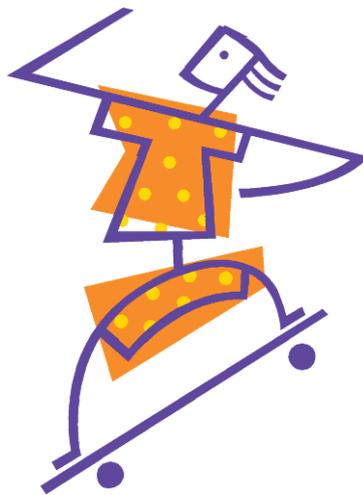


Taking Action Keeping Safe



a resource for student
leaders to counter bullying

Taking Action Keeping Safe



a resource for student
leaders to counter bullying

© New South Wales Department of Education and Training, 2005.

RESTRICTED WAIVER OF COPYRIGHT

The printed material in this publication is subject to a restricted waiver of copyright to allow the purchaser to make photocopies of the materials contained in the publication for use within a school subject to the conditions below:

1. All copies of the printed material shall be made without alteration or abridgment and must retain acknowledgment of the copyright.
2. The school or college shall not sell, hire or otherwise derive revenue from copies of the material, nor distribute copies of the material for any other purpose.
3. The restricted waiver of copyright is not transferable and may be withdrawn in the case of any of these conditions being breached.

ISBN 0731384008

SCIS 1213018

All enquiries about *Taking Action, Keeping Safe: a resource for student leaders to counter bullying* should be addressed to:

NSW Department of Education and Training

Behaviour Programs

GPO Box 33

SYDNEY NSW 2001

Telephone: (02) 9246 5549 or (02) 9246 5626

Facsimile: (02) 9246 5590

Behaviour Programs

NSW Department of Education and Training

Mail:

GPO Box 33, Sydney, NSW 2001

CONTENTS

Introduction.....	4
Rationale	4
About the resource.....	6
Activities to raise awareness of strategies to counter bullying.....	7
Suggestions for student-led events or activities to counter bullying.....	25
Resources.....	30
Appendix.....	33

INTRODUCTION

Every student has the right to spend each day at school without being bullied, harassed or intimidated.

NSW government schools are concerned with improving learning outcomes for students in a safe and supportive school environment.

Students whose schooling is affected by bullying, or who are suspended from school because of their participation in bullying, have reduced learning opportunities. By addressing the issue of bullying in a positive way the learning outcomes of many students can be improved.

RATIONALE

Bullying can occur at any age and across cultures, gender and socioeconomic groups. Many students are likely to experience bullying at some time in their schooling, as the person being bullied, the bystander or as the bully.

Students should expect that their concerns about bullying will be responded to by school staff and that appropriate support will be provided (for both the target of, and the person responsible for, the bullying behaviour). Schools need to provide opportunities for students to take part in learning experiences that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment.

Teachers, students, parents, caregivers and members of the wider community have a responsibility to work together to address bullying.

Values and policies to counter bullying

The New South Wales Department of Education and Training has a number of policies that promote and support student participation in decision-making.

The *Student Welfare Policy* provides the framework for anti-bullying programs. It is based on the principles of equity, fairness and participation for all students. The policy demonstrates that positive school climate is enhanced by maximising student participation in decision making.

The *Anti-bullying Plan for Schools* complements schools' *Student Welfare and Discipline Policies*. It includes operational guidelines and a framework for schools to use in developing and implementing an Anti-bullying Plan. It includes specific strategies for identifying, reporting and dealing with bullying behaviours.

This resource provides strategies and support materials for student leaders and teachers to increase students' knowledge and understanding of bullying. Some of the activities may be used to supplement the *Anti-bullying Plan for Schools*. The *Anti-bullying Plan for Schools* is available at

https://www.det.nsw.edu.au/policies/student_serv/discipline/anti_bully/PD20040050.shtml

NSW government schools have a coordinated approach to values education. The document, *Values in NSW public schools*, identifies nine core values that are demonstrated in all areas of public education. These are:

- integrity
- excellence
- respect
- responsibility
- cooperation
- participation
- care
- fairness
- democracy.



Anti-bullying programs incorporate all these values. The core values are also integral to the work of effective student leadership programs.

As values shape attitudes to the changing circumstances, events and issues encountered in daily life, it is important that values education includes opportunities for reflection, explicit teaching and discussion.

Why include student leaders?

Student leaders can have a positive impact on school climate. Students listen to their peers and student leaders can enhance discussion on issues such as bullying.

When student leaders work to support anti-bullying initiatives there are a number of advantages. For example, student-led learning:

- provides opportunities for the exchange of ideas between students and student leaders
- provides learning experiences that engage students and are relevant to their needs
- enables students to learn and practise decision making skills.

Student-led programs to counter bullying enhance student leadership and support and complement initiatives such as the Student Representative Council (SRC), peer mediation, peer mentoring or buddy programs.

ABOUT THE RESOURCE

This resource has been developed to assist in increasing students' knowledge and understanding of bullying. It is recommended that student leaders conduct activities with students in Years 5–8. The activities can be used in a variety of contexts.

This resource contains:

Activities to raise awareness of strategies to counter bullying

These activities have been designed to be conducted either by teachers with student leaders or by student leaders with other students. They aim to assist student leaders to implement anti-bullying strategies.

Facilitator's notes are included to assist student leaders in conducting the activities. Teachers will need to review material with student leaders prior to student-led sessions.

Suggestions for student-led events or activities to counter bullying

Whole school activities or events that student leaders could coordinate supported by the framework provided by the *Charter for SRCs* (refer to page 25).

Resources

A list of NSW Department of Education and Training resources, other related resources and websites which support anti-bullying initiatives.

Appendix

The Anti-bullying Plan framework – a check list for schools from the *Anti-bullying Plan for Schools* (https://detwww.det.nsw.edu.au/policiesstudent_serv/discipline/anti_bully/print_i.shtml).

ACTIVITIES TO RAISE AWARENESS OF STRATEGIES TO COUNTER BULLYING

The following activities help to raise awareness of issues related to bullying in schools. The activities equip students with knowledge and skills to help counter bullying behaviours.

Activities have been developed for use by:

- SRC teacher advisers with student leaders
- student leaders with students in Years 5–8.

Preparation for activities.

- Discuss plans with the principal and appropriate staff.
- Review activities and clarify issues, e.g. size of groups; where the activities will be conducted and teacher support.
- Prepare relevant materials e.g. photocopies, overhead transparencies.
- Student leaders should work in pairs to present activities to groups.
- Choose pairs of student leaders to present activities to groups.

Key issues to consider in implementation

Planning and training

Planning and training are critical to the success of student-led programs.

Schools may find it helpful to nominate a coordinating teacher and form a small committee to:

- determine how the activities will be implemented
- plan for training teachers and student leaders and ensure there are adequate resources and time
- consider the composition of student groups
- organise supervision
- review activities and clarify any issues.

Selecting, training and supporting student leaders

The selection, training and support provided for student leaders should be appropriate to ensure they have the necessary skills to facilitate activities.

Student leaders need an understanding of the desired outcomes and content of the activities, as well as the responsibilities associated with being a student leader. Outcomes of activities are more likely to be successfully met if there is modelling of and the opportunity to practice group facilitation methods.

Student leaders need to be familiar with strategies for maintaining an environment in which group members feel at ease and individual opinions are valued. The training should enable peer leaders to develop the skills to monitor their group. For example, to be aware of students who wish to speak and encourage them to express their points of view.

Sufficient time should be given to enable student leaders to prepare for activity sessions.

Group composition

Student-led groups should have no more than between six and eight students. Teachers should consider group dynamics and the ways in which students within groups are likely to best interact.

Acknowledging student work

Student leaders can be recognised for their contribution in leading activities. For example, a certificate of appreciation might be awarded at an assembly or community morning tea.

Students who participate in activities should also have their work recognised. Their ideas and strategies should be utilised to help inform implementation of the school's Anti-bullying Plan.



Activity 1: What is bullying?

Resources

- *Anti-bullying Plan for Schools*
- Butchers paper
- Pen or pencils
- Overheads 1 and 2
- Handout 1

Outcomes

- Students will:
- recognise the need for confidentiality when participating in activities
 - define the term *bullying*
 - identify the nature of bullying behaviour
 - work cooperatively with other students.

Suggested activity	Teaching notes
<p>Show students Overhead 1 and discuss. Ask students to validate the rules.</p> <p>Write the word 'bullying' on the board.</p> <p>Brainstorm student responses to:</p> <ul style="list-style-type: none"> • What do you think of when you hear the word bullying? <p>Ask students to think about their feelings in response to the word, bullying.</p> <p>Create a shared definition of bullying.</p> <p>Compare students' definition with Overhead 2 and discuss.</p> <p>Show students the <i>Anti-bullying Plan for Schools</i>.</p> <p>Explain that all government schools are required to have an Anti-bullying Plan to help address bullying in schools. The plan defines bullying and identifies the nature of bullying behaviours as verbal, physical, social or psychological.</p> <p>Explain to students that this activity builds on the definition of bullying.</p> <p>Distribute Handout 1 to students.</p> <p>Discuss the nature of the bullying occurring in each scenario. Is it verbal, physical, social/psychological or a combination?</p>	<p>Reinforce to students that confidentiality is crucial when undertaking activities.</p> <p>Responses may include a range of bullying behaviours e.g. hitting, teasing, spitting, excluding, spreading rumours. They may also include emotional responses to bullying e.g. feeling hurt, angry, frightened, lonely, or scared.</p> <p>A person who bullies looks just like anyone else. Bullies can be big or small, boys or girls, have many or few friends, be good at or not good at school work and sports and can come from any kind of family.</p> <p>Emphasise that when friends are 'mucking around' and they don't feel hurt, then it is not bullying.</p> <p>Verbal bullying refers to hurtful words. Physical bullying refers to actions that hurt others. Social and psychological bullying refers to behaviours that hurt others in other ways e.g. excluding or threatening them.</p>



OVERHEAD 1

Rules of confidentiality

When participating in anti-bullying activities, the group will follow these rules:

- listen to each other and respect others' opinions
- keep the discussions within the group. Don't tell other people details
- individual names will not be used in discussions related to bullying
- if you do not feel comfortable participating in activities, tell the presenter.



OVERHEAD 2

What is bullying?

Bullying is intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure.

Bullying involves the abuse of power in relationships.

Bullying behaviour can be:

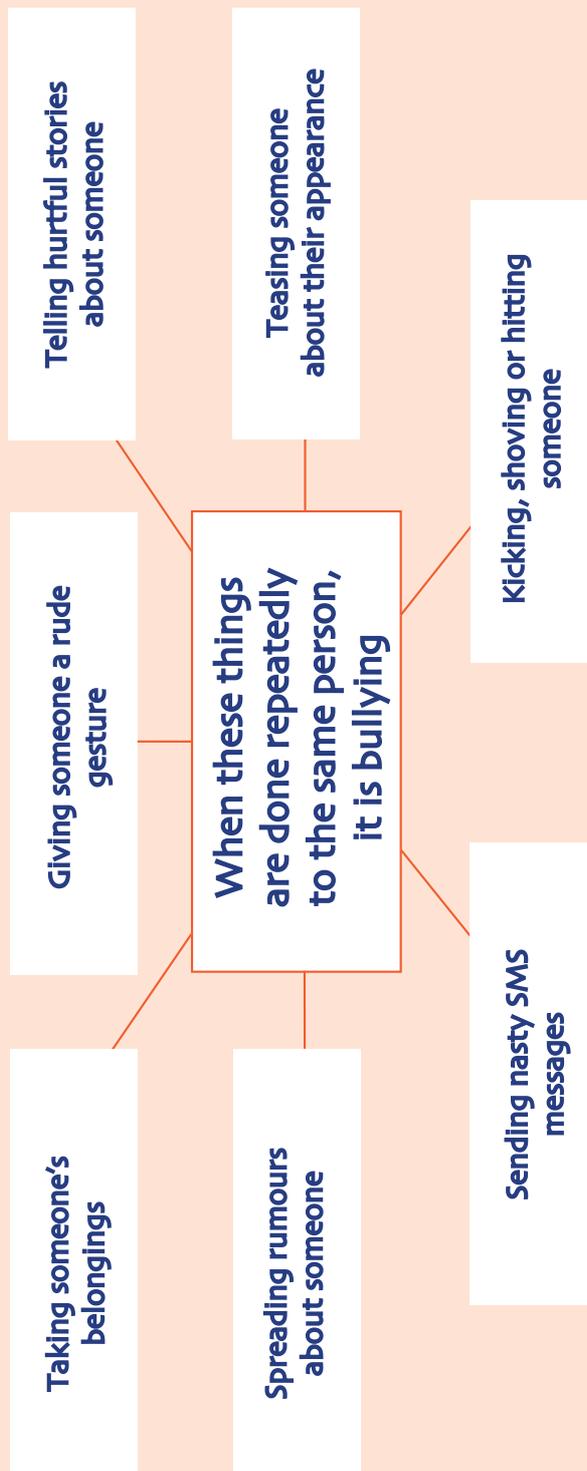
- **verbal e.g. name calling, teasing, threats**
- **physical e.g. hitting, spitting, tripping**
- **social or psychological e.g. ignoring, alienating, spreading rumours, dirty looks, malicious SMS and email messages.**



HANDOUT 1

Bullying is intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure.

Bullying involves the abuse of power in relationships.





Activity 2: Is this bullying?

Resources

- Paper
- Pen or pencils
- Worksheet 1
- Worksheet 1 – Answers
- Worksheet 2
- Worksheet 2 – Answers

Outcomes

Students will:

- consolidate their understanding of the term, bullying
- identify examples of bullying behaviours
- understand how bullying behaviour affects people
- work cooperatively with other students.

Suggested activity	Teaching notes
<p>Remind students of the definition of bullying. Show Overhead 2.</p> <p>Distribute Worksheet 1. In pairs, students decide if the scenario involves bullying. Ask students to place a tick in the appropriate column to indicate:</p> <ul style="list-style-type: none"> • yes – is bullying • no – is not bullying • maybe – could be bullying. <p>Discuss scenarios as a group. Identify what makes some behaviours bullying.</p> <p>Emphasise that bullying is not acceptable. Bullying can hurt people in many ways. If people are being bullied there are positive actions they can take.</p> <p>Distribute Worksheet 2 to students. Students work in pairs to answer questions 1 to 3.</p> <p>Report back and discuss answers as a group.</p> <p>Explain that there are things people can do to address the bullying behaviours.</p> <p>Students work in pairs to complete questions 4 to 6.</p> <p>Report back and discuss answers as a group.</p>	<p>Students should identify scenarios where the behaviour:</p> <ul style="list-style-type: none"> • is intentional or repeated • causes a person distress or hurt. <p>Use Worksheet 1 – Answers as a guide when reviewing student responses.</p> <p>Use Worksheet 2 – Answers as a guide when reviewing student responses.</p> <p>Emphasise that the effects of bullying on people can be serious and affect people for a long time. Effects can include problems sleeping, mood swings, stomach aches. Some students avoid going to school because of bullying.</p> <p>Make note of which answers are realistic and achievable.</p>



WORKSHEET 1

Bullying is where someone repeatedly and deliberately hurts or upsets someone else.

Which of these situations is bullying? Tick the column which best represents your thoughts.

Scenario	Yes	No	Maybe
Prabha sends an abusive email to Jaye.			
Jessica thinks that Alison is laughing at her in every lesson.			
A group of students calls Nathan 'dork-features' whenever he passes them.			
Paula always sits at the same desk in Science. If anyone else tries to sit there she throws their gear on the floor.			
Tran thinks that Robert is his mate. Yesterday Robert went to the shops after school but didn't ask Tran to come. Tran is really upset because they usually do everything together.			
Julie always demands money from younger students in the canteen lines.			
Ben sends a letter to Sarah in Maths asking her to 'go out with him'. Unfortunately Steve hears about it and now he's telling everyone.			
After his team has been beaten, Ari puts glue on the lockers of the opposing team.			
Fiona has been avoiding going to school lately. A group in her class makes crawling motions to her because they think she is the teacher's pet.			
Whenever Blake sees Danielle he calls her names because she dumped him.			
Liam tries to trip Ashley every time she goes past his desk.			
Craig doesn't like sport. In PE some students laugh at him when he drops the ball.			
Sita makes Lucy carry her bag to and from school. Lucy is sick of it.			



WORKSHEET 1 – Answers

Bullying is where someone repeatedly and deliberately hurts or upsets someone else.

Which of these situations is bullying? Tick the column which best represents your thoughts.

Scenario	Teachers Notes
Prabha sends an abusive email to Jaye.	Some of these scenarios may, or may not be bullying depending on the context.
Jessica thinks that Alison is laughing at her in every lesson.	
A group of students calls Nathan 'dork-features' whenever he passes them.	Some of the scenarios are ambiguous, therefore students should clearly state why they believe a scenario is or is not bullying.
Paula always sits at the same desk in Science. If anyone else tries to sit there she throws their gear on the floor.	
Tran thinks that Robert is his mate. Yesterday Robert went to the shops after school but didn't ask Tran to come. Tran is really upset because they usually do everything together.	Some of the things that students should consider are whether or not the behaviour is: <ul style="list-style-type: none"> • an abuse of power • intentional • repeated • likely to cause distress, hurt or undue pressure to a person.
Julie always demands money from younger students in the canteen lines.	
Ben sends a letter to Sarah in Maths asking her to 'go out with him'. Unfortunately Steve hears about it and now he's telling everyone.	
After his team has been beaten, Ari puts glue on the lockers of the opposing team.	
Fiona has been avoiding going to school lately. A group in her class makes crawling motions to her because they think she is the teacher's pet.	
Whenever Blake sees Danielle he calls her names because she dumped him.	
Liam tries to trip Ashley every time she goes past his desk.	
Craig doesn't like sport. In PE some students laugh at him when he drops the ball.	
Sita makes Lucy carry her bag to and from school. Lucy is sick of it.	



WORKSHEET 2

Scenario

A group of students calls Nathan 'dork-features' whenever he passes them.

The following questions relate to the scenario.

1. What type of bullying is this?
2. How do you think Nathan might feel when people call him 'dork-features'?
3. List some of the effects that the bullying behaviour might have on Nathan. (Think about the effects on Nathan at home and at school.)
4. If you were Nathan, how would you deal with the situation?
5. As Nathan's friend, what are some things you could suggest to Nathan to help stop the bullying? Who could Nathan talk to at school?



WORKSHEET 2 – Answers

Scenario

A group of students call Nathan 'dork-features' whenever he passes them.

The following questions relate to the scenario.

1. What type of bullying is this?

Possible answers include:

- *verbal, psychological or social.*

2. How do you think Nathan might feel when people call him 'dork-features'?

Possible answers include:

- *upset*
- *angry*
- *frustrated*
- *annoyed*
- *self conscious*
- *uncomfortable.*

3. List some of the effects that the bullying behaviour might have on Nathan.

Possible answers include:

- *not wanting to go to school*
- *feeling depressed*
- *feeling sick in the stomach*
- *experiencing highs and lows*
- *not being as talkative*
- *avoiding contact with other students.*

4. If you were Nathan, how would you deal with the situation?

Possible answers include:

- *tell parents*
- *confide in a trusted adult at school*
- *be assertive. Make sure the students calling him names know that they are having no impact*
- *ignore the students.*

5. As Nathan's friend, what are some things you could suggest to Nathan to help stop the bullying?

Possible answers include:

- *talk to people at school e.g. principal, school counsellor, trusted teacher, friend.*



Activity 3: Identifying areas in the school where students might feel unsafe because of bullying behaviour

This activity should only be conducted when students have an understanding of the issues relating to bullying.

Resources

- Maps of the school
- A3 copy of the school map
- Worksheet 3
- Coloured pencils, textas, pens

Outcomes

- Students will:
- identify areas in the school where they feel unsafe because of bullying
 - list possible strategies to reduce the incidences of bullying.

Suggested activity	Teaching notes
<p>Explain to students that the purpose of the activity is to:</p> <ul style="list-style-type: none"> • identify areas of the school where students feel unsafe because of bullying • list possible ways to reduce the incidence of bullying. <p>Form small groups and distribute maps of the school.</p> <p>Students identify where bullying has occurred by circling the areas on the map.</p> <p>Each group reports back and the results are collated on an A3 copy of the school map.</p> <p>Discuss findings to reach a consensus about where bullying occurs.</p> <p>Distribute Worksheet 3 to groups. Tell students that this task relates to Part A of the Worksheet.</p> <p>Allocate each group an area that has been identified on the A3 copy.</p> <p>Explain that for the identified area, students will record :</p> <ul style="list-style-type: none"> • types of bullying behaviour e.g. hitting, isolating, pushing • when it occurs e.g. recess/lunch times. <p>Groups report findings.</p> <p>Students list possible strategies for their identified area to reduce the incidence of bullying.</p> <p>Report back.</p> <p>Discuss and form a consensus on which strategies are realistic. Students list them on Worksheet 3, Part B.</p> <p>Present strategies to appropriate personnel for inclusion in the school's Anti-bullying Plan.</p>	<p>Remind students of Overhead 1 Rules of confidentiality. Emphasise that names of students should not be disclosed when talking about incidents of bullying.</p> <p>If more than one group is recording the same area, results should be shared before developing strategies.</p> <p>Example of identified area <i>School canteen</i></p> <p>Types of bullying behaviours <i>Demanding money from students in the line</i></p> <p>When it occurs <i>Recess/lunch times.</i></p> <p>Possible responses include:</p> <ul style="list-style-type: none"> • revise out of bounds areas in the playground • improve teacher supervision • organise structured playground activities.



WORKSHEET 3

Part A Where does bullying occur?	Types of bullying behaviour	When it occurs
<i>E.g. school canteen</i>	<i>Demanding money from students in the line</i>	<i>Recess/lunch times</i>
My group's area is: <hr/>		

Part B
Strategies



Activity 4: How to intervene — what can student leaders do?

Resources

- Worksheet 4
- Overhead 3
- Pen or pencils

Outcomes

- Students will:
- identify individuals involved in bullying situations i.e. the bullying triangle
 - recognise the important role bystanders have in helping to curb bullying behaviour
 - discuss effective bystander intervention strategies
 - understand the role that student leaders can play in countering bullying.

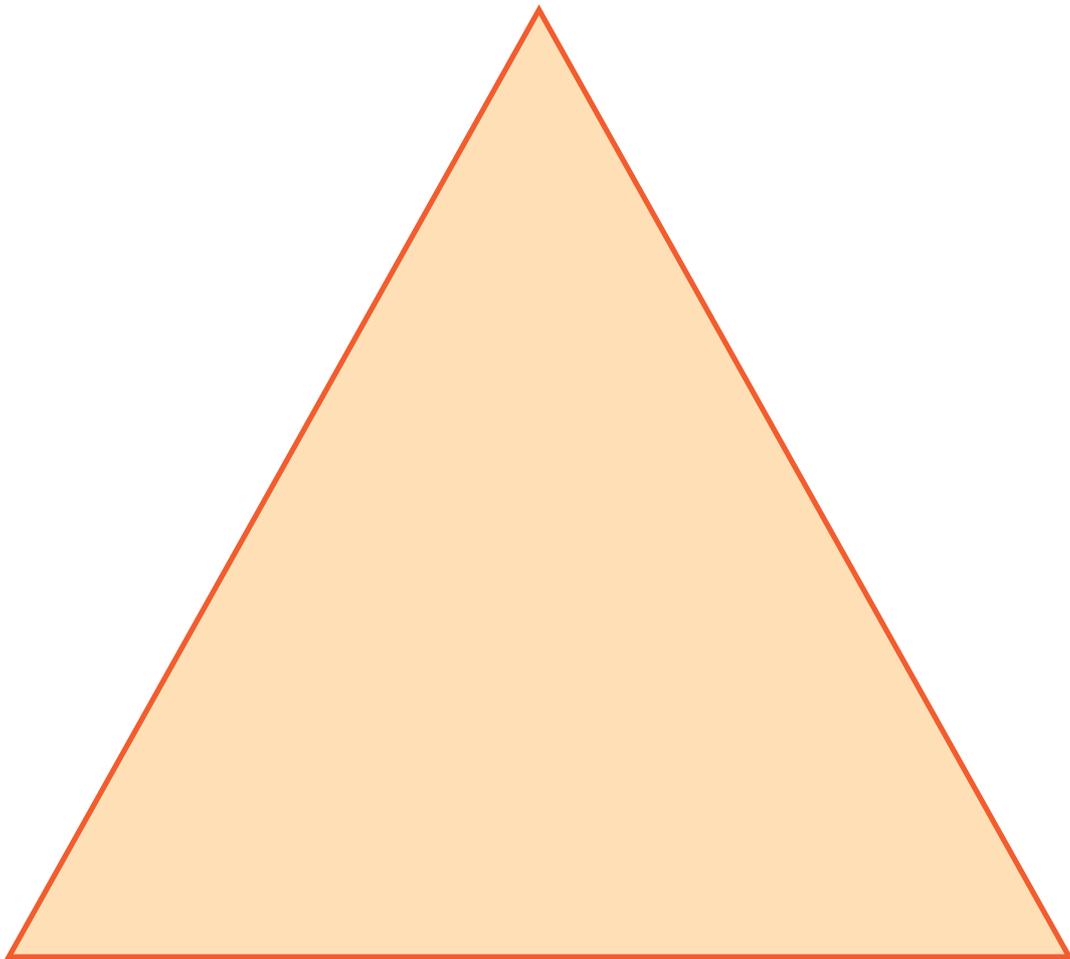
Suggested activity	Teaching notes
<p>Show students Overhead 3 Bullying triangle and explain each of the roles to the students.</p> <p>Explain to the group that there are different types of bystanders. There are those who:</p> <ul style="list-style-type: none"> • choose not to get involved with the bullying (this may support the bullying behaviour) • choose to get involved to stop the bullying • encourage the bully. <p>Form small groups and distribute Worksheet 4. Students read Scenario – <i>Making Chris cry</i> and answer related questions.</p> <p>Report back and discuss answers as a group. Ask students:</p> <ul style="list-style-type: none"> • why do some people choose not to get involved? • why do some people encourage bullying? • what is the difference between dobbing and asking a teacher for support? <p>Discuss and record:</p> <ul style="list-style-type: none"> • has anyone seen a bystander stop someone teasing another person? If so, what did they do or say? • what are some other things that a bystander could do to stop or reduce bullying? <p>Report back and discuss. Identify which responses are most effective i.e. which ones are more likely to work.</p> <p>Ask students:</p> <ul style="list-style-type: none"> • who are the people within the school that students could talk to about instances of bullying? • how can student leaders assist in countering bullying? 	<p>Definitions of roles:</p> <ul style="list-style-type: none"> • bystander – a person who sees the bullying or knows that it is happening to someone else • person being bullied – a person who is the target of bullying behaviour and feels hurt by this • person who bullies – a person who feels the need to demonstrate his/her strength over another person. <p>Whenever someone feels that a situation is out of control or they are not able to handle it alone, they should ask for help. If anyone sees someone else in a similar situation, they should also ask for help. Teachers are often the best people to ask for help.</p> <p>Dobbing is not the same as asking for support or help. Dobbing is when a person tells a teacher about an incident for the sole purpose of getting someone else into trouble.</p> <p>Bystanders should speak up if they can but if they are not able to speak up they should walk away and seek help. Never stand by and watch bullying occur.</p> <p>Suggestions to counter bullying include:</p> <ul style="list-style-type: none"> • tell parents • confide in a trusted adult at school • ignore the student • be assertive. Make sure the students doing the bullying know they are having no impact.



OVERHEAD 3

Bullying triangle

Bystander



Person being bullied

Person who bullies



WORKSHEET 4

Scenario – Making Chris cry

Robin calls some friends together in the playground and says, 'Watch this, I bet I can make Chris cry.'

Robin then sends an SMS to Chris. The group watches Chris's reaction. Chris looks upset. The group laughs.

Complete the following questions.

1. Who is doing the bullying?
2. Who is being bullied?
3. Who are the bystanders?
4. Who could have intervened in this situation?
5. What would you do if you were one of the group with Robin?



Activity 5: Snakes and ladders – consolidation of anti-bullying ideas

Resources

- Handout 2
- Dice and counters

Outcomes

- Students will:
- consolidate knowledge from previous activities on issues relating to bullying
 - enhance understanding of strategies to effectively counter bullying.

Suggested activity	Teaching notes
<p>Tell students that they will be playing a game of snakes and ladders to consolidate knowledge from previous activities on issues relating to bullying.</p> <p>During the game students will explore a sense of how it may feel when someone is:</p> <ul style="list-style-type: none"> • bullied and no one does anything about it • bullied and someone intervenes to discourage the bullying. <p>Form groups of 3–4 students.</p> <p>Distribute Handout 2.</p> <p>Distribute dice and counters for the Snakes and Ladders game.</p> <p>Explain the rules for Snakes and Ladders.</p> <p>Discuss the game as a whole group.</p> <p>Ask students how did you feel during the game when you :</p> <ul style="list-style-type: none"> • slid down the snake? • climbed up the ladder? <p>Revisit effective strategies to intervene with bullying behaviour from Activity 4.</p>	<p>Rules for Snakes and Ladders.</p> <ol style="list-style-type: none"> 1. Each person chooses a different coloured counter. 2. The person who rolls the highest number on the dice goes first. 3. When you land on a square with writing on it, read it aloud. 4. When you land on a square where the person being bullied did nothing about it – slide down the snake. 5. When you land on a square where a person does something to stop the bullying – climb up the ladder. <p>When students slid down the snake they may have felt lonely, sad, confused, excluded, upset or hurt.</p> <p>When students climbed up the ladder they may have felt happy, included, empowered, safe, comfortable.</p>



HANDOUT 2 – Snakes and ladders game

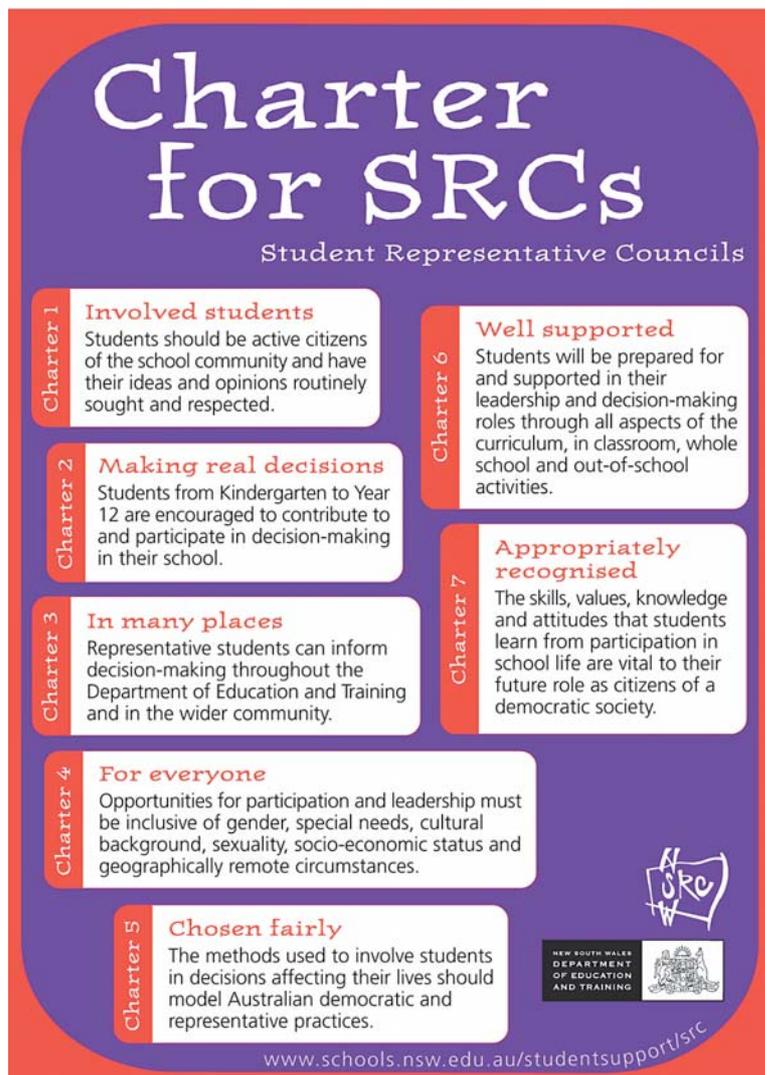
36 Finish	35 You are constantly picked on by a group of students in the playground.	34 You are scared of students giving you a hard time and do not tell anyone.	33 You see an SMS message about an unpopular student. You do nothing.
25 Every day an older student asks you for your lunch money as you line up at the canteen.	26 You confide in your year advisor that students are taking your money. He/she talks to them and they stop.	27 In PDHPE your teacher talks about name calling and how it affects self esteem. Students realise how hurtful this is and stop.	30 You are a new student and go into the playground for your first lunch. All the students ignore you.
24 You notice a bulletin about bullying in the window of a classroom. If more students read it there will be less bullying going on.	23 A student leader sees another student hassling you for money. He/she helps you out by standing with you in line and telling the person hassling you to go away.	21 A teacher organises a round robin handball tournament at lunch. You have a great time and no one hassles or teases you.	18 Students promote initiatives to counter bullying at assembly. It's great!
13 A student leader sees another student hassling you for money. He/she helps you out by standing with you in line and telling the person hassling you to go away.	14 A student leader sees another student hassling you for money. He/she helps you out by standing with you in line and telling the person hassling you to go away.	16 A student leader sees another student hassling you for money. He/she helps you out by standing with you in line and telling the person hassling you to go away.	7 A student leader sees another student hassling you for money. He/she helps you out by standing with you in line and telling the person hassling you to go away.
12 A student leader sees another student hassling you for money. He/she helps you out by standing with you in line and telling the person hassling you to go away.	11 A student leader sees another student hassling you for money. He/she helps you out by standing with you in line and telling the person hassling you to go away.	9 A student leader sees another student hassling you for money. He/she helps you out by standing with you in line and telling the person hassling you to go away.	6 A student leader sees another student hassling you for money. He/she helps you out by standing with you in line and telling the person hassling you to go away.
1 Start	2 A student leader sees another student hassling you for money. He/she helps you out by standing with you in line and telling the person hassling you to go away.	3 A student leader sees another student hassling you for money. He/she helps you out by standing with you in line and telling the person hassling you to go away.	5 A student leader sees another student hassling you for money. He/she helps you out by standing with you in line and telling the person hassling you to go away.

SUGGESTIONS FOR STUDENT-LED EVENTS OR ACTIVITIES TO COUNTER BULLYING

A key student leadership group in the school is the Student Representative Council (SRC).

The Charter for SRCs is designed to assist students and staff in managing effective SRC programs. Although specifically identifying SRCs, the Charter could also be quite easily called the 'Charter for Student Leadership' as the basic principles are transferable.

The Charter provides a useful framework to support student leaders and teachers in promoting programs to counter bullying in schools.



The poster is titled "Charter for SRCs" in large white letters on a purple background. Below the title, it says "Student Representative Councils". The poster is divided into seven sections, each with a red border and a white background. Each section is labeled with a "Charter" number and contains a title and a description. The sections are: Charter 1: Involved students; Charter 2: Making real decisions; Charter 3: In many places; Charter 4: For everyone; Charter 5: Chosen fairly; Charter 6: Well supported; Charter 7: Appropriately recognised. At the bottom right, there is a logo for the New South Wales Department of Education and Training, featuring a shield with a star and the letters "NSW". The website address "www.schools.nsw.edu.au/studentsupport/src" is written at the bottom of the poster.

Charter for SRCs

Student Representative Councils

Charter 1 **Involved students**
Students should be active citizens of the school community and have their ideas and opinions routinely sought and respected.

Charter 2 **Making real decisions**
Students from Kindergarten to Year 12 are encouraged to contribute to and participate in decision-making in their school.

Charter 3 **In many places**
Representative students can inform decision-making throughout the Department of Education and Training and in the wider community.

Charter 4 **For everyone**
Opportunities for participation and leadership must be inclusive of gender, special needs, cultural background, sexuality, socio-economic status and geographically remote circumstances.

Charter 5 **Chosen fairly**
The methods used to involve students in decisions affecting their lives should model Australian democratic and representative practices.

Charter 6 **Well supported**
Students will be prepared for and supported in their leadership and decision-making roles through all aspects of the curriculum, in classroom, whole school and out-of-school activities.

Charter 7 **Appropriately recognised**
The skills, values, knowledge and attitudes that students learn from participation in school life are vital to their future role as citizens of a democratic society.

NEW SOUTH WALES
DEPARTMENT
OF EDUCATION
AND TRAINING

www.schools.nsw.edu.au/studentsupport/src

The following activities and events can be conducted by student leaders to counter bullying. The activities are listed under each of the Charter headings.

Charter 1: Involved students

Effective Practice

- A student action team meets with the principal regularly to discuss school climate.
- Student leadership program links to school values statement.
- Student leaders lead other students to raise awareness about bullying.
- A student action team identifies areas of the playground where bullying occurs.
- Student leaders help raise awareness of anti-bullying initiatives at school assemblies.
- School welcomers' committee involves trained students working with new students to help them feel welcome and assist them to become familiar with the school.
- Student leaders develop an orientation pamphlet for new students to incorporate strategies about anti-bullying initiatives in the school.

Charter 2: Making real decisions

Effective Practice

- Student leaders:
 - contribute to staff committees and community forums to discuss school climate
 - collaborate with other members of the school community to develop and implement the *Anti-bullying Plan for Schools*
 - are regularly consulted about school operations
 - coordinate data collection to inform decisions about school life e.g. surveys on bullying.
- Students are active participants in the development of the school Welfare Policy and school values statement.

Charter 3: In many places

Effective Practice

- Student forums are held to discuss issues such as bullying. They may be conducted by the SRC. Forums should include representatives of the school executive and welfare team. Outcomes of the forum are provided to the principal to form the basis of further discussion with the SRC executive.

- SRC members attend School Council and Parents and Citizens' Association meetings.
- Student leaders are involved in initiatives to counter bullying such as:
 - peer mediation programs
 - buddy programs
 - mentoring programs
 - friendship circles
 - social skills programs e.g. APEEL (A Partnership Encouraging Effective Learning)
 - resilience programs e.g. MindMatters
 - peer support programs
 - playground programs
 - Harmony Day events.

Charter 4: For everyone

Effective Practice

- Student leadership programs include input from identified groups in the school.
- Informal opportunities for discussion (rather than formal meetings) are provided to break down barriers between different groups.
- Inter-school SRC forums share successful initiatives to counter bullying.
- Development of an anti-bullying pamphlet by SRC students in consultation with the whole school community. The pamphlet could identify current programs to counter bullying such as peer mediation, peer support and buddy system.
- Student leaders contribute to events which highlight anti-bullying themes e.g:
 - cultural diversity days
 - Harmony Day
 - Everybody is Different Day
 - International Day for People with Disabilities
 - safe and happy playground day
 - United Nation's Human Rights Day
 - Reconciliation Day.

Charter 5: Fairly Chosen

Effective Practice

- Students measure their capacity to lead using the school values statement.
- Students are given opportunities to participate in initiatives to counter bullying.

Charter 6: Well supported

Effective Practice

- Staff clarify the school's procedures for resolving complaints and school students are aware of key personnel e.g. Anti-Racism Contact Officer.
- School community members are aware of support personnel such as the principal, executive staff, librarian, school counsellor, year advisors, SRC teacher advisor.
- Student leaders support Year 6 students in their transition to high school e.g. orientation programs.
- Principal, head teacher welfare and school counsellor attend SRC meetings regularly.
- Schools conduct a ribbon day. The ribbon can be a colour of choice and highlights the school's commitment to harmony.
- Student leaders work with other members of the school community to develop and promote the school's Anti-bullying Plan.
- Guest speakers are invited to talk to students about bullying.

Charter 7: Appropriately recognised

Effective Practice

- Students are given opportunities to develop messages to counter bullying
- Students promote anti-bullying messages via:
 - the school website
 - the Department of Education and Training website
 - external websites e.g. www.bullyingnoway.com.au
 - newsletters
 - posters around the school
 - local media e.g. newspapers, radio
 - school assemblies or forums.

RESOURCES

The following NSW Department of Education and Training resources support anti-bullying initiatives.

- *The Student Welfare Policy (1996)* is a framework for school communities to review student welfare, determine key issues for action and develop and implement student welfare actions and initiatives.
- *Revised Resources for Teaching Against Violence (1995)* provides schools with information on current social manifestations of violence. The resource focuses on bullying, domestic violence, homophobia and sex-based harassment and assists schools to develop strategies to deal with these issues.
- *Anti-bullying: Best Practice in Schools (1999)* outlines successful programs in primary and secondary schools that have been effective in minimising and dealing with bullying behaviour.
- *The Playground: Best Practice in Primary Schools (1999)* provides information on a range of policies and programs used in primary schools which have been successful in making playgrounds safe and happy places.
- *Countering Discrimination: Support Materials for Schools (2000)* focuses on ways schools can improve the personal safety and well-being of students and staff. It provides clarification of the term discrimination, and strategies and resource materials for school communities to counter discrimination.
- *APEEL (A Partnership Encouraging Effective Learning)*. APEEL is a program to help build a positive partnership between home and school. APEEL focuses on the acquisition of interpersonal skills by students in their early years of schooling. It consists of three modules.
 1. *APEEL: Teacher Training Module* – a workshop to inform teachers about the program.
 2. *APEEL: Student Lesson Module* – lesson plans for Stage 1 students to develop social skills, with assessment proforma and parent observation records.
 3. *APEEL: Parent Module* – a series of four workshops for parents of students in the early years, and three workshops for parents of primary students.
- *Child Protection Education: Curriculum materials to support teaching and learning in Personal Development, Health and Physical Education (1997–1998)*. These resource materials for Stages 1 to 5 aim to assist students to develop skills in:
 - recognising and responding to unsafe situations
 - seeking assistance effectively
 - establishing and maintaining noncoercive relationships and strengthening attitudes and values related to equality, respect and responsibility.

- *Strategies for Safer Schools (1995–1996)* extends the knowledge, skills and strategies of teachers and school community members in the management of student behaviour. It consists of three phases.
 - Phase One provides a framework for gaining commitment from the whole school community to a behaviour management strategy.
 - Phase Two organised into thirteen units, with three workshops per unit. One unit provides support to schools in developing whole school policies and practices to minimise bullying.
 - Phase Three includes five additional units, with the focus on managing problem behaviours.

Other related resources

- *MindMatters: A Mental Health Promotion Resource for Secondary Schools (2000)*. A nationally developed program which uses a whole school approach to mental health promotion. The program contains a number of booklets including *A Whole School Approach for Dealing with Bullying and Harassment*.
- *Quality of School Life Survey (Educational Measurement and School Accountability Directorate)*.
- *NSW Commission for Children and Young People (CCYP)*.
www.kids.nsw.gov.au/ourwork/
Focuses on:
 - increasing the participation of children and young people in decision-making that affects their lives
 - strengthening the important relationships in the lives of children and young people and improving their well-being
 - promoting the safety, welfare and well-being of children and young people.
- *TAKING PARTicipation Seriously*.

Websites

NSW Department of Education and Training's anti-bullying websites

www.det.nsw.edu.au/antibullying

This site has information on anti-bullying programs and schools. It provides a proforma to use when reporting effective strategies your school has to prevent bullying.

www.bullyingnoway.com.au

The Bullying No Way! Website has been developed in collaboration with other government and non-government authorities from the Commonwealth, States and Territories. It showcases strategies that have proven to be successful in increasing safety and reducing bullying and harassment in schools throughout Australia. NSW schools are featured on this site.

The purpose is to create learning environments where every student and school community member is safe, supported, respected, valued and free from bullying, violence, harassment and discrimination.

Kids Help Line

www.kidshelp.com.au

Kids Help Line is Australia's only free, confidential and anonymous, 24 hour telephone and online counselling service specifically for young people aged between five and 18. The 24 hour, toll free telephone number is 1800 55 1800.

Mindmatters

<http://online.curriculum.edu.au/mindmatters/index.htm>

Mindmatters is a program to support Australian secondary schools in promoting and protecting the social and emotional wellbeing of members of school communities.

National Coalition Against Bullying (NCAB)

www.ncab.org.au

National Coalition Against Bullying (NCAB) brings together a group of individuals from key organisations to draw national attention to the issue of bullying and to bring about a social change in our community. NCAB wants to empower individuals to realise that the issue of bullying is everyone's problem and each individual can make a difference.

Racism. No Way!

www.racismnoway.com.au

Racism. No Way! is designed to assist school communities develop an understanding of the nature of racism. It provides practical information and strategies to help address racism in the learning environment.

Reach Out!

www.reachout.com.au

Reach Out! is a web-based service that assists young people to help themselves through tough times. The aim of the service is to create opportunities for young people to help themselves and to help others.

APPENDIX

ANTI-BULLYING PLAN FRAMEWORK – A check list for schools

www.det.nsw.edu.au/antibullying

Keynotes	A Framework for the Schools Anti-bullying Plan	Resources
Policy statement against bullying	An encapsulating statement that reflects equity, diversity and acceptance in the school community This statement must be consistent with the School Discipline Code and articulate clearly that bullying is not acceptable in NSW government schools.	<i>Student Welfare Policy</i> <i>Values in NSW Public Schools</i>
Defining bullying behaviour	A definition that captures all forms of bullying, including verbal, physical, social and psychological. Schools need to consider all forms of communication and interaction currently occurring within their school community.	www.bullyingnoway.com.au www.det.nsw.edu.au/antibullying
A statement of purpose	Individual and shared responsibilities of students, parents, caregivers and teachers when dealing with bullying behaviour must be outlined in the school statement of purpose. A shared responsibility between all school community members in managing bullying must be clearly articulated. Underpinning this statement of purpose is the need for schools to promote respectful relationships within the whole school community.	<i>Revised Resources for Teaching Against Violence</i> <i>Anti-bullying: Best Practice in Schools</i> <i>Social Responsibility Years K–6; Years 7–12</i> <i>The Playground: Best Practice in Primary Schools</i> <i>Countering Discrimination</i>
Managing bullying	The school Anti-bullying Plan will provide information for students, parents, caregivers and teachers to identify bullying behaviours. Strategies that will be utilised by the school to effectively deal with bullying behaviour will be clearly articulated, including the professional learning of teachers and other school staff. Students, parents, caregivers and teachers will be provided with clear procedures to report bullying behaviour. Schools have the responsibility to collaboratively develop and widely communicate information on the school Anti-bullying Plan.	<i>APEEL (A Partnership Encouraging Effective Learning)</i> <i>Child Protection Curriculum</i> <i>A Fair Go for All (K–2)</i> <i>MindMatters</i> <i>Strategies for Safer Schools</i> <i>Responding to Suggestions, Complaints and Allegations</i>
Monitoring and evaluating	Schools need to collect and analyse appropriate data on the nature and extent of bullying in their school. Schools will identify indicators to assess the effectiveness of the strategies, programs, and procedures they have in place to address bullying. Schools will have ongoing monitoring procedures in place.	<i>Quality of School Life Questionnaire</i>