
Contents

CHAPTER ONE

Bullying in Schools: The Issues

What Is Bullying?	2
Elements of Bullying	2
Who Bullies?	4
Victims and Bullies	4
The Research	6
Consequences of Bullying	7
Teaching Tolerance in Our Multicultural Society	9
Outcomes	9

CHAPTER TWO

Preventative Measures for Schools

Policy	11
Developing a School Culture	12
Peer Mediation	13
Why Mediation?	13
Social Skills	13
Classroom Discussion	15
Cooperative Learning	15
School Layout	16
Playground Activities	17
Counselling	17
An Integrated Approach	17

CHAPTER THREE

Formulating an Anti-Bullying Policy

Reason for Policy	19
Aim of Policy	20
Aspects to be Considered	20
Becoming a 'Telling' School	21
Gathering Information	21
The Framework	22
Informing the School and Community	26
Outcomes	27
Long Term Outcomes	27

CHAPTER FOUR

Classroom Activities: What Bullying is and How to Deal With it

Introduction	29
------------------------	----

Activities:

What is Bullying? . . . . .	.34
Being a Bully . . . . .	.37
Victims . . . . .	.38
Should I Help? . . . . .	.40
Who Bullies? . . . . .	.41
Fairy Tales . . . . .	.42
Families and Bullying . . . . .	.43
Teachers and Bullying . . . . .	.44
Bullying in Our School . . . . .	.45
How can I Help? . . . . .	.46
Names Will Break My Heart . . . . .	.48
No Bullying in Our Class . . . . .	.49
Bullying Situations . . . . .	.50
The Universal Quality . . . . .	.52
I'm Glad We're Different . . . . .	.53
What Are Values? . . . . .	.54

CHAPTER FIVE**Gathering Information and Assessing Your Success**

Introduction . . . . .	.57
The Survey . . . . .	.58
Evaluation . . . . .	.59
Keeping Your Program Alive . . . . .	.60
A Final Word . . . . .	.61

BIBLIOGRAPHY 63**APPENDIX**

List of Books for Teachers and Students . . . . .	.69
Draft Policy . . . . .	.70
Survey on Bullying . . . . .	.74
Evaluation Survey . . . . .	.82

Bullying in Schools: The Issues

Bullying has been referred to as the 'hidden curriculum' in our schools. In some schools it is a tradition. It is endemic within our society, in all environments and at all levels, and is as old as man.

So you may ask - If bullying is as old as man, why are we making such an issue of it now? Well, we now know, through research, the effects bullying can have, both long and short-term, on our children. These consequences include loss of self-esteem and confidence, depression, difficulty in maintaining satisfactory interpersonal relationships, poor performance - both at school and in the workplace. Cases of bullying-related teenage suicides are reported in the media.

Research tells us that one in four of our children is affected by bullying - either as victim or bully. We now know that schools can make a difference to these statistics and our aim must be to make our schools happier and safer places for our students

WHAT IS BULLYING?

What is bullying?

"It is the repeated oppression of a less powerful person by a more powerful person or group of persons." - Professor Ken Rigby

Exactly what actions can we classify as bullying? These can be physical, verbal or psychological.

- **Physical bullying** includes hitting, kicking, rude gestures, extortion, pushing and shoving, taking or damaging belongings - ie. any form of physical behaviour which hurts others or their property.
- **Verbal bullying** includes name calling, insulting, repeated teasing, racist remarks, threatening, sexual harassment and any other form of verbal behaviour designed to hurt another.
- **Psychological bullying** includes spreading nasty rumours, excluding someone from the group and isolating someone by preventing others from befriending them.

Bullying is based on threat and fear. Once a pattern is set up, the bully has to do very little to produce fear in the victim - often a look is sufficient. And the victim then finds it almost impossible to break this cycle.

ELEMENTS OF BULLYING

According to Professor Ken Rigby of the University of South Australia, bullying contains seven elements:

- An initial desire to hurt - The bully wishes to inflict pain on the victim.
- The bully acts on this desire - ie. some form of bullying is perpetrated.
- This action is hurtful.
- There is an imbalance of power - the bully is stronger and more powerful than the victim, either physically or psychologically.
- There is no justification for such action - ie. the victim has done nothing to deserve such treatment.