consultation, or for schools who want to make special emphasis of the problem.
- It is recommended that all primary schools send home the **Kia Kaha** pamphlet, the **Stop Bullying** pamphlet for parents and caregivers and survey form on Copysheet 10 (see page 36).

A Information and Awareness Raising

Send the **Kia Kaha** pamphlet and Copysheet 10 *Survey* to all parents and caregivers and to interest groups within the community such as:

Neighbourhood Support

Service Clubs

Church Groups

Social Clubs or Groups

Ethnic Groups

Safer Community Councils

Retailers / Businesses

This will ensure that as many community people as possible are aware of the issues of bullying and the approach the school wishes to take to eliminate it. Returned surveys can be collated and results published in the school newsletter or presented at a parent and community meeting.

B Community Meeting

Purpose

To ensure that children, young people, parents, staff and community are committed to working together to make the school and community a safer place for students.

Organisation

By the **Kia Kaha** Co-ordinator and **Kia Kaha** Committee. Tasks/decisions include: *Date, venue, time, facilitator, programme, invitations, media, catering, child supervision.*

Materials

- Discussion questions on A3 chart paper
- Pens
- Results of the survey, perhaps as OHPs
- Parent handout
- Refreshments
- Copsheet 3 *Bullying Definition* (page 28)

Strategies for Success

- Invite a representative audience - ethnic groups, community groups, parents, prominent leaders, business people...
- Involve students in the evening as performers, debaters, presenters and helpers.
- Students design and make personal invitations to their parents, using first language.
- Have small and large group facilitators who can speak to parents in their own languages.
- Offer incentives, such as door prizes.
- Make it fun and interesting through such things as role play, personal stories, relevant items, food.
- Have activities such as small group discussion to ensure everyone's voice is heard.
- Be clear about the purpose of the meeting.

Suggested Format 1-2 hours

- a) Formal welcome or powhiri; introductions.
- b) Performance or presentation from students.
- c) Present a definition of bullying (see Copsheet 3 **Bullying Definition**)
- d) Presentation by students of the data from the survey.
- e) Explanation of the whole school approach to stop bullying and of the **Kia Kaha** programme.
- f) Students present role plays, poems or songs about bullying.
- g) Small group discussions in first language. Discussion questions:

What hurtful things have been done to you, or others you know, this week?

Why should we stand strong against bullying?

What can parents do to help?

What can the school do to help?

What can adults in the community do to help?

What do you think is the most important issue for you?

- h) Each group reports back, using translators as necessary, emphasising the most important issue. These will be collated for the school newsletter or website.
- i) Handout copies of the ***Kia Kaha*** pamphlet to those who have not already received one.
- j) Introduce the ***Kia Kaha*** Committee and explain how they will oversee the implementation of ***Kia Kaha***. Ask for nominations of community people to join this group.
- k) Poroporoaki/Closure.
- l) Supper and chat.

C Raising Community Awareness

- a) Send information to the local community media in an ongoing way. This could include: survey and small group discussion results, report on community meeting, press releases, fact sheets, contributions from students, photographs of ***Kia Kaha*** in action.
- b) Place information on the school's website.
- c) Write to local MP.

Step 5 The Whole School Approach in Action

.....

The *Kia Kaha* Checklist

	Agreed	Work to be Completed	Progress Report
1 Survey students to find out more about bullying in your school. See Copysheet 10 page 36	<input type="checkbox"/>		
2 The school will review its policy on bullying, in consultation with the Board of Trustees. See pages 42-45.	<input type="checkbox"/>		
3 The school will promote the bullying policy to parents, students and the wider school community.	<input type="checkbox"/>		
4 The whole school supports the teaching of <i>Kia Kaha</i> and will stand strong against bullying. See page 12.	<input type="checkbox"/>		
5 Specific opportunities have or will be identified to consult and involve parents, caregivers and the community.	<input type="checkbox"/>		
6 The school will identify and make contact with relevant helping agencies locally and nationally.	<input type="checkbox"/>		
7 The school will create and support a 'telling environment' (see page 46).	<input type="checkbox"/>		
8 The school will decide how incidents that appear to involve bullying will be recorded and handled and how to support the students being bullied, and those doing the bullying. See pages 46-49.	<input type="checkbox"/>		
9 The school will foster safe, positive relationships between staff, students and the wider community.	<input type="checkbox"/>		
10 The school will identify problem areas and practices that allow bullying to occur and will work to eliminate these. See pages 50.	<input type="checkbox"/>		
11 The school will ensure that the physical environment is safe, friendly and pleasant.	<input type="checkbox"/>		
12 The school will provide and supervise a range of activities for students in out-of-class time, where learnings from <i>Kia Kaha</i> will be expected to be implemented.	<input type="checkbox"/>		
13 The school will assist students to get to and from school safely. See page 51.	<input type="checkbox"/>		
14 The school will practise shared problem-solving and decision making.	<input type="checkbox"/>		

Step 6 Curriculum Planning

Teacher/Police Education Officer Agreement

Item	YES	NO
1 We are both committed to the successful completion of <i>Kia Kaha</i> .	<input type="checkbox"/>	<input type="checkbox"/>
2 We agree to plan, teach and evaluate in an agreed partnership.	<input type="checkbox"/>	<input type="checkbox"/>
3 We are committed to fostering a bully-free learning environment in our classroom.	<input type="checkbox"/>	<input type="checkbox"/>
4 We will promote safe, positive relationships within the school and community, between students, teachers, other staff and parents and caregivers.	<input type="checkbox"/>	<input type="checkbox"/>
5 We agree to use an interactive teaching approach.	<input type="checkbox"/>	<input type="checkbox"/>
6 We have completed Copysheet 11 <i>The Student Checklist</i> . Page 37.	<input type="checkbox"/>	<input type="checkbox"/>
7 We have agreed on a timetable for teaching <i>Kia Kaha</i> , and the roles and responsibilities each of us will take.	<input type="checkbox"/>	<input type="checkbox"/>
8 We will involve parents, caregivers and community people in the classroom programme as often as possible.	<input type="checkbox"/>	<input type="checkbox"/>
9 The Police Education Officer will be available for the agreed sessions, unless called away in the event of an emergency.	<input type="checkbox"/>	<input type="checkbox"/>
10 The teacher will complete activities with students between the Police Education Officer's visits, as agreed.	<input type="checkbox"/>	<input type="checkbox"/>

Teacher/Police Education Officer Agreement

The items in the above checklist have all been answered in the affirmative and so teaching can now proceed.

Teacher: _____

Police Education Officer: _____

Date: _____

Step 7 Formal Agreement

.....

.....

The Police Education Officer and Principal of

School agree that Steps 1-7 of ***Kia Kaha in Your School*** have been carefully considered and are being actioned.

We consider that we are ready for the teaching of ***Kia Kaha*** to begin.

Date:_____

Principal:_____

Police Education Officer:_____

Endorsed by the Board of Trustees:_____

.....

Step 8 Teaching

Teaching is carried out in the intended way, as planned by the teacher and Police Education Officer. Opportunities are taken by the teacher to reinforce concepts from the programme in an ongoing way, in regular classroom activities and units of work across the curriculum.

Step 9 Evaluation

Copysheets have been provided in the teaching programme for programme evaluation and assessment of students. The whole school approach also needs to be evaluated, one year after the completion of Step 7. This can be done using Copysheet 12 *Evaluation of the Whole School Approach to Bullying* as a guide.

Impact of Bullying



"I am bitter but also feel regret. I would have been capable of so much more, had not my school years been so frightening. If I had enjoyed school I might have 'bloomed' into a more confident person. It makes me wish that I hadn't been born, as I have wasted my life being too scared and nervous to try to succeed." Woman (34)



"Yes I was bitter and angry, but also annoyed that nothing was done about the bullying. Teachers had a chance to put it right and I look back partly with bitterness towards them, as well as the bullies." Man (24)



"I was so unhappy as a child being bullied that I have never learnt to trust people. I prefer my animals or stuffed toys, who never say an unkind word and who can always be trusted." Woman (70)

Kidscape Survey 1998

Examples of Bullying



1 Cindy, a pale child, has an unusual skin disorder causing red, rough, and sometimes weepy patches over her body. Two Year 4 girlfriends spread the word that Cindy has Aids. No one will sit with her, touch her things or get in the pool if she is swimming. They will not let her turn the skipping rope, in case the Aids creeps along the rope. They ask the person in the school canteen to wipe the counter after Cindy has made a purchase. She tries to tell the teacher, but is told not to tell tales and to be friends. Cindy finally refuses to come to school. In the end her parents sell their home and move, to access another school.



2 A parent reports that having her daughter show her text messages from nearly everyone in her class, all saying derogatory things about her, was devastating.



3 Wiremu waits by the bike stand each morning. As Sione brings his bike in, Wiremu demands Sione's packet of chips as 'protection' for his new bike. Sione hands them over, as he knows how hard his family saved to get the bike and he has been told what will happen if it gets damaged.



4 During the school holidays class mates designed and posted an insulting web page about Suyin. This was very distressing for her and her family. The school was advised and with help from the Police Education Officer the students who bullied were held accountable for their actions.



5 A group of children are playing a pushing game - they run and push until the other 'team' falls over. Then they pile on top of them. They all get up and the game starts again.

6 Teachers at my school told me I couldn't use the boys' toilets because my gender was unclear. Other students gave me a hard time and wouldn't let me inside the door.

Bullying Definition



What is Bullying?

There are five identifying features of bullying:



- It is deliberate, hurtful behaviour.
- It is repeated over a period of time.
- It is difficult for those being bullied to defend themselves.
- It is difficult for those who bully to learn new appropriate behaviours.
- The person who bullies has, and exercises power over the victim.
- Cyberbullying can be anonymous and can be disseminated very quickly to a wide audience.



Bullying can takes a number of forms.



- Physical violence, for example hitting and kicking.
- Cyberbullying, for example by mobile phones or the internet.
- Emotional and verbal, for example name calling, exclusion, threatening and coercion.
- Damage to property, for example taking lunches or destroying school books.
- Harassment, for example making a person fear for their own or their family's safety.



All forms can be damaging to the person being bullied.

Why is it so hard to tell?

I feel no-one will believe me.	I'm afraid of losing my friends.
I don't see what is happening to me as bullying.	I feel bullying is something I can't change.
Shame at not being able to stick up for myself.	I don't want to worry my parents.
I can't put my feelings into words.	Bullying is hard to prove.
I'm mixed up and confused.	I just have to put up with it.
I feel my parents don't understand school life.	I'm frightened of what my parents will say or do.
I don't think adults will keep my name out of it.	I don't want to be a 'tell tale'.
I don't want to get them into trouble.	I blame myself.
I don't want to show I'm unpopular.	I deserve it.
I'm afraid of them getting back at me.	

Reasons for not telling



- 'The only reason I didn't tell is because it gets ten times worse.'



- 'Because then the people would get in trouble and want to beat you up.'



- 'Didn't want to be a little nark.'

- 'I thought it would make things worse and it would make me soft.'



- 'I was scared about telling an adult because the person might deny doing it.'



- 'I didn't tell because they are my friends who I knew for a long time.'

- 'They would give me another hiding if I told.'



- 'I didn't think it was important and my parents might not believe me or do anything about it.'



- 'Because I was too upset and I didn't want to tell anyone.'

- 'Some of the teachers didn't do anything about it. If I've been bullied in (name of previous school), my brother's mates come to help.'



Students were most likely to disclose to their friends. It seems that teachers are often the last to be told about bullying at school.

(Carroll-Lind and Kearney - survey of 1480 primary and secondary students. 2002)

Behaviour Change



Students need to understand that:



- **Their behaviour can impact on others.**



- **They are responsible for their own behaviour.**



- **They can change their behaviour.**



- **Others' behaviour can impact on them.**



- **They have a right to respect, and to physical and emotional safety.**

- **They can take steps to stop others' negative behaviour.**

Survey Findings



- In 2008 there were just under 7,000 stand-downs and suspensions for physical assaults on other students or staff.



Ministry of Education Statistics



- 41% of students reported being hit or physically harmed in the last 12 months.



- The most common type of bullying reported was the spreading of lies or false rumours (48%), people making sexual jokes, comments or gestures to them (38%), calling them hurtful names (41%) or threatening them physically (33%).



(Statistics from Youth '07 The Health and Wellbeing for Secondary School Students in New Zealand www.youth2000.ac.nz)

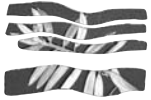


- Around 20% of students report experiencing text bullying in the past year.
- Around 10% of students report having experienced internet bullying in the past year.



(Convergence Generation Research Project by Netsafe 2008)

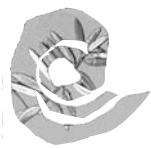
Guidelines for Teachers



Criteria	Yes	No	Partly
Do you know all your students by name and try to speak to them during a lesson?			
Are you aware of the importance of the teacher as a role model?			
Do you demonstrate pro-social behaviour, such as empathy and effective listening?			
Do you promote cybersafety?			
In a bullying incident, do you attend first to the person being bullied?			
Have you created zero-tolerance for bullying in your classroom?			
Do you act on disclosures of bullying?			
Do you enforce the rights of young people?			
Do you make no assumptions about students' sexuality or gender identity or that of their families/whānau?			
Do you encourage an 'It's okay to tell' ethos?			
Do you provide opportunities for co-operative learning activities?			
Do you find alternative, positive ways for students who display bullying behaviour to change the way they behave?			
Do you encourage students to be confident and feel good about themselves?			
Do you praise students who support and empathise with one another?			
Do you provide a 'cooling off' or peace corner for students?			
Do you avoid using bullying or mocking as a form of class control?			
Do you listen when students express their feelings?			

If you answered 'no' or 'partly' to some of these questions, you may like to set goals to achieve these things over the year. It may also be helpful to seek support and help from your Senior Teacher or health co-ordinator. There is also helpful information for teachers on the No Bully Internet site: www.nobully.org.nz

Overview of *Kia Kaha*



- ***Kia Kaha*** is designed to eliminate bullying by building safe, positive relationships within the school community.



- ***Kia Kaha*** is a series of classroom programmes covering school Years 1-13. This second edition replaces the original programme developed in 1992.



- The programmes are:

Years 1-3

Building a Safe, Happy Classroom



Years 4-6

A Bully-Free Zone



Years 7-8

Safer Communities Together



Years 9-13

Our Place

Recommendations from “Safe Schools: Strategies to prevent Bullying” ERO 2007



Schools should, as part of a whole school approach:



- regularly and anonymously survey students and parents as part of their self-review process;



- monitor incidents of bullying;



- develop, update or review anti-bullying policies and procedures;



- include in existing policies ways to deal with text bullying;



- report self-review findings to the board of trustees and wider school community;



- provide professional development for teachers related to particular anti-bullying programmes or strategies; and



- offer workshops and support for parents.



Survey



1 Please circle any of the following things that have happened to you in the past week.

called names gossiped about put down



abusive/hateful text message forced to do something

left out threatened teased racial remarks



had your belongings damaged physically hurt sexual remarks

food taken nasty email you/family mocked



2 In this school the times I feel unsafe are...



3 The worst thing that has ever happened to me at school is...



4 Did you tell anyone about this? YES ☐ NO ☐

If YES, why did you tell?

If NO, why didn't you tell?



5 When things like this happen, how do you feel?



6 Have you ever been aware of another person being bullied?
If yes, what did you do?

7 Have you ever bullied another person? If yes, why?

Student Checklist



Have you discussed the following?



	Checked	Comments
1 Ability levels of the class - language, reading, group work	<input type="checkbox"/>	
2 Number of students	<input type="checkbox"/>	
3 Student interest	<input type="checkbox"/>	
4 Attention span	<input type="checkbox"/>	
5 Presence of English as a second language students	<input type="checkbox"/>	
6 Students with special needs	<input type="checkbox"/>	
7 Nature of interactions between students	<input type="checkbox"/>	
8 Any bullying incidents among class members	<input type="checkbox"/>	
9 Previous experiences with <i>Kia Kaha</i>	<input type="checkbox"/>	
10 Any social skills programmes undertaken with the class	<input type="checkbox"/>	

Evaluation of the Whole School Approach to Bullying

This staff perception survey should be carried out one year after the completion of Step 7.



- 1 In your opinion, how much has the school wide ***Kia Kaha*** programme reduced bullying in this school? (Circle one).

Not At All

Slightly

A Great Deal

Give evidence to support your choice:



- 2 Name one new behaviour students have learned from ***Kia Kaha*** that you have observed them putting into practice.



- 3 In your view, what was the most useful aspect of the ***Kia Kaha*** programme?



- 4 In your view, what was the most difficult part of ***Kia Kaha***?



- 5 Name one new behaviour that you have learned, and now practise, through the ***Kia Kaha*** programme.



- 6 A suggested way of improving the ***Kia Kaha*** programme would be...



Part C

Information and Resources to assist with the Implementation of *Kia Kaha*

Background Information

1 Legal and curriculum requirements for schools to be safe places

Schools have an obligation to provide bully-free environments where all students feel valued and able to achieve their potential. These obligations are set out below.

..... National Education Guidelines

National Administration Guideline 5

Each Board of Trustees is required to:

Provide a safe physical and emotional environment for students and comply in full with legislation currently in force or that may be developed to ensure the safety of students and employees.

National Education Goals

- 1 The highest standards of achievement, through programmes which enable all students to reach their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.
- 2 Equality of educational opportunity for all New Zealanders by identifying and removing barriers to achievement.

..... The New Zealand Curriculum

The Key Competencies

Kia Kaha will support students in their continued development of the key competencies.

Managing self

Students manage themselves in ways that do not compromise others and which can help them build resiliency to the actions of others. They know it is not appropriate to follow the lead of those who bully. They are able to ask for help.

Relating to others

Students relate to others in ways that do not compromise their own or other's wellbeing. They are aware of how their words and actions can affect others.

Participating and contributing

Students can help build bully-free classrooms and school environments.

Attitudes and Values

Students who learn to value such things as equity, integrity, community and participation will help make their school community a safer place where bullying cannot flourish and where young people can achieve their best.

The Learning Areas

Kia Kaha fits well within the Learning Area *Health and Physical Education*.

- The Concepts

- Hauōra

- A Māori philosophy of well-being concerned with the physical, mental and emotional, social and spiritual dimensions of the individual. A young person who is bullied will have some of these dimensions that are not being met.

- Attitudes and Values

- A positive, responsible attitude on the part of students to their own well-being; respect, care and concern for other people and the environment; and a sense of social justice.

- The Socio-ecological Perspective

- Understanding the relationships between individuals and their school community.

- Health Promotion

- Working together to develop and maintain safe, supportive physical and emotional classroom and school environments.

- The Strands

- Personal Health and Physical Development

- Allowing young people to achieve and maintain their personal well-being and physical development.

- Relationships with Other People

- Developing understandings, skills and attitudes to enhance their interactions and relationships with others, in bully-free environments.

- Health Communities and Environments

- Helping to create safe, bully-free classroom and school community by being responsible and taking positive action.

..... Education Review Office

“Under the NAGs schools are required to provide a safe emotional environment for all students. There are many aspects of a safe environment but students who are bullied at school are not safe. In 2007 ERO published a national report - **Safe Schools: Strategies to Prevent Bullying** - drawn from our reviews of schools over three terms. This report found that most schools acknowledge that bullying is a risk to be managed and take their responsibilities seriously in seeking to prevent bullying. ERO expects, as a matter of good practice, each school will have:

- Acknowledged that bullying behaviour is a risk to be managed

- Documented policy/procedures outlining their approaches to preventing bullying and managing bullying behaviour
- Carried out anonymous student surveys about student safety at school
- Provided training for staff in recognising and responding to bullying
- Provided appropriate guidance and counselling for students
- Implemented strategies/programmes/interventions to prevent/manage bullying
- Ascertained the success of these strategies/programmes/interventions

ERO is required to seek assurance about the provision and content of anti-bullying programmes through questions in the **Board Assurance Statement (BAS)** in the **Health, Safety and Welfare** section. The board chairperson and principal attest *Yes/No/Unsure* to the following questions in the BAS.

- Does the board, through the principal and teaching staff, currently provide anti-bullying programmes for students?
- School anti-bullying programmes include a focus on:
 - (i) racist bullying
 - (ii) bullying of students with special needs
 - (iii) homophobic bullying
 - (iv) sexual harassment"

(Providing a Safe Environment for All Students Guidelines for Reviewers 2008)

2 Roles within *Kia Kaha*

..... The Role of the Police Education Officer

- Responds to initial query from the school, or advises the school of the availability of the ***Kia Kaha*** programme.
- Takes part in an initial meeting where the principal finds out more about the programme.
- Supplies an initial inspection kit and provides the necessary ***Kia Kaha*** programme materials once the school decides to proceed.
- Assists the ***Kia Kaha*** co-ordinator with the implementation process as required.
- Can advise on how to handle bullying incidents, both face to face or online.
- Plans the teaching programme with teachers.
- Teaches in partnership with teachers, to the extent decided at the local level.

- Provides the YES National Office with the evaluation outcome data, so that the impact of ***Kia Kaha*** can be monitored.
- Advises on how to handle bullying incidents, both face-to-face and online.

..... **The Role of the *Kia Kaha* co-ordinator**

- Appointed from among the school staff once the school decides to proceed with ***Kia Kaha***.
- Made familiar with ***Kia Kaha*** by the Police Education Officer.
- Arranges the collection and analysis of bullying and student engagement data and makes it available to the school and PEO.
- Works with the ***Kia Kaha*** committee.
- Oversees the completion of the Implementation Steps.
- Reviews the progress of the whole school approach from time to time.
- Oversees the carrying out of surveys to find out the extent and nature of bullying in the school.
- Monitors the progress of teaching of ***Kia Kaha***.
- Facilitates an evaluation of the whole school approach after a year.
- Completes the whole process again in successive years.

..... **The Role of the *Kia Kaha* committee**

- Appointed once the whole school staff decides to proceed with ***Kia Kaha***.
- May consist of members of the school staff and outside people who work closely with the school on bullying issues. Those involved could be the Police Education Officer, students, Youth Aid officer, Resource Teacher of Behaviour and Learning, Public Health Nurse, Safer Community Council representative, Guidance Counsellor, Health Coordinator and Senior Management.
- Assists the ***Kia Kaha*** co-ordinator with all implementation steps.

3 Developing a policy statement on bullying

1 Where will your bullying policy fit within your charter framework?

- 1.1 Link to National Administration Guideline #5: Schools are required to '**provide a safe physical and emotional environment.**'
- 1.2 Link your policy to your charter. For example, tie it to the mission statement or a particular, relevant objective.

2 What is the rationale for your school having an anti-bullying policy?

- 2.1 State clearly why the school has this policy, how it is part of the school's ethic, and spell out the links to the charter.
- 2.2 For example: *"(school's name) actively seeks to provide a supportive learning environment that is safe from all forms of intimidation and harassment" or "...actively seeks to be a socially inclusive school where all children/young people feel safe and happy."*

3 What is your school's definition of bullying? How was it developed? How are members of the school community made aware of, and helped to understand, this definition?

- 3.1 This is a key ingredient of a successful anti-bullying approach. A shared, mutually agreed definition on the targeted behaviour is essential if the whole school community is to support the policy. It should not be imposed or copied, rather developed from consultative meetings where the behaviour is discussed and the definition teased out. The definition should be part of information given to new parents, students and teachers and should be revisited annually to ensure it remains acceptable.
- 3.2 For example: *"Bullying is a form of anti-social behaviour that has no place at (school's name). It can include on-going physical violence or emotional intimidation that causes stress or anxiety to the victim. It also locks the person bullying into a set of inappropriate responses that are incompatible with learning appropriate social skills. It is the responsibility of every member of the school to ensure that bullying behaviour is not tolerated."*

4 What systems does the school have in place to detect and reduce bullying?

- 4.1 What are the reporting and recording methods available to staff, students and parents when they are aware of bullying behaviour?
- 4.2 What strategies are in place to teach new behaviours to the perpetrator of bullying behaviour?
- 4.3 Are there strategies to support shy, isolated students, for example buddy systems, assistance in developing friendships, supervised areas where students can undertake activities such as craft or reading.
- 4.4 Are there plenty of activities to keep students occupied in out-of-classroom times?

5 What are the expectations of staff when detecting and dealing with cases of bullying?

- 5.1 The policy needs to give clear indications of the way cases of bullying behaviour will be addressed.
- 5.2 A 'telling environment' should be fostered.
- 5.3 How will students who are bullied be supported when they report bullying, when they feel threatened and when they feel vulnerable and isolated?
- 5.4 What interventions will be available for students who persistently display bullying behaviours?

- 5.5 What support will they be given, as they are often victims of bullying too?
- 5.5 What intervention strategies will be used? (See page 31-33)
- 5.6 How can we ensure that we don't label students as 'bullies' or 'victims'?

6 In what ways will the school involve parents/caregivers?

- 6.1 Who will inform parents of students involved in bullying, and when will this happen?
- 6.2 What support will be offered to parents of involved students?

7 What classroom curriculum programmes will be put in place to build safe, positive relationships in the classroom and wider school community?

- 7.1 An anti-bullying programme, such as *Kia Kaha*, needs to be built into the school's Health and Physical Education Programme at all levels of the school.
- 7.2 This programme should be repeated on a regular cycle, and concepts from it reinforced and integrated into all classroom teaching throughout the year.
- 7.2 Parents, caregivers and the wider school community should be aware of this programme and they should be included as part of teaching where practicable.
- 7.3 Staff need to be encouraged to adopt an anti-bullying attitude and approach in their teaching.

Sample School Policy

Note: This bullying policy was contained within a secondary school's Safe School Policy.

Rationale

As part of its overall Safe School Policy (name of school) actively seeks to provide an environment that is safe from all forms of intimidation.

Purpose

To provide a comprehensive, universally understood definition of bullying behaviour and to outline strategies for all members of the school community to combat social, emotional, physical and all other forms of intimidation.

Definition

After a series of parent, staff and student meetings the following definition of bullying was adopted:

Bullying usually has four common features:

- It is deliberate
- It is repeated over a period of time
- It is difficult for those being bullied to defend themselves
- It is difficult for those who bully to learn new social behaviours
- Those who bully have, and exercise power over others

There are three main types of bullying are:

- Physical: hitting, kicking, taking belongings
- Verbal: name-calling, insulting and racist remarks
- Indirect: spreading nasty stories, excluding from groups
- Cyberbullying

Guidelines

- All members of the school community have responsibility to recognise bullying and to take action when they see it happening.
- The **Kia Kaha** programme will be run at all levels of the school each year. This will be supported by school-wide messages on the issue and a parent evening.
- All staff should treat any report of bullying seriously and take action. A staff meeting will be held annually to discuss the issue and review strategies and remedial approaches.
- Staff should first listen to the student or students, and make enquiries as may be necessary to clarify exactly what has happened.
- The student(s) should be assured that they have acted correctly in reporting the bullying.
- The staff member should make a written summary of the information and pass it on to the person responsible for handling this.
- The emphasis must be on changing the behaviour of the bullying student(s), while providing support for the student who has been bullied.
- The staff member should attempt to give advice on how to deal with any repeat incidents that may happen before the intimidation can be dealt with.
- Follow-up should be discussed with the student. It is important that the staff member checks a week or so later with both the student and the person to whom the information was passed.
- An effort should be made to contact the parents of all involved students.

Dated:_____ Review Date:_____

4 Creating a Telling Environment

Most incidents of bullying are never reported. Witnesses and participants want to forget about the episodes, often out of embarrassment or fear. There is an unwritten rule amongst students that there is something wrong with 'narking' or 'telling on' someone. The need for everyone in the school to recognise the damage silence can cause is crucial. Only those who bully gain from the 'no narking' code.

The creation of a 'telling environment' is a vital stage in developing a safe environment.

Use a matrix like the one below to develop strategies to enhance the telling environment in your school.

	Playground	Classroom	Corridors	Community
What bullying do you see and hear?				
How can you encourage telling?				
What will you do when you are told?				

Reports of bullying must be listened to and acted on in the way outlined in the the school's anti-bullying policy.

5 Interventions to handle bullying

In all bullying situations there are several key steps that should be taken.

- Ensure safety for yourself and students
- Identify what has happened
- Support the person being bullied
- Allow cool off time/space for the perpetrator
- Help the perpetrator accept responsibility for own behaviour
- Provide training/support for perpetrator and the victim of bullying to learn new behaviours
- No recriminations
- Police should be contacted if the bullying is serious, for example sexually obscene, threatening or physically violent.

A number of approaches support this process. For example:

- The Shared Problem-solving Approach (No Blame)

- A Circle of Friends
- Peer Strategies

(See Sullivan, K. (2000) *The Anti-Bullying Handbook* Pages 133-173

Some cases will be serious enough to require the support of outside agencies, such as Special Education and the Child, Youth and Family Service. The school should have an agreed process and policy on when to involve outside agencies.

Strategies need to take into account or be part of the overall systems and policies of your school.

The Shared Problem-solving (No-Blame) Approach to handling bullying

This problem-solving approach is suitable for stopping bullying behaviour. Specific acts of violence should be dealt with in accordance with the law. This is an enabling approach to bullying. It starts with the understanding that it is more important to solve the problem of bullying than to punish the perpetrator. This process should be run by the Guidance Counsellor, Health Co-ordinator, or other trained people. It is important that the process is properly managed, so that bullying is not reinforced. View the DVD **No Blame Approach**

1 Interview the person being bullied

- Support them and congratulate them on telling.
- Assure them that the bullying is not their fault and they do not deserve to be bullied.
- Discuss how it feels to be bullied.
- Invite them to write down their feelings about being bullied.
- Explore any possible behaviours of their own where they may act more decisively to increase their own confidence in the situation.
- Tell them you are going to work with other people involved and some others in the group/class to get them to understand the effect that bullying or lack of support is having on one of their classmates.
- Ask them for names of people they would like included in the group.

2 Assemble a group of people

- Ask the advice of teachers who know the class or peer group well and can remain objective.
- Include the person who has been doing the bullying and his/her two main supporters.
- Include one or two bystanders who have been friends of the victim in the past.
- Include two dominant, assertive group/class members who in the past have observed the bullying but done nothing to stop the bullying.

3 Convene a meeting of the group

- Do not include the victim.
- Allow at least 30 minutes.
- Seat everyone in a circle.
- Explain the problem and share the feelings the victim has written down.
- Discuss why the victim is feeling this way.
- Don't apportion blame. This will allow the group to respond objectively to the bullying and to help find a solution.
- Talk about group responsibility for helping solve this problem.
- Encourage each group member to suggest positive ways the victim could be made happier.
- Say you will leave it up to the group to do these things to support the victim.
- Set a time for reconvening in a week (or other appropriate time lapse), to review progress.

4 Continue to support the victim yourself.

- Meet with them informally once a day.
- Ensure the ongoing safety of the victim.

5 Re-convene the group in a week

- Discuss progress on doing the things they agreed to do.
- Praise them for any changes you have noticed.

6 Handling the child or young person who bullies.

Past approaches have been largely punitive, but there is a change in approach to a more positive one. It is based on a desire not to punish the person who has displayed bullying behaviour, but to understand the person and to bring about change in their behaviour, thinking and feeling. While this approach may take more time, and may require the services of a trained teacher or counsellor, it is more likely to result in the person who displayed bullying behaviour learning better social skills, and becoming more concerned for, and demonstrating more responsibility towards, others. It should still be made quite clear that bullying is unacceptable behaviour and will not be tolerated.

Some suggestions for handling the person who displays bullying behaviour are:

- Respect them as a person, regardless of what they have done and don't label them.

- Don't blame, or preach or lay down the law.
- Listen.
- Invite them to co-operate with you to help the victim and stop the bullying incidents.
- Find ways for them to gain admiration from others in a more socially acceptable way, for example on the sports field.
- Help them to develop social skills (although many young people who bully have well-developed social skills).
- Help them find satisfying interests or jobs both within and outside school.
- Help them become more concerned about the people they have victimised. (See The Shared Problem-solving (No Blame) Approach page 47)
- Encourage them to take more responsibility for their actions.
- Help them to break away from a group that may be encouraging their unacceptable behaviour.
- Help them to identify with a strong role model who displays pro-social behaviour.
- Provide opportunities for students to learn to control their impulsivity and to solve conflict in socially acceptable ways.

7 Talking with children and young people about behaviours

There are three groups involved in a bullying incident - the student who bullies and their supporters, the victim and the bystanders. All 3 groups need assistance to help overcome the problem.

Children and young people can be helped to develop understandings and skills that assist them support other people and protect themselves. They need to understand that it is important for them to behave in caring, helpful, supportive, respectful, safe and health enhancing ways. This includes understanding that:

- their behaviour can impact on others
- they are responsible for their behaviour
- they can change their behaviour
- others' behaviour can impact on them
- they have a right to respect, and to physical and emotional safety
- they can take steps to stop others' negative behaviours

The emphasis in classroom activities must be on developing the ability to look at situations and decide what behaviours are supportive of others and protective of themselves. The labelling should always be of **behaviours** in a situation, rather than **an individual**. This

helps children and young people develop an understanding that they are responsible for their own behaviours and that they can change them. This avoids problems such as the child living up to their label, or being angry at being judged.

Useful phrases to use about behaviours when talking to children and young people include 'a good thing to do', 'a bad thing to do', 'a good way to behave', 'an acceptable/unacceptable way to behave', 'a kind thing to do', 'an okay/not okay thing to do', 'behaving in ways we like/don't like', 'looking after someone's feelings', 'looking after myself', 'helping keep myself safe', 'helping people feel happy', 'I liked it when you...'.

Perhaps the most important teaching tool is the behaviour of the teachers themselves: each teacher should demonstrate that they are there for **every student**: caring, supportive and respectful, and concerned about their safety and health now and in the future.

Police are concerned that children and young people learn to distinguish positive behaviours from negative behaviours and to recognise what constitutes acceptable and unacceptable behaviour. For example, children and young people need to know that bullying behaviour is wrong and unacceptable to others. They also need to know that behaving in caring, helpful, respectful and safe ways are all acceptable behaviours.

8 Making a safe environment

Questions for you to ask about your school:

- Are all parts of the grounds supervised at all times?
- Are there plenty of activities that all students can enjoy and take part in during out-of-class times?
- Are there safe, quiet places in the school?
- Are there safe, comfortable places for students to have their lunch?
- Have steps been taken to eliminate areas that are secluded from view and usually unsupervised?
- Are grounds attractive places to be?
- What provisions have been taken to make toilets safe to use?
- When and where do students have to queue at the school? Is this done in an orderly way?
- How safe are classrooms, gyms, locker bays/rooms and changing rooms when the teacher is not there?
- Have you reviewed your Acceptable Use Policies which students have agreed to follow in order to use ICT at school and publicised them to parents/caregivers? Do these Acceptable Use Policies cover using privately owned ICT out of school to bully or harass members of the school community?

9 Getting to and from school

Getting to and from school can involve bullying. Riding in school buses may place students at special risk. Some studies have shown that the school bus driver is the most knowledgeable person in the school about when and where bullying occurs.

- What care has been taken to ensure bullying doesn't occur on the school bus?
- What care has been taken to ensure that bullying doesn't occur on the way to and back from school?
- Has parent/caregiver help been enlisted to ensure that students have safe routes to school and travel in the company of a 'buddy' they trust?
- For primary children do you use the following **Safely Home** resource available from the Police Education Officer?

PUB L 285 **Safely Home** - a DVD that helps children in both urban and rural areas to get home safely and be safe if for some reason they find themselves alone.

PUB L 290 **Safely Home** - a guide for parents and caregivers.

Both items are available from Police Education Officers.

Helpful Resources and Agencies

New Zealand Classroom Resources and Programmes

Whole School Approaches

- a) **Kia Kaha** - Police Youth Education Service

A programme designed to reduce bullying and build safe, positive relationships within the school community. Separate programmes available for all levels of the primary and secondary school. Contact your local Police Education Officer at your nearest Police Station.

- b) **Keeping Ourselves Safe** - Police Youth Education Service

A personal safety programme for all levels of the primary and secondary school. Contact your local Police Education Officer.

NetSafe

Contact NetSafe for advice on cyberbullying on 0508NETSAFE (0508 63 87 32) or email them at queries@netsafe.org.nz

<http://www.netsafe.org.nz>

Kidscape: Keeping Kids Safe

Kidscape is a registered charity aimed at highlighting and eliminating general harm and abuse to children. Here you can find details of conferences on bullying and organisations who can offer help. Contains an expansive 'what to do' guide, information for teachers and carers and order forms for useful anti-bullying guides.

<http://www.kidscape.org.nz>

Lucky Duck Publishing

This is a commercial site giving advice for teachers and parents dealing with bullying and who are interested in adopting the 'no blame' approach. Publications on bullying and a range of similar topics can be ordered.

Lucky Duck Publishing

34 Wellington Park, Clifton, Bristol BS8 2UW, United Kingdom

Internet <http://www.luckyduck.co.uk>

<http://www.minedu.govt.nz>

<http://www.msd.govt.nz>

<http://www.ero.govt.nz>

For each website enter the word 'bullying' in the search engine for resources.

Note: The Ministry of Social Development has a website of agencies to assist adults, students and families. See <http://www.familyservices.govt.nz/directory>. Go to Education and Training and then Schooling.

