

SCHOOL SAFETY FRAMEWORK

Addressing Bullying in Schools



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TRAINER'S MANUAL

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Introduction

South Africa's post-Apartheid society is founded on respect for human rights. South Africa's Bill of Rights states **that everyone has the right to be free from all forms of violence**, on the part of either the government or other sources; not to be tortured in any way; and not to be treated or punished in a cruel, inhuman or degrading way.

Laws specifically for the education sector also bind schools. The National Education Policy Act requires the Department of Education, schools and school authorities to create an enabling education system that supports the full personal development of each learner, and contributes to the moral, social, cultural, political and economic development of the nation at large. It emphasises the advancement of democracy, human rights and the peaceful resolution of disputes.

Bullying constitutes a significant challenge **the school safety**, and undermines directly the creation of an enabling school environment that supports personal growth and development. It is arguably one of the most underrated and enduring problems in schools today, and while adults are often unaware of bullying, research shows that it is a reality in the lives of most South African children, whether they are bullies, victims or witnesses. With rapid growth in the use of mobile phones and the Internet, new forms of bullying, such as cyber bullying, are also on the rise; telephone messages, short message service messages (SMS) and online bullying – often started at school – can follow young people home and be almost impossible to avoid.

Bullying can have devastating consequences. Victims of bullying often suffer from health issues, physical injury and severe emotional and psychological problems that can last a life-time, and even result in school drop-out, self-harm and suicide. Bullying is also emotionally harmful for both bullies and those who witness it. It negatively affects the atmosphere of a school and disrupts the learning environment.

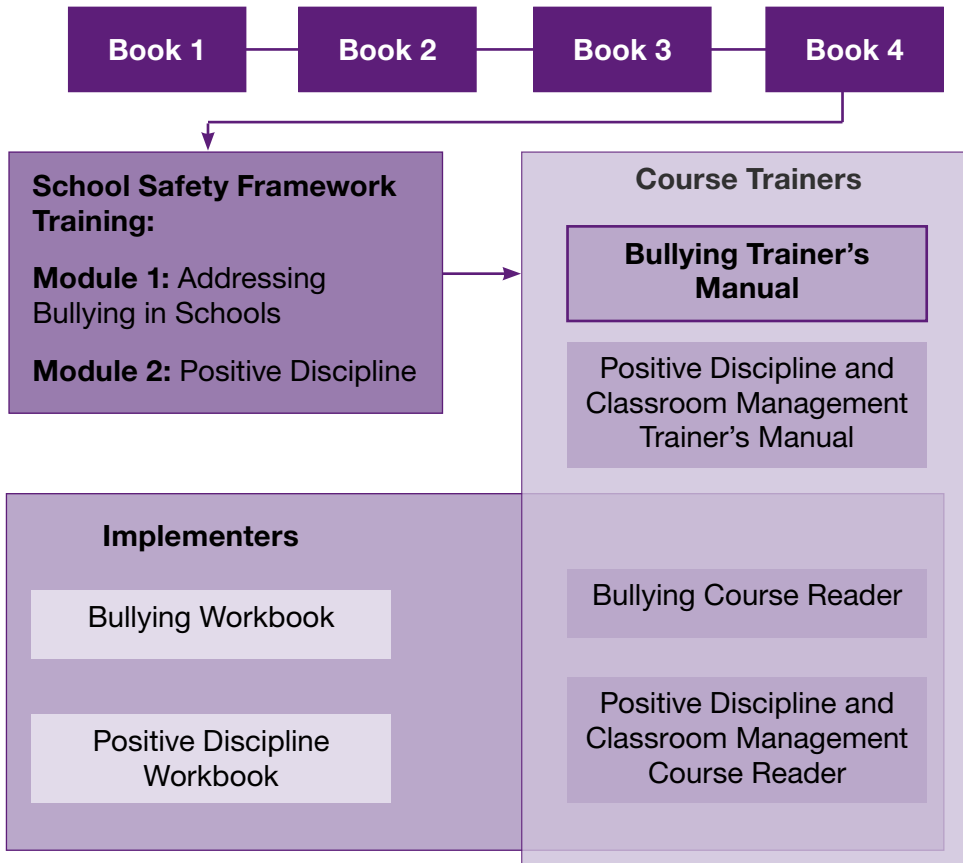
This Trainer's Manual forms part of the *School Safety Framework* training module on Addressing Bullying in Schools. The training module comprises three inter-related tools:

- **This trainer's manual:** this equips trainers to implement the training module. It covers the aims and objectives of each session, suggested timings and recommended activities to help transmit the content of the course. The manual also includes tips for talking about bullying, as well as audio-visual resources to enrich learning.
- **The course reader:** provides detailed information on the topics covered in the training module. The Reader is designed to provide trainers with the information needed to deliver the training module. It also can also be used as a resource for those participating in the course, educators looking for information to incorporate into their teaching, or those who simply wish to learn more about bullying.
- **The course workbook:** provides course participants with a paired down, implementation guide that covers the essential information covered in the course.

These components provide a comprehensive toolkit designed to equip school governing bodies, school principals, educators and parents with the knowledge and tools to address bullying in schools.

The Course Reader is designed to be read, inform and work alongside the other components of the *School Safety Framework*.

School Safety Framework



The *School Safety Framework* emphasises the importance of a holistic approach to addressing school safety and discipline. The Framework adopts a whole-school approach that entails all members of the school community, including the school governing body (SGB), principals, educators, non-teaching staff, caregivers, learners and communities working together to improve schools. This approach forms **to touchstone** for all the materials included in the *School Safety Framework*, including this model. All teaching should emphasise and encourage a whole-school approach.

Overview of the Trainer's Manual

This manual has five components. The **first section** provides some basic guidance for course facilitators. The **second section** provides an overview of the whole-school approach adopted throughout the *School Safety Framework*. The **third section** provides a detailed overview of the training module, and includes a summary of the key course elements, broken down by session, session objectives and approximate timings. The **fourth section** details exercises that can help in delivering an interactive and stimulating course. The section includes discussion guides, case studies and other activities, along with information on the resources and time required for each, hand outs and the key ideas to be covered in each. The **last section** provides glossary of key terms.

Guidance for trainers

The toolkit is designed for participatory learning. The idea is to get participants learning through doing—sharing feelings, concerns, and experience, discussing and analysing issues, solving problems, planning and taking action. Presentations and lectures should be kept to a minimum, and should only be used to provide a basis for sessions or to sum up key messages and points after participants have worked through the material themselves. Key tools include:

- **Discussions.** Participants should be encouraged to reflect on their own experience, share with others, analyse issues and plan for action together.
- **Small groups.** Some people feel shy to contribute in a large group but find it easier to discuss issues in small groups. Small groups also allow for everyone to participate, without allowing dominant participants monopolise contributions. Groups should contain no more than five people.
- **Report backs.** These serve to bring ideas together following small-group discussions. Where there are multiple groups working on the same problem, a snow-ball technique can help to make report backs more efficient: rather than groups duplicating each other, get groups to report on only those points not already covered.
- **Reflective exercises.** Written exercises can also help participants to reflect on their own ideas, beliefs and approach. These can serve as a basis for discussions, or sometimes as private exercises aimed at getting participants to engage with the course material on their own.

Ground rules for discussion

It is useful to establish ground rules to guide discussions. These can be developed with participants, or you can establish your own. Common ground rules include:

- **Confidentiality.** The confidentiality of participants will be respected. Personal opinions or stories expressed during course discussions do not leave the room.
- **One at a time.** One person at a time may speak. Participants must go through the facilitator when they want to contribute.
- **Respect.** Everyone is allowed his or her opinion, and everyone is allowed to respectfully disagree.
- **Sharing.** There is no obligation to share personal experiences or history with the group. Participants should only do this if they feel comfortable.
- **Cell phones off.** Participants should turn off their cell phones during sessions to avoid disturbing others.

General pointers

- **Be prepared.** Plan your module carefully and know exactly what you are going to cover. To do this you will need to read the course reader and the trainer's manual, and familiarise yourself with the exercises and discussions. It would be a good idea to familiarise yourself with the other components of the *School Safety Framework*.
- **Know your audience.** Find out how many participants will attend the course. Plan any activities associated with your module accordingly. For example, pair work is more difficult with large groups and the more participants the more time you will need for report backs and discussions.
- **Bring audio-visual aids.** Make enough copies of exercises, hand outs and other materials. Check to make sure you will have any equipment you need, such as televisions, a projector, flip charts, posters, pens, etc.
- **Plan your time.** Although you can be flexible with time for active participation, you should have a broad time plan in accordance with the day's agenda. Stick to it even if that means cutting off a vibrant discussion that is running overtime.

Tips for facilitating training

- **Be sensitive to people's varying levels of experience and backgrounds.** Participants may come from various working conditions and prior training. Encourage mutual respect among participants and between participants and facilitators.
- **Allow space for experience in the discussion.** Participants that are comfortable sharing their experience, either in a personal capacity or from their work environment, may be able to help others grow and enrich the group's learning.
- **Encourage broad and active participation.** Notice who is quiet and who responds the most frequently, and try to solicit input from everyone.
- **Encourage constructive debate.** If participants disagree with each other or with you, facilitate an open discussion. This discussion should, however, remain grounded in the principles of the course.
- **Always take the time to:**
 - ~ Remind the group about important points. Emphasise your main ideas throughout the module.
 - ~ Summarise the discussion and link relevant ideas.
 - ~ Keep the discussion on topic by focusing on principles rather than opinions.
- **Use open-ended questioning techniques in discussion.** Open-ended questions beginning with "How", "Why", or "What" make people think about their answer rather than simply responding yes or no.
- **Build an honest relationship with participants.** Share your views and ideas, and contextualise them in the principles of the course. If you don't know something, say so. Ask if someone else in the room can give input. This will encourage participants to talk freely and express their own ideas and opinions. If necessary, do some additional research and find a few minutes later to respond to any unanswered questions.

Dealing with resistance

Remember that people find change difficult, and it is natural for them to resist it. To deal with resistance and resistance, you will need to be open about your

expectations for the course. Not everyone will change his or her mind within one module or one session. Do not get drawn into arguments, but instead encourage participants to debate the issues with each other within acceptable guidelines and respect for the facts. A good facilitator should:

- Remain neutral and resist reacting strongly to participants' opinions
- Be an active listener
- Ask questions instead of making demands
- Encourage open communication
- Keep the group focused on the issue

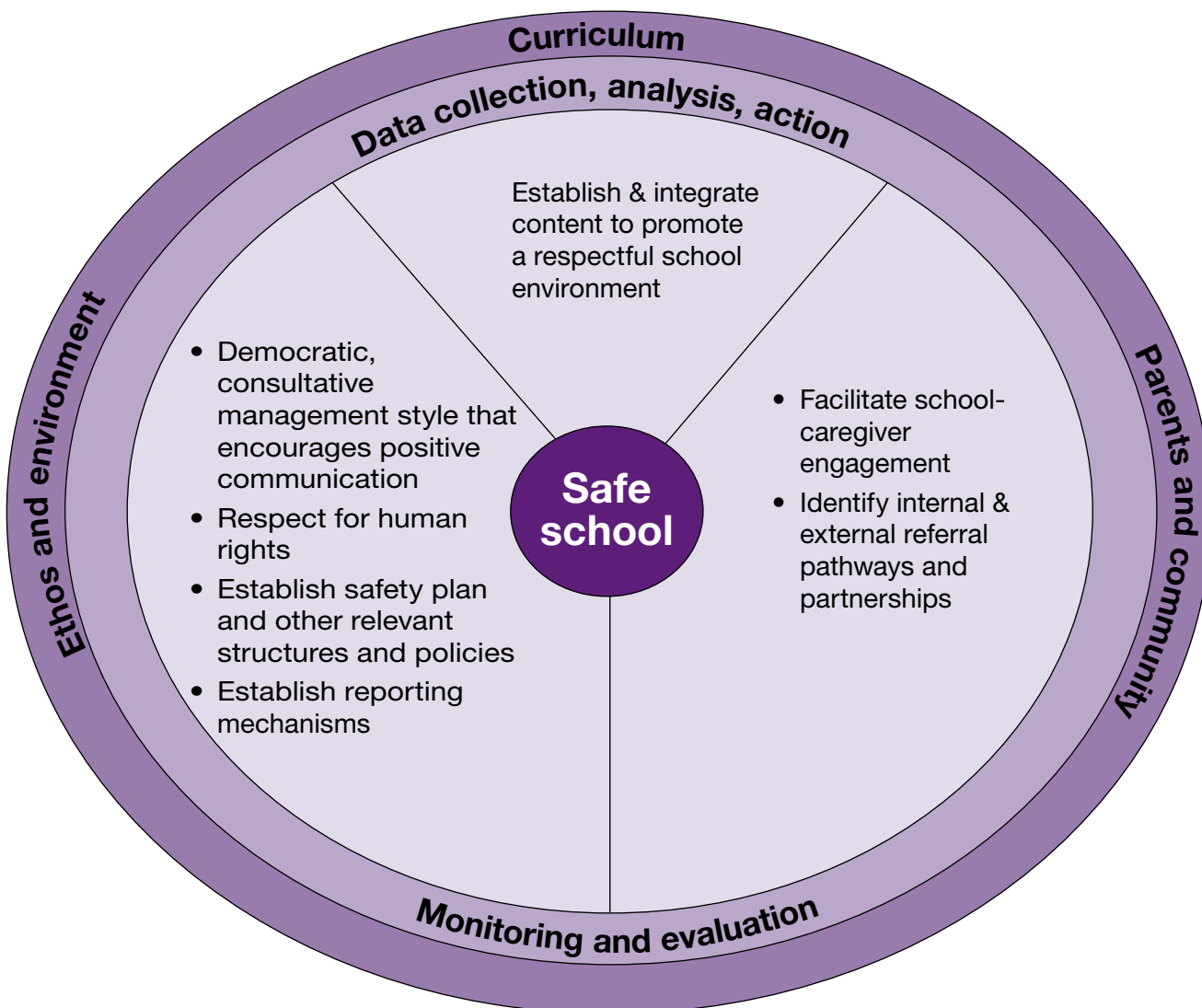
The whole-school approach to safety

Creating safer schools requires a whole-school approach. The school is made up of several 'components', namely, learners, educators, principals, school management teams, school governing bodies (SGBs), and parents or caregivers. Together, these components interact and exist within the greater system of the home and community. Only by dealing with all aspects of the system will violence ultimately be reduced and eradicated. This calls for a carefully targeted, coherent system of programmes and interventions that complement rather than duplicate each other.

A whole school approach to safety involves using multiple strategies that have a unifying purpose and reflect a common set of values. It requires that all the components of the system work together to create safe and supportive school climate where people feel they belong and where violence of any kind is not tolerated. As Figure 1 shows, there are three main components to a whole school approach:

- **Establishing a positive ethos and environment:** Schools need to create an inclusive, respectful culture that promotes and protects respect for human rights. This requires attention to the way schools are managed. School management teams need to promote democratic management and decision-making at all levels. It also requires attention to their policy framework. Schools need to take a strong position on safety and human rights. They also need to ensure that their policies and processes are in line with South Africa's constitution and legislation. The school community should work together to create a Safety Plan that addresses the particular issues within individual schools and how they will be addressed. Mechanisms should be created for people to report and record violence and reporting linked to action.
- **Involving caregivers and communities:** Schools need to work with caregivers to understand the safety issues facing schools and how to address them. It is important to engage parents as important role-players in school life and to support greater consistency between the principles and approach adopted at school and in children's homes. Schools can also tap and support activities within the broader community. Identifying and establishing linkages with relevant community stakeholders can help schools to provide specific and specialised interventions and support. It can also help to ensure that activities within schools and communities complement one another.
- **Curriculum development:** Schools need to develop and integrate teaching materials into existing curricula to support the achievement of a safe and respectful environment. Respect for human rights needs to be incorporated into all relevant curricula and children equipped with the information and skills to help create a safer school.

Underlying all three of these components is evidence-based decision-making and monitoring and evaluation. It is important that strategies are informed by high-quality information to ensure responsive interventions. The collection and analysis of data on changes in the safety of educators and learners can also help schools to assess how well interventions are working and if and where changes need to be made. A well-functioning monitoring and evaluation system can help schools to feel confident about their progress in achieving a safer school environment.



The *School Safety Framework* takes a whole-school approach to assessing and improving school safety. The materials start from the premise that well-managed schools that have clear rules and consequences, fair procedures and involve all members of the school community (educators, caregivers, principals, administrators) and other actors experience lower levels of violence. They also create an environment that supports better teaching and learning. The four building blocks of the *School Safety Framework* – be prepared, be aware, take action and take care – all emphasise a clear policy framework, the creation of a human rights culture, building relationships between all members of the school community, and nurturing partnerships to support learners and build school safety (see *School Safety Framework*, Book 1).

This Module takes a whole school approach to addressing bullying in schools. As with the other *School Safety Framework* materials, it recognises that schools are embedded in larger communities; addressing bullying requires a multi-pronged, holistic approach that establishes and enabling policy environment, encourages respect for human rights and involves diverse actors within and outside of the school.

Module outline

The session outline described in the section are simply designed to help you deliver the course content and should be read alongside the *School Safety Framework* Reader on Addressing Bullying. The sessions are flexible. You should use your discretion as to what is appropriate for your target group.

Session 1: Defining bullying	
Time:	15 – 30 minutes
Objectives:	<ul style="list-style-type: none"> To explore participants' understanding of bullying To define what is bullying Explore the different types of bullying
Reader material:	<ul style="list-style-type: none"> What is bullying? The different kinds of bullying What is the difference between teasing and bullying?
Relevant exercises:	<ul style="list-style-type: none"> What is bullying? What are the different kinds of bullying?
Session 2: Identifying and understanding bullying	
Time:	2 hours
Objectives:	<ul style="list-style-type: none"> To identify why some children bully To identify vulnerable children To understand the role of bystanders in driving bullying To explore common consequences of bullying
Reader material:	<ul style="list-style-type: none"> Who is most at risk? The role of bystanders The consequences of bullying Recognising the warning signs
Audio-visual materials:	<ul style="list-style-type: none"> The dangers of sexting
Relevant exercises:	<ul style="list-style-type: none"> Myths and facts about bullying
Session 3: The context for addressing bullying in schools	
Time:	1 hour
Objectives:	<ul style="list-style-type: none"> To understand the influence of young people's social environment on bullying behaviour The role of schools in preventing and addressing anti-social behaviour To explore the legal obligation of schools to protect children's rights and keep them safe from violence
Reader material:	<ul style="list-style-type: none"> Addressing bullying: The big picture Schools' obligation to protect

Session 4: The components of an effective response	
Time:	2 hours
Objectives:	<ul style="list-style-type: none"> • To highlight the importance of a whole-school approach to addressing bullying • To explore best-practice in bullying prevention and response • To outline the steps involved in implementing an holistic response to bullying in schools
Reader material:	<ul style="list-style-type: none"> • What works? • What does not work? • Steps to prevent and respond to bullying
Relevant exercises:	<ul style="list-style-type: none"> • The whole-school approach
Audio-visual materials:	<ul style="list-style-type: none"> • The dangers of sexting
Session 5: Addressing bullying in schools	
Time:	1 hour 30 minutes
Objectives:	<ul style="list-style-type: none"> • To equip educators with information on how to prevent and address bullying in their schools and classrooms • To provide practical information on how to respond to bullying incidents and the actors to involve
Reader material:	<ul style="list-style-type: none"> • Tips for educators • Responding to bullying incidents
Relevant exercises:	<ul style="list-style-type: none"> • Identifying and responding to bullying • Paul's story • Creating a school free from bullying • Resources and referrals

Exercises and activities

The exercises below are designed to help you deliver the training module on bullying. As with the session outline, you can use your discretion as to whether and which exercises you include. There is more than one exercise or activity for each section. You are free to pick and choose the tools best suited to your group, adapt the exercises or to add your own.

Icons:

Discussion



Written exercise





KEY MESSAGE

Bullying can involve not only physical attacks, but threats, hurtful comments or gossip, messages and graffiti, social marginalisation, sexual harassment and cyber bullying using electronic media



See “What is bullying” in the Course Reader



KEY MESSAGE

Bullying is not the same as teasing. Teasing is good-natured and reciprocal; bullying aims to hurt and involves an imbalance of power



See “The difference between teasing and bullying” in the Course Reader

Session 1: Defining bullying

Time:	15 – 30 minutes
Objectives:	<ul style="list-style-type: none"> To explore participants’ understanding of bullying To define what is bullying Explore the different types of bullying
Relevant exercises:	<ul style="list-style-type: none"> What is bullying? What are the different kinds of bullying?

Definition: Bullying involves repeatedly picking on someone with the aim of hurting or harming them physically, emotionally or socially. Unlike teasing, which is usually two-way and occurs between equals, bullying usually involves an imbalance of power. The bully may be bigger, tougher, or physically stronger, for example, or be more popular or influential.



Discussion: What is bullying?

Time:	20 minutes
Objectives:	<ul style="list-style-type: none"> To explore participants understanding of bullying To define the term for the remainder of the training module
Materials:	<ul style="list-style-type: none"> Flipchart paper/ blackboard Prestick (if using flipchart) Flipchart pens (if using flipchart)

Instructions:

- Write the word ‘bullying’ on a piece of flipchart paper or on a blackboard
- Ask the participants to explain what they think of when they hear the term ‘bullying’
- Obtain as many suggestions as possible
- Draw out of the discussion a definition of bullying that will be used during the course. Write this definition on a piece of flipchart paper and stick it on a wall, or write it on the blackboard. Ensure that it remains visible for the duration of the module

Debrief and summary:

The definition should capture that bullying is not just about teasing, aggression or conflict, but involves:

- Aggressive behaviour aimed at causing harm
- It is carried out repeatedly and over time
- It requires an imbalance of power



Discussion: The different types of bullying

Time:	60 minutes
Objectives:	<ul style="list-style-type: none">• To identify different types of bullying• To identify what behaviour constitutes bullying
Materials:	<ul style="list-style-type: none">• Flipchart paper/ blackboard• Prestick (if using flipchart)• Flipchart pens (if using flipchart)

Instructions:

- Divide the participants into small discussion groups of no more than five people. Give each group a piece of flipchart paper and markers.
- Ask each group to brainstorm the kinds of behaviour they associate with bullying. Ask them to write down their ideas on the flipchart paper. Give the groups approximately 20 minutes to discuss their ideas. Once each group is done, ask one person from the group to report back to the larger group on their discussions.
- Once all the discussion groups have been covered, ask the participants to provide examples of bullying incidents that they may have experienced or witnessed.

Debrief and summary:

Ensure to include that the bullying behaviours identified include verbal, physical and sexual aspects. Ensure too that participants think about 'new' types of bullying like cyber bullying. The session should cover:

- **Verbal bullying:** This includes threats, insults, ridiculing, name-calling and making racist or sexual slurs
- **Non-verbal bullying:** Includes writing hurtful messages, letters or graffiti, or distributing pictures and videos that hurt someone or damage their reputation
- **Social bullying:** Includes gossiping, spreading rumours, leaving people out on purpose and breaking up friendships
- **Sexual bullying:** Includes passing inappropriate, jokes, pictures, taunts and starting rumours of a sexual nature. It can also involve uninvited touching and forced sexual behaviour
- **Cyber bullying:** Where people use the internet, mobile phones or other electronic technologies to insult and harass, spread rumours, damage people's reputations, and distribute videos and pictures that harm them.



Hand out

Understanding Bullying

Bullying involves repeatedly picking on someone with the aim of hurting or harming them physically, emotionally or socially. Unlike teasing, which is usually mutual and occurs between equals, bullying usually involves an imbalance of power. The bully may be bigger, tougher, or physically stronger, for example, or be more popular or influential.

Types of bullying

Bullying can take many different forms. It can involve:

- *Physical bullying*: This includes hitting, pushing, attacking or forcibly taking something, like a person's lunch, money or things
- *Verbal bullying*: This includes threats, insults, ridiculing, name-calling and racist or sexual slurs
- *Non-verbal bullying*: Includes writing hurtful messages, letters or graffiti, or distributing pictures and videos that hurt someone or damage their reputation
- *Social bullying*: Includes gossiping, spreading rumours, excluding people and breaking up friendships
- *Sexual bullying*: Includes passing inappropriate, jokes, pictures, taunts and starting rumours of a sexual nature. It can also involve uninvited touching and forced sexual behaviour
- *Cyber bullying*: Where people use the internet, mobile phones or other electronic technologies to insult and harass, spread rumours, damage people's reputations, and distribute videos and pictures that harm them.

The different forms of bullying often overlap, and someone can experience several kinds of bullying at the same time.

Bully-victims

Some children who experience bullying go on to bully others. These children tend to show higher levels of problem behaviours, depressive symptoms, lower self-control and social competence, as well as lower levels of school achievement and adjustment. In these cases, bullying may be a way of trying to deal with negative feelings by hurting others.

For this reason it is very important to work with both bullies and their targets in addressing bullying. It is essential to understand the factors driving bullying, work the bully to understand why bullying is unacceptable and provide them with the tools to change their behaviour.

The role of bystanders

Bullies generally want and need an audience. Bullying frequently takes place in the presence of bystanders, or people who witness or know about bullying. These bystanders often encourage and prolong bullying, either by ignoring what is happening or by laughing, taking photos or videos or otherwise egging-on the bully.

This means that it is also very important that schools and other actors work to discourage bystander-behaviour and encourage learners to report bullying to the school authorities. The emphasis must be on changing social norms on bullying. It must become "uncool" to bully, "cool" to help out learners who are bullied.

Session 2: Identifying and understanding bullying	
Time:	40 minutes
Objectives:	<ul style="list-style-type: none"> To identify why some children bully To identify vulnerable children To understand the role of bystanders in driving bullying To explore common consequences of bullying
Relevant exercises:	Myths and facts about bullying
Audio-visual materials:	<ul style="list-style-type: none"> The dangers of sexting



Discussion: Myths and facts about bullying

Time:	30 minutes
Objectives:	<ul style="list-style-type: none"> To identify and correct common myths about bullying To correct common myths about bullying
Materials:	<ul style="list-style-type: none"> Copies of the 'Myths and facts about bullying' hand-out for course participants (optional)

Preparation:

- Make photocopies of the participant-version of the 'Myths and Facts about Bullying' Hand out over the page or write out the statements below on piece of flipchart paper (optional).

Instructions:

- Hand out copies of the 'Myths and Facts' hand out, show participants the statements on the flipchart paper, or read out each statement.
- Ask participants to say whether the statement is true or false. Ask them to provide reasons for their answers. If you want to make the exercise more interactive, you can also clear a space in the middle of the room and ask participants form a row on different sides of the space depending on whether they believe the statements to be true or false.
- Once participants have reached some kind of consensus on a question, either sum up the discussion or correct the prevailing myth, depending on whether or not participants have successfully countered the myth by themselves.



KEY MESSAGE

Bullying occurs in all types of schools, at both primary and secondary level and amongst boys and girls



See "Myths and facts about bullying" in the Course Reader



KEY MESSAGE

While just about anyone can be involved in bullying, there are a range of risk factors that may help to identify potential victims and perpetrators. Victims and perpetrators often share many characteristics



See "Who is most at risk?" in the Course Reader



KEY MESSAGE

Bystanders often play a key role in encouraging and prolonging bullying. It important to encourage a school environment that is against bullying



See "The role of bystanders" in the Course Reader



KEY MESSAGE

It is very important to address bullying. Bullying can cause significant psychological harm and the effects can last a lifetime. Bullying effects not only the victims, but also the bully and bystanders, and undermines teaching and learning



See “The consequences of bullying” in the Course Reader

Statements and model answers:

Statement	Answer
MYTH: Bullying is only a problem in ‘bad’ schools.	FACT: Bullies are found in most schools and communities. Even in the most disciplined or positive schools there may be isolated incidents of bullying. Good schools prevent and address bullying, and deal with incidents of bullying quickly, firmly and fairly. Bad schools deny it, ignore it, justify it, sweep it under the carpet and blame the victim and their parents.
MYTH: Acknowledging that bullying is an issue will ruin a school’s reputation.	FACT: If bullying is happening it will come to light. Recognising the problem and proactively and vigorously working to address it will always reflect well on a school. It is hiding and ignoring the issue that ruins a school’s reputation.
MYTH: Bullying is not a problem amongst young children.	FACT: Bullying occurs in both primary and secondary schools. Bullying behaviour can be identified as early as pre-school age, and some children who are bullies continue this behaviour into adulthood. While sexual bullying and cyber bullying is often more common amongst older learners, learners of all ages experience physical, non-verbal and social bullying.
MYTH: Only boys bully.	FACT: People think that physical bullying by boys is the most common form of bullying. However, verbal, social, and physical bullying happens among both boys and girls, especially as they grow older.
MYTH: Bullying often goes away if you ignore it.	FACT: Bullying reflects an imbalance of power that happens again and again. Ignoring the bully sends the message that they can bully others without consequences. It also sends the message that bullying is acceptable. Adults and other learners need to stand up for children who are bullied, and to ensure they are protected and safe.
MYTH: Children will outgrow bullying.	FACT: For some, bullying continues as they become older. Unless someone intervenes, the bullying will likely continue and, in some cases, grow into violence and other serious problems. Children who consistently bully others often continue their aggressive behaviour through adolescence and into adulthood.
MYTH: Bullying helps to build character, or makes the target stronger.	FACT: Bullying can cause physical, psychological and emotional harm that lasts a lifetime. Bullying does not make children tougher; it degrades and hurts physically and mentally, even though they do not always show it. Teaching young people to be compassionate and to respect every individual’s human rights builds character, bullying does not.
MYTH: Reporting bullying will make the situation worse.	FACT: Research shows that children who report bullying to an adult are less likely to experience bullying in the future. Adults should encourage children to help keep their school safe and to tell an adult when they see bullying.
MYTH: Parents are usually aware that their children are bullying others.	FACT: Parents play a critical role in bullying prevention, but they often do not know when their children bully or are bullied. Educators need to talk to parents about bullying, and encourage them to talk to their children about what is happening at school and in the community.

Myths and Facts about Bullying

Statement	True or false?	Comments
Bullying is only a problem in 'bad' schools.	True False	
MYTH: Acknowledging that bullying is an issue will ruin a school's reputation.	True False	
Bullying is not a problem amongst young children.	True False	
Only boys bully.	True False	
Bullying often goes away if you ignore it.	True False	
Children will outgrow bullying.	True False	
Bullying helps to build character, or makes the target stronger.	True False	
Reporting bullying will make the situation worse.	True False	
Parents are usually aware that their children are bullying others.	True False	



Hand out

Myths and Facts about Bullying	
Statement	Answer
MYTH: Bullying is only a problem in 'bad' schools.	FACT: Bullies are found in most schools and communities. Even in the most disciplined or positive schools there may be isolated incidents of bullying. Good schools prevent and address bullying, and deal with incidents of bullying quickly, firmly and fairly. Bad schools deny it, ignore it, justify it, sweep it under the carpet and blame the victim and their parents.
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MYTH: Only boys bully.	FACT: People think that physical bullying by boys is the most common form of bullying. However, verbal, social, and physical bullying happens among both boys and girls, especially as they grow older.
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MYTH: Parents are usually aware that their children are bullying others.	FACT: Parents play a critical role in bullying prevention, but they often do not know when their children bully or are bullied. Educators need to talk to parents about bullying, and encourage them to talk to their children about what is happening at school and in the community.

**Session 3:
The context for addressing bullying in schools**

Time:	20 minutes
Objectives:	<ul style="list-style-type: none">• To understand the influence of young people’s social environment on bullying behaviour• The role of schools in preventing and addressing anti-social behaviour



KEY MESSAGE

Bullying does not occur in a vacuum. Both personal factors and what they see, hear and experience around them influence learners’ use of violence. Children who see violence in their homes, communities and schools are more likely to bully. Children who are taught that violence in unacceptable are less likely to bully.



KEY MESSAGE

Schools that send a strong message that bullying and violence are unacceptable can help learners to see that violence is not an appropriate response to conflict. Educators can become positive role-models by respecting the human dignity of each learner and using positive discipline techniques



See “The consequences of bullying” in the Course Reader

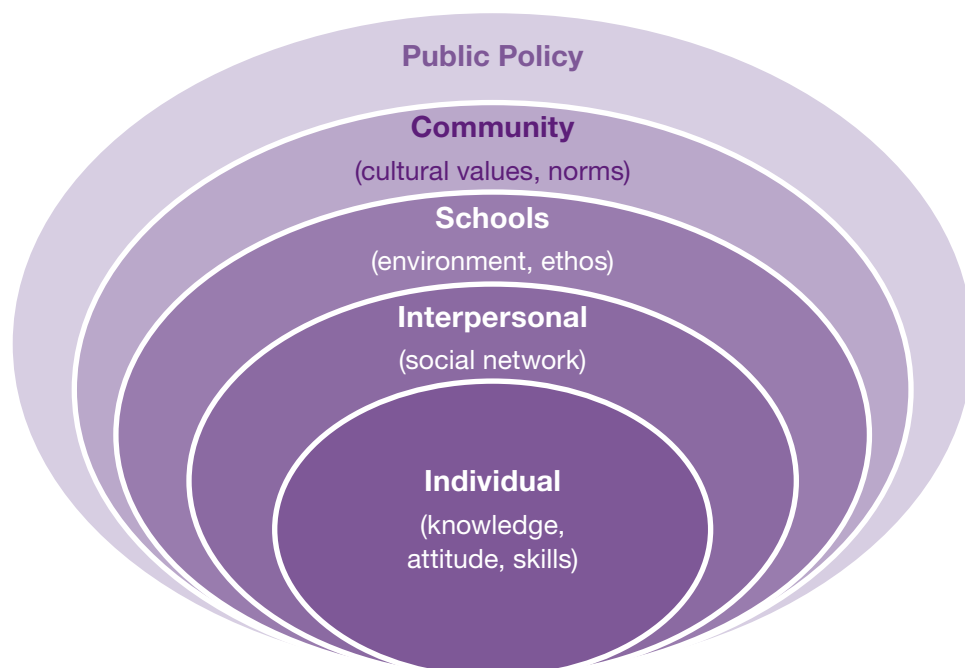


Hand out

The Factors Influencing Children's Use of Violence

Bullying does not occur in a vacuum. Both personal factors and what they see, hear and experience around them influence learners' use of violence. Features of their environment in five different spheres influence children's behaviour:

- **At the individual level:** by their people skills, and whether they have the knowledge and skills needed to engage positively with others.
- **At the interpersonal level:** by the behaviour and attitudes of the people they interact with, including family members and friends.
- **At the school level:** by school policies and the way schools respond to bullying and other types of violence.
- **At the community level:** by what in their environment, including community leaders, neighbours and others in their communities.
- **At the policy level:** by the extent to which provincial and national policies protect children and promote alternative models of behaviour in children's life.



Bullying is in many ways a learned behaviour. Children that see other young people or adults using, overlooking or excusing violence learn that violence is acceptable and an appropriate way of resolving problems. Children who are taught that violence is unacceptable, on the other hand, are less likely to bully, especially if they are equipped with the skills to interact non-violently with others.

Schools can play a key role in socialising children. South Africa has banned corporal punishment and South African Schools Act aims to create a school environment that encourages learning and protects the rights of educators and learners. Schools that embrace these ideals, and send a strong message that all violence is unacceptable, can help learners to see that hurting others is wrong. Educators can also become positive role models by respecting the human dignity of each learner and using positive discipline techniques.

Session 4: The components of an effective response	
Time:	30 minutes
Objectives:	<ul style="list-style-type: none"> To highlight the importance of a whole-school approach to addressing bullying To explore best-practice in bullying prevention and response To outline the steps involved in implementing an holistic response to bullying in schools
Relevant exercises:	<ul style="list-style-type: none"> Discussion: What do we mean by a whole-school approach?



KEY MESSAGE

Addressing bullying requires a holistic, inclusive whole-school response.



See “A whole-school approach to preventing and addressing violence”



Discussion: What do we mean by a whole-school approach?

Time:	20 minutes
Objectives:	<ul style="list-style-type: none"> To explore how participants understand the whole-school concept To clarify and explain the ethos and components of the whole-school approach
Materials:	<ul style="list-style-type: none"> Flipchart paper/ blackboard Prestick (if using flipchart) Flipchart pens (if using flipchart)



KEY MESSAGE

Effective strategies create a respectful and tolerant school culture, encourage social and emotional development and learning, actively includes staff, learners and caregivers, work with both the targets and perpetrators of bullying and hold bullies accountable for their actions



See “What works?” and “Steps to prevent and address bullying” in the Course Reader

Instructions:

- Write the words ‘a whole-school approach’ on a piece of flipchart paper or on a blackboard
- Ask the participants to explain what they think of when they hear the term ‘a whole-school approach’
- Obtain as many suggestions as possible
- Draw out of the discussion the key elements of the whole-school approach. Write up these points in bullet form on a piece of flipchart paper and stick it on a wall, or write it on the blackboard. Ensure that it remains visible for the duration of the session

Debrief and summary:

The discussion should capture that the whole-school approach involves action at a range of levels to tackle comprehensively. A whole-school approach involves:

- Creating a positive, democratic school environment that encourages engagement, tolerance and respect for human rights at all levels
- Involving and engaging with all members of the school community, including principals, educators, support staff and SGBs and caregivers. It also involves building partnerships with actors in the community to better meet the needs of learners and create synergies with broader programmes beyond the school
- Integrating relevant material into all aspects of the school curriculum
- Needs-based decision-making and on going monitoring, evaluation and revision to ensure that strategies are working and remain responsive.



KEY MESSAGE

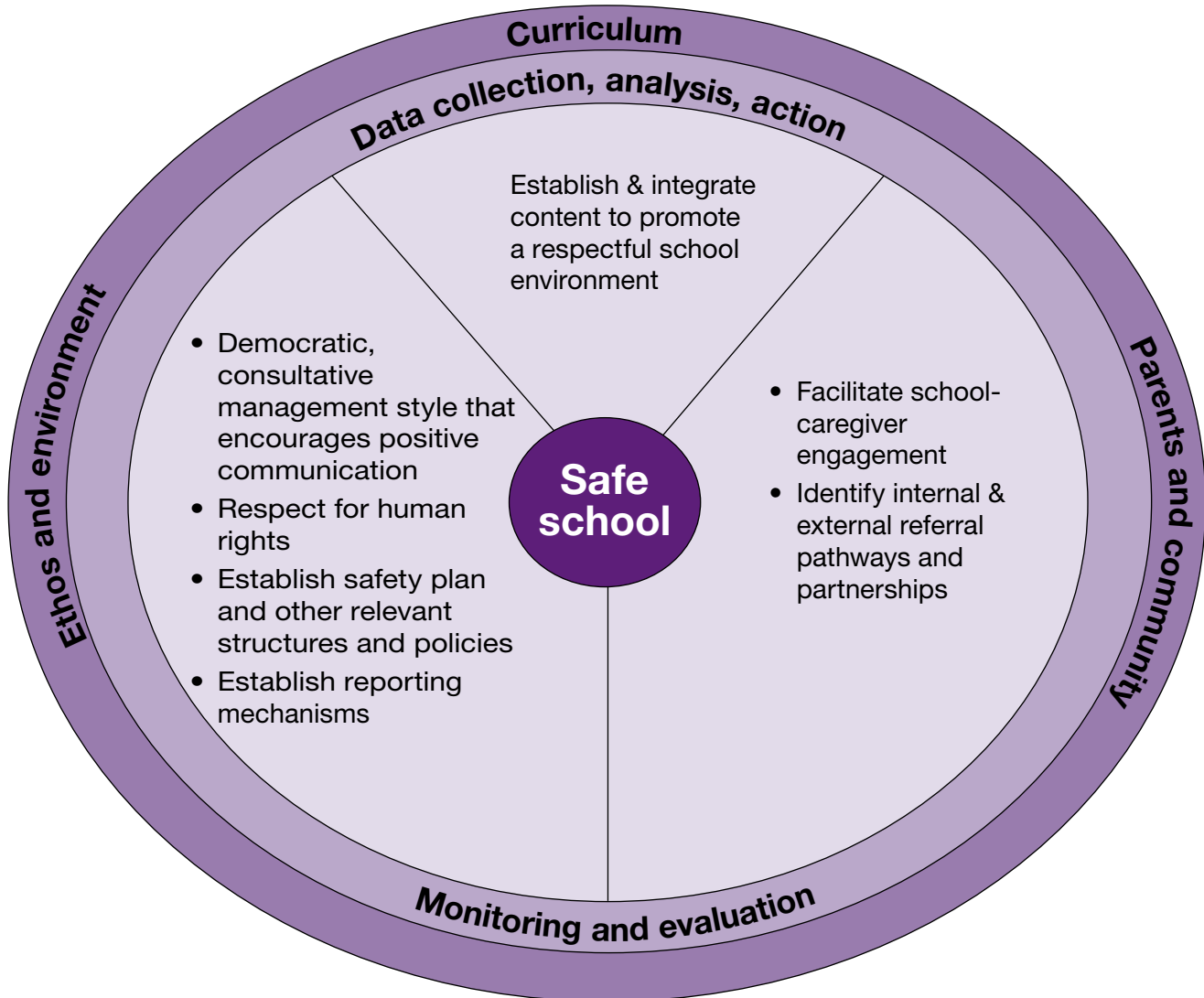
Piecemeal, simplistic strategies are unlikely to prevent and address bullying. Strategies that focus on punishment or use scare-tactics are also unlikely to work.



See “What does not work?” in the Course Reader



The Components of a Whole-School Approach



Session 5: Identifying and addressing bullying	
Time:	180 minutes
Objectives:	<ul style="list-style-type: none"> To equip educators with information on how to prevent and address bullying in their schools and classrooms To provide practical information on how to respond to bullying incidents and the actors to involve
Relevant exercises:	<ul style="list-style-type: none"> Identifying and responding to bullying Paul's story Creating a school free from bullying Resources and referrals




KEY MESSAGE

There are many different ways of addressing bullying. Be flexible and tailor responses to the particular situation and the learners involved.



Identifying and responding to bullying

Time:	1 hour 30 minutes
Objectives:	<ul style="list-style-type: none"> To identify the signs of bullying Explore appropriate ways of dealing with bullying
Materials:	<ul style="list-style-type: none"> Copies of the exercise case studies for participants (optional)
Audio-visual resources:	 Video clip: The dangers of sexting (www.youtube.com/watch?v=DwKgg35YbC4&feature=related)



KEY MESSAGE

Work with children to create and enforce clear, simple classroom rules. Create spaces to share experiences on bullying and make yourself accessible to learners to discuss and report bullying.



KEY MESSAGE

When responding to bullying incidents, intervene immediately, make informed decisions and use the incident as an opportunity to educate learners and encourage more pro-social behaviour. Work with the target, the bully, other learners and the caregivers of those involved. Monitor the situation to ensure that the bullying stops.

Preparation:

- Photocopy versions of one or more of the exercise case studies

Instructions:

- Divide participants into small groups of no more than five people.
- Hand out copies of the exercise case studies so that participants in each group have a copy of one of the case studies. Depending on the number of participants in the class, each group can discuss a unique case study or several groups can discuss the same case study.
- Ask each group to discuss their respective case study, and to answer the questions that follow. Allow the groups 20 minutes to discuss their case study.
- Ask all the group(s) that discussed group a particular case study to report back to the larger group on their answers. Once all the group(s) finish, invite participants to discuss the main suggestions and whether they agree with them. Repeat for the for the other case study or case studies.

Debrief and summary:

- Sum up the discussions by drawing out a consensus position on each of the questions, and/or draw the most appropriate answers and responses. Use this to draw out participants' experiences from their own schools and what these can teach us about responding to bullying. The key content for each case study includes:



See "Who is most at risk?", "The role of bystanders", "Tips for Educators" and "Responding to bullying incidents" in the Course Reader

Case study A:	
Is there a problem?	Yes. Henry is clearly being bullied.
What are the warning signs?	He displays several of the warning signs, including showing evidence of being in fights, irritability, depression and becoming withdrawn.
Who are the actors?	The two children are the bullies, but the others in the class are bystanders, who clearly know what is happening but have not tried to help him.
How would you encourage Henry to talk about it?	You could take him aside during break or after class when there are no other children around, outline your concerns and ask him about what is happening. Another option would be to monitor the situation to catch the children in the act, but this risks prolonging Henry's exposure to the bullying.
How to respond?	Once the bullying is identified, intervene immediately. Talk separately to Henry, the bullies and his classmates to establish a clear picture of what is happening. Let all of them know that bullying is unacceptable, making the link to school policies on bullying, and that you are investigating. Speak to both sets of parents, to explain the problem, outline the process being followed and obtain their input. Take action, based on school rules and any previous incidents, and monitor the situation thereafter to ensure that the bullying stops. Use the opportunity to talk to learners about bullying and what to do if they see someone being bullied. Refer Henry to a counsellor if necessary.

Case study B:	
Is there a problem?	Yes.
Who is the bully? The victim?	Siviwe is the victim of bullying; he could be bullying others as a result of how the bullying makes him feel, in retaliation or to make himself seem tougher.
How could his family-life be influencing his behaviour?	He could be acting out in response to the conflict at home. He might also be prone to anger and aggression if his role models deal with conflict this way.
How to respond?	Talk separately to Siviwe, the children pushing him around, the children he is rude to and his classmates to establish a clear picture of what is happening. Explain to all that bullying and rudeness is unacceptable, making reference to the school rules, and that you are investigating. Speak to both sets of parents about what is happening. Take action based on the school rules, severity of the incidents and the participants' past behaviour. Use the opportunity to talk to Siviwe about what is happening at home, and if necessary link to counselling and/or help him to develop more constructive ways of dealing with his emotions and conflicts.
Involve other children?	Use the opportunity to talk to children in the school about bullying, respect for their fellow learners and how to respond to incidents of bullying. It is not unadvisable to explicitly link Siviwe's behaviour to his home-life as this could make him feel worse and create the potential for more bullying, but it would be useful to talk in general terms about why people bully, as well as healthier ways of dealing with emotions.

Case study C:	
Is the incident something to worry about?	Yes. Name-calling can impact negatively on young people's self-esteem, and have serious emotional and psychological consequences. If the pictures are posted on the Internet, they will be entered permanently into the public record, and may continue to affect him for years to come.
Would you respond differently?	As with any bullying incident, the school needs to assess what is happening, talk to the parties involved and their parents, act and use the incident to educate learners about cyber bullying and the need to address it (see Appendix 1 and 2 for Tips to help young people and their parents prevent and respond to cyber bullying). Schools also need to take additional measures to address the unique features of cyber bullying; in particular, the school need to take measures prevent the pictures being distributed any further, and if possible remove them from the public domain.
What to do?	The school should ask learners to remove the photos from their phones. Where the pictures have been posted on the internet, the best way of removing them is to identify the perpetrator and ask them to take them down. It is important to ensure that they understand why the material is hurtful, and why it needs to be removed. If this is not an option, it is possible to report the incident to the host (e.g. the social networking site), and get them to take it down.

Case Study D	
Is this bullying	Yes. This is an example of social bullying. Even though it is quite subtle, Grace's gradual exclusion hurts her emotionally and repeatedly.
Who is the perpetrator? Who is the victim?	Alicia and the other girls in the 'popular' group are the bullies. Alicia, in particular, uses her popularity – her social power – to turn people against Grace. Grace is the victim.
How would you deal with the situation?	Talk to Grace, Alicia, other members of the social group and the boyfriend separately to establish what is happening. Let all of them know that bullying is unacceptable. Make the link to school policies on bullying and tell them that you are investigating this issue. Talk to Alicia and her friends about how the bullying is hurting Grace. Take action, based on school rules. Speak to both Grace's and Alicia's parents and explain the process being followed. Enlist their help in addressing the problem. Monitor the situation thereafter to ensure that the bullying stops. Use the opportunity to talk to learners about bullying and what to do if they see someone being bullied. Refer Grace to a counsellor if necessary.

Identifying and responding to bullying: Case Study A

Henry is 11 years old. He is in the sixth grade and is an average student. Henry has always been a bit shy and somewhat anxious around other children his age. He just moved to this city three months ago and has not yet made any friends at his new school, though he does have a “best friend” at his old school. Henry is quite tall and thin for his age and is very self-conscious about his appearance.

Over the past month, Henry has become increasingly withdrawn. His mother has reported that several weeks ago he came home with a tear in his favourite jacket. When his mother asked him what happened, he hurriedly said it was an accident. He goes straight to his room after school and shuts the door. His mother has also noticed that he has become more irritable and is often tearful, but when she tries to talk to him about this, he tells her to go away. She is worried about him but thinks this is a phase he’s going through because they’ve just moved to a new city, etc. She also worries about making Henry too dependent on her if she gets too involved in his problems.

You hear through others that his classmates are teasing Henry several times a week. In particular, two children make fun of the way he looks and have convinced most of his classmates to avoid him at lunch.

Questions for discussion:

- Is there a problem? If so, what is it?
- How could you encourage Henry to talk about what is happening?
- Who are the people you may want to talk to about this problem?
- Who are the bullies? The victim? The witnesses?
- What are some of the warning signs Henry displays?

Adapted from the Centre for Substance Abuse Prevention’s (CSAPs) ABCs of Bullying Programme. Available at http://pathwayscourses.samhsa.gov/bully/bully_case_studies.htm.

Identifying and responding to bullying: Case Study B

Siviwe is constantly getting angry and “losing his cool” in the classroom and has been involved in several fights on the playground. His parents have been to the school several times. They complain that he is being bullied and that the educators do not do enough to stop the bullies from harassing their son.

You, his teacher, have heard rumours that there is a lot of conflict in his family, and there are often fights in his family. His parents are divorced and you have seen them arguing at the school gate. You have seen him pushed around by other children, but you have also seen him being rude to others.

Questions for discussion:

- Who is the bully? Who is the victim?
- How could Siviwe’s family environment affect his behaviour?
- What steps would you take to address the problem?
- Who would you involve?
- Do you think it would hurt or help to get other learners involved in understanding Jonathan’s behaviour?

Adapted from the Centre for Substance Abuse Prevention’s (CSAPs) ABCs of Bullying Programme. Available at http://pathwayscourses.samhsa.gov/bully/bully_case_studies.htm.

Identifying and responding to bullying: Case Study C

Chester, a tall, skinny teenager who does well in maths and science classes, feels embarrassed when he has to change into gym clothes in the boy's locker room at school because he is thin and does not have well-developed muscles. Other, more athletic and well-built teens notice Chester's shyness and decide to exploit it. With their cell phones, they secretly take pictures of Chester without his shirt on and in his boxer shorts. These pictures are then circulated among the rest of the student body via cellular phone. Soon enough, boys and girls are pointing, snickering, and laughing at Chester as he walks down the school hallways. He overhears comments such as "There goes Bird-Chested Chester" and "Wussy Boy" and "Chicken-Legs Chester" and "Stick Boy."

Questions for discussion:

- Is it something to worry about? Why?
- Would you respond any differently to this incident than a case of 'conventional' bullying? Why?
- What would you do?
- Who would you involve?

Identifying and responding to bullying: Case Study D

In grade 7 Grace and Amanda were best friends. They belonged to a group of popular girls, which included a girl called Alicia. Towards the beginning of their grade 8 year, Grace mentioned to Amanda that she thought that she did not like Alicia's boyfriend, and thought he was a bad-influence. Although she asked Amanda not to tell Alicia, Amanda told Alicia what Grace had said. Alicia confronted Grace during break and began shouting at her and pushing her, until a teacher came and broke up the argument.

For the next few weeks, things seemed to quieten down; although the two girls did not really talk to each other, Grace still used to hang around with the group. Over the next few weeks, the other girls in the group slowly stopped talking to Grace; they did not 'freeze her out', but would find reasons not to spend time with her. She could not be sure, but she felt that children often stopped talking when she walked into the room. Once, Grace heard Alicia's boyfriend talking to some other boys about her; they laughed as she walked past. Feeling increasingly unwelcome, she now spends most of her time on her own, although she has made friends with another girl who is new to the school.

Questions for discussion:

- Is this a case of bullying? Why?
- If yes, who is the perpetrator? Who is the victim?
- How would you deal with this situation?
- Who would you involve?



When School's fail: Paul's story

Time:	45 minutes
Objectives:	<ul style="list-style-type: none">• To enable participants to identify reactively the elements of an inappropriate and appropriate response.• To enable participants to explore how school-level responses can further victimise the targets of bullying.• To enable participants to explore ways of better supporting the bullying victim.
Materials:	<ul style="list-style-type: none">• Copies of the 'Paul's Story' hand-out for course participants (optional).

Preparation:

- Make photocopies of the participant-version of the 'Paul's Story' Hand out over the page or write out the statements below on piece of flipchart paper (optional).

Instructions:

- Hand out copies of the 'Paul's Story' Hand out, or ask one or more participants to read out aloud the case study for the rest of the group.
- Ask the participants to discuss the case study, and to answer the questions that follow. Allow the groups 20 minutes for the discussion. Draw out participants' own experiences in dealing with bullying in their school and the lessons to be learned.

Summary and debrief:

- Sum up the discussions by drawing out a consensus position on each of the questions, and/or draw the most appropriate answers and responses. Use this to draw out participants' experiences from their own schools and what these can teach us about supporting the victims of bullying and better responding to the problem. Key issues to cover include:
 - ~ The indecisiveness of the response. The school fails to act decisively against the bullies or to state strongly that bullying is unacceptable. The Principal's lack of interest also trivialises the bullying issue, fails to acknowledge the emotional and psychological implications of the bullying and leaves without the support he needs to overcome the bullying.
 - ~ Expecting Paul to change his behaviour punishes him, even though he is the victim. Expecting Paul to make new friends to avoid the bullies exacerbates the negative impact of the bullying. By making Paul responsible for addressing the bullying sends the message that he is somehow to blame. The school's approach also fails to hold the bullies accountable for their actions.
 - ~ The importance of working with bullies to help them to develop empathy for the victim. Simply getting the bullies to apologise without working to change their attitudes towards bullying is unlikely to address the problem in the long-term. It may even result in increase retaliatory bullying aimed at punishing the victim for reporting.
 - ~ The need for on going monitoring. It is important that educators monitor both the bully and the target to ensure that the bullying stops. If it continues, the school needs to respond with appropriate escalating sanctions.
 - ~ The need for a whole-school approach. Responding to bullying in an ad hoc way is likely to be less successful than if the response was part of a larger programme aimed at addressing creating a school environment hostile to bullying.



Hand out

Paul's Story

"The bullying started at the end of my grade six year," Paul says. "They [fellow learners] began calling me names and making nasty comments about me. I felt bad. They never hit or pushed me; they just said things that were mean.

"It got worse when I was in grade seven. A group of boys in my class would always do these things where educators couldn't see them. I would be walking from one class to another and they would make comments about my mother behind me in the line.

"They always seemed to pick on me. I tried to avoid them, to ignore them, but that didn't seem to help. I eventually told my mother. She told the educators. They got all of the learners together and told them to stop. They made them write letters to apologise to me.

"The bullying stopped for about a month. But then they started again. I wasn't scared but irritated. I had made new friends, but the bullies kept following me. I just tried to ignore them but I was losing self-confidence and was unhappy. One of the boys in the group phoned me at home and told me how sorry he was about the whole thing. But the others just kept coming after me.

The school suggested I move away from my group of friends and find somewhere else to "hang out" to lessen the chances of this student and I coming into contact with each other. I didn't like the idea of leaving my friends and told the teacher; she just said that one of us had to make the move.

This boy doesn't just contain his harassment to school either. My mum has witnessed him approaching me on a number of occasions in public harassing me. She wrote to the school the principle asking to meet with her, but nothing was done about it and the school never got back to us.

Eventually, I told my parents that I did not want to go to school. After many discussions, my parents took me out of school and I completed grade seven at home."

Questions for discussion:

- How they feel about the story.
- Ask the participants to identify some of the mistakes, if any, made by the school in dealing with Paul's bullies, and why the measures were ineffective.
- Ask them to identify what the school should have done differently, if at all, to more effectively support Paul and address the bullying.
- Invite participants to share their own stories about incidents at their school and why they feel they were dealt with well or dealt with poorly.



Creating an school free from bullying

Time:	1 hour 30 minutes
Objectives:	<ul style="list-style-type: none">• To identify the components of an effective school-wide response to bullying.• To identify common mistakes schools make in implementing responses to bullying.• To illustrate the long-term nature of bullying prevention activities.• To illustrate the importance of embedding bullying prevention throughout the curriculum and in all aspects of school life.
Materials:	<ul style="list-style-type: none">• Copies of the 'Creating a School Free from Bullying' case study hand-out for course participants (optional).

Preparation:

- Make photocopies of the participant-version of the 'Creating a School Free from Bullying' Hand out over the page or write out the statements below on piece of flipchart paper (optional).

Instructions:

- Hand out copies of the 'Creating a School Free from Bullying' Hand out, or ask one or more participants to read out aloud the case study for the rest of the group.
- Ask the participants to discuss Anytown Academy's successes and failures in addressing bullying. Allow the groups 20 minutes for the discussion. Draw out participants' own experiences in dealing with bullying in their school and the lessons to be learned.

Summary and debrief:

- Sum up the discussions by drawing out a consensus position on each of the questions, and/or draw the most appropriate answers and responses. Use this to draw out participants' experiences from their own schools and what these can teach us about supporting the victims of bullying and better responding to the problem. Key issues to cover include:

Strengths	Weaknesses	Lessons
<p>Anytown has an anti-bullying policy that outlines a decisive, rights-based, whole-school approach aimed at stamping out bullying.</p>	<ul style="list-style-type: none"> • The policy does not provide a clear definition of bullying. • The policy adopts a narrow view on bullying, and does not speak to cyber bullying or social and sexual bullying. 	<ul style="list-style-type: none"> • Policies should clearly define bullying and how it differs from teasing and fights between learners. • Policies must incorporate all forms of bullying. There should be specific measures in place to address cyber bullying.
	<p>Selected learners and staff helped to develop the policy initially, but there appears to have been limited opportunities for other staff, the wider student-body and parents to input into the document. With the turnover of the learners and educators involved, the policy and the actions flowing from it risk falling by the wayside.</p>	<ul style="list-style-type: none"> • Policy-development should be consultative and provide the school community to input. • There should always be a committee or focal points at the school to champion and drive bullying prevention at all levels.
	<p>Bullying prevention is not a concern for the representative counsel.</p>	<p>Structures representing learners should be involved in preventing and responding to bullying. Such committees can play a key role in keeping the bullying issue visible and should work with bullying committees or focal points.</p>
<ul style="list-style-type: none"> • The anti-bullying policy is accessible to learners. • Bullying has been included in the student handbook. 	<p>The school does not actively promote the anti-bullying policy or principles.</p>	<p>Most learners are unlikely to read the policy unless required to do so. It is important that schools actively publicise, explain and promote school policies on bullying.</p>
<p>The school has incorporated bullying issues into some lessons.</p>	<p>Bullying is dealt with as a discrete issue separate from other lesson content.</p>	<p>Bullying issues need to be mainstreamed throughout the school curriculum. There needs to be an on going focus on bullying throughout the year to keep the issue visible and live.</p>
<p>The school has in place a buddy-programme aimed at helping new learners integrate into the school.</p>		
<p>The school has taken a strong position on bullying.</p>	<ul style="list-style-type: none"> • The focus is on punishment rather than encouraging respect for human rights and empathy for victims of bullying. • A uniform response to bullying fails to distinguish minor bullying from more serious bullying, which require different levels of intervention. • Severe punishments, such as suspension or expulsion, may actually discourage children and adults from reporting bullying. 	<ul style="list-style-type: none"> • Schools need to take a strong position on bullying; bullies need to know that bullying will not be tolerated. However, focusing on punishment fails to address values and behaviour contributing to bullying, such as acceptance of violence, intolerance, a lack of empathy and emotional issues. The focus must be on creating a school environment hostile to bullying. • While suspension and expulsion may be necessary in a small number of cases, more minor bullying is better addressed through more rehabilitative measures that address the underlying causes of bullying.

Creating a school free from bullying: Anytown academy

Anytown Academy has an anti-bullying policy that was written about five years ago by a committee of ten people consisting of the Depute Head, the Head Boy and Head Girl and a life-skills teacher. Only four of the committee are still at the school. There is a learner council made up of elected student representatives, but bullying has never been discussed at meetings.

The school has undertaken several measures to increase awareness about bullying and a school culture free of bullying. There are copies of anti-bullying materials in the school library. There is a paragraph about bullying in the school handbook that is given to every pupil at the start of each school year. This states that:

- All pupils at Anytown Academy are entitled to be educated in an atmosphere that is free from fear. A pupil will not achieve his or her full potential if he or she is worried about being attacked, physically or verbally, by other pupils.
- No one at the school should ever try to hurt anyone else by any form of bullying, including hitting, kicking or verbal abuse.
- Anyone who is being bullied, or who knows of someone else who is being bullied, has a duty to tell a teacher about this.
- Learners will treat all reports of bullying seriously.

The school has set aside three lessons about bullying in the curriculum each year. There is also a buddy scheme designed to support new pupils.

Anytown is said to be a happy school. It has a good reputation. Most of the pupils enjoy being there, but a few are picked on constantly. Everyone knows about it and the guidance learners try to help. The Depute, Mr Spencer, deals with any serious or violent incidents, although these are very rare. Pupils call him Mr Suspension - but only behind his back.

Despite Anytown's efforts to address bullying, a learner recently tried to commit suicide to escape persistent bullying at the school. He is going to be OK but he says he is never going back to Anytown Academy.

Questions for discussion:

- What are the strengths and weaknesses of Anytown's approach?
- Are there any similarities with your school?
- Consider the way that your school tackles bullying at present and list its strengths and weaknesses.
- What can be done to improve Anytown's approach? Are there lessons from your school?

Source: Adapted from the Anytown Academy Case Study, Anti-Bullying Network. Available at www.antibullying.net/anytownacademy.htm.



Allocating responsibilities

Time:	45 minutes
Objectives:	<ul style="list-style-type: none">• To identify the role-players involved in addressing bullying.• To allocate responsibilities to the different actors.
Materials:	<ul style="list-style-type: none">• Make photocopies of the 'Roles and Responsibilities' hand out.

Preparation

- Photocopy the 'Roles and Responsibilities' Hand out or write the outline on a piece of flipchart paper.

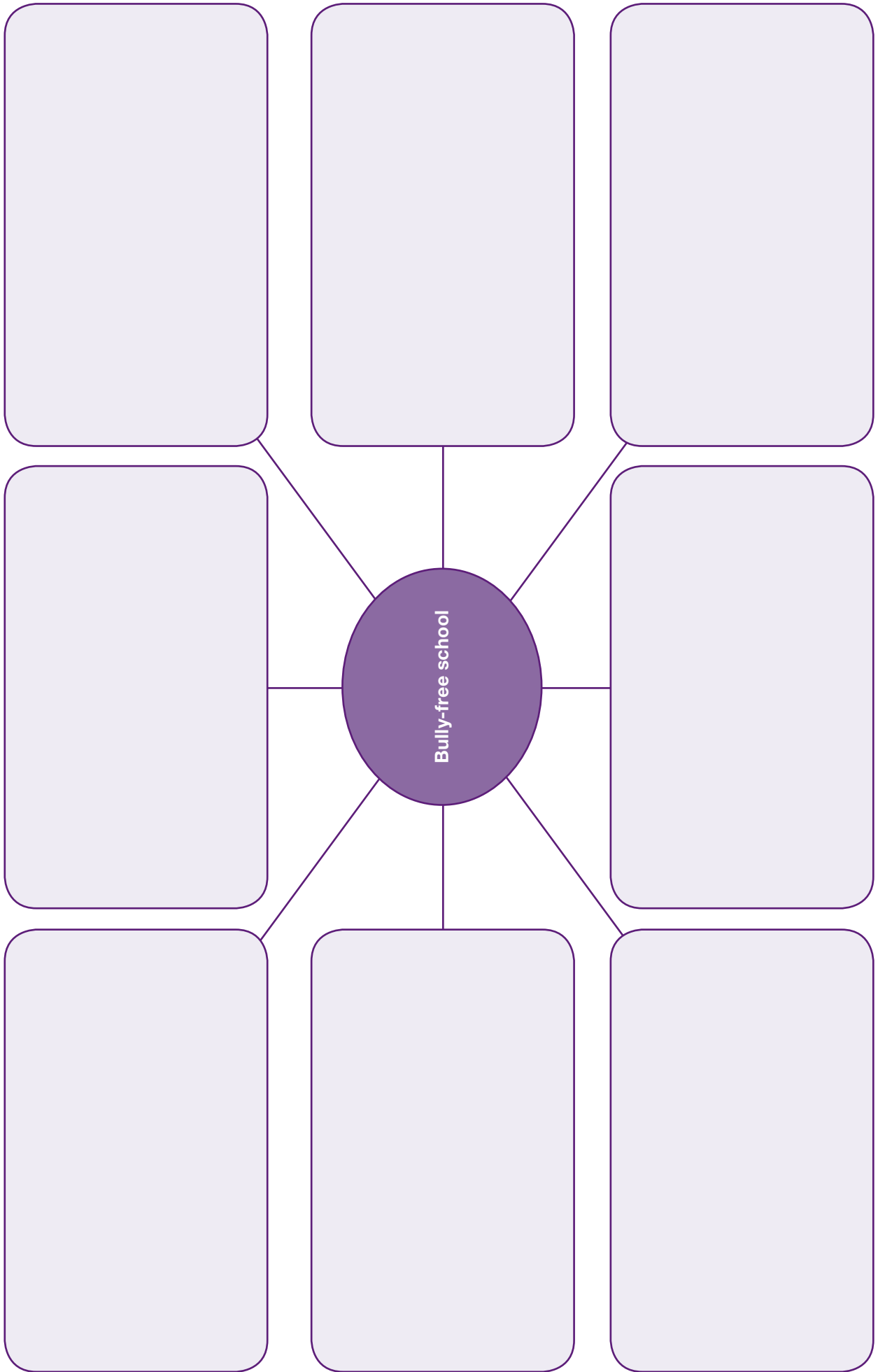
Instructions:

- Hand out copies of the 'Roles and Responsibilities' Hand out or refer participants to the prepared chart.
- Ask participants to brainstorm what actors are involved in creating a school environment free from bullying. Actors include principals, the school governing body (SGB), teaching and non-teaching staff, learners and caregivers, as well as the school safety team and education officials.
- Ask participants to allocate the primary role of each actor and their responsibilities, as well as lines of communication.

Summary and debrief:

- Write down the information on Hand out or on the chart. Ask the participants to fill in the information on their 'Roles and Responsibilities' form, or where you have not copied forms, to copy the chart.

Roles and Responsibilities





Mapping resources

Time:	1 hour
Objectives:	<ul style="list-style-type: none">To identify external actors that can assist in responding to bullying.
Materials:	<ul style="list-style-type: none">Copies of the 'Potential Resources' hand-out for course participants (optional).

Preparation:

- Research resources for schools and educators on bullying, such as organisations that provide training on bullying for children or sources of counselling and support for victims.
- Photocopy the 'Potential Resources' Hand out or write the outline on a piece of flipchart paper.

Instructions:

- Hand out copies of the 'Resources' grid or refer participants to your flipchart.
- Ask the participants to brainstorm the kinds of role-players that can assist in their efforts to prevent and respond to bullying. Examples could include organisations that provide counselling and victim-support, such as Child Line or Life Line, or victim support points within the police service; local clinics; and organisations providing training for children on bullying. Resources may also include the local police station in cases of severe bullying where perpetrators could be charged with rape, assault or other crimes.
- Once the participants have developed a list, ask them to provide details on the actors involved, such as their location and contact details. You may need to assist them with this information.

Summary and debrief:

- Write up the information on a piece of flipchart paper, or the prepared resource grid. Ask the participants to fill in the information on their 'Potential Resources' form, or where you have not copied forms, to create their own list of resources.

Anti-Bullying Resources

Name of resource	What do they do?	Where are they?	Contact details



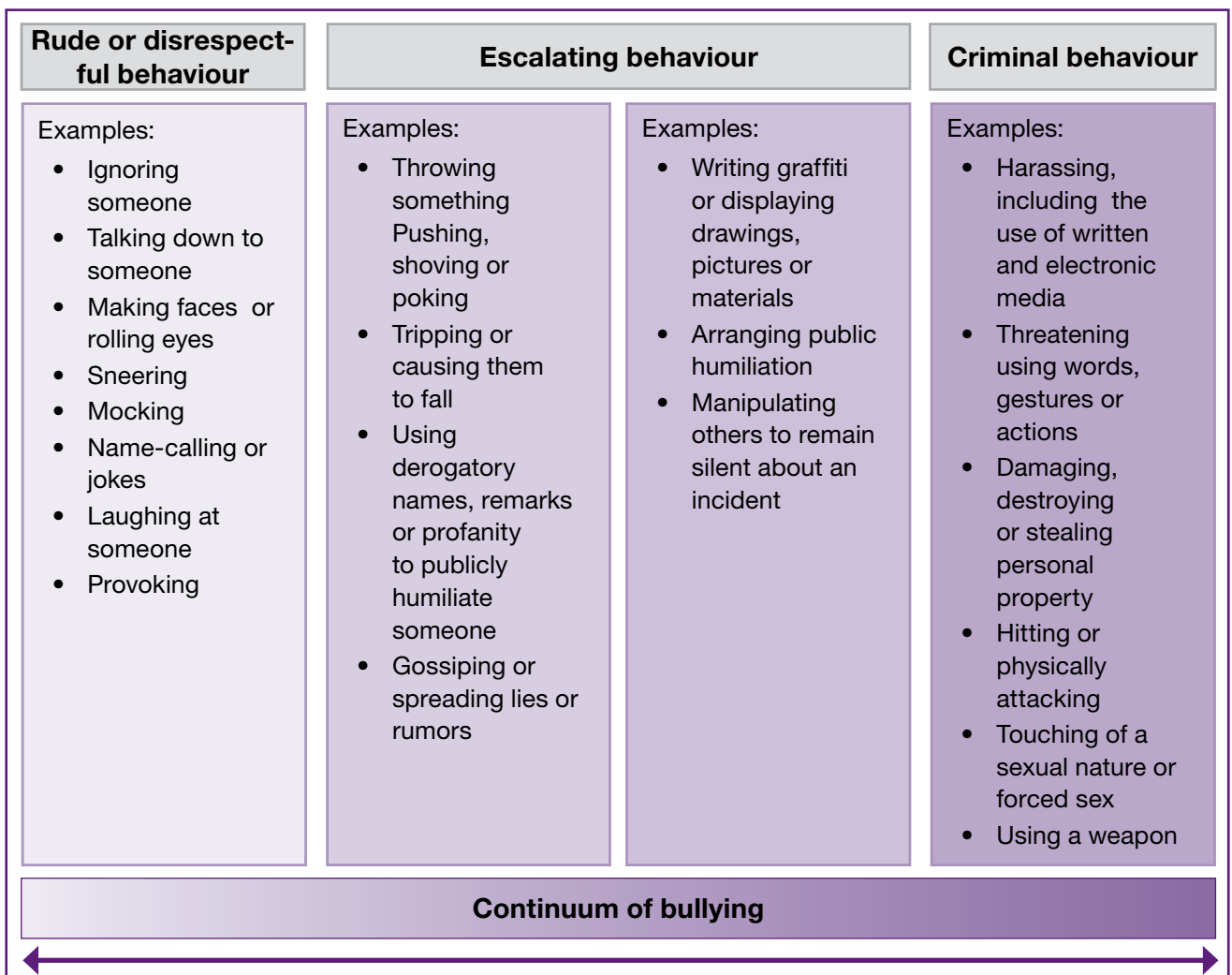
Hand out

When does bullying become a criminal issue?

Bullying incidents can usually be placed on a continuum from rude and disrespectful behaviour, to very serious incidents that involve threatened or actual physical or sexual attacks, damage to property and weapon use, all of which can justify the laying of criminal charges:

Bullying should very seldom escalate to serious, potentially criminal behaviour. Bullying tends to be an escalating behaviour. It generally starts with minor incidents involving undesirable conduct, which left unchecked progresses to more serious behaviour. If schools and the school community take bullying seriously, and intervene decisively to address it early on, it should rarely reach the point where it becomes criminal behaviour.

It is important to take major incidents seriously, and to involve the police where necessary. At the severe end of the continuum, incidents can pose a serious threat to children's life and health. They may also result in harm to the bully where victims retaliate with weapons or force.



Glossary

Delinquency	Refers to wrongful, illegal or anti-social behaviour.
Eating disorder	People with eating disorders eat, or refuses to eat, in order to satisfy a psychological need and not a physical need. While people normally eat when hungry and stop eating when the body doesn't need more, people with eating disorder ignore these signals and either under or over-eat. Eating disorders include anorexia and binge eating, or bulimia.
Empathy	Empathy involves identifying with and understanding another person's situation, feelings, and motives. It implies understanding and entering into another's feelings. To empathise involves understanding another person's feelings or position.
Gender	Gender norms refer to the socially prescribed attitudes and behaviour and roles given to men and women. Gender is not the same as sex; while 'sex' refers to the biological differences between males and females, 'gender' is about what society expects from males and females.
Hostile behaviour	Refers to unfriendly, cold or aggressive behaviour.
Information Communication Technologies	Refers to any communication device or application, including radio, television, cellular phones, and computer and network hardware and software and their uses, such as videoconferencing and distance learning.
Mainstreaming	Refers to bringing specific issues into the 'mainstream' of a school's curriculum and activities. Rather than addressing issues separately from everyday content and programming, mainstreaming involves integrating a position, approach and information into all aspects of school life.
Norms	Refer to rules of behaviour in a society or group. They tend to reflect the values of the group and specify those behaviours and actions that are proper and those that are inappropriate, and how the group rewards or punishes adherence and non-adherence. Gender norms, for example, often expect men to be strong and masculine, while women are expected to be more submissive and feminine.

Peer group	Refers to members of a group that are roughly the same age and status.
Peer mediation	Refers to the use of use of fellow learners to promote reconciliation, settlement, or compromise between conflicting parties.
Post-traumatic stress	Post-traumatic stress disorder (PTSD) is an anxiety disorder that develops after exposure to a terrifying event or ordeal, where a person experienced or was threatened with serious harm. Symptoms include anxiety, flashbacks, recurrent nightmares, and avoidance of reminders of the event. PTSD often occurs alongside depression and substance abuse.
Self-harm	Self-harm behaviour involves any deliberate attempt to harm or destroy the body. Self-harm is done without suicidal intent, but is severe enough to cause physical injury. Examples include cutting or burning oneself, head-banging, and severe scratching.
Slurs	A slur refers to insinuations or allegations about someone that is likely to insult them or damage their reputation.
Status	Refers to a person's social position compared to others.

Appendix 1:

Tips for Children and Young people on Cyber bullying

Being sent an abusive or threatening text message, or seeing nasty comments about yourself on a website can be really upsetting. These tips can help you to protect yourself and your friends from cyber bullying.

1) Always respect others

Remember that when you send a message to someone you cannot see the impact that your words or images may have on them. That is why it is important to always respect people and be careful what you say online or what images you send. What you think is a joke may really hurt someone else. Always ask permission before you take a photo of someone.

If you receive a rude or nasty message or picture about someone else, do not forward it. You could be assisting a bully, and even be accused of cyber bullying yourself. You could also be breaking the law.

2) Think before you send

It is important to think before you send any images or text about yourself or someone else by email or mobile phone, or before you post information on a website. Remember that what you send can be made public very quickly and could stay online forever. Do you really want your teacher or future employer to see that photo?

3) Treat your password like your toothbrush

Don't let anyone know your passwords. It is a good idea to change them on a regular basis. Choosing hard-to-guess passwords with symbols or numbers will help stop people hacking into your account and pretending to be you. Remember to only give your mobile number or personal website address to trusted friends.

4) Block the Bully

Most responsible websites and services allow you to block or report someone who is behaving badly. Make use of these features, they are there for a reason!

5) Don't retaliate or reply!

Replying to bullying messages, particularly in anger, is just what the bully wants.

6) Save the evidence

Learn how to keep records of offending messages, pictures or online conversations. These will help you demonstrate to others what is happening, and can be used by your school, internet service provider, mobile phone company, or even the police, to investigate the cyber bullying.

7) Make sure you tell

You have a right not to be harassed and bullied online. Tell your school. Tell your teacher.

Finally, don't just stand there – if you see cyber bullying going on, support the victim and report the bullying. How would you feel if no one stood up for you?

Source: Digizen, Safe To Learn: Embedding Anti-Bullying Work in Schools. Available at http://old.digizen.org/cyber_bullying/fullguidance/resources/childadvice.aspx

Appendix 2:

Tips for Parents and Carers on Cyber Bullying

When a child is the target of cyber bullying – bullying via mobile phone or the internet – they can feel alone and very misunderstood. It is therefore vital that as a parent or carer you know how to support your child if they are caught up in cyber bullying. This short guide will help you.

PREVENT CYBER BULLYING

Where to start

The best way to deal with cyber bullying is to prevent it happening in the first place. Although it may be uncomfortable to accept, you should be aware that your child might as likely cyber-bully as be a target of cyber bullying and that sometimes children get caught up in cyber bullying simply by not thinking about the consequences of what they are doing. It is therefore crucial that you talk with your children and understand the ways in which they are using the internet and their mobile phone. In this guide there is an anti-cyber bullying code which contains seven key messages for children, which you may find a helpful starting point for a discussion with them about issues, such as being careful about posting images on personal websites and where to go to get help.

Use the tools

Most software and services on the internet have in-built safety features. Knowing how to use them can prevent unwanted contact. For example, Instant Messenger (IM) services such as MSN Messenger have features that allow users to block others on their contact list and conversations can be saved on most Instant Messenger services. Social networking sites such as MySpace also have tools available – young people can keep their profile set to ‘private’, for example, so that only approved friends can see it.

With bullies using text and picture messaging, it is also important to check with your children’s internet or mobile phone provider to find out what protections they can offer, including whether it is possible to change your mobile number.

RESPONDING TO CYBER BULLYING

It is vital that you have strategies to help your child if they come to you saying that they are being cyber bullied.

Educate

Start by teaching your children the Seven Tips for Learners. This includes advice on not replying or retaliating to cyber bullying, as well as not assisting a cyber-bully by forwarding a message, even as a joke.

Keep the evidence

Keeping the evidence of cyber bullying is helpful when reporting an incident and may help in identifying the bully. This means keeping copies of offending emails, text messages or online conversations.

Reporting cyber bullying

There are a number of organisations that can help you if you need to report incidents of cyber bullying:

- The school: If the incident involves a learner or learners at your child's school, then it is important to let the school know.
- The provider of the service: Most service providers have complaints and abuse policies and it is important to report the incident to the provider of the service - i.e. the mobile phone operator, the instant messenger provider (e.g. MSN Messenger, Blackberry Messenger, Yahoo), or the social network provider (e.g. Facebook, MySpace, Twitter, or MXit). Most responsible service providers will have a 'Report Abuse' or a nuisance call bureau, and these can provide information and advice on how to help your child.
- The police: If the cyber bullying is serious and a potential criminal offence has been committed you should consider contacting the police. Relevant criminal offences here include harassment and stalking, threats of harm or violence to a person or property, any evidence of sexual exploitation, for example grooming, distribution of sexual images or inappropriate sexual contact or behaviour.

Source: Digizen, Safe To Learn: Embedding Anti-Bullying Work in Schools.
Available at:

http://old.digizen.org/cyber_bullying/fullguidance/resources/default.aspx

