“Safe Schools Are Effective Schools”

School Procedures and Practices for Responding to Students Who Bully

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This report was commissioned by the Victorian Department of Education and Early Childhood Development as part of its ‘Safe Schools are Effective Schools’ strategy and in support of the ‘National Safe Schools Framework’.
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The Victorian privacy laws, the Information Privacy Act 2000 and Health Records Act 2001, provide for the protection of personal and health information.

This resource involves the collection, use and disclosure of personal information. It is consistent with the Department’s purposes for collecting personal information in that it supports the development of a whole school approach to bullying, specifically in relation to students who bully.

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Acknowledgements

M.E. Bernard for permission to reproduce his material that describes different practices responding to students with behavioural problems as well as surveys and practices for planning individual strength-building programs for connecting students to school, community and home, and for developing their inner social and emotional skills and values.

L. Finger, R. Craven, R. Parada, & A. Yeung, “Beyond Bullying Primary School Program: Teacher’s Handbook” (2007), Centre for Educational Research, University of Western Sydney for permission to reproduce:

- Table 2. What Causes Bullying? Risk and Protective Factors (adaptation)
- Adaptation of Initial Interview Form
- Documentation of School Response to Specific Incidents of Bullying (Bully Incident Report Form)
- Teacher Modelling of Positive Interpersonal Behaviour

L. Freeman, Associate Professor, Faculty of Education, University of Melbourne, for acting as a consultant to this project.


H. Leary, principal, and the staff of Benalla 3I Primary School, for support in the early stages of project development and sample dialogues for communicating with parents.

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R. Parada, Ph.D. for permission to reproduce information related to the methods of Expectation Discussion, Redirection and Shared Control as well as micro techniques as they appear in his dissertation “School Bullying: Psychosocial Determinants and Effective Intervention” (2006).

K. Rigby, Associate Professor, Faculty of Education, University of South Australia, for acting as a consultant to this project.
The Department of Education and Early Childhood Development is committed to providing safe, secure and stimulating environments for all students, and provides a range of anti-bullying policies and strategies for schools to deliver on this commitment.

_Safe Schools are Effective Schools_ is the Department of Education and Early Childhood Development’s key policy and resource for developing safe and supportive school environments in all Victorian Government schools. It provides guidelines for schools on the prevention, intervention and management of bullying and cyber bullying, including case studies of good practice.


_School Procedures and Practices for Responding to Students Who Bully_ resource builds on this work by providing primary and secondary schools with additional support to respond to bullying. It describes and summarises actions that teachers can take to respond to incidents of bullying and that student welfare coordinators and counsellors can take to develop and implement individual behaviour plans for students.

Bullying behaviour in schools should be addressed as part of a school’s Student Code of Conduct and duty of care. Building positive relationships, engaging all students in effective programs, and providing school based support are positive and practical ways of ensuring safe and supportive school environments.

I would like to acknowledge the efforts of the schools who participated in this process and contributed ideas and feedback to the development of these procedures.

_Ian Claridge_
**General Manager**
**Student Wellbeing and Support**
**Department of Education & Early Childhood Development**

_April 2008_
Contributors to this Report

The following school representatives of teachers and student welfare/wellbeing coordinators attended several professional learning days at the University of Melbourne to discuss and revise early drafts of this final report. Additionally, time was spent at their schools meeting with staff to discuss, implement and provide feedback on the “anti-bullying” procedures and practices contained in the report.

Primary Schools

Aspendale Gardens Primary School
Duane Neill, Prue Richards and staff

Brighton Primary School
Caroll Ann Flanigan, Gayle Roads and staff

Grey Street Primary School
Shane Emond, Sarah Lonnie and staff

Hampton Park Primary School
Penny Johnson, Matthew Williams and staff

Kismet Primary School
Elena Avignone, Glenn McConnell and staff

Tootgarook Primary School
Rob Bowtell, Melanie Sampson and staff

Yarraman Park Primary School
Lynda Chapman, Lisa Ferracane and staff

The Alannah and Madeline Foundation
Maree Stanley

You Can Do It! Education
Patricia Bernard

Secondary Schools

Lyndale Secondary College
Merrin Girolami, Linda Stanton and staff

Monterey Secondary College
Catherine Dunn, Anthony Weare and staff

Mt. Erin Secondary College
Chris Collins, Janine Pike, Murray Sydenham and staff

Orbost Secondary College
Heather Macalister, Peter Seal and staff

Roxburgh Secondary College
Tony Keirsten-Wakefield, Leanne Sadler and staff

Sunbury College
Barbara Lloyd, Fiona Davies, Chris Warren and staff
The Impact of this Report on Schools’ Response to Bullying
(feedback from Contributors)

**Primary Schools**

The Report has lead to a greater awareness of the factors influencing kids who bully and how the different levels of intervention combine in a coordinated approach to help these students and, through this, the wider community... from everyday common classroom approaches, to the relationship and strength building and restorative practices. The report also provides the research evidence to support practices that are focused on helping kids who bully...
The school is currently undertaking a review of school procedures and practices and the Report helps us to identify gaps (and strengths) and pathways to strengthen these. **Melanie Sampson, Tootgarook Primary School**

The knowledge from the Report on students who bully has been great and beneficial. It has made me more aware of “Bullying” and ways to deal and assist students who bully...practices that can be used during a bullying situation. The staff are beginning to feel more empowered as the practices are being introduced. It is great to hear them beginning to talk about bullying.
**Lisa Ferracante, Yarraman Park Primary School**

I have gained a better understanding of bully behaviour and strategies that I can use to assist me in my teaching practice...Our staff feel more equipped to deal with incidents. **Sarah Lonnie, Grey Street Primary School**

This is the “Harm Minimisation Approach”! The intention of the Report is to help schools break away from a traditional punitive approach which is reactive. This is a preventative program which gives constructive procedures that can be smoothly and effectively implemented to manage bullying behaviour. It is an inclusive approach that teachers can model. **Elena Avignone, Kismet Park Primary School**

The report is very beneficial to confirm how effective our current procedures are and to know that we are on the right track. It is a fantastic resource for schools to use, written in an easy to read format. It is great for teachers to have a practical resource that clearly specifies effective practices and to see how it works for them. The report also helps to ensure that there is consistent management and monitoring of students who bully.
**Prue Richards, Aspendale Gardens Primary School**

**Secondary Schools**

The Report has helped me and our school reassess the way we look at and deal with bullying and has provided a framework within which to make changes. We will have a structure, we will have procedures in place, which should lead to consistency and understanding rather than the scattergun approach previously adopted. **Heather Macalister, Orbost Secondary College**

The Report has given our school a solid grounding to build on to understand students who bully.
**Anthony Weare, Monterey Secondary College**

For many members of staff, the complaint has been one of consistency. This is an age-old problem. The Report is user-friendly and provides real guidance. **Linda Stanton, Lyndale Secondary College**

The value of the Report is in understanding the student who bullies; giving confidence to staff in using appropriate procedures and practices; provides professional learning opportunities for all staff to discuss and consult with one another about resolutions to this issue. **Catherine Dunn, Monterey Secondary College**

I have found the Report very useful in helping me to adopt a range of strategies to work with students who bully...My skills in restorative practice and 1:1 conferencing have improves. I feel confident in these approaches and use them on a daily basis. **Fiona Davies, Sunbury College**
How to Use this Report

This report is designed to focus on procedures and practices to support teachers in responding to incidents of bullying. Additionally, it provides practices that student welfare personnel can employ in designing and implementing individual intervention plans for students who chronically bully. This report is not a new, whole-school intervention anti-bullying program nor does it contain extensive information for schools wishing to establish practices which empower bystanders and support “targets” of bullying. The practices discussed in this report focus mainly on students who bully rather than their targets who also need support. The practices are seen to be most effective when implemented in schools that have already established or are establishing clear policies and explicit rules concerning the rights of everyone in the school community to feel safe.

The material in this Report can be presented at staff meetings (and in meetings with parents and members of the school community). For a large staff, material in this Report can be presented to smaller groups. It is intended to supplement existing anti-bullying procedures and policies. It is hoped that some of the material in this Report, once discussed and implemented by school personnel, will be incorporated into existing statements of a school’s anti-bullying procedures and practices.

It is recommended that the material in **Part I. Snapshots of Bullying and Effective School Response** be photocopied for all teachers and staff members and, then, discussed in a time set aside at a staff meeting. After individual and small group review, points of interest and clarification should be discussed with an eye to a school’s existing “Safe Schools are Effective School’s” anti-bullying policies and practices including the Student Code of Conduct.

It is recommended that at a separate staff meeting, a review take place of the anti-bullying procedures and practices found in **Part II. Responding to Incidents of Bullying**. Brief role plays and guided discussion should form the avenue in which the content is deconstructed by all members of staff. The objectives of this review are twofold: 1. examination and revision of current practices for responding to incidents of bullying so that everyone at school is on the same page and 2. increase in teacher confidence and skill in responding to incidents of bullying.

It is recommended that practices identified for use by student welfare coordinators (including school counsellors, wellbeing coordinators, principal in charge of student welfare) be described to all members of staff and, then, reviewed in detail by those involved in student welfare. This material appears in the last section of Part II. “Student Welfare Practices” and, then, in **Part III. Individual Planning for Students with Severe and Ongoing Bullying Behaviour**.

The anti-bullying practices presented in this Report will need to be regularly reviewed to keep them on everyone’s radar screen (see ‘Professional Learning Guidelines’ in Part I).
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Snapshots of Bullying and Effective School Responses

“Understanding what bullying is and how it affects students allows us to be better equipped to effectively stop bullying behaviours” (Finger, Craven, Parada & Yeung, 2007).
Summary of Some of the Things We Have Learned about Responding to Students who Bully

...it is good to tackle the problem of bullying by ensuring that the values of caring and respecting everyone in the school community are taken seriously

...no one response will put an end to bullying but having a variety of responses to “call on” increases the chances

...sanctions and negative consequences work for some students and not other students

...coming down “hard” on students who bully does not work in many cases

...some students who bully need time to reflect on their actions in a supportive relationship

...all students who bully need dedicated discussion time to increase their awareness of what bullying is, its effects on others, to say what they can do to make better choices and how they can make the situation better

...restorative meetings (classroom, individual, small groups of students) where students who bully become more aware of the impact of their actions and are given an opportunity to offer solutions to improve the situation helps many students to stop bullying

...students at all levels of social and emotional wellbeing bully other students

...students who bully have different social and emotional characteristics and needs

...approximately 50% of students who bully have positive self-esteem and 50% do not have positive self-esteem; many students who bully under-achieve and need help in learning to be confident, persistent, organised and to work cooperatively; some students who bully are achieving to their potential and do not need help in managing their own learning

...just about all students who bully –especially those at higher levels of social and emotional wellbeing- can profit from restorative meetings as well as counselling that develop their empathy, impulse control, anger management, concern for others and responsibility for making the situation for the “target” better

...some students with low levels of social and emotional wellbeing do not respond to sanctions or restorative approaches and require comprehensive, strength-building intervention programs that develop their connectedness to positive adults, peers and programs in their school, home and community as well as strengthen their social and emotional competence

...“demonising” bullies makes it virtually impossible for adults to help students who bully

...it is good to have a consistent way to record incidents of bullying

...there are different levels of response to students who bully: (1) teachers equipped with a range of communication and intervention practices that can work to stop students from bullying; (2) student welfare coordinators (i.e., counsellors, wellbeing coordinators, year level coordinators, principals) who are referred students who bully and who employ more intensive interventions such as restorative meetings, behaviour contracts, mentoring in social-emotional skills, parent intervention as well as individual behaviour plans; (3) mental health professionals who provide more intensive individual and family therapy

...and much, much, more (read on!)
In preparing staff to respond effectively to incidents of bullying as well as to plan individual interventions, it is important that current knowledge about bullying be reviewed by all members of staff. In order for staff responses to bullying behaviour to have optimum effect, it is now recognised that staff need to both understand and communicate the facts about bullying as we know them to be.

The following material can be photocopied and distributed. Additionally, a powerpoint presentation can be developed to accompany a presentation to school staff. Alternatively a summary of the information that follows can be prepared and distributed.

What Is Bullying?
The Victorian Department of Education and Early Childhood Development provides the following definition:

“Bullying is when someone, or a group of people, upset or create a risk to another person's health and safety – either psychologically or physically – or their property, reputation or social acceptance on more than one occasion.”

While this definition is consistent with Occupational Health and Safety legislation and WorkSafe guidelines, research also suggests that bullying in schools usually involves a student having more power, deliberately bullying another.

Bullying is a form of aggressive behaviour and can be differentiated from teasing and violence in three ways:

1. Bullying is often a deliberate hurtful action directed towards another person or persons, by one or more persons.
2. Bullying is repetitious in nature, where incidents occur more than once and are not random acts. However, severe ‘one-off’ bullying also occurs and is recognised as potentially very harmful.
3. Bullying usually involves a person having more power or strength at the time.

As distinct from playful teasing, bullying is a mean action intended to hurt the target and create subordination as well as a feeling of superiority for the bully.

Types of Bullying
There are a variety of categories and examples of bullying behaviour including:

Direct Physical Bullying: hits, trips, pushes, pokes, damages property, physically threatens, gives intimidating looks, steals property, touching and brushing up against (sexual nature).

Direct Verbal Bullying: calls names, insults, makes homophobic remarks, makes racist remarks, verbally abuses name, family, religion, disability, or other individual characteristic of “target,” laughs at, puts down, threatens, sexual joking and innuendo.

Indirect Bullying (Sometimes referred to as ‘Social Bullying’, this form of bullying is harder to recognise and is often carried out behind the bullied student's back. It is designed to harm someone's social reputation and/or cause humiliation):

- lies and spreads rumours
- plays nasty jokes to embarrass and humiliate
- mimics, deliberately leaves “target” out of activities
- encourages others to socially exclude someone
- damages someone's social reputation and social acceptance.

Cyberbullying: More recently, a new form of bullying has appeared. Cyberbullying involves being cruel to others by sending or posting harmful material of engaging in other forms of social aggression using the Internet or other digital technologies (Willard, 2007). Some of the main forms of cyberbullying include:

- flaming: online fights using electronic messages with angry or vulgar messages
- harassment: Repeatedly sending nasty, mean and insulting messages
- denigration: Posting or sending gossip or rumours about a person to damage his/her reputation or friendships
- outing: Sharing someone's secrets or embarrassing information or images online
- exclusion: Intentionally and cruelly excluding someone from an online group
- cyberstalking: Repeated, intense harassment and denigration that includes threats or creates significant fear
<table>
<thead>
<tr>
<th>Types</th>
<th>Verbal</th>
<th>Physical</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indirect</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online insults</td>
<td>Harassing, threatening email messages</td>
<td></td>
</tr>
<tr>
<td>Physical abuse</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Indirect</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friends playing nice to impress or intimidate</td>
<td>Put downs (&quot;you stupid&quot;)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;I am in your group&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dismissive comments/attitude</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stalking/harassing when a student speaks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Non-swearling name-calling</td>
<td></td>
</tr>
<tr>
<td><strong>Physical</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical abuse</td>
<td>Made personal space</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Little push, poke</td>
<td></td>
</tr>
</tbody>
</table>

Table 1: Examples of Different Types of Bullying Behaviour
Name calling is the most common form of bullying, followed by being physically hit or threatened followed by being excluded or made the subject of malicious rumours. It is common for different types of bullying to occur in the same interaction (Rigby, 1996; Crozier & Dimmick, 1999).

As children get older, verbal and indirect forms of bullying become more common than physical forms. However, during the transition between primary and secondary schooling, the incidence of bullying increases.

**The Extent of Bullying in Australia**

According to the experts, bullying within Australian schools is said to occur on a weekly basis for approximately 1 in 6 children (Rigby & Slee, 1999).

The highest rates of bullying occur in primary school (Smith, Madsen & Moody, 1999). While bullying decreases with age, it has been found to temporarily rise just after the transition from primary to secondary school (see Rigby, 1997).

24% of students report bullying others, 22% report being bullied and bullying others and 12% report being "targets." 30% of boys and 19% of girls report bullying others. More boys than girls report being both bullied and bullying. Just over 40% of students report not being involved in either aspect of bullying (Forero, McLellan, Rissell & Bauman, 1999).

One in ten students is an active bully (Rigby, 1996).

While bullying in primary school which can range up to 50% of all students (Wolke, Woods, Bloomfield & Karstadt, 2000) tends to be unstable and transient over time (Hanish & Guerra, 2004), students who bully at age 8 tend also to bully at age 16 (Sourandor, Helstela, Helenius & Piha, 2000).

**What Causes Bullying?**

In terms of bullying research there are a number of factors which influence its onset (see Table 1). Although some causes may have more of an effect than others (i.e. peer relations may have more impact on bullying than family relations for some students, and vice versa for other students), no single cause has been identified.

There are two important considerations when exploring the causes of bullying behaviour.

- Causes are not causes in themselves, but rather risk factors (or protective factors for not being involved). No single identified cause will lead a student to bully. Rather, there may be a higher chance that a student will be involved in the presence of that so called 'risk factor'; and
- One risk factor alone may influence a person to be involved. However, it is the accumulation of various 'risk factors' that are stronger predictors of outcome behaviours.

Risk and protective factors are those life circumstances which relate to the likelihood of being involved in bullying. Risk factors are the factors which may lead someone to be involved, and protective factors are the factors which may guard someone from being involved in bullying. For example family relations may be both a risk and protective factor. If a student has negative relations with their parents, this may be a risk factor for bullying others at school, yet, if a student has positive family relations, this may act as a protective factor against being involved.

However, risk and protective factors are not causes in themselves. It is the cumulative effect of various risk and protective factors that influence a student’s likelihood of being involved in bullying. For example, a student who has positive family relations yet is involved in a peer group and school environment that condones name-calling and social exclusion may be influenced to bully others.

The Bernard, et. al. (2007) data reveals that students who bully who are at lower levels of SEWB are likely to display delays in a variety of social and emotional capabilities (resilience, learning capabilities, social skills and values) as well as perceive weak connections to their school, home and community. Students who bully who are at high levels of SEWB are likely to display higher levels of learning capabilities, social skills and values, most aspects of resilience (management of anxiety and depression) and to have strong connections to positive people and programs in their school, home and community. They are not likely to display well developed empathy, conflict resolution and emotional and behavioural control of anger.
### Table 2. What Causes Bullying: Risk and Protective Factors

#### Risk and Protective Factors Related to the School Environment

<table>
<thead>
<tr>
<th>Risk Factors</th>
<th>Protective Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inefficient Classroom Management</strong></td>
<td><strong>Effective Classroom Management</strong></td>
</tr>
<tr>
<td>Produce feelings of vulnerability amongst students with the use of inconsistent behaviour management techniques, nick names, put downs, classroom shaming, and splitting-language</td>
<td>Empower students with the use of consistent behaviour management techniques, positive reinforcement for appropriate behaviour and classroom specific unified language</td>
</tr>
<tr>
<td><strong>Insufficient Knowledge of Bullying</strong></td>
<td><strong>Sound Knowledge of Bullying</strong></td>
</tr>
<tr>
<td>Little knowledge of what constitutes bullying, where it happens, the consequences of bullying, and how to stop it</td>
<td>Knowledge of what constitutes bullying, where it happens, the consequences of bullying, and how to stop it</td>
</tr>
<tr>
<td><strong>Idle Supervision</strong></td>
<td><strong>Active Supervision</strong></td>
</tr>
<tr>
<td>Failing to actively interact with students and to provide ‘safe havens’ in all areas of school</td>
<td>Using time effectively to actively interact with students and to provide ‘safe havens’</td>
</tr>
<tr>
<td><strong>Overlooking Positive Behaviour and Pro-Social Interactions</strong></td>
<td><strong>Reinforcing Positive Behaviour and Pro-Social Interactions</strong></td>
</tr>
<tr>
<td><strong>Zero Tolerance ‘Punitive’ Response</strong></td>
<td><strong>Zero Tolerance ‘Developmental’ Response</strong></td>
</tr>
<tr>
<td>Use of negative consequences of increasing severity to ‘motivate’ student to refrain from bullying</td>
<td>Use of a variety of educational and supportive efforts (e.g., restorative questioning) in response to bullying and the use of, when necessary, negative consequences</td>
</tr>
</tbody>
</table>

#### Risk and Protective Factors Related to the Family Environment

<table>
<thead>
<tr>
<th>Risk Factors</th>
<th>Protective Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Poor Relationship with Parents, Low Parental Warmth</strong></td>
<td><strong>Positive Relationship with Parents, High Parental Warmth</strong></td>
</tr>
<tr>
<td>Having the perception that parents do not care about you, are rejecting of child and where few signs of love and affection are in evidence</td>
<td>Parents spend time listening and provide physical signs of love and affection</td>
</tr>
<tr>
<td><strong>Poor Relationships with Family Members</strong></td>
<td><strong>Positive Relationships with Family Members</strong></td>
</tr>
<tr>
<td>Sibling conflict/rivalry and little support from extended family</td>
<td>Grandparents and extended family are around to provide care and support of child and family</td>
</tr>
<tr>
<td><strong>Authoritarian Parent</strong></td>
<td><strong>Authoritative Parenting</strong></td>
</tr>
<tr>
<td>Excessive number of rules rigidly enforced with harsh consequences</td>
<td>Behavioural expectations are communicated to child with explanations and consequences for poor behaviour are calmly implemented</td>
</tr>
<tr>
<td><strong>Inappropriate Modelling of Emotions and Bullying Behaviour</strong></td>
<td><strong>Appropriate Modelling of Emotions and Behaviour</strong></td>
</tr>
<tr>
<td>Parents display poor emotional control of anger; bullying in evidence between parents and/or between parents and children</td>
<td>When frustrated or not having their wishes immediately met, parents display assertive skills as well as emotionally controlled responses</td>
</tr>
</tbody>
</table>
### Table 2. What Causes Bullying?: Risk and Protective Factors (cont.)

<table>
<thead>
<tr>
<th>Risk Factors</th>
<th>Protective Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Reinforcement of Bullying</td>
<td>Peer Reinforcement for Stopping Bullying</td>
</tr>
<tr>
<td>Bystander Apathy</td>
<td></td>
</tr>
<tr>
<td>Seeking to be a Group Member of a High-Status Group of Students who Bully Others</td>
<td>Wanting to be a Group Member of a Group of Students who do not Condone Bullying</td>
</tr>
<tr>
<td>Feeling of Power, Control and High Social Self Worth by Means of Bullying</td>
<td>Feeling of Power, Control and High Social Self Worth without the Means of Bullying</td>
</tr>
</tbody>
</table>

### Risk and Protective Factors Related to the Peer Environment

<table>
<thead>
<tr>
<th>Risk Factors</th>
<th>Protective Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggressiveness, pessimism, external locus of control, poor empathy, poor conflict resolution</td>
<td>Optimism, internal locus of control, good social skills, positive work orientation (learning capabilities</td>
</tr>
<tr>
<td>and anger management skills, poor social skills, low self-esteem, poor resilience, poor work</td>
<td>are age-appropriate such as work confidence, persistence, organisation, teamwork)</td>
</tr>
<tr>
<td>orientation skills (e.g., disorganisation, poor time management, low work confidence,</td>
<td>resilience and achieving to potential</td>
</tr>
<tr>
<td>procrastination, poor teamwork) and educational under-achievement</td>
<td></td>
</tr>
</tbody>
</table>
What We Know About Students Who Bully

The most common reported motivations for bullying are “to feel powerful” or “to look cool” (Farrington, 1993).

Some of the common reasons students bully include:

• To seek revenge for a perceived act of unfairness or hostility (often precipitated by extreme anger) by the target
• To display power and maintain leadership status with peers
• To gain acceptance from or access to a desired peer group
• To get what they want (resources)
• To strengthen self-identity based on superiority and power

Bullying begins in early childhood when students begin to assert themselves at the expense of others in order to establish social dominance (Rigby, 2002).

Students who bully may have higher social and physical self-concepts but lower academic self-concepts (Salmivalli, 1998). This may be due to many students who bully not having the social, emotional and learning competencies that enable them to demonstrate social and academic competence at school. These students can resort to using strength, power and physical superiority over others to gain positive self-esteem (Staub, 1999). The self-concept and self-identity of students who bully is strengthened by engaging in behaviour that harms others. It has been found that low academic self-concept may trigger bullying behaviour (Marsh, Parada, Craven & Finger, 2004; Marsh, Parada, Yeung & Healy, 2001).

Bullying needs to be understood as a group process as 85% incidents of bullying occur in the presence of peers (Salmivalli, 1995).

The essential quality that any bully looks for in a target is not difference but vulnerability—some indication that the bully can abuse this child without retaliation (Sheras, 2002).

Students who bully select “targets” whom they perceive as least like themselves in terms of social group and identity (e.g., sporting jocks, those perceived as select academic ‘nerds’; masculine males choose homophobic bullying) who are least able to defend themselves and to retaliate to inflict harm.

Students who bully experience higher levels of difficulties with school work, feel disengaged from the school community and report being unhappy at school (Eisenberg, Neumark-Sztainer & Parry, 2003). It has been reported that students who bully have a poorer connection with school (Nansel, Overpeck, Pilla, Ruan, Simons-Morton & Scheidt, 2001).

High levels of anger often precede and accompany bullying behaviour (Bosworth, Espelage & Simon, 1999) although acts of bullying may be motivated by a desire to achieve dominance and access resources rather than anger.

Students who bully have been found to possess ineffective coping strategies when faced with peer hassles (Smith, 2004).

Students who bully have more diagnoses of conduct disorder, oppositional defiant disorder, attention deficit/hyperactivity disorder, and depressive disorders. They tend to have lower emotional stability, empathic regard, warmth and friendliness (Slee & Rigby, 1993).

Boys are more likely to initiate bullying than girls (Olweus, 1993). It has been argued that due to our patriarchal society, males are seen as generally having more power than females and as a consequence, in order to maintain their dominance, boys feel justified in oppressing girls. Boys bully boys who do not possess stereotypical masculine behaviours. Girls who are bullied by other girls appear to differ from idealised version of what it means to be feminine. Boys are more likely to be involved in physical bullying and boys and girls are equally likely to be involved in verbal bullying (Bosworth, Espelage & Simon, 1999). Cross gender bullying most commonly involves boys as the perpetrators (Rigby, 2002). It is argued that members of some ethnic groups who see themselves as superior to and more powerful than other ethnic groups feel justified in bullying others whom they seek to dominate (e.g., non-Indigenous students may feel justified in bullying their Aboriginal peers, Rigby, 2002, 2003).
There are a group of students who both bully and are targets of bullying. These students tend to be the most aggressive towards others in response to provocation and to achieve some end (Parada, 2006).

It has been reported that bullying in one school may be four times higher than bullying in another school, even when the schools are located in similar socioeconomic areas with the same ethnic mix (Rigby, 1991). How a school manages bullying is a very important factor.

**The Impact of Bullying on Targets**

Repeated exposure to being bullied often undermines the health and wellbeing of vulnerable students leading to anxiety and depression (Rigby, 1999; Smith, 2004) and a variety of psychosocial complaints (tiredness, sleep problems, abdominal pain, bedwetting (Fekkes, Pijpers & Verloove-Vanhorick, 2004). Being bullied at school contributes to peer rejection (Deater-Dechard, 2001). Boys who are frequently bullied are four more times more likely to be suicidal than those not bullied while frequently bullied girls are eight more times likely to be suicidal (Kaltiala-Heini, Rimpela, Martunnen, Rimpela & Rantanen, 1999).

**Families and Bullying**

“Schools often take the side of parents of targets and thus take punitive actions towards bullies. The problem is that they do not look at the needs of the bullies, and support them to break their habits”. – Teacher comment

The home environment, parenting/discipline styles and the quality of parent-child relationships contribute to both risk and protective factors surrounding bullying including: degree of family cohesiveness, expressiveness, organisation, control, social orientation and personal relationship.

Bullying has been found to be associated with parents using physical discipline, time spent without adult supervision, poor family functioning, and reduced social support for problems with school work (Perren & Hornung, 2005; Rigby, Slee & Cunningham, 1999).

A minority of students who bully have been bullied themselves by family members (Rigby, 2003).

School bullying intervention may be more effective by offering parents information that educates them about bullying. Direct methods may include parent information nights and school meetings with parents. Indirect means can be accomplished by raising awareness using pamphlets, newsletters, and take-home material (Finger, Craven, Parada & Yeung, 2007).

Education for parents should provide information on what is bullying, the causes, the consequences, information about the school’s anti-bullying policy, and how to contact the school if their child is involved in bullying (Parada & Craven, 2002).

The use of parent surveys and involving parent representatives in developing anti-bullying policy is desirable.

Repeated engagement in bullying is associated with delinquent behaviour (Rigby & Cox, 1996). Unless corrected at school, perpetrators of bullying are more likely to act violently as adults in the home and workplace with aggressive bullies having a one in four chance of engaging in criminal behaviour (Eron, Huesmann, Dubow, Romanoff & Yarmel, 1987, Farrington, 1995).

**Schools, Teachers and Bullying**

Many teachers lack confidence and knowledge about bullying and would like more training (Boulton, 1997).

There is no evidence to suggest that bullying happens more frequently in bigger classes. Bullying is more likely to happen due to individual class structures and school ethos rather than due to class size (Finger, et. al., 2007).

It is easier to get an anti-bullying policy developed with everyone agreeing in a small school.

The attitude of individual teachers towards acts of bullying creates a climate that can discourage or tolerate the expression of hostility including acts of bullying. It has been suggested that teachers may contribute to bullying if they do not empathise with the students being victimised, and, in fact, by thinking that the student is partly to blame and by controlling their classes with verbal intimidation. (Sullivan, 2000).
According to research conducted with secondary students (Parada, 2006), some methods which teachers used to manage their class were interpreted by students as bullying. For example:
• When teachers were not consistent in their attempt to discipline, students understood this to mean that teachers were favouring some students while picking on others;
• Teachers use of nick names, put downs and classroom shaming produced feelings of vulnerability because students were unable to retaliate against the teacher; and
• The use of splitting language by teachers identifying segregated groups within the class, some of which are problematic to the teacher (e.g., expressions which imply group membership such as “those at the back”, “I don’t have to tell you who came first, I also don’t have to tell you who came last”, “your work is so much neater than...”, “why can’t you be more like...”, or “... has problems at home”).

Changes in classroom management have resulted in measurable reductions in bullying (Roland & Galloway, 2002).

Effective classroom management appear associated with a lower incidence of bullying (Roland & Galloway, 2002).

It has been found that teachers may intervene in less than 25% of bullying incidents they witness (Craig & Peppler, 2000).

A study that videotaped children playing at school showed that teachers on playground duty were only aware of 17% of the playground bullying observed by the researchers (reported in Finger, et. al., 2007).

It is vital that all teachers and staff clearly communicate that bullying behaviour will not be tolerated/accepted as it violates Student Code of Conduct and the school rule that every student has the right to feel safe at school.

Evidence suggests that when students feel recognised and appreciated by at least one positive adult at school they will be less likely to act out against the school ethos of non-violence.

Zero tolerance ‘punitive’ policies may be more problematic than beneficial. The best discipline policies focus on finding a solution to bullying problems, rather than merely focusing on punishing the perpetrators (Orpinas & Horne, 2006).

Peers and Bullying

In a large majority of incidents of bullying (85%), peers are present and serve to instigate, maintain or exacerbate the bullying (Salmivalli, 1995). Peers may take the role of bullies, “targets,” assistants to the bully, reinforcers of the bullying behaviour, or advocates for the “target” or onlookers who do nothing to protect the “target.” Students can reveal support for bullying passively by either ignoring it, not intervening, remaining friends with the bully, talking to others about the incident, or actively by providing verbal encouragement, holding the target, or adopting the role of lookout (Parada, 2006). While adolescent bullies perceive themselves to be well liked and popular with peers (Perren & Hornung, 2005), such perceptions may be inaccurate.

Anti-bullying policies advocate that all students (everyone) have a responsibility to take steps to stop bullying by challenging it directly and/or reporting the incident to an adult (Boulton & Underwood, 1992). Many students fail to assist someone being bullied due to fear of being bullied themselves (Rivers & Souter, 1996).

Where Bullying Takes Place

In order of frequency, school bullying occurs (Rigby, 1996): in the playground, classroom, on the way home from school, and on the way to school.

Teaching students to anticipate situational circumstances in which bullying may occur (such as low-supervised areas) can help students deal with peer social pressure and help students effectively practise alternative methods to deal effectively with bullying (such as using help seeking skills) (Finger, et. al., 2007).

Bullying Does Not Build Character

It is now accepted by professionals that bullying is not a necessary “rite of passage” that builds toughness in children; quite the contrary. Exposure to repeated acts of bullying, especially for emotionally vulnerable children, prevents growth and development and
leads, in many cases, to severe mental health problems.

Helping Students Deal with Minor Incidents of Bullying

There is general agreement of anti-bullying experts that there is a role for helping students deal more effectively with minor bullying themselves. Resilience training programs teach students coping skills and positive ways to think which can help them to ‘resist’ bullying and, as a consequence, raise potential target’s self-efficacy (see Bernard, 2006a; Field, 1999).

Everyone Needs to Model Acceptance of People Who are from Diverse Cultural and Economic Backgrounds as well as Different Sexual Orientations

As much bullying is directed towards individuals who can be identified by their memberships in a group that is seen as being different from the mainstream and/or of inferior status, it is important for teachers and staff to celebrate the strengths and value of all people and refrain from expressing personal, negative views towards different groups.

Bullying is Very Hard to Eliminate

There is agreement that there is a positive impact of a range of anti-bullying policies and practices such as having a strong Student Code of Conduct concerning the right to safety and anti-bullying rules, restorative practices, circle time, peer mediated conflict resolution, use of penalties, etc..

Research conducted in England reveals that whole-school “anti-bullying” interventions have been found to reduce bullying in primary schools but not in secondary schools. Mixed results of a whole-school interventions at secondary school has also been reported in Australia with a significant reduction in bullying in the first year of secondary school (Peterson & Rigby, 1999).

The Social and Emotional Wellbeing of Students Who Bully

Recent research (Bernard, Stephanou, Urbach & Butler, 2007) reveals that bullying behaviour can be displayed by students who are functioning at very low levels of social and emotional wellbeing (SEWB) as well as students with higher levels of SEWB. That is, some students who are highly achieving, with no general behaviour problems and who possess positive self-esteem do bully others. And students who are under-achieving with general behaviour problems and low self-esteem do bully others. However, a far higher percentage of bullying is observed in students with lower than higher levels of SEWB. The above study found that in a sample of over 10,000 students, less than 10 percent of students at higher levels of social and emotional wellbeing bullied others. In contrast, when teacher ratings of students were examined, almost 70% of students who bullied could be characterised as having low levels of social and emotional wellbeing.

Bernard, et. al., (2007) indicate that students who bully and who demonstrate higher levels of SEWB are less likely than expected to possess strong empathy, conflict resolution and anger management/impluse control skills. Students who bully and who demonstrate lower levels of SEWB are likely to display additional emotional and behavioural difficulties as well as delays in a range of social and emotional capabilities (rational attitudes and coping skills leading to emotional regulation and behavioural control; social skills and values; learning capabilities – work confidence, persistence, organisation, teamwork). Additionally as distinct from students with higher levels of SEWB, these students perceive fewer connections with positive adults, peers and programs in their schools, homes and communities.
There would appear to be four distinct orientations that can guide a school’s approach to the management of bullying behaviour. These orientations are sometimes seen as complimentary and sometimes viewed as being in opposition to one another (e.g., restorative practice vs. behaviour management).

**Orientation 1. Socio-Cultural**

Some experts see bullying as a result of a school as well as peer culture that in various ways supports, tolerates or reinforces bullying behaviour. From this perspective, bullying is likely to be more extensive in schools where bullying is not perceived by members of the school community to be serious and where there is little discussion amongst students and staff about the nature and effects of bullying. High levels of bullying are also encountered in those schools where students believe that it is cool to bully, where bullying is seen by the peer group as cool, where adults may engage in bullying of each other or students, where adults turn a “blind eye” to acts of bullying and where schools have not agreed upon a set of rules that prohibit bullying.

There are a range of interventions directed at modifying school as well as peer bullying culture such as school community discussions of bullying to establish ownership and elevating positive relationships amongst all members of the school community to the highest priority.

Many of the practices for developing an anti-bullying culture fall under the banner of prevention. In this report, they are summarised in the section which follows “Recommended Policies and Practices for Developing an Anti-Bullying School Culture.”

**Orientation 2. Humanistic**

Some experts view bullying as a symptom of mental health and/or relationship problems of the bully. Humanistic approaches to bullying are characterised by a desire to understand the needs of the bully (and target). Advocates support the use of peer support as well as one-to-one counselling sessions where students are given opportunities to discuss personal issues that impact their bullying behaviour.

In some forms of counselling, students are offered the opportunity to learn empathy skills, communication skills, social skills and to cognitively restructure irrational, negative thinking to more rational and positive ways of thinking. Additionally, efforts are made to develop better relationships between the perpetrator and other students.

**Orientation 3. Restorative**

Some experts view bullying as a result of schools adopting overly stringent and punishing methods for dealing with bullying with little attention being placed on accountability, empowerment and emotional responsibility and building strong relationships among all members of the school community.

Restorative practice puts repairing harm to relationships and people over and above the need for assigning blame and dispensing punishment. Keys skills that are embedded within restorative practices include: active listening, facilitating dialogue, restorative questioning, problem solving, expressing emotions and empowering others to take ownership of problems. A central restorative practice is the conduct of restorative conferences amongst all parties involved in incidents of bullying in order to achieve reconciliation.

**Orientation 4. Behaviour Management**

Some experts view bullying behaviour as a learned behaviour that is under the influence of positive and negative consequences that follow bullying behaviour and which occurs in certain environmental contexts (places, times, with people) and not in others.

In a behaviour management approach to bullying, teachers are provided with a series of practical steps for preventing and responding to incidents of bullying (e.g., changing what the student is doing before an act of bullying occurs, rule re-statements, negative consequences — loss of privileges, time out, and praise for positive, behaviour incompatible with bullying; behaviour contracting).

Additionally, for students with severe forms of bullying behaviour, individual behaviour management programs are developed based on an individual assessment of the needs of the
student who bullies as well as the motivation and communicative intent of the bullying behaviour.

In this report, practices that emanate from all four of these different orientations appear. It is left to the individual school to select those practices (and procedures) described in this report which are consistent with the school’s general approach to the management of bullying and which they would see as further strengthening their whole school approach.

Additional ways that schools and teachers report they are effectively responding to incidents of bullying will also appear in a section of this report.
Recommended Policies and Practices for Developing an Anti-Bullying School Culture

The following policies and practices should be reviewed by a school committee concerned with bullying to determine the extent to which the school has in place practices that prevent bullying from occurring.

Place a (3) next to those practices that are strongly in evidence at your school.
Place a (2) next to those practices that are in evidence at your school.
Place a (1) next to those practices not in evidence at your school.

☐ Care and Respect Embedded in School Culture
The values of caring and respecting everyone in the school community are what your school stands for and regularly celebrates.

☐ School Community Ownership of Responsibility to Do Something
There is strong ownership and commitment of the school and school community (students, parents, teachers) to do something about bullying through establishing a school-wide anti-bullying policy and implementing anti-bullying practices.

☐ On-going School Commitment to Anti-Bullying Initiative
There is continual commitment from the school to implement and sustain anti-bullying measures after initial completion of an anti-bullying initiative.

☐ Formulation and Communication of School-Wide Rules Concerning Bullying
School-wide rules are formulated and communicated concerning bullying (“Every student has a right to feel safe”). Staff, students and parents are involved in the development of a parent and student bullying policy in terms of expectations and responsibilities.

☐ Annual Data Collection on Bullying
Every year the school reviews the success of its anti-bullying policy and practice by collecting data around bullying and develops an action plan to address identified concerns.

☐ School-wide Supervision and Safe Havens
Safe environments are created in all parts of the school through supervision whereby students feel safe and supported while attending school. Throughout the week, specified classrooms are open during lunchtime and before- and after-school (e.g., library, computer room) that serve as ‘safe havens’. Additionally structured lunch-time activities that are supervised exist. School lockers are accessible and visible.

☐ Class Discussion and Activities Dedicated to Topic of Bullying
Through class activities and discussion, all students learn about the nature of bullying including a description of a bully-free school, types of bullying (verbal, physical, social, cyber-bullying) the roles within the dynamic of bullying (perpetrator, target, bystander) and strategies to be used when faced with bullying. Opportunities include role playing for students to develop empathy for “targets” of bullying and responsibilities of bystanders.
School Curriculum Should Address Prejudice and Discrimination
In order to counter bullying motivated by prejudice and discrimination, the school curriculum should influence students to accept and respect differences in gender/sex role orientation, ethnicity and class.

School Curriculum Should Include Social and Emotional Learning (Skills and Values)
In order to empower present and future “targets” of bullying as well as strengthen the social and emotional values and skills of students who bully, school provides a comprehensive and sequential social and emotional learning curriculum that teaches resilience (inc. anger management, self-acceptance), getting along skills (e.g., empathy, friendship making, play/team work, conflict resolution) and work orientation skills (e.g., work confidence, persistence, organisation).

Opportunities Provided for Building Positive Peer Relationships
In order to counter bullying motivated from peer group pressure and peer group acceptance, school provides opportunities for strengthening positive peer relationships characterised by respect and consideration including use of restorative justice, peer mediation and befriending activities.

Opportunities Provided for Students to be Trained in Providing Peer Support
Students are trained to mediate disputes between peers, have opportunities to act as temporary friends to offer support and friendship and are trained to assist students who have been bullied through the use of simple counselling skills such as listening, showing understanding and support, and helping with problem solving.

Teachers Model Positive Interpersonal Behaviour
Teachers model prosocial behaviour in many domains including: conflict resolution, managing student misbehaviour, encouraging and empowering students, motivating students and other teachers, and initiating events. The entire school day is filled with opportunities where students learn from their teachers how to relate respectfully and considerately.

Teachers Use Positive Reinforcement to Build Behaviour that is Incompatible with Bullying
Teachers “catch” students who bully doing the right things and offer positive reinforcement.

Provide Opportunities for Students (Who Bully) to Excel
Students are provided with opportunities to develop excellence in areas of their interest and competence as well as multiple opportunities to be successful in their school work in order to develop positive academic self-concepts.

On-going Staff Development in Classroom Management
Teachers receive ongoing training in classroom management, bullying detection and effective responses, and coping skills and conflict resolution training for dealing with difficult and demanding situations and people.

Opportunities Provided for Parents to Learn About Bullying
Parents/carers should receive information during parent-teacher nights and school-home communication on what is bullying, its impact and what to do if they believe their child is involved in bullying. Additionally, parents/carers should be assisted to help their child perceive bullying as inappropriate as well as ways to influence their child who may be the instigator or recipient of bullying behaviour.
Professional Learning Guidelines for Effective Implementation ("How Can We Improve What We Are Doing?")

The purpose of the material in this report is to assist schools to review and revise their response to students who bully. Schools will want to introduce staff to relevant material in this Report via the vehicle of professional learning. Generally, a core anti-bullying management team will take responsibility for the conduct of anti-bullying professional learning experiences. The timeline for this review process will depend on the current level of a school’s anti-bullying culture and program. Ideally, within a 6- to 12-month period, the review of existing anti-bullying responses and the consideration of new procedures and practices outlined in this Report will result in new guidelines for dealing with students who bully. The timeline, objectives and professional learning processes should be reviewed with all staff at the commencement of whole school consideration of this Report.

The following general professional learning steps may facilitate this review process.

**Step 1.** Management team present material on bullying contained in this Report on several occasions to whole staff and/or smaller groups in light of existing school anti-bullying policies, practices and procedures.

**Step 2.** Teaching and student welfare staff implement procedures and practices with students who bully.

**Step 3.** Staff feedback provided on effectiveness of different anti-bullying procedures and practices.

**Step 4.** In light of feedback, management team revise school’s approach (teacher, welfare) to students who bully and gain whole staff approval.

A number of different professional learning settings and opportunities can be targeted by the anti-bullying, management team to support the awareness raising, dissemination of procedures and techniques, application, feedback and review/revision process. Management team members can decide on and plan for discussions by staff of their response to students who bully in the following settings:

1. **Guided Self-Reflection.** Individual staff are supported to consider their response to students who bully and to identify what works, what does not, and areas for further self-development.

2. **Whole Staff “In-Service.”** At various pupil-free times (e.g., curriculum days, twilight sessions), all members of staff meet to consider and/or review existing school’s make this school’s existing anti-bullying and the various inclusions in this Report (e.g., “Snapshot of Bullying”, “Procedures for Documenting Incidents of Bullying,” “Teaching Practices” and “Student Welfare Practices”).

3. **Regular Staff Meetings.** On a regular basis (i.e., once a month), dedicated time (i.e., 10-15 mins.) set aside for staff to share their experiences in use of new anti-bullying procedures and practices.

4. **Year Level/Subject Area/Pastoral Care Meetings.** On a regular basis (i.e., monthly), impact of new procedures and practices on different groups of students discussed.

5. **Student Welfare Meetings.** On a regular basis, those persons involved in working directly with students who chronically bully (and their families) can discuss their approach as well as the impact of various anti-bullying practices (e.g., behaviour contract, restorative meetings, individual strength-building plans).

6. **Professional Collegiate Groups.** Schools that have existing small groups of staff meeting on a regular basis can on a regular basis incorporate use, observation and discussion of effectiveness of anti-bullying procedures and practices.

7. **Professional Review.** Staff provided opportunities to report on successes in responding to students who bully and to receive support from school administrators on their implementation of anti-bullying practices.

8. **School Management Team.** On a regular basis (e.g., once a month), time can be allocated to consider how the anti-bullying initiative is progressing and recommendations can be made.
The timeframe for implementation of the procedures and practices suggested in this Report will depend in part on how far a school has journeyed in implementing an anti-bullying culture. Schools that are well advanced can immediately begin to implement the procedures and practices in this Report that seem useful. Other schools beginning the journey towards better management of students who bully will need more time.

There is little question that for a whole school to consider and implement the material in this Report, time needs to be made available in a school’s busy agenda. It is strongly recommended that schools make a decision as to the “best” time for staff to consider this Report.

It will be important for those managing the whole staff professional learning process to make sure that staff view the learning time needed to address the school’s response to students who bully as a high and valuable priority and not “busy work.” It will often be the case that before professional learning takes place, a school and school community will need to come together to reaffirm the priority of appropriate response to and programming for students who bully (as well as “targets”).

For schools beginning to consider their approach to students who bully (beyond existing practice), the following four term schedule can be considered. The content and timing of material described below for review in Term 1 and Term 2 will vary from school to school depending on available time and pre-requisite work already accomplished. Schools may elect to initiate the four-term schedule at the beginning of any term in the school year.

**Term 1 (Awareness Raising):** Management team reviews with all staff existing procedures and practices for responding to students who bully; data collected on existing incidents of bullying (what bullying looks like at our school); consideration of knowledge and research base of “bullying” (causes, effects) contained in the Report; consideration of school’s policies and practices for developing an anti-bullying culture; as a whole staff, procedures for documenting incidents of bullying as well as referring students who chronically bully to student welfare discussed and agreed to; time spent in staff meetings discussing the importance of maintaining a positive relationship with students who bully and of being calm, positive, assertive and confident in response to students who bully.

**Term 2 (Implementation of Procedures and Practices):** Management team expanded to include other interested and representative members of staff; teaching practices and student welfare practices contained in this Report presented to staff; staff initiates implementation and begins to reflect on impact of actions on individual students who bully (guided self-reflection); documentation and referral procedures implemented.

**Term 3 (Feedback).** Management team provides staff the opportunity in different professional learning settings to provide feedback on their experience of using procedures and practices and to learn from each other about what’s working; documentation of incidents of bullying and referral procedures examined and, where necessary, changes made; whole staff, smaller group and 1:1 discussions and illustrations of successful implementation of different anti-bullying procedures and practices.

**Term 4 (Review and Revision).** Management team collates feedback from teaching and student welfare staff on progress and impact on students and school culture of procedures and practices being trialled; consensus obtained about “What works at our school”; at the end of the term, formal agreement reached concerning school’s response (teacher, student welfare, administrative) to bullying and written into policy and code guiding behaviour management and student conduct.

It is generally agreed that what keeps the “fire in the belly” for continued implementation of anti-bullying procedures and practices is “success.” Staff will need to hear about success stories of other staff in how they responded to individual students who bully.
Responding to the Target of Bullying

While this Report focuses on students who bully, it is obviously the case that the targets of bullying require support and positive actions. The following are a set of positive actions and practices for everyone at school to be aware of and to implement depending on their level of responsibility (e.g., teachers, coordinators, student welfare, administration).

When it has been observed or confirmed that a student has been bullied:

1. Speak with the targeted student at a time as close to the bullying incident as possible and indicate that the incident has been documented by the school. State that the school has no tolerance for bullying behaviour. Indicate that the student who is bullying will be talked to and all actions will be taken to ensure that no further bullying occurs.

2. Help the targeted student identify safe havens during non-class time before, during and after schools and at lunchtimes where he/she will be safe.

3. Indicate that you would like to meet with the student the following day or shortly thereafter to see if the bullying has stopped.

4. At a suitable time in terms of schedules, speak with the targeted student to learn what happened. Sometimes, this can happen after a meeting with the student who has bullied. This can help protect the student who has been targeted from retaliation by the other student as a result of disclosing details of the incident. Ask about how the student felt about being bullied and provide empathic statements (e.g., “It must feel scary to be bullied like that.” “It is unfair. I understand that you would be angry.”). Brainstorm with targeted student what to do and say to the student who is bullying and who to report to if the bullying occurs again.

6. Through discussion with the targeted student and others who know the student, determine whether the student would profit from counselling sessions where resilience (management of emotions), conflict management/friendship making skills, assertion and other coping skills can be taught to empower the student to cope with bullying and form, if necessary, stronger relationships with his/her peer group. The student can be provided with positive self-talk that can help the student cope with the anticipatory anxiety surrounding possible future acts of bullying (e.g., “I can cope with this.” “It’s not the end of the world.”). When evidence exists, ways that the targeted student may be “inviting” the bullying behaviour can be discussed.

7. Decide if the targeted student would profit from forming a peer support relationship with a student who has been trained in peer support. Alternatively, determine whether there is a teacher or other staff member who could act as the student’s “secret friend” who the student can go to if further incidents of bullying occur.

8. Communicate with the parents of the targeted student to reassure them that specific things are being done to help the targeted student be safe as well as to cope with any future incidents of bullying. Indicate how the school is responding to the students who have been bullying.
Responding to Incidents of Bullying

“A great majority of teachers lack confidence and knowledge about bullying and would like more training.”
(Boulton, 1997)
School Procedures for Managing Bullying Incidents

It will be important for all members of staff to know who is taking the responsibility for responding to a student who has bullied. There needs to be an explicit line of responsibility that identifies people who can be called on when necessary to become involved with a student who bullies. Four general levels of response are suggested.

**Level 1**

It is generally agreed, that teachers who confront an incident of bullying (observed or reported) have the initial responsibility for taking positive action using different practices such as assertiveness, restorative questioning and one-to-one discussion. However, when the instance of bullying is severe or when the student continues to engage in bullying behaviour, a teacher needs to know who he/she can speak with about a student who has bullied and who can take follow-up action.

**Level 2**

At primary schools, the next level of response that teachers can rely on is someone in school administration or student welfare. This person should provide a number of functions including providing the teacher with additional advice and methods for responding to subsequent incidents of bullying. Additionally, this person can meet with the student who has bullied (as well as target, bystanders) and parents to try to resolve any outstanding issues.

At secondary schools, the next level of response after teacher action depends on the size and structure of the school. Oftentimes, a year level coordinator or coordinator at a sub-school level will be the person to whom a teacher reports an incident of bullying. This person should have appropriate knowledge and training to be able to offer the teacher additional support for responding to the student who has bullied as well as to intervene directly with the student (as well as target, bystanders) and parents to try to resolve any outstanding issues.

**Level 3**

When efforts do not produce significant changes to a student’s bullying behaviour, then a more formal referral can be made to a designated person in the area of student welfare/wellbeing. At primary school, this person may be a member of staff serving in a student welfare capacity or it may be someone who works across a region or cluster of schools. At secondary school, the referral would normally be directed to the school’s student welfare or well-being coordinator. Normally, the referral would be accompanied by a form that details the history of the problem (see form “Formal Referral of Student Who has Bullied to Student Welfare/WellBeing Coordinator”).

At this level, the student welfare coordinator would gather information to formulate a plan of intervention that would be communicated to the student, teacher(s) and parents. For referred students who are functioning at a high level of well-being, achievement and who come from generally supportive school, home and community backgrounds, the plan could involve the use of a behavioural contract, 1:1 social and emotional mentoring (resilience, conflict resolution, empathy training), restorative meetings, restorative conferences and more intensive work with parents. For referred students who are functioning at lower levels of wellbeing (additional emotional and behavioural difficulties), under-achievement, delays in resilience, social skills and values, learning capabilities and who have weaker connections with positive adults and programs in their school, home, and community, individualised, strength-building plans can be developed and implemented (see Part III. Individual Planing for Students with Severe and Ongoing Bullying Behaviour).

**Level 4**

For those students who present with significant mental health problems (e.g., conduct disorder, ADHD) along with bullying behaviour, a student welfare coordinator may need to make a referral of the student and his/her family to an outside community health agency or private mental health practitioner who can offer a greater range of family support services and types of counselling and therapy.
The flowchart below summarises school procedures for responding to a student who bullies. In light of the size of your school, school personnel, and level of schooling (primary, secondary), your core anti-bullying group should consider the number of levels of referral that are appropriate.

**Level 1.** If the bullying incident is minor or first time occurrence, teachers may elect to use one or more anti-bullying practices:
Teacher use one or more anti-bullying practices (e.g., stopping the bullying/re-statement of rules and consequences, restorative questioning, think time detention, private conference, shared control discussion). If the student does not take control over his/her behaviour, a Bullying Incident Report Form should be completed and submitted to Student Welfare coordinator, Year Level Coordinator (Secondary) or Principal/Assistant Principal.

**Level 2.** If the bullying behaviour continues or in instances of severe bullying behaviour, a referral should be made to the Student Welfare Coordinator.
Here, the student welfare coordinator (or another who has responsibility for student welfare) may meet with the student to develop a behaviour contract, provide discussion/mentoring of different social and emotional learning competencies including structured learning activities, conduct a restorative conference separately with the perpetrator and “target”.

**Level 3.** For “at risk” students (many risk factors, few protective factors) whose bullying behaviour is severe and for other non-at risk students whose bullying and other aggressive behaviour is resistant to change, an individual “strength building” plan should be developed by the student welfare coordinator in consultation with student, parents/carers and teachers.
Individual strength-building plans and associated interventions help connect the student to positive people, programs and actions in the community, school and home as well as develop the student’s inner social and emotional strengths (skills, values)

**Level 4.** Students whose severe bullying behaviour resist school efforts and represent a significant threat to the safety and wellbeing referred to outside agencies for evaluation.
Student welfare coordinators will need to be familiar with those community agencies and organisations that can offer more intensive services to the student and student’s family.
It is highly recommended for information to be kept to record all incidents of bullying (use ‘Brief Running Record of Incidents of Bullying’). Schools will need to discuss whether teachers and others will provide detailed documents of every incident of bullying (use ‘Report of Incident of Bullying’). When support from a school’s student welfare coordinator is required to support teacher efforts it is recommended that a formal referral form be completed (see below). Schools have found that photocopying the forms on different coloured paper eases their use by staff.

**Brief Running Record of Bullying Incidents**

Many schools will wish to keep a running record of bullying incidents that are observed.

Some schools already collect information on their school computer data base on incidents of bullying and may not wish to complete an additional report.

Schools may choose to develop a brief reporting form that can be completed by teachers in class or outside of class to record any incident of bullying that occurs throughout the day.

A sample ‘Brief Running Record of Bullying Incidents’ form is included in the following page.

When time does not allow for the briefest written recording of an incident of bullying (e.g. outside while on yard duty; while walking to office), the observing teacher should verbally report the incident to someone to ensure that the target will be looked after and that the behaviour is recorded at a later point in time.

Larger schools have created simple, on-line reporting forms to facilitate the recording of incidents of bullying.

**Report on Incident of Bullying**

A more detailed form of recording can be employed for those bullying incidents that are of concern. Information that is typically contained includes:

- What was allegedly said and done to the student who appears to have been bullied?
- The date, time and place when the incident occurred
- Witnesses to the incident.
- The reaction of the student who was bullied
- After the incident, response of the student to intervention

A sample ‘Report on Incident of Bullying’ form follows that can be completed by teachers as they gather information on an incident of bullying. This form should be completed as soon as time permits after the incident.

**Formal Referral of Student Who Has Bullied to Student Welfare Coordinator**

Schools will want to formally refer students who have repeatedly bullied or who have engaged in a serious act of bullying to the student welfare/wellbeing coordinator for additional support. It is recommended that a referral form be completed. This form may be completed by the student welfare coordinator after discussion with teacher(s) and review of documented incidents of bullying. It can also be completed by a classroom teacher, year level coordinator or school principal. An example of a referral form is provided in the following pages.
Schools will need to develop guidelines for determining how many incidents of bullying and the type of bullying that will trigger a completion of a formal referral to the student welfare coordinator.

**Consistency across the school of procedures for recording incidents of bullying should be a goal to work towards.**

**Important Note:** Schools should make sure that the use of forms to record information on students who bully complies with department of education policies related to protecting the rights of students/families as well as ‘freedom of information’.
## BRIEF RUNNING RECORD OF BULLYING INCIDENTS

<table>
<thead>
<tr>
<th>Date</th>
<th>Location/Time</th>
<th>Student(s)</th>
<th>Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>21/07</td>
<td>Canteen area (12.30pm)</td>
<td>MB</td>
<td>Taking food from younger student</td>
</tr>
</tbody>
</table>
REPORT ON INCIDENT OF BULLYING

Staff member recording incident ___________________________ Date ___ / ___ / ___

Name of student(s) who appears to have instigated bullying ______________________________ Year/Class _________

Name(s) of target(s) ________________________________________________________________

Name(s) of witnesses ________________________________________________________________

Did you observe the incident? Yes  No

If ‘NO’ who reported the incident to you? ______________________________________________

Brief description of incident (What was allegedly said or done to the student who appears to have been bullied?)

__________________________________________________________

What form(s) of bullying took place? □ verbal  □ physical  □ indirect  □ cyber  □ other

Was the incident of bullying: □ mild?  □ severe?

Describe how you responded (Did you use a school anti-bullying practice?)

__________________________________________________________

Describe how student responded to your intervention

__________________________________________________________

Where / when / time incident took place:

Location? _______________________________________________________________________

When? □ before school  □ recess  □ lunch  □ in class  □ after school

Time? ______ : _____ am/pm  Date incident took place ________________________________

Additional Comments:
FORMAL REFERRAL OF STUDENT WHO HAS BULLIED TO STUDENT WELFARE COORDINATOR

(This form may be completed by a classroom teacher, year level coordinator, school administrator or student welfare/wellbeing coordinator)

Staff member recording incident ______________________________________ Date ___ / ___ / ___

Position __________________________________________________________

Name of student being referred ______________________________________ Year/Class ______

History of incident(s) of bullying (dates, description)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Have parents been notified? Have they attended a conference? Are they willing to participate?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What appear to be reasons for student’s bullying behaviour (family, peer, school, personal, other)?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What practices have been tried? Impact?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What has been student’s attitude towards student(s) who have been targets (any concern or remorse expressed)?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Brief description of academic performance of student over past year or more

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Distinguishing ‘at risk’ factors of student (e.g. limited English: economic disadvantage of family; ADHD)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Summary of School-Wide Practices for Responding to Incidents of Bullying

All teachers (staff, administrators) should come prepared with options for how to respond to incidents of bullying in a planned, deliberate and positive way. The following is a summary that will then be expanded later on in this section of the Report.

The Importance of Having a Positive Mindset

Confronting students who have bullied requires a high amount of self-control as well as preparation to know what to say and do. The following are important ingredients to having a positive mindset.

**“Be Calm”** – In order to respond effectively to incidents of bullying, it is very important to be clear thinking and emotionally in control.

**“Be Positive”** – When confronted with an incident of bullying, have in mind the importance of maintaining a positive relationship with the student. A student is much more likely to modify his/her behaviour if he/she perceives that a teacher cares.

**“Be Assertive”** – When a student through bullying behaviour violates the right of one or more students to be safe, it is very important that teachers directly and clearly express their thoughts, feelings and expectations concerning the need for the student to not only stop bullying, but also to make restitution with the “target.”

**“Be Confident”** – While interacting with a student who has bullied another, it is important to have trust in yourself that you will be successful in implementing practices that can have an impact on the student’s future behaviour.

Teacher Practices for Responding to Incidents of Bullying

It is important to be able to choose from options of things to say and do when faced with an incident of bullying. The following list of practices should not be seen as representing, sequential steps but rather are different options.

When mild bullying behaviour is beginning to be displayed by a student, the following non-confrontational, indirect influence strategies may be used:

**Practice 1. Physical Proximity.** Walk over and stand next to the student while you continue your class.

**Practice 2. Non-Verbal Prompting.** Walk past the student and touch student’s papers or gently tap the student’s chair.

**Practice 3. Offer Learning Support.** Quietly say: “You seem like you are struggling. Can I give you some help or can you handle this?”

**Practice 4. Re-Direction.** Change task that student is doing that has immediately preceded the student’s bullying behaviour (e.g., Say: “Rather than finishing reading this article, can you use the computer to find some more references on this topic?”).
**Teacher Practices for Responding to Incidents of Bullying (cont)**

When an incident of bullying is observed or confirmed, one or more of the following practices can be implemented that suit the student’s characteristics including the reasons for the bullying behaviour, who is being bullied, the type and severity of bullying behaviour and the student’s history of bullying.

**Practice 5. Assertive Communication**

<table>
<thead>
<tr>
<th>Assertive Communication of Zero Tolerance of Bullying with Follow-Up Reminder of School Expectations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervene immediately in a calm but firm (assertive) way to stop the bullying and reassure the student being bullied that actions will be taken to stop bullying. Remind the perpetrator of school expectations and consequences for continued bullying behaviour. If the bullying is minor, this practice can be implemented at a later time so that the target of the bullying is not humiliated or embarrassed.</td>
</tr>
</tbody>
</table>

**Practice 6. School-Wide Monitoring of Safety.**

| All teachers are asked to monitor the behaviour of the perpetrator and the safety of the target on a school-wide basis. “Safe havens” are identified. |

**Practice 7. Restorative Questioning.**

| On the spot, engage the student who has bullied another student in a series of self-reflective, restorative questions (e.g., “How has the person been affected by your behaviour?”) directed at increasing empathy and having the student who bullies take responsibility for making the situation better for the “target” (e.g., “What do you think you need to do to make things right?”). |

**Practice 8. Think Time Detention.**

| During recess or lunchtime, student asked to respond to a series of structured questions involving what happened, who was responsible, impact of their behaviour on other student(s) and new, positive behavioural choices reviewed. |

**Practice 9. Hold a Private Conference.**

| When a strong positive relationship exists between a teacher and the student who is bullying, a meeting can be organised where the student is asked by the teacher to make changes in his/her behaviour because of the harm it is doing to another and because of the negative consequences it ultimately has on the student who is bullying. |

**Practice 10. Expectation Discussion.**

| Meet with the student and ask student about the school’s rule or expectation about how to treat other people and what he/she plans to do in the future with regards to the student he/she has bullied. |

**Practice 11. Shared Control Discussion.**

| In a discussion, enable the student to choose how he/she will respond to your request for a cessation of bullying behaviour while being aware of the consequences which his/her choice will have (e.g., “You can continue to make harmful comments and I’ll make a note in your diary or you can be more respectful and you can stay out of trouble.”). |

**Practice 12. Hold a Problem Solving Classroom Meeting (‘Circle Time’, ‘No Blame’ conferences)**

| If classroom meetings are a regular feature of the classroom, a meeting can be held to air opinions and to brainstorm solutions to the problem. |
Teacher Practices for Responding to Incidents of Bullying (cont)

Practice 13. Impose Consequences. If the bullying behaviour of the student is being repeated—especially after reminders and conferences have not influenced behaviour—impose immediate consequences the “severity” of which suit the nature and frequency of the bullying behaviour.

Practice 14. Parent Involvement (this practice may also be implemented by the student welfare person, year level coordinator or school principal). Parents/carers of perpetrator are informed of incident of bullying with option of conference and provided with suggestions for how to influence the bullying behaviour of their child.

Student Welfare Practices

When bullying behaviour persists or a serious incident of bullying occurs, the student should be referred to the student welfare/wellbeing coordinator/counsellor who may implement one or more of the following practices.

Behavioural Contract. Student who has bullied meets with student welfare coordinator to develop a “behaviour contract” that outlines a plan of positive action that helps student move towards acceptable and responsible behaviour.

Social and Emotional Education. Student who has bullied meets with student welfare coordinator who provides social and emotional learning experiences and skill building in empathy, conflict resolution and resilience.

Non-Punitive Problem-Solving Meetings. Problem-solving meetings can be held with the target of bullying as well as the student who has bullied to provide support on the one hand and to develop empathy, resilience and conflict resolution skills on the other hand.

Parent Conferencing. Where the instance of bullying is severe, the student welfare coordinator may elect to conduct more in-depth sessions with parents covering different issues (e.g. parent-child relationship) and topics (e.g. discipline strategies).
The Importance of Having a Positive Mindset

It is not easy to respond effectively to students who have bullied other students. Confronting students can be, frankly, so uncomfortable and tense, it is easy enough to do nothing. This can especially be the case when a teacher of a lower year level confronts an older student. Additionally, if the way one communicates to the student is negative or the intervention chosen does not suit the type of bullying behaviour (first offence, mild bullying behaviour vs. repeated offence, severe bullying behaviour), it is likely that the method will prove to be ineffective.

So, before confronting students of any age (or size) when they are engaged in bullying behaviour, it is important to be calm, positive, assertive and confident. A positive mindset allows teachers to take positive actions to respond to incidents of bullying rather than feel they have no choice but to refer the problem to the principal. A brief review of these “pre-requisites” now follows.

“Be Calm”

It is often quite challenging to stay calm when confronted with a student who is deliberately harming the welfare of another by their actions or words. We know, however, that in order to respond effectively to incidents of bullying, it is very important to be thinking clear and emotionally in control. The following are a variety of coping skills and rational ways to think that help people to be relatively calm, cool and collected.

The Emotional Thermometer (see Figure 1) is an easy-to-use tool for teachers to help support their emotional management. The goal to achieve when faced with a student who is or has engaged in bullying behaviour is to stay in the middle of the thermometer rather than getting extremely angry or worried (at the top of the Emotional Thermometer). Extreme levels of emotional upset are associated with counter-productive teacher behaviour which often leads to undesirable consequences. Lower levels of emotional upset are associated with more productive teacher behaviour and better outcomes.

Figure 2 illustrates how teachers may respond differently to a student who verbally abuses another student who cannot defend him/herself. It can be seen in the illustration that how teacher thinks about what has happened determines his or her emotions and behaviour. The illustration also shows how extreme feelings that result from an incident of bullying can lead to unproductive behaviour on the part of the teacher.

Figure 1. Emotional Thermometer
The following are coping skills and rational ways of thinking that are useful for teachers in maintaining calmness in the face of bullying behaviour.

1. using relaxing breathes and positive self-talk (“stay calm”)
2. find someone to talk with about the student and how you feel about the student and his/her behaviour
3. separate student’s behaviour from overall judgements of the student’s self-worth (positive self-talk: “Don’t condemn the sinner for the sin”)
4. not blow the “badness” of the bullying out of proportion (positive self-talk: “While this is bad behaviour, it could be worse.”)
5. maintain high frustration tolerance (positive self-talk: “I don’t like this bad behaviour but I can stand it.
6. use positive self-talk: “Getting too upset with this student will make it harder for me to solve the problem and will harm my relationship with the student. I won’t be of much help.

It is better not to say or do anything (except stop the bullying) when one is at the top of the Emotional Thermometer. It is better to calm down before engaging the student in an extended discussion.

“Be Positive”

It is vital to have in mind the importance of maintaining a positive relationship with students who bully. The principle here is that if you are to positively influence a student’s behaviour; a student needs to know you care about him/her in order to be motivated to improve his/her behaviour.

The following is a list of “Do’s” and “Don’ts” for building and maintaining positive relationships with students who engage in bullying behaviour.

Do
• Use lots of praise, showing enthusiasm for positive behaviour
• Smile and warmly greet the student by name
• Spend time talking to the student; show interest
• Allow the student time to share interests and talents with classmates
• When the student misbehaves, criticise behaviour and not the student
• Share appropriate personal details or interests from your own life to strengthen bond with student
• Share expectation of success with student (“I believe you can fix this.”)
Don’t
• Talk in a negative way about the student to others (especially when the student can hear you)
• Communicate with “attitude” or negative tone
• Condemn the student for his/her behaviour
• Prevent the student from going on his/her favourite outing as a consequence of misbehaviour (choose another powerful negative consequence) because it may alienate the student from school and teachers
• Overly focus on student’s problems (focus on his/her strengths instead)
• Insist that you must always have your way (i.e., don’t engage in a power struggle)
• Overreact when student misbehaves
• Use sarcasm as it is destructive

“Be Assertive”

There are three interpersonal styles to choose from when confronting a challenging and difficult situation such as dealing with a student who is bullying. While an assertive style is the more effective, it won’t necessarily be the natural approach of every teacher. Practice in the use of verbal and non-verbal behaviours and strong role models can help develop skills in using assertion with students who bully.

Assertive Style:
Verbal Behaviour: You state clearly and non-emotively what you are honestly feeling, thinking and wanting and what you would like to occur. You stick to the facts.
Non-Verbal Behaviour: You employ a confident, warm yet firm tone of voice. You have good eye contact. Your pose and expression is relaxed.
Self-Talk: “I would prefer this student to behave more positively and not act that way. I will think about the most appropriate way to respond to this situation. I won’t judge or condemn him/her for this unacceptable behaviour.”

Aggressive Style:
Verbal Behaviour: You use emotionally loaded accusatory words and statements and you demand in a loud and condemning way that the bullying must stop and there are consequences to pay. You blame and condemn the student for their behaviour and you threaten.
Non-Verbal behaviour: Your voice is sarcastic, tense, loud and authoritarian. Your eyes are narrowed and cold. You stand aggressively with your hands on your hips, chest extended, fists and jaw clenched and you appear tense.
Self-Talk: “He shouldn’t have behaved that way. He should know better. I’ll show him/her who is strong and who is weak. He/she is a really bad person who deserves to be severely punished!”

Passive/Submissive Style:
Verbal Behaviour: You never really say what you would like to say. You find it easier to say or do nothing. When you do speak up, you are rambling.
Non-Verbal Behaviour: You express yourself faint-heartedly. Your voice is quiet and shaky. You do not look the student directly in the eye. You look downward and stand well apart from the student you are addressing.
Self-Talk: “I don’t like what he/she is doing but what can I do? I could say something but he/she would only get upset or angry. Just thinking about saying anything gets me too uptight. I just couldn’t cope. If I don’t say anything, maybe he/she will know I am upset and want him/her to stop, Yes, that’s what I’ll do, nothing.”

In interactions with students who bully, it is important to use a clear, calm and succinct statement: “This is not the way we treat others. You really need to stop this behaviour.” Also, using direct eye contact ensures that the student is unable to pretend he or she did not hear or understand you.
“Be Confident”

While interacting with a student who has bullied another, it is important to trust in yourself that you will be successful in implementing practices that can have an impact on the student’s future behaviour.

To maintain and strengthen confidence, it is important to practise sounding and looking confident when interacting with a student who has bullied another. You will want in no uncertain terms to show (in a polite but firm way) that bullying has no place in your classroom and in the school. You will want to express genuine interest in the student who has bullied another as to the circumstances that led to the bullying and to reassure the student who has bullied that he/she has or can develop the leadership ability and interpersonal skills to make better choices in their behaviour.

Here are some examples of positive self-talk that can help maintain confidence when dealing with a difficult student:

“'I can deal with this. It’s a small part of the big picture.'”
“Take a deep breath and think to myself ‘I can handle this’.”
“Focus on behaviour, not the student.”
“I can only do the best I can.”
“I have support. I’m not alone. Others will support me. I’m part of a team.”

Confidence also grows from not overly worrying about what the student or others think about what you are saying and to anticipate that some will not think highly of you. Your goal is to win their respect but not their approval. Also, maintain an optimistic outlook on your chances of getting your message across and/or successfully implementing a particular practice such as Shared Concern or Restorative Questioning. Also, in the beginning of learning to use different practices to respond to incidents of bullying, do not be afraid if you make a few mistakes and don’t do things perfectly. You can take time to debrief with others.

At suitable moments, it will be important for every teacher when faced with a student who is bullying another to be able to say with confidence and without being aggressive:

“'In our school, we treat all people with respect. How do you think the other person feels when you behave that way? What is the right way to treat others?’”

It is recommended that these four elements of a positive mindset be incorporated in a poster that can be displayed in the staff room.
How to Communicate to a Student Who has Bullied

It is clear that the way we speak (content, tone) to students who have bullied can have a very big impact on their response including their motivation to change.

Sometimes, our 1:1 conversation will have the purpose of clearly communicating that the bullying behaviour is unacceptable and that unless it is stopped, negative consequences will follow. Sometimes, students who bully are in trouble because they are repeat offenders and we have no choice but to enforce a negative consequence given the expectations and consequences spelled out in school’s Student Code of Conduct.

At other times, our purpose is to engage the student in self-reflection by providing questions to stimulate the student to explore how the target might be feeling and to take responsibility for making the situation better. At these times, we are engaging in the early stages of what Anatol Pikas, the founder of the Method of Shared Concern, calls “bully therapy” and a different form of communication is called for.

Pikas (e.g., Pikas, 2002; Pikas & Rigby, 2006) offers the following advice to teachers and mental health practitioners when the purpose of the communicate is to open up communication with the student who has bullied another, to increase his/her empathy and concern and to involve the student (or students) who has bullied in making the situation better for the target.

DON’T

- Demonise the student who has bullied (will make it very hard for you to be a facilitator)
- Penalise (student will not communicate)
- Speak harshly (separate student from behaviour)
- Take responsibility for solutions (let it come from the student)
- Don’t lecture (will turn off student)

DO

- Use brief “one liners” to say what you have to say (particularly important for the boys)
- Say how deeply disturbed you are about bulling behaviour (makes student realise it’s affecting someone deeply)
- Say “You are not in trouble”
- Say how target is feeling (“_______ has a problem”, “is not in good shape”)
- Elicit comments from student including awareness of plight of target (are you aware that ____ is going through a bad patch? Ask, “Is there anything you can do?”)
- Reinforce “solutions” proposed by student who bullies
**Teacher “One-Liners” to Say to Students Who Have Bullied**

The following “one-liners” have been provided by teachers as examples of what is effective when speaking with a student.

### Primary Teachers

- “Would you like this to happen to you?”
- “Is (that) acceptable behaviour at our school?”
- “What could you have done better?”

- “What happened?”
- “What were you thinking?”
- “How do you feel?”
- “Who have you affected?”
- “Who is involved?”
- “What do you think you could have done better?”
- “What do you think your choice should have been?”

- “Can you explain what just happened?”
- “Tell me about what I just saw.”
- “How do you think what you just did make ________ feel?”
- “Do you think you could have approached that differently?”
- “Would you like that done to you?”
- “When I spoke to __________, s/he said you did this, is that right?”

- “You had a made the choice to hit someone else. You give me no choice but to penalise you according to our school rules/class agreements.”
- “Treat others the way you like to be treated.”

- “Which value are you not showing?”

### Secondary Teachers

- “He/she (the ‘target’) doesn’t want you to get into trouble, s/he just wants you to stop.”
- “We want everyone to go home happy. It’s our aim and we can’t see why this cannot be achieved.”
- “I am confident you can fix this.”

- “I am really disappointed in the way you are behaving.”
- “You knew this behaviour is unacceptable.”
- “I am really concerned about the way you are treating __________.”
- “Do you realise that your behaviour is hurting ________________ feelings?”
- “Is your behaviour being fair to the rest of the class?”
- “I see you as a leader in the class/year level. How can you use this in a positive way?”
- “What are some other ways you could have dealt with the situation?”
- “How can you change your behaviour so things improve?”
- “People make mistakes and bad choices. You need to learn from this experience and move forward.”
- “It’s all about choices. Do you think you have made a good or bad choice?”

- “Why have I called you over here?”
- “I want to help you work through what is going wrong.”
“There are some things you just don’t say to other people.”
“Why would you say think it’s OK to say that?”
“Do you think you’d say that if other people were going to find out about it?”

“Making others feel badly is obviously ‘not on.’”
“You need to be aware that we have a ‘zero tolerance’ attitude to this kind of behaviour.”
“We understand that not everyone gets along but respect for the feelings of others is expected of all of us.”
“I’m very concerned about what I’ve just seen/heard.”
“I understand that ‘X’ has asked you to stop but s/he reports that you haven’t. Can you tell me about this?”
“I am concerned that ‘X’ sees you as a bully.”
“Do you feel pressured by others to do this?”
“When can we meet up to see how things are going?”

“One-Liners” Student Welfare Coordinators Can Say to Students Who Have Bullied

The following one-liners have been provided by student welfare coordinators as examples of what is effective when speaking with a student.

**Primary Welfare**

(To begin with, work on developing a positive relationship with student)
How did you go at ______________? How did you go this weekend?”
“There seems to be an issue with you and ________________, tell me more.”
“This is what I know happened ________________.”
“You’re not in trouble (with me).”
“Why do you think we are concerned about this?”

“I am concerned about what has happened and would like to have a chat about school.”
“How is school for you at the moment? What things are going well? What things would you like to improve?”
“How are your friendships at the moment?”
“You understand there are consequences for this sort of behaviour. I would like to work with you so it doesn’t happen again.”

“If I asked the target what happened, what would they he/she say?”
“Can you explain why other people are unhappy?”
“What other choices can you make?”
“How were you feeling the next day about what happened?”

“How would you like things to be different?”
“Is it hard for you not to do that?”
“You must be sick of being told off.”
“You must be feeling pretty crappy to be doing this sort of stuff.”
“Do you think people expect you to do this?”
“I would really like to help you sort this out.”
“What are you feeling that makes you want to do this?”
“I believe you can change things. You might just need some help.”
“Are you Ok with me helping you to change things?”
“Your behaviour towards ____________ does not reflect our school’s values.”
“Are you aware of how your behaviour towards ____________ is making him/her feel?”
“If someone was behaving this way towards you, how would you feel?”
“If someone were behaving this way towards you, what would you expect the school to do?”
“I want to help you change your behaviour towards ____________.”

“When you were doing this, what was the other person feeling?”
“I am going to ask you two questions. What were you doing? What should you be doing?”
“A shrug of the shoulders and ‘I don’t know’ are cop out responses.”
“Do you know that in the ‘big world,’ what you have done constitutes ‘harassment’?”
“Which classmate who you like behaves responsibly towards ____________?”

“Can you tell me what happened?”
“What did you want to happen?”
“What actually happened?”
“What happened that you did not want to happen?”
“Has this ever happened to you?”
“If this happened to you, what would you feel and think?”
“If this happened to a friend, what would you want to happen?”

Secondary Welfare

“Please come in and sit where you would like to sit.”
“I have received a report that you have been involved in bullying behaviour at school.”

“Are you aware of what bullying is?”
“Talk straight to me about what is going on.”
“Talk to me, but I don’t want any spin.”
“How would you feel if it was happening to you?”
“What other choices did you have to this way of behaving?”
“How would you feel if you changed shoes with this person?”
“Do you do this at work (your job)?”
“Are you aware there are laws to protect us against this?”
“Are you feeling stressed about what is happening to you?”

“School life isn’t working well for you at the moment is it?”

“The story I’ve been given is this. Is that right?”
“Can you tell me why you are here?”
“Can you explain why people are unhappy with what you have done?”
“If I asked __________________, what would s/he say happened?”
“What other choices did you have?”
“I believe you can change things.”
“How would you like things to be different?”
Teacher Practices for Responding to Incidents of Bullying

All teachers (staff, administrators) need to be prepared with options in how to respond to incidents of bullying using the following practices. Teachers may select a given practice depending on the severity of the bullying and whether the incident is a first or a repeated offence.

It is important not to ignore bullying behaviour even when the bullying behaviour is mild.

To reiterate, it is very important to act in ways that respect the student who bullies however one may deplore the behaviour. While this is often not easy to do, a failure to do so may render one ineffective.

The practices apply to responding to students who have bullied whose behaviour would be regarded as mild to moderate in severity. Individual plans for students with severe and chronic bullying behaviour will be found in the following section of this report.

Caution: Any act of bullying which involves physical violence should be handled according to your school’s standard procedures. In cases of extreme violence where groups are involved, especially with adolescents, it is sensible to approach a scene of violence with one or more teachers rather than alone.

When mild bullying behaviour is beginning to be displayed by a student, the following non-confrontational, indirect influence strategies may be used. When these procedures are used, students are unaware that you are endeavouring to influence their bullying behaviour. Sometimes, less intrusive influence techniques can be powerful tools for behaviour change; especially, when the bullying behaviour is just beginning to emerge. Additionally, for very aggressive and rebellious students who react negatively to direct confrontation with a teacher, the following indirect influence practices may be more effective than confrontational practices.

► Practice 1. Physical Proximity. Walk over and stand next to the student while you continue your class. Also, when you notice a student outside beginning to harass or bully another or even when verbal bullying is well out in the open, placing yourself closer to the action may serve to inhibit the student’s behaviour. Pause long enough for the behaviour to stop and maintain your position. When physical forms of bullying are observed, direct intervention practices are required that have the effect of ensuring that the behaviour is immediately stopped.

► Practice 2. Non-Verbal Prompting. A practice similar to Physical Proximity, Non-Verbal Prompting involves walking past the student, touching the student’s papers or gently tapping the back the student’s chair in order to bring to the attention of the student that his/her behaviour is not meeting expectations and subtly redirects the student to more appropriate forms of interacting with another.

► Practice 3. Offer Learning Support. Sometimes, what initiates bullying behaviour (risk factor) in the classroom is when a student is bored or frustrated with his/her work. Bullying will disappear if such students can be re-directed to re-engage with their school work by showing them what to do or quietly saying: “You seem like you are struggling. Can I give you some help or can you handle this?”

► Practice 4. Re-Direction. In a similar way and for similar reasons, you can sometimes interrupt the chain of events that lead to or have initiated bullying behaviour by changing the task that the student is doing (e.g., Say: “Rather than finishing reading this article, can you use the computer to find some more references on this topic?”).
When an incident of bullying is observed or confirmed, one or more of the following practices can be implemented that suit the student’s characteristics, the reasons for the bullying behaviour, who is being bullied, the type and severity of bullying behaviour and the student’s history of bullying. They are seen as direct influence techniques as the student is fully aware that you are seeking to have him/her change behaviour.

**Practice 5. Assertive Communication of Zero Tolerance of Bullying (applied to all incidents of bullying) with Follow-Up Reminder of School Expectations.** Intervene immediately in a calm but firm (assertive) way to stop the bullying and reassure the student being bullied that actions will be taken to stop bullying. Remind the student who has bullied of school expectations, rules and consequences with regards to bullying. This practice is intended to be mostly teacher directed with more limited opportunity for student dialogue than in other practices. The “target” can be seen daily at first then once a week to see how things are going. If the bullying is minor, this practice can be implemented at a later time so that the target of bullying is not humiliated or embarrassed.

**Sample Dialogue:**
Teacher: Adam, stop. It is not acceptable for you to speak that way to another student. I need to have a chat with you about this. Please stay back at the end of class for a moment... Mary, I can imagine that you are unhappy about being spoken to like that by Adam. Let me reassure you that I will be discussing the incident with Adam and taking steps to ensure that it does not happen again.

During the follow-up discussion, the student can be calmly reminded of school rules and expectations as well as future consequences concerning bullying.

**Sample Dialogue:**
Teacher: You know that we have promised all our parents that everyone will feel safe and happy while they are here at school, and we expect all our students to make sure that their actions do not make another student feel unsafe and unhappy. Do you remember what our school rules are in this area?
Student: No bullying allowed? (If student does not recall, tell him/her)
T: Correct. And, as you would know, when students continue to bully there are certain consequences that follow such as writing a letter home to parents, having privileges withdrawn at school and being suspended. Do you understand these rules and consequences?
S: Yes.
T: Please keep these expectations in mind so that we can all get along.

It is good, however, to develop a repertoire of skills to help students who bully find a way out of confrontations without looking like losers.

“Malcolm, I know you and Robert are having a disagreement, but in this classroom we do not push and shove. I need you to sit down now, and you, too, Robert. Later when we are doing desk work, I need to talk with you.”

It has been said that many students are crying out for an explicit description of bullying behaviour that is unacceptable according to school rules.

**Practice 6. School-Wide Monitoring of Safety.** All teachers are asked to monitor the behaviour of the student who has bullied and the safety of the target on a school-wide basis. This especially applies to those teachers who have supervision responsibilities before- and after-school as well as during breaks and lunchtime. Teachers may be informed of this:

- In the staffroom, at morning staff briefing
- In person to appropriate class and duty teachers
- A written document alone is not sufficient

Additionally the following strategies can be used:

- the “target” can be informed of ‘safe havens’ in school (e.g., library, Japanese club, computer lab) where he/she can go during breaks
- have a conversation with ‘target’ to identify five friends who he/she can go to when feeling unsafe
Practice 7. Restorative Questioning. On the spot, engage the student who has bullied another student in a series of self-reflective, restorative questions directed at increasing empathy and having the student who bullies take responsibility for making the situation better for the “target.” Examples of restorative questions that teachers can use when confronted with a student who has bullied another include:

1. Tell me about what happened.
2. What was going through your mind (thinking) that led you to behave in this way?
3. What have you been thinking about since?
4. Who has been affected by what you have done? Can you tell me about how the person has been affected by your behaviour?
5. What do you think you need to do to make things right?

Packs of laminated cards with each restorative question can be distributed to all teachers (see next page). When restorative questioning forms a part of restorative practice, it is followed up with a meeting between those involved in the incident in order for harm to be further repaired and reconciliation achieved between the student who has bullied and the target.

Practice 8. “Think Time” Detention. An extension of direct, restorative questioning involves having the student who has bullied another complete a self-reflective sheet that asks the student to think about what he/she did and what he/she can do differently next time. An example of a “Thinking Time” sheet can be found on the next page. In some versions, students are required to discuss the sheet with a parent/carer and obtain a signature.

The information provided by the student can be used in the development of a behavioural contract (see “Student Welfare Practices”).

Practice 9. Hold a Private Conference. When a strong positive relationship exists between a teacher and the student who is bullying, a meeting can be organised where the student is asked by the teacher to make changes in his/her behaviour because of the harm it is doing to another and because of the negative consequences it ultimately has on the student who is bullying.

Some students who normally resist the efforts of teachers and school administrators to improve their behaviour will choose to do so if they like their teacher. There are many things a teacher can do to increase the likelihood that a student will agree to change behaviour as a favour to the teacher because the student holds the teacher in high regard. If a teacher goes out of his/her way to help the student including solving problems the student may have in school (with classes, peers) and at home, a student will be more likely to view the teacher in a positive light.

Practice 10. Expectation Discussion. Expectation Discussion can be used when a teacher needs to speak individually to a student about the way he/she has been treating other students. The purpose is to remind the student of the expectations regarding the treatment of other students. It can be used for minor violations of these expectations. Expectation Discussion is a positive strategy because it allows the student to internalise the expectations and correct his/her own behaviour with minimal intervention on the teacher’s behalf. By referring to the expectations when correcting the student’s behaviour, it is less likely that the student will perceive the correction as a personal attack.

The structure of an Expectation Discussion is:

Step 1: Gain Attention
Step 2: Prompt Expectation(s)
Step 3: Request Student Follows expectation
Step 4: Praise cooperation
Example: Miss Jones notices that Jessica is verbally bullying another student

T: Walks up to student and asks her to step aside away from the group and speaks in a clear manner “Jessica.”

S: “Yes, Miss”

T: What is the school expectation about the way we talk to other people?

S: We talk to them with respect.

T: That’s right. What are you going to do now?

S: Try and be more respectful?

T: Excellent. Thank you for being respectful.

Practice 11. Shared Control Discussion. Based on the work of Glasser, Shared Control consists of creating an opportunity for the student to choose how he/she will respond to requests for a change in behaviour while being aware of the consequences his/her behaviour will have.

Shared Control is used to signal the student that continuing to behave in a certain way will have certain consequences. The student is, therefore, given the opportunity by you to change behaviour and be praised for cooperation. On the other hand, if the student fails to comply with instructions, the administration of consequences is seen directly linked to what he/she has chosen to do after your request.

The structure of Shared Control is:

Step 1: Bring student’s attention to the behaviour

Step 2: Give choice and consequences for complying AND not complying

Step 3: Give an expectation that the student will comply

Step 4: Give time to choose

Step 5: Praise cooperation or follow through with consequence

Example: Miss Jones notices that Jessica is verbally bullying another student

Scenario 1: Student Complies

T: You are being disrespectful, what should you be doing?

S: Being respectful to that cow?

T: Being disrespectful is not acceptable in this school. You can continue to be disrespectful and I’ll make a note in your diary or you can be more respectful and you can get on with what you are doing. I know you’ll make the right choice.

S: (thinking)

T: (Waiting briefly) What did you decide?

S: I will try and be more respectful

T: Excellent, thank you for being respectful to others.
**‘RESTORATIVE QUESTIONS’ CARDS**

**Instructions:** This page can be photocopied and cut up into six smaller cards which can be laminated and distributed to teachers and used in classroom and outside settings.

<table>
<thead>
<tr>
<th>Tell me what happened</th>
<th>Who has been affected by what you have done?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was going through your mind (your thinking) that led you to behave in this way?</td>
<td>Can you tell me about how the person has been affected by your behaviour?</td>
</tr>
<tr>
<td>What have you been thinking about since?</td>
<td>What do you think you need to do to make things right?</td>
</tr>
</tbody>
</table>
Scenario 2: Student Does Not Comply

T: Being disrespectful is not acceptable in this school. You can continue to be disrespectful and I’ll make a note in your diary or you can be more respectful and you can get on with what you are doing. I know you’ll make the right choice.

S: (thinking)

T: (Waiting briefly) What did you decide? You can’t make me be nice to everyone!

S: I see you decided I should write in your diary about your behaviour for your parents to comment. Following through.

T: Follow through indicating that it was the student’s choice.

Practice 12. Hold a Problem Solving Classroom Meeting (‘Circle Time’, ‘No Blame’ conferences)

William Glasser (1969) recommended conducting class meetings as part of his program titled “Reality Therapy”. Reality therapy was designed to help students with behavior problems learn to function in a more responsible manner. Glasser also believes that if students are going to become responsible managers of their own behaviour and develop a connection with their school, they should be allowed to share responsibility in the management of the classroom. In order to allow for an opportunity for teachers and students to discuss mutual concerns (and their solutions), he recommends the implementation of problem solving classroom meetings.

When a student has been bullied by one or more students, if classroom meeting are commonplace, a problem solving meeting can be called for students to express their opinions and to brainstorm a solution to the problem. In the problem solving meeting, students (with the guidance of the teacher) attempt to resolve either individual or group problems that are important to class members. These meetings are held on a regular basis, from once-a-week to daily in frequency. The purpose is to expose students to the values and opinions of others while providing an opportunity for them to practice thinking and brainstorming in a group. Peer support and pressures also evolve to promote the improvement of behavior.

The students help to set the conditions regarding meeting conduct (e.g., turn-taking, proper language, etc.). The tone of the meeting is always positive in nature. Fault finding and criticism are downplayed. The teacher is never judgmental as this can stifle interaction and communication. The teacher may, however, express an opinion on a topic under consideration. In addition, oral grammar and wording are not corrected unless a group rule pertains to this matter.

Students are encouraged to constructively challenge one another in a non-demeaning, respectful manner. While it may initially be difficult to direct the meeting and prevent the voicing of negative comments, with time and practice, meetings become more productive as students seek socially acceptable solutions to problems. These solutions should not blame or punish anyone. Students should seek solutions, not blame.

Steps for Conducting a Problem Solving Meeting

1. Seat the students in a circle to promote participation and allow for all group members to see and hear each other. Teachers should vary their position in the circle from meeting to meeting. Students may be seated in a manner/pattern that is most productive.

2. Designate a time period of 10 to 20 minutes for younger pupils, and 30 to 45 minutes for older students. Do not allow the discussion to exceed the designated time limit. This time restriction will prevent the students from avoiding other daily responsibilities.
**THINKING TIME SHEET**

Name ___________________________ Class __________________ Date __/__/____

Teacher’s Name __________________________

This is what happened:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

This is what I was thinking at the time

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

This person/people were affected by what I did:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Person’s Name __________________________

How were they affected?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

This is what I need to do to make things right:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
THINKING TIME SHEET (continued)

Comments:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Please sign this letter and have your child return it to me on: _____/_____/_____ 

Signature: ________________________________________________________________

Position: ________________________________________________________________

Parent/Caregiver Comments: 
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Parent/Caregiver Signature: ______________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
3. Open the meeting by allowing students to discuss a topic involving behavior, emotions or situations of concern. Rules regarding foul language, degrading comments, or other concerns should be set with the help of the students. Rules for the taking of turns may also be necessary. If a student monopolizes the conversation, goes off on a tangent, or lapses into fantasy or lying, the teacher may call on another student to speak or ask the other students if they believe that the student is monopolizing the discussion or telling the truth. Guide the students toward a resolution of the problem.

During class meetings, students who were not directly involved in an incident of bullying can role play an incident of bullying so that students can discuss what bullying looks like and sounds like as well as the emotions and responsibilities of all participants (role play would not be used if a student has been severely emotionally affected by an incident).

Practice 13. Parent Involvement/Parent Partnership (this practice may also be implemented by the student welfare person, year level coordinator or school principal). Parents/carers of perpetrator are informed of incident of bullying with option of conference and provided with suggestions for how to influence the bullying behaviour of their child.

Getting parents/carers of a student who bullies on side and forming an ongoing partnership with them is one of the most critical things we can do. It is a well known fact that working with the parents is half the battle.

How schools communicate with the parent/carer of a student who has bullied after an incident of bullying has occurred often makes a big difference to achieving a positive outcome. A collaborative, non-blaming, problem solving approach is advocated in the best practices literature.

The most effective approach for the school is usually one that is sensitive and non-judgmental and focuses more on problem solving than punishment. Separating the student from their behaviour when talking to parents ‘he/she is a fine person but his/her behaviour towards others is currently unacceptable and needs adjusting’ – does this best. The parent requires empathy, support and a positive approach... (Field & Carroll, 2006)

A telephone call should be made to the parents/carers of the student who has bullied another regarding the nature of the bullying and the effect of the bullying on other students. This call is typically made by the school’s principal/assistant principal/student welfare coordinator (primary school) or year level or student welfare coordinator (secondary level). The responsibility for making such calls needs to be a greed to and understood by all staff.

It will be important for whoever is contacting home to employ a warm and friendly tone of voice. It is important that parents do not feel the school is criticising them or their child and be willing to listen to the concerns of the school.

The person contacting home should be aware that there are different reactions of parents to “news” of bullying. Some react positively and are prepared to work with the school to deal with the problem. Some become very angry with their child and if this is the case they should be cautioned not to lash out at their child. Still others become defensive denying their child’s involvement.

A face-to-face discussion with the parents of the students involved can often be of great assistance in preventing the problem from re-occurring. A meeting provides an opportunity to interact with the parent, reading body language cues and working to get the parent ‘on side’.
The following are actions that can be suggested to parents of students who bully who are willing to work on the problem. Parents and carers should:

1. Share with their child what they have learned from school about the incident.
2. Discuss with child how they view any form of bullying as being unacceptable and that they do not want their child to take part in mistreating another student at any level, however small.
3. Encourage child to see positive characteristics of student he/she has bullied.
4. Deal firmly with any attempts by siblings to bully one another or engage in conflict where there is a clear imbalance of power.
5. Support school’s approach including negative consequences imposed for repeated bullying behaviour.

The conversation should include a factual discussion of the events of concern including the student’s bullying behaviour and its impact on the target. The discussion should emphasise the importance of the school and home working together with a common desire to help all students to feel safer and happier at school.

**Sample Dialogue: Invitation for parents/caregivers to attend a conference:**

Teacher: Hi Annette, it’s ________________ here from school. Do you have a couple of minutes to talk? I’m really concerned at the moment about Adam’s behaviour. In fact we had an incident today where he physically hurt another student.

So, how’s he been at home Annette?

Parent: Actually he’s been a bit like that at home. He was fighting with his brother last night and shouted names.

Teacher: Well, then we probably need to sit down together and have a talk. It would be really helpful to come up with some strategies together so we’re both working on the same things at school and at home so that Adam’s getting a consistent message.

(If parent response is different)

Parent: Actually he’s being really good at home. He doesn’t behave like that at my place!

T: Well, we probably need to get together anyway so when would be a good time for you to come up and have a chat? Later today? Or maybe tomorrow?
In preparation for the meeting, ensure that the recording of the student’s previous bullying behaviour is on hand including notes from the time out room and strategies that the school may have already put in place.

During the meeting, suggest and discuss with parents ways in which they could personally help to improve the situation. If the parents are not concerned about the impact of the bullying behaviours, share comments from discussions with students to encourage parents to view the situation from the target’s perspective.

At the meeting, parents can be provided with specific suggestions for responding to their child at home with regards to bullying behaviour.

**Sample Dialogue:**

Teacher: Thanks Annette for coming in to see me. As I said on the phone, Adam’s really been focused on hurting others lately- unkind put downs, swearing, hurting people’s feelings and as I said yesterday an incident of physical aggression where he punched another student. That boy has a cut lip and I had to ring his parents to come and collect him. So that’s why I’m so pleased that you are here and together we can come up with some solutions.

It’s also interesting to know that students who bully others may be unhappy themselves, so I want to help Adam as well. Tell me, what is he like at home with his brothers and sisters?

P: He’s fine.

T: So he’s not misbehaving at home, he’s fine with his brothers and sisters, that’s great. Well, what’s concerning us is that he is hurting kids at school. As you know our school policy is that all students will feel safe and happy at school, and I’ve got kids who are not feeling happy and safe because of Adam’s behaviour. So, here’s what we’re planning to do (describe practices to be implemented).

The following list can be made available to parents to inform them of ways to prevent or help eliminate bullying.

**List of Actions Parents Can Take to Help Eliminate Bullying**

- Respond calmly and non-defensively and commit to working with the school to manage the problem in a helpful way

- Inform child of their disappointment and disapproval of the bullying behaviour

- Avoid bullying behaviour at home

- Help their child see things from other child’s point of view

- Parents should communicate respect for children and families from diverse cultural backgrounds
Practices Provided by Student Welfare Coordinator for Repeated and/or Serious Acts of Bullying

In addition to taking responsibility for meeting with the parents/carers of a student who has bullied another, there are several more powerful practices that can be employed by the student welfare coordinator. The time they take to implement and the pre-requisite professional skills needed for their implementation suit the training, roles and responsibilities of student welfare coordinators.

The following practices work best when a positive relationship exists between the student and student welfare coordinator.

Behavioural Contract. A student who has bullied meets with student welfare coordinator to develop a “behavioural contract” that outlines a plan of positive action that helps student move towards acceptable and responsible behaviour. Teachers can be invited to the meeting to help develop the contract. Parents may also be invited to attend. Alternatively, parents/carers may be brought in after a child signs the contract to discuss and support its terms and objectives.

In meetings with students regarding their behaviour contracts, ensure to have with you the data collected on incidents of bullying.

The process of developing a behavioural contract (or agreement) for students who have bullied another may include the following steps (see next pages for an example of a behavioural contract from and a complete agreement):

Step 1: Identify the behaviours to be changed
Step 2: Describe the positive behaviours to replace negative behaviours (specify these in observable terms) to make the situation better for other student
Step 3: Positive consequences for changing behaviour
Step 4: Consequences for breaking the agreement
Step 5: Identify progressive consequences for negative behaviour
Step 6: Obtain signatures

When introducing a behavioural contract to a student, the following ‘script’ can be used to explain its rationale:

“We have talked in the past and our discussions have not so far seemed to have helped you to get along better at school and to be happier. We need to continue to work together. I would like to work with you on completing a behavioural contract that will help summarise some of the things we have talked about that can help you to be happier and get people off your back. This will help us help you to not be in so much trouble. Signing the contract will help to firm up your commitment to change your behaviour that will result in a positive result for you.”

The student welfare coordinator should meet with the student in one to two weeks to review progress.
BEHAVIOUR CONTRACT

Student’s Name _________________________________ Date __________

School Rule: All students at school have a right to feel safe and be respected.

Reason for Contract (describe behaviour of concern and impact on others)
_________________________________________________________________________________________
_________________________________________________________________________________________

Step 1: Identify the negative behaviour(s) to be stopped
_________________________________________________________________________________________

Step 2: Describe the positive behaviours to replace negative behaviours (specify these in observable terms) to make the situation better for other student
_________________________________________________________________________________________

Step 3: Positive consequences for changing behaviour
_________________________________________________________________________________________

Step 4: Consequences for breaking the agreement
_________________________________________________________________________________________

Step 5: Identify progressive consequences for negative behaviour
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

Student signature __________________________________________

Student Welfare/Teacher signature ____________________________

Parent(s) signature(s) ______________________________________
Social and Emotional Education. The student who has bullied meets with student welfare coordinator who provides social and emotional learning experiences and skill building in empathy, conflict resolution and resilience. Additionally, teacher and parent involvement in social and emotional strength building may be sought.

Because many students who bully are delayed in their social and emotional development, they can benefit from specific instruction in a number of different areas including empathy training, resilience training, cognitive restructuring and social skills training.

This type of social and emotional instruction can be provided for all students in a class by a student welfare coordinator or class teacher. It can also be provided by the student welfare person in weekly, one-to-one or small group “mentoring” sessions which require upwards of 50 minute (for interactive, social and emotional learning activities, see Bernard, 2002).

Empathy Training. Many students who bully have not developed the cognitive skill of perspective taking nor do they automatically care about others (lack of empathy skills). Indeed, empathy and bullying can be viewed as incompatible behaviours as becoming more skilled in the former leads to a reduction in the latter.

A definition of empathy that describes the key components of being empathic with others is:

• The ability to walk in someone’s shoes.
• A level of understanding that allows you to relate closely to how another individual is feeling.
• The ability to be a good listener and to understand the issue the person is share with you.
• The ability to demonstrate to another that you are interested in what the person has to say and that you have a desire to understand his/her position.

There are, therefore, two main parts to empathy, the emotional and the cognitive. The emotional is the ability to feel for another, and the cognitive is to judge, or evaluate that feeling as a basis for action.

Students can be taught that an empathic response on their part lets the other person know that he/she is understood and that the student understands and cares about what the other person is feeling.

Discussion and role play with role reversal can help students to learn to be more empathic. For example, after reading a story or scenario that portrays a student (new to school/short in stature/or other) being physically or verbally bullied, students can understand how the target feels and what examples of empathic and non-empathic responses would be.

Teachers may choose to construct “empathy cards” to facilitate whole class discussions on the topic of empathy. Empathy cards may also be used in small group or 1:1 coaching sessions.

The cards can be laid out and students asked to choose a card that most closely resembles how they, or another student, or a character in a book:

• are feeling now
• were feeling when
• might feel when they are about to

In a whole class activity, students take turns choosing a card, returning to their seat, showing the card and explaining the feeling.

Students may also be asked to
• Choose a card to show how they might be feeling on the inside as well as a card to show their feelings on the inside (pretend feelings)
• Choose cards to show feelings they like experiencing (What is the feeling? Describe a time when you have had this feeling?)
• Choose cards that show feelings that are uncomfortable, asking them discuss why
• Lay out one card and explain how the character is feeling (“Do you ever feel like this?”)
• Act out the feeling on a card to the rest of the class
• Role play the feeling on a card with a partner

Resilience Training. If it is determined that the student who bullied was feeling angry as a result of the behaviour of the “target,” the student who has bullied can be helped to become aware of the link between his/her bullying behaviour and his/her anger.

The student can then be taught a range of anger-management, coping skills and ways of thinking that he/she can use in similar circumstances in the future in order to stay calm and manage their emotion; a characteristic called emotional regulation or resilience. Some of these include:
• Taking a few, slow deep breathes
• Finding someone to talk to
• Finding something fun to do
• Making an assertive request to the “target” to change their behaviour
• Not blowing the event out of proportion (not thinking “This is the worst thing in the world”)
• Using positive self-talk (thinking “Stay calm, I can cope with this. I don’t have to let this get to me.”)

As well, structured learning activities that focus on teaching coping and cognitive skills can be found in a variety of commercially-available curricula (see Appendix 2) and can be utilised in the sessions.

Cognitive Restructuring. Research indicates that some students who bully misinterpret the behaviour of the target as aggressive in intent and, as a consequence, use bullying behaviour as a form of retaliation. Cognitive restructuring can occur in these instances with the student welfare officer helping the student reinterpret the behaviour of another student who, for example, may have accidentally pushed the student, in a less severe fashion (e.g., “He didn’t mean it.”).

A popular form of cognitive restructuring has been termed “It’s Worth a Rethink.” In 1:1 or small group work (five to eight students), a student outlines the circumstances in which the bullying behaviour of concern occurred. The student discusses the incident in sufficient detail for everyone to identify the key players. The model of: Happenings → Thoughts → Feelings → Behaviours → Consequences is written on the white board, and the incident from the particular student’s perspective is reconstructed in this framework. Consistent with this process for new thinking, the student works with others to identify how new behaviour outcomes can be achieved. Students are helped to see their behaviour (and feelings) as a result of their thinking. Commonly, the student is not sufficiently self-aware to recall the particular thought pattern that might have influenced his/her behaviour during the incident. This is where group work is particularly helpful. In response to the student’s common response of “I don’t know” to the question “What were you thinking at the time?” the group is able to suggest/hypothesise a range of reasonable alternatives (e.g., “It’s not fair.” “He shouldn’t do that.”).

The group is invited to develop more sensible or rational alternative thought patterns (e.g., “Sometimes these things happen.” “It’s not fair but I can cope.”). The new feelings and behaviour likely to flow from the new, alternative, rational thought patterns are listed.
Illustration: It’s Worth a Re-Think

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<tr>
<td>Billy called me a bad name.</td>
<td>I can’t stand this. This is terrible. No one likes me. I must be a real loser.</td>
<td>Very angry</td>
<td>Punched Billy</td>
<td>Suspended</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Very down</td>
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Next time the same thing happens, how could you change your thinking so that your feelings and behaviour change?

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<tbody>
<tr>
<td>Billy calls me a bad name.</td>
<td>I can cope with this. Things could be worse. I have friends who like me.</td>
<td>Much less angry</td>
<td>Tell Billy to stop. Talk to someone.</td>
<td>Billy stops teasing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Less down Confident</td>
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Social Skills Training. There are many excellent social skills curricula (e.g., Bernard, 2006, Goldstein, 1999, Slee, 1997) that contain developmentally appropriate activities that can be used with individuals, small groups and class groups that can be used by student welfare coordinators to provide one or more students with the building blocks of social skills which can, then, be used to enter into and maintain positive relationships with others.

Examples of social skills that are important for all students to possess include: When approaching a group of students, watch and wait before joining in the conversation; Listening and following the conversation rather than introducing new topics; Asking relevant questions and making comments; Imitating the behaviour of the group.

Students can be assisted to develop new social skills using the following steps (teacher takes steps not student):
1. Identifying the skill to be taught
2. Evaluating the current level of the skill
3. Breaking the skill into a sequence of smaller steps
4. Providing learning models (e.g., peers, television, films, books) that demonstrate the steps
5. Allowing sufficient time and opportunity for practice
6. Providing support and encouragement for the use of the new skills
7. Monitoring use of the new skill and providing ongoing encouragement

Non-Punitive Problem-Solving Meetings. Student welfare coordinators may conduct meetings with the student(s) who has bullied and “targets” to provide support, develop empathy and generate solutions to improve the situation (see McGrath & Noble, 2006).

Guidelines for conducting non-punitive, problem-solving meetings appear in the accompanying two pages. A sample dialogue follows that illustrates the structure of problem-solving meetings as applied to meeting with a student who has been bullying.

An alternative and highly promising approach that is being used to respond to incidents of bullying is “Restorative Practice” (e.g., Armstrong & Thorsborne, 2006). Restorative practices include community conferences, small group and individual conferences and classroom conferences and involve the student(s) who has bullied, his or her victim, teachers, and, in extreme cases, families of those involved in incidents of bullying. The primary aim of restorative practices in schools is to repair the harm done, identify appropriate forms of restitution and the reconciliation of those involved. As restorative practices/community conferencing require extensive school preparation and staff development through the use of trained facilitators, no overviews nor summaries of restorative practices for student welfare coordinators are provided in this section of the Report.
GUIDELINES FOR CONDUCTING NON-PUNITIVE MEETINGS FOR SOLVING THE PROBLEM OF BULLYING

Rationale: It is recognised that when students who engage in bullying as well as bystanders are given the responsibility for helping the “targets” of bullying to be free from bullying and its negative effects, the bullying behaviour of many students and the lack of involvement of bystanders is replaced with efforts to relate to the “target” in positive ways. Moreover, when students who bully and are in the early stages of bullying, are involved in this process without being blamed and without being dealt with using extreme penalties, they are more likely to be motivated to change their behaviour.

The following steps which describe how to use this “non-punitive” approach has been adapted from the No-Blame Approach (Maines & Robinson, 1992) and Pikas’ Method of Shared Concern (Pikas & Rigby, 2006). Please use the steps when meeting with a student who has been bullied as well as the students who have engaged in bullying. The general recommendation is that the target of bullying be interviewed separately from the student(s) involved in the bullying.

Meetings can be conducted by a classroom teacher, student welfare coordinator, assistant principal or other designated person.

**Step 1. Hold a meeting with the student who is being bullied (10-15 minutes)**

- Express empathy and support and provide the reassurance that the school is doing many things to make sure the bullying stops and the student feels safe.
- Ask student to provide information concerning what has been happening and how bullying has affected them.
- Ask student to say what changes he/she would like to see in the behaviour of student(s) who are bullying.
- Tell the student that you plan to hold a conference with the student who is bullying to see how he/she could cooperate to help improve the situation. Indicate that the student(s) who you are to meet with will not be punished and as a result the meeting will not result in retaliation. You can indicate that penalties will be instituted if the bullying continues.
- Ask student if there are any changes he/she could make that might help to improve the situation with the student who has been bullied.
- Schedule another conference to check on changes and how the student is feeling.

**Step 2. Hold an individual meeting with student(s) who is bullying (10-15 minutes)**

- The tone of the conference should be one where the student who has bullied does not feel like he/she is being blamed or condemned for his/her
actions. The intent should be to maintain the student’s connectedness to school and with the student who has been bullied.

- Do not make any accusations. Do not use the conference to make threats or give warnings.
- Express your concern for the student who has been bullied sharing what you know of the distress he/she has been experiencing. Ask about what the student knows about the situation and ask: “What can you do to help improve the situation?” If the student does not offer any suggestions, offer some simple ideas as to how he/she can help improve the situation (e.g., go up and talk to the student, include student in group).
- Organise another time to meet with the student to see what progress has been made.
- This step can be repeated with each student involved in the bullying.

Step 3. Individual meeting with student(s) who has bullied and the target of bullying (5-10 minutes)

These brief meetings serve the purpose of monitoring the actions taken, to see if the actions have improved the situation and to give positive feedback for what has been accomplished. If the situation has not improved, brainstorm with both student who has bullied and target of bullying additional actions that could be taken.

Step 4. (optional) Organise a support group meeting (20-30 minutes)

This group meeting without the target is an alternative to Step 2 but can also occur later in the process. Attendees at the meeting can include the students involved in bullying, bystanders who did not intervene and friends of the target.

Review with students the “problem” that has been affecting one of their classmates and discuss what students have done or could do to improve the situations for the target. Each student should be asked to nominate at least one thing he/she can do.

Step 5. (optional) Organise a second support group meeting (15-20 minutes)

This meeting held a week later should review changes that group members have made and the impact on the target of the changes. The target may or may not attend this meeting.
Sample Dialogue:

Step 1.
“I have asked you to come and speak with me because I have heard that some bad things have been happening to ‘x’ that are making him/her feel very unhappy at school.”
- Wait for the student to respond.
- If the student doesn’t respond ask “Do you know anything about this that might help me?”
- Do not try to force the student to ‘own up’ or admit to his/her involvement, simply acknowledge that there is a situation that is making ‘x’ unhappy.
- If the student complains about ‘x,’ don’t question, just let the student explain their situation.

Step 2.
“So it sounds like ‘x’ is having a bit of a tough time?”
- Wait for the student to respond
- As soon as the student agrees and acknowledges that ‘x’ is having a bad time and is unhappy, move to Step 3.
- If the student says that ‘x’ is to blame, accept the point and suggest that ‘x’ is still having a bad time and is unhappy.

Step 3.
“Well, I was wondering what you could do to help improve the situation for ‘x’ to help him/her to become happier at school?”
- Accept any suggestions with positive feedback.
- Don’t question their suggestions if they are positive.
- If their suggestions are negative, ask the student whether they think this would help ‘x’ to feel happier.
- If the student can’t think of anything to do or is resistant to the idea, ask him/her to take some time to think about something they could do to help make ‘x’ feel happier, then move to Step 4.

Step 4.
“OK, I’ll see you next week to find out how you are getting on”.
- If the child had an idea then you will say you will see them next week to discuss how their idea went when they tried it.
- If they didn’t have an idea then say you will see them to discuss the idea they have come up with.
Individual Planning for Students with Severe and Ongoing Bullying Behaviour

Students who bully feel disengaged from the school community (Eisenberg, et. al., 2003), feel unsupported at home (Perren & Hornung, 2005) and possess ineffective coping strategies (Smith, 2004).
Summary of Individual Action Planning for Students who Chronically Bully

Behaviour management planning has within recent years based the development of individual behaviour plans on a strength-building framework that focuses on meeting the needs of students who bully through strengthening their connections with their school, home and community as well as strengthening their social and emotional skills and values.

The suggestions for developing individual behaviour plans for students who bully that appear below are for students who have low or very low levels of social and emotional wellbeing. Individual strength building programs are not, in terms of their comprehensiveness, designed for higher functioning students who engage in bullying behaviour.

Building the Social and Emotional Strengths of Students Who Bully

Based on research that shows that many students who bully have delays in one or more of their social and emotional capabilities, it is suggested that a focus of an individual action plan be on social and emotional skills and values that need strengthening. Responsibility for strengthening these skills and values can be assumed by teachers, parents and/or the student welfare person who may elect to conduct individual or small group mentoring sessions once or twice a week in the areas of:

1. Resilience (coping skills and positive, rational attitudes supporting emotional and behavioural self-management)
2. Positive Social Orientation (social skills - empathy, conflict resolution, friendship making; values - caring, respect, fair go, honesty, tolerance and inclusion)
3. Positive Work Orientation (work confidence, persistence, organisation, teamwork),

Building Stronger School Connections for Students Who Bully

“Best practices” research on effective teaching indicates that achieving, well-adjusted students perceive a variety of positive actions of teachers and school staff. The individual strength-building action plan should incorporate the following actions which can be implemented by teachers and staff.

1. Promoting positive teacher-student, student-student relationships
2. Communicating high expectations for behaviour and achievement
3. Enrolling students in classes and activities that accommodate their interests
4. Providing students with special responsibilities and involving them in decision making
5. Communicating respect and sensitivity for student’s background, culture and gender
6. Actively ensuring the safety of student
7. Modelling, communicating and reinforcing values of good character and social and emotional skills (e.g., resilience, confidence, persistence, organisation)
8. Providing student with multiple opportunities for success; using motivational methods.
Building Stronger Connections Between Students and Family

Based on research that shows that students who display aggressive behaviour come from homes where they do not perceive positive actions being displayed towards them on the part of their parents/carers, an individual strength-building plan should be based on perceived personal resources of parents/carers include actions that can help strengthen connections in the following areas:

1. Promoting positive relationships with child
2. Communicating to child high expectations for behaviour and achievement
3. Providing child with special responsibilities and involving him/her in decision making
4. Accommodating different interests of child with activities, programs and classes
5. Being interested and involved in what child is learning
6. Supporting and motivating child’s learning
7. Modelling, communicating and reinforcing values of good character (e.g., caring, fair go, respect, tolerance) and social-emotional skills (e.g., resilience, confidence, persistence, getting along).

Building Stronger Connections with Community for Students Who Bully

Based on research showing students who manifest negative social and emotional wellbeing are disconnected from their communities, an individual strength-building action plan should focus on the strengthening of connections of a student who bullies with community programs, adults and positive peers in one or more of the following areas:

1. Providing opportunities for students to spend time with one or more adults (e.g. community mentors) who care
2. Providing opportunities for students to spend time with adults in the community who expect the student to do well in school and to behave well
3. Identifying special jobs and other opportunities in the community where students can be invited to help others and to make their community a better place to live
4. Identifying places students can go and programs/organisations to attend that accommodate their interests (sport, music, art, chess, computers)
5. Identifying places (organisations, clubs) where students can go to do fun things with “positive” peers
6. Identifying ways to help students feel safe on the way to school and when they come home from school
7. Identifying opportunities for students to spend time with adults in the students’ community who demonstrate by their actions values of good character and other important social and emotional skills (e.g., confidence, resilience, persistence, organisation, getting along)
8. Providing sources of financial support to enable student access to a broad range of activities and locating appropriate community agencies (e.g., domestic violence support, drug and alcohol support, victims of crime)
Individualised Interventions for Students who Engage in Bullying Behaviour

It is clear that students who engage in severe and repetitive acts of bullying behaviour require additional measures in order for their behaviour to be influenced. This is especially the case for “at risk” students (many risk factors, few protective factors). That is, no matter how well-developed a school’s commitment is to providing safe school environments and no matter how well prepared teachers are to respond in positive ways to incidents of bullying, some students require an individual behaviour plan that is designed to meet their needs.

The responsibility for developing individual plans often rests with a student welfare team that includes a student welfare coordinator, school counsellor, behaviour management specialist, assistant principals/principals and teachers.

The manner in which individual intervention programs are developed depends on the ways student welfare issues are managed at different schools. The manner in which teachers and others are involved in the planning of, informed about and implementation of plans, will need to vary.

When a student continues to engage in bullying behaviour – especially behaviour that is deleterious to the safety and welfare of others – alternatives such as suspension and possible expulsion are available to schools.

This section provides guidelines and methods that can be employed to develop individual behaviour plans.

The “Big Picture”: Strength-Building for Students who Bully

Why strength building for students who bully? Research now exists that clearly reveals some things about students who are well adjusted (do not bully, do not abuse substances, are not overly stressed, are engaged and motivated). We now know that these students perceive positive relationships with their community, school and home as well as possess a variety of social and emotional skills and values. Conversely, students who present with a variety of behavioural problems including bullying, substance abuse, early school dropout are not well connected to the positive actions of adults in their community, school and home and experience delays in social and emotional skills and values.

Research and experience reveals that many students who engage in serious and repetitive bullying behaviour are delayed in their social and emotional development as well as are disconnected from positive relationships, programs and opportunities in their school, home and community.

Behaviour management planning has within recent years based the development of individual behaviour plans on a strength-building framework that focuses on meeting the needs of students who bully through strengthening their connections with their school, home and community as well as strengthening their social and emotional skills and values. This is different from previous practice that has been based on eradicating deficit and excess behaviour rather than building up the strengths of students in need.

In the following section, different ways to strengthen student connections with people and programs in their school, home and community as well as to strengthen student social and emotional skills and values will be described.

An Ecological Approach: Shared Responsibility for Strength Building

It is clear that the responsibility for breaking the habit of bullying needs to be spread across people and programs in the school, home and community. That is, it is not just the responsibility of school for implementing practices that will influence negative student behaviour such as bullying that is resistant to change.
The adage “It takes a community to raise a child” certainly underpins contemporary thinking of sharing the responsibility for influencing student behaviour through modifying the ecology of influence surrounding a student that includes not only community, school and home influences but the student’s internal ecology referred to as social and emotional strengths (skills and values).

**Strength-Building: The Need for Professional Collaboration and Networking**

It is often the case that in addition to the student welfare coordinator, other professionals from community agencies can assist in providing suggestions for connecting the student to the community. It is not always possible for student welfare coordinators to know everything about a student’s local community. School focused youth services and community health care centres are often called upon as part of a school community partnership to provide advice on services, programs and supporting adults (e.g. community mentors) that can be included in an individual strength-building plan.
Designing Strength-Building Intervention Programs

A strength building plan for students who bully will need to spell out: 1. the positive adult actions and programs in the school, home and community that can impact the students, and 2. ways in which the social and emotional skills and values of the student can be strengthened.

In order to design a strength-building intervention plan, it will be useful for student welfare coordinators/school counsellor to be able to determine the student’s current connectedness with school, home and community as well as the strengths of their social and emotional skills and values.

Forms that can be used to provide recommendations concerning strengthening a student’s connections with school, home and community as well as social and emotional skills and values appear in the Appendix.

Important Points Before Getting Started

Inducting Staff. It is recommended that the following steps be taken before a student welfare coordinator approaches individual teachers and asks them to complete surveys on a student who bullies as well as to follow through on a series of positive actions directed at the student.

At a staff meeting, the student welfare coordinator should present the “case” for community, school and home strength-building as well as building the student’s inner social and emotional strengths.

The following points can be made:

• Students who chronically bully and who are not responding to school-wide anti-bullying practices require that an individual behaviour, intervention plan be developed.
• The plan will be constructed by the student welfare coordinator in consultation with teachers, parents/carers and the student.
• The plan will have a strength-building rather than punitive orientation. It can be indicated that as research reveals that many (but not all) students who bully perceive a lack of connectedness with adults and positive programs in the community, school and home as well as delays in their social and emotional development, a positive individual behaviour intervention approach that focuses on strengthening connections of students with school, home and community as well as one the builds the inner strengths of students is becoming recognised in the field of behaviour management “as the way to go.”
• It can be discussed how some teachers may not feel comfortable with a positive, strength-building focus to the individual behaviour plan positives for students who bully and will, instead, prefer a strong, punitive orientation. It can be mentioned that a negative response on its own in response to bullying is often not sufficient to eliminate bullying behaviour.
• It can be indicated that an individual strength-building approach does not preclude a school implementing strong consequences when extreme forms of bullying occurs.
• The different aspects of the individual strength-building plan (community, home, school, students) should be described and teacher provided with an example.
• Teachers should be presented with sample forms they may be asked to complete (e.g., see Appendix, “Actions Teachers Can Take to Strengthen Their Connections with Students” and the “Student Social and Emotional Capabilities Survey (School Report Form).” It should be indicated that when they asked by a student welfare coordinator to complete the forms, the request is not motivated from the judgment that the teacher is not competent or is responsible for the problem.
• A point to reiterate is the importance of teachers being calm and positive towards students who bully.
• It should be indicated that from time to time, a teacher (or teachers) will be approached by the student welfare coordinator to complete forms and, when necessary, to discuss ways in which teachers can support the strengthening of a student’s social and emotional skills and values.
• At secondary school, the student welfare coordinator will need to select one or more teachers to help implement the individual strength-building program. Teachers whom the student perceives as being non-supportive should definitely be included in the participating group of teachers.

Enlisting Parent Cooperation and Involvement. It will not be uncommon to find that the parents/carers of students who chronically bully have their own “issues” that mitigate against their active involvement in a strength-building program. In these cases, it will probably not be possible for the student welfare coordinator to review with a parent all the different positive, parent actions covered in the survey “Actions Parents Can Take to Strengthen Their Connections with their Child.” Instead, the student welfare coordinator will need to work hard at identifying one or two actions of a parent however small that could be taken at home to support the intervention plan remembering that almost all parents no matter the degree of their mental health and/or interpersonal difficulties want the best for their children. A referral to a community agency may be needed.

The Importance of Regular Social and Emotional Education Sessions. If a student who is bullying goes home to difficult circumstances and/or has an ongoing clash of wills with one or more teachers, it is vital that the student be given opportunities to learn resilience and conflict management skills in order to cope. While changing circumstances at home including parental actions is not always possible as well as having all teachers come on board with the program, it is always possible to for the student to learn better ways to cope with difficult situations and people.

Be Realistic. Some students who bully come from such dysfunctional families and circumstances that an individual strength-building program may not be enough. In these cases, the student welfare coordinator will need to refer the student to outside agencies for more intensive support.

Strengthening Connections of Student with School

The teacher effectiveness literature reveals a range of ways in which teachers can connect with and support student learning and wellbeing. In putting together a plan, the following actions of the student’s teacher(s) should be considered with special attention placed on identifying those teacher actions that can be further strengthened and included in a strength-building intervention plan. In the Appendix, a survey “Actions Teachers Can Take to Strengthen Their Connections with Students” can be given to the student’s teacher(s) in order to identify the actions that teachers can employ to strengthen their connection with the student.

Alternatively, the student welfare coordinator may informally identify those teacher actions to include in the plan based on his/her knowledge of the student and teachers.

Teacher actions that build stronger connections to students include:

The extent to which a teacher works on developing and maintaining a positive relationship with the student:
• Spend more time talking with the student about things not directly related to school (e.g., his/her interests, what he/she did on weekend).
• When the student does the wrong thing, use a more “positive” tone of voice when talking with him/her.
• Spend time just listening to the student and not offering opinion or advice.
• Hold private conferences with student to see how to help.
• Communicate to student in ways that show you care for, respect and value the student.
The extent to which a teacher explicitly communicates high expectations for student achievement and behaviour:

- Spend time discussing important classroom rules with student individually and what happens when a rule is broken.
- Provide student with more praise when he/she behaves well.
- Tell the student that you expect him/her to do his/her “personal best” when doing schoolwork.
- Provide student with praise when he/she makes small steps in completing schoolwork.
- Provide extra positive attention and rewards when student completes schoolwork he/she finds hard or boring.

The extent to which a teacher accommodates the individual interests of the student:

- Find out what interests the student (e.g., art, mechanics, computers, chess).
- Develop opportunities (e.g., school club, assisting a teacher) for student to participate in activities that accommodates student’s interests (e.g., art, wood working, mechanics).
- Have student “tutor” other students (same age, younger) in area of interest (e.g., maths).

The extent to which the student is involved in decision making and provided with special responsibilities:

- Give student more of a “say” when it comes to making decisions about the way he/she goes about learning (e.g., who to work with, book to read for English project).
- Ask student to be “in charge” of something important like taking attendance sheet/lunch list to office.
- Involve student in design of behavioural, intervention plan.

The extent to which a teacher is sensitive to the students’ gender, culture and home background:

- Go out of your way to show that you value the background (and culture) of student’s family.
- Provide reading books that suit gender and cultural background of student.
- Provide for student’s basic needs (hunger, clothing, hygiene).

The extent to which a teacher helps the student feel safe:

- Touch base with students concerning whether he/she feels safe from acts of bullying in any part of the school grounds.
- Take immediate action when you see or hear of acts of student being bullied or mistreated by others.
- Regularly remind class (and student) of school rules concerning bullying, the consequences of bullying and the importance of not being bystanders to bullying.

The extent to which a teacher spends time with a student discussing social and emotional skills for managing schoolwork, relationships and emotions as well as the values associated with strong character:

- Spend more time discussing “values” such as the importance of caring for others, being respectful, honest and doing the right thing.
- Show by your own actions and words how to get organised, to be persistent or confident.
- Provide student with more feedback when he/she demonstrates teamwork and social skills.
- Spend time discussing and illustrating the importance of being aware of one’s emotions and what to do when upset to manage one’s emotions and behaviour.

The extent to which a teacher motivates a student and provides multiple opportunities to be successful:

- When student is doing schoolwork in an area he/she finds interesting, provide additional opportunities to further his/her learning in the area by going to the library or helping him/her locate a special program in the community.
- Temporarily reduce difficulty level of material assigned so that student experiences increased success.
Employ alternative methods of assessment (e.g., writing, telling, showing) to allow student different ways to demonstrate what he/she has learned.

Communicate by what I say and do that the student can be successful in my class and school.

**Strengthening Connections Between Student and Family**

It will be important to determine those actions of parents that can be strengthened that can help build stronger parent/carer-child connections.

In reviewing the list of actions below, it will be important to keep in mind that parents/carers will vary greatly in their ability and resourcefulness in being able to carry out certain actions. Some parents/carers who struggle with their own personal issues will be limited in the actions they can take while others bring with them greater personal resourcefulness to change their behaviour towards their child.

The information on parenting actions can be obtained through the student welfare coordinator interviewing one or both parents/carers and discussing the importance of parents/carers further strengthening their connection with their child. In the Appendix, the survey “Actions Parents Can Take to Strengthen Their Connections with Their Children” can be employed.

The parent education literature reveals a range of parental/carer actions that have positive impact on children’s behaviour, wellbeing and school success. These include:

**Parents/Carers Show Child they Care**
- Spend more time with child doing fun things together
- Give child extra physical affection (hugs, kisses).
- When child does the wrong thing, use a more “positive” tone of voice when talking with him/her.
- Spend more time just listening to child and not offering an opinion or advice
- Attend events (sport, school shows) where your child is a participant.

**Parents/Carers Communicate to Child High Expectations for Behaviour and School Achievement**
- Discuss with my child proper manners, ways to behave and what happens if he/she misbehaves.
- Provide child with praise when he/she behaves well and studies hard.
- Tell child that I expect him/her to do his/her very best when doing school work.
- When child misbehaves, in a calm manner, remind child of behaviour that is expected at home.

**Parents/Carers Provide Child with Activities and Programs that Accommodate Child’s Interests**
- Take time to find out what interests child has (e.g., science, art, drama, music, fixing things, gardening, photography, chess).
- Find out about clubs, organisations and programs that cater for his/her areas of interest.

**Parents/Carers Provide Child with Encouragement and Motivation in Different Areas of Schoolwork**
- Provide extra positive attention and rewards when child completes schoolwork he/she finds hard or boring.
- When child is doing schoolwork in an area he/she finds interesting, I could provide additional opportunities to further his/her learning in the area by visiting the library or signing him/her up for a special program.
- Communicate to your child that the harder he/she tries, the better he/she will do in school.
- Communicate to your child that you expect that he/she will be successful in school.

**Parents/Carers Involve Child in Making Decisions at Home and Provide Child with Special Responsibilities**
- Give child more of a “say” when it comes to making decisions about the way things are done at home.
- Ask child to be “in charge” of something important like selecting a family film to watch.
Parents/Carers are Involved and Show Interest in What Child is Learning about in School
• Ask your child questions about what he/she is learning at school.
• Give your child help with homework.

Parents/Carers Communicate Values and Life Skills
• Spend time discussing “values” such as the importance of caring for others, being respectful, honest and doing the right thing.
• Show child by your own actions how to be get organised, to be persistent or confident.
• Help your child understand how to make friends.
• Discuss with your child ways to handle peer conflict and how not to get too angry resilience).

Strengthening Connections of Student with Community
As students get older, many with behavioural challenges become isolated from their community as seen by low participation rates in after-school programs and clubs. Additionally, some young people are disconnected from adults in their community who have the potential to exert a positive influence. For these students, a strength-building intervention plan should include a description of the ways in which a student can be connected to people and program strengths in the community.

The following list describes areas for the student welfare coordinator to explore. The survey found in the Appendix, “Actions that Help Strengthen the Connections of Students with their Community” can be used to gather the information. Here, the student welfare coordinator should have a conversation/conference with the student and/or parents/carers to discuss the range of positive connections of student with his/her community that are realistic. Generally, this area will need to be negotiated with parents.

The following is a list of the different ways that young people can be connected to and supported by adults, organisations and programs in the community. The question to ask is:

Do you think the student would benefit from?
• Spending time with one or more adults outside of school who care about young people?
• Having additional places to go before and after school where he/she feels safe?
• Spending time with adults who will show by their words and actions that they value, respect and care about your child?
• Spending time with one or more adults in the community who will discuss the importance of doing well in school and behaving well?
• Being involved in doing something to help others and to make the community a better place to live in any ways?
• Joining any clubs, organisations and programs that interest him/her (sport, music, art, chess, computers, gardening) outside of school?
• Having places to go to be with “positive peers” (scouts, guides, youth groups, sporting clubs) outside of school?
• Spending time with one or more adults outside of school who display and can discuss values of good character (e.g., respect, caring, tolerance, fair go ) and other important life skills (e.g., time management, confidence, persistence, organisation, teamwork, resilience
• For family, identify sources of financial support (e.g., Rotary, church, local businesses) and locate community agencies and services that can provide support as needed (e.g., community health clinics, Salvation Army).

**Strengthening Student's Social and Emotional Skills and Values**

As indicated elsewhere in this Report, most “at risk” students who display anti-bullying behaviour have for different reasons delays in the development of their social and emotional skills making it very difficult to achieve academically, relate positively to others and experience wellbeing.

In order to have positive emotional wellbeing and to display the following characteristic called “Resilience”, a student needs to demonstrate and to be taught the following:

1. Aware of emotions and degree of emotional intensity.
2. Correctly label emotions and how they are linked to thinking and behaviour.
3. Describe and apply emotional resilience skills (e.g., find someone to talk to, relax, not blowing things out of proportion) and positive, rational attitudes (e.g., self-acceptance, optimism, high frustration tolerance).
4. Demonstrate a realistic self-perception of one’s personal strengths and challenges (e.g., interests, abilities, skills, behaviour), develop accepting attitudes towards oneself, and a desire to build on strengths and to work on challenges.
5. Identify, locate, and interact with peers and adults in school, home and community who offer support and assistance in handling stress and achieving goals of building strengths and addressing challenges.

In order to be positively engaged in his/her school work and to be develop academic competence, a student needs to demonstrate and to be taught the following:

1. Demonstrate organisation as shown in a positive goal orientation towards achievement, time management with respect to developmentally appropriate activities and expectations, and self-management (storage, locating) and care of materials (work, play).
2. Demonstrate confidence when faced with new or difficult developmentally appropriate tasks or schoolwork.
3. Demonstrate persistence and high effort when faced with frustrating, time-consuming, or low interest developmentally appropriate tasks, situations or school work.
4. Demonstrate teamwork and cooperative learning skills when working on different learning tasks and activities.

In order to relate positively to others and not engage in bullying behaviour, resolve conflicts peacefully, and contribute to making school, home and community a better place to live and learn, a students needs to demonstrate and to be taught the following:

1. Recognise, value and respect the feelings of others and how others see the world.
2. Recognise and value similarities and differences among people.
3. Demonstrate social confidence, friendship-making, assertive, and leadership skills when interacting with peers and adults in work, play and social situations.
4. Demonstrate conflict resolution skills in different contexts with different people including listening, problem identification and analysis, conflict solution generation and evaluation and negotiation skills.
5. Display behaviour that reflects the values of caring and compassion, doing your best, fair go, freedom, honesty and trustworthiness, integrity, respect, responsibility and understanding, tolerance and inclusion.
6. Demonstrates social responsibility by actively contributing to making their classroom, school, home and community a better place to live and learn.
It is also clear that the extent to which students make good behavioural choices depends on what can be thought of as “Values of Good Character.” Important values of good character as expressed in the “National Framework for Values Education in Schools” include:

- **Care and Compassion**
  - Care for self and others

- **Doing Your Best**
  - Seek to accomplish something worthy and admirable, try hard, pursue excellence

- **Fair Go**
  - Pursue and protect the common good where all people are treated fairly for a just society

- **Freedom**
  - Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others

- **Honesty and Trustworthiness**
  - Be honest, sincere and seek the truth

- **Integrity**
  - Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds

- **Respect**
  - Treat others with consideration and regard, respect another person’s point of view

- **Responsibility**
  - Be accountable for one’s own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment

- **Understanding, Tolerance and Inclusion**
  - Be aware of others and their cultures, accept diversity within a democratic society, being included and including others

In designing a strength-building program for a student, it is important to obtain through discussion, observation or use of surveys, the profile of a student’s social and emotional skills and values. Those that need strengthening are indicated and plans for their strengthening described. An example of a teacher report survey that can be used to obtain such information is presented in the Appendix.

There are two main intervention approaches for strengthening social and emotional skills and values.

First, on a regular (weekly) basis, the student welfare coordinator meets with the student outside of class to discuss the different social and emotional skills and values and encourage the student to practice the behaviours that will help strengthen skills and values. Oftentimes, structured activities and conversations drawn from social and emotional curricula as well as mentoring and counselling programs will be employed in the sessions (e.g., Bernard, 2002, You Can Do It! Education Mentoring Program; Bernard, 2006a, Program Achieve; Fuller, Bellhouse & Johnstone, 2001, Heart Masters; McGrath & Noble, 2003, Bounce Back; Newman-Carlson, et.al., 2000, Bully Busters; Peterson & Gannoni, 1992, Stop, Think, Do).
Second, the student welfare coordinator can meet with the parent(s)/carer(s) of the student to offer suggestions for ways in which adults can strengthen social and emotional skills and values. In the section which follows, suggestions for engagement of parents/carers and teachers are provided.
Consulting with Parents and Teachers to Build a Student’s Social and Emotional Strengths

An important role for the student welfare coordinator is to meet on a regular basis with the parents/carers and teacher(s) of a student referred for an individual strength-building program. Not only will the meetings help clarify problems and successes in the implementation of the plan, meetings also allow the student welfare coordinator to discuss ways in which adults can influence the social and emotional skills and values of a young person (for more detailed information of this process see Bernard, 2006b).

The importance of developing a student’s inner social and emotional strengths can be communicated as follows:

“It has been discovered that every person, no matter their age, needs to have 5 Foundations to be successful and happy. The 5 Foundations everyone needs are: **Confidence, Persistence, Organisation, Getting Along, and Resilience.**

**Confidence** means not being afraid to make a mistake or try something new, and not worrying too much what others think of you if you do or say something silly or stupid.

**Persistence** means trying hard and not giving up on doing things that are boring, frustrating, and not fun.

**Organisation** means having goals to do your best to be successful, managing your time so that you are not rushing around at the last minute to get things done, and having all materials and resources you need at school and home to do your work and other activities (music, sports).

**Getting Along** means working well with others, helping others who have problems, solving conflicts peacefully, being sensitive about the feelings of others and contributing to make your school, home and community a better place to live and learn.

**Resilience** means not getting extremely down, angry, or anxious when something “bad” happens or is about to happen (e.g. receiving a poor mark in school or on a school report, being hassled or teased by a classmate, being treated unfairly by an adult, having too much work to do and not enough time to do it). It means being able to calm down quickly when your emotions get overheated. It also means bouncing back to work or play.

It has also been found that the character of young people can strongly influence the choices they make in their behaviour. Character is built from values and there are nine values that all young people need to make good choices and to avoid behaving poorly towards others. The nine values of good character are: **Caring, Doing your Best, Fair Go, Freedom, Honesty, Doing the Right Thing, Respect, Responsibility, Accepting Others.**

It is important for the student welfare coordinator to gain agreement from teachers and parents that social and emotional skills and values are important to a young person’s learning and development and to gain agreement as to the parent’s/carer’s and teacher’s willingness to try to strengthen them at home and in school.

A more thorough description of the social and emotional skills and values along with suggestions for how parents/carers and teachers can strengthen each are presented in the tables below.
ACTIONS ADULTS CAN TAKE TO STRENGTHEN STUDENTS’ SOCIAL AND EMOTIONAL SKILLS

For young people to be successful, happy and enjoy positive relationships, there are five social and emotional skills they need. When there are delays in one or more of these social and emotional skills, young people experience behavioural, emotional and learning difficulties.

The five social and emotional skills young people need their teachers, parents and adults in the community to expect of them, model and acknowledge are:

Confidence means not being afraid to make a mistake or try something new, and not worrying too much what others think of you if you do or say something silly or stupid.

Persistence means trying hard and not giving up on doing things that are boring, frustrating, and not fun.

Organisation means having goals to do your best to be successful, managing your time so that you are not rushing around at the last minute to get things done, and having all materials and resources you need at school and home to do your work and other activities (music, sports).

Getting Along means working well with others, helping others who have problems, solving conflicts peacefully, and contributing to make your school, home and community a better place to live and learn.

Resilience means not getting extremely down, angry, or anxious when something “bad” happens or is about to happen (e.g. receiving a poor mark in school or on a school report, being hassled or teased by a classmate, being treated unfairly by an adult, having too much work to do and not enough time to do it). It means being able to calm down quickly when your emotions get overheated. It also means bouncing back to work or play.

There are different actions you can take to strengthen a young person’s social and emotional capabilities.

1. Define/describe with the help of the young person the social and emotional capability you would like to help him/her to strengthen (“What do you think ‘work confidence’ means?”). Describe how the particular social and emotional capability helps will help him/her to be successful, have good relationships with others or to be less stressed and more happy.
2. Model, discuss and illustrate what you know about the social and emotional capability and how it helps you to be successful, have positive relationships and/or be happy.

3. Discuss with the young person examples of behaviours you would like him/her to practice that involves him/her using the capability. Explain that the more you practice being confident or persistent (or any of the other capabilities) the more confident and persistent you will become.

4. Provide behaviour-specific feedback when you catch the young person practising the behaviour (e.g., “You really showed persistence in completing the assignment.”).

5. Discuss different ways of thinking (Habits of the Mind) that help the young person to be resilient, confident, persistent, organised and to get along with others.

6. Teachers can provide the young person with an assignment to investigate how someone he/she knows in their community or family or someone who they are reading about uses the social and emotional capability you have targeted for strengthening with the young person.

7. Ahead of time, a young person can be shown by a teacher and parent how a particular social and emotional capability can help him/her deal with a particular situation or person (for example, reminding young person how a study timetable can help them to manage time, be organised and be more successful; reminding a young person how the way of thinking called “Accepting Myself” can help them cope with disappointment of rejection or not performing well on a test – “Remember, you are not a ‘D’ person just because you got a ‘D’ on your science test”).
### THE NINE VALUES OF GOOD CHARACTER

One of the central features of young people who achieve and experience social and emotional wellbeing is that they have good character. Good character is built from different values that help young people think, feel and behave in ethical and moral ways, to make good decisions about their own lives, and to accept responsibility for their own actions. The list below presents nine values of good character along with positive and negative examples of behaviours that reveal whether or not a young person is enacting the value.

<table>
<thead>
<tr>
<th>Caring</th>
<th>Not Caring</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Speaking to someone who seems unhappy</td>
<td>□ Ignoring someone who seems unhappy</td>
</tr>
<tr>
<td>□ Helping classmates with their school work</td>
<td>□ Not inviting others who are alone to join in</td>
</tr>
<tr>
<td>□ Eating healthy food</td>
<td>□ Eating lots of junk food</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Doing Your Best</th>
<th>Poor Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Using your best handwriting in work book</td>
<td>□ Having sloppy writing</td>
</tr>
<tr>
<td>□ Practising your reading every day</td>
<td>□ Doing very little reading at home</td>
</tr>
<tr>
<td>□ Choosing to behave well</td>
<td>□ Not really trying to follow school rules</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fair Go</th>
<th>Not Giving Others a Fair Go</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Making sure everyone has a turn</td>
<td>□ Not allowing everyone to have turn</td>
</tr>
<tr>
<td>□ Playing by the rules of the game</td>
<td>□ Changing the rules of a game to suit you</td>
</tr>
<tr>
<td>□ Sharing things with everyone</td>
<td>□ Keeping materials and games just for yourself</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Freedom</th>
<th>No Freedom</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Listening when others are expressing their opinion</td>
<td>□ Interrupting others with your opinion</td>
</tr>
<tr>
<td>□ Accepting differences of opinion without arguing too much</td>
<td>□ Insisting that you are right and someone else is wrong</td>
</tr>
<tr>
<td>□ Sticking up for other’s rights to speak, dress and act the way they want</td>
<td>□ Allowing others to be deprived of their right to speak, dress and act the way they want</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Honesty</th>
<th>Dishonesty</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Telling the truth as much as possible</td>
<td>□ Telling lies</td>
</tr>
<tr>
<td>□ Not cheating</td>
<td>□ Cheating when you can get away with it</td>
</tr>
<tr>
<td>□ Telling others how I really feel and want</td>
<td>□ Pretending that I feel something or want something</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Doing the Right Thing</th>
<th>Not Doing the Right Thing</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Doing the right thing when a teacher isn’t looking</td>
<td>□ Only following rules when your teacher is watching</td>
</tr>
<tr>
<td>□ When saying you’ll do something, doing it</td>
<td>□ Not doing what you’ve said you would do</td>
</tr>
<tr>
<td>□ Making good choices when someone wants you to do the wrong thing</td>
<td>□ Making poor choices to do the wrong thing because someone wants me to</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Respect</th>
<th>Having No Respect</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Speaking nicely to everyone</td>
<td>□ Making negative comments about others from different backgrounds</td>
</tr>
<tr>
<td>□ Saying nice things to people</td>
<td>□ Making mean comments to others</td>
</tr>
<tr>
<td>□ Listening carefully to what others think and want to do</td>
<td>□ Not respecting another’s point of view</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responsible</th>
<th>Not Being Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Sorting out problems without fighting</td>
<td>□ Fighting to get your way</td>
</tr>
<tr>
<td>□ Being helpful to family, friends and teachers</td>
<td>□ Not offering help to others who need it</td>
</tr>
<tr>
<td>□ Caring about nature and living things</td>
<td>□ Littering and not caring about living things</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accepting Others</th>
<th>Being Intolerant of Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Accepting classmates and their families with different customs and beliefs</td>
<td>□ Believing that classmates who are different in some way are inferior.</td>
</tr>
<tr>
<td>□ In the school yard, asking classmates from different backgrounds to join in</td>
<td>□ In the school yard, only playing with classmates who are from your culture</td>
</tr>
<tr>
<td>□ Choosing to join in with other classmates who are from different backgrounds</td>
<td>□ Never joining groups of classmates who are from backgrounds different from your own</td>
</tr>
</tbody>
</table>
THINGS ADULTS CAN SAY AND DO TO STRENGTHEN VALUES IN A YOUNG PERSON

1. To begin, discuss with young person that the inside quality of all people called “character” helps us all to be successful, happy and to get along with others. Explain that good character is built from many values which are the beliefs we hold about what is important in life and which guide us in making good decisions.

2. Describe some of the values which build good character (from list of nine values). Indicate that the way we know whether a value is strongly held by a person is by their behaviour. Provide an example of someone who believes he/she is caring but ignores someone who seems unhappy and does not invite others who are alone to join in. Provide an alternative example of someone who believes he/she is caring who speaks to someone who seems to be unhappy and who helps someone with their work.

3. Select one of the nine values that need strengthening in a young person. Say that you would like to support the young person in learning more about the value and using the value in his/her life. Discuss with the young person the meaning of the value; then, provide negative examples of behaviour that do not reflect the value and positive examples of behaviour that reflect the value. Discuss with the young person situations and areas of their life (people, school work) where they can practice positive examples of behaviour that reflects the value.

4. When young person displays behaviour that reflects one of the values that need strengthening, student receives values-specific feedback from teacher (e.g., “Helping Mary shows how caring you are as a person.”).

5. Teachers can assign a “values” project to young person (e.g., project on person in the community or a character who appears in a book young person is studying who displays one or more of the values that student needs to have developed).

6. Communicate an ‘on-the-spot’ lesson when student does not display a value in a situation.
   • Hold student accountable for his actions. Resist the temptation to make excuses for the student. What’s more, try to make the consequence fit the “crime.” For example, if a student has “borrowed” someone else’s property without asking, you can convey the importance of displaying honest behaviour and the consequences of not being honest by having the student return the property.
   • Deliver your message in a calm manner so that student understands it and remembers it (“To get along together, everyone needs to be honest.”).
   • Keep reprimands short and to the point. Long lectures are a waste of everyone’s time and energy.
   • Don’t underestimate the power of the phrase, “I’m very disappointed in your behaviour. I really need you to be more (name of value).” Just saying these words can have a big impact on the student.

7. Teachers and parents need to model the value for the young person in different situations.
Individual Strength-Building Planning and Implementation

The material which follows illustrate the different sorts of information that the student welfare coordinator needs to include in a strength-building plan for an individual student. The surveys in the Appendix can assist and can be used formally and informally with teachers, parents and students.

Once completed, the student welfare coordinator in collaboration with the school’s welfare team, has the responsibility for:

1. communicating the plan to those teachers and parents(s) who will be involved, and
2. monitoring implementation. It will be important to schedule brief face-to-face or telephone contacts with parents/carers and teachers to determine their success in implementing agreed upon strategies, the impact on the student.
3. the student welfare coordinator should work with the student welfare team to review progress.

It should be noted that the student welfare coordinator will need to ensure that arrangements are made (including financial and transport) to help support the engagement of the student with people and programs in the community.
EXAMPLE OF A STRENGTH-BUILDING INTERVENTION PLAN FOR STUDENTS WHO CHRONICALLY MISBEHAVE AND BULLY

...teachers, parents and the community working together to support students who behave poorly by strengthening their positive connections with adult practices and programs as well as building students’ social-emotional capabilities.

THE PLAN

Strengthening Connections of Student

Community \ School \ Home

Building Social and Emotional Strengths of Student

Resilience \ Positive Social Orientation \ Positive Work Orientation

Student’s Name: ________________________________

Teacher(s): ________________________________

Today’s Date: ____________________ Year: __________

Name of Student Welfare Person? ________________________________

Who will meet contact parents/guardians to discuss program and enlist support?

Who will meet with teacher(s) of student to provide support?

Who could meet with student on a regular basis to mentor students on social and emotional capabilities?

Who will have responsibility for connecting student to community?
STRENGTHENING CONNECTIONS

Community
List those adults, actions and programs that could increase student’s sense of being connected with and valued by positive adults and peers and where social and emotional skills and values are communicated:

Student will be organised to spend more time with one or more of the following adults:

Outside of school, the student will be supported to attend the following clubs, organisations and programs that interest him/her (e.g., drums, science, building):

Outside of school, the student will be supported to go to places with “positive peers” (organisations, clubs):

Student and family to be connected with relevant community services and programs:

School
List those actions teacher(s) could engage in to increase the student’s sense of connectedness:

Home
List those actions parents/carers could take to increase student’s sense of connectedness:
BUILDING STUDENT’S SOCIAL AND EMOTIONAL STRENGTHS

List the social and emotional skills that need strengthening:

☐ Resilience  ☐ Positive Social Orientation  ☐ Positive Work Orientation

Describe Specific Behaviours for Student to Practice:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Describe Ways the Social and Emotional Skills will be Strengthened by Others:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

List the Values that Need Strengthening:

☐ Caring  ☐ Doing Your Best  ☐ Fair Go  ☐ Freedom  ☐ Honesty  ☐ Doing the Right Thing  ☐ Respect  ☐ Responsible  ☐ Accepting Others

Describe Ways for Student to Enact the Values in his/her Behaviour:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Describe Ways the Values will be Strengthened by Others:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
A STRENGTH-BUILDING INTERVENTION PLAN FOR STUDENTS WHO CHRONICALLY MISBEHAVE AND BULLY

...teachers, parents and the community working together to support students who behave poorly by strengthening their positive connections with adult practices and programs as well as building students’ social-emotional capabilities.

THE PLAN

Strengthening Connections of Student

\[ \text{Community} \rightarrow \text{School} \rightarrow \text{Home} \]

+  

Building Social and Emotional Strengths of Student

\[ \text{Resilience} \rightarrow \text{Positive Social Orientation} \rightarrow \text{Positive Work Orientation} \]

Student’s Name: Jordan

Teacher(s): Mr Bates

Today’s Date: 12 March, 2007  Year: 6

Name of Student Welfare Person: Heather

Who will meet contact parents/guardians to discuss program and enlist support?

Heather

Who will meet with teacher(s) of student to provide support?

Heather

Who could meet with student on a regular basis to mentor students on social and emotional capabilities?

Heather

Who will have responsibility for connecting student to community?

Heather and Mother
STRENGTHENING CONNECTIONS

Community
List those adults, actions and programs that could increase student’s sense of being connected with and valued by positive adults and peers and where social and emotional skills and values are communicated:

Student will be organised to spend more time with one or more of the following adults: Scout leader, football coach, community mentor in school

Outside of school, the student will be supported to attend the following clubs, organisations and programs that interest him/her (e.g., drums, science, building):
School band

Outside of school, the student will be supported to go to places with “positive peers” (organisations, clubs): Scouts, swimming club, breakfast club, computer clubs, sports clubs

Student and family to be connected with needed community services and programs: Drug alcohol, housing, Salvation Army, community mental health

School
List those actions teacher(s) could engage in to increase the student’s sense of connectedness:
Mr Bates will communicate to Jordon in ways that show he cares about, respects and values Jordon.
Mr Bates will provide Jordon with more praise when he behaves well.
He will provide Jordon with praise when he makes small steps in completing schoolwork.
He will provide extra positive attention when Jordon completes schoolwork he finds hard or boring saying “You are being persistent.” Mr. Bates will develop opportunities for Jordon to participate in activities that accommodates Jordon’s interests (e.g., building things, drums, science, selling, leader of a group
Mr. Bates will spend more time discussing “values” such as the importance of caring for others, being respectful, honest and doing the right thing.
Mr. Bates will show Jordon by his actions and words how to get organised, to be persistent or confident and will provide feedback when Jordon demonstrates appropriate behaviours.
Teacher will communicate to Jordon he can be successful in class and school.

Home
List those actions parents/carers could take to increase student’s sense of connectedness:
Mother will spend more time with Jordon by doing fun things.
Mother will identify opportunities for Jordon to participate in activities and programs that accommodates Jordon’s interests (e.g., building things, drums, science, selling, leader of a group)
Mother and Dad will show more interest in what Jordon is learning at school.
Parents will show Jordon by their own actions how to be get organised, be persistent and confident.

Other: more time with dad
BUILDING STUDENT’S SOCIAL AND EMOTIONAL STRENGTHS

List the social and emotional skills that need strengthening:

☑ Resilience ☑ Positive Social Orientation ☑ Positive Work Orientation

Describe Specific Behaviours for Student to Practice:
More time spent on doing maths and reading
Working cooperatively during group work –not getting out of seat
Not getting angry when someone won’t share equipment during lunchtime and recess

Describe Ways the Social and Emotional Skills will be Strengthened by Others:
Mr Bates and parents will provide feedback to child when Jordon demonstrates the behaviours.
Mr Bates to discuss Persistence and Resilience with whole class.
Heather to meet with Jordon once a week for a few weeks to discuss persistence and resilience in more detail.

List the Values that Need Strengthening:

☐ Caring ☑ Doing Your Best ☑ Fair Go ☐ Freedom ☐ Honesty
☑ Doing the Right Thing ☑ Respect ☐ Responsible ☐ Accepting Others

Describe Ways for Student to Enact the Values in his/her Behaviour:
Jordon will edit his work before handing it in.
Jordon will not push in front and will allow others to have their turn.
Jordon will stay in his seat even when Mr Bates is spending time with other students.
Jordon will ask for things “politely” and will not tease other students.

Describe Ways the Values will be Strengthened by Others:
Mr Bates to remind class about the meaning of values listed above and class will discuss ways in which they can behave to both demonstrate and not demonstrate the values.
Jordon’s mum and dad will talk to Jordon about how important it is for him to try to do his best in his school work, to give everyone a fair go, to do the right thing when his teacher and (parents) are not around and to speak respectfully to others; everyone at home to model these values.
Jordon will be praised when he is “caught” enacting the positive behaviours.
REFERENCES


APPENDIX I.

Surveys for Use in Designing Individual Strength-Building Building Plans
Directions: Read through the following list of different “good teaching practices” that the research says meets the needs of all students including those with behavioural challenges. In the left-hand column, tick (✓) those actions you could focus on in the coming weeks that the student would view as being positive as well as those actions that would help you in the management of the student’s behaviour and learning. Following this list is a Weekly Action Plan that has been developed to summarise which actions you have selected to strengthen your connection with the student.

STRENGTHEN POSITIVE TEACHER-STUDENT RELATIONSHIP
1. □ Spend more time talking with the student about things not directly related to school (e.g., his/her interests, what he/she did on weekend).
2. □ When the student does the wrong thing, use a more “positive” tone of voice when talking with him/her.
3. □ Spend time just listening to the student and not offering opinion or advice.
4. □ Hold private conferences with student to see how to help.
5. □ Communicate to student in ways that show I care for, respect and value the student.

COMMUNICATE HIGH EXPECTATIONS TO STUDENT
6. □ Spend time discussing important classroom rules with student individually and what happens when a rule is broken.
7. □ Provide student with more praise when he/she behaves well.
8. □ Tell the student that you expect him/her to do his/her “personal best” when doing schoolwork.
9. □ Provide student with praise when he/she makes small steps in completing schoolwork.
10. □ Provide extra positive attention and rewards when student completes schoolwork he/she finds hard or boring.

ACCOMMODATE STUDENT’S INTERESTS
11. □ Find out what interests the student (e.g., art, mechanics, computers, chess).
12. □ Develop opportunities (e.g., school club, assisting a teacher) for student to participate in activities that accommodates student’s interests (e.g., art, wood working, mechanics).
13. □ Have student “tutor” other students (same age, younger) in area of interest (e.g., maths).

INVOLVE STUDENT IN DECISION-MAKING, PROVIDE “SPECIAL” RESPONSIBILITIES
14. □ Give student more of a “say” when it comes to making decisions about the way he/she goes about learning (e.g., who to work with, book to read for English project).
15. □ Ask student to be “in charge” of something important like taking attendance sheet/lunch list to office.
16. □ Involve student in design of behavioural, intervention plan.
BE SENSITIVE TO STUDENT’S GENDER, CULTURE AND HOME BACKGROUND

17.  □  Go out of your way to show that you value the background (and culture) of student’s family.
18.  □  Provide reading books that suit gender and cultural background of student.
19.  □  Provide for student’s basic needs (hunger, clothing, hygiene)

Other suggestions ____________________________________________________________

HELP STUDENT FEEL SAFE

20.  □  Touch base with students concerning whether he/she feels safe from acts of bullying in any part of the school grounds.
21.  □  Take immediate action when I see or hear of acts of student being bullied or mistreated by others.
22.  □  Regularly remind class (and student) of school rules concerning bullying, the consequences of bullying and the importance of not being bystanders to bullying.

Other suggestions ____________________________________________________________

PROVIDE SOCIAL-EMOTIONAL SKILLS AND VALUES EDUCATION

23.  □  Spend more time discussing “values” such as the importance of caring for others, being respectful, honest and doing the right thing.
24.  □  Show by my own actions and words how to get organised, to be persistent or confident.
25.  □  Provide student with more feedback when he/she demonstrates teamwork and social skills.
26.  □  Spend time discussing and illustrating the importance of being aware of one’s emotions and what to do when upset to manage one’s emotions and behaviour.

Other suggestions ____________________________________________________________

PROVIDE STUDENT WITH MOTIVATION AND MANY OPPORTUNITIES TO SUCCEED

27.  □  When student is doing schoolwork in an area he/she finds interesting, provide additional opportunities to further his/her learning in the area by going to the library or helping him/her locate a special program in the community.
28.  □  Temporarily reduce difficulty level of material assigned so that student experiences increased success.
29.  □  Employ alternative methods of assessment (e.g., writing, telling, showing) to allow student different ways to demonstrate what he/she has learned.
30.  □  Communicate by what I say and do that the student can be successful in my class and school.

Other suggestions ____________________________________________________________

Of those actions you have ticked, list those actions of highest priority that you will take in the following weeks to strengthen your connections with the student

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

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ACTIONS PARENTS CAN TAKE TO STRENGTHEN THEIR CONNECTIONS WITH THEIR CHILDREN

Name of Child ____________________________ Date ____________________________

Name of Parent Completing Survey ____________________________

Directions: Read through the following list of different parenting actions that meet the needs of all children. Place a tick (✓) to indicate those actions you could take your child would view as being positive as well as those actions that would help you in the management of your child’s behaviour and learning. Following this list is a Weekly Action Plan that has been developed to summarise which actions you have selected to strengthen your connection with your child.

SHOW YOUR CHILD YOU CARE

1. □ Spend more time with child doing fun things together.
2. □ Give child extra physical affection (hugs, kisses).
3. □ When child does the wrong thing, use a more “positive” tone of voice when talking with him/her.
4. □ Spend more time just listening to child and not offering an opinion or advice.
5. □ Attend events (sport, school shows) where your child is a participant.

Other suggestions ____________________________________________________________

COMMUNICATE WHAT YOU EXPECT OF YOUR CHILD’S BEHAVIOUR

6. □ Discuss with my child proper manners, ways to behave and what happens if he/she misbehaves.
7. □ Provide child with praise when he/she behaves well and studies hard.
8. □ Tell child that I expect him/her to do his/her very best when doing school work.
9. □ When child misbehaves, in a calm manner, remind child of behaviour that is expected at home.

Other suggestions ____________________________________________________________

PROVIDE YOUR CHILD WITH ACTIVITIES AND PROGRAMS THAT INTEREST HIM/HER

10. □ Take time to find out what interests child has (e.g., science, art, drama, music, fixing things, gardening, photography, chess).
11. □ Find out about clubs, organisations and programs that cater for his/her areas of interest.

Other suggestions ____________________________________________________________

PROVIDE ENCOURAGEMENT AND MOTIVATION

12. □ Provide extra positive attention and rewards when child completes schoolwork he/she finds hard or boring.
13. □ When child is doing schoolwork in an area he/she finds interesting, I could provide additional opportunities to further his/her learning in the area by visiting the library or signing him/her up for a special program.
14. □ Communicate to your child that the harder he/she tries, the better he/she will do in school.
15. □ Communicate to your child that you expect that he/she will be successful in school.

Other suggestions ____________________________________________________________
INVOKE YOUR CHILD IN MAKING DECISIONS AT HOME AND PROVIDE HIM/HER WITH SPECIAL RESPONSIBILITIES

16. ☐ Give child more of a “say” when it comes to making decisions about the way things are done at home.
17. ☐ Ask child to be “in charge” of something important like selecting a family film to watch.
Other suggestions

BE INTERESTED AND INVOLVED IN WHAT YOUR CHILD IS LEARNING ABOUT IN SCHOOL

18. ☐ Ask your child questions about what he/she is learning at school.
19. ☐ Give your child help with homework.
Other suggestions

COMMUNICATE IMPORTANT VALUES AND LIFE SKILLS

20. ☐ Spend time discussing “values” such as the importance of caring for others, being respectful, honest and doing the right thing.
21. ☐ Show child by your own actions how to be get organised, to be persistent or confident.
22. ☐ Help your child understand how to make friends.
23. ☐ Discuss with your child ways to handle peer conflict and not getting too angry.
Other suggestions

Describe actions you will take in the following weeks to strengthen your connections with the child.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
**ACTIONS THAT HELP STRENGTHEN THE CONNECTIONS OF STUDENTS WITH THEIR COMMUNITY**

Name of Student ___________________________________________ Date __________________

Person Completing Survey ________________________________

**Directions:** Read through the list of different ways that young people can be connected to and supported by adults, organisations and programs in the community. This form can be completed with a student’s parent/guardian or other person at home or school who are familiar with child’s circumstances.

Place a tick (✔) in the small circles next to those that you think would benefit the student. Then, write down some specific suggestions for ways to connect the student with his/her community.

Suggestions could include: **attending a club, camp or program** after school where child feels safe, is with positive peers and is doing things that interest him/her; **identifying a mentor** in the community who would communicate caring, high expectations and important values and life skills; locating **financial support or sponsorship** from community organisation or business to cover.

**Do you think the student would benefit from?**

☐ Spending time with one or more adults outside of school who care about young people?
   
   **Suggestions** ___________________________________________

☐ Having additional places to go before and after school where he/she feels safe?
   
   **Suggestions** ___________________________________________

☐ Spending time with adults who will show by their words and actions that they value, respect and care about your child?
   
   **Suggestions** ___________________________________________

☐ Spending time with one or more adults in the community who will discuss the importance of doing well in school and behaving well?
   
   **Suggestions** ___________________________________________

☐ Being involved in doing something to help others and to make the community a better place to live in any ways?
   
   **Suggestions** ___________________________________________

☐ Joining any clubs, organisations and programs that interest him/her (sport, music, art, chess, computers, gardening) at school?
   
   **Suggestions** ___________________________________________

☐ Having places to go to be with “positive peers” (scouts, guides, youth groups, sporting clubs) outside of school?
   
   **Suggestions** ___________________________________________

☐ Spending time with one or more adults outside of school who display and can discuss values of good character (e.g., respect, caring, tolerance, fair go) and other important life skills (e.g., time management, confidence, persistence, organisation, teamwork, resilience
   
   **Suggestions** ___________________________________________

☐ For family, identify sources of financial support (e.g., Rotary, church, local businesses) and locate community agencies and services that can provide support as needed (e.g., community health clinics, Salvation Army).
   
   **Suggestions** ___________________________________________
STUDENT SOCIAL AND EMOTIONAL CAPABILITIES SURVEY
(SCHOOL REPORT FORM)

Today’s Date

Your Name

Position

Student’s Name _______________________________ Grade/Year Level _______

Student Gender: male female

By answering the questions below concerning the student, you will provide valuable information that will help to understand the inside qualities of the young person that help him/her to be successful, happy, physically healthy, and to have good relationships. After reading each description below, indicate the extent to which the description is or is not like the student by circling the appropriate number. We don’t expect you to be an “expert” in this area; rather, to help us with pointing out areas of strength as well as challenges.

Circle 1 for Not at All Like Student
Circle 2 for a Little Like Student
Circle 3 for Somewhat Like Student
Circle 4 for Like Student
Circle 5 for Very Much Like Student

Example.

1. Student likes to read.

To indicate your opinion that the student likes to read, you would circle the number 4.
<table>
<thead>
<tr>
<th>Work Confidence</th>
<th>Student's Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Appears confident when doing school work that is difficult.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. Seems confident when learning something new.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. Speaks up in class and puts up hand to answer difficult questions.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Persistence</th>
<th>Student's Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Tries very hard to finish all school work, especially tasks he/she finds difficult.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. Believes that the more effort she/he puts into his/her school work, the better the result.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. Believes that to be successful in school, she/he sometimes has to do those things that are boring and not fun.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Student's Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. His/her desk and schoolbag are tidy and things (pencils, books, homework) are where she/he can easily find them.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>8. Remembers to bring to school everything she/he needs (pencils, books, homework) and gets things done on time.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>9. Understands that setting a goal to do his/her best can help him/her learn and get a good grade.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Getting Along</th>
<th>Student's Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Works well with classmates, especially those who are from different backgrounds or may speak different languages.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>11. Follows important classroom rules.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>12. Is good at solving problems she/he has with other people without fighting.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resilience</th>
<th>Student's Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Is good at staying calm in challenging situations and with difficult people.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>14. When she/he gets very upset, does not fight nor stays away from friends.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>15. After getting upset, calms down quickly and bounces back to work or friends.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Caring (Care and Compassion)</th>
<th>Student's Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. Approaches someone who seems unhappy.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>17. Offers assistance to others who need help.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>18. Eats healthy food.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Doing Your Best</th>
<th>Student's Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. Tries to do his/her best in schoolwork.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>20. Completes work at high standard.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>21. Chooses to behave well.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Circle 1 for Not at All Like Student</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td><strong>STUDENT'S SCORE</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Fair Go</strong></td>
<td></td>
</tr>
<tr>
<td>22. Makes sure everyone has a turn.</td>
<td>1</td>
</tr>
<tr>
<td>23. Plays by the rules.</td>
<td>1</td>
</tr>
<tr>
<td>24. Shares things with everyone.</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Freedom</strong></td>
<td></td>
</tr>
<tr>
<td>25. Believes that people from different backgrounds have the right to express themselves.</td>
<td>1</td>
</tr>
<tr>
<td>26. Accepts differences of opinion without arguing too much.</td>
<td>1</td>
</tr>
<tr>
<td>27. Sticks up for others’ right to say, dress and act the way they want.</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Honesty and Trustworthiness</strong></td>
<td></td>
</tr>
<tr>
<td>28. Tells the truth as much as possible.</td>
<td>1</td>
</tr>
<tr>
<td>29. Does not cheat.</td>
<td>1</td>
</tr>
<tr>
<td>30. Tells others what he/she honestly feels and wants.</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Doing the Right Thing (Integrity)</strong></td>
<td></td>
</tr>
<tr>
<td>31. Does the right thing even when an adult is not looking.</td>
<td>1</td>
</tr>
<tr>
<td>32. When saying he/she will do something, can be counted on to follow through.</td>
<td>1</td>
</tr>
<tr>
<td>33. Makes good choices when someone wants him/her to do the wrong thing.</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Respect</strong></td>
<td></td>
</tr>
<tr>
<td>34. Speaks nicely to people from all different backgrounds.</td>
<td>1</td>
</tr>
<tr>
<td>35. Shows respect to people who are different.</td>
<td>1</td>
</tr>
<tr>
<td>36. Listens carefully to what others say and want to do.</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Responsibility</strong></td>
<td></td>
</tr>
<tr>
<td>37. Sorts out problems with others without fighting.</td>
<td>1</td>
</tr>
<tr>
<td>38. Is helpful to family, friends and teachers.</td>
<td>1</td>
</tr>
<tr>
<td>39. Cares about the environment and animals.</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Acceptance of Others (Understanding, Tolerance and Inclusion)</strong></td>
<td></td>
</tr>
<tr>
<td>40. Accepts people with different customs and beliefs.</td>
<td>1</td>
</tr>
<tr>
<td>41. Asks peers from different backgrounds to join in.</td>
<td>1</td>
</tr>
<tr>
<td>42. Chooses to join in with others from different backgrounds.</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
</tr>
</tbody>
</table>
Useful Resources
GENERAL


INTERNET

http://www.bullyingnoway.com.au
http://www.ncab.org.au

RESOURCES FOR TEACHING SOCIAL SKILLS AND VALUES


RESOURCES FOR TEACHING RESILIENCE


RESOURCES FOR TEACHING EMPATHY


Conflict Resolution Network. (www.crnhq.org)


RESOURCES FOR TEACHING CONFLICT RESOLUTION


McGrath, H & Noble, T. (2003). BOUNCE BACK! A Classroom Resiliency Program. Frenchs Forest, NSW: Pearson Education. (Activities for teaching conflict management skills can be found in the relationships units in all three Teacher Resource Books.)


Conflict Resolution Network. (www.crnhq.org)

VIDEOS

Bullying: No Way. (Available from Open Access Unit, Education Services Directorate, Education Queensland, PO Box 220, Ashgrove, QLD 4006).