CHESTER HILL HIGH SCHOOL

Anti-Bullying

Policy

Rationale:

"Every student has the right to expect that he/she will spend the school day, both in and out of the classroom, free from bullying and intimidation."
(Ministerial Statement, Good Discipline and Effective Learning, 1996)

School Value Statement:

We at Chester Hill High School believe that everybody has the right to enjoy our school equally and feel safe, secure and accepted, regardless of colour, race, gender, popularity, athletic ability, intelligence, religion or nationality. The whole school community will work together to ensure that students' rights and responsibilities are sustained.

Definition:

Bullying is any act that causes hurt, fear or anxiety in another person. It may be deliberate or a result of thoughtlessness. It may be a physical attack on a person or their property. It may be verbal teasing or insulting. It may be indirect, such as spreading rumours, excluding people from groups or manipulation of others to mistreat another person.
Central to both bullying and harassment is the inappropriate use of power, which deprives others of their rights. It involves the repeated use of intimidation of a physical, verbal or psychological nature of a less powerful person by a more powerful person. Typically, students suffering bullying feel distressed, hurt, frightened, disturbed, embarrassed, stressed, pained and upset.

Declaration of the rights of individuals in the school community:

At Chester Hill High School, every person has a right to feel safe; a right to be treated as an individual and with dignity; and every person has a right to learn, free from anxiety.

Any person who bullies another is denying them these rights. The school will not tolerate any action that undermines a person's right to feel safe, and it will take whatever steps are necessary to stop such behaviours.

Students can expect that their concerns will be responded to by school staff, with appropriate support. Staff have the right to access professional learning activities to enhance their skills and knowledge in these areas.

Statement of the responsibilities of members of the school community:

Schools have a responsibility to:
- develop an Anti-Bullying Policy through consultation with parents, caregivers, students and the community, which clearly identifies both the behaviours that are unacceptable and the strategies for dealing with bullying in the classroom and playground
- inform students, parents, caregivers and the community about the School Discipline Code and the Anti-Bullying Policy
- provide students with strategies to respond positively to incidents of bullying behaviour, including responsibilities as bystanders or observers
- provide parents, caregivers and students with clear information on strategies that promote appropriate behaviour, and the consequences for inappropriate behaviour
- communicate to parents and caregivers that they have an important role to play in resolving incidents of bullying behaviour involving their children
- follow up complaints of bullying, harassment and intimidation.

Teachers will:
- act as role models of caring, respectful and tolerant behaviour.

- monitor classrooms and playgrounds for bullying. This will include punctuality to lessons and the establishment of 'safe' classroom rules.
- listen to reports of bullying.
- protect the victim of bullying from further harm.
- act to stop the hurtful behaviour recurring.
- praise bystanders for taking appropriate positive intervention.
- notify relevant staff members concerning known bullying incidents.
- respond in an appropriate and timely manner to incidents of bullying according to the school Anti-Bullying Policy.

All Students will:
- abstain personally from bullying others in any way.

Students who are bullied will:
- speak to their teachers and give them full details of the incident.
- review their own behaviours and seek assistance if necessary.

Students who witness bullying will:
- intervene positively, if they are able.
- immediately seek teacher assistance, if they can't intervene positively.
- offer support to the victim.

Parents/caregivers will:
- listen sympathetically to reports of bullying.
- speak to the relevant school personnel.
- work with the school in seeking a permanent solution.
- promote positive relationships that respect and accept individual differences and diversity within the school community.

Types of Bullying

The ways people bully can be classified (with examples) as follows.

	DIRECT	INDIRECT
Verbal abuse	Verbal insults Unfair criticism Name calling	Persuading another person to criticise or insult someone. Spreading malicious rumours Anonymous phone calls and emails
Gestural abuse	Threatening or obscene gestures Menacing stares	Deliberate turning away or averting one's gaze to ignore someone
Physical means	Striking Throwing things Using a weapon	Getting another person to assault someone
Relational bullying	Forming coalitions against someone	Removing and hiding belongings Persuading people to exclude someone
Cyber Bullying	Insults and photos on chat sites, FACEBOOK, My Space, MSN and SMS	Excluding from chat sites, FACEBOOK, My Space, MSN and SMS

Strategies:

1) Prevention through education:
- prevention strategies and positive relationships are addressed through units in the PD/H/PE programs which are mandatory for Years 7 – 10
- presentation of lessons based on the Positive Behaviour for Learning (PB4L) slogan
- presentation of curriculum material across a number of KLAs. Eg: English, CAFS, Drama
- Year 7 students are introduced to the school Anti-Bullying Policy through the Mind Matters Resilience Program
- the process of Peer Mediation and Peer Support
- Crossroads Camp in Year 11
- promote group work with a focus on interpersonal skills and co-operative learning
- students reminded at Year Meetings of strategies and contacts if they experience bullying. They are made aware of the players in a bullying situation and the role of all involved (bully, victim and bystanders).

These programs will assist students to:
- understand the nature of bullying and harassment
- develop skills of assertive communication and social responsibility
- be familiar with places and people they can contact for help if they are being bullied
- develop strategies of resilience to bullying.

2) Prevention through building a safe and happy school:
- active role of school Welfare Team and school Welfare Policy implementation
- modelling and promoting behaviour that makes students feel safe and included within the school community through Positive Behaviour for Learning (PB4L)
- students' rights and responsibilities in school Behaviour Code
- communicating school rules and procedures
- ensuring relevant school personnel are accessible. Eg: Counsellors, HT Welfare, Year Advisers, Deputies, Learning Support, Mind Matters Team, student mentor system, peer mediators, outside agencies – ISTB
- provide lunchtime activities
- playground area procedures document.

3) Prevention through Intervention:
- follow the DET and school policies for responding to bullying situations
- use of the referral system for discipline problems (NOTE: This only addresses bullying in the classroom. We also need to address bullying in the playground).

School Response To Bullying

1. Dealing with cases of bullying

Different procedures will be used with students, according to the nature, severity and frequency of the bullying. There will be counselling and/or consequences, depending on severity.

Notification of Parents: Parents may be notified about bullying.

Counselling: discussion, interview mediation, the Method of Shared Concern, developing agreements/contracts, support strategies for the victim, etc.

Consequences: used in conjunction with the school's Code of Conduct and including time-out, isolation from peers, alternative recess/lunch, withdrawal of privileges, detention, suspension, expulsion notification to parents.

The flow chart below is a guide as to how these two approaches will be used in conjunction with each other.

BULLYING BEHAVIOUR OCCURS

Behaviour reported   Behaviour not reported

Interview with the victim   Interview with the bully   Bullying may continue

Negotiated behaviour change

Review ——————————→ Continued bullying
                                         Inform Parents

Change in behaviour   Consequences

Reinforcement   Counselling

Continues to monitor
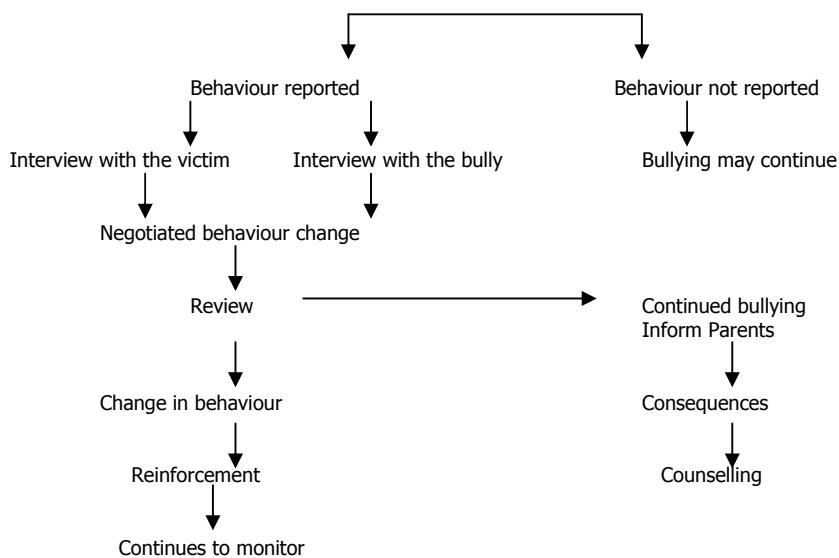
Information concerning Departmental appeal procedures may be obtained from the Principal or Deputy Principals.

2. Detection of bullying, reporting and record keeping

To assist in the detection of bullying, a number of strategies will be employed.

- Students will be encouraged to report incidents to relevant teachers .
- Parents will be requested to report cases to the relevant Year Adviser.
- Teachers are to closely monitor classrooms and playground areas.
- Annual whole-school surveys will be used to identify groups most at risk and 'trouble spots'.

Incidents of bullying will be recorded in both paper records and on *Profiler*, where both victims and bullies will be identified.

3. **Encouraging students to act appropriately when bullied**

Teachers should advise students as follows:
- Be assertive – you have rights. State "Leave me alone."
- Do not retaliate with physical or verbal aggression.
- If possible, try to ignore it. If you show you are not upset, the harassment may stop.
- Use humour.
- Build your own protection by establishing a network of friends.
- Avoid high-risk places and times.
- Talk about it with others who can help you decide how to best handle the situation (eg. friends, family, peer support leaders, teachers, counsellor, deputy principals, year adviser, etc).

As students might witness bullying, teachers are directed to advise them:
- Take action as the bullying occurs by saying,"Leave him/her alone."
- Report the incident to a teacher as soon as you can. You can ask for confidentiality.
- Offer support to the person being bullied. Make suggestions about handling it. Encourage the person to get help through a teacher or family member.

Bystanders should be made aware that their own behaviour can encourage or discourage bullying, and that they will be held accountable for their behaviour in bullying situations.

To integrate new arrivals to the school, 'welcomers' will be used to develop relationships more quickly. These will be under the direction of the relevant Year Adviser.

Students in Year 11, involved with Peer Support of Year 7, will also be enlisted to both monitor bullying in Year 7 and to assist in eliminating it through informal discussion and intervention.

4. **Education of students about bullying**

An anti-bullying program will be implemented by the Mind Matters Team with students in Years 7 and 8. School assemblies and Year Meetings will regularly reinforce an anti-bullying message, together with the idea that "It's OK to tell" and that "Bystanders make a difference."

Classroom teachers are encouraged to openly discuss these issues as they appear in relevant teaching units. Most obviously, teachers of health education will play a major role, but other faculties (English, Drama and Visual Arts, for example) could also be of value.

The Students' Representative Council (SRC) will conduct an annual anti-bullying poster competition.

5. **Supporting victims**

Often victims can be taught how to resist more successfully than bullies can be taught to stop. Thus, it is seen as a priority for teachers and the school counsellor, in conjunction with outside agencies, to provide clear strategies to victims to minimise exposure to bullying and to provide strategies to cope with incidents of bullying. 'Bystander' education is an equally high priority at Chester Hill High School.

6. **Involving parents**

Effective communication between the school and parents is important to help eliminate bullying at school and to assist the victims of bullying. To this end, this policy will be made available to parents through the school's website. Various information sheets will also be published regularly in the school newsletter.

Incidents of serious or regular bullying will result in parental contact.

Parents are encouraged to contact the appropriate Year Adviser if concerns exist over bullying.

7. Availability of anti-bullying policy

Apart from the school's website, this policy will be distributed to all staff members and made available to all members of the SRC and all Year 11 Peer Support Leaders. In addition, copies will be available for loan in the school library. Finally, this policy is available, on request, to any member of the school community.

8. Evaluating and reviewing existing policy

This policy was written in 2006 and updated in 2010. It will be evaluated and reviewed in 2012. Such a review should involve the collection of data, both quantitative and qualitative, in order to evaluate the effectiveness of strategies and approaches used in this policy.

9. Justification

Bullying behaviour affects the victim's feelings of self-worth, which in turn, hinders the ability to learn and interact socially and feel safe. Moreover, bullying is related to other forms of anti-social behaviour, such as disruptive behaviour, community violence, vandalism and petty theft.

Available programs for identified bullies and identified victims:

- Bullies:
    - Pikas method/method of Shared Concern
    - No blame approach
    - Anti-Bullying Pledge

- Victims:
    - Resilience training in Mind Matters Program
    - Bully buster approach
    - Mentoring
    - Provision for safe places for students at lunch
    - Assertiveness training
    - KIDS HELPLINE

Appendix

- **Bullying – A Facts Sheet for Parents**

- **From "Stop the Bullying – A Handbook for Schools" by Ken Rigby**

p 18 – Why people do not bully

p 32 – Classroom activities

p 38 – Assessing Severity

p 67 – Examples of Bullying

p 71 – Approaches

p 73 – Warning Signs

- **Chester Hill High School Anti-Bullying Pledge**

- **Anti-Bullying Worksheets**

CHESTER HILL HIGH SCHOOL

BULLYING

A FACTS SHEET FOR PARENTS

1. Bullying is **unprovoked aggressive behaviour**, deliberately inflicted by someone of greater power on someone of lesser power.

2. Bullying can be **physical** (eg. hitting, kicking, pushing, damaging belongings), **verbal** (eg. name-calling, teasing, insulting), **psychological** (eg. spreading rumours, exclusion from social groups, and manipulation of friendship groups) or **cyber bullying** (eg. through chat sites, FACEBOOK, My Space, SMS, MSN and mobile phones).

3. **Boys and girls bully**. Boys' bullying tends to be more physical while girls' bullying tends to be more verbal and psychological.

4. Bullying peaks in **lower primary** and **lower secondary** school – but it exists at all levels.

5. **20%** of students in Australia have experienced bullying or harassment.

6. **Bullies** are usually in the same year level as their victims. They have average to above average self-esteem. They bully because they are **more aggressive** than normal, because they enjoy the power and status bullying gives them, and because they **feel less empathy** (ability to feel) for other people. Why they are like this is not entirely clear.

7. The **victims** of bullying are usually **smaller and quieter children** who may not be out-going and self-confident. They are sometimes 'different" from the majority in a school, and often **without a friend** in their class. Such children typically exhibit 'body language' (eg. downcast eyes, a 'slumped' posture, speaking in a whisper, etc), which betrays their lack of self-confidence, and makes them more likely to be targeted by bullies. This body language can be changed with practice.

8. **Bullying is NOT trivial** and is **not** character building. Research shows beyond any doubt that it can have a serious impact on children, causing loss of confidence, mood change, and dislike of school and symptoms of depression.

9. Bullying has potentially **serious consequences for the bully** as well as the victim. Each successful incident of bullying reinforces a destructive and anti-social behaviour pattern which, unchecked, can continue into adult life.

10. **The school can only act on incidents that are reported to them**. Many forms of bullying are subtle and can take place when there are no teachers around to intervene. Students who are bullied should be encouraged to report incidents to their parents or to the teachers. This is not 'dobbing' – it is necessary self-protection.

11. Many incidents of bullying stem from lack of empathy – the bully's inability to see that his/her actions or words are deeply upsetting. **The most successful approach** with such incidents has been shown to be **a multi-strand approach** emphasising non-disciplinary counselling. Consequences are however imposed as required. Two similar procedures, which have been successful both in Australia and overseas, are called the Method of Shared Concern, and the Group Support Method. Both are recommended and practised by Chester Hill High School, along with more traditional approaches.

12. The best school efforts can significantly reduce the incidence of bullying. **Co-operation between school**, **parents and students**, **is essential** for an anti-bullying policy to work.

FACT SHEET FOR PARENTS ABOUT USING THE INTERNET

NETIQUETTE

Before sending that e-mail or posting on that Web site or bulletin board, think before you click "send." Re-read what you were going to send. If it meets any of these factors, don't send it until you fix them. And if you can't fix them, maybe you shouldn't send it at all.

It's so easy for anyone to misunderstand e-mails and cyber communications. We have to be very very careful to make them clear and help others to understand what we really mean. We also need to be careful not to hurt others and be good netizens.

1) Start by making sure you are sending things to the right place, that it arrives and that the right person gets it.

2) Is it worth sending? Don't waste peoples' time or bandwidth with junk, chain e-mails and false rumours

3) Proofread and spell-check your e-mails and make sure they know who you are

4) Don't attack others online, say anything that could be considered insulting or that is controversial

5) Don't forward other people's e-mails without their permission or share their personal information

6) Are you angry when you are writing this message?

7) Don't reply to spam, even to ask to be removed from their mailing list

8) How private is the message you are sending? Are you willing to have others read this message or forward it to others without your permission?

WHY SOME PEOPLE DO NOT BULLY

Since a primary aim in countering bullying is to prevent it from happening at all, it is sensible to ask the question: Why is it that some students do not bully, or do so very rarely?

The most obvious reason might be because in general they can't, being less powerful than other students. This is true of some. However, there are numerous cases of students who believe they are more able than others to bully their peers if they wanted to, but do not do so. They do not bully because:

1. They feel that bullying is wrong. Substantial numbers of students report that they 'would feel ashamed of themselves' if they bullied someone.

2. They have a high level of empathy and dislike to see people suffer.

3. They have social skills that enable them to get what they want without resorting to bullying.

4. They are generally so occupied and enjoying what they are doing that bullying someone doesn't occur to them or is uninteresting.

5. They feel they are successful in what they do at school and not inclined to displace anger or frustration by bullying others.

6. They see the role they fill as being inconsistent with undermining others; for example, as a prefect, football captain, peer support member or even a 'good student'.

7. They have been exposed repeatedly to positive modelling by influential peers or adults.

8. They believe that bullying others doesn't pay. This may be because they believe that negative consequences will follow if they do engage in acts of bullying (for instance, they believe that school authorities will find out and impose sanctions); and their bullying will be deplored (not admired) by those who matter to them (friends, parents, possibly teachers).

9. They have enjoyed positive experiences in the home and generally feel positive towards others.

10. They have internalised moral principles that are incompatible with bullying.

11. They feel obliged to accept the rules of the school which indicate that bullying behaviour is not acceptable.

CYBERBULLYING

Key characteristics and forms of cyber bullying

Cyber bullying can be conducted in many ways, using different media including:

- the sending of abusive texts or emails
- taking and sharing unflattering or private images, including naked or sexual images
- posting unkind messages or inappropriate images on social networking sites
- excluding individuals from online chats or other communication
- assuming the identity of the victim online and representing them in a negative manner or manner that may damage their relationship with others
- repeatedly, and for no strategic reason, attacking players in online gaming.

Like other forms of bullying such as verbal abuse, social exclusion and physical aggression, cyber bullying has the potential to result in the target of bullying developing social, psychological and educational issues.

While cyber bullying is similar to real life bullying it also differs in the following ways:

- it can be difficult to escape and invasive—it can occur 24/7 and a person can be targeted while at home
- it can involve harmful material being widely and rapidly disseminated to a large audience, for example, rumours and images can be posted on public forums or sent to many people at once
- it can provide the bully with a sense of relative anonymity and distance from the victim, so there is a lack of immediate feedback or consequences.

Identifying incidents of cyber bullying

Cyber bullying can happen to anyone, not just those generally considered vulnerable. Confident, outgoing individuals can also be targeted.

Research has identified that girls are more likely to report that they have been victims of cyber bullying than boys, potentially because they engage in a higher level of technology-assisted social communication such as using SMS, emailing and social networking.

One or more of the following signs and changes in behaviour could indicate that a student is being cyber bullied.

- Decline in academic performance and social interaction.
- Dislike and avoidance of school, sometimes resulting in higher absenteeism.
- Complaints of feeling unwell though parents report no specific illness.
- Having less to do with friends.
- Increased social exclusion and peer rejection.
- Falling behind in homework.
- Poorer physical health and sleepiness.
- Increased negative self-perception.
- Increased reluctance to participate in regular school activities, including classroom discussions.

- Becoming withdrawn, appearing depressed or anxious, having mood swings, crying for no apparent reason.
- Suicidal thoughts—this should be reported to the administration and the parents/carers immediately for appropriate action.

The above signs should be considered in light of the student's usual behaviour.

Some of the signs above may also be indicators of more general social issues, specific mental health issues, or may even reflect developmentally appropriate behaviours for teens as they seek to establish their identity. Exploring any significant concerns with students and parents/carers is an important first step toward identifying issues and developing strategies to overcome them.

Strategies for dealing with cyber bullying

- Don't respond to any further messages/postings from the bully and, if possible, block further correspondence from them (block their mobile number or email address).
- Report any further correspondence from the bully to the parent and / or Head Teacher Welfare, Year Adviser or Deputy Principal.
- Keep evidence of any bullying to assist with tracking down the bully and potentially reporting the matter to police (screen captures, bully's screen name, text and images). If the student's parents are concerned that the student will continue to look at the saved material and become more distressed, ask them to store the material in a folder with password protection.
- Report any concerns to the administrator of the service used, including the mobile phone provider (if SMS is involved), website administrator (if social networking or chat services are involved), or internet service provider, as most have measures to assist with tracking and blocking the bully. Some block the bully's access to their services entirely as bullying is often a breach of website terms of use.
- If the student is distressed by the bullying, ensure they are provided with options for psychological support including school counselling and the **Kids Helpline** (phone 1800 551 800). Ensure they have appropriate and supportive contact people at school and help them to develop strategies to manage their distress. Ensure parents are informed.

CLASSROOM ACTIVITIES THAT CAN HELP TO REDUCE BULLYING

In recent years increasing attention has been paid to engaging students in classroom activities that can help to reduce bullying, especially among young children. These include the following:

1. **Promoting cooperative learning**. Many children who bully others have not experienced the joy of contributing to a task and achieving a successful outcome. By introducing group projects that require student cooperation for their completion, it is possible to increase the readiness of children to help others and reduce the level of individual indifference to the well-being of others that can lead to bullying.

2. **Developing empathy**. Although children often differ in their level of empathy, there are ways in which empathy can be raised. Reading stories or viewing videos in which one readily identifies with a character experiencing loss or misfortune can be a powerful way, especially if the children are encouraged to reflect upon what they have read or seen. Role-playing situations in which someone has been hurt or maltreated can also help children appreciate the difficulties others may have.

3. **Improving social skills**. Children can learn social skills that make bullying less likely to occur. These include skills that help in preventing one from being bullied through behaving assertively and how to make friends. These can be practised in role-play situations. Sometimes it is possible to invite professional acting companies to assist in this way. It can be helpful to rehearse with children how as bystanders they can help others who are being victimised by discouraging aggressive behaviour.

4. **Handling negative emotions**. Bullying sometimes occurs when people are feeling very frustrated and are unable to control their anger. They are then more likely to seek to bully someone. Exercises to help children manage their feelings of rage can be helpful. Teachers can examine with children situations in which they tend to feel angry and hurt others, and teach techniques of anger management.

5. **Countering prejudice**. Prejudice underlies a good deal of bullying. Hence classroom activities that enable children to recognise the injustice and hurt that results from prejudiced thinking and behaviour can help to reduce bullying. Encouraging students to share their feelings about others whom they feel are the victims of prejudiced behaviour can be very useful. Role-plays - if carefully debriefed afterwards – can enable participants to experience what it is like to be a victim of prejudice.

6. **Knowledge of bullying**. Among older students it is sometimes useful to examine what is known about bullying from research into its nature, prevalence, and consequences and the motivations underlying bullying behaviour. This can include a discussion of the results from school surveys. The quiz provided in Appendix 9 could be employed as a step towards a discussion of what is known about bullying behaviour.

Finally, it is now possible to download very useful information from web sites. These can provide the basis for good classroom activities with students.

ASSESSING SEVERITY

As well as the type of case, you need to take into account the severity of the bullying. It is unreasonable to treat thoughtless (though hurtful) teasing in the same way as continual physical assault. The following diagram suggests how bullying is generally distributed in a school.
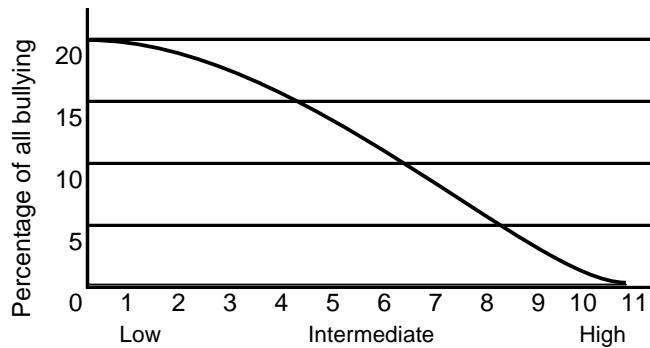
The figure shows the approximate distribution of bullying behaviour according to severity. To estimate severity one would need to take into account.

   (i) the nature of the action, for example mild teasing which is generally not experienced as very hurtful, versus physical assault which is normally much more devastating;
   (ii) the frequency of bullying acts, for example whether daily, weekly or less often;
   (iii) the duration of the bullying, whether over a short or long time period.

For some purposes, for example in providing protection or support to victims, one may wish to take into account the vulnerability of the individual being targeted.

Low severity commonly involves thoughtless periodic teasing, name-calling and occasional exclusion. This can be annoying and unpleasant and can escalate and then involve more serious forms of bullying. Most bullying is at this level.

An intermediate level of bullying occurs when a child is subjected for a time to forms of harassment that are both systematic and hurtful. These may include cruel teasing, continual exclusion and some threats or some relatively mild physical abuse, for example pushing or tripping.

Severe bullying occurs when the harassment is cruel and intense, especially if it occurs over an extended period and is very distressing to the victim. It often involves serious physical assaults, but can still be severe when it is non-physical if the methods used are unremitting, occur over an extended period and are psychologically damaging.

ALTERNATIVE APPROACHES TO DEALING WITH BULLIES

1. Providing and implementing clearly defined rules to apply appropriate consequences (or punishment) for those identified as having bullied someone.
These may range from loss of 'privileges' or imposition of 'chores', to detentions and suspensions or exclusion from school.

2. Counselling. This may include **informal talks** with the bully seeking to change his or her behaviour. Or it could involve a **more structured approach** of which two have been suggested:

(i) The No Blame Approach. This requires groups of children containing the supposed bullies to be convened. Normally there would be a number of influential pro-social children involved. The plight of the victim is described and the group left to come up with a responsible solution. The outcome is then carefully monitored.

(ii) The Method of Shared Concern. This requires the counsellor to share his or her concern for the 'victim' with individual members of the group and to elicit a promise to act in a specified and positive way in future interactions with the victim. This is done in a non-threatening manner along lines suggested by Professor Anatol Pikas.

3. School conferencing. Bullies and victims are brought together at a meeting which their parents and friends also attend. Victims are strongly supported in expressing their objection to how they have been treated. The bully is induced to feel **a sense of shame** and is expected to make appropriate reparations before reconciliation can be effected.

Note that what you do should depend upon
   i)   **the sort of bully/victim problem** you have – e.g. its seriousness
   ii)   **the school philosophy** on how change can best be produced, and
   iii) a thorough understanding of **how each method works**.

WARNING SIGNS THAT A CHILD IS BEING BULLIED AT SCHOOL

There are some signs that suggest that a child may be being bullied at school. Parents should inquire as to whether the child is being bullied if these signs are present:

Physical	Unexplained bruises, scratches or cuts
	Torn or damaged clothes or belongs
Psychosomatic	Non-specific pains, headaches, abdominal pains
Behavioural	Fear of walking to or from school
	Change of route to school
	Asking to be driven to school
	Unwillingness to go to school
	Deterioration in school work
	Coming home starving (because lunch money was taken)
	'Loss' of possessions/pocket money
	Asking for or stealing money (to pay the bully)
	Having few friends
	Rarely being invited to parties
Change in behaviour	Become withdrawn
	Stammer
	Unexpected mood change
	Irritability and temper outbursts
	Appear upset, unhappy, tearful, distressed
	Stop eating
	Attempt suicide
	Appear anxious: may wet bed, bite nails, seem afraid, develop tic, sleep poorly, cry out in sleep
	Refuse to say what is wrong

Chester Hill High School

Strength in Unity, Excellence in Education

Kenward Ave Chester Hill 2162
☏ 02 9644 1099 ☏ 02 9743 7174 e chesterhil-h.school@det.nsw.edu.au
ABN 35 636 061 835

<u>Anti-Bullying Pledge – Students</u>

We believe that everybody should enjoy our school equally, and feel safe, secure and accepted regardless of colour, race, gender, popularity, athletic ability, intelligence, religion and nationality.

Bullying can be pushing, shoving, hitting, and spitting, as well as name calling, picking on, making fun of, laughing at, and/or excluding someone. Bullying causes pain and stress to victims and is never justified or excusable as "kids being kids", "just teasing" or any other rationalization. The victim is never responsible for being a target of bullying.

By signing this pledge, we the students agree to:

1. Value student differences and treat others with respect.

2. Not become involved in bullying incidents or be a bully.

3. Be aware of the school's policies and support system with regard to bullying.

4. Report honestly and immediately all incidents of bullying to a teacher.

5. Be alert in places around the school where there is less adult supervision such as change-rooms, toilets, corridors and stairwells.

6. Support students who have been or are subjected to bullying.

7. Talk to teachers, parents and counsellors about concerns and issues regarding bullying.

8. Work with other students and teachers, to help the school deal with bullying effectively.

9. Encourage students to discuss bullying issues in the classroom.

10. Provide a good role model for younger students and support them if bullying occurs.

11. Participate fully and contribute to assemblies dealing with bullying

I acknowledge that whether I am being a bully or see someone being bullied, if I don't report or stop the bullying, I am just as guilty.

Signed by: _____

Print Name: _____   **Class:** _____

Date: _____

CHESTER HILL HIGH SCHOOL

Anti-Bullying Worksheets

☐   Detentions

☐   ISS

☐   Suspension

Name _____

Class _____   Tutor Group _____

Date Started   ____ / ____ / ____

Date Due   ____ / ____ / ____

1. Tick if you have ever………………..

- ☐ Been bullied
- ☐ Been called names
- ☐ Been threatened
- ☐ Heard offensive jokes
- ☐ Been harassed
- ☐ Been victimised
- ☐ Been "put down"
- ☐ Been intimidated
- ☐ Been humiliated
- ☐ Been ridiculed (made fun of)
- ☐ Been vilified (others ganged up against you)

How did you feel?(Write 5 sentences)

1. _____

   _____

2. _____

   _____

3. _____

   _____

4. _____

   _____

5. _____

   _____

2. **Tick if you have ever** ....

☐ Bullied someone
☐ Called other people names
☐ Threatened someone
☐ Harassed someone
☐ Victimised someone
☐ Used (put downs)
☐ Intimidated others
☐ Humiliated someon
☐ Ridiculed another person
☐ Vilified someone

How do you think they felt?

_____

_____

_____

Quite often people who choose to
bully have been bullied themselves

Is it OK for people to feel this way? Why or why not?

_____

_____

_____

_____

_____

3. **In your own words, write 3 sentences to explain the meaning of:**

There is a law against:

  (1) **Discrimination** which is showing bias, prejudice, or favouritism against a person.

Discrimination is: _____

_____

_____

- **Race**
    - **colour** e.g. black or white
    - **nationality** (the country they come from) e.g. Australia, Vietnam
    - **descent** (who their parents are) Aboriginal, Greek, Asian
    - **religion** (the church they go to or the God the worship) e.g. Buddhist, Taoist, Muslim
- **Sex** – female, male
- **Marital Status** – married or single
- **Disability** – e.g. blindness, deafness, learning problems, physical disability, HIV/AIDS
- **Age** – young, old
- **Homosexuality** – gay, lesbian

  (2) **Harassment** which is to repeatedly attack, torment, pester, annoy, tease, bait, bully, intimidate, ridicule a person.

Harassment is: _____

_____

_____

  (3) **Vilification** which is to speak publicly in a nasty way about a person, trying to get someone to hate them, especially on the grounds of **race**, **homosexuality**, **HIV/AIDS**.

Vilification is: _____

_____

_____

4.   This is an example of: _____

and it will not be tolerated in our school

Get lost you idiot.
You can't play anyhow

Give my ball back –
It's not yours!

This is an example of: _____

and it will not be tolerated in our school

Hey, can I have a go?

You'd have to be joking! Just look at you, you drop kick. Who'd want you to play!
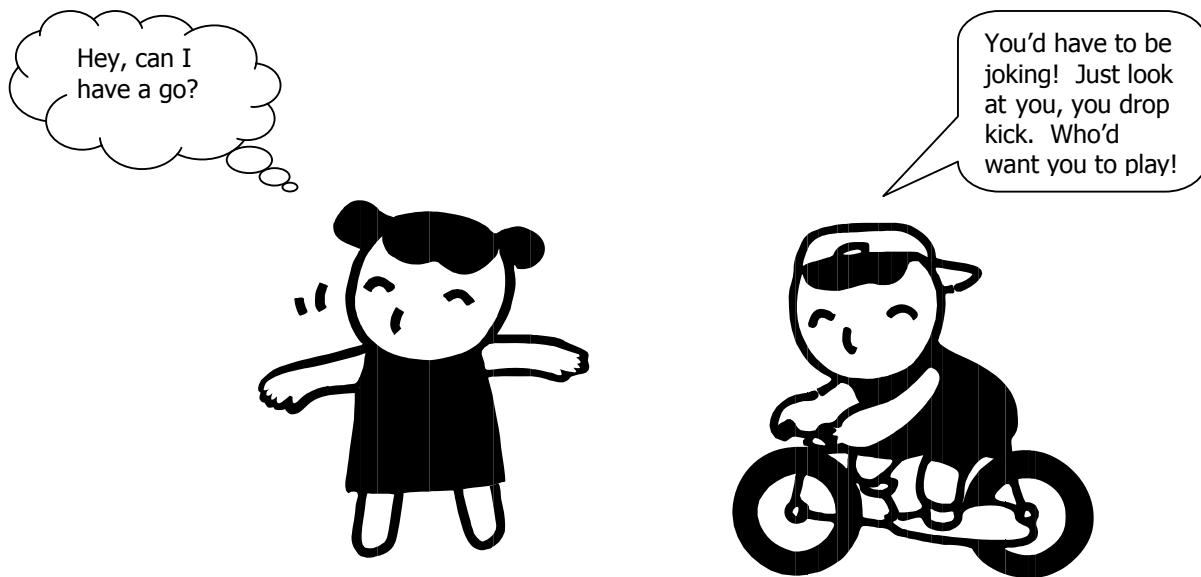
5.   Bully, harass, tease: what does it mean?

❖ Dictionary meanings

Bully noun **1**. a person who hurts, intimidates, or persecutes weaker people

Harass verb **1**. to trouble or torment or confuse by persistent attacks or questions

Tease verb **1**. to annoy someone by offering with the intention of withdrawing the offer **2**. to vex someone maliciously* or playfully

* malicious means *with the intention to harm*

Write your definitions for each word

1.   **Bully** _____

example   1. _____

          2. _____

2.   **Harass** _____

example   1. _____

          2. _____

3.   **Tease** _____

example   1.   _____

          2. _____

6.   **Teasing is a bit like fishing**.

When somebody wants to tease, they usually know the bait (name to call, action that provokes) to use to guarantee to catch.

The minute they get a nibble (a reaction from the person) they know they have won.

They also know exactly where to nibble next time they want some fun and what bait to use.

(from Letter to The Sun Herald, May 1992)
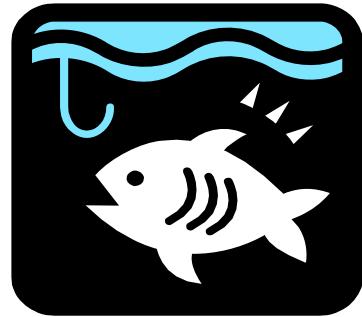
What baits get you?

Where are 3 names or actions that get you nibbling (reacting, getting upset)?

1.   _____

2.   _____

3.   _____

7.

Bullies ruin boy's fun on roller-skates

We recently took our son to a 'fun night' at a roller-skating rink. What fun! A group of teenage boys took exception to our 10-year-old's skating ability (by the way, he was skating alone) and continually harassed him until, inevitably, there was a collision. One of the teenage boys then started punching our son while he was on the floor. Sadly, aggression and violence is already a way of life for these young boys.

Explain the meaning of these words.

a. recently _____

b. exception _____

_____

c. continually _____

d. harassed _____

_____

e. inevitably _____

f. collision _____

g. aggression _____

h. violence _____

i. ruin _____

j. bullies _____

k. How old was the victim? _____

l. How old were the bullies? _____

m. What does the behaviour indicate about the teenagers involved?

_____

_____

_____

_____

8.
Bullies leave adult scars

Byline Helen Carter

BULLIED children are at a higher risk of developing depression, post-traumatic stress and schizophrenia later in life, research shows.

Psychology student Margaret Gunner decided to study the long-term effects after her own children were bullied. Ms Gunner interviewed 70 people, aged 17 to 56, who were bullied at school, and 50 who were not. Results indicated the longer children were bullied, the higher their vulnerability to depression and post-traumatic stress. And the more often bullying occurred, the more prone they were to developing schizophrenia.

Her analysis revealed 35 per cent of bullying involved verbal abuse, harassment or ridicule; 21 per cent, comments on physical appearance; 19 per cent, social bullying such as manipulation of friendships; 16 per cent, physical abuse, and 9 per cent, actual or threatened damage to property.

Social and verbal bullying involving comments on appearance were the forms most likely to increase a victim's vulnerability to depression.

(Helen Carter, The Herald Sun, 22 January 1998)

Meanings of the words used in this article:

a. risk _____

b. depression _____

_____

c. research _____

_____

d. interviewed _____

_____

e. indicated _____

f. vulnerability _____

_____

g. post-traumatic stress _____

_____

h. analysis _____

i. verbal _____

j. harassment _____

k. ridicule _____

l. manipulation _____

m. threatened _____

n. social _____

How do bullies affect other people's lives?

_____

_____

_____

9.

Young fight back against bullies

Byline Simon Pristel

THE punches came without warning. 'Darren' was at work and his colleague simply walked up and hit him. Darren was left badly cut and needed stitches, but the greatest blow came later when he reported the bashing to a senior manager of the major company in country Victoria. 'It's just part of the rough and tumble of work,' the manager said dismissively.

Occasionally, a case comes along that is so disgusting it shocks the community. Such was the case of 17-year-old David McHugh who was bound, kicked, punched, shot with a staple gun, and set alight by workmates at a Williamstown cabinet-making factory. Mr McHugh's boss, John Neil Luca, laughed when told of the incident inspired by a 'humorous workplace ethic'. The boss also ignored advice to get an ambulance, a court was told last month. He was fined $10,000. After spending a significant amount of last year being treated for the psychological damage, Mr McHugh has now started a new job.

Young people are vulnerable because they are afraid of losing their jobs because of extremely high youth employment. Often they will choose to put up with the violence rather than risk losing their jobs.

The main defence offered by workers against criticism of their treatment of young colleagues appears to have been that 'that was how we were treated when we began our apprenticeships'.

(Simon Pristel, The Herald Sun, October 1997)

Meaning of:

a. colleague _____

b. greatest blow _____

_____

c. reported _____

_____

d. dismissively _____

_____

e. inspired _____

f. ignored _____

g. significant _____

_____

h. psychological _____

_____

i. vulnerable _____

j. extremely _____

When is 'mucking around "NOT" mucking around'?

EXPLAIN AND GIVE 3 EXAMPLES

_____

_____

_____

_____

_____

10.   **If you start getting bullied**
        Just tell a parent or a teacher, they'll sort it out for you
        Yes bullies aren't very good. They're truly very bad
        Bullies are bad for each and every one
        If you remember what I've told you and don't let it slip your mind
        If you are getting bullied I'll tell you what to do
        They pick on people smaller than them and make them very sad
        Bullies aren't very good they spoil all the fun
        Everything will turn out fine.

Why do bullies pick on………..

a)   smaller sized teenagers?

      _____

      _____

b)   younger people?

      _____

      _____

c)   quiet people?

      _____

      _____

d)   young people on their own?

      _____

      _____

List 10 ways bullies pick on younger people.

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

11.

Being Nobody

Have you ever felt like nobody?

Just a tiny speck of air.

When everyone's around you,

And you are just not there.

- What would make someone feel 'a nobody… Just a tiny speck of air"?

_____

_____

_____

_____

- Which groups in society might feel as if they are not wanted, not needed, not included?

_____

_____

_____

_____

_____

- Do you think the speaker of the poem is a boy or a girl? Explain your answer in full.

_____

_____

_____

_____

_____

12.   <u>Something you could try</u>…………….

1. **Tell the offender to stop the behaviour.**
2. **Tell them what you want**.

For example:

Bruce is always taking your ruler without asking you.
Say: "I don't like it when you take my ruler, I can't do my work. Next time make sure you ask."

What could you do in these cases…………..
A.   Colin is always telling Steven he is an IDIOT.

Say: _____

_____

B.   Sandra is always being bumped by Sue when she is working.

Say: _____

_____

C.   The big kids are making you feel uncomfortable in the toilets.

Say: _____

_____

D.   A year 10 boy is hassling you for money at the canteen.

Say: _____

_____

E.   George tells Harry he is a "girl" because he can't play footy.

Say: _____

_____

F.   An aboriginal boy never gets picked for teams in P.E.

Say: _____

         _____

13.   What can a bystander do?

a)   in the playground

         1.   _____

         2.   _____

         3.   _____

         4.   _____

         5.   _____

b)   in the corridor

         1.   _____

         2.   _____

         3.   _____

         4.   _____

         5.   _____

c)   in the classroom

         1.   _____

         2.   _____

         3.   _____

4. _____

5. _____

14. Design a <u>slogan</u> for the school on anti-bullying.

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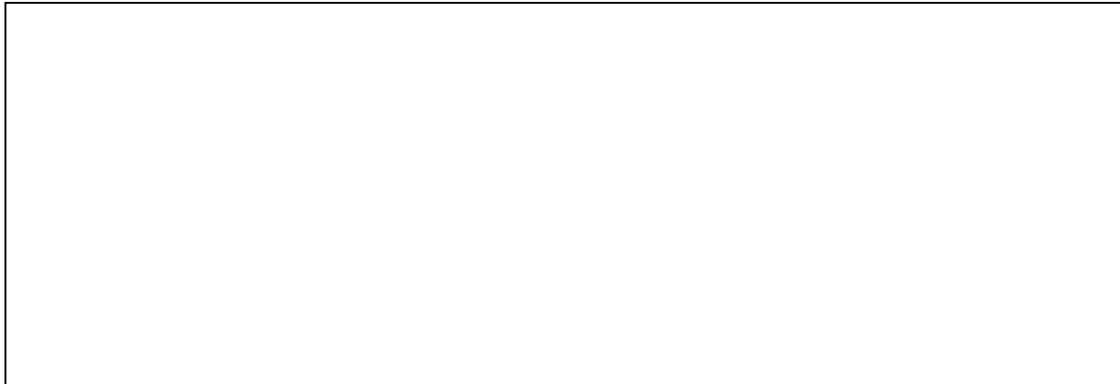
Why would this slogan be effective?

_____

_____

_____

_____

15. Draw an anti bullying symbol.

<div style="border:1px solid">


</div>
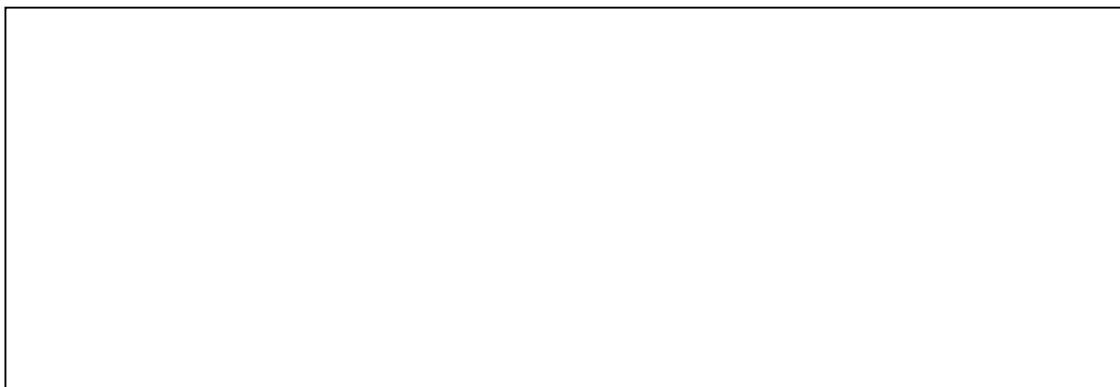
What does this symbol "say"?

_____

_____

16.

b.

a.

c.

e.
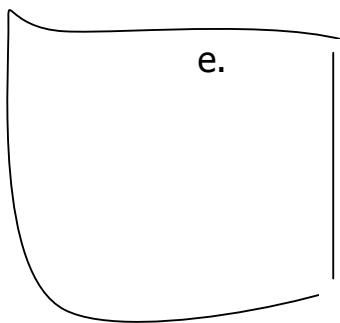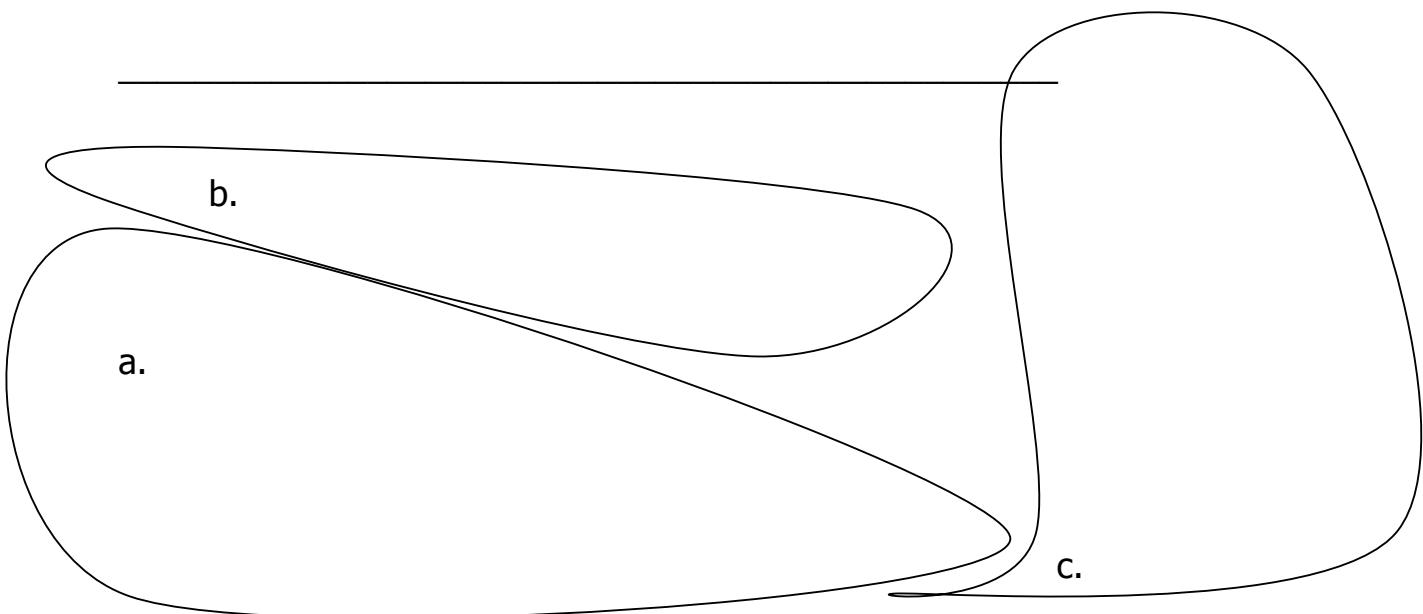
a. What can people do to stick up for themselves?
b. What would that suggestion look like?
c. Who can they go to for help?
d. What does it take to apologise when you've done something wrong or hurt someone?
e. What sort of things does shame stop us from doing
f. What are the ingredients of a good apology?
g. What can bystanders do if bullying is going on?
h. What does it take for them to be in action?

d.

g.

f.
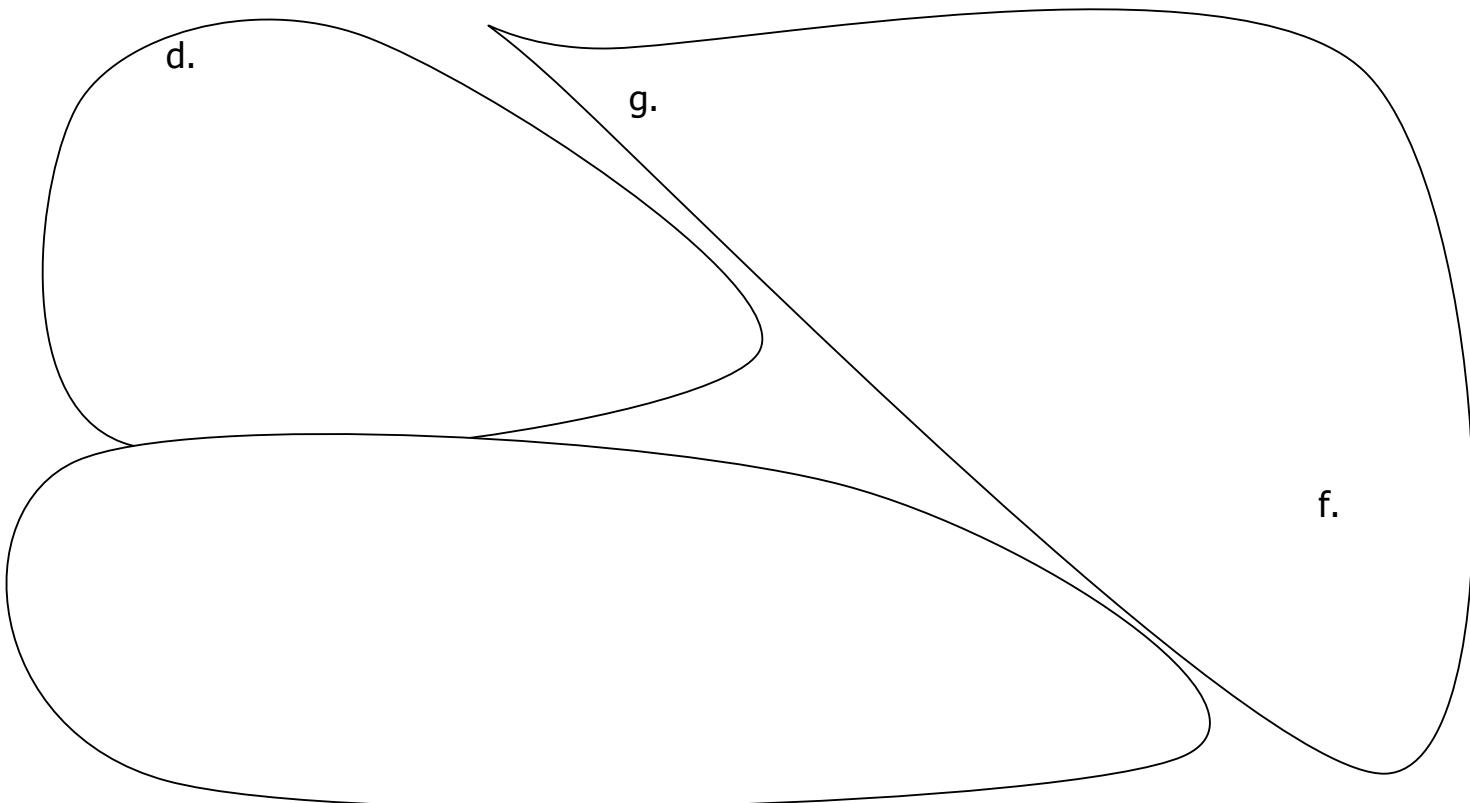
17. List 15 ways students could be bullied at school

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

18. List 15 things that - school
                         - students
                         - parents
     do to prevent bullying at school.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

Are you a cyber bully?

Often, people who are victims are also bullies. Before you feel too bad for yourself, take the quiz below to find if you, too, are part of the cyber bullying problem! Rate yourself on the following point scale according to if, and how many times, you have done the below activities. Give yourself 0 points if you've never done it, 1 point if you have done it 1 or 2 times, 2 points if you have done it 3-5 times, 3 points if you have done it more than 5 times.

Have you ever…

____Signed on with someone else's screen name to gather info?

____Sent an e-mail or online greeting card from someone's account?

____Impersonated someone over IM or online?

____Teased or frightened someone over IM?

____Not told someone who you really are online, telling them to "guess"?

____Forwarded a private IM conversation or e-mail without the permission of the other person?

____Changed your profile or away message designed to embarrass or frighten someone?

____Posted pictures or information about someone on a Web site without their consent?

____Created an Internet poll, either over IM or on a Web site, about someone without their consent?

___Used information found online to follow, tease, embarrass or harass someone in person?

___Sent rude or scary things to someone, even if you were just joking?

___Used bad language online?

___Signed someone else up for something online without their permission?

___Used an IM or e-mail address that looked like someone else's?

___Used someone else's password for any reason without their permission?

___Hacked into someone else's computer or sent a virus or Trojan horse to them?

___Insulted someone in an interactive game room?

___Posted rude things or lies about someone online?

___Voted at an online bashing poll or posted to a guestbook saying rude or mean things?

Now calculate your total score:

0 – 5 Points: Cyber Saint

Congratulations! You're a cyber saint! Your online behaviour is exemplary! Keep up the good work!

6-10 Points: Cyber Risky

Well, you're not perfect, but few people are. Chances are you haven't done anything terrible and were just having fun, but try not to repeat your behaviours, since they are all offences. Keep in mind the pain that your fun might be causing others!

11-18 Points: Cyber Sinner

Your online behaviour needs to be improved! You have done way too many cyber no-no's! Keep in mind that these practices are dangerous, wrong, and punishable and try to be clean up that cyber record!

More than 18: Cyber Bully

Put on the brakes and turn that PC/MAC/text-messaging device around! You are headed in a very bad direction. You qualify, without doubt, as a cyber bully. You need to sign off and think about where that little mouse of yours has been clicking before serious trouble results for you and/or your victim(s), if it hasn't happened already!

THE METHOD OF SHARED CONCERN

by Ken Rigby

November 1998

The Method of Shared Concern is an intervention procedure for working on bully/victim problems in schools. It was devised by the Swedish psychologist, Anatol Pikas (pronounced "peekas"). What follows is an account of this procedure as I have come to understand it through participation in a workshop run by Professor Pikas in Australia and through discussions with teachers who have repeatedly and successfully employed the method with school children.

The method is best conveyed through role playing and small group discussions. Nevertheless, it is, in my view, possible to convey the essential elements and rationale of the method in writing. I would ask, however, that where possible teachers and counsellors who wish to try out this approach discuss it first with their colleagues and ensure that they have a common understanding of what is involved.

Before it can be used it is essential that the principles and procedures of the method are thoroughly understood that its use has general support in the school.

Initially at least the method outlined below should be followed **in detail.** To begin with, select cases of bullying that do not involve serious cases of assault, nor relatively trivial cases which can be dealt with less formally. As one becomes familiar with the method, it becomes clear under what circumstances the method can be applied most effectively.

THE METHOD

Briefly, the **Method of Shared Concern** involves the following stages:

A. **A bully/victim problem** is identified. For this one needs to have reliable information about who is involved, including

(a) the person or persons who are being bullied by another individual or group

(b) the person or persons who continually engage in carrying out the bullying.

Information about **what is happening** and the **concern** felt by the victim is ideally obtained through **observations** and **reports,** rather than through talking directly with the victim. (This is to prevent repercussions on the victim for having "told")

B. A number of students are identified as having taken part in the bullying, or to have supported it in some way. Each one is seen **in turn**, starting (if known) with the likely ringleader.

In these meeting with individual students, it is important **not** to make any accusations. The meeting begins with the interviewer inviting the student to sit in a chair opposite (without an intervening desk) and waiting for eye contact before the interaction begins.

The interviewer starts by sharing a concern for the person who is being victimised. Once the feelings of the interviewer have been clearly - and sincerely - conveyed, the student is asked to say what he or she knows about the situation.

As soon as the student has acknowledged some awareness (not necessarily guilt) relating to what has been happening, the student is asked directly what he or she can do to help improve matters.

Note that the interviewer is not trying to "get to the bottom of the matter" and to apportion blame but to produce a constructive response and change the situation.

Commonly suggestions **are** elicited. But if they are not, the interviewer may make a suggestions, normally ones that are not so difficult for the bully to accept. The interviewer should express strong approval for **any** constructive proposals, but arrange for another meeting (at an agreed time) to find out what has actually been done. Close monitoring is essential.

At this meeting **no threats** are made nor any warnings given

The remaining students in the group are seen, again individually, and the procedure repeated.

EXAMPLE OF AN INTERACTION BETWEEN INTERVIEWER AND STUDENT (To get a feel for the Method act or role play the following with a partner)

PHASE ONE

Interviewer (Int) I hear that some students have been giving Tom a bad time recently ? What do you know about it ?

Student (S) (Long pause). It wasn't just me ! (There may be a flat denial of personal involvement - but the **Int** can still continue as follows)

Int. OK, but what can you tell me about it ? (**Int** is not trying to elicit a confession)

S. Well, some people have been calling him names - pushing him around a bit - just having fun really.

Int. I see. I am concerned that Tom's been pretty depressed, even staying home from school. It sounds like things are aren't so good for him right now.

S. I suppose so.

PHASE TWO

This can begin as soon as there is any acknowledgment that the situation - for Tom - is bad.

Int. I am wondering what you can do to make things a bit better for Tom.

S. Who me ?

Int. Yes, you

S (Long pause). Well, I suppose I could stop making fun of him - calling him names.

Int. (Enthusiastically - not grudgingly). That would be excellent. Try not to tease or upset him - and we will meet again next Tuesday at this time to see how things have gone.

S. Is that all ?

Int. Yes, that's it. See you next week.

Some variations

1 The suspected bully may deny knowledge of what has gone on. This may be due to genuine ignorance, or more likely (if sound preliminary work has been done) be a refusal to cooperate. One can only repeat one's concern - and say: "Well, it seems like you don't want to talk about it today. We can talk later." (The bully is not getting out of it).

2. The bully may deny **personal** involvement or say it was somebody else. One might say: "Well, you have some influence with X. I wonder if you could have a word with her. She would respect what you might say "

3. The student may seek to pressure **Int** to say why he or she has come to suspect him of doing such a thing. Here the **Int** needs to be careful to make it clear that the suspicion is **not** based on what the victim has said, but rather on reports from (unspecified) others, ideally, through personal observation. Don't get into an argument over this. Return to one's main theme: that is, the bad time being experienced by the victim and what can be done about it.

C. Interview with victim The victim is seen after **all** the suspected bullies have been interviewed.

It is essential that the interviewer begins by expressing concern, sympathy and **support** over what has been happening.

However, questions need to be asked to find the out whether the victim has been doing anything to bring on the bullying - that is by acting as a **provocative victim.**

The interviewer discloses that he or she has actually talked with the bullies individually and that each of them agreed to cooperate.

The interviewer undertakes to meet again with the victim to see how things develop.

D. **Further meetings are held with individual bullies** (as previously arranged) to check on whether they have honoured their promises and what progress has been made.

Once it is evident that good progress has been made, **a meeting with the whole group** is organised. At this meeting it is usually possible to (i) compliment the members on the progress that has been made and (ii) to "fall in with" (or somehow elicit) a suggestion from members of the group that the **victim be invited to join them** for a final meeting to demonstrate that the problem of bullying has really been resolved.

Assurances **must** be obtained from individual members that they will act positively towards the victim at such a meeting.

E. The victim can normally be induced to join the group for a final meeting, with assurances that there will be **no unpleasantness** at the meeting. If all goes well, the meeting will serve to demonstrate publicly that the bullying is well and truly over.

F. Notice that in cases where the **victim has behaved provocatively,** the interviewer must seek to facilitate adjustments in the behaviour of **both** sides, that is, play the **role of mediator.** The aim is to get the students to reach an agreement - ideally in writing and in an agreed form - about how each will behave towards each other in future.

THE RATIONALE OF "SHARED CONCERN"

1. It is assumed that bullies **typically** (not always) **are insensitiv**e t**o the harm, or the extent of the harm, they are doing to the victim.** This insensitivity is due to their involvement in a group which seems to give legitimacy to their bullying activities and prevents them from feeling personally responsible for the outcomes.

2. What they appear to gain mostly through bullying is a **sense of being part of a group which is "having fun."**

3. Yet **as individuals**, bullies commonly feel uncomfortable about what is being done.

4. A hostile blaming attitude on the part of an authority figure is likely to increase the desire for them to continue bullying and unite the bullies more strongly.

5. Working with **individuals** by initially sharing with them one's concern for the victim **is likely to elicit a more positive response.**

6. Although the method involves a non-blaming approach, it does **not** in any way seek to excuse or condone bullying. It is in fact quite direct and confrontational. **It strongly invites and expects a responsible response.**

7. Having made a commitment to the interviewer, generally means that members of the bully group will not talk to each other about what has transpired. Group influence is thereby weakened.

8. Careful monitoring of what ensues after promises have been made is absolutely essential

9. Interviewing the victim first should be avoided, because if the bullies suspect that the victim has informed on them, he or she will be further endangered.

10. Victims are not always "innocent", and it is important to understand what they may be doing to provoke the bullying. One may need to work directly on changing the victim's provocative way of behaving.

11. Although the aim is to re-individualise bullies, the idea is **not** to "break up" groups (students have a right to enjoy being in a group) but eventually to change their attitudes and behaviour towards the victim and other potential victims.

12. It is important to see the whole group of "bullies" together after progress has been made towards improving the situation, to congratulate them on what they have been able to do, and to work through any residual problems with the victim present.

13. An important benefit from this approach is that it can lead to a "change of heart" on the part of bullies and **remove the need for constant surveillance.**

14. The use of punishment is often ineffective. It may breed resentment, increase group solidarity, jeopardise the victim further, and challenge bullies to practise ways of bullying that are hard to detect.

15. It **does** require some careful thought and planning on **how** to use the method with students. However, **it need not be time-consuming. Short interviews and meetings** only are often all that is needed.

16. There is now good research evidence that the method is effective in at least two cases in three (see Smith and Sharp, 1994). It has been used in many British, European and Australian schools with excellent results.

17. However, In severe cases of bullying **or** where individuals do not respond to shared concern, **further action** may be needed, including interviews with parents and even suspension.

Further information about the Method of Shared Concern is to be found in these sources:

Pikas, A. (1989). The common concern method for the treatment of mobbing. In E. Roland and E. Munthe (eds), Bullying, an international perspective. London: Fulton.

Rigby, K. (1996) Bullying in Schools - and what to do about it. Camberwell, Melbourne. Australian Council for Educational Research, pp 209-220. [Also published in London: Jessica Kingsley (1997) and Toronto :Pembroke, 1998].

Smith, P.K. and Sharp, S. (Eds.) (1994). School Bullying:insights and perspectives, London: Routledge, pp 195-202.

If you try out this method at your school, please feel free to contact me. I would be very interested in outcomes or problems you may have with it.