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Cover Artwork

An art competition for secondary age students was held to find artwork for the covers of ***Our Place***. Police would like to congratulate the 3 winners.

First Place - Luke Whitaker (Te Horo) Artwork for the box

Second Place - Stephanie Burne (Palmerston North) - Artwork for the Activity Bank

Third Place - Rebecca Whitaker (Te Horo) Artwork for the Teaching Guide

Kia Kaha

Kia Kaha is a series of programmes covering school Years 0-13. This second edition replaces the original programme, developed in 1992.

The programmes are:

Year 0-3	Building a Safe, Happy Classroom
Years 4-6	A Bully-Free Zone
Years 7-8	Safer Communities Together
Years 9-13	Our Place

The programmes are designed to build on each other in sequence. Secondary teachers need to be aware that some of their students will have experienced ***Kia Kaha*** at primary and/or intermediate school and they should build on this prior learning. It is strongly recommended that all schools embrace the whole school approach to counteract bullying. This will allow new attitudes, values and behaviour to develop school wide, leading to the achievement of a safe school environment in which bullying will not flourish.

***Kia Kaha* in Your School - a working booklet for secondary schools**

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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 for Health classes and an Activity Bank for cross curricula use.

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 Technogloy (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.

Superintendent Bill Harrison

National Manager Youth Services

Key Concepts

Everyone has a vested interest in young people behaving in ways that promote their own and others' safety. Developing positive behaviours for themselves and others from an early age helps to make this happen. Developing a community of young people and teachers who all demonstrate pro-social behaviours inside and outside the school environment, both offline and online, will result in a safer 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 interventions 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 and religious traditions: ***you should treat other people the way you would like to be treated.***

Young people need to understand how they and others feel in a range of situations, and how they can respond in positive ways.

Kia Kaha can help young people:

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

Kia Kaha focuses on supporting young people to develop positive behaviours. It is based on the following criteria:

- **All 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 NAG 5.

What is Bullying?

The identifying features of bullying are:

- 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 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.**
- **Bullying of students with special needs, racist or homophobic bullying.**
- **Cyberbullying, for example by mobile phones and the internet.**
- **Harassment, for example making a person fear for their own or their family's safety**
- **Damage to property, for example taking lunches or destroying schoolwork.**

All forms of bullying 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.

Cyberbullying

Cyberbullying is the use of Information and Communication 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
- the audience can be very large and reached rapidly
- cyberbullies may attempt anonymity
- the bully or target can be any age
- bystanders can become accessories to the bullying by, for example, passing on an humiliating message
- content can be online forever

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
- contact NetSafe for help on what to do; text and online bullying and harassment can be stopped

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.

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 for lunch 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 behavior that interferes with an individual's life. It can be viewed as unwelcome sexual advances, a demand for sexual favors, 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 and exclusionary behaviour. Institutions may have exclusionary practices, such as not providing wheel chair ramps.

How big is the problem?

- Most students (70%) say they have not been bullied this year.
- Approximately 1 in 3 students (28% of females and 33% of males) report being bullied at school at least once during the school year
- 9% of male students and 5% of female students report frequent (at least weekly) bullying.
- 10% of students reported having been bullied in a way they felt was pretty bad, really bad or terrible in the last year.

(Statistics from Youth 2000, 2001 survey. Statistics from the 2007 Survey will be available later in 2008 from www.youth2000.ac.nz/publications/reports)

- 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)

In New Zealand in 2007 there were 5,883 stand-downs and suspensions for physical assaults on other students or staff.

Ministry of Education Statistics

Bullying can be present in any school regardless of its decile rating. Schools of all socio-economic areas have successfully taken action, resulting in safer and happier learning environments for their 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 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 and may be the most vulnerable to long term negative effects.

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, withdraw 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 for 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 hinders the positive development of all young people involved - the student that bullies, their victims and the bystanders.
- Students have the legal 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* (2007)

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

The only effective way of dealing with bullying is for the whole school community (principals, teachers, students, Board of Trustees, parents and the wider community), to confront the issue and work together in a concerted way to establish 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, other staff, parents and caregivers and the 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 will not produce school-wide results.*

Part B Implementing *Kia Kaha*

Overview of Implementation Steps

Step 1 Initial Contact

- Between principal, representative from the BOT and Police Education Officer.
- ***Kia Kaha*** programme, implementation and role of police education officer (see page 35) 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 35)

Step 2 Gathering Data

- Principal and school leaders gather relevant data to help identify extent and nature of the bullying problem in their school.
- Data analysed.

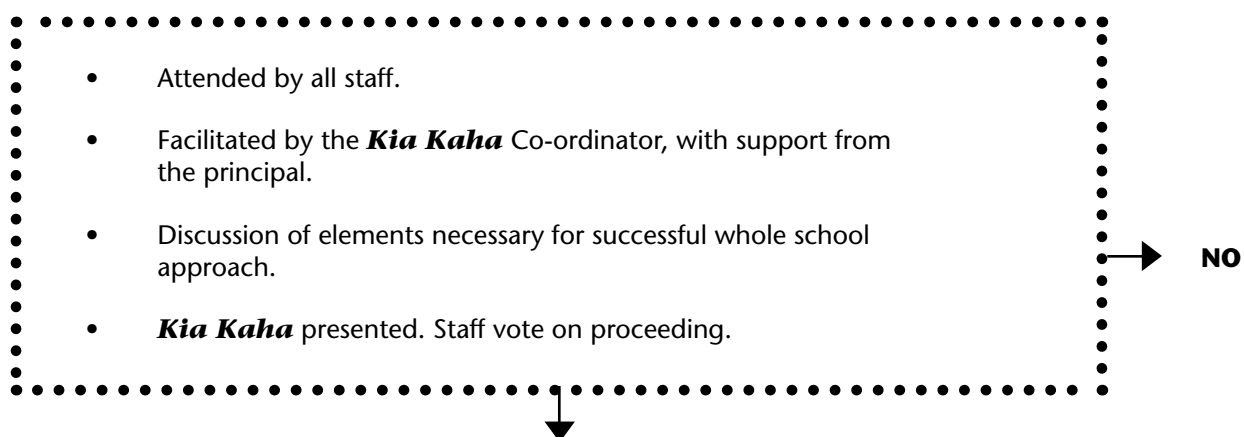


Step 3 Staff Awareness Raising

- 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.

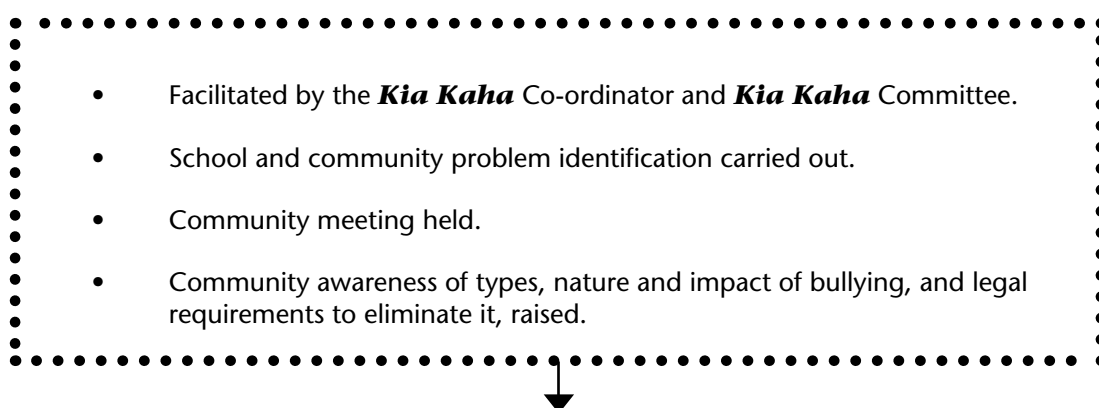


Step 4 Whole Staff Meeting

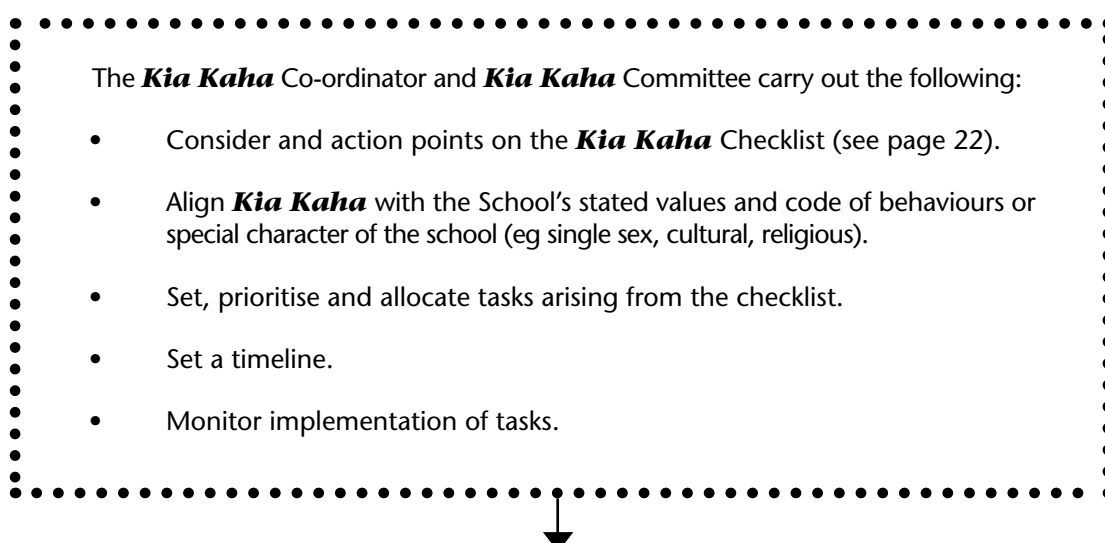


Kia Kaha Committee appointed by the school (see page 36)

Step 5 Community Involvement



Step 6 The Whole School Approach in Action



Step 7 Development of a School Year Plan for *Kia Kaha*

- Plan formulated by *Kia Kaha* Co-ordinator and *Kia Kaha* Committee in consultation with relevant staff.
- Assistance from Police Education Officer as required.
- Peer leader *Kia Kaha* training arranged.



Step 8 Planning the Health and Physical Education Modules

- Attended by teachers who will be implementing the Health and Physical Education modules.
- Police Education Officer may be involved.
- Consider strategies to make teaching effective.
- Use overviews in the modules to plan classroom programme.
- Decide on dates and times of lessons, in accordance with the whole school plan.



Step 9 Formal Agreement Signed.

- Principal, BOT and Police Education Officer sign the formal agreement before the whole school plan is put into action. (see page 30)
- This can be endorsed by the Board of Trustees.



Step 10 School Year Plan Implemented

- *Kia Kaha* Co-ordinator and *Kia Kaha* Committee oversee the implementation of the school year plan.
- Police Education Officer assists as required.



Step 11 Evaluation

- Health and Physical Education Modules evaluated after teaching.
- Whole school approach evaluated one year after Step 8. See page 59.

Note:

- 1 In subsequent years, the school should revisit steps 2-6 and repeat if it is deemed necessary, and then proceed from Step 7 onwards.
- 2 Schools should provide an orientation programme for new staff. The outline from Step 3 can be used for this. See pages 16-18.
- 3 Field data for incidences of bullying pre and post programme should be collected every 2 years. Copsheet 11 and 12 of this document could be used for this, or pages 3-10 in the Activity Book.



Detail of Implementation Steps

Step 1 Initial Contact

Principal, representative from the BOT and Police Education Officer make contact. The **Kia Kaha** programme and its implementation is 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 35).

Step 2 Gathering Data

The Principal and school leaders gather useful information relevant to bullying to present to staff, parents and students. This could include

- bullying data (see page 57-58 of this book and pages 3-10 of the Activity Bank.)
- attendance rates
- truancy patterns
- suspensions and reasons
- exclusion/expulsion and reasons
- retention rates

Step 3 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 HOD Health and Physical Education or the Guidance Counsellor may assist as appropriate.

Materials needed

DVD **Bullying is No Fun.....**

A3 sheets of paper

The following cypsheets made into a powerpoint

Copsheet 1 Impact of Bullying page 47

Copsheet 2 Examples of Bullying page 48

Copsheet 3 Definition of Bullying page 49

Copsheet 4a Why is it so hard to tell? page 50

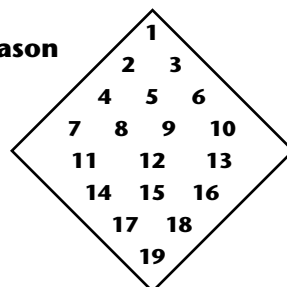
Copsheet 4b Reasons for not telling page 51

Copsheet 5 Behaviour Change page 52

Suggested Format

- a) View the DVD **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 sort of bullying was it? (Eg racial, sexual, special needs related.)
What were the short and long term effects of this experience?
What should a school staff be looking out for?
- c) Show **Copsheet 1 Impact of Bullying.**
Make a list on the board of possible impacts of bullying on both the person who bullies, the victim and the bystander. (Refer to pages 10 -11). Invite discussion on the following points.
 - **Nobody deserves to be bullied.**
 - **Bullying is never the recipient's fault.**
 - **Bullying is unacceptable.**
- d) Show **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 is then shared. Present **Copsheet 3 Definition of Bullying** for comparison.
- 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 reasons 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 **Copysheet 5 Behaviour Change**.

In pairs, ask staff to consider and list ways that they can model appropriate behaviour and why this is important. You may like to hand out, or read aloud the story **Dear Mr Cairney**, which is provided in the appendix page 65.

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.

..... **Step 4 Whole Staff Meeting**

Time

1-1.30 hours

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.

Planning and Presentation

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

Materials Required

Data from school on student safety and engagement, surveys and statistics.

A3 sheets of paper.

The following copysheets made into OHTs

Copysheet 6 Survey Findings page 53

Copysheet 7 Guidelines for Teachers page 54

Copysheet 8 Overview of Kia Kaha page 55

Copysheet 9 Recommendations from Safe Schools: Strategies to prevent bullying - ERO 2007 page 56

Suggested format

- a) Present **Copysheet 6 Survey** and school data that has been gathered in Step 2.

Ask: ***What does our data tell us might be happening in our school?***

How aware are you of these issues?

Have any of you experienced bullying?

Invite staff to actively look for different forms of bullying over the next week.

- b) Put staff into faculty groups. Ask them to brainstorm:

What can we as a staff do to make our school safe and bully-free?

Note: Working in faculty groups will help staff to have ownership of the solutions and to consider ways they can make their own environment and classroom situation safe.

- c) Hand out **Copysheet 7 Guidelines for Teachers**. Invite them to work individually to complete the sheet. Suggest that they may like to take the sheet away for future reference.
- d) Explain the implementation process of **Kia Kaha**.
- e) Give a brief overview of **Kia Kaha**, using **Copysheet 8 Overview of Kia Kaha**. Display the appropriate teaching materials and resources. Possibly carry out one of the Bank Activities.
- f) Present **Copysheet 9 Recommendations from Safe Schools: Strategies to prevent bullying**. Explain how the whole school approach works (See page 12). Talk about the school year plan that will be developed and the purpose of this. Work with the staff to decide when and how the school will measure their success.
- g) 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 extra 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.
- h) If YES, nominations are taken for a **Kia Kaha** committee (see page 36). Their task is to assist the **Kia Kaha Co-ordinator** through the implementation steps. The committee makes its first meeting time.
- i) Thank the staff and close the meeting.

..... Step 5 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 wider consultation.
- A suggested meeting format has been given here for schools who adopt **Kia Kaha** part way through the year after the initial consultation, or who want to make special emphasis of the issue.

A Information and Awareness Raising

Send the **Kia Kaha** pamphlet and **Copysheet 11 Survey** page 58 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.

*Note: If neighbouring primary and intermediate schools are **Kia Kaha** schools, the above consultation could be done jointly.*

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

Data from school on student safety and engagement survey and statistics

Data from community survey (**Copysheet 11** page 58)

Discussion questions on A3 chart paper

Pens

Results of the survey, perhaps as OHPs

Parent handouts

Refreshments

Copysheet 3 Bullying Definition page 49

DVD Cyberbullying

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 in their own language.
- Have small and large group facilitators who can speak to parents in their own language.
- Offer incentives, such as door prizes.
- Make it fun and interesting through such things as role play, personal stories, relevant items from students, 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; powhiri or karakia; introductions.
- b) Performance or presentation from students.
- c) Present a definition of bullying (see **Copysheet 3** page 49). Show the DVD Cyberbullying.

This could be followed by a discussion on the different types of bullying, for example homophobia, and bullying related to race or disability.

- d) Presentation by principal of the data from the community and data from school surveys.
- e) Explanation of the whole school approach to stop bullying, and the **Kia Kaha** programme.
Ask: How does what is happening in the school reflect what is happening in the community?
Do we have a problem?
Are we committed to resolving this?
- f) Students present role plays, poems or songs about bullying.
- g) Small group discussion in the first language. Discussion questions:
What hurtful things have been done to you, or others you know this week?
Why should we all stand strong against bullying?
What can parents and caregivers 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 if necessary, emphasising the most important issue. These could be collated for the school newsletter or website.
- i) Handout copies of the **Kia Kaha** pamphlet to those who have not already received one. Give details of the website **www.nobully.org.nz**, as there is additional information about bullying and **Kia Kaha** contained there. Parents and caregivers could also view www.netsafe.org.nz
- j) Introduce the **Kia Kaha** Committee and explain how they will oversee the implementation steps for **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 either the school's website or the bully website.
<http://www.nobully.org.nz>
- c) Write to the local MP.



The Whole School Approach in Action

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	Agreed	Work to be Completed	Progress Report
1 The school will collect data to identify the type and level of bullying in the school. This will be reviewed regularly to determine the impact of the various strategies to reduce bullying.	<input type="checkbox"/>		
2 The school will review its policy on bullying in consultation with the Board of Trustees. (See pages 36-39.)	<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 implementation of Kia Kaha and will stand strong against bullying.	<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, where it is indicated they are required.	<input type="checkbox"/>		
7 The school will create and support a ‘telling environment’ (see page 40).	<input type="checkbox"/>		
8 The school will decide how incidents that appear to involve bullying will be recorded and handled. It will decide how to support the students being bullied, and those doing the bullying and the bystanders. (See pages 40-43.)	<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.	<input type="checkbox"/>		
11 The school will develop safe policies and procedures around the use of computers and mobile phones (Information and Communication Technology)	<input type="checkbox"/>		
12 The school will ensure that the physical environment is safe, pleasant and friendly.	<input type="checkbox"/>		
13 The school will provide and supervise a range of activities for students in out-of-class time, where learnings from Kia Kaha will be expected to be implemented.	<input type="checkbox"/>		
14 The school will assist students to get to and from school safely. (See page 44.)	<input type="checkbox"/>		
15 The school will practise shared problem-solving and decision making.	<input type="checkbox"/>		
16 The school will implement the Kia Kaha classroom lessons.	<input type="checkbox"/>		

Step 7

Development of a School Year Plan for Kia Kaha

An important part of the whole school approach is to plan a programme for each year that will ensure that the anti-bullying messages are being reinforced to students, staff and community throughout the year. This programme can include such things as teaching of Health and PE modules (see **Our Place – Teaching Guide for the Health Modules**), facilitation of the Bank Activities (see **Our Place – Activity Bank**), newsletters, assembly events, competitions, parents' information evenings. It is important to remember, however, that **Kia Kaha** must be a long term self sustaining anti-bullying strategy.

A sample school year plan is included on page 26. Some ideas to consider follow.

Suggestions for Activities and Events

Assemblies

Rationale

- To establish a bully-free environment as a fundamental principle of the school.
- To remind the school of anti-bullying policies and practices.

Guidelines

Assembly 1 Principal to clearly state the school's position on bullying.

Points to include:

- Bullying is likely to happen whenever young people are gathered together.
- Bullying is unacceptable and the school has a policy to ensure it does not flourish.
- The best strategy if you are being bullied is to tell someone, such as a friend, a parent, form teacher, dean, guidance counsellor, any adult – even the principal!
- All students should be more aware of bullying and should be prepared to report it, and to support the victim.

Things to avoid:

- Claims that there is no bullying in the school.
- Blaming anyone.
- Claiming that the staff has foolproof strategies to handle it.

Assembly 2

Suggestions could include:

- Either: a staff drama
A suitable play could be **Bully for You** by David Hill, which first appeared in the School Journal Part 4 No 2 1991. Reprinted here in the Appendix on page 60)
- Or: A drama presentation based on the handling of a bullying situation, using a problem-solving approach (see page 41).



Scenes could include:

- Someone reporting bullying
 - Person being bullied talking about feelings
 - Group coming to a resolution
 - Positive outcome
- Peer Support Leaders speak about their role and how they can help in bullying situations.

Assembly 3 **Guest Speaker**

Suggestions for speakers could be:

- Police Education Officer
- youth aid officer
- sports celebrity
- prominent local person
- NetSafe representative

Topics could include:

- Leadership styles
- Teamwork and co-operation
- Inclusion
- Cybersafety/bullying
- Exclusion
- Standing up for what you believe in

During the introduction and thanks, connections should be made to the school's policy on bullying.

Assembly 4 **Student Led Level Assemblies**

Poems, songs, stories, lyrics, videos, slogans and posters with an anti-bullying theme could be presented. Some of these could be from a competition, if one has been held.

Newsletters

(a) Daily Student Notices

Rationale

Daily student notices are a means of getting information to students about current ***Kia Kaha*** issues and activities.

Guidelines

- Notices about bullying should be current.
- Balance negative items with positive items.
- Positive comments about being a responsible cybercitizen
- Positive items could include anti-bullying activities, slogans, students' statements.
- Notices should be brief and student centred.

(b) Newsletters to Parents

Rationale

Parents and caregivers need to know about and support the school's policy strategies and activities, so that they can play their part in seeing that bullying cannot flourish.

Guidelines

- Be positive.
- Early in the school year include the policy on bullying, and ensure that parents and caregivers know who they, and their children, can contact for help with bullying situations.
- Include information, articles and comments about bullying regularly.
- Statements should be parent focussed, suggesting strategies they could use in their own homes, including safe use of Information and Communication Technology (ICT)
- Outline ***Kia Kaha*** activities and events being planned for the month and term.

(c) Orientation Booklet/Student Diary/Homework Diary

Rationale

This is an opportunity for the school to present its stance to students. This is particularly important with Year 9 students.

Guidelines

Print a list of key messages at the beginning of the booklet. These could include:

- Behave in ways that help and support other people.
- Help others keep safe.
- Bullying is unacceptable behaviour.
- Use mobile phones and the internet safely and respectfully.
- In our school it is okay to tell.
- Bullying is never the victim's fault.
- Nobody deserves to be bullied.

(d) Website

Rationale

The school website is a useful way of presenting information about **Kia Kaha** and ways that the school ensures that bullying will not flourish.

Guidelines

- Include the school's policy on bullying and the use of Information Communications Technology (ICT)
- Link with other no-bully sites, such as:
www.nobully.org.nz (young people, teachers and parents)
www.luckyduck.co.uk (teachers)
www.netsafe.org.nz (promotes cybersafety through education)
www.msd.govt.nz
www.ero.govt.nz
http://www.tki.org.nz/r/governance/positive_behaviours/

Support Strategies

Rationale

To provide places within the school where students feel safe and can access support.

Guidelines

- Establish peer programmes such as peer support, befriending, peer helping, diversity or pride groups, peer mediation and 'cool schools'.
- Identify or establish safe places around the school that are supervised and non-threatening including safe and appropriate toilet facilities.
- Clarify the various roles and responsibilities of adults in the school when dealing with bullying.
- Ensure that both students and staff know the support structures in the school that can help with bullying.
- Sample Slogans
 - ***It's okay to tell.***
 - ***Bullying hurts.***
 - ***Different is interesting.***
 - ***Think before you text or email.***
 - ***Be a friend to help a friend.***
 - ***No one deserves to be bullied.***
 - ***Bullying hurts inside and out.***
 - ***Respect and celebrate diversity.***
 - ***Bullying is never the victim's fault.***
 - ***Kia Kaha – all stand strong against bullying.***
- Sample Statements for Newsletters, Notices, Posters
 - Most students don't tell anyone about being bullied. Those that do, tell their friends, parents or teacher.
 - Students are most likely to tell a parent about bullying (26% of bullied students). (Youth 2000)

- 79% of females and 77% of males feel safe in their school all or most of the time. (Youth 2000)
- Include statistics from school's own data collection.
- Boys and girls both bully others to the same extent.
- Young people often stop bullying others when they become aware of what effect their behaviour is having on others.
- Bullying is unacceptable behaviour.
- Bullying only happens when there is an audience.
- Bullying is about the powerful picking on the less powerful.
- Online harassment is increasing and needs to be reported.
- Anti-bullying programmes can reduce bullying by up to 82%. They work!
- Schools with a good school ethos and effective anti-bullying programmes are successful in making their schools safe from bullying.
- The whole school community must stand strong against bullying.
- Report hateful or inappropriate text or email messages to the Internet/Phone Service Provider.

Surveys

Rationale

To gather data on bullying, suspension, expulsion, truancy and retention from the school and its community, in order to analyse the incidence and types of bullying in the school and find out how safe students feel at school. If this is done each year it will enable the school to see what progress is being made towards achieving a safe school, and to set plans in place for the next year.

Data from the groups surveyed (students, staff, parents and caregivers) could be compared.

Guidelines

a) **Parent/caregiver Survey**

- The survey, printed on school letterhead, from **Copysheet 11** on page 58 can be sent home with the newsletter. Incentive schemes can be offered for the class with the most returns.
- Provide the opportunity for parents and caregivers to post in their returns anonymously.

b) **Student Survey**

- Use the survey from **Copysheet 10** on page 57 or from pages 3-10 of the Activity Bank.
- The student survey should be completed anonymously in form time in Week 2.
- The completed surveys should be placed in a post box.

c) **Staff Survey**

- Use the survey from **Copysheet 11** on page 58.
- The survey should be completed in time to allow data to be presented at both the whole staff and community meeting.
- Completed surveys should be collected and analysed by the **Kia Kaha** co-ordinator.



Sample School Year Plan

	Term 1	Term 2	Term 3	Term 4
Week 1	<ul style="list-style-type: none"> Assembly: Principal's Address <ul style="list-style-type: none"> - topic 'School Policy on Bullying' - a reminder to Years 10-13, and new information to Year 9 - a reminder about policies and procedures on use of Information Communication Technology (ICT). 	<ul style="list-style-type: none"> Assembly: Drama Presentation by staff Parent Newsletter Article - outline year Kia Kahia plans 	<ul style="list-style-type: none"> Assembly: Guest Speaker <ul style="list-style-type: none"> - speaking on a bullying theme introduced by Year 13 	<ul style="list-style-type: none"> Assembly: Readings of poems and lyrics on bullying
Week 2	<ul style="list-style-type: none"> Parent Newsletter Article <ul style="list-style-type: none"> - definition of bullying, including cyberbullying Questionnaire for Parents Year 13 Student Leaders and Form Teachers introduce Kia Kahia to new students Student Survey 	<ul style="list-style-type: none"> Daily School Notices <ul style="list-style-type: none"> - include an anti-bullying slogan Health Module Years 9-10 Health Module Years 11-13 	<ul style="list-style-type: none"> Bank Activity Year 11-13 	
Week 3	<ul style="list-style-type: none"> Staff Meeting <ul style="list-style-type: none"> - questionnaire for staff - present year plan to staff 	<ul style="list-style-type: none"> Health Module Years 9-10 Health Module years 11-13 	<ul style="list-style-type: none"> Bank Activity 1 Bank Activity Year 11-13 	<ul style="list-style-type: none"> Bank Activity 11 - Year 9
Week 4	<ul style="list-style-type: none"> Consultation with Whanau/PTA/Community Groups <ul style="list-style-type: none"> - how can they support Kia Kahia? Year 13 Student Leaders Skill Based Activity 	<ul style="list-style-type: none"> Health Module Years 9-10 Health Module Years 11-13 	<ul style="list-style-type: none"> Bank Activity 1 collated and acted on Bank Activity year 11-13 	
Week 5	<ul style="list-style-type: none"> Year 11 maths students collate and graph survey results from week 2 Survey results added to the Website 	<ul style="list-style-type: none"> Anti-bullying Slogan/Poster/Writing Competition <ul style="list-style-type: none"> - organised by Year 13 		
Week 6	<ul style="list-style-type: none"> Newsletter <ul style="list-style-type: none"> - include an anti-bullying slogan 	<ul style="list-style-type: none"> Parent Newsletter <ul style="list-style-type: none"> - competition results presented by Year 13 	<ul style="list-style-type: none"> Parent Newsletter <ul style="list-style-type: none"> - 'What's been happening?' 	<ul style="list-style-type: none"> Parent Newsletter <ul style="list-style-type: none"> - include any bullying poems, lyrics...
Week 7	<ul style="list-style-type: none"> Year 9-13 Parent Information Evening <ul style="list-style-type: none"> - Year 13 student leaders present survey statistics Show <i>Cybersafety</i> DVD Year 13 display Survey results for students 	<ul style="list-style-type: none"> Year 13 facilitate Bank Activity with Years 9-10 	<ul style="list-style-type: none"> Year 13 facilitate Bank Activity with Years 9-10 Years 11-13 prepare poems, lyrics, raps for Assembly 	
Week 8			<ul style="list-style-type: none"> Years 11-13 write reports/articles on Kia Kahia for School Magazine 	<ul style="list-style-type: none"> Year 12 Peer Leadership training for next year. Kia Kahia Committee writes whole school plan for next year.
Week 9	<ul style="list-style-type: none"> Newsletter <ul style="list-style-type: none"> - include survey results Year 13 prepare for radio /website/ newspaper presentation 	<ul style="list-style-type: none"> Parent Newsletter <ul style="list-style-type: none"> -include an anti-bullying slogan 	<ul style="list-style-type: none"> Parent Newsletter <ul style="list-style-type: none"> -include an anti-bullying slogan 	<ul style="list-style-type: none"> Parent Newsletter <ul style="list-style-type: none"> -include an anti-bullying slogan Whole School Approach evaluated
Week 10	<ul style="list-style-type: none"> Community Radio and/or Newspaper/website <ul style="list-style-type: none"> - Year 13 make presentation to the media 	<ul style="list-style-type: none"> Community Radio/Newspaper/website <ul style="list-style-type: none"> - article 'What have we done so far?' 	<ul style="list-style-type: none"> Community Radio/Newspaper/website <ul style="list-style-type: none"> - 'What's been happening in our school?' 	<ul style="list-style-type: none"> Community Radio/Newspaper/website <ul style="list-style-type: none"> - next year's plans

Step 8

Planning the Health and Physical Education Modules

Two Health and Physical Education Modules have been provided as part of ***Kia Kaha***, one for Years 9-10 and one for Years 11-13. It is hoped that schools will include both of these as part of the school year plan, at least every second year. The health teachers involved and the Police Education Officer should decide together the extent to which the latter will be involved.

Some points to consider that may make teaching more effective:

- Fostering a bully-free environment in the classroom.
- Promoting safe, positive relationships between students and teachers.
- Establishing clear guidelines on mobile phone use in the classroom.
- Involving parents, caregivers and community in the classroom programme, as appropriate.
- Encouraging honest, open discussion.
- Setting safety guidelines.

Step 9 Formal Agreement

.....

.....

The Police Education Officer, Principal and BOT of

agree that Steps 1-8 of ***Kia Kaha in Your School - a working booklet for secondary schools*** have been carefully considered and are being actioned.

We consider that we are ready to put the school year plan into action.

Date:_____

Principal:_____

Police Education Officer:_____

Endorsed by the Board of Trustees:_____

.....

Step 10

School Year Plan Implemented

The **Kia Kaha** Co-ordinator and **Kia Kaha** Committee, with help from the Police Education Officer as required, implement the school year plan, including the teaching of the Health and Physical Education Modules. The whole staff should take every opportunity to reinforce concepts from the programme in an ongoing way.

Step 11

Evaluation

Suggestions of assessment strategies are provided in the Health and Physical Education Modules.

The whole school approach also needs to be evaluated, one year after the completion of Step 8. This can be done using **Copysheet 12 Evaluation of the Whole School Approach to Bullying** on page 59 as a guide.

Remember, the commitment to eliminate bullying is an ongoing one. Once the school has become a **Kia Kaha** school, they must continue to be one and to uphold the criteria on which **Kia Kaha** is based. Surveys should be carried out each year to detect changes in bullying levels and types. While the school may decide to use the **Kia Kaha classroom lessons** once every two years, they need to ensure that their policies and procedures are adhered to at all times.

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

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 2007

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 well to others in ways that do not compromise their own or others well-being. 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.

Values

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

Learning Areas

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

The Concepts

Hauōra

A Maori philosophy of well-being concerned with the physical, mental and emotional, social and spiritual dimensions of the individual. A young person who is being 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.



National Qualifications Framework

The ***Kia Kaha*** Health Modules will assist students and schools to meet the requirements of the following:

Unit Standards:

Level 1 14247 3 credits	Demonstrate strategies to manage interpersonal conflict
Level 2 14265 2 credits	Demonstrate understanding of a healthy school
Level 3 14266 5 credits	Use health promotion to present an aspect of school or community well-being

Achievement Standard:

Level 2 90328 5 credits	Develop, describe and implement a plan of action to enhance hauora/well-being in relation to an aspect of the school or community environment
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..... 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

Beginning in Term 3 2008, in all school education reviews, ERO is seeking 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 ERO 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 and online.
- Takes part in the planning, teaching and evaluation of the Health and Physical Education modules as decided at the local level.
- Keeps a record of a school's involvement in ***Kia Kaha*** on the school programme data sheet.
- Provide the YES National Office with the evaluation outcomes data in order that the impact of ***Kia Kaha*** can be monitored.

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.
- Monitors the progress of teaching of ***Kia Kaha***.
- Facilitates an evaluation of the whole school approach after a year.
- Oversees 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, Community Constable, Iwi Liaison 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 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, damage to property or cyberbullying 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 Are regular surveys of bullying and student engagement carried out?
- 4.2 What are the reporting and recording methods available to staff, students and parents when they are aware of bullying behaviour, both face-to-face and online?
- 4.3 What strategies are in place to teach new behaviours to the perpetrator of bullying behaviour?
- 4.4 Are there strategies to support students at risk of bullying, for example buddy systems, assistance in developing friendships, supervised areas where students can undertake activities such as craft or reading.
- 4.5 Are there policies and practices in place to promote the inclusion of queer young people within the school?
- 4.6 Are there plenty of activities to keep students occupied in out-of-classroom times?
- 4.7 Are there safe policies and procedures in place with regard to Information and Communication Technology?

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 intervention strategies will be used?
- 5.6 How can we ensure that we don't label students as 'bullies' or 'victims'?
- 5.7 How can the bystanders who observe bullying be encouraged to be pro-active?

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?
- 6.3 Who will contact mobile phone or ISP company when incidents relate to cyberbullying?

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 the classroom components of ***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.
- 7.3 Parents, caregivers and the wider school community should be aware of this programme and they should be included as part of teaching where practicable.
- 7.4 Activities from the Activity Bank are planned across the curriculum for implementation throughout the year.

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 six 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
- Cyberbullying can be anonymous and can be disseminated very quickly to a wide audience

The main types of bullying are:

- Physical: hitting, kicking, taking belongings
- Emotional and Verbal: name-calling, insulting and racist remarks
- Indirect: spreading nasty stories, excluding from groups
- Cyberbullying, for example by mobile phones and the internet

Guidelines

- All members of the school community have responsibility to recognise bullying and to take action when they see it happening.
- The school will ensure that all students feel respected and valued.
- The **Kia Kaha** programme will be used to facilitate the whole school approach to prevent bullying. 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 form teacher, Dean, Counsellor or DP as appropriate.
- 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

Create 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	Internet/ mobile phone
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 sensitively and effectively
- 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

- The Undercover Teams - the victim of bullying writes a note to their guidance counsellor, explaining what's happening and nominating 6 of their classmates to be their undercover team. The list has to include the two students doing most of the bullying and four highly respected and popular students. Their mission is to protect the victim and tell nobody. For more information contact WJM@edgewater.school.nz

For further information on strategies refer to the Ministry of Education website http://www.tki.org.nz/r/governance/positive_behaviours/

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

The No Blame Approach was created by Barbara Maines and George Robinson in 1991 in Bristol, England.

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, HOD Health and Physical Education, or other trained people. It is important that the process is properly managed, so that bullying is not reinforced.

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 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 blame 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 41)
- 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.

7 Talking with 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.

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 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 young person living up to their label, or being angry at being judged.

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 young people learn to distinguish positive behaviours from negative behaviours and to recognise what constitutes acceptable and unacceptable behaviour. For example 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?
- Bystanders can be accessories to the bullying, by, for example, passing on a humiliating message.

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.



Helplines/Advice Agencies

0800 NO BULLY (0800 66 28 55)

An automated phone helpline that offers help for students being bullied. Developed and supported by New Zealand Police and Telecom New Zealand Limited.

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

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

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

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

The Police Stop Bullying website

<http://www.nobully.org.nz> offers practical advice and gives excellent links to other anti-bullying sites.

NetSafe

Contact NetSafe for advice on cyberbullying on 0508 NETSAFE (0508 63 87 23) or email them at queries@netsafe.org.nz.

<http://www.netsafe.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

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

Kidscape: Keeping Kids Safe

Kidscape is a registered charity aimed at highlighting and eliminating general harm and abuse to children. Contains an expansive 'what to do' guide, information for teachers and carers and order forms for useful anti-bullying guides.

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

Advice and Help for students

"Step Up, Be Safe, Be Proud" - a foldout pamphlet written by a group of students from a secondary school, to help students deal with bullying and confront discrimination. One reference copy is provided in this ***Kia Kaha*** kit. To get bulk copies contact the Ministry of Education **www.minedu.govt.nz** or your local police education officer.

Impact of Bullying

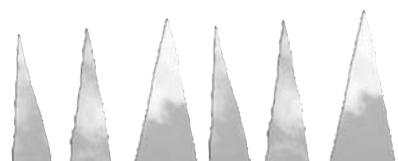
"I am bitter but also feel regret. I would have been capable of so much more, had not my school years been so frightening. If I had enjoyed school I might have 'bloomed' into a more confident person. It makes me wish that I hadn't been born, as I have wasted my life being too scared and nervous to try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

Kidscape Survey 1998

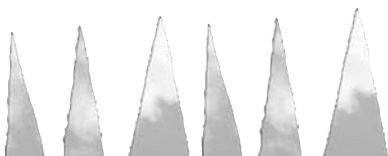
" ...there's a guy who gets hassled all the time because people think he is gay - they call him 'gay' [boy's name]' to his face and throw things and general bullyish stuff" Jessie (17)

Out there and the Youth 2000 Study



Examples of Bullying

- 1** Cindy, a pale girl, has an unusual skin disorder causing red, rough, and sometimes weepy patches over her body. Two girls 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 ask the person in the tuck shop to wipe the counter after Cindy has made a purchase. She tries to tell her form 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 walkman as 'protection' for his new bike. Sione hands it 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 webpage about Suyin. This was very distressing for her and her family. The school was advised and with help from them and the police education officer the students who bullied were held accountable for their actions.
- 5** A year 10 girl walks past another student and gives him a hard slap on the back. He yells "I'll get you". The girl laughs and gives the fingers to the boy.
- 6** Teachers at my school told me that 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?

The identifying features of bullying are:

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

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 tell because my computer or mobile phone might get taken away.
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.	I don't want to be a 'tell tale'.

Reasons for not telling

- 'The only reason I didn't tell is because it gets ten times as 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 parent might not believe me or do anything about it.'
- 'Because I was too upset and I didn't want to tell anyone.'
- 'Some 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 2007 there were 5,883 stand-downs and suspensions for physical assaults on other students or staff

Ministry of Education Statistics

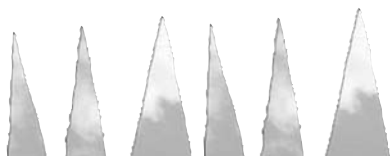
- Nearly a third of all teachers experience minor forms of bullying on a daily or weekly basis, mostly from students (28%).
- The average teacher can expect to be confronted with 85 incidents of some kind of bullying or harassment per year.

PPTA Survey 2007

Guidelines for Teachers

Criteria	Yes	No	Partly
Do you know all your students by name and try to speak to them all 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 practice and 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 and that of their families/whanau?			
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 behaviour?			
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 Head of Department 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*

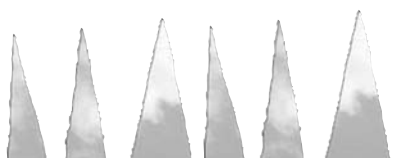
- ***Kia Kaha*** is designed to eliminate bullying by building safe, positive relationships within the school community.
- ***Kia Kaha*** is a series of classroom programmes covering school Years 0-13. This second edition replaces the original programme developed in 1992.
- The programmes are:

Year 0-3	<i>Building a Safe, Happy Classroom</i>
Year 4-6	<i>A Bully-Free Zone</i>
Year 7-8	<i>Safer Communities Together</i>
Year 9-13	<i>Our Place</i>

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 programmes
- 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;
- implement or extend anti-bullying programmes for students; and
- offer workshops and support for parents.

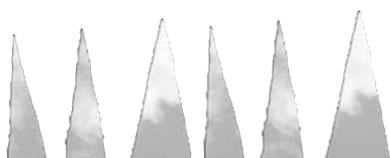


Survey for Students

- 1 Please circle any of the following things that have happened to you in the past week.
physically hurt threatened left out called names racial remarks
sexual remarks belongings taken harassment on social networking sites
belongings damaged gossiped about food taken inappropriate email
family mocked put down abusive/hateful text message forced to do something
- 2 In this school the times that I feel unsafe are...
- 3 The worst thing that has ever happened to me at this school is...
- 4 Did you tell anyone about this? YES ☐ NO ☐
If yes, who 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?

Staff/Parent/Caregiver Survey

- 1 Please give details of any bullying that has been reported to you by students at this school in the last month. This could include physical, emotional, verbal, cyberbullying or damage to property.
- 2 What did you do about it?
- 3 What was the outcome?
- 4 What initiatives to keep students safe are you aware of at this school?
- 5 Describe a time that you think you may have been guilty of bullying.
- 6 What could you do about this?



Evaluation of the Whole School Approach to Bullying

This staff perception survey should be carried out one year after the formal agreement has been signed (Step 8).

- 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

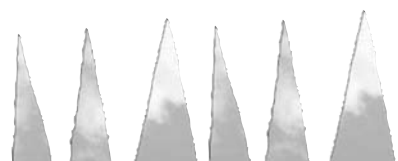
- 2 Name one new behaviour students have learned from ***Kia Kaha*** that you have observed them putting into practice.

- 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...



Bully For You By David Hill

CHARACTERS

ALEX LOADER

TIM MOODY

LEROY

MR (OR MS) RATTRAY

TIM'S MOTHER

MRS LOADER

MR LOADER

MR MOODY

Pupil 1

Pupil 2

Pupil 3

Pupil 4

Two or three STAGEHANDS (non-speaking)

Stacked around the sides of the stage are two assembly-hall forms, seven school chairs, a kitchen stool, a TV on a trolley, an armchair, a small desk, and an office chair. STAGEHANDS stand around the sides of the stage. When not moving the furniture, they return to the sides of the stage, stand still, and watch the action.

ALEX. Hey, Leroy! Come here! Got something to show you.

LEROY. *(entering).* Better be something good. I was just – *(ALEX hurls imaginary ball at him.)*

LEROY *(jumps as if hit.)* Oww! Hey!

ALEX. It was good, eh? A good shot.

LEROY. *(rubbing his arm).* Don't be pathetic, Alex! That hurt!

ALEX. Aw, stop moaning. *(He picks up ball.)* Come on, let's see who else we can get.

STAGEHANDS bring forward two forms. ALEX and LEROY sit on one.

LEROY. Here comes somebody.

Enter PUPILS 1-4. They go sit on empty form.

ALEX. You can't sit there.

PUPIL 1. Who says, Loader?

PUPIL 2. We can sit here if we want to.

ALEX. You've gotta pass the test first.

PUPIL 3. What test?

ALEX. This test.

ALEX starts bouncing imaginary ball on head of PUPIL 3.

PUPIL 3. Hey, cut it out, Loader.

PUPIL 4. You're just a bully, Loader.

PUPIL 1. Cut it out or we'll go and rat to Rat-Trap.

PUPILS 1-4 exit.

LEROY. Better watch out, Alex. Rat-Trap'll be after you.

ALEX. He can try. Well, look who's here?

Enter TIM, crossing stage.

LEROY. It's Timothy. Oh Ti-mo-thee!

ALEX. *(blocking TIM'S path).* Where d'you think you're going, Ti-mo-thee?

TIM. I'm going to the library. What's it to you anyway.

ALEX. Well, if you're going to the library, Ti-mo-thee, then off you go.

TIM. *(surprised).* Yeah. All right, then.

ALEX. But first you've gotta pass the test. Grab him, Leroy.

ALEX and LEROY grab TIM, and make him bend over.

TIM. Don't be pathetic, Loader.

ALEX. Shut up, Ti-mo-thee. You're disturbing my concentration.

ALEX throws imaginary ball. TIM jerks as if hit.

TIM. Why can't you behave like a normal human being?

Bell rings.

LEROY. There's the bell, Alex. We'd better not be late.

TIM. Yes, off you toddle, Alexy-wexy. You'll get in trouble-wouble with the teacher- weacher.

ALEX. You're gonna be in trouble right now, boy.

LEROY. Leave him for later, Alex. Come on.

ALEX glares at TIM, then they exit on opposite sides. STAGEHANDS remove forms, place school chairs in two rows. PUPILS 1-4, LEROY, ALEX, TIM enter and sit. MR RATTRAY enters and starts writing on imaginary blackboard.

MR RATTRAY. Then we can try this way, using two right angles. See.....

As MR RATTRAY keeps writing, ALEX reaches and grabs PUPIL 2's pencil case.

PUPIL 2. Aw, give it back, Loader!

PUPIL 2 tries to get pencil case. ALEX and LEROY toss it to each other.

TIM. Yeah, grow up, Loader!

PUPIL 4. Give it back. Do you have to bully all the time?

MR RATTRAY turns around.

MR RATTRAY. And what do you think you're doing Alex Loader?

ALEX. Nothing, Mr Rat-Tra...er, Mr Rattray.

MR RATTRAY. Let's see. Let's try a little test. What sorts of angles are these on the board?

ALEX. I dunno.

MR RATTRAY. Come on, come on! This is what we've been talking about all period. How can you be so stupid? They're right....right....

ALEX. Er....right-handed?

PUPIL 1. Right-handed!

PUPIL 3. Right angles, thickie!

Bell rings.

MR RATTRAY. Try a few garage sales at the weekend, Alex. You might find yourself a decent second-hand brain. Right, put your chairs away tidily.

STAGEHANDS put away chairs.

LEROY. (to ALEX). Don't take any notice, Alex. He's just a bully.

PUPILS exit. STAGEHAND brings kitchen stool. Enter TIM'S MOTHER. She mimes washing dishes. Enter TIM.

TIM. Hi Mum. I'm home.

MOTHER. Hello Tim. Had a good day?

TIM sits on kitchen stool.

TIM. Oh, about a four out of ten.

MOTHER. Has Alex Loader been up to his tricks again?

TIM. We had a little chat at lunch time.

MOTHER. I thought you were keeping out of his way?

TIM. I go to the library most of the time. Getting there's the problem.

MOTHER. Tim, would you like me to ring up the school?

TIM. Aw no, Mum!

MOTHER. I don't believe in this "You've got to stand up to them" rubbish. Not when they're twice as big as you are.

TIM. Yeah, I know. But it's not just me – he's the same with everyone.

MOTHER. Has he always been like this?

TIM. Not really. Last year there were these two big kids who kept pushing him around all the time.

Now he's doing it.

MOTHER. I suppose that proves something. You'd better go soon, hadn't you? What time are you meeting your father?

TIM. Just before the office shuts. See you, Mum.

TIM and MOTHER exit. STAGEHANDS remove stool, and place TV on trolley near centre of stage, with armchair in front. ALEX enters, sits.

MRS LOADER (offstage). Alex! Alex! Where are you?

ALEX. In here, Mum. Watching TV.

MRS LOADER enters.

MRS LOADER. Alex, will you please go down to the dairy and get that milk. I've asked you three times!

ALEX. OK, OK. I'll go down when this is finished, eh?

MRS LOADER. I want you to go now, please, Alex. Your father starts night shift in half an hour, and he wants a cup of tea before he goes.

Enter MR LOADER.

ALEX. Well, let him go down and get it.

MR LOADER. Turn that TV off!

ALEX. All right. I was just-

MR LOADER. You're always "just" something. You need the back of my hand to stir you along. A clip over the ear would do you good.

MRS LOADER. Now, Cliff-

MR LOADER. Just leave this to me, eh? You let him get away with too much. I'd soon straighten him out.

ALEX. I bet.

MRS LOADER. Just go and get the milk please, Alex.

ALEX exits.

MRS LOADER. For goodness' sake, Cliff, stop bullying the boy! It doesn't work.

MR LOADER. Look, if you or I stepped out of line when we were kids, we knew what to expect, didn't we? It never did us any harm.

MRS LOADER. Well, I don't know. I just don't know.

MR LOADER. Anyway, it's too late for that cup of tea now. I've got to go early, remember? Moody wants to see me before I go on shift.

MRS LOADER. I'll get Alex to bring you down a thermos later. What's Mr Moody want?

MR LOADER. He's not going to give me a box of chocolates, you can bet on that.

MR and MRS LOADER exit. STAGEHANDS remove TV, place desk in middle of stage with office chair behind it. MR MOODY enters, sits, and pretends to work. MR LOADER enters, knocks on imaginary office door.

MR MOODY. Come in.

MR LOADER. *(opening imaginary door and entering)*. Afternoon, Mr Moody.

MR MOODY. Oh Hello, Cliff. Sit down.

STAGEHAND brings chair. MR LOADER sits.

MR LOADER. Nothing the matter, is there?

MR MOODY. I'm afraid there is, Cliff. We're not terribly happy with some of the things happening on your night shift.

MR LOADER. Oh, now look-

MR MOODY. No you look! Who's the manager here? You or me?

MR LOADER. If you aren't satisfied-

MR MOODY. *(shaking finger at MR LOADER)*. I'm not satisfied at all - with your shift or the way you're running it. We made you shift foreman to do a job. You'd better show you can do that job properly. Understand?

MR LOADER. Look, Mr Moody, I –

Enter ALEX with thermos. He stands nervously.

MR MOODY. Because if you can't, then we'll find someone who can. See it as a little test, Cliff.

Understand?

MR LOADER. Yes. I understand.

MR MOODY and MR LOADER mime talk. Enter TIM.

TIM. *(to ALEX)*. What are you doing here?

ALEX *(showing thermos)*. Bringing this for Dad. How about you?

TIM. What do you think? My Dad owns this place. And you're not allowed in here, anyway. Wait out in the corridor.

TIM moves towards imaginary office. MR LOADER gets up and comes out. He and TIM look at each other but do not speak. MR LOADER goes to ALEX. They stand near side of stage, watching the others.

MR MOODY. Hello, Tim.

TIM. Hi, Dad. Am I late?

MR MOODY. No, no. I've just been straightening out one of our less impressive workers.

TIM. Alex Loader's father?

MR MOODY. That's right. Like father, like son, from what I've heard.

TIM. You mean he's a bully, too.

MR MOODY. He tries to be. Won't do him any good round here. One thing everyone in this place knows – I won't put up with any bullies!

All exit

Dear Mr Cairney

– a short story –

by Graeme Lay

TONIGHT I read in the local paper that you have been appointed headmaster of Rimu Park Intermediate School. When I read your name and saw your photograph I was surprised, not at your becoming a headmaster, but at how clearly I still remembered you, even though it's now over twenty-five years since you taught me. Your face hasn't changed much at all, although your hair's receded quite a bit at the temples. I remember that some of the girls in our Form II class thought you were handsome and asked you to sign their autograph books when you left at the end of that term, but I don't suppose you remember that. But that's not surprising because I've been working it out and I realise now that you must have been only about twenty-one when you came to our school in Kaimara to relieve for Mrs Hunter when she had her operation. It was the winter term, I think, and I remember that the class wrote to Mrs Hunter in hospital and told her how much they enjoyed having you for a teacher.

But I never enjoyed having you, Mr Cairney, because I could tell that you didn't like me almost from the first day that you arrived at our school. You weren't like Mrs Hunter, who let us talk and walk around as we worked. I suppose she let us get into these bad habits, but the first morning you came it was me that you told to stand up, even though there were several of us talking. You asked me what my name was and when I told you you called me by my surname and told me to keep on standing up for a quarter of an hour and I went very red and the others in the class laughed and for the first time since I started school I wished I wasn't there. After that you hardly even asked me to answer a question, so I gave up putting my hand up after a while, even though I would have got the answer right sometimes. And I noticed that you would look at me in a funny way. I suppose that was why I never forgot your face, because quite often I would look up from what I was doing and you would be staring at me. Then one day I knocked a chair over and it made a loud noise and you kept me in after school to write out lines. I must not act the fool when I am supposed to be working, one hundred times. When I finished it was after four o'clock and my wrist was sore and I'd never stayed at school by myself that late before and afterwards my footsteps sounded scary when I walked along the corridor to the vestibule.

It's strange how things like that should come back to me now; until I started writing this letter I had completely forgotten about the lines. But what I never forgot was the wondering about why you were, as we used to put it, picking on me, though I never said anything to anybody else about it. You made me feel sort of ashamed, but I didn't know why.

But what I really wanted to remind you of was the day you set us some sums to do and then went out of the room for a while to see another teacher and came back and found me out of my seat talking to another boy on the other side of the room and shouted 'What are you doing getting up before you've finished?' and then after I said 'I have finished Mr Cairney' you stared at me for a minute, then said, 'Stay behind after school today.' During the rest of the day I was worried about getting kept in again to write out more lines and I remember looking at you and wondering again why it was that it was always me that was getting into trouble when with Mrs Hunter I had never been kept in. Then at three o'clock when the bell went and the others put their chairs up and went home I went up to your desk and stood there and the way you looked at me made me feel suddenly frightened. Your mouth was just a thin line, and you didn't blink at all. I stood there in front of your desk and I felt very alone, but it wasn't until you said 'I'm going to teach you not to fool in my class,' that I started to realise that I was going to get the strap. We were all frightened of the strap, though I had



never actually had it before. Only once I had seen it used, when Mr King the headmaster came in and strapped one of the Maori boys because he had yelled 'Good riddance to bad rubbish' when Mr Rosser the Methodist minister was going out the classroom door one day after giving us Bible study. Mr King's strap had been very black and worn looking, but when you reached into your satchel and pulled yours out I saw that it was light brown, with neat white stitches around the edges. When I saw it and watched you take your dark blue blazer off I felt sick right down in my stomach and I pissed my trousers a bit.

You stood me in the space between the desk and the door and pointed the strap at my right hand. Then you took a deep breath and flicked the strap back over your shoulder. I brought my hand up and held it out but even then I couldn't really believe that you were going to give me the cuts for just being out of my seat and I couldn't take my eyes off your face and when you hit me the first time your head came forward and you made a little gasping noise.

The pain started straight away. It wasn't like falling off my bike or tripping onto concrete: then there was always a little pause between the fall and the pain. But now for one second my hand was a normal, useful part of me, and the next it had disappeared and in its place was just a huge, numbing pain. There was no burning on the skin, as I had always imagined there would be, just the shock of the ache and the thudding numbness as the muscles of my palm were bruised to the bones.

The second cut came so quickly that I hardly had time to straighten out my arm again before a second shock of pain went up my arm. Then you paused before the third and I could see how hard you were working because you were breathing deeply and your tie had slipped sideways. You steadied yourself and nodded again and I brought my hand up and your strap came down again.

Now I was sure that my hand had grown to an enormous size, yet when I glanced down it wasn't any bigger, although the skin was bright pink and my fingers were curled up like the claws of a dead bird. They just went like that, I couldn't stop them. When I looked up at you again you had folded the strap in half and were staring down at me. Your mouth was hanging open a bit and your face had gone shiny and suddenly I knew why you were staring. Because I was so small you thought I ought to be crying. And I was. But only inside. Through the dizziness and the sickness and the pain I knew I must not show that I was. I stood there looking up at you with my huge hand dangling, waiting for you to speak. Now that the thump of the strap had stopped, the room was very still.

But you didn't say anything. Instead you suddenly put the strap on your desk, grabbed me by the shoulder and pulled me over to the door, the one that led out into the playground. You opened the door and pushed me out. By the bottom of the steps there was a downpipe which went from the spouting to a drain. The grate of the drain was blocked by mud and leaves and bits of paper and fruit peel, mixed into a soft wet sludge. You pointed at the drain. 'Clean it out,' you said. 'With your right hand.' And you stood on the top step and watched me do it.

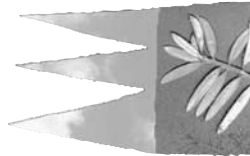
The muck was very cold – that's why I remember that it was the winter term – but when I scooped out a handful it felt as if I was holding a red-hot coal in my palm. I scratched out the muck, carried it from the drain over to a rubbish bin at the corner of the classroom block and stood at the bottom of the steps looking up at you again. My hand felt as if it had been plunged into a furnace and my arm was throbbing so much that my body felt lop-sided and inside I felt sicker and sicker. But I knew that my eyes were still dry and I could see the lines around the corners of your mouth tighten and I knew that in a way I was winning. As you spoke you turned away. 'Right. Inside,' you said.

I followed you back into the room, then I started to walk over to my desk to put my chair up and get my lunchbox. I had to force myself to walk slowly because more than anything else in the world I wanted to run from that place. Then, from behind me, I heard your voice again. 'No you don't son, I haven't finished with you yet.' And when I turned around you were holding the strap again and making the little pointing movements with it in the direction of my right hand.

Your last three weren't very well directed: only the middle one got me fair and square on the palm. The first cut across the ends of my wet fingers and the third landed high up on my wrist, because later when the bruise came out it reached quite a long way up my arm. But you still didn't see me cry because I didn't start to until after I had wheeled my bike through the school gates and was riding home. One-handed.

Well as I said at the beginning, this happened over twenty-five years ago. Have you changed, Mr Cairney? Somehow I think you probably haven't. Have you been successful? Oh yes, you're a headmaster now, so I suppose you have been. Will you remember me? I don't think so, in over twenty-five years you must have taught a thousand children. But I'd like you to know that after I left school I went to university and studied music, then I graduated and travelled around Europe a bit and now I'm a musician – an orchestra 'cellist and a music teacher. I'm married with two children, a boy and a girl. We live not very far from your new school, that's why I was especially interested when I read of your appointment in the paper. Our boy's a lively little chap, small for his age, like I was, but he's keen to learn and he loves life. He's the reason why I haven't signed this letter. It was hard for me, as a professional person, to use a pen-name, but you see on the one hand I don't want our son to be victimised, and on the other I do want you to know that he'll be one of your pupils. And that if you as much as touch one hair on his head, Mr Cairney, I will come along to your school and smash every bone in your face.

Yours faithfully,



A Past Pupil.