



Bullying Policy

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BULLYING POLICY

Purpose

Margaret River Independent School has amongst its aims the provision of an environment in which each child is personally involved and in which he/she can develop as a young person of integrity, social conscience and courage.

To this end, we aim to establish a community in which everybody feels valued and safe and where individual differences are appreciated, understood and accepted. Every child has a *right* to enjoy their time at school.

The school community does not tolerate bullying or harassment. Respect for others is expected. Individuals can take a stand and speak out. No one should have to put up with bullying.

We believe that the school community has the *responsibility* to abstain personally from bullying others, to actively discourage bullying when it occurs and to give support to those who are bullied.

Aims

- a) To teach, protect and support students through:
 - A learning environment where individual differences are appreciated.
 - The modelling of behaviour that shows tolerance and acceptance by all staff
 - Clear statements of rules of behaviour
 - A focus on teaching the Virtues and using the STEP principles to communicate effectively.
 - A discipline practice that emphasises the protection of rights, the enhancement of responsibility, accountability, self-discipline and respect for the rights of others.
 - An understanding of the “duty of care” by supervising personnel
 - An understanding of the subtlety of bullying
 - Participating in Peer Support Programmes
- b) To increase the awareness of all members of the school community by communicating:
 - An understanding of what bullying is, where/when it occurs
 - The school’s attitude as one of total opposition to bullying and *countering* the view that *bullying is an inevitable part of school life*.
 - That the school has strategies in place to support those involved.
 - That there is ongoing education in relation to Bullying.
- c) To develop and maintain detection strategies, prevention strategies and guidelines for responding if bullying occurs
- d) To provide a supportive climate and to encourage responsibility to show others that students feel safe and confident in telling someone if they are being bullied
- e) To monitor the incidence of bullying in the school
- f) To use ‘The No Blame Bullying Approach’
- g) To use Restorative Justice Principles for all involved.

Definition

- Bullying is a behaviour which can be defined as the repeated attack, physical, psychological, social or verbal, which is formally or situationally defined, on those who are powerless to resist, with the intention of causing distress for their own gain or gratification. *Besag (1989)*
- Bullying involves a desire to hurt + hurtful action + a power imbalance + an unjust use of power + (typically) repetition + evident enjoyment by the aggressor and generally a sense of being oppressed on the part of the victim. *Ken Rigby (2002)*

Bullying is:

- Repeated and unjustifiable behaviour
- Intended to cause fear, distress and/or harm
- Physical, verbal, psychological, relational
- By a more powerful individual or group
- Against a less powerful individual unable to effectively resist
Child Health Promotion Research Centre – ECU (2005)

All three definitions of bullying contain the same three main parameters of bullying. These are:

- Repetitive behaviour – prolonged over time;
- Involves an imbalance of power; and
- May be verbal, physical, emotional or psychological

Guidelines

MRIS students are educated to understand the concept of the 'Is it Bullying' poster (See Appendix 3). When someone says something unintentionally hurtful and only once, this is rude, when someone does something intentionally hurtful and only once, this is mean, however, when someone does something intentionally hurtful and they keep doing it, that is bullying.

Seven Elements of Bullying – (Ken Rigby 2001)

1. A desire to hurt (the person does not like it)
2. That desire is expressed in *action*
3. The action is *hurtful and intentional* (it is uninvited/aggressive behaviour)
4. It is directed by a *more powerful* person or group against someone *less powerful* (the receiver feels powerless to do anything about it)
5. It is without *justification*
6. Typically it is *repeated*
7. Delivered with *evident joy*

Levels of Bullying and Appropriate responses

Mild - Informal response - Virtue request

- Mediation - if both sides want it
- if there is no imbalance of power

Moderate - Shared concerns

- No Blame Approach

Severe - Sanctions: eg Parents, Suspension, Police

Community Conferences: Bully, Victim, Friends, Relations, Facilitator
Reparations to be made – a sense of shame

Characteristics of Bullying Behaviour

Attitude adopted – aggressive behaviour

Nature – Physical and/or psychological

Intensity – disguised horseplay, vicious assault

Location – covert/hidden rather than open/obvious

Intent – pre meditated and calculated rather than thoughtless and accidental

Motivation – satisfaction ranging through personalized power to group
affiliation/solidarity/exclusion

Numbers involved – one person/gang

Duration – occasional/short lived...regular/longstanding

Bullying Behaviour takes many forms

Physical

- pushing, hitting, bumping, kicking, pinching, shoving, scratching, slapping, biting,
- punching, tripping someone repeatedly
- throwing objects with the intent to injure or hurt
- obstructing/confining
- demand money or food
- unwanted physical or sexual touching

Verbal

- threaten violence or physical aggression
- name calling, tease, pick on,
- mock/taunt
- make put-down or belittling comments
- insult/shout at/swear at
- stalking, threats and implied threats
- racist or sexist comments
- homophobic comments to cause distress

Property Abuse

- stealing money repeatedly
- interfering with someone's belongings
- damaging others personal items
- repeatedly hiding someone's possessions

Threatening/Psychological

- stalking or implied threats
- dirty looks
- manipulation – pressuring others to do things they don't want to do
- intimidation – forcing students to do demeaning or embarrassing acts
- extortion – forcing someone to give you money or material items

Social

- Visual – stare at threateningly, look really angry/aggressive...a mean look
- stand close to the person and act in a threatening manner/pull face
- 'keepings off'
- exclude from activities
- ignore completely

Relational

- breaking up friendships by turning people against someone
- the setting up of humiliating experiences

Emotional

- being excluded from group conversations and activities
- making up or spreading rumours to facilitate dislike for someone
- being ignored repeatedly
- purposeful misleading or being lied to
- making stories up to get others into trouble

Cyber Bullying

- spreading gossip and rumours through email, phone and internet
- sending offensive text/phone and email messages
- abusive phone calls
- posting personal information on internet sites without permission to cause distress and humiliate

Other forms of conflict, including teasing and fighting amongst peers are not necessarily bullying. These may represent the normal dynamics of a particular friendship and children need to have the skills to deal with these situations. Conflict between students of roughly equal physical strength and/or social status may require implementation of the school's behavioural policy.

Gender difference in bullying habits (Girls bully differently to boys).

Racism is an example of bullying that warrants special mention. It may take the form of any of the bullying described above. The school takes a particularly strong stance against racist behaviour, and seeks to educate students to tolerate, accept and learn from people of different ethnic and cultural backgrounds.

Signs that a student is being bullied

Signs that a student is being bullied are sometimes obvious, and sometimes they remain hidden. This is characteristic of many forms of child abuse. Some possible indicators are:

Class/School attendance

- Truancy
- School refusal or reluctance to attend school
- School refusal on certain days or lessons (eg. Sports lessons)
- Lateness for school
- Reluctance to leave school at the end of the day
- Constant use of the library at break times

Academic

- Significant decrease in work output and results

- Lacks concentration in class
- Problems with memory and short term memory

Physical

- Tiredness
- Psychosomatic complaints: frequent headaches, stomach aches
- Loss of appetite
- Bedwetting – usually younger children
- Unexplained bruises and injury
- Torn clothing

Emotional

- Personality changes from confident to loss of confidence, impulsive hitting out and swearing
- Sudden outbursts of temper
- Being particularly negative and difficult towards siblings at home
- Lethargic
- Swings in mood

Social

- Withdrawal from social activities with peers
- Withdrawal from extra curriculum activities

Other signs from home

- Requests to change transport arrangements
- Requests for extra money
- Taking and losing valuables from home
- Sudden reluctance to do things in the community eg. Go to the shops, pinball machines, pool etc

Why do some students bully?

Research from the Friendly Schools Plus program states that some students bully for the following reasons;

- To be popular and admired
- Afraid of being left out
- Jealousy of others
- They enjoy the power
- They see it as their role e.g. leader
- It seems like fun/boredom
- To maintain their self esteem

The student who bullies others may not necessarily stand out as having any behavioural issues and may in fact be liked by staff and regarded as a school leader.

Longer Term Effects of Bullying

1) On the person bullied:

- loss of confidence, anxiety, insecurity, feeling of worthlessness
- reduced learning potential
- sometimes bullies others

2) On the bully

- loss of popularity as they get older
- less likely to resolve conflict situations
- more likely to commit juvenile offences
- experience problems at home
- more likely to abuse spouses in later life

DETECTION STRATEGIESAt school

1. Staff awareness of the indicators that a student may be suffering from bullying or harassment (see signs that a student may be being bullied)
2. Reflective and active listening of individual student (for the above symptoms) by teachers
3. Open discussion in classroom groups about bullying (silence and secrecy nurture bullying)
4. Class sociogram
5. Class/whole school surveys
6. Through policy and practice communicate to students that: to report bullying is the right thing to do; something will be done if it is reported
7. Supervision by teachers of key areas where bullying is more likely to occur, e.g. in confined areas, corridors, queues outside classrooms i.e. where the bully can operate in relative secrecy
8. Active 'duty of care' by teachers when on supervisory duty around the school
9. Use of effective reporting systems when bullying arises

At home

1. Watch for signs that a student may be suffering from bullying (see: Signs that a student may be being bullied)
2. Encourage your child to talk about his/her social life. Take an active interest in their social life.
3. Advise your child to tell the teacher if he/she is being bullied. Assure your child there is nothing wrong with him/her
4. Tell your class teacher immediately if you think your child is being bullied

PREVENTION STRATEGIES

Prevention Strategies – Whole school

Public commitment to respect for self, others and the school

- explicit in school aims
- clearly stated as the purpose of the discipline system
- frequent reference to in publications, meetings, small group discussion
- model appropriate behaviour by staff and school officials

Increase awareness of the school policy on bullying via staff meetings/new staff handbook

- distribution of bullying policy statement to all parents (annual)
- regular reminders that bullying is not acceptable and what to do if they know or suspect bullying is occurring
- Bullying Forum – for all parents and staff with the School Psychologist annually
- Peer Support Programme/Anti Bullying – 'Speaking Up'

Creation of a positive and supportive climate

- promote the acceptance of, and support for, individual differences at all meetings
- promote ideas of mutual responsibility for the welfare of community members

- emphasis on the positive options for bystanders (persuade/intervene/report), as opposed to ignoring bullying – (address in Peer Support)
- promotion of “its ok to tell”, and “you’ll be believed if you tell”

School discipline practices based on: Restorative Practices

- respect for self, others and the school
- compassionate understanding of the individual’s development
- consistency
- non-violent sanctions (No Blame Approach to Bullying)
- rewarding positive behaviour (catch them being good)
- parental contact
- clear expectations, and clear, reasonable and related consequences for disregarding the rules
- assertive management – Assertive Apology Training

Supervision practices. Staff and student officials to be aware of:

- their responsibilities in carrying out supervision duties – on the buses, in the classroom/playground
- the school rules and the school policy on bullying
- when and where bullying occurs
- modelling appropriate behaviour especially
 - tolerance and acceptance of individual differences
 - assertive behaviour v. aggressive
 - use of alternative conflict resolution strategies
 - co-operation and teamwork emphasized
- monitoring supervision practises and supervisors
- how to deal with infringement of one’s rights without infringing the rights of others

Monitor and review

- class teachers maintain a record of incidents
- continually review structures, systems, and groups within the school to see that they are not operating in a way that fosters the detrimental power relations characteristic of bullying

Preventative Strategies – Through the Classroom/Whole School Meeting

Generate awareness and build involvement (Kids Matter Framework) (Virtues)

- find opportunities to increase awareness of what bullying is, and what acceptable behaviour is (through discussion)
- ask students to write about areas of the school which they consider are safe (and unsafe) and what should be done about them
- find out students’ views on queuing for what happens at recess or lunch
- encourage a collective responsibility, encourage students to be *active bystanders*
- display posters about bullying
- remind students that there is always someone to talk over a situation – friend, or class teacher, favourite teacher, parent, Peer Leader, etc
- use of peer support practices

Classroom practices to:

1. create a positive climate, and
2. build self-esteem

- discuss, establish, maintain (and review) clear guidelines on classroom behaviour – based on respect, positivity and contribution
- model and teach assertiveness (v. aggression)
- encourage co-operation learning where possible (v. competitive learning)
- cater for individual differences by using a variety of approaches
- observe social relationships between students in class, encourage openness in group work and new friendships
- provide quiet times in class
- praise where possible, in reports focus on strengths and improvements. Provide incentives for those who show: respect, positivity and a desire to contribute
- help students change to acceptable behaviour
- aid students in setting goals, and assist in outlining steps to achieve goals
- encourage students to take on challenges
- the nominated 'classroom helper' of the day looks out for their peers
- Avoid: Labelling. threats and intimidation and putdowns

Developing personal and inter-personal skills

- opportunities for discussion and expression without fear of put-down
- role playing in group situations to gain insight into
 - bullying behaviour
 - acceptable behaviour
 - anger management techniques
 - conflict-resolution skills
 - leadership skills

Prevention Strategies – Staff

Being fully conversant with the school rules and the school's policy on bullying

- publication in Handbook
- discussion at Staff Orientation
- regular reference to various aspects/strategies at Staff Meetings

Modelling appropriate behaviour in their interactions with students and other staff

- constructive conflict resolution techniques
- assertive behaviour, not aggressive
- positive and open communication
- understanding, respectful, warm and approachable (see also preventative Strategies)

Active observation and listening for signs of distress in students

Being alert and visible in any supervisory capacity

- when on duty in the school yard or on bus transport
- when moving around the school during the school day (e.g. between classes)

Intervention to stop interactions between students that may be precursors to bullying, such as 'play' fighting, or 'put-downs' in any activity, whether in or out of class.

Using opportunities in class presented from time to time by the curriculum content, or situations

that arise , to raise the issue of bullying and to confirm the school's opposition to it

Prevention Strategies – Individual Students

Early intervention with students who show propensity towards bullying behaviour through such means as:

- counselling
- education
- informing parents, and working collaboratively in appropriate ways
- recognising and rewarding evidence of their positive interactions with other students

Early intervention with students who are likely to be vulnerable to teasing and bullying, through such means as:

- explaining their rights
- teaching them how to be more assertive
- providing opportunities for them to develop self-confidence through experiencing personal achievement
- affirming their self-worth by treating them with dignity and respect, and as full members of the school community

Intervention where necessary to place students in classes separate from other students with whom they have been in conflict

Prevention Strategies – Parents

Take time to be with and to communicate with your child. Discuss their day at school, share thoughts and ideas. Keep communication open and positive.

Encourage the child to: - consider alternative ways to respond

- develop self-confidence and independence
- have friends over
- understand individual differences

In setting behaviour limits at home: - be fair and consistent

- be assertive, not aggressive

Discuss with your child: - the ethos of the school

- the school rules

Watch for signs of distress and check out possible sources of anxiety. Where you have concerns contact your child's class teacher

Advise your child to tell a trusted person if a bullying incident arises. Take the child seriously but act calmly.

Teach your child self protection skills

- DO NOT encourage your child to: - ignore them or hit them back

- Keep in contact with your child's class teacher and your child and his/her activities
- Participate in the School's STEP Programme
- Discuss the Virtue of the Week with your child from the Newsletter

RESPONSES TO INCIDENTS OF BULLYING

The School is conscious of the sensitivity that exists in using such terms as 'victim' and 'bully'. The use of such terms in this section is simply for convenience, and is not to be taken that such labels should be used in any discussion with children.

Note:

In our school we want to teach all children positive ways of dealing with conflict situations which they are faced with in everyday life.

We are guided by the 'No Blame Bullying Approach'. The important ingredient of the procedure includes the essential elements:

- Encouragement of empathy – see appendix 1
- Share responsibility – see appendix 2
- Problem solving - PATHS

We are aware of the role a bystander can play (most bystanders do nothing).

A variety of strategies are used to support the 'victim' and to change the 'bully'

- Buddies
- Assertiveness training
- Contracts/Behaviour recovery Programmes
- Class meetings – circle time
- Role play – in drama sessions

The severity and seriousness of the bullying will be assessed and appropriate action taken. This may include the use of counselling practises, the imposition of sanctions, interview with parent and in extreme cases, suspension. See appendices

Cases of bullying will be documented and ongoing interviews will be conducted. Every year the school psychologist will present a Bullying Workshop for parents and staff.

In dealing with any bullying incidents teachers need to be sensitive to the use of these terms, and to the ways that are used to extract children from the class for interviews.

The Person Bullied

- The school's aim in responding to incidents of bullying should be to support, repair and rebuild.
- Students should be taught that if they are subjected to bullying, there are alternatives available to Them which include:
 - decide how serious the present incident is. If it is not serious or especially hurtful, such as a singular incident of name calling or teasing, ignore it. If it is physical bullying, or frequent name calling or teasing, you should act to stop it.
 - tell someone about the bullying: a class teacher, parents, or a friend. Do not be afraid of intimidation – that only encourages the bully and rewards the bullying.

- Be assertive, tell the bully you won't put up with this and that he/she must stop it. Do not try to fight back: If it doesn't stop, report it immediately to a member of staff.
- Victims who report bullying incidents need to know that something will be done, that their circumstance is not hopeless or 'their fault'

Victims may be offered:

- the assurance that the incident they have reported will be investigated and acted upon
- counselling: by the school counsellor, or other appropriate members of staff
- the opportunity to develop physical strength and confidence
- opportunities in class to develop their prestige with other students, e.g. through having opportunities to exercise responsibility, or through being placed in groups for group work with well regarded peers
- opportunities to learn and to practice ways to respond assertively. This could be done through role plays in drama or in sessions in class
- in some circumstances, the opportunity to change their timetable

In all reported cases of bullying, there needs to be follow-up with the child who is being bullied after the initial incident has been reported and dealt with. The person responsible for the follow-up is the classroom teacher in consultation with the counsellor where necessary. In some circumstances the Principal will be involved. The follow-up needs to be brief interviews at reasonable intervals to see whether the bullying is continuing.

The number of such follow-up interviews required will depend upon the student's needs. That is a student who has suffered only a one-off instance of victimisation, may need only a couple of follow-up checks to see that the bullying has stopped. A student who has regularly been bullied, may need recurrent follow-up over a number of months.

The Bully

- The school's aim is to have the child understand that what he/she has done is unacceptable and that he/she must change his/her behaviour in the future.
- In the first instance the recommended method for dealing with this situation is to use the Pikas Method or No Blame Approach.

This involves having individual chats:

- the bully (bullies) first – (10 – 15 mins.) let them know you know what is going on and that you will be speaking to the victim later
- remind the bully that the school has a policy against bullying and that, as a bully, he/she is in a minority
- focus on "How can you be a bully on the outside and yet, basically be good on the inside?"
- explain to the bully how the victim must feel about what has happened and ask him/her how he/she feels about this – promote empathy
- encourage him/her to suggest ways in which the victim can be made to feel safer and happier
- let him/her know there will be a follow-up meeting in a weeks time, with the victim's parents
- Then speak to the victim – (10 – 15 mins.) let him/her know that you care, that you recognise his/her hurt and that you will deal with the matter. Let the student know how you will be dealing with it. Let the student know, too, that you will be contacting his/her parents as well as the bully's parents.

Express confidence, to all concerned, that the problem can be resolved satisfactorily for all parties.

A week later, have the follow-up meeting (20 – 30 mins.) to discuss with all students, how the week has been since your intervention. Further positive suggestions are encouraged at this stage. It would also be a positive move on the bully's part to apologise to the victim.

Other areas for discussion with the bully might be:

- recognise any evidence of positive interaction with other students and celebrate success
- build positive self images by talking about qualities you see in the student
- encourage he/she to find an Interest Group that he/she might join
- give the student a responsible job to do
- coach the student in social skills by teaching strategies that might help control anger and therefore reduce the intensity of the reactions
- discuss career ambitions

For severe or recurring incidence, in addition to the above it must be made clear that the behaviour is against the standards set by the community, and that the sanctions may therefore include withdrawal from the community.

Action may include a range of non-violent sanctions, including:

- further counselling
- community service
- suspension, or ultimately expulsion

Bystander

A list of bystanders should be determined from the victim, the bully, and other persons associated.

In individual chats with each bystander:

- their observations and actions are determined
- the school bullying policy is re-iterated
- stress the important role that bystanders should be playing in stopping and/or tempering future bullying incidents
- keep notation regarding each contact and maintain these on file for future reference

Some students who were bystanders need to be involved in counselling regarding bullying or be involved in more thorough discussions regarding the resolution of the incident in question

Inform the class teacher regarding any contacts

Appendix 1

The 'No Blame' approach to bullying

Taking the view that bullying is an interaction which establishes group identity, dominance and status at the expense of another, then it is only by the development of values such as empathy, consideration and unselfishness that the bully is likely to relinquish behaviour and function differently in a social setting. If the preventative policy depends upon policing the environment, forbidding the behaviour, encouraging the victims and punishing the perpetrators, then no lasting change can be expected.

When bullying has been observed or reported the following steps can be taken:

Step One: interview the victim. When the teacher finds out that bullying has happened, she starts by talking to the victim about his *feelings*. She *does not question* him about the incidents, but she does need to know who was involved.

Step Two: convene a meeting with the people involved. The teacher arranges to meet with the group of pupils who have been involved. This will include some bystanders or colluders who joined in but did not initiate any bullying. We find that a group of six or eight young people works well.

Step Three: explain the problem. She tells them about the way the victim is feeling and might use a poem, a piece of writing or a drawing to emphasise his distress. At no one time does she discuss the details of the incidents or allocate blame to the group.

Step Four: share responsibility. The teacher does not attribute the blame but states that she knows the group are responsible and can do something about it. Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier.

Step five: ask the group for their ideas. Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses, but she does not go on to extract a promise of improved behaviour.

Step Six: leave it up to them. The teacher ends the meeting by passing over the responsibility to the group to solve the problem. She arranges to meet them again to see how things are going.

Step Seven: meet them again. About a week later the teacher discusses with each student, including the victim, how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.

Adapted from a paper presented to the British Association for the Advancement of Science 1994 meeting George Robinson, Director of Studies to the Inset programme, Faculty of Education, University of the West of England and by Barbara Maines, an Educational Psychologist employed by Avon Local Education Authority.

Appendix 2

The “Shared Concern” approach to Bullying

1. It is assumed that bullies typically (not always) are insensitive to 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 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 the 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 interview with parents and even suspension.

THE METHOD

Briefly, the Method of Share Concern involves the following stages:

A. A bully/victim problem is identified. For this one need 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 meetings 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 interviewing 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 suggestion, 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 procedure repeated.

Adapted from Rigby K 2002

(<http://www.education.unisa.edu.au/bullying/concern.html>)

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, and 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.

Appendix 3



When someone says or does something
unintentionally hurtful
and they do it once, that's
RUDE.

When someone says or does something
intentionally hurtful
and they do it once, that's
MEAN.

When someone says or does something
intentionally hurtful and they *keep doing it*—
even when you tell them to stop or show
them that you're upset—that's
BULLYING.

BULLYING QUESTIONNAIRE

1. Is this a school where children feel safe?

Not at all Sometimes safe Mostly safe Yes very safe

2. Do you feel safe at this school?

Not at all Sometimes safe Mostly safe Yes very safe

3. Would you like to talk with the other children in your class about bullying?

Yes No

4. How do people at this school react to bullying?

Very helpful Mostly helpful Sometimes helpful Not helpful at all

5. What are the worst

➤ times of the day? _____

➤ areas? _____

➤ year levels? _____

for bullying in this school?

6. How hurtful are the incidents you know about?

Not at all A bit hurtful Quite hurtful Very hurtful

7. How often do you see bullying?

Lots every day About once a day About once a week Very rarely

8. What types of bullying do you see?

- Teasing
- Hurtful names
- Being left out
- Talking meanly about someone
- Being threatened
- Being hit or kicked

9. If bullying has happened to you, who did you tell?

- No one
- Friend
- Parent
- Teacher/Aide
- Other

10. What happened then?