RESPONSIVE SCHOOLS

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This document summarises the key messages from the Office of the Children's Commissioner's inquiry into school safety. The full report *School Safety: An Inquiry into the Safety of Students at School* can be retrieved from the Office website: http://www.occ.org.nz

Besides summarising the key messages from the school safety inquiry, *Responsive Schools* describes how the anti-bullying approaches employed by the participating case study schools helped to create safe learning environments for their students.

Foreword

I am pleased that the first educational inquiry for the Office of the Children's Commissioner was on school safety. School safety has been a consistent key issue for members of the Young People's Reference Group and other children and young people I have spoken with.

All children and young people have the right to feel safe and secure at school. We know that they learn best when they are in an environment that is free from the negative impacts of bullying and violence.

It takes an entire school response to effectively address bullying and violence within the school environment. It is essential that schools look at improving their overall culture, ideals and values and not just focus on the bully and their victims.

Responsive Schools is a valuable resource that provides educators with information on ways to positively address safety in their school. Based on the key messages in *School Safety: An Inquiry into the Safety of Students at School*, it documents how the case study schools implemented the whole school anti-bullying approaches and strategies highlighted in the inquiry.

Can I give special thanks to Dr Janis Carroll-Lind, Principal Advisor, Office of the Children's Commissioner who put in so much time to creating this valuable resource.

Dr John Angus

Children's Commissioner

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Section one: Introduction

No school is immune to bullying; incidents that happen in one school can also happen in another. Bullying is a set of behaviours. It is a group phenomenon that impacts on a number of people. The full range of experiences along the bully/victim continuum should be recognised, including bystanders as reinforcers and peers as contributors to relational aggression. If peers are part of the problem they should also be part of the solution. Effective schools understand the importance of involving their students in a whole school approach to eradicate bullying.

Responsive Schools is a summary of the key messages from the full report (*School Safety: An Inquiry into the Safety of Students at School*) which can be downloaded from the Office of the Children's Commissioner's website (www.occ.org.nz). This report aims to be a practical resource to support principals, teachers, and boards of trustees in preventing and responding to issues of bullying. Most importantly, this resource highlights exemplary practices. The case study schools have all worked over time to build a strong culture and ethos of school community. They demonstrate that the only programmes that are effective in addressing the problems of violence and aggression in schools are those that alter the school environment rather than focus solely on the bullies and victims. For ease of reading, much of the information is summarised in table format.

Other education stakeholders (eg. Ministry of Education, ERO, PPTA, and NZEI) have also made recent contributions to improving behavioural outcomes for New Zealand school students (see full report for details). This resource is intended to complement those initiatives and extend knowledge on this issue of shared concern. It should be noted that the information presented in this booklet is more relevant for mainstream schools than it is for special schools/units.

Section two: Definitions of bullying, violence, and abuse

It is important for schools to have a common understanding of the terms bullying, violence, and abuse. Table 1 identifies definitions that have been developed by reputable researchers in this field. These definitions provide a good starting point on which schools can base their whole-school policies in relation to student safety from others.

Table 1: *Definitions*

Bullying
• Deliberately harmful behaviour, repeated over a period of time by a person or group, targeted at a less powerful person. The victim feels powerless to stop the interaction.[1]
• A deliberate misuse of power that makes the victim feel afraid and uncomfortable.
• Also called peer victimisation, which has been described as repeated exposure to negative actions by one or more peers, causing discomfort and involving a power imbalance between the aggressor and victim.[2,3]
• Forms of bullying include physical violence (e.g., hitting, kicking, and shoving), verbal and emotional abuse (e.g., name-calling, hurtful teasing, taunting, threatening, spreading rumours, humiliating, coercing, and excluding), damage to property (e.g., destroying schoolbooks or other items and taking lunches), and technological bullying.[1,4]
• Text bullying is using mobile phone text messages to threaten, harass, and/or intimidate a peer. Perpetrators send text messages to spread rumours or secrets, call the victim 'mean' names, and organise the exclusion of the victim from social activities.[5,6]
• Cyber-bullying involves posting destructive text or images on the Internet via personal websites, web logs (blogs), email messages, discussion groups, message boards, online personal polling sites, chat services, or instant messaging (IM); or on mobile phones using short message service (SMS) or multimedia messaging service (MMS).
• As the online 'hang out' among teens, social networking sites such as Facebook, MySpace, and Bebo can host bullying activities.[7,8]
• Technological bullying is the most insidious form of bullying and has the potential to re-victimise repeatedly when video footage is circulated among a wide network of 'spectators'.
• A relatively new form of peer victimisation is relational aggression. It includes behaviours that harm others through damage (or threat of damage) to peer relationships or feelings of acceptance, friendship, or group inclusion.[9,10,11] This indirect, yet deliberate, social exclusion is sometimes neglected because it is subtle and there is little outward sign of harm.[12]

Violence
- The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation.[13]   - Aggressive behaviour where the perpetrator uses an object or his or her own body to inflict (relatively serious) injury or discomfort upon another individual.[14]   - Any action that harms another when it is inflicted by a person or by social rules or practices. It is often physical, sometimes horrific, dramatic, and attention grabbing, but more often slow, insidious, constant, and hidden.[15]   - The use of fear, force, intimidation, or manipulation to induce another person to do, or submit to, something against their wishes which violates their rights and causes harm.[16,17,18]   - Violence constitutes: physical abuse; sexual abuse; and psychological or emotional abuse, which includes, but is not limited to, intimidation, harassment, damage to property, and threats of physical violence, sexual abuse, or psychological abuse.[19]

Abuse
"The physical or mental injury, sexual abuse, negligent treatment of a child or maltreatment of a child under the age of 18 years by a person who is responsible for the child's welfare under circumstances which indicate that the child's health or welfare is harmed or threatened hereby".[20]   - Can be divided into acts of omission (neglect) and acts of commission (emotional, physical and sexual abuse).   - Mostly used to describe adult-to-child harm, maltreatment, abuse, neglect, or deprivation.[21]

Section three: Impact of bullying

This table explains how bullying can affect students on the bully/victim continuum.

Table 2: *Impact of bullying on victims, bullies, and bystanders*

Victims

- Interferes with victims' physical, social, emotional, behavioural, and cognitive development.
- Contributes to lower academic performance because of adverse effects on engagement in education, higher absenteeism (school avoidance), and early school exit (dropout).[22]
- Associated with a range of negative outcomes including increased rates of mental health issues, relationship difficulties, and an elevated risk of violence towards others.[23]
- Physical symptoms include anxiety, social dysfunction, depression, school failure, risk-taking behaviours (e.g., alcohol and substance abuse), and decreased self-esteem.[6]
- Appearance-related teasing is associated with lowered self-esteem, and the effect on mental health status is perhaps more enduring for girls.[24]
- The impact of technological bullying is the same as that for traditional bullying. There are strong links between cyber-bullying and real world bullying; students who are bullied in cyberspace are also likely to be bullied at school.[25]
- The anonymity of text- and cyber-bullying means that people can write things they would never say face-to-face. Victims are often repeatedly re-victimised, as mobile phones allow a bully to have 24 hour access to a victim.[26]
- The impact of text- and cyber-bullying is often very serious. In New Zealand, suicides have been linked to these forms of bullying.[27]
- The more that bullying disrupts a victim's life, the more likely it is to have a detrimental impact on their wellbeing.

Bullies

- Bullies may experience peer rejection, academic failure, and/or low self-esteem.[28]
- Bullying-related suspensions have been steadily increasing, and bullies tend to drop out of school early.[6,29]
- Without intervention, bullies learn that using aggression is an acceptable way to get what they want.
- There are links between bullying and later delinquency and offending. Children who display aggressive and dominating behaviour at the age of eight are far more likely to be engaged in crime and violence at the age of 30. Those identified as school bullies are four times more likely than average to incur multiple criminal convictions.[30,31,32]

Bystanders

- Students that observe bullying sometimes follow the bully's lead and become colluders because they fear they will be the next target if they do not or because they want to show a sense of belonging to the group.

- Bystanders may be more likely to use aggression themselves when they see no negative consequences for the bully.

- Can feel powerless and guilty about not intervening. Thus, bystanders (as well as their peers who were bullied) are affected by the abuse of power associated with bullying.

- Perceive their teachers as either unable or unwilling to control bullies' behaviour.[33,34]

- Academic performance can suffer as students who perceive their school environment negatively tend to report more absenteeism and less interest in performing at school.[35]

Section four: Identification of students involved in bullying

Identifying students involved in bully/victim problems is not easy. Most bullying happens away from home and 'beneath the radar of teachers' at school. It often occurs outside the classroom and away from teachers. Relational aggression commonly occurs within friendship groups. Also, as stated by Simmons, "covert aggression isn't just about not getting caught; half of it is looking like you'd never mistreat someone in the first place" (p. 23).[36]

If children and young people choose to disclose bullying to anyone, it is usually to friends and/or parents rather than teachers.[33,34] More reporting of bullying occurs in schools with established cultures of safe telling and this in turn places teachers in a better position to take appropriate action. While it is difficult for teachers to address or respond to bullying if they do not know about its occurrence, there may be clues that students are involved in bullying that can be picked up from their behaviour and demeanour. Students involved in bully/victim problems view the classroom differently to the other students, and this can provide a clue to their bully/victim status.[37]

Table 3: *Indicators of bullying*

Teachers may notice the following behaviours in students
• Overt bullying behaviours in the playground (where most bullying occurs).
• Wagging/skipping classes.
• Hostility towards teacher authority.[37]
• Reluctance to participate in school activities.
• Negativity about being in class, especially when with other students.
• An inability to concentrate.
• A decline in academic performance.
• A negative classroom climate – this contributes to peer victimisation.

Section five: Policy and legislation relating to students' safety at school

The following table identifies the domestic and international policy and legislation that underpins children's right to safety at school.

Table 4: *Relevant policy and legislation – international and domestic*

United Nations Convention on the Rights of the Child (UNCROC)

- Article 19: Right to protection from all forms of violence.
- Article 28: Right to education that develops respect for children's human rights, identity, and democracy.
- Article 29: Children's education must be delivered in a spirit of peace, clearly anticipating non-violent and wholly supportive places of learning.

The International Covenant on Economic, Social and Cultural Rights

- Requires education to demonstrate respect for human rights and fundamental freedoms.
- Education experiences should be offered in situations and environments that are consistent with human dignity.

Treaty of Waitangi

- Articles reflect the concept of turangawaewae, the right to belong, which is consistent with New Zealand's philosophy of inclusive education within the school context.

New Zealand Teachers Council Code of Ethics

- Places an ethical obligation on registered teachers to "promote the physical, emotional, social, intellectual and spiritual wellbeing of learners".

National Administration Guidelines – NAG 5

New Zealand boards of trustees are legally required to:

- Provide a safe physical and emotional environment for students - NAG 5(i) – NAG 5(iv).
- Comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

Education Act 1989

- Sections 60A and 61(2) of the Education Act 1989 refer to NAGs in relation to the National Education Guidelines (NEGs) and school charters, respectively.

- Section 60A of the Education Act 1989 (relating to the NEGs) requires teachers/schools to report to parents any matters that may put a student at risk of not achieving (NAG 1).

- Section 77 also relates to schools' obligations to parents. It requires every principal of a state school to take all reasonable steps to ensure parents are told of matters which are preventing or slowing the student's progress through school or are harming the student's relationships with teachers or other students.

Health and Safety in Employment Act 1992 (Amended 2003)

- Schools must comply with the Health and Safety in Employment Act 1992 and the Ministry of Education's Health and Safety Code of Practice for state and state-integrated schools.

- Schools are obligated to take all practicable steps to prevent hazards from harming people. Hazards can be anything that may cause physical, emotional, or psychological harm, therefore a person's behaviour may be a hazard.

- A school permitting bullying to occur due to the inaction of teachers, with students suffering harm, could be in breach of a duty and face prosecution under the Health and Safety in Employment Act 1992.

Education (Hostels) Regulations 2005

- Section 55 requires a policy on hostel relationships (e.g., relationships between the boarders or between the boarders and staff) and the protection of the boarders from ill treatment.

- Section 58 relates to the abuse, harassment, or serious neglect of boarders.

- The Code of Practice details requirements for written policies and operating procedures. These include giving boarders:
  - respect and dignity
  - positive guidance and control
  - protection from discrimination, degradation, ill-treatment, solitary confinement, or deprivation
  - protection while on leave from the hostel or on hostel excursions.

Duty of Care

- Schools owe a duty of care not to cause injury to students whom they accept for enrolment.

- Duty of care is based on the assumption that the school is acting *in loco parentis* (in place of the parent).

- The Court could find that a teacher (in addition to the board of trustees) owes a duty of care to students who are bullied; the consequence being that a student could have a claim against three parties (the board of trustees, the teacher, and the Ministry of Education). Key questions would be: Was the school aware of the bullying? If so, were the appropriate steps taken to mitigate the effects and protect the bullied student from future bullying?

- While duties of care and civil actions for negligence are applicable in New Zealand, ACC limits claims arising from these actions to physical injuries only.[38]

Fiduciary Obligations

- A fiduciary is a party who, via a particular relationship, has the special ability to exercise rights and powers to affect another party, for better or worse. As a result of these powers, the nature of the relationship, and the vulnerability of the other party, the fiduciary is under a duty to act in good faith, trust, and confidence.[39]

- A school's *in loco parentis* role forms the basis for the establishment of a fiduciary relationship between teachers and their students.

- Should the matter of fiduciary duty be argued, a Court could potentially hold the school and/or the Ministry of Education liable for breaching this duty when a student is bullied at school and is psychologically harmed as a result. This has currently not been tested in New Zealand.

Children's Commissioner's Act 2003

The Children's Commissioner has a statutory responsibility to:

- be an independent advocate for children and young people in New Zealand

- investigate any matters affecting children and young people (unless the matter is before the Court).

Section six: Indicators of safe schools - success criteria

As part of the Office of the Children's Commissioner's inquiry into school safety, a matrix of success criteria for safe schools was developed. This provides an evidence base for the development of policies and practices that support schools in providing a safe learning environment for their students. Key criteria (extrapolated from the research literature) are presented in Table 5 below.

Table 5: *Success criteria and indicators of safe schools*

Bullying is approached as a community problem rather than an individual behaviour problem

- Acknowledgement that bullying happens.
- Recognition that bullying is unacceptable behaviour.
- Parental awareness and involvement.
- Bullying is viewed as a social practice rather than a behavioural practice.
- Strategies address the school and community culture.

Whole school approach

- Whole school philosophy and ethos underpins the specific culture of the school.
- A clear vision of a safe and violence-free school community is strongly articulated and people know how to contribute to make this vision happen.
- Anti-violence/bullying policies have been developed that are commonly understood by staff, pupils, board of trustees, and the wider school community.
- A whole of school community approach was undertaken in the policy development.
- Commitment and input was gained from the whole school (i.e., students, teachers, parents, local community, and education authorities).
- Policies and procedures are applied consistently throughout the whole school.
- Teachers follow clear guidelines and procedures when reporting incidents.
- Educational programmes reinforce the whole school approach, thus providing "tools for the toolkit".

Culture of "safe telling"

- Students are encouraged to disclose abuse, violence, and bullying.
- A confidential reporting system facilitates disclosure.
- Two-way communication between home and school is encouraged (i.e., schools act on parents' complaints about bullying and report incidents to parents of the children involved).
- Bystanders are empowered to intervene and report incidents witnessed by them.
- A climate has been created so that when victims or witnesses of violence or bullying do speak up, they know they will be listened to.
- Teachers take seriously all incidents reported to them and respond appropriately.
- Restorative conferences help victims to be heard and contribute to the healing of relationships.
- Incidents are further reported when appropriate (e.g., text- or cyber-bullying is reported to the network or mobile phone provider).
- Peer mediation programmes support the safe telling culture of the school.
- Incidents are reported to outside agencies (e.g., Police, Child, Youth and Family) when the need arises.

Peer, family, and teacher support

- Families and friends of bullies support them but refuse to condone their actions.
- Bullies are helped to interact positively with others.
- Victims of bullying are supported.
- Victims are helped to understand that bullying is not the victim's fault.

School climate/ethos

- The school is a place conducive to learning.
- An orderly and safe climate encourages learning and teaching.
- A positive school environment keeps bullying and harassment from flourishing.
- Students enjoy warm, caring, positive relationships with their teachers.
- Teachers apply firm, clear, consistent limits to unacceptable behaviour with non-hostile, non-physical sanctions.
- Teachers provide active monitoring and supervision.
- Staff-to-student interactions do not insinuate messages about the acceptance or rejection of particular students.
- Students learn new skills in settings where it is safe to practise them.
- Students' "connectedness" to school reflects their involvement in relationships, contexts,

and activities they find worthwhile and important.

- The school provides emotional safety that comes from an environment that is structured, predictable, mutually respectful of all individuals, and free from any harmful activity or comment.

- Teachers model the attitudes and values they teach and practise respectful teaching

- There is school and community cooperation.

- Interaction and cooperation by students and school personnel is demonstrated.

Procedures to identify the nature and extent of bullying

- School self-reviews are regularly undertaken.

- Student surveys are conducted.

- A confidential reporting system works effectively.

Effective leadership

- Principals practise collaborative styles of working, which set a school tone that facilitates the development of a whole school anti-bullying philosophy.

- School leaders facilitate the changing of the school's culture.

- Professional development for teachers is provided.

Anti-violence/bullying strategies

- School wide anti-bullying policies.

- Systematic school wide intervention approaches.

- Effective responses to reported incidents.

- Tougher sanctions against bullying.

- Counselling for students.

- Involvement of students.

- Tackle violence and bullying through the school curriculum.

Section seven: Implications of the school safety inquiry

There will be times when schools have competing obligations when both the victim and perpetrator continue to attend the same school. Schools are required to manage the procedural issues involving paramountcy (students' welfare and best interests must be the first consideration) and natural justice (obligation to act fairly and reasonably in the circumstances). However, tensions may arise when both the perpetrator and the victim attend the same school and the school has obligations to both students. At times this means managing consequences and impacts of decisions made in the aftermath of a violent incident. Support is available for schools faced with this situation (e.g., the Ministry of Education's Interim Response Fund and the Traumatic Incident Team), but indications are that there are no easy solutions. This next section attempts to provide guidance on actions that schools might take.

Reporting procedures

In New Zealand there is no mandatory or legal obligation for people who work with children (e.g., teachers and doctors) to report child abuse. Instead, voluntary reporting is promoted through agreements made with Child, Youth and Family and other relevant government agencies.

Table 6: *Reporting to statutory agencies – complementary functions*

Police and Child, Youth and Family
• Police prosecute offenders and Child, Youth and Family is responsible for ensuring the safety and well-being of children and young people who have been abused or neglected.
• The two agencies work under an agreed protocol – the Serious Abuse or Child Abuse protocol (SAT or CAT protocol).[1] This covers cases of sexual and other serious physical abuse and requires both agencies to notify each other of cases that fall within the protocol.
• Child, Youth and Family also become involved if the Police take action in regard to offending under the provisions relating to youth justice in the Children, Young Persons and their Families Act. eg. Child, Youth and Family may receive information on a student's offending through a referral to the Youth Justice Coordinator for a Family Group Conference.

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[1] This protocol is currently being reviewed and will be reissued as the Child Protection Protocol (CPP).

Ministry of Education and Child, Youth and Family

- Have agreed protocol for reporting child abuse.
- This protocol provides guidelines for school staff dealing with child abuse and neglect and the management of child abuse allegations outside of the school and allegations against staff or a student within the school.

Ministry of Education

- Provide traumatic incident management support to ensure the situation is quickly de-escalated within the school community and in the media.
- Traumatic incident team can also provide advice and resources on how to respond to the media, and how to communicate within the school and to the wider community when the situation warrants this intervention.
- Traumatic incident coordinators and other trained Ministry staff will work alongside the school to support their traumatic incident plan.
- Traumatic incident coordinators can be contacted on 0800-TI-TEAM (0800-848326).

While recognising the individuality of each school to be self-managing and to make their own informed decisions, the Office of the Children's Commissioner strongly recommends that if a student is seriously assaulted by another student or group of students at school, the Police should be notified.

Contacting statutory agencies does not necessarily mean lodging a complaint or notification. Schools may wish to simply seek advice before deciding on the most appropriate course of action.

Section eight: Responsive schools

Other than the students themselves, teachers are a school's most valuable resource for combating bullying and victimisation. Teachers lie just outside the peer ecology and help shape, intentionally and unintentionally, the critical microsystems in which children interact at school.[40] The attitudes, routines, and behaviour of all school staff have either a positive or negative effect on bullying. Preventive approaches will help to reduce school violence but it will happen despite schools' best efforts – and teachers need to know how to deal with it when it does occur. There are many positive responses that schools can make.

Table 7: *Positive responses*

What teachers can do to help

- Foster warm, caring relationships with students.
- Provide firm, clear consistent limits to unacceptable behaviour.
- Set class rules and consequences for bullying.
- Impose non-hostile, non-physical sanctions.
- Act as authorities.
- Practise active monitoring and supervision.[32]
- Teach bullies alternative methods of interaction and help victims to respond to bullies in prosocial ways.
- Discuss topic of bullying openly in class.
- Empower bystanders to take responsibility and intervene.[12]
- Constantly review the school environment.
- If schools are to teach values and attitudes, then adults in that school community must also practise those attitudes and beliefs.
- Provide safe learning environments to ensure children can learn new skills in settings where it is safe to practise them (developing and maintaining relationships in schools may be the most important resource for violence prevention).[41]

Professional development

- Should be provided for all teachers to ensure they are skilled in anti-bullying strategies for identification, prevention and intervention.[42]
- Appropriate intervention requires immediate action and the majority of whole school approaches view professional development of teachers as a prerequisite to building a safe school culture.

- Whole school training on anti-bullying policies and procedures.

Addressing technological bullying

- Traditional anti-bullying policies and curriculum must incorporate the use of interactive technologies such as email and chat rooms.[25]

- Implementing procedures around mobile phone use at school will not only help to reduce levels of text-bullying by students in school time, it will also help to prevent the quick gathering of crowds of young people to witness fights or film bullying incidents, where circulating coverage of the incident risks "revictimising the victim" over and over again.

- Some teachers may require appropriate training to gain an accurate understanding of the educational issues related to cyber-bullying and the best ways to address these issues when they arise.

- Parents and teachers need to work together to manage online bullying in both home and school environments.[25]

School safety web

Schools may consider developing a framework or *school safety web*, which is a concept promoted by the Office of the Children's Commissioner for some time.[43] This web consists of six components:

Table 8: *School safety web*

1. *A common definition of safety* that, in addition to other safety issues identified by the school, should cover:

- child abuse
- bullying
- sexual harassment
- management of traumatic incidents (including suicide)
- behaviour management and discipline within the school
- cultural safety
- safe physical environment.

2. *A student safety team*

- The number of members in a safety team will vary, depending upon the size of the school.
- Their role will be to:
    1. keep informed about current policy and practice in relation to the issues they are responsible for
    2. help decide what the most appropriate response would be to particular safety issues, including what policy to use.

3. *A procedure for making complaints or suggestions to the school*

- This would involve having a transparent and well-publicised system to enable students, families, and other members of the school community to raise concerns with the school.

4. *Student advocates*

- These people would support and take up issues from the students' perspective (eg. when allegations are made against a staff member, the advocate ensures that the child's best interests are made paramount). This advocate could either be a member of the school's safety team or an individual advocate from within the school community (eg. a parent).
- Two levels of advocacy are required:
    1. The child safety advocate will primarily be responsible for ensuring the school policies incorporate the paramountcy principle, eg. by advising the school on how to balance the competing rights and interests of its students.
    2. The child safety advocate may at times need to be an advocate for individual children to ensure their views are heard and given due weight through the process. The student concerned should choose this advocate.

5. *School safety advisors or contact people*

- These people form a web to provide community support when schools seek assistance regarding safety.
- Safety advisors are people outside the school who can be contacted to:
    - provide advice to those responsible for managing safety issues within the school
    - be a resource to the school
    - assist the school's self-review and monitoring of safety policies.

6. *A principle of reporting abuse*

- Schools should have a clear statement so there is no doubt that the school will make a notification to Child, Youth and Family and/or Police if there is concern that a child is being abused.

Procedural flow charts

Once the definitions have been agreed on and the school safety web developed, schools will be able to set up systems of self-review, in line with ERO's recommendations.[44]

There are three main types of risk to school safety involving other people:

| Bullying | → | Violence | → | Abuse |
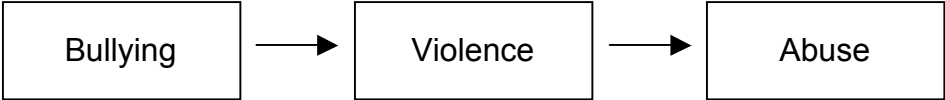
Figure 1: Barriers to school safety

Incidents of bullying, violence, and abuse require different responses and reporting procedures. The following flowcharts are intended to provide some guidance as to what action might be taken for specific incidents. They should be read in conjunction with key documentation provided by the Ministry of Education. Information in the three flowcharts have been adapted from (1) Netsafe; (2) the Wellington Community Law Centre; (3) Child, Youth and Family; and (4) the Ministry of Education.

SCHOOL RESPONSE TO BULLYING

SCHOOL RESPONSE TO BULLYING

Bullying is deliberately harmful behaviour, repeated over a period of time, by a person or group, who target a less powerful person as the victim. In other words, bullying occurs when one child consistently targets another for negative treatment and the victim feels powerless to stop the interaction. The hurtful actions can be: (1) physical, such as hitting and punching; (2) verbal assaults, for example, teasing, taunting, threatening and name-calling; or (3) indirect, such as psychological exclusion from friendship groups or spreading rumours.

In the first instance schools need to determine the type of incident according to the definitions of bullying, and then refer to its bullying policies and procedures to determine the course of action, including disciplinary procedures when required. Regular self-reviews of the school climate, programmes and strategies to prevent bullying are also necessary.

What process is most effective for schools when bullying occurs?

1 Act immediately to secure the students' safety and emotional wellbeing.

→ Complete an Incident Report Form (that can be used in court as evidence for either side).
Implement procedures in line with school policy.

2 The principal (or authorised person) meets with the victim and his/her parents or caregivers.

→ The principal (or authorised person) will explain the school's anti-bullying policy and outline the actions to be taken. It is important to reassure parents/caregivers and the victim that the school is taking the matter seriously and to respond as soon as possible.

3 Is the bullying a form of relational aggression?

Relational aggression is behaviour that harms others through damage (or thread of damage) to relationships, feelings of acceptance, friendships, or group inclusion.

→ For this form of bullying, the social dynamic must be taken into account, with both the bullies and the victim included in the problem solving process alongside pro-social peers to help find a solution to the bullying. No Blame and Undercover are effective programmes for this type of bullying.

4 Is the bullying a form of text bullying?

Text bullying is when students use text messages to threaten, harass, and/or intimidate a peer. It involves sending text messages to spread rumours or secrets, call the victim mean names, and to organise the exclusion of the victim from social activities.

→ All messages to a mobile phone can be tracked. If the text messages were sent during school time, the school should take action. Otherwise the school should encourage the victim's parents/guardians to:
   i. Praise their child for disclosing the bullying and counsel them on how they feel about the bullying; reassure them their phone will not be taken away from them;
   ii. Advise the child not to text back to the offender;
   iii. When the child has received (and retained) at least four messages that were not replied to, make a complaint to the telephone company;
   iv. Once the telephone company has acted on the complaint, convene a meeting between the bully (or bullies), their parents/caregivers, the victim (or victims), and their parents/caregivers.

5 Is the bullying a form of cyber bullying?

Cyber bullying is the posting of destructive text or images through the internet, including social networking pages, instant messaging programmes, and through emails or message boards.

→ Schools should advise a student who is being cyber bullied to:
   i. Ask the person to stop and not reply to any further messages;
   ii. Save all messages by taking a screen shot (i.e., print screen, then paste it into a word document) which can be passed onto the school or NetSafe to show what has occurred;
   iii. If the bullying is occurring through a website, note down the address and check for the site's terms of use/service and make a complaint to the website's hosts if the bully has contravened any of the rules. Bebo, Facebook, MySpace, and Windows Live have dedicated 'contact us' or 'cyber bullying pages'. For more information on how to contact a website's hosts, contact NetSafe.
   iv. If the bullies were at school or using school resources, convene a meeting with all involved.

6 Does the bullying involve serious physical or sexual assault?

→ Notify the Police and the parents/caregivers of both the perpetrator and the victim. The school should remain involved and support victim and bully through consequential processes, e.g., SAT/CAT protocols, prosecution, Family Group Conference, school action).

Figure 2: *Suggested action to take for bullying*

> Schools have a legal responsibility to keep students safe. Incidents of violence require different responses depending on the nature and severity of the harm suffered and the context in which the incident took place.

What process is most effective for responding to school violence?

1 Have well accepted school rules, guidelines, policies and procedures for appropriate behaviour that include specific references to different types of violent behaviours.

Developing rules around violence should include: consultation with parents, ensuring they are reasonable, relevant to students and their educational needs; and legally enforceable – with procedures in place if the rules are broken.

Establish a confidential reporting system to encourage a safe environment for confidential disclosure of violent incidents. Establish a safety web and appoint safety advocates

2 Respond quickly and consistently to violent incidents.

Act immediately to secure students' safety.
Complete an Incident Report Form (that can be used in court as evidence for either side).

3 Support victims.

Provide students with victim support, counselling and advocacy options. Information on the impact of Police laying charges may be helpful for victims and witnesses to prepare for what to expect in the legal system's response.

4 Support perpetrators throughout any consequential procedures.

For lower level breaches of the school's anti-violence code of conduct, the offending student could be required to participate in a restorative conference or attend a special programme offered by the school, e.g., conflict resolution, anger management, communication, or other interpersonal skill development. In-school suspension may also be appropriate. This type of response is consistent with a non-violent supportive school climate and is appropriate for minor incidents.

Serious incidents (e.g., assaults causing bodily harm, sexual assaults, robbery and extortion, hate-motivated violence, or vandalism causing property damage) require Police intervention. Students need information on what the victim, any witnesses, and the perpetrator can expect if criminal charges are laid. The Police will decide on whether the students involved are dealt with differently according to their age.

Throughout any consequential procedures, e.g., SAT/CAT protocols, Police prosecution, Family Group Conferences, Board of Trustees hearing, and the school's restorative conference, the school should remain involved and supportive of the victim and the perpetrator. Ensure the views of the victim and their parents are heard, if that is their wish.

5 Provide violence prevention programmes.

Choose programmes that address the problems of violence and aggression in schools by attempting to alter the school environment rather than focusing on the perpetrators and victims alone.

6 In the event of a serious traumatic incident contact the Traumatic Incident Coordinator at the Ministry of Education: toll free phone 0800 848 326.

Traumatic incidents are events that:
• cause sudden and/or significant disruption to the operation, or effective operation, of a school, early childhood education service and/or community;
• have the potential to affect a large number of children and young people and/or staff;
• create significant dangers or risks to the physical and emotional wellbeing of children, young people, or the community;
• attract media attention or a public profile as a result.

Figure 3: *Suggested action to take for incidents involving violence*

RESPONSE TO CHILD ABUSE

Child abuse is the harming (whether physically, emotionally, or sexually), ill treatment, abuse, neglect, or deprivation of a child or young person, caused by actions (or inactions) of adult(s) in the child or young person's life.

The child's best interests and welfare should be paramount and used as a guide for any action taken.
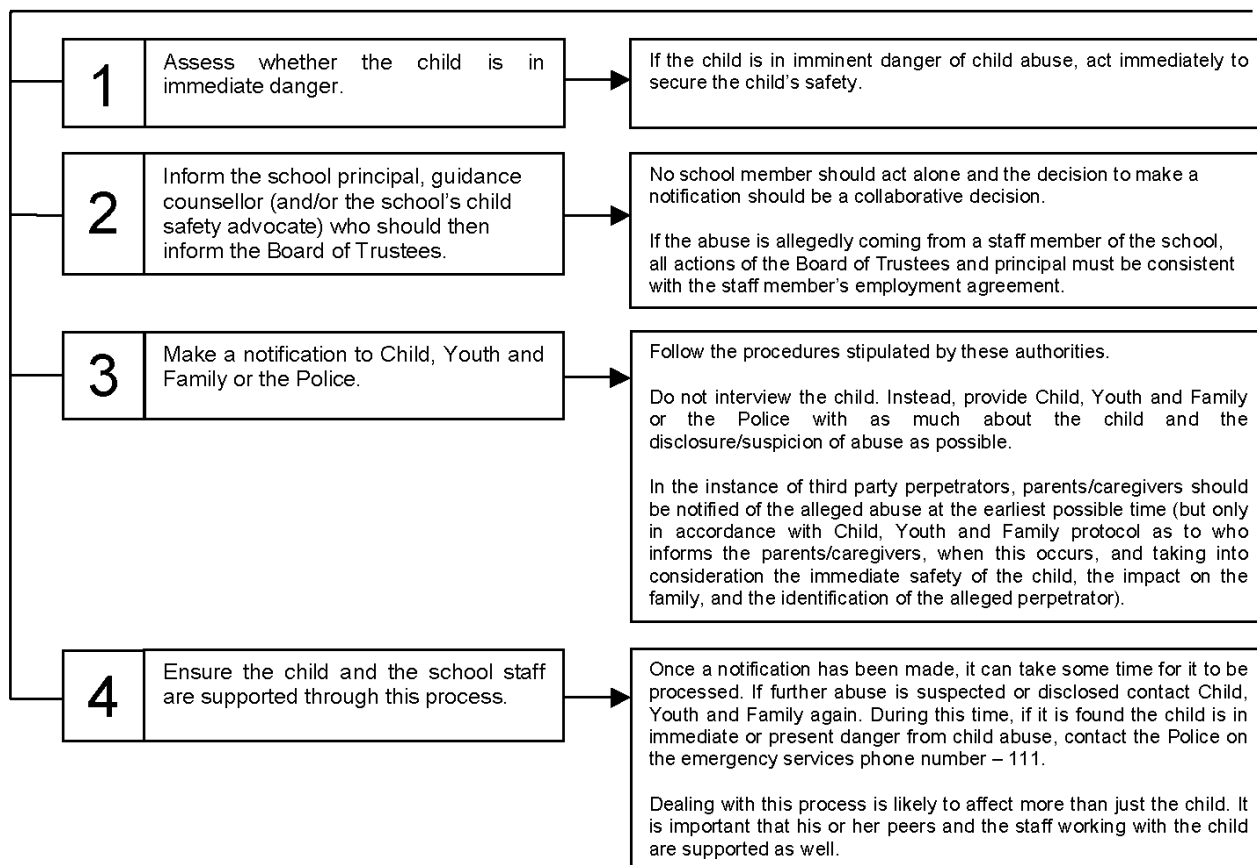
Emergency phone numbers	Child safety advocate
Child, Youth and Family: 0508 326459 (toll free) Police: Emergency phone 111 or your regional child abuse team through your local police station	Each school should appoint and train a staff member as a child safety advocate. The advocate can act as a medium between authorities involved in child abuse complaint management and the school.

What should schools do when a student discloses or a teacher suspects child abuse?

1 Assess whether the child is in immediate danger.

→ If the child is in imminent danger of child abuse, act immediately to secure the child's safety.

2 Inform the school principal, guidance counsellor (and/or the school's child safety advocate) who should then inform the Board of Trustees.

→ No school member should act alone and the decision to make a notification should be a collaborative decision.

If the abuse is allegedly coming from a staff member of the school, all actions of the Board of Trustees and principal must be consistent with the staff member's employment agreement.

3 Make a notification to Child, Youth and Family or the Police.

→ Follow the procedures stipulated by these authorities.

Do not interview the child. Instead, provide Child, Youth and Family or the Police with as much about the child and the disclosure/suspicion of abuse as possible.

In the instance of third party perpetrators, parents/caregivers should be notified of the alleged abuse at the earliest possible time (but only in accordance with Child, Youth and Family protocol as to who informs the parents/caregivers, when this occurs, and taking into consideration the immediate safety of the child, the impact on the family, and the identification of the alleged perpetrator).

4 Ensure the child and the school staff are supported through this process.

→ Once a notification has been made, it can take some time for it to be processed. If further abuse is suspected or disclosed contact Child, Youth and Family again. During this time, if it is found the child is in immediate or present danger from child abuse, contact the Police on the emergency services phone number – 111.

Dealing with this process is likely to affect more than just the child. It is important that his or her peers and the staff working with the child are supported as well.

Figure 4: *Suggested action to take when a student discloses or a teacher suspects child abuse*

Section nine: Self-reviews

No school can be complacent about bullying because it happens in all schools at some time or other. Classrooms are dynamic social settings and each year brings together a new cohort of students.

The aim of self-review is to help schools reflect on how the culture and practices of their school minimise the risk of bullying behaviour and support the provision of a safe physical and emotional learning environment. To support schools in their self-review process, ERO provided the following reflective questions (slightly adapted in the table below).[44]

Table 9: *Self-review questions for schools*

Does the school have documented policies and procedures for preventing bullying and managing bullying if it occurs?
• Is there a shared understanding (by students, parents, and staff) of the intent and practices as documented in the school's policies and procedures? • Is there a common definition of bullying and violence?
How well are the policies and procedures for preventing bullying and managing bullying implemented school wide?
• Are they consistently implemented? • Are they regularly reviewed?
In what ways does the school find out the views of staff, students, and parents about the safety of the physical and emotional environment?
• Does the school carry out anonymous surveys of students, parents, and staff to find out their views about the school's physical and emotional safety? • What other opportunities are provided for views to be sought?
What information does the school have about the range of strategies and programmes being implemented to prevent bullying behaviour?
• Are targets/programmes to reduce bullying based on needs analysis? • Are programmes offered for all students, individuals, or targeted groups of students? • How wide ranging are the strategies? • Do strategies include the prevention of text-bullying?

> How effective are these programmes and strategies in preventing bullying behaviour at school?

- What evidence does the school have about the implementation of specific programmes and strategies?
- What are the impacts of specific programmes and strategies for all students and/or specific groups of students?

> How well is self-review information used to inform decisions about programmes and strategies?

- Is the information referred to?

> How is information from self-review reported to the board of trustees, parents, and the wider school community?

- Is the information tabled at a board of trustees meeting?
- Is the information disseminated as a report?
- Is the information included in a school newsletter?

Still drawing on recommendations from ERO,[44] additional questions might include:

1. What has the school done to prevent bullying, including the names of anti-bullying programmes that have been implemented by the school?
2. Does the school have particular strategies to prevent text-bullying?
3. What evidence does the school have about the implementations of these programmes?
4. What does the school know about the impact of any of these strategies that have been implemented?

The purpose of regularly evaluating and reviewing is to determine the extent to which the school wide approaches to prevent school bullying and violence are working for all students at the school. It is also important to gauge the impact of targeted approaches for specific individuals and groups of students. Schools should assess the effectiveness of their professional development programmes for staff as well as assessing the actual implementation of their policies, procedures, and plans that set out guidelines for how to manage specific incidents.[44]

The New Zealand Post Primary Teachers' Association has developed a checklist for schools to review its anti-violence policies and practices.[45]

Table 10: *School anti-violence checklist*

Does the school have policies on dealing with violence between students, between staff, between staff and students, and between staff and management and parents and staff that are:

- based on clear definitions of what constitutes acceptable and unacceptable behaviour
- accepted by all groups concerned as fair and reasonable
- resourced
- practicable
- implemented?

Do students, staff, and administration clearly understand that they have a responsibility to report incidents of violence to ensure that early intervention can occur?

- Are they aware of the process of reporting?
- Are they actively encouraged to report incidents?
- Are violent incidents analysed and reviewed regularly?

Does the school have individuals or groups with clear authority and responsibility for:

- dealing with complaints and incidents of violence
- monitoring and supporting staff and students under stress?

Does the school identify and support individuals or organisations with conflict resolution or mediation roles?

- Do these people have the support of management?

Do management, e.g. Deputy Principals or Heads of Departments, receive training so they understand:

- the definition of violence and how violence can develop
- the effect that a perceived risk as well as a real risk can have on staff morale and stress levels
- their role in implementing the employer's preventive strategy
- the importance of being supportive of students and staff who have been victims of violence
- what action to take when a violent incident has occurred?

Are there clear procedures established to manage and diffuse conflict early?

- Are these procedures reviewed and adjusted to ensure that they are effective and have the confidence of students and staff?
- Are these procedures implemented and adhered to?

Are there clear and effective procedures in place, which have the confidence of staff and students, to manage indirect or direct threats of intimidation/violence?

- Are these procedures implemented and adhered to?

Are staff and students made aware of the psychological and physiological effects of experiencing or witnessing traumatic incidents?

- Are they encouraged to view these incidents seriously?

Are there procedures in place to support staff and student victims of workplace violence at a school level?

- Do they take into account the effects of trauma?

Do staff know where to refer people who need support?

- Are these documented in the school's procedural guidelines?

School climate surveys

A range of school climate surveys can measure the safety of a school's physical and emotional environment. Recently the New Zealand Council for Educational Research (NZCER) developed a survey tool that measures student engagement and provides a picture of student attitudes across the school, with analysis by year and sub-group, and with national comparisons. Designed to provide robust and systematic information, this is one way that schools, as part of the self-review process, can obtain students' views about their school's culture and ethos. Relevant items include: "I respect other students' space and property at school"; "I feel safe at school"; "people care about each other in this school"; and "my class accepts me for who I am". Information about this survey can be obtained from: www.nzcer.org.nz or meandmyschool@nzcer.org.nz

Other "checklists" are also available for evaluating school culture. Whether schools conduct individual class or whole school surveys, the data should reveal if the bullying is increasing or decreasing. After all, these surveys are intended to measure how well the school's anti-bullying policies, procedures, and programmes are working. Preferably the survey should also provide information regarding the *frequency* of the bullying, *when* the bullying is occurring, *where* the bullying is occurring, and *who* is doing the bullying. The survey should be short (requiring students to only answer a few "yes" or "no" questions); easy to administer; and easy to score.[57] Surveys of the social climate can be used as whole school evaluations that reflect on the values, norms, and goals of the school. They can be modified (and one case study school did this) to suit the specific needs of a range of schools and are a good starting point in establishing what core values 'look like' and how a school's management systems, resources, and power relationships shape positive learning environments. To assist schools to identify their own patterns and trends, the Ministry of Education is currently commissioning the design of a bullying survey tool.

Section ten: Whole school approaches and programmes

Whole school approaches

Bullying behaviour should be viewed as a whole school issue requiring a whole school solution.[46] The term *'whole school approach'* is an internationally recognised term that helps to define the values system agreed on by the whole school community, including students, teachers, principals, boards of trustees, parents, and the wider community. Involving all stakeholders in the school's anti-bullying efforts is crucial because there is a direct correlation between the time and quality of effort spent in developing a whole school policy and the reduction in the levels of bullying – and the process of developing a common understanding of the problem is as important as any other factor.[47] By taking a whole school approach to bullying, the school community (once aware of the prevalence and seriousness of the problem of bullying) undertakes a committed and coordinated effort to reduce it, usually through the development of anti-bullying policies, practices, and procedures. This sets up an ongoing, sustainable, and long-term foundation to ensure that any programme the school decides to use will be easily integrated and accepted into its school community).[46,48,49,50] For a whole school approach to effectively influence the school's philosophy and culture, it must increase the level of engagement for all its students through the modelling and supporting of positive and pro-social behaviours by all members of the school and its wider school community.[46]

The various whole school anti-bullying approaches and programmes examined during the school safety inquiry will now be described, including how the success case study schools actually implemented the whole-school approaches and anti-bullying programmes into their learning environments. The number of staff and students who participated in the consultation process in each school determined the length of the specific case studies. Some approaches or programmes have more than one case study recorded. Where specific programmes are showcased, lessons were observed at the case study school. To protect their anonymity, each case study school has been given a native tree pseudonym. Any pseudonyms given have no connection with real schools that may bear that name. For brevity, each anti-bullying approach/programme and its implementation by the school is presented in table form.

Human Rights in Education [51,52]

Table 11: *Description of Human Rights in Education (HRIE)*

Characteristics of *HRIE*

- HRIE is a broad, collaborative initiative that provides a basic framework for education based around rights, respect and responsibilities.
- Develops a human rights-based learning community.
- Focuses on the right of every child to education.
- Develops effective local, national and global citizenship.
- Respects and protects the rights of children to safety, dignity, identity and expression, fair treatment and participation.
- Underpinned by four key principles: (1) the whole school is committed to embedding the values of the children's rights curriculum into the life of the school; (2) there is a shared knowledge and understanding of the children's rights curriculum among the whole school community and its relevance to the school ethos and curriculum; (3) the values of the children's rights curriculum are reflected in classroom practice; and (4) there are effective and inclusive arrangements for students' active participation in decision-making throughout the school.
- Is a general whole-school approach to teaching, school organization, and learning, that brings coherence to many things schools do already – not another programme to be fitted into an already crowded overall school programme.
- Helps schools to develop a school curriculum based on the principles of the New Zealand curriculum; encourage, model, and explore the agreed values; reinforce pedagogy that promotes student learning; develop the key competencies young New Zealanders need to live, learn, work, and contribute as active members of their communities; meet key achievement objectives across the learning areas; meet key requirements for boards of trustees, including the National Education Guidelines (NEGS) and National Administration Guidelines (NAGS).

How *HRIE* is operationalised

- Each BoT, through the principal and staff is required to develop and implement a curriculum for students in Y1-13 in which the values as expressed in the NZ Curriculum are encouraged and modelled and are explored by students. HRIE provides the framework to help bring coherence and focus to the implementation of the NZ Curriculum.
- Delivers on educational aspirations and obligations through a supportive learning environment, having respect for self, others and learning, and community learning about human rights and responsibilities that is reinforced through constant use across the life of the school.
- Develops human potential and effective citizens and learning communities that promote and live human rights and responsibilities.
- Students gain a recognition of human rights, learn about human rights and responsibilities and apply a rights and responsibilities lens consistently.

Further Information about *HRIE* Initiative

- Ced Simpson, Director of Human Rights in Education (info@rightsined.org.nz).
- Manual for schools is available from (www.rightsined.org.nz).

Table 12: *Success case study school: Kauri High School*

Characteristics of Kauri High School

- Single-sex (girls) state secondary school (Years 9-13) located in a large urban city. There are approximately 1350 girls on the school roll and the socioeconomic decile rating is five.
- Diverse cohort of students (53 nationalities represented) who have come from 70 intermediate schools.
- School has a whanau unit.

How *HRIE* is operationalised at Kauri High School

- This is the second year that Kauri HS has been implementing the *HRIE* initiative. Its principal and teachers think human rights-based education contributes to reducing the extent of violence and bullying for their students.
- There is a growing understanding of the intents and practices of human rights-based education among students and staff, but not as much among parents at this stage.
- Have begun to include the language of rights into school life, beginning with the Charter. There is a common language between staff and students.
- The 3 Rs model is used so rights, respect, and responsibility are part of the school codes, including classroom contracts.
- Year 9 students have all had an induction on the place of the Universal Declaration of Human Rights (UDHR) and the United Nations Convention on the Rights of the Child (UNCROC) in relation to their education and well-being.
- Kauri HS started with Year 9 students - seemed easiest to implement from Year 9 level.
- The way that Kauri HS is implementing *HRIE* involves considerable input from students and the development of a stronger voice within the school. The outcomes for the students are stronger independent thinking skills, self esteem, and relationships – both between students and teachers.
- HRIE is considered to be sustainable at Kauri HS, but it needs to have representation from people at all levels of the community, board of trustees, school management team, teaching/non teaching staff, students, and parents.
- The materials provided are useful and can be easily adapted to suit individual needs of schools.
- As a whole-school initiative, HRIE fits into the whole curriculum by learning respect for self, others, and human rights, not only in the classroom, but in form classes and other pastoral care, assemblies, student voice and participation in governance and management (eg. Student Council) and co-curricular activities.

Restorative Approach and Practices [53,54,55,56,57,58,59,60,61,62,63,64,65]

Table 13: *Description of the Restorative Approach and Practices*

Characteristics of the *Restorative Approach and Practices*

- Facilitates a whole school climate that can prevent, teach, and respond to behavioural issues and student needs. Found to be an effective intervention in school bullying.

- Aims to change the whole school culture by building a school environment based on core restorative principles of inclusion, repair of harm, and reintegration.

- Adopting restorative approaches instead of the more usual punitive and exclusionary responses to school discipline develops a more positive whole school culture.

- Shifts the emphasis from seeing antisocial behaviour as challenging the authority of the school to seeing it as damaging to relationships within the school.

- Being accountable to those affected by their misdeeds puts the responsibility on the student and helps to teach students how to handle situations differently in the future.

- Facilitates a safe environment for communication between those involved in a conflict.

- Agreement is reached on how any wrongs committed might be put right in order to repair the damaged relationships. All those involved are reintegrated back into the school community without being labelled as victims and perpetrators.

How the *Restorative Approach* is operationalised

- Restorative practices should be embedded as a whole school management system, not as a stand-alone process. Appropriate behaviours, school culture, and restorative processes are taught within the school curriculum so restorative justice principles have relevance and practical application in everyday classroom interactions.

- To be sustainable, all staff must undergo training that requires funding, whole school buy-in, and school-based implementation.

- The *restorative chat*: A 1-to-1 private conversation between student and teacher. Issue is teased out through a variety of questions that explore the event, its consequences, and how the harm might be repaired.

- The *restorative classroom:* A whole class discussion where specific conflicts are discussed as they arise. Potential conflict situations are also explored to ensure all class members know how to respond before they happen. Some guiding principles are developed (that can always be revisited) and displayed on the classroom wall.

- The *restorative thinking* room: Similar to a time out room where students involved in a conflict can regain their composure. While in the restorative thinking room a staff member uses restorative questions to discuss the conflict and how to repair the harm.

- The *restorative 'mini' conference:* Used for more serious conflict situations. A mini conference is held as quickly as possible with the victim, perpetrator, staff member, and perhaps one other person.

- The '*full' restorative conference:* Used primarily for acute disciplinary problems. A trained facilitator arranges and runs the meeting, which is attended by everyone affected by the incident. Besides the "wrongdoer" and "wronged person", other people likely to be involved are family/whanau members, teachers, assistant/deputy principal, school counsellor, Kaumatua, friends, youth workers, coaches, and social workers. Outcomes expected from a restorative conference include: (1) an acknowledgement of any wrongdoing; (2) a proposal to repair any harm that was caused; (3) a plan for the educational future of the student; and (4) a plan for any other needed services or support for the student, their family, and others affected by the harm that was caused. Can take several hours for more serious conflict issues. The process is not restorative if the victim feels the outcomes are irrelevant to him or her, or if the outcomes are aimed solely at hurting the perpetrator.

Further information about the *Restorative Approach*

- Waikato University (refer www.waikato.ac.nz) has developed a resource (*Restorative Practices for Schools*) that helps schools develop and implement restorative practices.

- Margaret Thorsborne (refer www.thorsborne.com.au) runs workshops in New Zealand.

Table 14: *Success case study school: Hinau College*

Characteristics of Hinau College

- Co-ed state secondary school (Years 9-13) located in an urban city. There are approximately 583 students on the school roll and the socioeconomic decile rating is one.

- The principal reported that nine years ago the students were locked in to the "fight or flight" mindset. The level of violence was high, students ran away, they ripped up their books in anger, and if teachers raised their voices the students raised theirs. Now there are effective routines, teachers talk calmly and never raise their voices or shake their fingers at students.

- Nine years on, the principal is confident that the school is providing a safe physical and emotional learning environment for its students. She can see that the whole-school approach adopted by Hinau College is working because it is no longer considered to be the "Wild West", whereas before the school was like an eroding stop-bank.

- Hinau College is a founding member of the Achievement in Multicultural High Schools Initiative (AIMHI). Targeted approaches such as *AIMHI* and *Tu Tangata "*formed the retaining wall" and pegged back the previous level of violence.

- For some students attending Hinau College, school is a normalising experience and provides a powerful mediating influence.

- There is a culture of "telling" and teachers follow up. The teachers have worked hard to overcome the perception that "telling is narking".

- The school has a "fantastic BoT" that support the restorative approaches practiced by the teachers. Recent ERO reports acknowledge the reduction in low achievement, truancy and behaviour problems.

How the *Restorative Approach* is operationalised at Hinau College

- Employment of restorative practices is very important to Hinau College, as documented in the various surveys undertaken. Evidence provided in the AIMHI surveys reflect better academic results.

- The quality of the relationships between teachers and students determines what happens in an upset. The observed restorative conference involved a beginning teacher, supported by her head of department, and the student and his family. The whole process and outcome epitomised the aims and values of restorative justice with a 'win-win' situation for all involved. Afterwards, both the student and parent interviewed emphasised that it was not an easy option and that the student really felt he had been made to face the consequences of his actions and to make reparation to restore the harm he had caused.

- Sometimes a student is suspended from Hinau College, but no one is ever excluded because of the restorative processes that are followed. A plan is always put in place to enable the student to return to school and begin the restorative healing. The suspension process enables the student to get a 'darn good telling off and fright', followed by a restorative conference to restore the damage so all can move on.

- The staff have a handbook that sets out guidelines for how incidents of bullying and violence will be managed, including advice on what works and what does not work. Professional development in this area is provided to all staff, with extra guidance and support given to the four provisionally registered teachers.

- Because of the nature of the school, a number of people are involved in "peace-making" with a lot of time spent on relationship building. The staff remain committed to taking a restorative approach to misdemeanours.

- Restorative practices at this school are aligned to the New Zealand Curriculum, in that they help to develop social skills, self-determination, resilience, and problem-solving.

- Hinau College implement a range of restorative practices, starting with peer mediation, restorative chats, and leading up to restorative conferences of up to two hours in duration.

- A key factor in its success is that two men from the community (called Community Liaison Officers) have been trained and employed to facilitate the restorative conferences. This is also important from a practical, "grass roots" perspective. As stated by the principal, "these community workers are given status, importance, and prominence to mandate it". They are credited with improving the school's climate and community of respect. Sharing the same background as the majority of students and their families allows them to interact with the school community in a way that differs from that of the teachers.

- Respectful dialogue is modelled. Teachers routinely take students out for restorative chats to problem solve what might make a difference.

- Engaging in restorative practices ensures that students, parents, community liaison officers, and Hinau staff all "sit around the table to problem solve". Whanau involvement is actively promoted.

- For serious misdemeanours, the school does notify the police and then teachers support the student through the Youth Justice restorative process.

- Expected outcomes from the school's restorative practices are resolution, restoration and a return to engagement.

Effective Behaviour Support Initiative [66,67,68,69,70,71,72,73]

Table 15: *Description of Effective Behaviour Support Initiative (EBSI)*

Characteristics of *EBSI*

- A research-validated systemic approach to encourage proactive social behaviour in students, and to prevent problem behaviours such as bullying.
- EBSI is not a packaged curriculum, but an approach that defines core elements that can be achieved through a variety of strategies.
- Aims to develop consistent support systems and sustained implementation of a data driven, problem-solving model that helps students become better learners with the skills necessary for social success.
- Develops the capacity of a school to establish a sustainable continuum of positive behavioural supports.
- Develops a positive school environment, in which the staff recognise, and consistently abide by, the same set of behavioural expectations as students.
- Designed to improve the learning environment by teaching critical skills that help students to become competent, responsible, and caring. It educates all staff to understand the functions of behaviour, and to respond to problem behaviour in logical, proactive, and consistent ways without escalating the behaviour.
- The subsequent building of teacher/student relationships and the increased time spent on learning result in an increase in academic achievement, social skills, and values.
- EBSI maximises academic opportunity, and that academic achievement increases as problem behaviour decreases.

How *EBSI* is operationalised

- Each school develops its own EBSI plan, based on the resources, values, and strengths relevant to that particular school, community, and culture.
- Focuses on respectful and consistent teaching of behaviours as an essential part of the learning areas of the curriculum. These behaviours are defined by staff, students, parents/whanau, and the community working collaboratively.
- Increases time for teaching, but it also makes *measurable* differences to behaviour,
- Involves studens in decision-making, and staff commitment to ongoing professional development around behaviour strategies.
- Uses data to guide decision-making, both for the development of school wide discipline action plans and for individual behaviour support plans for students with ongoing, severe, problem behaviour. This quantitative information system for recording behavioural events is central to the structure, thus enabling decisions to be based on actual data.
- The data system ensures that "at risk" students are identified early so that families, students, and teachers can work together to problem solve and develop appropriate support plans.

Further information about *EBSI*

- Juliet Lewis (juliet.lewis@minedu.govt.nz).

Table 16: *Success case study school: Tawa Primary School*

Characteristics of Tawa Primary School

- State, co-ed full (Years 1-8) primary school located in a provincial town. There are approximately 379 students on the school roll and the socioeconomic decile rating is five.
- Aims to build a safe and effective school environment so that teachers have the best opportunity to teach and students have the best opportunity to reach their potential.
- Tawa's school-wide approach works for all but the "top tip layer" who will always require more intervention strategies. It is acknowledged that not all of the children will be perfect all of the time.
- The impact of the school's targeted approaches that focus on bullying includes: less incidents of bullying, severity of incidents is lowered, and victims are less afraid to report and are fully aware of the chain of events (consistent procedures). Most students show a positive response to guidance and re-direction. Conflict solving strategies are owned and utilised by the students. There is a ripple effect that permeates the whole school community, including whanau and outside agencies.
- Professional development is considered to be effective and teachers are also open for more. At the start of every year, there is a re-focus time to look at systems, re-set expectations, and then re-launch REACH so staff, students, and the community "all start on the same page".
- Policies, procedures, and plans are in place, but require constant review and modification to meet changing circumstances and needs.
- First New Zealand school to pilot EBSI, assisted by MoE (Special Education).

How *EBSI* is operationalised at Tawa Primary School

- For the whole-school initiative to be effective, staff committed to ensuring its success by their willingness to modify their teaching and mentoring styles.
- The approach has been written into the charter, strategic plan, goals, job descriptions and performance agreements.
- Implementation is managed through the REACH programme, where incidents are consistently reported on and followed up quickly.
- Tawa primary adheres to its REACH values. At the start of each year the values are underlined. Support staff are represented at REACH meetings.
- The curriculum content is sent out to parents every ten weeks. The weekly REACH goal is the same for all students and can be visually identified in any classroom. All students can articulate what REACH means (Respect, Expect, Achieve, Communicate, Hauora).
- There are weekly REACH goals with adult and child modelling of them, REACH vouchers, REACH smiles (juniors), REACH letterhead, and REACH meetings with outside agencies where children identified in team meetings are discussed for further intervention.

- Shared understanding of EBSI by students, staff, and parents. Information and expectations are provided in newsletters, assemblies, classrooms, and the staffroom. EBSI has become the behaviour management policy.

- The students know the system and build momentum to monitor the occurrence of bullying themselves.

- Behaviours are caught early. Children are aware of set consequences for actions and referral forms are a deterrent for most.

- Strategies are given to children on how to cope with different situations. They are made aware of their behaviour, trigger events, and responses.

- There are clear guidelines and expectations for behaviour and consistent follow-up of incident reports with collation and analysis of data conducted each term using SWIS (School-wide Information System).

- SWIS provides the school with the capability to evaluate individual student behaviour, the behaviour of groups of students, behaviours in specific settings, behaviours occurring during specific time periods of the school day, and aspects of staff consistency. This longitudinal data is analysed as part of Tawa's self-review.

- Students are constantly redirected to make positive choices. Consequences are known and staff are consistent and teach/role model appropriate behaviours.

Choice Theory – Reality Therapy [74,75,76]

Table 17: Description of Choice Theory – Reality Therapy

Characteristics of *Choice Theory – Reality Therapy*
• Glasser's choice theory explanation of behaviour, is that students attempt to fill whatever need they detect is most unsatisfied at the time (eg. hungry children think about food much more than about what is being taught; lonely ones look for friends rather than knowledge; if there is no fun they will attempt to play; if they attend a regimented and inflexible school that stifles individuality and imposes authoritative controls, they will seek opportunities for freedom; and if they are not experiencing success and power, they will refuse to cooperate and try to gain power in other ways).
• Reality therapy (based on Glasser's choice theory) is a unique counselling method that can help teachers to work more effectively with disruptive/aggressive children.
• Key principles of therapy include teachers: (1) becoming involved with the child; (2) rejecting the irresponsible behaviour; and (3) helping the child to face reality and learn better ways to behave.
• Based on the premise that the source of all human problems is unsatisfactory or non-existent connections, the goal of reality therapy is to help students reconnect Teachers find out what is in a student's "Quality World" and try to increase this (refer Glasser's criteria for a "quality school").
• Teaches skills for problem solving in positive ways. It teaches students how to get their needs met in appropriate ways. It works on how to form good relationships.
How *Choice Theory - Reality Therapy* is operationalised
• Students and teachers focus on quality learning instead of behaviour problems.
• Whole school community shares belief that everyone is capable of learning how to form positive relationships with others, how to behave in positive ways, and how to solve problems without resorting to physical or verbal violence.
• Choice Theory is explained to the school community as a model for people to understand how their brain works, their behaviour needs and choices, and why and how they react differently in different situations. Choice Theory helps students to understand that they are in control of their thoughts and actions.
• Focus is on teaching young people to be responsible for their own actions and choices and the consequences of those choices.
• Reality Therapy is explained to the children as helping them to see/understand what is really happening and not what they want or think. It is about providing support to change their thoughts or behaviours so that they are able to function in an appropriate way. Often this is done through questioning to allow the child to take responsibility or accept a situation.
• After 'incidents', students undergo a calming counselling-type session where "what each person did is established and often both parties are encouraged to take responsibility for their actions. They are given, or asked, what would be a better reaction next time. If they have tried a different strategy, then they are given the option of finding an adult to help resolve conflict". Individual children may also participate in an intensive counselling programme.
Further information about *Choice Theory – Reality Therapy*
• Go to http://www.glasser.com/

Table 18: *Success case study school: Nikau School*

Characteristics of *Nikau School*

- State, co-ed full (Years 1-8) primary school located in a large urban city. There are approximately 310 students on the school roll and the socioeconomic decile rating is six.

- Has a strong sense of community and acceptance. There are challenging children that require more support than others (who in another school might be at risk of exclusion).

- "Bullying" is rare at Nikau School but when it does occur, students immediately tell teachers and it is addressed immediately (e.g. with a Choice Theory interview). Rather than the term "bullying", more specific words to describe the actual unacceptable behaviours are used.

- Core belief at Nikau School - everyone is capable of learning how to form positive relationships with others, how to behave in positive ways and how to solve problems without resorting to physical or verbal violence. Aim for all students is to be resilient, confident and able to form positive relationships with others.

- All adults take responsibility for all children and all have a high expectation of what is acceptable behaviour. There is clear communication amongst students and staff as well as consistent boundaries, expectations, and consequences.

- Students all know that bullying is not a way to get their needs met or for them to feel happy. Students will say to new students, "We don't do that here". They are taught strategies to deal with problems so their needs are met and they feel good about themselves and others. They know they will have adult support and although there are consequences they are not "punished". They know small steps they take to change their behaviours will be affirmed and celebrated. They feel confident to share their successes and failures with their principal and teachers.

How *Choice Theory - Reality Therapy* is operationalised at Nikau School

- Choice Theory (CT) and Reality Therapy (RT) underpins the whole school culture with clear expectations for how students and staff relate to each other through the promotion of positive relationships and problem solving strategies.

- Before embarking on the whole school approach based on Glasser's Choice Theory and Reality Therapy, Nikau School had previously used a number of approaches in trying to change the school culture and student behaviour (e.g., Eliminating Violence, Cool Schools, Kia Kaha, and a Volcano in my Tummy).

- In operation for some years now, every staff member has undertaken the Glasser CT and RT "Basic Week". The professional development is ongoing and expensive (currently $650 per person) but essential for all new staff members to undertake. The principal and some teachers are also doing advanced training.

- To be sustainable CT and RT needs to be led and modelled by Management. By having regular PD staff are continually discussing the approach and the principal and lead teachers are driving the programme to ensure it is taught in classes.

- Resources are provided to support teaching and learning – mostly through drama, role play, or cards to stimulate speaking. Each syndicate plan units to teach a range of skills and the language is evident in classrooms.

- The implementation of the school's policies, procedures, and guidelines for how bullying incidents will be managed has been successful because all staff and students have ownership of the process and regular professional development and self-review is timetabled for each term. The teachers are consistent and because people can see that it works the policies and procedures are supported by parents.

- Convinced that CT and RT was the approach to use (after first undergoing the "Basic Week" course and practicum herself), the principal applied for a Mentally Healthy Schools contract to support its implementation.

- The following outline details the implementation journey for Nikau School:

    1. Consultation with the school's Management Team and Board of Trustees in regard to how Choice Theory might fit the school's vision for the future.

    2. Data gathering involving a questionnaire survey of staff, Board of Trustees, students, and parents.

    3. Staff Development Plan (3 year) that focused on Glasser Choice Theory and Reality Therapy.

    4. Staff development on Emotional Intelligence.

    5. A "Mentally Healthy School" committee (representing teachers, board of trustees, parents, and students) was formed.

    6. Action plan was developed.

    7. Parent Evening held to share the vision and action plan.

    8. Implemented plan.

    9. Introduced the *Connecting Room* (based on Choice Theory). Teachers committed to extra duty.

    10. Staff meetings to build resiliency and support staff stress.

    11. Induction of new families and students included a statement in the Parent Prospectus, followed up with a discussion at enrolment interview.

    12. Glasser Basic Week Training for all teachers and support staff (over 3 years).

    13. Introduced *Building Learning Power* (2 year project).

    14. Introduced *Inquiry Learning* (2 year project, completed in 2008).

- The basic needs are taught in all classes. Students identify aspects about themselves and place them in the model. Students use this to share their needs to build relationships – because knowing a person's basic needs builds understanding, trust, and friendship. They are also taught about the 'Total Behaviour Car'. This tool teaches students that they can control their thoughts and actions but not their feelings and physiology. Learning this helps them develop an understanding of how to develop positive strategies. These two aspects are taught every year, using drama and scenarios with the car to practice difficult situations for children.

- Although they may not state the theoretical terminology, the students all use CT language and share the same understandings so they support each other and are quick to act if they perceive a peer to be having difficulty. Similarly the teachers use the same language.

- Students are asked the "connecting questions" which help them to problem solve and take responsibility. If CT "connecting habits" language is used when talking to parents they are non defensive and supportive.

- The *Connecting Room* is a place that is supervised at lunch-time for any incidents that occur in the playground. Students have a sheet (differentiated according to age and writing ability) on which they state what they did, what they wanted to happen, and what could be done next time to lessen the outcome. They also identify who was affected and how. As students get older they develop a more detailed plan. This normally takes about half an hour. The *Connecting Room* is monitored so teachers can count how many times in a term students appear and for what reason. Once children have been to the *Connecting Room* three times in one term, a letter is sent home to inform their parents. This is then followed up. On occasion an incident will happen where a pupil may have to spend a few days out of the playground and parents are notified immediately.

- Classroom incidents incur similar responses although individual teachers have their own system. All, however, are based around a class treaty established at the start of the year.

Health Promoting Schools [63, 77]

Table 19: *Description of the Health Promoting Schools (HPS) approach*

Characteristics of the *HPS* approach

- A health-funded initiative in an education setting (Ministry of Health launched its *Healthy Schools Kura Waiora: Health Promoting Guidelines for Schools* in 1995).
- WHO describe *HPS* as "schools which display, in everything they say and do, support and commitment to enhancing the emotional, social, physical and moral wellbeing of their school community".
- A whole school, holistic approach that aims to contribute to positive learning outcomes, mental health and wellbeing for students.
- Its framework supports a partnership with the whole school community to address health issues.
- Based on the understanding that supportive school environments can reduce barriers to learning, this approach involves helping children and young people to develop the ability to make meaningful decisions and to take action to address challenges posed by lifestyle and societal conditions.

How the *HPS* approach is operationalised

- The conceptual framework integrates the teaching and learning curriculum, community partnerships and the school ethos and climate where it is comfortably aligned to the vision, principles, values, and key competencies expressed in the New Zealand Curriculum and within the learning and teachings of Health and Physical Education.
- To be a health promoting school involves a long-term commitment to establishing a positive school culture and should be considered as a foundation activity similar to a school's charter and strategic planning.

Further information about the *HPS* approach

- Contact local Public Health Service or the website (www.hps.org.nz).
- The *Support Manual for Health Promoting Schools (*ISBN 978-0-478-19204-9) is available on the Ministry of Health website.

Table 20*: Success case study school: Rimu School*

Characteristics of Rimu School

- State, co-ed contributing (Years 1-6) primary school located in a provincial city. There are approximately 179 students on the school roll and the socioeconomic decile rating is one.

- The predominant ethnicity of the students is Maori and the school is working hard to increase engagement with its community.

- The targeted approaches have led to the elimination of gang behaviours at school. Property damage has gone down.

- The whole school system is based on respect and building relationships. Restorative practices are employed. There are no punitive "steps", instead children are taught behaviour rather than consequences.

- It took a full ten years to change the whole school culture of this low decile school and for the principal to feel that all staff shared her commitment to the whole school approach.

How the *HPS* approach underpinned by *Effective Behaviour Support (EBSI)* is operationalised at Rimu School

- The HPS concept was seen as the way to move the school forward in its efforts to create a safe and healthy school environment. Rimu is proud to be called a HPS - has worked hard to turn around previous difficulties and to establish a positive school culture within the HPS framework.

- EBSI also played a key role in reculturing Rimu School. This programme took four years to become part of the school ethos because time was needed to change staff attitudes before moving forward with a whole school approach.

- Ongoing professional development is required to support the teachers to further extend the prevention and intervention strategies aimed at providing a safe learning environment. The importance of new staff being inducted to the programme is acknowledged and actioned. Support is provided to all teachers to deal with all students.

- School planning is prioritised around the HPS framework (curriculum teaching and learning, school ethos and climate and community partnerships).

- EBSI is Rimu School's method of teaching students to be responsible for their own class learning and playground behaviour.

- Focus is on positive behaviour intervention and support for students. Teachers use positive incentive systems. Social skills and behavioural expectations are actively taught, with vouchers issued to encourage prosocial behaviour. Teachers use a "basic set of preferred teaching practices" to help teach and manage learning behaviour. Whole school teaching focus for specific skills, eg. playing without aggression. The social skills programme is taught daily, at the same time of day across the school.

- The school community has a shared understanding of what being a HPS underpinned by *EBSI i*nvolves. Families are asked to support the school's strategies and beliefs. All school community members use same language to describe behaviours and non-acceptance of misbehaviour.

- Health Promoting Schools personnel attend assemblies.

- Rimu School provides healthy lunch options, eg. *Tuesday Subway* lunches.

- Rimu takes advantage of promotional visits, eg. NZ Beef and Lamb Board brought *Iron Brion* to school to promote healthy eating and the importance of children having iron in their diets.

- To be easily identified by students requiring support, teachers and other playground helpers wear "hi viz" vests.

- Incidents are recorded in the school's data management system. The Incident Referral Form records the location of the incident, the problem behaviour, possible motivation, and consequences. A checklist documents major behaviours, other people involved, the decisions made by staff, and the actions taken.

- All minor and major behaviours are written up. Intervention Team meet fortnightly to examine the data. Problem-solving team (teachers, RTLB, and GSE support person) look for patterns and trends. Functional assessments based on actual data are built into an intervention plan to help the student and teacher.

Anti-bullying programmes

To date, the only programmes that have been effective in addressing the problems of bullying and aggression in schools are those that attempt to alter the school environment rather than focusing on the perpetrators and victims alone.[1] Programmes are primarily designed to reduce the risk of violence or bullying by educating students about violence or bullying and how it may be avoided and prevented. To be effective these programmes must be comprehensive, multi-faceted interventions that include long-term follow-ups.

The following programmes have been successfully trialled and evaluated in New Zealand schools over time. The Office of the Children's Commissioner does not endorse any of these programmes over another and the intention is simply to identify whole school programmes that are available to schools in New Zealand and that have been implemented by one or another of the case study schools.

Eliminating Violence – Managing Anger [78,79,80]

Table 21: *Description of the Eliminating Violence – Managing Anger (EV) programme*

Characteristics of the *EV* programme

- A whole school, systems based, prevention focused approach that aims to promote the development of a pro-social ethos as an effective means of working towards eliminating violence and managing anger in schools.

- Aim of EV is to: assist schools to develop an environment in which students, staff, and parents feel safe; provide school staff with a framework to assist in the development of an integrated and school wide approach to dealing with school bullying. Key characteristics include:

  - development of a pro-social ethos

  - whole school involvement

  - focus on school-wide systems and processes

  - acceptance of a broad definition of violence and bullying

  - a recognition by school staff that they may need to address issues of violence or anger in themselves or the school structures before they can address these issues in their students

  - collection of school data to assist in the identification of areas for action, setting priorities, and monitoring progress

  - commitment by participating schools to implementing the programme over a minimum period of 12 months

  - adaptation to fit the needs of individual schools while retaining programme integrity

  - a developmental approach for ongoing modification in response to new knowledge or experience.

How the *EV* programme is operationalised

- The programme is broad-based with no set content. Instead there is an ongoing process involving the whole school and external professionals who gather data about what is happening in the school and then facilitate the school's development of a response to the information.

- Examination of the school culture promotes a cultural change in the way schools view violence and helps to identify and modify those values, systems, structures, and practices that may be contributing to violence and bullying.

- Uses outside facilitators from the Ministry of Education (Special Education).

Further information about the *EV* programme

- Ministry of Education.

- Evaluation report.

Non Violent Crisis Intervention [44,63]

Table 22: *Description of the Non Violent Crisis Intervention (NVCI) programme*

Characteristics of the *NVCI* programme

- Focus is on managing the violent behaviours of individual students (rather than taking a whole school approach).
- This programme introduces teachers to whole-school approaches to violence and bullying, and specifically teaches de-escalation skills.
- Operating since the 1970s, the Crisis Prevention Institute describes its programme as being known worldwide for its best practices in behaviour management and recognised as the international standard for crisis prevention and intervention training.
- Programme meets the requirements for best-practice professional development delivery.

How the *NVCI* programme is operationalised

- The Crisis Prevention Institute (CPI) in the United States provides behaviour management, crisis prevention and intervention training, and resources based on its founding philosophy of providing *care, welfare, safety, and security* for everyone involved in a 'crisis moment'.
- Run annually in New Zealand by American instructors, and tailored to the participants' organisation (eg. a school). There is a cost involved with this training.
- Three training options available: (1) a one-day introductory seminar; (2) a two-day comprehensive workshop; and (3) an intensive four-day instructor certification programme.
- All groups attend the same session on the first day, but the workshop and certification programme participants continue with more in-depth training and practical techniques on the second day.
- The instructor certification participants receive two more days of training to develop their intervention skills and to learn how to conduct on-site training workshops as instructors.
- The first day of *NVCI* training focuses on early intervention and nonphysical methods for preventing or managing disruptive behaviour.
- The second day reinforces the preventive techniques and teaches non-harmful physical crisis intervention methods that should be used as a last resort only when an individual becomes an immediate danger to his/herself or others.
- On days three and four of the programme, the instructor certification participants learn how to master the intervention techniques they have learned so they are able to teach the techniques to staff at their workplace.
- Participants are assessed for their understanding of programme content, physical techniques, and instructional methods.
- Common to all programmes, *NVCI* is dependent on management support and the degree to which the methods taught are embedded in school practice.

Further information about the *NVCI* programme

- Crisis Prevention Institute's website http://www.crisisprevention.com.
- Email info@crisisprevention.com.

Keeping Ourselves Safe [81,82,83,84,85,86,87,88,89,90,91,92]

Table 23*: Description of the Keeping Ourselves Safe (KOS) programme*

Characteristics of the *KOS* programme

- A child protection programme that includes five resource kits: *All about Me* (early childhood); *Knowing what to do* (school years 0-3); *Getting Help* (school years 4-6); *Standing up for Myself* (school years 7-8), and *Building Resiliency* (School Years 11-13).

- Educates children about sexual abuse by teaching them to use their feelings to help them differentiate between 'touching they like' and 'unwanted touching'.

- Aims of the programme are to: (1) teach children and young people a range of safe practices they can use when interacting with other people; (2) encourage children and young people who have been (or are being) abused, to seek help; (3) contribute to an overall community abuse prevention programme by making parents and teachers more aware of their responsibilities to keep children and young people safe.

How the *KOS* programme is operationalised

- The first KOS programme was developed jointly by the New Zealand Police and Department of Education to be taught in schools as part of the health curriculum. Since then, the New Zealand Police Youth Education Service has taken responsibility for developing and updating all KOS programmes.

- Police education officers support schools as they implement the whole school approach. Officers can teach up to three lessons in partnership with the teacher, however, the classroom teacher teaches the rest of the programme and ownership of the programme is clearly with the school.

- Teaching materials include such resources as DVDs, music CDs, photopacks, story-books, and activity cards. Pamphlets for parents and caregivers are provided as part of community consultation. All materials were written by teachers, health educators, school counsellors, and Police education officers, under the direction of the Police Youth Education Service curriculum officer.

- KOS stresses that children should make the decision as to whether a touch is acceptable or not, the rationale being that children will be vulnerable to abuse if they have to rely on adults to instruct them as to what is/is not appropriate.

- Programme also teaches children that some parts of their body are private to them and should not be touched by others, unless there is an acceptable reason such as needing medical attention. Teachers are encouraged to discuss a range of touch concepts rather than focus on hand touching only.

Further information about the *KOS* programme

- KOS programmes have been consistently revised as a result of the evaluation findings (refer to evaluation reports).

- Youth Education Service, New Zealand Police.

- Ministry of Education.

Kia Kaha [49,93]

Table 24: *Description of the Kia Kaha programme*

Characteristics of the *Kia Kaha* programme

- Programme's aim is promote a safe learning environment, with the whole school community recognising that bullying is unacceptable behaviour and working together to develop skills and strategies to stop bullying and replace it with acceptable behaviour.
- Helps schools to create bully-free environments where all members of the school community feel safe, respected, and valued.
- *Kia Kaha* means to "stand strong" in Maori, thus name symbolises the need for students and the whole school community to stand strong to prevent bullying.
- *Kia Kaha* adopts a whole-school approach to improve the culture of schools and reduce bullying, with components for educating parents, teachers, students, and school administrators around bullying.
- The programme is comprehensive, yet flexible, with no cost to NZ schools.

How the *Kia Kaha* programme is operationalised

- *Kia Kaha,* also developed by the New Zealand Police, is a school-based programme about bullying.
- Aligned to the school curriculum, the *Kia Kaha* programme has set content that is delivered.
- The school community is consulted before implementation.
- There are four classroom programmes: *Building a Safe, Happy Classroom* (years 0-3); *A Bully-Free Zone* (years 4-6); *Safer Communities Together* (years 7-8); and *Our Place* (years 9-13).

Further information about the *Kia Kaha* programme

- Programmes have been extensively evaluated for their effectiveness in lowering levels of bullying and peer victimisation (refer to evaluation reports).
- Youth Education Service, New Zealand Police.
- Ministry of Education.
- Website http://www.nobully.org.nz/kiakaha.htm.
- Further details about *Kia Kaha*, can be found in the full report (see *School Safety: An Inquiry into the Safety of Students at School,* available at www.occ.org.nz).

Cool Schools [94,95]

Table 25: *Description of the Cool Schools programme*

Characteristics of the *Cool Schools* programme

- A peer mediation and professional development programme that was developed by Aotearoa/New Zealand Foundation for Peace Studies (The Peace Foundation).

- To create a better learning environment and provide essential life skills to students, *Cool Schools* aims to change the way conflict is handled by both students and teachers in a school.

- In this programme, students are trained as third party mediators to mediate conflicts between their peers.

- Objectives are to: help individuals develop life long conflict management skills; focus on building positive relationships with others; create win/win situations for students, teachers, parents, caregivers, and the wider community; provide life skills for school, home, and the workplace; empower students to help other students; be proactive, helping to prevent bullying and other levels of conflict; provide a better learning environment; and encourage students to recognise the value of service leadership.

How the *Cool Schools* programme is operationalised

- Has been operating in New Zealand since 1991 and has been delivered to nearly two-thirds of schools nationwide.

- *Cool Schools* trainers train school staff who, in turn, train students to become peer mediators.

- Programme proactively teaches communication, conflict resolution, leadership, and other life skills in order to reduce bullying and disruptive behaviour.

- The expectation is for the programme to be introduced throughout the entire school, and become sustainable.

- Once selected and trained, the school mediators are rostered in pairs to assist children in the playground to find realistic solutions to their problems.

- These young mediators are specifically trained in non-judgmental listening and confidentiality, as well as in knowing when to seek adult intervention, ie. when there are issues of safety involved and the situation requires more than mediation.

Further information about the *Cool Schools* programme

- Peace Foundation (http://www.peace.net.nz/index.php?pageID=24).

- Ministry of Education (http://www.tki.org.nz/r/governance/positive_behaviours/information/programmes_e.php).

Life Education [96]

Table 26: *Description of the Life Education programme*

Characteristics of the *Life Education* programme

- A charitable trust that delivers a health programme to early childhood, primary and intermediate aged children.
- For the past two decades the Life Education Trust's mobile classrooms and its mascot, Harold the giraffe, would be familiar to most NZ school children.
- Trust's mission statement is to "help give the young people of New Zealand, through positive health-based education, the knowledge and skills to raise their awareness to live a fulfilling and healthy life".
- Programme claims to help children to develop skills and strategies to cope with bullying, peer pressure, friendships, and relating to others.

How the *Life Education* programme is operationalised

- Programme can be easily integrated into the New Zealand Curriculum, but works best when combined with school-wide health initiatives.
- This health resource comprises 19 modules that align to the health and physical education curriculum and, in particular, *Strand A: Personal Health and Physical Development* and *Strand C: Relationships with Other People.*
- Invited into schools (annually or bi-annually), Life Education is delivered to class groups in a mobile classroom by a registered teacher who helps the school staff to integrate the programme into their classroom practice.
- A past trustee of Life Education, Diana Seabrook Robinson, has also written a children's book called *Harold,* which tells the story of a young boy called Jimmy. Victimised by bullying and teasing, Jimmy discovers a new way of seeing the world, when he enters the magical realm of Harold the giraffe.

Further information about the *Life Education* programme

- Life Education website www.lifeeducation.org.nz.
- Refer to evaluation report conducted by the NZ Council for Educational Research.

Case study programmes

The programmes discussed so far have been available to schools for some time. New approaches to building positive and nurturing environments are also being encouraged. While many of the case study schools had incorporated those more familiar programmes into their repertoire of strategies for providing safe schools, they also implemented the following (and less well known) programmes, which are now showcased for this inquiry into school safety. For these programmes, either the programme coordinator or liaison person arranged for the author to visit the school to observe the programme in action and to consult with staff and students.

The Responsibility Model [97,98,99,100,101]

Table 27: Description of the *Responsibility Model (RM)*

Characteristics of the *RM*

- Developed by Don Hellison, with the explicit intention of using the context of physical education and sport to help students become more personally and socially responsible. More recently it has been implemented as a whole school programme involving other areas of the curriculum.

- Commonly referred to as Teaching Personal and Social Responsibility (TPSR).

- Has strong potential to be effective in tackling bullying and improving school cultures, the rationale being that helping young people fully develop their personal and social values and skills is equally as important as participation in violence prevention programmes.

How the *RM* is operationalised

- Integral to the RM are five goals that are often described as levels of responsibility. The five goals/levels are identified as: (1) respect; (2) participation and effort; (3) self-direction; (4) caring; and (5) transfer of learning to other areas of the students' lives.

- Has a five stage teaching structure: (1) 'counselling time', involves teachers deliberately spending time with individuals within their classes in order to develop positive relationships; (2) an 'awareness talk', describes an activity at the start of each lesson whereby time is spent to re-focus the students on the goals of the RM; (3) 'activity time' relates to the physical activity part of the lesson, the time which addresses teaching and learning around the physical education curriculum. During this time it is important that the pedagogical approaches selected are also appropriate for achieving the goals of the RM. Towards the end of the lesson a group meeting occurs, a time when the students, as a group, have the opportunity to discuss events that have occurred in class. (5) 'reflection time', is time given at the end of the lesson for individual students to reflect on their own behaviour in relation to the goals.

- Hellison recommends five interaction strategies teachers might employ to support student progression through achievement through the levels: (1) Teacher talk –what the teacher says to the students; (2) Modelling (Being) – what the teacher does in the presence of students; (3) Reinforcement – a teacher's act to strengthen a specific attitude or behaviour, eg. praise, rewards; (4) Reflection time – teacher's facilitation of student reflection by instructing them to state or record the level(s) they self-evaluated themselves to be operating at during the lesson; (5) Student sharing – teacher's encouragement of student opinions relating to RM and its impact on their learning and behaviour.

- Four themes underpin *RM*: (1) the integration of RM goals with teaching and learning around the PE curriculum; (2) the transfer of learning about personal and social responsibility to contexts outside the classroom; (3) the empowerment of students; and (4) the development of positive teacher/student relationships.

Further information about the *RM*

- Dr Barrie Gordon (Barrie.Gordon@vuw.ac.nz).

For this inquiry, consultation was undertaken with a group of North Island teachers who were trained in this model by Dr Barrie Gordon and are currently implementing RM. Further examination of this model was undertaken, with subsequent follow-up visits to two of these teachers' schools.

Table 28: *Success case study school: Matai College*

Characteristics of Matai College
• Single-sex (girls) state secondary school (Years 9-13) located in a provincial city. There are approximately 1200 girls on the school roll and the socioeconomic decile rating is nine.
• Students are predominantly New Zealand European
• A lot of work has been done school-wide to reduce the extent of school bullying and relational aggression in particular.
How the *RM* is operationalised at Matai College
• At Matai College, RM depends on one person teaching the programme and providing the professional development for other staff. Teachers discuss their approaches and ask for feedback on specific aspects such as transfer. Teachers may visit colleagues' classes to observe RM lessons.
• Currently parents are less familiar with the programme so there is no real shared understanding between the wider school community.
• The principal, HoDs, form teachers, and some subject teachers (who are familiar with the goals of RM) support the programme. Not all of them necessarily understand the progressive levels of RM, unlike those students whose teachers are implementing RM.
• RM is implemented in Term 2 through the PE programme to Year 9 students.
• In the Year 9 PE lessons at Matai College, students demonstrate self-direction by signing in and working on individual programmes aimed at providing challenge.
• Lead teacher has also used RM in Year 10 throughout the year. Individual teachers may also implement elements of RM to other classes but not the full model.
• One Year 10 class is still working at the "respect" level, but the mocking attitude (laughing and whispering) displayed by some students towards their peers has long been replaced by a more friendly environment so that the recent dance unit was thoroughly enjoyed by all the class.
• The RM levels are referred to as goals (1-10 on board). At the end of the lesson students may be asked to grade a selected goal (which has generally been the focus of the lesson) on a scale of 1-10, tapping the appropriate number on the board as they exit the lesson. This is where the teacher picks up any discrepancies between her and the student's perception as to how that student worked on the goal.
• Success indicators are in the outcomes for students (improved self-awareness, social skills, and individual success). A key factor in the programme's success is that students take responsibility and a more proactive and mature attitude to learning by managing themselves (eg. rather than asking students to show their homework, completed work is out and ready for the teacher to view; catching up on missed work without prompting; and speaking respectfully to peers and teachers).

Table 29: *Success case study school: Kowhai College*

Characteristics of Kowhai College
• State, co-ed secondary school (Years 9-13) located in an urban city. There are approximately 499 students on the school roll and the socioeconomic decile rating is two. • Kowhai College caters for a diverse range of students, with the predominant cultures being Maori and Pasifika. • There have been issues around violence and bullying and efforts have been made to implement programmes that might engage some of its more at-risk students.
How the *RM* is operationalised at Kowhai College
• RM is taught to the Year 9 students via the PE Curriculum (e.g., volleyball and badminton). RM terminology is used in class, eg. What does it mean to be responsible? What does being socially responsible mean? • The class settle in with the *RM* counselling and awareness talk at the beginning of the PE lesson. Cards outlining the levels and examples for each level are pinned to the wall of the gym. At the start of activity, students fix their name (on velcroed card) below the level they are aiming for in that particular lesson. During the observation lesson, the majority of students put their names under the respect and self-directed learning levels. • Level 0 = Irresponsibility - not taking personal responsibility for behaviour (eg. blaming others for own behaviour; distracting class from learning; denying personal responsibility for own failures; and preventing teacher from teaching). • Level 1 = Respect - controlling behaviour enough that it does not interfere with other students' right to learn or the teacher's right to teach (eg. being quiet and listening when teacher is talking; not distracting classmates and getting them off-task; and treating others how you would wish to be treated). • Level 2 = Effort – participating, willing to play, accept challenges, practise, and generally working in class (eg. working at lesson without being distracted; keeping going when going gets tough; and working as best they can). • Level 3 = Self-directed learning – able to work successfully without direct supervision; can identify own needs and begin to plan out own PE programme (eg. working well without direct supervision; setting realistic goals and working towards achieving them; motivating self towards meeting goals; and not needing to be directed by teacher). • Level 4 = Caring – supportive, cooperating with others in class, giving support and showing concern, and helping when needed (eg. helping someone learn a skill that you know how to do; helping resolve a conflict between students peacefully; contributing to the class in a positive way; encouraging others who are making an effort; and not putting others down). • Level 5 = Transfer – are aware that the goals can be used in other situations outside of PE - perhaps being a role model to others (eg. respect at home – stopping yourself from hitting your brother even though you are really mad at him; effort – helping clean up after a meal; self-direction – doing homework without being told; and caring – helping brother or sister with a problem). • At the debriefing at end of the PE lesson, teacher asks individual students how they met their goals and requests examples of who was respectful and why. Teacher feedbacks on students he identified as achieving their goals and the reasons why.

The No Blame Approach

Table 30: Description of the No Blame Approach [78,102,103,104]

Characteristics of the *No Blame Approach*

- Maines and Robinson's approach is based on the theory that as bullying is an interaction that establishes group identity, dominance and status at a victim's expense, it is only through the development of values such as empathy, consideration, and unselfishness that the bully is likely to relinquish the behaviour and function differently in a social setting.

- Works on premise that to deal with bullying the social dynamic must be taken into account. By involving peer group, colluders and bystanders, it is possible to enhance the empathetic responses of pro-social (healthy, 'bully-proof') members of the group. This, in turn, has an effect on the behaviour of the instigator, who no longer has the group's consent to behave in a bullying manner.

- Useful in dealing with group bullying and name-calling when it is difficult to use more traditional remedies.

- Focus is on restoring relationships, not attributing blame or exacting retribution. Bullied students just want the bullying to stop and tend to be less worried about making sure the bullies are punished – so without blaming either party, both the bullies and the victim are included in the problem solving process alongside pro-social peers to help find a solution to the bullying.

- Key factor is assumption that bullying is a choice, thus bullies can equally choose supportive behaviours.

- The *No Blame Approach* shows how bullying depersonalises the victim and replaces this with a personalised expression of concern.

- Main reason that children do not disclose bullying is their fear of retribution from the bullies. An underlying assumption of the *No Blame Approach* is that reparation and restoration of the relationships can occur only when there is no threat of punishment or sanction. The desire to exact revenge is usually the product of being named and shamed especially where school authorities are informed and they adopt a punitive approach. Where it is used to protect students, the results may be short lived with no lasting change, because the underlying problem has not been resolved and retribution can also occur outside of school.

How the *No Blame Approach* is operationalised

- The step-by-step technique allows early intervention because it does not require having to prove that anyone is at fault.

- Involves a group of students (which will include bystanders as well as those directly involved in the bullying behaviour) being made aware of the victim's distress and helping to suggest solutions.

- Heightening the group's awareness of the victim arouses a sense of compassion or empathetic regard for the plight of the victim in terms of the effects of the bullying, not only on the victim, but on others known to them also, eg. family members.

- Bullying is a behaviour, not a personality, so when using this approach labelling the participants should be avoided, because talk of a victim and bully will reinforce the power imbalance that is an essential part of the bullying relationship.

- Important not to ask the victim to do anything different. If they had the personal skill and resources to deal with the problem they would already have dealt with it and being asked to adopt strategies that may not work will accentuate the helplessness.

- Links with the New Zealand Curriculum, there are no costs or real training involved, and classroom teachers, RTLBs, and school counsellors can easily and quickly respond to incidents of bullying by using this approach.

Further information about the *No Blame Approach*

- Evaluation reports.
- Books by Maines and Robinson.

Table 31: *Success case study school: Totara College*

Characteristics of Totara College

- Private, co-ed fully registered school (Years 7-13) located in a large urban city. There are approximately 1618 students on the school roll and the socioeconomic decile rating is 10.

- Boarding facilities.

- Totara College has a range of policies and procedures for managing bullying.

- Accepts that bullying will occur and have a variety of tools in the toolkit to counteract bullying. Examples of prevention and intervention approaches employed include *Kia Kaha, No Blame, Pikas Shared Concern* and *Travellers* (whole school approach to mental health) programme*.* The school aims to keep building on the toolkit.

- Relationships are key to the prevention of bullying in this school. If students have a relationship with a teacher, he or she is more likely to report bullying.

- This large secondary school has a number of staff involved in the pastoral care of its students. There are eight heads of houses, a head of Middle and Senior School, two Guidance Counsellors, one Careers Advisor, and one Chaplain.

- The Pastoral Care Committee is proactive in educating the students about cyber and text bullying. The school keeps a record of all students' cell phone numbers so they can be contacted when, for example, sporting events are cancelled, but it is also a valuable database to help deal with any abusive text messages between students from the school. If students use their phones between 8.30-3.30 pm they are confiscated until the end of the day. The school tries to work with rather than against the students to prevent bullying, e.g., staff regularly go into the Bebo site.

- The school also has carefully planned crisis management guidelines and procedures. The Guidance Counsellor of this school views schools as microcosms of society. He suggests that it is human nature to abuse power and that institutions make it easier to facilitate bullying.

How the *No Blame Approach* is operationalised at Totara College

- Any teacher can implement the *No Blame* approach, although in this school it is done as part of the counsellor's role. The seven-step process involves:

    1. Interviewing the victim. After finding out about the bullying, the counsellor starts by talking to the victim about his or her feelings. He finds out who is involved, but does not ask questions about the incidents.

    2. Convening a meeting with the students involved. The counsellor arranges to meet with the group of students involved. Ensures a balanced group (6-8) is formed by including bystanders and others in collusion with the behaviour, ie. those who joined in but did not initiate any bullying.

    3. Explaining the problem. The counsellor tells the group about how the victim is feeling, sometimes using a poem, piece of writing, or a drawing (produced by the victim) to emphasise his or her distress. The focus remains on the victim's feeling, not details of the incident or allocating blame.

4. Sharing responsibility. The counsellor does not attribute blame but states that the group is responsible for taking action and can do something about it.

5. Asking the group for suggestions. Each member of the group is encouraged to suggest a way to help make the victim feel better. The counsellor gives some positive responses but does not extract a promise of improved behaviour.

6. Leaving it up to the group. The counsellor ends the meeting by passing over the responsibility for solving the problem to the group and arranges to meet with them at a later date to check how things are going.

7. Meeting with the group again. About one week later the counsellor discusses with each student how things have been going. This helps him to monitor the bullying and keep the group involved in the process. The victim must be supported throughout this time by meeting informally on a regular basis to check on progress. This process usually takes about two weeks to have its desired effect.

• At Totara College, the *No Blame* Approach is implemented on a need to know basis, ie. the programme is conducted with the group of students involved in a specific bullying incident.

• A lot of time is involved in setting up the group to ensure its success. Sometimes the head of House or Middle/Senior School is involved as well as the Counsellor.

• The No Blame Approach might be discussed in the parent/teacher meetings, but the *No Blame* approach is probably best understood by the students and teachers involved in the programme.

• By sharing his knowledge of the *No Blame* approach with Heads of Houses, the Guidance Counsellor hopes that those deans feel confident and competent to implement the programme if the need arises. The programme is sustainable to the point that if the school's counsellor was to leave the school, he would ensure that the incoming counsellor knew the approach.

The Undercover Approach [105,106,107,108,109]

Table 32: Description of the Undercover Approach

Characteristics of the *Undercover Approach*

- Uses peer group relations strategically to interrupt bullying.

- Informed by the *No Blame Approach*, Bill Hubbard (Rosehill College) created this "undercover team" concept to tackle school bullying and violence.

- Shares same basic assumptions as *No Blame* but drawing on narrative counselling theory and the restorative practices literature, requires a philosophical commitment and not just an application of techniques.

- Aim of the undercover teams is to work as a counter-practice to bullying power by directly addressing the relational harm that has been done and to instigate change in the immediate relational context in which the harm has occurred.

- The sense of intrigue makes the setting up of the undercover team into a playful approach. More often than not the existence of the team remains a secret, except to the teacher.

- The irony of this approach is that these undercover agents facilitate turning bullies into protectors of their victims. Bullies are provided with an opportunity to "try out" positive behaviours without being blamed and have their power shifted so that they are given responsibility for a peer's wellbeing. They become accountable for their own behaviour and personally responsible to their team, to the victim, and to the class for changing their behaviours. Bullies benefit by gaining a new pro-social 'identity'. Rather than being "named and shamed", they get support to develop that identity and also anonymity to gain confidence with that identity.

- The *Undercover Approach* provides benefits to victims, bullies, and bystanders. Bullying is assumed to be relational and a product of the use and abuse of power. In this approach power is relocated to the victim because the victim decides when the bullying has ceased.

- Strengths of this approach: (1) its ability to break down cultural divisions by deliberately designing teams to include students from diverse backgrounds; and (2) no real costs are involved; and (3) links to the key competencies of the New Zealand curriculum.

How the *Undercover Approach* is operationalised

- Undercover teams are school-wide in the sense that teachers know of their existence, even if only a few have had the opportunity to experience their positive effects (when one or other of their students are involved).

- Enhances the "community of care" by inviting key people to participate in the resolution of a problem.

- Regular feedback to teachers through email keeps them included in the operations of the team and further enhances the sharing of concern and commitment to creating classrooms that are free from bullying.

- No more than one undercover team per class or the 'undercover' status will be exposed.

- Step-by-step procedures are outlined in the Kahikitea High School case study.

Further information about the *Undercover Approach*

- Evaluations of past team members show that all those students who have been members of undercover teams, including those who were the bullies, were willing to be considered for another team.

- Mike Williams, Counsellor (WJM@edgewater.school.nz) describes the process in an article obtained from www.dulwichcentre.com.au/explorations-2010-1-michael-williams.pdf.

Table 33: *Success case study school: Kahikitea High School*

Characteristics of Kahikitea High School

- State, co-ed secondary school (Years 9-13) located in a large urban city. There are approximately 905 students on the school roll and the socioeconomic decile rating is four.
- The school is multicultural.
- Parents, board of trustees, staff, and students are united in intent and desire to eliminate bullying and relational aggression at Kahikitea.
- Anti-bullying approach reinforced through structured lessons in the junior health curriculum and whole school assemblies.

How the *Undercover Approach* is operationalised at Kahikitea High School

Day 1:

- Interview the victim – establish the situation, outline the undercover approach, and complete the form together, including selection of the support group and notification of parents and teachers (if approved by student).
- Select the support group (a critical part of the process) – usually 6-7 members including the 2 worst bullies and 4 or 5 students who are non-bullying, non-bullied, and can keep a secret (with at least 2 being girls and 2 being boys).
- Consult teachers about the composition of the team.
- Guide the victim (who will have little confidence that others will want to help) to: (1) treat undercover team as 'friendly' rather than friends; and (2) keep undercover team a secret.
- Inform teachers of the undercover team.

Day 2:

- Assemble undercover team to tell the story (facilitator's tone is one of concern/helplessness, not anger/blame, to 'evoke' rather than 'provoke' emotional response).
- Hold the first undercover team meeting – talking the solution (magic question: "If you were going through the same thing, what would make a difference for you?" Develop the plan. Simple, practical, achievable ideas are best, perhaps with different people doing different tasks. Plan for secrecy).

Day 5:

- Check in with the victim, undercover team, and teachers to ensure undercover team is operating according to plan and to give encouragement.

Day 7:

- Follow-up with undercover team (meet at increasingly greater intervals; give acclaim if possible; and nurture group for future interventions).

Day 9:

- Meet victim to check if team has completed its mission.

Day 14:

- Meet undercover team to give out certificates/vouchers and plan for the long term. Inform teachers and ask students to fill in evaluation forms.

Virtues Project

Table 34: *Description of the Virtues Programme (VP)* [110,111,112,113,114,115,116,117,118,119,120]

Characteristics of the *VP*
• Motivated by the desire to reduce bullying, the vision of the *VP* is to support the moral and spiritual development of people from all cultures by helping them to live by their highest values.
• *Virtues* is a character development programme. It is a universal programme that is based on people's innate virtues in comparison to *values* education that is associated with cultural, moral, or religious based programmes. Virtues are innate good qualities of the human person and are much more elemental than values. While values are culture-specific, virtues are universally valued by all cultures.
• The mission statement is "to provide empowering strategies that inspire the practice of virtues in everyday life through programs of excellence and simplicity which support people of all ages to cultivate their virtues – the gifts of character".
• Based around five key strategies: (1) speaking the language of the virtues; (2) recognising teachable moments; (3) setting clear boundaries; (4) honouring the spirit; and (5) offering spiritual companioning. Fifth strategy (spiritual companioning) was specifically developed for parents, school counsellors, and teachers of older children so not always implemented into primary schools.
• Schools gain well-developed language systems for their virtues/values.

How the *VP* is operationalised
• Some schools in New Zealand and, in particular, schools of special character (eg. catholic schools), might incorporate their Christian values into the school's curriculum and/or alongside a virtues programme.
• In this programme, teaching virtues can be implemented into the curriculum, discipline system, and social environment of any school.
• Using target words (in this case virtue words) can increase children's cognitive and emotional development, thus virtue words relevant to bullying such as self-discipline, assertiveness, justice, and responsibility may help in the prevention of bullying by raising students' awareness and understanding.
• Typically schools take one value per week and incorporate it into the daily life of the school. That virtue is tied to everything the school does throughout that term.
• *VP* has affordable resources and trainers within New Zealand, fits with the New Zealand Curriculum, is highly regarded and accessible to schools and parents.

Further information about the *VP*
• *Virtues Project* New Zealand is a registered non-profit charitable trust to promote the *VP* (www.virtuesproject.org.nz).
• Information about this programme can be obtained from http://www.virtuesproject.com/index.php.
• Popov, L. K. (2000). *The Virtues Project educator's guide.* Torrence, CA: Jalmar Press.

Table 35: *Success case study school: Manuka School*

Characteristics of Manuka School

- State, co-ed, integrated full (Years 1 – 6) primary school (but currently catering for students in Years 1-6) located in a large urban city. There are approximately 228 students on the school roll and the socioeconomic decile rating is 10.

- Parents and students are part of an active Catholic community with strong links to the parish and inclusion of all community members. The Catholic special character and Mercy tradition steers the academic and pastoral life of Manuka School. Gospel *values* are embedded into the educational programme. Thinking is articulated and actions based on the school's mission statement and core values.

- The success of the school wide approaches to prevent bullying are measured by the reduced amount of conflict recorded in the duty book. There is a perception from teachers of happy children playing well together. The students reinforced the perception that bullying in the school is minimal and articulated feeling confident and competent in dealing with bullying if it happens to them. They were able to describe the same policies and procedures reported by the teachers to keep them safe at school.

- Targeted approaches to prevent bullying include educating pupils on appropriate behaviour for specific situations including rights, responsibilities, and consequences of their actions. The children clearly articulated their understanding of the targeted approaches and how their teachers would respond to misdemeanors, eg. thinking book, red book, yellow leaflet, class treaty.

- The school's *health and safety* policy sets out guidelines for how incidents of bullying will be managed. Procedures include class treaties, thinking books, thinking chairs, and behaviour education leaflets. The *Behaviour Education Guidelines* leaflet were developed by the school's teachers and children to develop a community environment which is permeated by the spirit of the Gospels and assists every individual to develop personal responsibility. Incident Communication Sheets are shared with caregivers of the children involved.

- Professional development to support staff in providing a safe physical and emotional environment includes staff discussions at the beginning of the year that are continually revisited throughout the year. Guest speakers (eg. Celia Lashlie and people involved in the *VP*) have provided guidance on how home and school can "speak the same language". Further professional development is undertaken in the Police Youth Education Service's programme components for educating teachers.

How the *VP* and *Values Education* is operationalised at Manuka School

- The Mercy values of *truth, justice* and *compassion* guide the values programme. This manifests itself in keeping children's dignity intact after they have done wrong.

- A shared understanding of the programme is gained through the school's mission statement, assemblies, prayers, and school newsletters, and is practiced through classroom work and playground expectations. At Manuka "everybody speaks the same language".

- The school uses two key books considered to be a helpful starting resource. Used in conjunction with other supporting material, the virtues are woven into the religious education curriculum, the New Zealand Curriculum, and the school curriculum. Teachers relate these virtues to the children's lives and also integrate them with the values of the school's bible teachings. The virtues are regularly affirmed in assembly through prayer and the principal's discussion.

- The virtues are chosen each term and explored in class programmes through their integration into curriculum themes. Manuka School has a small staff, which facilitates the shared planning during syndicate meetings. During this time the teachers choose which virtues will go best with the curriculum and what they are currently teaching.

- During the visit to Manuka School a lesson teaching the virtue of *understanding* was observed. Through a variety of quality teaching activities the students explored questions such as: (a) What is understanding? (b) How does it help to have understanding? (c) Why and how do you practise understanding? (d) What would understanding look like, feel like, and sound like?

Kiwi Can [46,121]

Table 36: *Description of the Kiwi Can programme*

Characteristics of the *Kiwi Can* programme

- A whole school life skills and values based programme, administered by the Foundation for Youth Development. Also described as a motivational and relationship-focused programme.

- Philosophy of *Kiwi Can* is: praise, challenge, excel, encourage, achieve.

- By positively affirming the "I can" message, this programme teaches students that a better future for New Zealand begins with the attitudes and aspirations of the individual.

- Programme builds children's self-esteem by helping them to: (1) gain a sense of self-worth and self-confidence; (2) respect themselves and others; and (3) be better prepared to handle life's challenges and opportunities by adopting a "can do" attitude.

- Underpinning belief that by supporting the individual, building self-esteem, and strengthening basic values, a real change can be made to avoid the downward spiral of educational failure, antisocial behaviour, and crime.

- Attempts to bring about change at both an individual level (getting children to think about their behaviour and take responsibility for their actions) as well as at a wider whole school level (by working with the principal and teaching staff to make the whole school culture and ethos more positive and supportive).

How the *Kiwi Can* programme is operationalised

- *Kiwi Can* leaders (one male and one female), who are employed and trained by the Kiwi Can Trust, deliver interactive, fun, and high-energy lessons with constant praise and encouragement in primary and intermediate schools (years 1-8).

- Use games, songs, drama, and physical challenges to teach core values such as respect, honesty, integrity, and life skills such as teamwork, communication, and problem solving. Leaders also run school and community projects to encourage the students to have pride in themselves, their environment, and their community.

- *Kiwi Can* leaders interact with students at lunchtime and intervals, organise and accompany students on outings, and sometimes attend school camps.

- Leaders are not qualified teachers – but they are young, positive, and accessible role models who are able to connect with children.

- Specifically caters for students in low decile schools (decile 1-3) and operates across New Zealand.

- Each class in the school attends a weekly *Kiwi Can* lesson accompanied by the class teacher.

- The lessons are based on themes decided by the schools but they are encouraged to select modules from one overall theme each term to give overall cohesion to the term's learning. Such temes include: respect; relationships; integrity; resilience; environment and community; health).

- Three to five lessons are spent on each module. Some modules (eg. bullying) can go across a number of themes. These themes also provide students from each *Kiwi Can* school with opportunities to contribute to their community in some way, which develops a connectedness and engagement with their communities.

Further information about the *Kiwi Can* programme

- *Kiwi Can* website (http://www.fyd.org.nz/kiwican).

Table 37*: Success case study school: Rata School*

Characteristics of Rata School

- State, coed full (Years 1-6) primary school located in a provincial city. There are approximately 334 students on the school roll and the socioeconomic decile rating is three.
- For the majority of students, the school ethos and anti-violence strategies are working. Teachers now rarely have to break up physical fights.
- Students know the expectations (which are the same for all) and what the consequences are for inappropriate behaviour.
- Being a small town, teachers have a good knowledge of students and their backgrounds.
- There is a collegial bond between teachers who "adopt a whole school responsibility for little Johnny".
- Before the *Kiwi Can* programme, Rata School ran a privileges programme each Friday with a big privilege available at five weekly intervals. Implementation of this programme involved identified minor and major behaviours that brought better consistency to whole school behaviour management.
- *Cornerstone Values* have been incorporated into the school programme.
- It has taken a long time but all staff are "now on the same page". The staff determined what works for them and what doesn't and came up with a plan for the whole school that seems to be successful most of the time.
- There is a three-step approach to learning new behaviours: (1) exposure; (2) talking about it; and (3) action.

How *Kiwi Can* is operationalised at Rata School

- Kiwi Can has operated in Rata School since 2005 and has seen some excellent changes in students' attitudes and behaviour during that time.
- Issues for teachers are locked into the Kiwi Can programme that day and integrated into the class issues.
- This school chose to incorporate *Virtues* into its *Kiwi Can* programme and the two programmes were integrated to provide students with consistent and clear messages about the behaviour expected of them.
- It is a whole school programme, with all students attending a Kiwi Can lesson once a week, every week of the school year (in a spare classroom especially designated as the Kiwi Can room).
- Delivered by two Kiwi Can leaders (male and female), the lessons involve highly interactive and hands-on fun activities and games that keep the children focused.
- All teaching staff are given professional development on the Kiwi Can programme and are required to sit in on their class lessons. They are provided with copies of the units beforehand so they know what is being taught in each session and can reinforce the learning afterwards. The content is communicated to parents via the weekly newsletter. The Kiwi Can leaders communicate with class teachers outside the lessons and interact with the students in the playground each day.
- There is a shared language, eg. children will say, "that wasn't very respectful".
- Bullying awareness is raised in the "Wits" role play (the outcome of the skit being "using my wits worked").

Roots of Empathy – Puna Atawhai [122,123,124,125,126,127]

Table 38: *Description of the Roots of Empathy (ROE) programme*

Characteristics of the *ROE* programme

- New Zealand version of the Canadian programme founded by Mary Gordon and introduced into New Zealand by the Peace Foundation.

- An evidence-based classroom programme that has been shown to reduce levels of aggression among students while at the same time raising social/emotional competence and increasing empathy.

- Through experiential learning lessons, the baby becomes the "teacher" (often wearing a t-shirt with the word "Teacher" boldly printed across the front) and the parent/baby relationship becomes the "lever" – which the instructor uses to help children identify and reflect on their own feelings and the feelings of others.

- The emotional literacy that is taught within the *ROE* programme lays the foundation for safer and more caring classrooms so that children become the "changers".

- Goals are to: foster development of empathy; develop emotional literacy; reduce levels of bullying, aggression, and violence and promote children's pro-social behaviours; increase knowledge of human development, learning, and infant safety; and prepare students for responsible citizenship and responsive parenting.

- Aims to break the intergenerational cycle of violence and poor parenting, with the long-term objective of building this next generation's capacity for caring and compassionate citizenship and responsive parenting (eg. by observing the baby's interactions and attachment to the parents).

- Short-term focus is on raising levels of empathy, resulting in more respectful and caring relationships and reduced levels of bullying and aggression. Rationale is that if children become more empathetic they will be less likely to physically, psychologically, and emotionally hurt each other through bullying and other aggressive behaviours.

- Its success has been attributed to the universal nature of the programme where all children are positively engaged rather than simply targeting bullies and aggressive children, as well as the universality of the parent-child relationship and irresistibility of the 'teacher', the baby.

How the *ROE* programme is operationalised

- At the centre of the programme is a baby and parent from the school community who visit the classroom every three weeks throughout the school year, along with a trained *ROE* instructor who teaches the students to observe the baby's development, celebrate milestones, interact with the baby, and label its feelings.

- A *Liaison Person* in each area locates schools to be part of the programme and to ensure those schools are well informed about their role. The schools are helped to locate a suitable parent and baby if necessary.

- The Liaison Person also assists in locating instructors to run *ROE*, coordinates their training (that is undertaken by a Canadian tutor), and supports them throughout the year.

- Using a specialised lesson plan for each visit, the *ROE* instructor also visits the class before and after each family visit to prepare and reinforce teachings.

- Programme attempts to educate both the mind and the heart, with cognitive aspect of empathy being perspective taking and affective aspect being emotion.

- Messages of social inclusion and consensus building activities also help to change the classroom climate by creating a caring culture and ethos.

- The *ROE* curriculum is divided into nine themes related to infant development, with three classroom visits supporting each theme (a pre-family visit, family visit, and post-family visit) for a total of 27 visits.

- Many of the activities are integrated into the curriculum, eg. students use their mathematical skills to measure and weigh their baby and to chart its development; write poems and music for the baby; and read and write stories about emotions.

Further information about the *ROE* programme

- New Zealand Peace Foundation.
- Websites: rootsofempathy@peacefoundation.org.nz; www.peace.net.nz; and www.rootsofempathy.org.

Table 39: *Success case study school: Mako Mako School*

Characteristics of Mako Mako School
• State, co-ed contributing (Years 1-6) primary school located in an urban city. There are approximately 99 students on the school roll and the socioeconomic decile rating is one.
• This small multicultural school does not have a 'problem' with bullying because it is proactive in a number of ways; however, teachers are not complacent and are aware of the need for constant vigilance.
• Giving them the language to describe feelings and to recognise the emotional state and needs of others helps to build the emotional literacy of the children. At Maka Mako School it has changed the climate of the classroom and playground in a gradual but lasting way.
• The targeted approach is contributing over time to building children's empathy and self-efficacy in handling different kinds of violence. This school expects long-term rather than short-term effects to be seen.

How *ROE* is operationalised at Mako Mako School
• *ROE* is part of a whole-school approach to building positive social skills in all its students.
• The programme is delivered to Room 6 and shared by reporting to school and community. The same classroom teacher has been part of the programme during the two years it has been running at Mako Mako and she is very committed to it.
• The principal (who knows her students well) has trained to be the instructor and she delivers the programme in her school.
• The aim is to have all year 5 children participating in the programme.
• Classroom teachers play an important part in delivering ROE programmes. They are present in every lesson; know in advance what the theme is and what is to be covered in the lesson. They also do a lot of the recording and follow-up work with their classes.

Table 40: *Success case study school: Kanuka School*

Characteristics of Kanuka School

- State, co-ed contributing (Years 1-6) primary school located in a large urban city. There are approximately 340 students on the school roll and the socioeconomic decile rating is nine.

- Students come from diverse backgrounds and abilities (a special education unit is part of the school).

- There is a good partnership between parents and school.

How *ROE* is operationalised at Kanuka School

- Kanuka sees *ROE* fitting perfectly with the New Zealand Curriculum because it encourages students to be confident and connected citizens and to develop values of respect, diversity, equity, community, and participation. In terms of key competencies, *ROE* fits particularly well with Relating to Others and Managing Self, and is aligned to the Health and Physical Education achievement objectives as well as to other Learning Areas.

- After undergoing training in February, the *instructor* next does a home visit to the potential *ROE* family before running the 27 sessions from mid-march through to mid-November.

- The *ROE* instructor at Kanuka School is a previous staff member (currently at home with young children). The school is advantaged by the instructor's familiarity with the children she is teaching.

- The *class teacher* supports the instructor by taking photographs and notes, so that they are able to pick up on teachable moments or extend the learning throughout the week.

The Liaison Person facilitates a shared understanding of ROE and encourages the school to share the programme with its whole school community.

Rock and Water [128,129,130,131,132,133,134]

Table 41: *Description of the Rock and Water programme*

Characteristics of the *Rock and Water* programme

- Developed in the Netherlands by Freerk Ykema, this youth development programme was initially designed to support boys, aged 10 to 15 years, in their growth to manhood. Has now been adapted for girls, as well as young people with severe behaviour difficulties and students in school and residential care settings.

- Specific goals are to: (1) assist young people to be conscious of their own power and responsibility for their development towards adulthood and within society; (2) develop students' self-confidence, self-knowledge, self-respect, boundary awareness, self-awareness, and intuition to facilitate self-realisation; (3) ensure self-realisation develops alongside morality by teaching respect for people with different lives and opinions through discussions about standards and values; and (4) teach young people (particularly boys) how to deal with energy, strength, and powerlessness so that they learn how to defend themselves from violence and also gain awareness of boundaries and know when they are crossed.

- By raising awareness of the sense of purpose and motivation in students' lives, *R & W* progresses through simple self-defence, boundary, and communication exercises to the development of a strong concept of self-confidence.

- Growth to adulthood process is facilitated through the specific teaching of: (1) self defence; (2) standing up for one's self; (3) awareness of personal responsibilities, qualities, and responsibilities; (4) the inner compass (directing personal development and forces within); and (5) the inner undercurrent (awareness of connectedness and solidarity).

- Programme centres on themes of safety and integrity and a significant component is related to issues around bully/victim behaviours. There are four key themes: (1) Grounding, centring, and focusing; (2) The golden triangle of body-awareness, emotional awareness, and self-awareness; (3) Communication; and (4) The rock and water concept.

- A house analogy explains the structure and goals of *R & W*. Called the 'Rock and Water mansion', the house is founded on three foundation stones: self-control, self-reflection, and self-confidence. In this mansion there are five levels/floors: (1) safety; (2) assertiveness; (3) communication and social skills; (4) the inner compass; and (5) solidarity and spirituality.

- A key outcome is a reduction in classroom and playground incidents of school bullying and violence.

How the *Rock and Water* programme is operationalised

- Linking physical exercises with mental and social skills training, the *Rock and Water* programme fits comfortably within the New Zealand Curriculum.

- Topics covered in this manual-based programme include: intuition, body language, mental strength, empathetic feeling, positive feeling, positive thinking, and positive visualising, with discussions around bullying, sexual harassment, homophobia, life goals, desires, and following an inner compass.

- The basic programme (safety, assertiveness, communication, and social skills) is suitable for children aged from nine years, but the second part (the inner compass and solidarity) is only suitable for young people aged 14 years and over.

- While a number of co-educational schools successfully run the classes together, conducting gender-specific groups is recommended because of differences in the ways that boys and girls interact and communicate their needs and emotions.

- To teach *Rock and Water,* educators must first undergo specific professional development of which participants have a choice of seminar options (three-day seminars, whole-school workshops, and advanced training).

Further information about the *Rock and Water* programme

- Official websites: www.newcastle.edu.au/centre/fac and www.rockandwaterprogram.com.
- NZ liaison person, Robin Schofield (RTLB), email sd@naenae-college.school.nz.

Table 42*: Success case study school: Pohutukawa College*

Characteristics of Pohutukawa College
• State, co-ed secondary school (Year 9-15) located in a large urban city. There are approximately 1663 students on the school roll and the socioeconomic decile rating is eight.   • Has worked hard to overcome bullying issues.
Case study focus: *Rock and Water* (*R & W*) programme
• Reduced incidents as students become aware of their body language, what bullies are looking for, and how to stop a bully.   • Students develop self-control, which enables them to maintain a 'level head' and assess situations before deciding their best course of action.   • Students develop their own body awareness by participating in exercises that highlight a particular skill or emotion. Empathy for others is developed once self-awareness is developed.   • The programme is backed up with high quality resources (eg. teacher manuals, DVDs of the exercises and role play situations, a theory book, and a publication of case studies, as well as the R & W website).
How *Rock and Water* is operationalised at Pohutukawa College
• In addition to the school newsletters that are used to promote R & W, parents receive information via a letter at the start of the programme.   • Skills become transferable and relevant through the provision of many scenarios.   • Girls and boys are taught together, facilitated by both a male and female teacher.   • Once teachers have completed the advanced training, they can deliver one-day training to other staff.   • Programme is based on physical exercises and is co-taught in the gym (in the timetabled Social Studies period) by the RTLB (who is an accredited R & W trainer and the main driver of this programme within New Zealand) and the school's Social Studies teacher who has participated in the professional development course.   • Started small by first introducing programme to one Year 9 form class, through one curriculum area, with aim of extending to all Year 9 students so its influence continues through those students' years at school and gets embedded into the school's ethos.   • Staff who have participated in the training meet regularly and work towards implementing the programme with other staff so they can work with the students as well. This enhances collegiality and enthusiasm.   Staff develop a joint understanding of the language and ethos behind Rock and Water and use this language when working with the students.

Table 43: *Success case study school: Kowhai College*

Characteristics of Kowhai College
• State, co-ed secondary school (Years 9-13) located in an urban city. There are approximately 499 students on the school roll and the socioeconomic decile rating is two.
• Kowhai College caters for a diverse range of students, with the predominant cultures being Maori and Pasifika.
• There have been issues around violence and bullying and efforts have been made to implement programmes that might engage some of its more at-risk students.

How *Rock and Water* is operationalised at Kowhai College
• *Rock and Water* is a "tool in the kete" and contributes to the range of strategies adopted by the school to improve the behavioural outcomes of its students. For example, the *Responsibility Model* is another of its tools.
• Three teachers who participated in the R & W professional development training work together to co-teach this programme to five of the school's most at-risk boys.
• Once a week, the boys come out of class to a spare classroom and participate in the *R & W* programme.
• The lesson progresses through a fun warm-up session, breathing exercises, energy and balance activities, forming a square to practise grounding, setting boundaries, and finally ending with a debriefing session.
• The more students participate, the more common the language and behaviours become.
• Based on the programme's adaptation to the New Zealand context and language, motivational talk includes an analogy to "the warrior inside". Thus, the boys are talked up as "warriors" and positively affirmed throughout the lesson (eg. "I have huge respect for [name] because …").

Summary of anti-bullying approaches and programmes

This inquiry by the Office of the Children's Commissioner found that the case study schools offered a range of programmes, taking more of a "tools in the toolkit" approach. Some of the programmes highlighted had a specific focus on bullying, but other whole school approaches incorporated a wider focus on student safety and wellbeing and, in some cases, a specific focus on health and social wellbeing. Helping young people fully develop their personal and social values and skills was considered by some schools to be as important as participation in violence prevention programmes.

Some programmes were more expensive, and a greater number of evaluative studies had been conducted on programmes that had been on the market for any length of time. In general, if a programme: (a) already has affordable resources and trainers available in New Zealand; (b) is in agreement with the current curriculum development goals; (c) can be readily accessed by schools and parents; (d) appears to be acceptable to schools and parents; and (e) reduces problem behaviour, it would be preferable to even well established interventions based in other countries which usually require university trained implementers and are more expensive and less accessible to New Zealand schools.[113] However, no matter which programme is introduced, before implementation schools must already have effective policies and procedures in place. This will ensure that schools know how to respond appropriately, depending on the type of violence or abuse that occurs. The school community should be involved and prevention made a publicly announced priority. After assessing the school's safety (possibly via ERO's school self-review questions), a committee could be established to lead the school through its development of a whole school approach to bullying and violence. Resources such as PPTA's *School Anti-Violence Toolkit* may be helpful in this regard.

Some educational programmes for children target the prevention of violence. The aims of such programmes are to teach young people about the risks of using violence. Although they encourage alternative strategies for resolving conflict and discourage drug and alcohol abuse that can lead to violence, these programmes show minimal effectiveness.[135,136]

Antiviolence programmes aimed at empowering potential victims usually teach the child about good and bad touching, and their right to control what happens to their body, as well as the

importance of disclosing to a trusted person who can help. The literature suggests that there is not enough evidence to guarantee the effectiveness of these programmes. It is not known to what extent children in these programmes apply their new knowledge in their own lives. There is also little evidence that children who do or do not participate have been better able to prevent sexual abuse happening to them. There is an added risk that these programmes may increase children's fear of innocent adults and there is evidence that teachers worry about this possibility.[135]

Students exposed to child abuse, violence, and bullying require intervention programmes that will enhance their social and emotional development and their social competence with peers. Some will need support to develop their social sensitivity and others will need support to manage their anger and to regulate their own behaviour.[135] Schools could lead the way in providing the safety and the effective educational programmes by which children can learn to reduce and prevent violence.[137]

Primary prevention programmes are designed to reduce the risk of violence by educating students about violence and bullying and how it may be avoided or prevented. These programmes are readily available but schools should be discerning (as were the case study schools) about which ones they choose (it is always better to use comprehensive programmes that have been evaluated for their effectiveness). For best effect, these programmes require long-term follow-ups.

It is possible to substantially reduce bullying problems in schools with a suitable intervention programme.[32] Successful school-based programmes encourage students, teachers, and parents to share responsibility for changing the school culture.[32] These programmes include a strong message to students and their parents that bullying would not be tolerated and that there would be quick intervention when incidents occurred. Effective programmes have common attributes: they are introduced systematically throughout the whole school; include good data-gathering systems; facilitate effective problem-solving; allow the school staff to take ownership for meeting the needs of its school community; and are sustainable over a long period of time. The case study schools clearly demonstrated that the only programmes that are effective in addressing the problems of violence and aggression in schools are those that attempt to alter the school environment rather than focus on the bullies and victims alone.

But while such programmes have proven to be successful, isolated prevention efforts will not reduce the incidence of violence. For the same reason that violence is not caused by a single factor, prevention and intervention efforts will require a coordinated system of services directed at the individuals, families and society.[135]

Section eleven: Discussion and conclusions

The cause of school violence has been attributed to a variety of reasons, the main ones being individual behavioural characteristics of certain students and how that antisocial behaviour plays out in school, as well as how the school environments themselves contribute to violent and bullying type behaviour. More often school violence is a combination of all three.

By its very nature, bullying is a systemic, ongoing and complex set of behaviours. First, someone has to feel victimised. Bullying can only happen if the recipient feels bullied. When should aggressive acts at school be called bullying and when should they be called violence? Inconsistency in the ways that schools defined violence and bullying is a key finding of this project. That schools *defined* these terms differently and in some cases *responded* completely differently to the various incidents they experienced is not really surprising because there are also definitional issues in the research literature related to the concept of violence.

Not every act of aggression or violence is bullying. It should only be described as bullying if there is ongoing victimisation. It is important that schools ascertain the nature of the aggression, and in particular, whether the victim has experienced persistent and ongoing acts of aggression. Furthermore, gang rivalry erupting in the playground is another form of violence altogether and should not be confused with bullying. But does the label really matter? More important is that whatever the name given to it different acts require different responses.

Indications are that New Zealanders have a high tolerance for violence and bullying, and while schools cannot be responsible for the ills of society, they can make a difference in how violence is dealt with. Most schools operate effectively and appropriately and have clear policies to ensure these behaviours are addressed. Some of the most recent literature supports the view that school is increasingly becoming a safer place for most New Zealand students.[138,139] Preventive approaches will help reduce school bullying and violence – but it will still happen despite schools' best efforts – and teachers need to understand how to deal with bullying when it does occur.

We know that most bullying incidents have witnesses, therefore bullying can only occur if the bystanders allow it to happen by not intervening. Some bullies intimidate others to gain peer

approval or for the benefit of an audience in the playground. Youth culture and the desire to belong contribute to students' reluctance to step outside their peer group and it takes courage to stand tall beside the young person being isolated or hurt by the group. But if peers are part of the problem they should also be part of the solution because peer disapproval has the potential to reduce bullying in any context. As bystander or peer intervention is the most effective means of controlling behaviour, parents and teachers both need to encourage and empower children to speak out. Effective schools understand the importance of involving their students in a whole school approach to eradicate bullying.

While the case study schools in this inquiry might have used different approaches and strategies to build their positive school cultures, over time the benefits were the same. Their students showed a greater liking of their class and school; they articulated concern and empathy for others' feelings; seemed motivated to be kind and helpful to their peers; and possessed good self-esteem and conflict resolution skills. The school culture established a sense of belonging and connectedness ("this is the way we do things here"). To complement their whole school approach, they often implemented a number of educational programmes and strategies that were "tools in the toolbox" and easily aligned to the New Zealand Curriculum.

Enablers and barriers to school safety

What other factors contribute to effective or ineffective practices around school safety? Informed by a comprehensive review of the literature,[48] the following factors have been found to either enable or act as barriers to school safety.

Table 44: *Identified enablers and barriers to school safety*

Enablers to school safety

- Acknowledgment that bullying behaviour is a risk to be managed.[44]

- Good policies define bullying and the school's position against it, and outline procedures to discourage bullying and help victims.[49]

- Involvement and education of parents increases the effectiveness of their schools' anti-bullying measures.

- Establishing a school-wide Code of Conduct that clearly specifies appropriate and inappropriate behaviour as well as providing clear guidelines for teachers will facilitate a shared understanding and consistency.

- Providing training for staff in recognising and responding to bullying.

- Keeping a log of all bullying incidents detailing who was involved, where it occurred, how often it happened, and the strategies employed to address the problem can, over time, identify behaviour patterns and the most successful interventions.

- Establishing a confidential reporting system encourages students to disclose. 'Bully boxes' where students can place anonymous notes are successful in some schools.

- Conducting anonymous student surveys about student safety at school.

- Adopting a culture of 'safe telling', with students understanding it is part of the school's ethos, will ensure that student interactions do not insinuate messages about the acceptance or rejection of particular students.

- Implementing strategies, programmes, and interventions to prevent and manage bullying. Anti-bullying programmes most likely to be successful are the ones that shift the balance of power from the bullies to the silent majority of students who are upskilled and empowered to confront the bullies.

- Ascertaining the success of these strategies, programmes, and interventions through self-review.[44]

- Increased adult supervision in common "hot spot" locations around the school (eg. playgrounds, toilets, bus stops, and corridors), especially at commonly "less supervised" times (eg. class changes, intervals, and lunch times) helps to prevent bullying/violence.

- Reducing the amount of time spent with minimal supervision is also effective in some schools (eg. shorter lunch breaks and class changes). Staggering class release times has enabled schools to reduce the numbers of bully-victim problems at any one time and makes identification of bullying incidents easier.

- Anti-bullying programmes are less likely to succeed when staff perceive teaching the anti-bullying programmes to be an added burden because of insufficient support, lack of time, and inadequate training etc.

- Implementing reactive measures such as metal detectors or surveillance cameras to increase security at school has not been proven in the research literature (interestingly children and young people consulted in this inquiry consistently identified this as a potential strategy for reducing the incidence of bullying).

- Encouraging students to "stand up" to bullies without adequate support from peers or adults may be harmful and physically dangerous for victims.

- Providing self-esteem training for bullies and training students in conflict resolution and peer mediation may both be misguided approaches and could actually act as a barrier to bullying prevention. Research suggests that most bullies do not lack self-esteem and while peer mediation programmes may resolve conflict between peers of equal status, the power imbalance between bullies and victims might further victimise students who have been bullied through the continued abuse of power.

- Adopting *'zero tolerance'* policies that rely on exclusionary measures such as suspension and expulsion. They do not change the bully's behaviour and, indeed, may exacerbate it because after being excluded the bully has even more unsupervised time than if he or she had still been at school.

Responsive schools are the key to reducing the prevalence and incidence of bullying and violence among students. Responsive schools understand that a safe learning environment is one that "recognises that bullying is unacceptable and where policies are adopted to ensure it does not flourish" (p. 9).[49] Rather than reacting to incidents when they happen, these schools are proactive in the way they respond to bullying. In other words they are responsive rather than reactive. In the same way that this report recommends different reporting and notification approaches, so too should the various forms of bullying be treated differently. Serious assaults will go down a different track to incidents of relational aggression among friends. While the emotional impact may be similar, serious physical assaults are likely to involve the police, whereas relational aggression would be best dealt with through a restorative justice approach. In a school setting, where victims simply want the bullying to stop, restorative practices are particularly successful in bringing about restoration and healing.

Furthermore, as stated by Kazmierow and Walsh:

> The standards which assist education providers in eliminating bullying are extensive, and practical steps to diminish bullying are well documented. To minimise the risk of expensive litigation and to meet legal and ethical obligations, the challenge is for schools to commit to school wide policies, and to 'walk the talk' in a consistent and steadfast way (p. 128).[39]

A first step in committing to the eradication of bullying is the 'acknowledgement that bullying exists in the school', and until this acknowledgement is made, any interventions, anti-bullying strategies, or initiatives will not get to the essence of the problem. The challenge is to alter the school environment rather than focus on the perpetrators and victims alone.

The key message therefore, is the need for a 'whole school approach' that is embedded in the culture and ethos of a school and its community. Effective intervention requires 'immediate action' and the majority of approaches view professional development of teachers as a prerequisite to building a safe school culture. The research strongly suggests that students' social relationships at school will be best supported when there are changes at the level of the classroom, but most importantly, when there are systemic changes that focus on the school as a caring community. A whole school approach encourages students, teachers, and parents to share responsibility for changing the school culture and developing positive school climates that discourage bullying and encourage students to care about each other. The Office of the Children's Commissioner shares this view.

So we know what works: shared ownership of a whole school approach, underpinned by clearly stated policies and procedures that incorporate a common definition of bullying, violence and abuse; clear guidelines for reporting and recording; established systems for disclosures within a culture of safe-telling; and planned prevention and intervention programmes integrated into the school curriculum, with the effectiveness and impact of those anti-bullying initiatives evaluated through a regular self-review programme. Aggressive, violent, and bullying antisocial behaviour will only be effectively reduced when the intervention involves an ongoing commitment at multiple levels, with individual, family, classroom, school, and the wider community combining to achieve this goal.

Recommendations for schools

The following recommendations, grouped under four categories, are made in the Office of the Children's Commissioner's report on school safety:

1. Whole school approach
- Perceive bullying to be a whole of community response.
- Involve the school community. The principal should publicly announce the school's commitment to the prevention of violence and bullying.
- Ensure that prevention and intervention strategies and programmes consider the school climate as a potential contributing factor in promoting or inhibiting bullying.
- View bullying as a group phenomenon that recognises the diversity of experiences along the bully/victim continuum, including students as bystanders and reinforcers and the contribution of peers in relational aggression.
- Implement whole school approaches and violence prevention programmes.
- Adopt a zero tolerance *attitude* to violence and bullying, but do not adopt exclusionary zero tolerance *policies.*

2. *Policy and procedures*
- View bullying, violence, and child abuse separately according to the agreed on definitions.
- Adopt consistent procedures as suggested in the flowcharts.
- Develop crisis procedures for rapid response to serious incidents of violence.
- Implement procedures around mobile phone use at school.
- Know the appropriate legislation and policies relevant to students' safety at school.
- Establish a confidential reporting system for students.
- Establish a safety web and safety advocates.
- Integrate anti-violence strategies into the existing school curriculum.
- Consider employing a school counsellor in primary schools to manage the restorative practices, the anti-bullying approaches, and the children wanting "a safe place" during interval and lunch times.

3. *Ongoing review and professional development*

- Conduct regular and ongoing self-reviews of anti-violence policies and procedures. This should also involve an assessment of the school's safety and subsequent implementation of correction procedures in light of the review.
- Undertake professional development for teachers. This training should also be available to teacher education students to ensure that all teachers know how to identify bullying and how to intervene.
- Conduct staff training on the school's anti-violence and bullying policies and procedures.
- Be discerning about which anti-bullying programmes to use.

4. *Collaborative responses*

- Respond immediately so that students and their families feel confident about the school's commitment and response to issues of bullying and violence.
- Use the police and other agencies when the need arises (eg. serious incidents involving assault).
- For less serious incidents, invite the school's Youth Aid officer to the restorative conference (ie. when schools run a restorative conference, as opposed to a Youth Justice one). This will forge good school/police partnerships.
- Access support and coaching on how to deal with the media.

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