

Bullying-free NZ Week

16–20 May 2016

TOGETHER WE CAN PREVENT BULLYING IN AOTEAROA

Whakapūpūtia
mai ō mānuka,
kia kore ai
e whati



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WEEK 16–20 MAY 2016

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Bullying-free NZ Week is an initiative of the Bullying Prevention Advisory Group which includes representatives from Education Review Office, Human Rights Commission, NetSafe, NZ Association of Intermediate & Middle Schooling, NZ Council for Educational Research, NZ Educational Institute, NZ Police, NZ Principals’ Federation, NZ School Trustees Association, Office of the Commissioner for Children, Post Primary Teachers’ Association, Secondary Principals’ Association of NZ, Sport New Zealand, Ministry of Health, Ministry of Justice, Ministry of Social Development and Ministry of Education.

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Bullying-free NZ Week

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Thank you for downloading the
2016 Bullying-free NZ Week activity pack.

Here you'll find a range of ideas which we
hope will inspire your whole school to get
involved in Bullying-free NZ Week.

As well as classroom ideas for all age groups, designed to be adapted into a school's individual learning programme¹, we've included some staff activities to support joint planning and a whole-school approach. As part of the week, we also encourage you as a school to take this opportunity to review your existing bullying prevention policies and plans. Useful tools and templates to support this process are available in our **Bullying Prevention and Response Guide for Schools** (and at <http://www.BullyingFree.NZ> from May 16th).

We appreciate that an increased focus on bullying prevention may prompt some reports or concerns from whānau and students about specific incidents. So we've also provided printable factsheets which can support discussion with students and whānau affected by bullying.

Bullying-free NZ Week School Awards

We'd love to hear from you about what your school is planning and, to recognise your support for the first Bullying-free NZ week, we're offering two awards worth \$500 each (one for Years 0-8 and one for Years 9-13). Any school that shares their students' work created during the week will be considered for these awards.

We've included a template that you can fill out and email back to us if you'd like your school's Bullying-free NZ Week activities to be featured on the new BullyingFree.NZ website, and entered into the awards.

We welcome your feedback on this first edition of the Bullying-free NZ Week activity pack.

Ngā Mihi,
BULLYING PREVENTION ADVISORY GROUP

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¹ For links to the New Zealand Curriculum: Health and Physical Education refer to TKI.

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Enter the Bullying-free NZ Schools Awards 2016

To recognise schools supporting the first Bullying-free NZ week, in 2016 the Bullying Prevention Advisory Group is offering two awards worth **\$500 each** (one for Years 0-8 and one for Years 9-13).

Any school that shares their students' work with us will be considered for these awards.

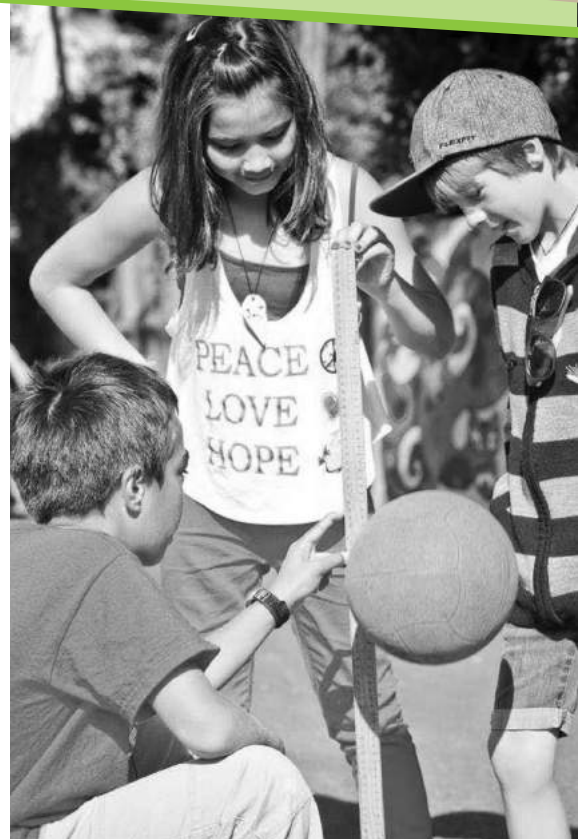
Preventing bullying together

The Bullying-free NZ Week theme is 'Together we can prevent bullying in Aotearoa'.

Using the ideas in this activity pack for inspiration, show how your school and wider community prevents bullying together – in an artwork, video, kapa haka performance or any other medium.

Schools can enter the collective work of individuals, classes or the whole school community.

All entries to be sent, along with the completed information sheet, on page 5 to **info@bullyingfree.nz** by 31 May 2016 (following Bullying-free NZ week).



Entries will be considered by a panel of representatives from the Bullying Prevention Advisory Group. The two award-winning schools will be announced in June 2016 and will receive \$500 worth of technology or other resources of their choice. All students involved from the winning schools will receive Bullying-free NZ award certificates.

The winning entries will be published on the Bullying-free NZ website

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Bullying-free NZ Week 2016 – Awards entry form

Name:

Position:

School:

Telephone:

Email:

Description of activity (what happened, what the result was – please provide photos or video if available):

Number of students/classes involved:

Who else was involved (whānau, community):

What we learned:

What we'll do next:

☐ Please confirm you are happy for students' work to be featured on the BullyingFree.NZ site.

☐ Please confirm whether you would like free Bullying-free NZ 2016 certificates of recognition for students (we will then follow-up with you to confirm quantity required).

Please email this form and supporting material to info@bullyingfree.nz by **31 May 2016**.

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Activity Ideas

These activities are presented as a collection of ideas for promoting awareness about how students can (individually and collectively) contribute to creating a positive school culture that discourages bullying.

We recognise that schools will be at different stages in their bullying prevention efforts and ask that staff use their professional judgement to adapt the activities for the age and background of their students.

In the lead up to Bullying-free NZ week we encourage your school community to discuss and plan whether any activities could be done by all classrooms during the week, in line with promoting a whole-school approach to bullying prevention and creating safe and positive learning environments².

It is also recommended that any planning includes a preliminary discussion by staff and students about what bullying is, the different types of bullying, and the importance of everyone feeling safe and included.

For maximum impact, bullying prevention approaches should align with good teaching practice and the New Zealand Curriculum / Te Marautanga o Aotearoa – for example, as part of teaching the key competencies:

Managing self

this competency is associated with self motivation, a can do attitude and students seeing themselves as capable learners.

Relating to others

this competency is about interacting effectively with a diverse range of people in varying contexts.

Participating and contributing

this competency is about being actively involved in communities. Communities include family, whānau, school and groups based, for example, on common interest or culture.

All the background information to support your planning can be found in the Bullying Prevention and Response Guide for Schools.



Further reading

<http://pb4l.tki.org.nz/Deter-Bullying/Promoting-Positive-Behaviour#thinking>

<http://www.wellbeingatschool.org.nz/sites/default/files/W@S-What-bullying-is-research-brief.pdf>

We welcome your feedback / suggestions on any of these activities. Please email feedback to info@bullyingfree.nz

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Whakatauki

Activity

1

Suitable for



Outcome:

To promote a shared understanding of the philosophy of Bullying-free NZ Week.

Background:

The essence of the Bullying-free NZ Week philosophy – ‘Together we can prevent bullying’ – is embodied by this whakatauki:

Whakapūpūtia mai ō mānuka, kia kore ai e whati.

Cluster the branches of the mānuka, so they will not break. (Together with a shared vision, we know which direction to go.)

Mānuka has an important role as a pioneering plant and nurturer of the forest. The growth of mānuka is the first stage towards the growth of a new native forest – it creates shade and shelter from the wind, protecting young native plants which will eventually grow into mature forests (just as together we can all help prevent bullying of our tamariki).



Materials



☐ Art materials

Method:

- Start by introducing the concept of whakatauki (Māori proverbs). Talk about this particular whakatauki and its relevance to the theme of the week – ‘Together we can prevent bullying’.
- Talk about other whakatauki that might be relevant to the theme ‘Together we can prevent bullying’.

Extension Activity

- Ask students to create a Bullying-free NZ week artwork around the theme of this proverb, or another relevant proverb.

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Whakatauki

Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Acts of kindness

Outcome:

To help students display positive social skills towards each other and develop a sense of the whole community working together. Through this activity the whole school community will build up a collection of 'acts of kindness' that occur over the week. This, in turn, results in a visual representation of individual behaviours contributing to a whole-school outcome.

For extra motivation you could agree to set a school target to achieve, for example, 200 acts of kindness (or mark a level on the jar for the school to aim for).

Background:

Research suggests that to prevent bullying situations it's most effective to work at developing children's social skills. For example, listening, showing empathy and being friendly.

Creating opportunities for students and staff to jointly identify and encourage positive behaviours and acknowledge these behaviours helps to create a safer school climate for everyone.

Materials:



☐ Large jar



☐ Felt pens



☐ Pieces of paper



Method

The teacher can introduce this activity by discussing what kindness means in their classroom or school – what it looks like, feels like, sounds like.

Continued over the page >>

The words for kindness that the students suggest could each be written on an 'Act of Kindness card' using the template provided on page 44. This helps foster a sense of ownership by the students. Alternatively, the suggested words on the card template provided could be used.

The teacher could ask the class for one or two examples of kindness that the students had seen that week and demonstrate filling out a card based on these examples.

Cards are then made available for all students and staff to fill out over the week. Younger students can report acts of kindness to adults or older students, who can fill out the card for them.

This could be:

- shared on individual Acts of Kindness Cards displayed on a wall in each classroom and/or a common place in the school for all students/staff to contribute to and see
- written / drawn, collected and displayed in a jar
- typed into a shared page online.

At the end of the week, hold a celebration to mark acts of kindness seen / recorded across the whole school. Whānau and community could be invited to the assembly where acts of kindness are randomly selected and read out.

Acts of kindness

Notes

Helping hands

Activity

3

Suitable for



Outcome:

To promote students' understanding that everyone has a role to play in preventing and responding to bullying situations.

To allow students to consider the practical things they can do to help others.

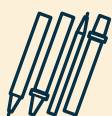
Background:

This activity is designed to help students think of the things they can do to help others. It helps students understand the role of the bystander and how even small actions can help others to feel positive and included in the school environment.

This activity links to the Bullying Prevention and Response Guide for Schools (page 26, 10.01), which outlines where bullying prevention work sits within the New Zealand School Curriculum.



Materials:



☐ Felts



☐ Sheets of paper

Method

- For younger students it would be useful to brainstorm as a group, or with adult support, a list of ways in which they help each other. Students can then pick up to five from the list to add to the hand.
- Older students could be asked to think of their own list, or a mix of their own and some shared ideas.

Continued over the page >>

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Ask students to draw around one of their hands.

- Ask them to label each finger with things they can do to help someone who is being bullied.
- Decorate and display the hands in the classroom or school hall.

Extension Activity

Students share their ideas with their classmates, identifying:

- what they have in common
- what they think they're already good at
- what they think they need to improve
- how could they practise (e.g. role plays).

Helping hands

Notes

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Whatu Pōkeka

Activity

4

Suitable for



Outcome:

A whole-school or classroom exercise with students, which looks at how students know they belong and how they feel valued.

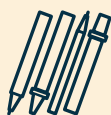
Background:

Having a sense of belonging is a key protective factor for young people. Bullying can undermine this. In this exercise students can explore belonging and in the process make a protective blanket. A whatu pōkeka is a baby blanket lined with feathers to provide warmth, comfort, security and refuge from the elements.

Materials:



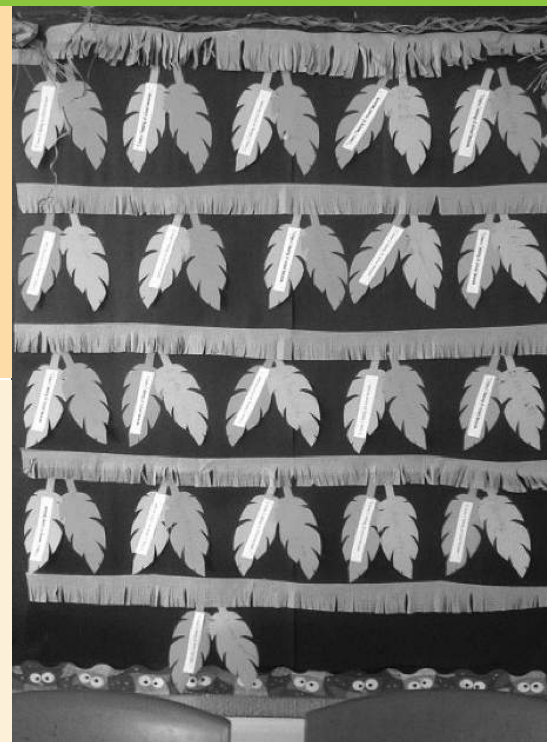
☐ Paper feathers*



☐ Pens



☐ Large sheet of paper or cloth



Method

- Talk about how important it is to feel safe and included at school. Explain the concept of whatu pōkeka.
- Then ask students to finish the following sentences:
 - “I feel valued at school when...”
 - “I know I belong at my school because...”
- Each student writes their answers on their feather, then the feathers are attached to a large sheet of paper to be displayed as a cloak.
- By making a whatu pōkeka, students communicate and discuss how their school can be everyone’s school.
- Involve parents – either by getting them to contribute their own feather or by inviting them into school to see their children’s work.

*You can order orange or blue feathers from **Down the Back of the Chair** or get the students to make their own using the template at the back of the activity pack.

Thanks to Pauline Muir for sharing image of Witherlea School’s whatu pōkeka.

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Whatu Pōkeka

Notes

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School values voting wall

Activity

5

Suitable for



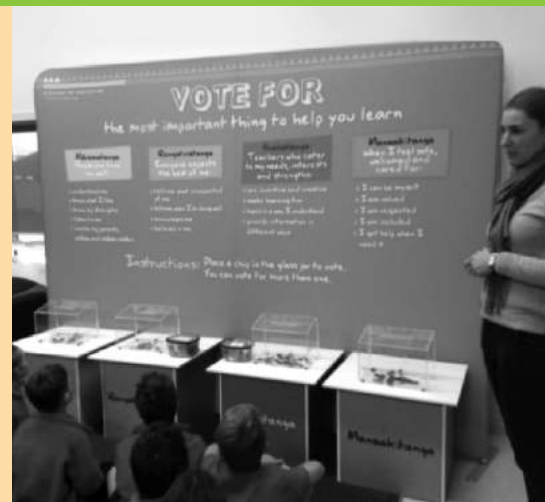
Outcome:

To give students a voice in the things that are important to their learning.

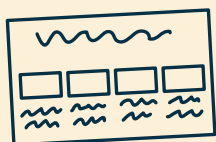
Background:

This activity challenges assumptions of what students really value in their learning environment. Schools who've tried this exercise are often surprised by the differences between what whānau and school staff vote for, and what students think is most important.

The voting wall provides a discussion point to engage with students and communities, and helps teachers and school leaders to consider the balance they give to these elements across the school and within the classroom.



Materials:



☐ Voting wall poster



☐ Four jars



☐ Different coloured plastic chips

Method

- Print out the Voting Wall poster from the template on page 45.
- Place a jar in front of each value.
- Ask people to vote for what they feel is most important for students' learning (give different groups different coloured chips).
- Present the findings at a whānau evening and/or use them to discuss and review your school's policies.

Photo: Leeston School students undertaking the Voting Wall exercise.

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School values voting wall

Notes

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Peace flag

Activity

6

Suitable for



Outcome:

To help students make a personal connection to bullying prevention and what they can do to help stop bullying from happening.

Background:

Based on the Tibetan tradition of making prayer flags, a peace flag exercise gives students with different perspectives and visions a constructive way to talk to one another.

Since the flags include personal images and words, they manifest individual concerns and wishes. Strung together, the flags have a collective impact.



Materials:



☐ Squares of coloured material or paper



☐ Permanent marker pens



☐ Bullying prevention fact sheets

Method

- The teacher should lead a whole class discussion / circle time discussion to allow students to develop suggestions about why they think bullying is wrong and what they could do to help. Students can then choose from these options to make their own individual flags.
- Ask students to write messages on / draw pictures on the flags to express:
 - why bullying is wrong
 - what they will do when they see bullying
 - what they can do to stop bullying from happening.

Photo: art installation by Tiffany Singh featuring the work of 15,000 flags made by NZ school children.

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Peace flag

Notes

[illegible]

‘Getting to know you’ peer support

Outcome:

To encourage older students to look out for younger students and start thinking about how we are all part of one school community supporting each other.

Background:

We are more likely to be able to develop positive bystander skills when we feel connected with those around us. This activity encourages students who might not normally interact to have the time to get to know each other and build positive connections across the school community.



Method

Arrange older and younger students in pairs or small groups.

Allow them opportunities to work / play together during the week and find out about each other through asking simple questions such as:

- What is your favourite film?
- What food do you like?
- What games do you like?
- What do you like about school?
- What do you find hard in school?
- How do you help other people in your school?

Encourage students to think of their own questions.

At the end of the week, ask students to write up their interview or tell others about it.

Create a special Bullying-free NZ school newsletter or magazine featuring photos of the students and their interviews with each other.

Alternative activity

If resources are available, students could record their interviews on audio or video and these could then be shared at the end of the week in an assembly or community session.

‘Getting to know you’ peer support

Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Take a compliment

Activity

8

Suitable for



Outcome:

To encourage supportive and empathetic skills between students and bystanders.

Background:

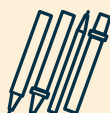
To prevent and reduce bullying there needs to be a whole-school approach and ethos in place.

“Real change happens when students, staff, parents and whānau, and other members of the community, share responsibility for making their school a respectful and inclusive environment. Establishing a school-wide expectation for mutual respect and demonstrating what that means in practice makes a difference.” (Page 25 Bullying Prevention and Response Guide for Schools.)

Materials:



☐ Paper



☐ Pens



☐ Scissors



☐ Tape



Method

Ask the class to think of ‘compliments’ they could say to other students in the school. You could phrase this as ‘kind things’ ‘nice things’ or ‘supportive things’.

Make these into sheets so that the compliments can be torn off. Sheets can then be put up around the school, as well as classrooms. Throughout Bullying-free NZ week students, staff, parents/whānau (and anyone in the school that week) can take compliments to give to each other and any other person in their life.

Continued over the page >>

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At the end of the week, the whole school could celebrate how many compliments they gave to each other and talk about what it felt like to give and receive a compliment.

Extension Activity

The compliment sheets could also be displayed around the community so wider community members and whānau can give compliments to each other or to students from the school.

Take a compliment

Notes

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Preventing bullying together commitment

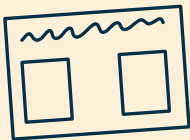
Outcome:

To encourage students to actively consider what they can do to help prevent bullying in their school environment.

Background:

This activity could be used after teachers have had a discussion in the classroom about what bullying is and how we all can help prevent it.

Materials:



- ☐ Message board template
(laminated so it can be written on and wiped off, or a small whiteboard.)



- ☐ Camera



Method

Students are given the message board with one of these sentences to complete:

- ' I will help prevent bullying by...'
- ' I will support others by...'
- ' I will show kindness by...'
- 'I will (make up your own bullying prevention pledge)'

Continued over the page >>

Students write what they will do and have their photo taken with the message.

All the photos are collected together and displayed in a prominent area of the school.

Extension Activity

Record students holding up their sign on video. Edit clips together with music.

Share on social media during BullyingFree.NZ week with the hashtag **#BullyingFreeNZ**

Preventing bullying together commitment

Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Our Waka – Kia Kaha

Activity

10

Suitable for



Outcome:

To encourage students to learn about working together and cooperating to achieve a common goal.

Background:

‘Together we can prevent bullying’ needs everyone to be on the same waka, going in the same direction, and valuing the contribution that everyone brings.

Materials:



☐ Waka templates



☐ Art materials



Method

Part 1: Kia Kaha

- Put the term **Kia Kaha** on the board and discuss its meaning. Kia Kaha is part of the whakatauki “Kia Kaha, Kia Toa, Kia Manawanui.” It is used here to affirm that all people need to stand strong against bullying. Explain that if we all stand strong for what we believe in and respect others and their views, our mana will increase. Our classroom will also be a nicer, more pleasant place.
- Talk about how everyone in the class has strengths and qualities and how they can all pull together to make the class strong and happy.
- Brainstorm these strengths and qualities on the board. Examples could be **supportive, helpful, being a good listener, caring, sharing skills or talents, responsible, cheerful, honest, and happy.**

Continued over the page >>

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Part 2 – Waka

- Explain that the class is going to make a waka, representing their class, with people inside pulling together to make the waka go smoothly.
- List the following tasks on the board:
 1. Make the waka. Use the picture on page 47 as a guide. This could be a paper or 3D version.
 2. Design and make a backdrop where the waka can be displayed.
 3. Make the paddles, using the paddle template.
 4. Make the rowers, using the rower template.
- From the brainstorm list in Part 1, choose words that they want in their class waka. Each word is written on a paddle and placed in the waka.
- Organise students to complete each task (NB the size for the rowers and the paddles will depend on the size of the waka, so groups will need to liaise with each other.)
- Look at the completed waka together, and Ask.
 - Can we feel proud of our waka? Why, or why not?
 - Do you think our waka will flow smoothly ahead? Why, or why not?
 - What can we all do to make sure this happens?

Our Waka – Kia Kaha

Notes

>> Pink Shirt Day 2016 is coming!



On Friday 20 May 2016, we're inviting your school to celebrate **Pink Shirt Day** and stand together to take action against bullying.

Celebrated annually around the globe, Pink Shirt Day began in [Canada in 2007 when two students took a stand against homophobic bullying](#), mobilising their whole school, after a fellow student was bullied for wearing a pink shirt.

Pink Shirt Day encourages schools to create environments where all students feel safe, valued and respected regardless of age, sex, gender identity, sexual orientation, ability, or cultural background.

Each year, more and more schools [get involved](#) in Pink Shirt Day, recognising it as a great opportunity to engage the whole school, raise awareness and understanding of a serious issue, take action to combat it, and – importantly – have some fun running your own Pink Shirt Day activities.

Pink Shirt Day is led by the Mental Health Foundation with support from The Peace Foundation, RainbowYOUTH, InsideOUT, New Zealand Post Primary Teachers' Association, Youthline and Family Works.

>> Get your toolkit

To provide inspiration on how your school can get involved, we've developed a Pink Shirt Day toolkit including:

- Key facts on bullying
- Suggested activities for students and teachers
- Template media release to help you spread the word
- List of helplines to display around the school
- Information on strategies and programmes to support ongoing bullying prevention

>> Register your school's involvement

Registering gives you a unique online page (Everyday Hero page) where you can share updates on your school's Pink Shirt Day activities and spread the word via photos, blog posts and messages.

>> Order your free Pink Shirt Day materials

Bring your Pink Shirt Day activities to life with stickers, posters and wristbands. It's a huge boost to our campaign when schools fundraise to support Pink Shirt Day. A lot of schools sell the wristbands for \$1-2 and have a mufti day or similar.

>> Get your official Mr Vintage pink shirts

Mr Vintage pink shirts (a new design for 2016!) are available to purchase now at www.mrvintage.co.nz

Visit www.pinkshirtday.org.nz/register to request your toolkit, register your school's involvement and order your free Pink Shirt Day materials.

Five minute staff quiz for Bullying-free NZ Week

1. What National Administration Guideline does bullying prevention fall into?
2. Which of the following statements are true about bullying?
Bullying ...
 - A. Is deliberate
 - B. Involves a power imbalance
 - C. Needs an audience
 - D. Is repetitive
 - E. Is harmful
 - F. All of the above
3. What is impacted the most by bullying?
 - A. Social life
 - B. Studies
 - C. Future ambitions
 - D. Self-esteem
4. What percentage of same sex / both sex attracted students in the Youth 2012 Survey reported that they experienced bullying on a weekly basis?
 - A. 3.8%
 - B. 5.5%
 - C. 12%
 - D. 15%
5. What is the theme of this year's Bullying-free NZ Week?
 - A. Stay home, stay safe
 - B. Cyberbullying – it's not OK
 - C. Together we can prevent bullying in Aotearoa
 - D. Our school is a bully-free zone

6. Which of the following programmes was originally developed by the NZ Police?

- A. Kia Kaha
- B. Cool Kids
- C. Wellbeing@school
- D. Restorative practice

7. Should schools have a separate bullying and cyberbullying policy?

- A. Yes
- B. No (Schools should have a separate bullying procedure which integrates cyberbullying)
- C. It depends on the school

8. Any bullying prevention and response framework a school uses should:

- A. Be a whole-school approach
- B. Focus on healthy school behaviours
- C. Have provision for regular monitoring and evaluation of outcomes
- D. Include professional development for all staff
- E. All of the above

9. Which of the following bullying response strategies work well?

- A. Stand downs
- B. Time out
- C. Social exclusion
- D. Social problem solving

10. Bullying incidents can involve three roles, can you name them?

(Hint – answers are in the Bullying Prevention and Response Guide for Schools)

**Staff quiz for Bullying-free NZ Week
ANSWERS**

- 10. 1. Initiator – those that do the bullying
- 2. Targets – those who are bullied
- 3. Bystanders – those who witness the bullying
- 9. D. Social problem solving
- 8. E. All of the above
- Integrates cyberbullying)
- separate bullying procedure which

- 7. B. No (Schools should have a
- 6. A. Kia Kaha
- 5. C. Together we can prevent bullying in Aotearoa
- 4. D. 15%
- 3. D. Self-esteem
- E. Is harmful
- D. Is repetitive
- B. Involves a power imbalance
- 2. A. Is deliberate

- 1. NAG 5, which states:
Each board of trustees is also required to:
provide a safe physical and emotional environment for students;
promote healthy food and nutrition for all students; and
comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

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What is bullying?

– staff discussion activity

This activity could be done as part of a staff meeting and should take around 30 – 40 minutes.

Outcome:

Use Bullying Prevention and Response Guide for Schools to consider how bullying is defined and come to a shared understanding of what bullying is at your school.

Background:

In order to effectively reduce / prevent bullying in schools, staff need to have a shared agreement regarding what bullying behaviours look like.

Materials:



☐ Post-it notes



☐ Bullying Prevention and Response Guide for Schools and What is bullying fact sheet

(could be provided to staff before the meeting.)



Activity

1. Introduce the activity and outline the reasons for discussing bullying behaviours. Emphasise the importance of being able to have concrete descriptions of what bullying is.
2. Each member of staff is given up to ten post it notes. On each one they are asked to write down words which describe bullying behaviours.
3. These words are then put up on a wall / sheet of paper.

Continued over the page >>

4. Ask three members of staff to come and organise the words into themes. These can be any themes that they see in the collection of words, but as an example these could be: feelings, actions, schools systems, times of day, etc.
5. This will show the diverse range of options of what bullying is and how difficult it can be to find a concrete description of bullying. Put staff into groups of two to four (depending on the number of staff in school). Give each group a copy of the 'definition of bullying' from the Guide to discuss:
 - How could we use this definition in our school policy?
 - How could this definition support teaching around preventing bullying?
 - How could this definition help with talking to parents?
6. The final part of this discussion should focus on next steps for your individual school and how you might choose to use the definition in your school.

What is bullying? Staff discussion activity

Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Bullying Prevention and National Administration Guideline 5 – staff activity

Outcome:

To consider all the ways in which the school currently meets the needs of students under NAG 5 and ways in which this could be enhanced.

Background:

Schools have a responsibility within the NAG 5 Guidelines to provide a safe physical and emotional environment for students.

P37 of the Bullying Prevention Guidelines for schools provides further information regarding the NAG 5 Guidelines and school responsibility in relation to these.



Activity

This activity is designed to help consider all the things that a school are already doing in relation to providing a safe physical and emotional environment. This helps staff to recognise all the work and strategies they currently have in place to help prevent bullying. This kind of sharing of ideas can often help staff to then extend and refresh the strategies they currently have in place.

Version 1 – print out the template on page 49. Ask staff to work in groups of 2 – 5 depending on the size of the school. Staff discuss and record idea of all the ways they currently meet students physical and emotional safety needs in the different areas of school and within school polices.

After completing circles 1, 2 and 3, ask for each group to feed back.

Following this feedback as the group to then consider their ideas for next steps in number 4.

Continued over the page >>

Pin each sheet up around the staff room.

Or

During a staff meeting the groups of 2 – 5 are placed at one question each and brainstorm their ideas on to the sheet for 2 minutes. After 2 minutes they are all asked to move on to the next question and repeat the brainstorm and recording. Repeat this until all groups have visited all the questions and are back at the original question they started at. Groups then feedback about the responses collected on their original question.

Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

‘Shout-outs’ – staff activity

Outcome:

To focus over the week on noticing positive staff behaviours and social interactions.

Background:

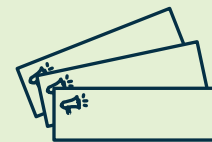
To prevent bullying in any environment, including schools, there needs to be a shared ethos across the whole setting regarding positive social skills.

“Real change happens when students, staff, parents and whānau, and other members of the community share responsibility for making their school a respectful and inclusive environment. Establishing school wide expectations for mutual respect and demonstrating what that means in practice makes a difference”.
P25 Bullying Prevention and Response Guide for Schools.

This is a chance for staff to notice and celebrate these skills in each other.



Materials



☐ Photocopied staff ‘shout-out’ cards

Method

Provide staff with ‘shout out’ cards like the ones shown on page 50. During the week staff fill out cards to acknowledge the positive interactions they have noticed involving other staff. These could be displayed on a board or collected in a jar for a draw at the end of the week.

Extension activity

The compliments written on the forms could also be typed into www.wordle.net to create a visual representation of the positive values and skills shown by staff at their school.

'Shout outs' – staff activity

Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

What is bullying?

To effectively prevent bullying it's important for everyone (school leaders, teachers, students, whānau and community) to have a shared understanding of what bullying is.

Whether bullying is physical, verbal, emotional or online (cyberbullying), there are four factors that can be used to identify bullying.

- Bullying is deliberate – intentionally causing physical and / or psychological harm to another person.
- Bullying involves a power imbalance – an actual (or perceived) unequal relationship between those being bullied and those who bully. For example due to physical size, age, gender, social status or digital capability and access.
- Bullying is usually not a one-off – it is repeated over time, with the threat of further incidents leading to fear and anxiety. People may bully one person many times, or different people each time.
- Bullying is harmful – there is short or long-term physical or psychological harm to the target (eg, as a result of coercion or intimidation).

When it's not bullying

Bullying is one particular form of aggressive behaviour. Not all verbal or physical aggression is bullying. For example, if a student offends someone by making unintentionally sexist or racist remarks, it is not bullying.

Is it bullying, fighting or hassling?

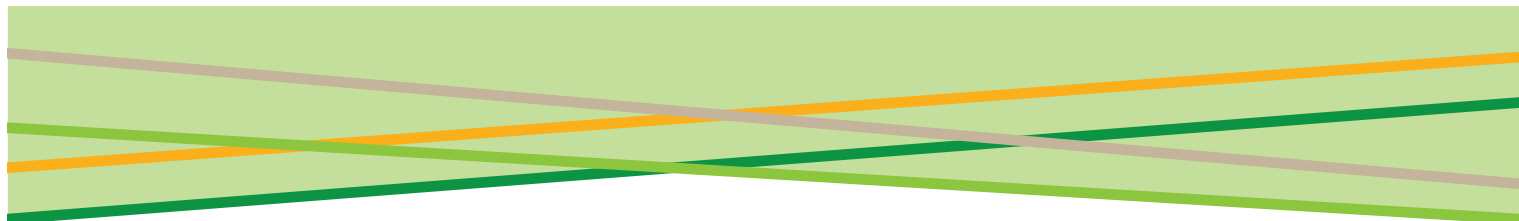
Often the term bullying gets used to describe other behaviour, such as hassling between friends which sometimes can go a bit far, or an aggressive reaction from a student who has been involuntarily provoked by another. Here are some key questions which help show the difference between bullying, fighting and hassling.

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bullying**freenz**



WEEK 16-20 MAY 2016



Looking at the interaction...	Hassling / teasing	Fighting / aggression	Bullying
Does it go both ways?	Usually both students are hassling each other	Not usually – one tends to initiate it	No, one student is targeting the other
Does it look like they're having fun?	Usually takes place between students who are familiar with, and like each other	No, one is the aggressor	No, one person is in distress
Is it well-meaning?	Yes, it's mostly good natured hassling	Not usually – it is often intentional, but can also be an involuntary reaction to something	No, one student is deliberately harming the other
Is it a one-off?	No, it's usually ongoing, because the students hang out together regularly.	Often a single incident	No, it happens repeatedly over time
Is it between equals?	Yes	Possibly	No, there is a definite power imbalance

Bullying. Speak up.

Advice for young people

If you've been affected by bullying – you're not alone. Bullying is never OK and you don't have to put up with it. Speak up – you can do something to stop it.

If you're being bullied or know someone who is being bullied, tell someone you trust. If you don't speak up, the bullying will probably continue and may get worse.

What is bullying?

Bullying is when someone keeps picking on you. Bullying can be physical (like hitting or kicking you), verbal (like putting you down or spreading rumours) emotional (excluding you from groups, taking your stuff or forcing you to do things you don't want to), or online (posting nasty things about you, sending embarrassing pictures or videos of you to others).

Bullying can happen face-to-face, online or on mobile phones. It can happen in front of everyone or when no one else is watching.

Sometimes you might fight or argue with someone. If this happens only once, it's not bullying even though you might feel upset.

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Bullying can
happen
face-to-face,
online or on
mobile phones.

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Why do some people bully?

- They think it's fun.
- To look tough or make people afraid of them.
- To feel popular or fit in with a group.
- Because they're jealous or the person they are bullying makes them uncomfortable.
- They are copying what they have seen others do before, or what has been done to them.

What can I do if I see someone being bullied?

Someone who sees or knows that bullying is happening is a 'bystander'. Bystanders can encourage bullying by doing nothing. Help stop bullying by:

- stepping in if you feel you can safely – eg saying "*leave them alone – that's mean*"
- talking about the bullying with another bystander so you have support
- talking to the person being bullied – ask if they are ok or how you can help
- telling an adult you trust about the bullying.

What can I do if I'm being bullied?

Bullying feels awful and it's important to remember it's not your fault.

- Tell the person who is bullying you to stop (if you feel that you can). Or just walk away.
- Tell someone you trust like a parent, teacher, aunt, school counsellor. Keep telling adults until someone does something to stop it.

- Spend time with friends who help you feel good about yourself.
- Don't reply to any messages that make you feel sad, threatened or embarrassed. Often people who bully others are just looking for a reaction.
- Keep all messages and take photos of uncomfortable posts. Make a note of the time, date and content. This is evidence you might need if the problem gets worse.
- Use privacy functions on Apps to block or prevent receiving nasty messages – contact NetSafe if you'd like help on 0508 NETSAFE or queries@netsafe.org.nz

But won't telling someone just make it worse?

You might feel like you don't want to tell anyone else in case it makes you more of a target, but doing nothing means it will probably continue and it might be happening to others.

If you don't feel you can trust anyone, ring one of the confidential numbers below.

Continued over the page >>

Are you bullying someone?

It's a big thing to admit you've been bullying someone else. Here's what you can do to make it right.

- Tell an adult you trust, like a parent or teacher.
- Think about what you've done and why. Ask for help to change things (from family, teachers or friends).
- Say sorry to the person who has been hurt and ask how you can make it up to them (or write a letter if they don't want to talk to you).
- Delete all hurtful or harmful online posts, messages, pictures or comments.

Where to get help:

Lifeline: 0800 543 354

Depression Helpline: 0800 111 757

Samaritans: 0800 726 666

Suicide Crisis Helpline: 0508 828 865
(0508 TAUTOKO)

Youthline: 0800 376 633 / Free Text 234
or email talk@youthline.co.nz

Mental Health Foundation: 09 623 4812

NetSafe: 0508 638 723 (0508 NETSAFE)
or queries@netsafe.org.nz



It's a big thing
to admit you've
been bullying
someone else.



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WEEK 16-20 MAY 2016

Bullying. Not a normal part of growing up.

Advice for adults

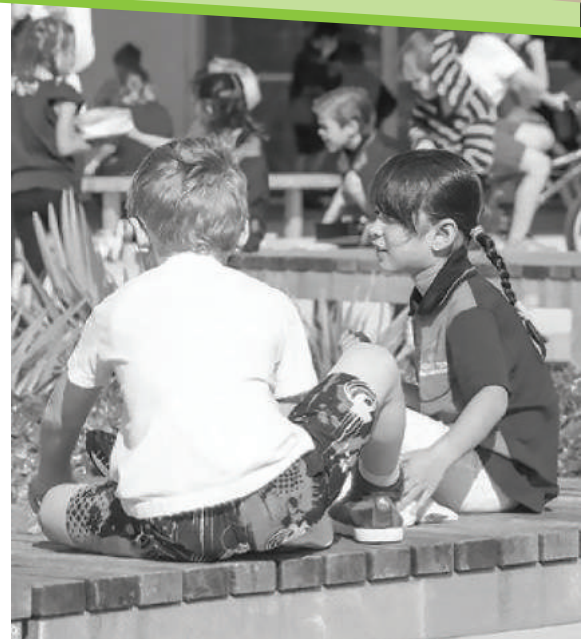
If a child or young person tells you they (or someone they know) is affected by bullying, they **need your help**. Let them know they've done the right thing by telling you.

What is bullying?

Bullying is when someone hurts or upsets someone else on purpose, usually more than once. Bullying can happen face-to-face, online or on mobile phones. It can be done in front of other people or when no one else is around. Bullying involves a power imbalance based on things like physical size, age, gender or social status. Bullying can be:

- physical – eg hitting or taking / damaging someone's property
- verbal – saying, writing or posting nasty things, name calling, threats
- social – spreading rumours, sharing offensive pictures or videos, excluding someone from a group.

Continued over the page >>



Bullying involves a power balance based on things like physical size, age, gender, or social status.

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How would I know if my child is involved in bullying?

Most bullying happens when adults aren't around. Look for signs like:

- increased anxiety about school or kura
- not wanting to join in certain activities
- bruises that they don't want to explain
- looking unhappy with low self-esteem or self-confidence
- saying things like *"nobody likes me"*, *"I haven't got any friends"* or *"I want to get back at someone"*
- describing others negatively like *"they're stupid"* or *they "deserve" bad things to happen to them*
- being defiant and getting into trouble for fighting at school
- getting frustrated when they don't get their own way
- being unconcerned when others have bad things happen to them.

What if my child is being bullied?

- Listen to what they are saying and believe them.
- Thank them for telling you.
- Reassure them that it isn't their fault.
- Reassure them that you won't do anything without talking to them first.
- Talk to your child's school or kura and find out what they do to help.
- Agree on a plan for your child, such as avoiding the bullying children and making new friends.

- Support your child's activities and friendships.
- Regularly check in with your child to see how they are doing.

What else can I do if my child continues to be bullied?

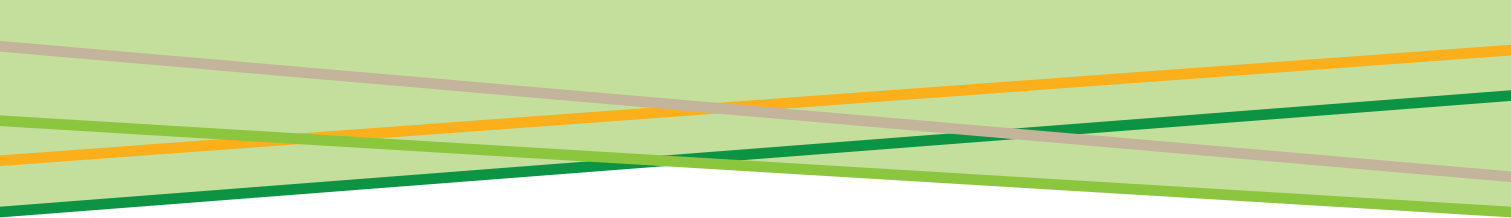
If you're not happy about the way the school or kura is handling the bullying, you can:

- make a written complaint to your school's Board of Trustees (BOT)
- ask to attend the BOT meeting at which your complaint will be addressed
- speak at that BOT meeting, if you get permission from the chairperson.

If you're still unhappy with how the bullying behaviour is being dealt with by the school, you can take your complaint to:

- your local Ministry of Education office (<http://www.education.govt.nz/ministry-of-education/contact-us/district-office-contacts/>)
- your local police station
- the Office of the Children's Commissioner.

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If you take your complaint to your local police station they will follow a process that includes:

- assessing how serious the bullying is, the evidence and the circumstances
- providing advice on preventing further bullying and keeping your child safe
- investigating and deciding whether to warn or charge the person doing the bullying.

What if the bullying is happening online?

- Save bullying messages and images. This is evidence you might need if you report the bullying to the school or police.
- If the cyberbullying involves physical threats, and you're worried about your child's safety, contact the police immediately.
- For most social networking sites and all mobile phone providers, bullying is a breach of their terms of use. You can lodge a complaint with the social networking site or mobile phone provider. The bully may get a warning or be excluded from the site, or mobile access taken away.

Prevent cyberbullying by reminding your child regularly to:

- never give out their phone number to people they don't know
- only accept friend requests from people they know and trust
- never assume the person online is who they say they are

- ignore messages from an unknown number
- ignore messages that make them feel uncomfortable (often those who bully are just looking for a reaction)
- use privacy functions on Apps to block or prevent receiving nasty messages.

What if my child is involved in bullying others?

- Find out what is going on for them.
- Be clear about what acceptable behaviour is.
- Support them in apologising and making amends to the people they have hurt.
- Talk about how they can get on with other children without bullying them.
- Praise them when they play co-operatively with others.
- Explain to your child that they should always try to help a child who is being bullied because if they don't they are accepting that bullying is okay.
- Talk to your child's school or kura and find out what they do to help children who bully others.

For more information:

Education.govt.nz – for parents section:

<http://parents.education.govt.nz/primary-school/wellbeing/bullying/>

Netsafe: (0508 638 723) www.netsafe.org.nz

Youthline: Call 0800 376633 or Free TXT 234 for support with bullying

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Act of kindness at:

This Card is given to:

In recognition of an act of kindness, being:

☐ Friendly ☐ Helpful ☐ Caring ☐ Thoughtful ☐ Generous ☐ Other

What did they do?

.....
.....

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Act of kindness at:

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What did they do?

.....
.....

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WEEK 16-20 MAY 2016

VOTE FOR

the **most important** thing to help you learn

Māramatanga

People who know
me well:

- understand me
- know what I like
- know my strengths
- listen to me
- involve my parents, whanau,
and whanau whanui

Rangatiratanga

Everyone expects
the best of me:

- tells me what is expected of me
- tells me when I am doing well
- encourages me
- believes in me

Auahatanga

Teachers who cater
to my needs, interests,
and strengths:

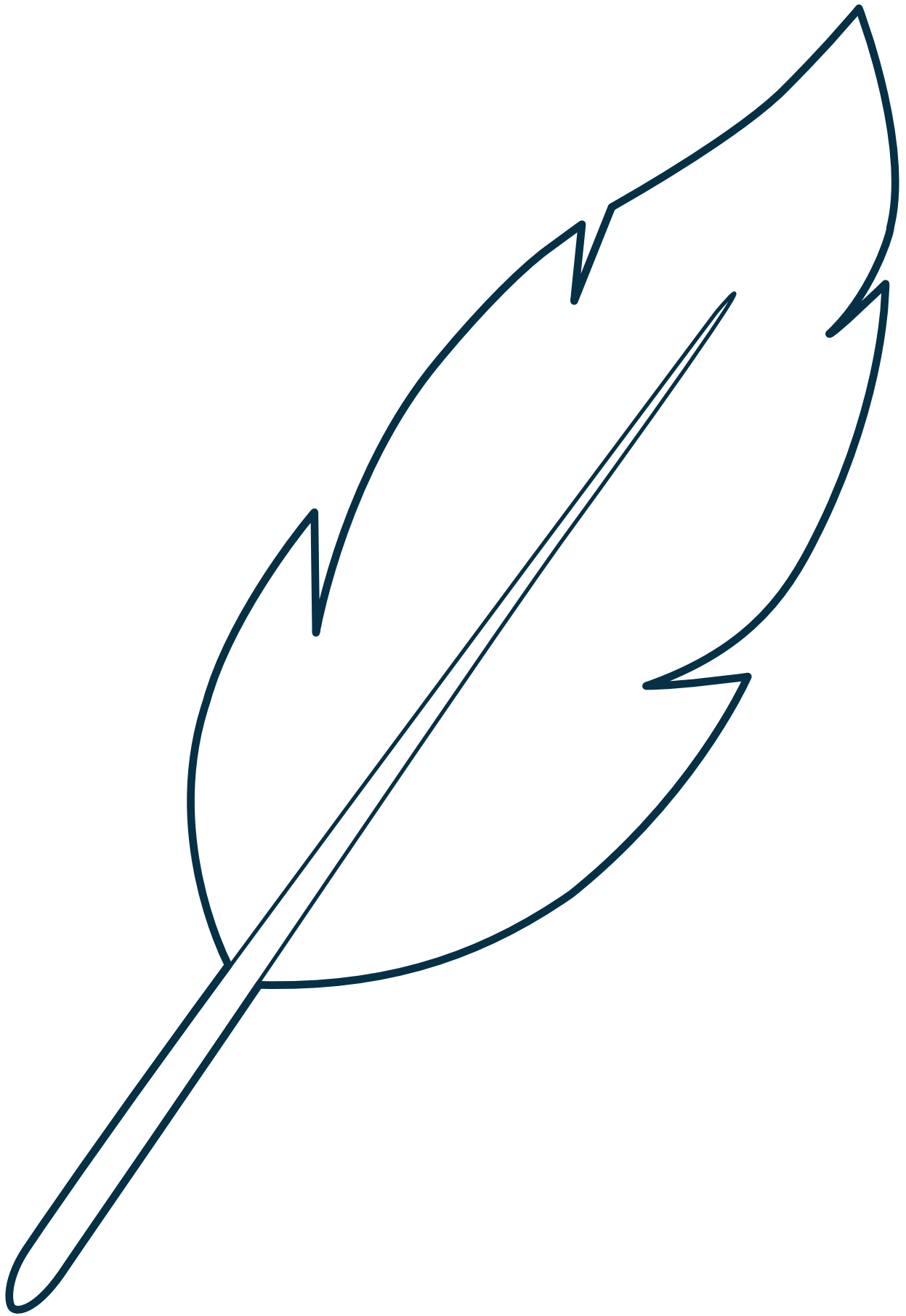
- are inventive and creative
- make learning fun
- teach in a way I understand
- provide information
in different ways

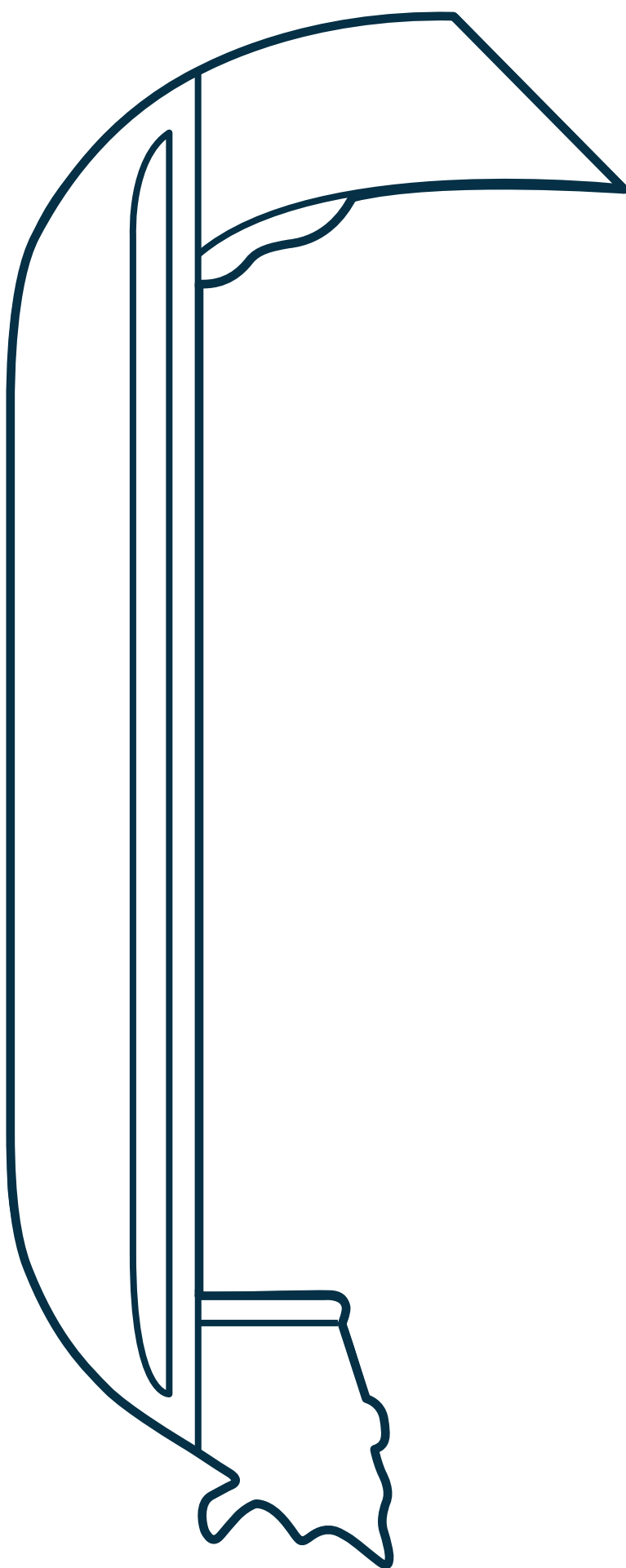
Manaakitanga

When I feel safe,
welcome and
cared for:

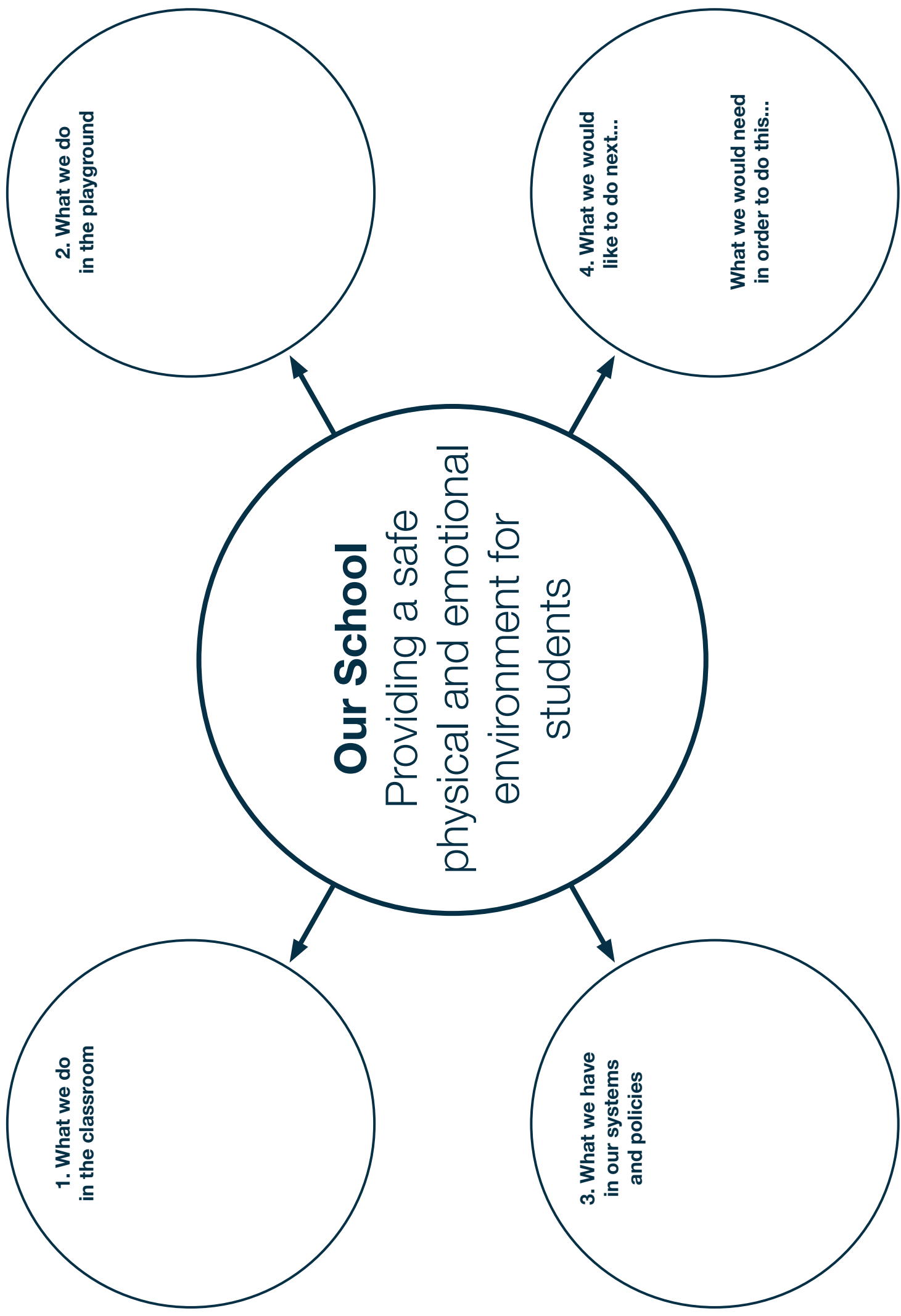
- I can be myself
- I am valued
- I am respected
- I am included
- I get help when I need it

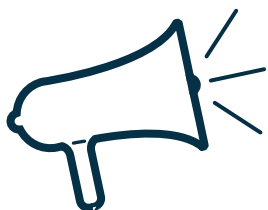
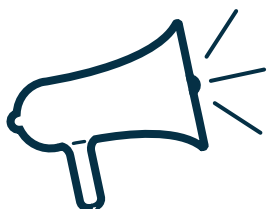
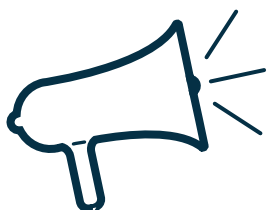
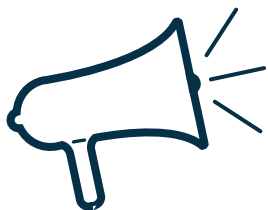
Instructions: Place a chip in the glass jar to vote.
You can vote for more than one.













I will be kind by...

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WEEK 16-20 MAY 2016