INTERNATIONAL CHINESE SCHOOL

CHRIST IS MY LIGHT

DEALING WITH BULLYING AND HARASSMENT
POLICY

Rationale

As image bearers of God, humankind has been created to reflect His goodness through shared relationships. God's creational intent was for us to enjoy oneness in relationship, both with Him and each other. We see this oneness most fully expressed through God's relationship with Himself, evident from the outset of the biblical narrative:

Genesis 1:26 (NIV) reads, "Let <u>us</u> make man in <u>our</u> image, after <u>our</u> likeness."

The plural reference to the creator, "us" and "our", testifies to a triune God who exists in perfect union or oneness with himself. This oneness provides the pattern for all shared relationships as highlighted in John 17:22-23, when Jesus speaking to His Father states;

"The glory which You have given Me I have given to them, that they may be one, just as We are one; I in them and You in Me, that they may be perfected in unity, so that the world may know that You sent Me, and loved them, even as You have loved Me."

This represents the very best of human relations, when the unconditional love of God by His Spirit flows through Christ into our shared relationships. This is human life as it was meant to be. A life of relationships lived in constant response to God, in perfect communion with Him, and each other.

We don't always relate to each other as we should due to the fallen world in which we live. As a relational outworking of this, people can try to exert power and influence over others and bullying and harassment can result.

We are called to be agents of Christ in his ongoing redemption and renewal of relationships. The School's focus is based on the biblical principle of restoration. Through bringing both parties together restoration involves identifying and confessing wrong behaviour/s, repentance and forgiveness, reconciliation and restoration.

Policy for dealing with bullying

ICS seeks to foster a positive, safe environment for students, staff and parents. At school all students should feel safe and be respected as unique persons made in the image of God). Students in turn must acknowledge, through their actions, their duty to respect others in seeking to live in harmony with one another (Romans 12:16-20).

A safe and supportive school is described in the following way:
"In a safe and supportive school, the risk from all types of harm is minimised, diversity is valued and all members of the school community feel respected and included and can be confident that they will receive support in the face of any threats to their safety or wellbeing." National Safe Schools Framework (revised 2011)

The School has the responsibility to ensure that, while at school, all students are given opportunities to develop positive attitudes and appropriate values.

All members of the school community (students, staff and parents) have a responsibility to work towards fostering a safe and positive environment. Any member of the School community should be treated seriously when reporting an incident of bullying. Consequences for bullying behaviour, as per the Discipline Policy, will follow for those found to be responsible for bullying.

All students involved in bullying (whether as victims or as perpetrators) can expect to receive counsel and advice to assist them in avoiding repeated occurrences of such incidents. With the intention of bringing reconciliation, such counsel will be conducted within the framework of restorative practices.

In summary, it is our belief that:

- Bullying is not an acceptable behaviour and will not be tolerated. Students who engage in bullying will be dealt with appropriately.
- Staff, students and parents must work together
- It is the responsibility of all members of the School community to report bullying when they know it is happening or when it is happening to them. A person's silence is saying that bullying is acceptable.
- Any member of the school community should be treated seriously when reporting an incident of bullying.
- The School will seek to be pro-active in promoting an environment in which everyone understands that bullying is wrong and that individuals have a responsibility to report bullying if they become aware of it.
- Restoration of relationship (where possible and appropriate) should be the focus of disciplinary processes.

Definition of Bullying

"Bullying is when one student (or a group) keeps picking on another student again and again to upset or hurt them. They might hurt them physically, try to socially isolate them or say and do mean or humiliating things to them. Although it's neither respectful nor acceptable if someone behaves in a mean or aggressive way on one occasion, it isn't bullying. A fight or disagreement between students of equal power or status isn't bullying." National Safe Schools Framework (revised 2011).

Examples of Bullying

Verbal
Name calling, taunting, belittling, criticising, threatening, ridiculing, put downs, sexual or racist comments.
For the difference between teasing and taunting – *see Appendix 1*
For the difference between flirting and sexual bullying – *see Appendix 2*

Physical
Hitting, pushing, punching, poking, biting, pinching, scratching, choking, spitting, inappropriate touching, damaging property, rude gestures.

Psychological
Ignoring, victimising, employing stand over tactics, creating fear in another, extortion (forcing other students to hand over money, food, possessions).

Social
Excluding, spreading rumours, gossiping, writing/sending nasty notes or graffiti about others.

Cyber Bullying
Cyber bullying involves bullying which is carried out through an internet service such as email, social networking sites such as Facebook, chat rooms, discussion groups or instant messaging; it can also include bullying through mobile phone technologies such as short messaging service (SMS). It is often combined with off-line bullying.

Examples of cyber bullying commonly include spreading rumours online, sending unwanted messages, harassment, exclusion, outing defamation, and setting up hate clubs on sites such as Facebook. Other behaviours include pranking (i.e. hang-up calls), sending insulting text massages, publishing someone's private information, and implementing social exclusion campaigns in social networking sites. It is also cyber bullying when a student(s) uses technology to run a multi-step campaign to bully another student, e.g. setting up another student to be assaulted, video-recording their humiliation, posting the video-recording online and then sending the website to others.

Refer Appendix 3 for more detailed definitions relating to bullying

Refer Appendix 4 for further information about surviving cyber bullying

Anyone can be bullied online or through mobile phones and they can be bullied by groups of people such as class groups or collective members of an online community or even individuals. Signs that a child may be suffering from cyber bullying could include:

• 	being secretive about internet activities

- spending a lot of time on the computer
- having trouble sleeping or having nightmares
- feeling depressed or crying without reason
- loss of interest in social events
- mood swings
- feeling unwell
- becoming anti-social and losing friends
- falling behind in homework
- drop in school grades and motivation

HARASSMENT OF ANY KIND IS A FORM OF BULLYING

Signs of Bullying

At times bullying may be hard to detect as perpetrators rarely "perform" in view or earshot of staff and victims are often unwilling to admit their situation. The people most likely to know what is going on first hand are other students. Some general physical and behavioural signs that parents and staff should look for include:

- bruises, scratches or cuts that the student cannot really explain
- torn or damaged clothing
- damaged or missing belongings
- headaches, stomach aches and other pains that the student cannot explain
- unexplained tears or depression
- unusual outbursts of temper
- refusal / reluctance to attend school
- not seeking to socialise with peers or participate in other activities
- seeking alternative means or route to/from school
- quality of academic work decreasing

Rights and Responsibilities

Within the School community all students and staff have certain rights. However, along with those rights come certain responsibilities.

Students and Staff	
Rights:	**Responsibilities:**
• to feel safe, cared for and respected at ICS • to an enjoyable day at school in a pleasant, comfortable environment • to be free of bullying • to access and receive help and support if they experience bullying	• to personally abstain from bullying others in any way. • to actively discourage bullying when it occurs. • to give support to victims of bullying. • to use the appropriate channels to report incidents of bullying. • to consider the impact of their actions on others. • to respect the property and rights of staff and students (including their own). • not to accept bullying, but to report it.

Responsibilities particular to staff:

• to provide a safe, secure learning environment for the students.
• to provide an environment free from bullying, harassment, intimidation and abuse.
• to act on any bullying incident that they become aware of.
• to be role models in word and action at all times.
• To teach children the difference between telling and tattling/ "dobbing". *(See Appendix 5).*

Preventative Measures

The School seeks to be proactive in an effort to reduce the incidence of bullying.

Curriculum based

School staff will undertake to use and create opportunities within the curriculum to raise and discuss issues surrounding bullying, cyber bullying and cyber safety. This is particularly appropriate in subject areas such as English, Scripture and PD/H/PE.

Programs and resources that can be used to support curriculum based cyber safety activities for students include:-

• ThinkUKnow Cyber Safety Educational Campaign managed by the Australian Federal Police and Microsoft Australia (www.thinkuknow.org.au)
• MindMatters (www.mind.matters.edu.au)
• Cybersmart kids and teachers (www.cybersmart.gov.au/Kids.aspx, and www.cybersmart.gov.au/Schools/teacher%20resources.as

(National Safe Schools Framework Resource Manual)

Staff professional development and initiatives

The School undertakes to ensure that there is ongoing development of staff skills in pastoral care, in recognising bullying and in dealing with both perpetrators and victims appropriately. Staff development needs to be an ongoing process in the area of cyber bullying due to the nature of changing technology and students responses to it.

For teacher professional development (Cyber Safety Outreach in service and preservice teachers and Internet Safety Awareness) see:
www.cybersmart.gov.au/School/Book%20teacher%20professional%20development.aspx

(National Safe Schools Framework Resource Manual)

In addition, the School undertakes to ensure that staff are aware of the need to promote a positive attitude to mental health in accordance with the School's Christian ethos.

School staff will undertake to be vigilant in observing students both in and out of the classroom.

School staff will undertake to include sessions promoting positive peer interactions both within and out of the classroom and as part of extra-curricular activities.

Raising Awareness of Bullying as an issue

☐ Visitations from Healthy Harold to further talk about strategies to manage and deal with peer pressure and bullying
☐ Visual advertising around the School (e.g. Posters)
☐ The language of bullying will be used regularly in public meetings and in correspondence. For example: At Assemblies, Year Meetings, in 'The Vine' (The School's fortnightly newsletter).
☐ Ensuring that the message 'It is okay to report bullying' is actively promoted by all staff and students.

What can a student do if he/she is being bullied?

Most bullies want to get a reaction that will give them a sense of control. Therefore it is important for a student to not retaliate or react in a way that encourages the bully to continue. Bullying is not the fault of the student being bullied. The responsibility for the behaviour lies with the bully not those on the receiving end.

If a student experiences bullying, in the first instance, he/she might:

- Ignore the bullying. Simply walk away from the bully or bullies.
- Be assertive and confident toward the bully. Stand straight and tall. Look them in the eye and say firmly but in a calm manner that they do not like the way they are being treated. For example:
  - "I want you to stop making fun of me." or
  - "Why are you trying to give me a hard time?" or
  - "You must be having a bad day. I do not deserve this. I am out of here."
- Use humour. Most bullies back down when they don't get the response they expect or hope for.
- Think about anything in their behaviour that might lead to you being bullied. For example: do they have a habit of calling out silly things to people? Do you try to attract attention to themselves? Do they insult people? Do they boast? Do other students tell them to be quiet? Do they irritate or annoy others? Does their body language suggest that they are always scared and frightened?

IT IS IMPORTANT TO NOTE THAT A BULLY'S BEHAVIOUR IS NEVER ACCEPTABLE, EVEN IF A STUDENT'S BEHAVIOUR MIGHT BE INAPPROPRIATE AS WELL. HOWEVER, POSITIVELY CHANGING A STUDENT'S BEHAVIOUR MAY LEAD TO A POSITIVE CHANGE IN THE BEHAVIOUR OF THE BULLY.

It is important that students enlist the support of friends/adults to counter bullying.

Reporting Bullying
The School would encourage all students, parents and staff to report bullying.

Student Reporting
This can be done by students talking to their teacher.

STAFF REPORTING
STAFF HAVE THE RESPONSIBILITY, IN THE FIRST INSTANCE, TO DEAL WITH ALL INCIDENTS OF BULLYING TO WHICH THEY ARE WITNESS. IF THE MATTER IS OF A MORE SERIOUS NATURE, STAFF HAVE THE RESPONSIBILITY TO REPORT THE MATTER TO THE PRINCIPAL.

HOW CAN ANYONE HELP SOMEONE BEING BULLIED?
If anyone witnesses an incident of bullying he/she is a **bystander**. Bystanders have important roles to play in helping to stamp out bullying and support victims. It is the responsibility of those who witness bullying to do something about it.

Firstly, confront the perpetrator. Tell the bully that you and your friends strongly disapprove of his or her actions by making a clear statement such as "You need to stop doing that. It is not okay."

If someone is aware of bullying report it to an adult. The person being bullied may be too scared or upset to tell anyone. Remember that NOBODY deserves to be bullied.

Offer support to students who are bullied. Let them know they can do something about it.

Advice for parents

Some people think bullying is a normal part of growing up and that children need to learn to stick up for themselves. Bullying, however, can make children feel lonely, unhappy, frightened, unsafe and insecure.

Take an active interest in your child's social development, social life and acquaintances. Be alert to signs of distress in your child.

If your child is the victim of bullying:

- Work with the child in trying to solve the problem; don't try to solve it for them.
- Talk to your child, and help them to understand that it is not their fault.
- Positively reinforce your child's self-esteem and sense of self-worth.
- Ask them what they have done to deal with the bullying and encourage them by giving them strategies that could solve the problem. Together, explore possible ways in which to deal with the problem.
- Discourage your child from retaliating and becoming part of the problem.
- Parents should encourage their children to report all bullying concerns to their teacher. Parents should be prepared to alert the School yourself, if necessary, by contacting their child's teacher.
- Assure your child that the problem can be solved. Communicate and cooperate with the school until the problem is solved.
- Keep the communication lines between home and school open.
- Support the school in its proactive and reactive responses to bullying.

If your child is a bully:

- Talk to your child to find out why they have been behaving in such manner.
- Talk to your child to ascertain how they are feeling about themselves.
- Attempt to get your child to empathise with the victim. Ask them how they would feel if someone was bullying them.
- Reinforce with your child the need to resolve conflict in a non-aggressive way.
- Model conflict resolution in a positive manner at home.
- Support the school in its efforts to deal with the bullying incidents.
- Discuss issues with your child's teacher.

PROCEDURES FOR DEALING WITH INAPPROPRIATE &/or ANTI-SOCIAL &/or BULLYING (as per Discipline section of Welfare Policy)

Step 1 (less serious issues)

- Dealt with on the spot by attending staff member.
- The staff member/teacher on duty is to deal with unhelpful behaviour and apply appropriate, immediate consequences.
- If necessary this incident will be referred to Step 2.

Step 2 (pattern of repeat offences and/or more serious issues)

- Dealt with on the spot by attending staff member.
- The teacher on duty is to deal with unhelpful behaviour and apply appropriate, immediate consequences.
- If in playground the student should be required to remain with the duty teacher.
- The incident is then referred to the relevant classroom teacher, and entered on the school discipline database.
- Parents informed via email or phone or in person.
- If necessary this incident will be referred to Step 3.

Step 3

- Student interviewed by Principal where the issue is discussed and entered on the school discipline database.
- If related to bullying an apology to the victim is sought and the bully is made aware that the bullying must stop.
- If related to break times student may be removed from the playground.
- Parents informed by phone or in person, and in the case of bullying the parents of both parties.
- If necessary this incident will be referred to Step 4.

Step 4

- Parents are requested to come to the School for interview.
- Consequences determined as appropriate.
- Student placed on 'Blue Card' to monitor behaviour.
- Counselling may be recommended if appropriate.
- Report entered on the school discipline database.
- If necessary this bullying incident will be referred to Step 5.

Step 5

- If a student reaches this stage, the principal will interpret this to mean that the student has chosen through his/her actions to exclude him/herself from the school. Suspension may result. This may be an in-school suspension, or full suspension. The School reserves the right to assess each situation on iitys merits. Degrees of inappropriate &/or Bullying behaviour will be taken into account. Severe incidents will be dealt with in the most appropriate way.
- Counselling is strongly recommended.
- Report recorded in student management system.
- If necessary this bullying incident will be referred to Step 6.

Step 6

- If a student reaches this stage, the Principal will interpret this to mean that the student has chosen through his/her actions to exclude him/herself from the School. This will result in a full suspension or expulsion in extreme circumstances. If student returns to the School, parents and student must meet with Principal prior to re-entering class. Student may be placed on a conditional enrolment.

These 'Steps' need not be followed sequentially. For instance serious matters may be escalated through the process, bypassing lower level steps as deemed appropriate. Alternatively a child, who may have been dealt with at a higher level, may receive lower level discipline for minor infractions. While personal situations of students will be taken into account, consequences will still flow from inappropriate behaviour. Consequences may flow from 'accidental' behaviour in an attempt to foster within students awareness for others and their surroundings.

The School reserves the right to assess each situation on its merits. Degrees of inappropriate and/or anti-social and/or bullying will be taken into account. Incidents of severe bullying will be dealt with in the most appropriate way. Information concerning incidents will be kept by the relevant classroom teacher.

Evaluation

The policy to counter bullying will be evaluated and reviewed on a regular basis.

> **THE SCHOOL DOES NOT**
> **TOLERATE BULLYING OF <u>ANY KIND</u>**

Peter Jamieson
Principal

APPENDIX 1

The Difference between Teasing and Taunting.

Teasing is a fun thing to do with friends – with people you care about. Taunting is a choice to bully someone for whom you have contempt.

Teasing

- Allows the teaser and person teased to swap roles with ease.
- Is not intended to hurt the other person.
- Maintains the basic dignity of everyone involved.
- Pokes fun in a light-hearted, clever and benign way.
- Is meant to get both parties to laugh.
- Is only a small part of the activities shared by kids who have something in common.
- Is innocent in motive.
- Is discontinued when person teased becomes upset or objects to the teasing.

When kids tease one another, there is a playfulness that is not present in taunting. Both give it and take it equally. If a child inadvertently says something that is hurtful to a friend, perhaps intending to wrap in humour something that is difficult to say outright, he/she picks up his/her mistake by reading their friend's hurt and makes amends.

The two are learning important lessons in relationship building and effective communication. They can practice with each other and safely learn limits and boundaries of teasing, as well as the power of words. They share strong feelings of affection, compassion and empathy. If they laugh at each other's foibles and mistakes, they are just as quick to be there to help the other clean up the mess.

Good-natured ribbing reflects the closeness of two friend's relationship. Off-limits are attack about race, religion, gender, physical attributes or mental ability. Any attack is not teasing: it is taunting.

Taunting

- Is based on an imbalance of power and is one-sided: the bully taunts, the bullied kid is taunted.
- Is intended to harm.
- Involves humiliating, cruel, demeaning or bigoted comments thinly disguised as jokes.
- Includes laughter directed *at* the target, not *with* the target.

- Is meant to diminish the sense of self-worth of the target.
- Induces fear of further taunting or can be a prelude to physical bullying.
- Is sinister in motive.
- Continues especially when targeted kid becomes distressed or objects to the taunt.

When a bully taunts his/her target, there is no playfulness in the attack, no matter how much the bully may protest, "I was just teasing." The bullied kid was probably targeted because the bully knew he or she would not strike back. There is no good-natured give-and-take.

The taunt is intended to isolate the target. It is intended to hurt, and the words used are demeaning and cruel. The bully may laugh, and so might the bystanders. The target is embarrassed, humiliated or shamed, living in fear of what will come next. There is no empathy or compassion; rather, there is glee, excitement or amusement over the success of the attack. The motive of the bully is not to make a new friend, engage in friendly banter, or lighten a difficult situation; it is purely to belittle and demean another child.

APPENDIX 2

Flirting and Sexual Bullying

Flirting

- Allows and invites both persons to swap roles with ease.
- Is not intended to hurt the other person – is an expression of desire.
- Maintains the basic dignity of both persons.
- Is meant to be flattering and complimentary.
- Is an invitation to have fun together and enjoy each other's company.
- Is intended to make the other person feel wanted, attractive and in control.
- Is discontinued when the person who is being flirted with becomes upset, objects to the flirting, or is not interested.

Flirting has playfulness about it that sexual bullying does not. It is never intended to harm and is an invitation for two people to get to know each other better. As with any other invitation, it can be accepted or rejected – and the person who initiated the flirting honours either response.

Verbal Sexual Bullying

- Is based on an imbalance of power and is one-sided: the bully sexually taunts, the bullied kid is demeaned and degraded.
- Is intended to harm and exploit.

- Is invasive and intended to assert the status of the bully.
- Is intended to be degrading or demeaning.
- Is intended to express control and domination.
- Is intended to violate the boundaries of the target.
- Is intended to make the other person feel rejected, ugly, degraded, powerless or uncomfortable.
- Continues especially when targeted kid becomes distressed or objects to the sexual comment.

In sexual bullying there is no invitation – just an attack. The target is embarrassed, humiliated and shamed and tends to feel powerless. It is not the intention of the bully to engage in healthy sexual flirtation with another person – the attack is meant to hurt. If the target protests, he or she is often labelled a "bitch" who is uptight and can't take a joke.

Physical Sexual Bullying
Physical sexual bullying can include, but is certainly not limited to, touching or grabbing in a sexual way, pinching, bra snapping, pulling down pants or pulling up skirts, brushing against a target in a sexual way, or "sexual assault." It is important to note that criminal activity can have sexual bullying as one of its components.

Relational Sexual Bullying
Add sexual overtones to all the ways kids use relational bullying to systematically diminish a bullied child's sense of self-worth and what you have is a hard-to-detect, easy-to-execute method of cutting to the core of the bullied kid.

Some examples of relational sexual bullying would include sexual rumours about a student, sexual comments on toilet walls, leering or making obscene gestures. Add to all of these the displaying or circulating of sexually explicit material intended to shame or humiliate or degrade, the wearing of clothes that have sexually offensive sayings or pictures, or the existence of sexually explicit graffiti and you have the ingredients for creating a hostile environment that interferes with a student's ability to learn.

APPENDIX 3

COMMON TERMS AND DEFINITIONS

This appendix provides definitions resourced from the National Safe Schools Framework used in the area of student wellbeing and safe schools.

Term	Definition
Bullying	Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber bullying refers to bullying through information and communication technologies. Conflict or fights between equals and single incidents are not defined as bullying. Bullying of any form or for any reason can have long-term effects on those including bystanders.
Cyber bullying	Cyber bullying is a term used to describe bullying through information and communication technologies. It is often combined with off-line bullying. It may include a combination of behaviours such as pranking (i.e. hang-up calls), sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. It is also cyber bullying when a student(s) uses technology to run a muti-step campaign to bully another student, e.g. setting up another student to be assaulted, video-recording their humiliation, posting the video-recording online and then sending the website address to others.
Cyber safe behaviours	The safe, respectful and responsible use of internet and mobile phone technology.
Cyber exploitation	The use of internet or mobile phone technologies to take advantage of another. Examples include: asking others to send sexually explicit photographs of themselves; stealing someone's identity and impersonating them (e.g. to subscribe to services or purchase goods and services in their name); using unscrupulous sales tactics (e.g. using pop-ups)

Cyber harassment	A single episode of aggression (e.g. an insult, threat, nasty denigrating comment) against a specific student carried out through internet or mobile phone technologies.
Cyber-risks	Potential risks that students are exposed to when using internet or mobile phone technologies. These include: the temptation to misuse technology, cyber exploitation, self-exposure and cyber bullying
E-Crimes	Illegal actions that are carried out through the use of internet or mobile phone technologies. They include: child pornography, fraud, impersonation, or sending words or images that cause offence, distress, menace or threaten. Most of these crimes are under Australian Federal Law but some are also (or only) under some Australian state laws.
Online hate websites	Websites (or other online sites) that have been established for the purpose of bullying another. They contain insulting and contemptuous remarks or images and encourage others to sign on and indicate their hatred of a nominated person and add more disparaging comments.
Resilience	Resilience is the ability to cope and bounce back after encountering negative events, difficult situations, challenges or adversity and to return to almost the same level of emotional wellbeing. It is also the caICSity to respond adaptively to difficult circumstances and still thrive.
Sexting	Sending sexually explicit photographs of oneself or others using mobile phone technology either by request or spontaneously. Requests are often made by a student's current (or potential) romantic partner. Sometimes such photos are sent (without permission) to many other people, or used to coerce or blackmail after a relationship break-up.

APPENDIX 4

Surviving Cyber bullying

Adapted from HTTP://the woodverdict.blogspot.com/

Cyber-Bullying affects at least 22% of Aussie kids*. It can be 24/7, relentless, compounded by an audience reading it over and over again. But cyber-bullying isn't the problem. The lack of knowledge on how to prevent and resolve it is.

For Kids: Keep in mind, it is never your fault, and sometimes people don't really mean what they say. Don't let the emotion of the moment guide your actions, step back, think for a while, work through the steps below to resolve the situation so you can use the computer happily again. Finally, if you see someone else being bullied online, don't be a silent bystander, but report the abuse yourself (but don't intervene in the argument!), and you may well save a life.

For Adults: Do not dare overreact or punish a child if they experience cyber-bullying. 78% of kids are worried if they tell an adult they will be disconnected from the computer, thus prohibiting them from admitting it. Kids also worry that it'll complicate the situation, by having worried adults adding to the trauma and kids often think adults mightn't be able to help. So firstly, don't appear to be bothered (even if you are), and don't disconnect a child. Let them know this. Let them know they haven't done anything wrong, and you'll talk to them about it, and work through the steps below to peacefully resolve the issue so they can use the computer happily again.

To Prevent – Tips:

- **Be extra sensitive** about what you say online (what you project may be perceived differently)
- **Don't incite** any bullying, by arguing, flaming or annoying someone
- **Don't Share Passwords** with friends – sometimes friendships breakdown
- **Make hard-to-guess secret questions** so people can't get into your accounts
- **Turn on comment moderation** to stop offensive comments from ever being published
- **Tell your friends** if a joke goes too far
- **Ask them to stop** harassing you, and if they don't, read on...........

To Resolve – 5 Steps:

1. **Don't respond** to the bully AT ALL (it will make it worse, trust me)
2. **Save the evidence**, whether it is text, images or websites (instructions below)
3. **Block and Delete** the bully from the service (instructions below)
4. **Report Abuse to the Admins** of the service (instructions below)

5. **Tell trusted people**, which may be friends, adults, teachers, parents and police if necessary – as it is a criminal offence

Saving the evidence:

Make a folder on your computer to save all the evidence in. To save text, highlight it (press Ctrl-A, or Apple-A on Macs to highlight it all), and copy it into a word document. To take a screenshot, (a picture of your computer screen) press the print screen button (above the arrow keys, top right of the keyboard), then go into the start menu, programs, accessories, paint, press Ctrl-V (copy), and click file and save. You can press apple-shift-3 to save a screenshot to the desktop on Macs. To save an image on a webpage right click on it (or control-click on Macs) and select 'save image'. To save a YouTube video or other online video, visit this website – http://vixy.net/ post the 'web address' of the video into the "URL" box, and then click start. It will convert the video into the .avi file type that can play on Windows and Macs, and then let you download the video onto your computer.

Blocking, Deleting and Reporting Abuse to the Administrator.

MSN - Login, right click on contact in your contact list and select 'delete'. When the dialogue box pops up, select 'block' as well and click ok. Click the 'help' menu, and click 'report abuse'. – Type your name, email in – the bullies email – what type of abuse, and then paste the evidence in the box – they will take appropriate action, possibly delete the offenders account. You should also turn message history on to ensure the evidence is recorded. To do this, click 'tools', 'options', 'messages' and tick the box that says 'automatically keep a history of my conversations'.

MySpace – Login, click 'view friends', click 'edit friends', - delete the bullies – then visit their profile – and click 'block user'. Make your profile private by clicking 'account settings' and 'privacy', then select 'my friends only' and click save. Visit the bullies profile, scroll down to the bottom and click 'report abuse' and select the type of abuse. Put in your name, email, and list the offending evidence and provide links and click submit.

Facebook – Login, click 'friends', and click on the friend, and the little cross at the top right to delete the bully. To report abuse, click on the 'report' link accompanying most content. If you can't find that, click 'help' down the bottom, click 'security', and click 'how to I report abuse' then click to report it. Provide name and network of the offender, the evidence and provide links and send. For individual wall postings or message there will be a little 'report abuse' button on them for you to use.

Bebo – Login, click 'home', click 'friends', click the cross button on the offender to delete the bully. Now visit the offender's profile, and click 'block' and click 'report abuse', then click 'report abuse only'. Make your profile private by clicking on 'profile', 'edit profile' and then untick the box that says 'make my profile public'.

Email – Right click on message, click 'view source', and copy it into word document. Block the offender address. Notify your ISP, Notify the offenders ISP.

Games – Runescape, click the report abuse button down the bottom right. For others, Google search the games name and report abuse. Example: Runescape report abuse.

Mobiles – Go into the settings and select block caller – put the bully's number in. Contact your service provider, report it to them. Contact the offender's service provider (if known) and report it.

Random websites/forums – Click contact admin button, send them an email or message and most likely they will take action against the bully user. For services/website's you're not sure about, try emailing it to abuse@thewebsite.com or admin@thewebsite.com. Example: for Facebook abuse@facebook.com

Finally, call your local Police if you need more help.

APPENDIX 5

Telling and Tattling – Discerning the Difference

Children need to know that they can and should tell an adult about the bullying, *even if they were able to stop the bullying themselves.* If not confronted, the bully will find another child to harass - one who may not be as capable of fending off the bully. A target who tells an adult in order to prevent someone else from sharing the same fate is playing the all-important role of witness.

Most bullying is done "under the radar" of adults, and children are hesitant to report it. We have to convince our children that we can be trusted, are powerful allies, and will act – if only they will tell us. That requires that we teach them to discern the difference between telling and tattling.

From the time our children begin telling tales on their siblings and peers, we admonish them, "Don't tattle, don't snitch." Then, when kids keep potentially lethal information from us, we ask, "Why didn't you tell me?" Even the words we use – tattle, snitch, rat, squeal, fink – have a harshness that communicates to our kids that it's not a good thing to ever tell on anybody. These words entrench children in the deeply embedded code of silence. What is lost in this code is the immorality of that silence in the face of malice. We can teach them the difference between telling and tattling.

Definitions:-

Tattling: If it will only get another child <u>in</u> trouble, don't tell me.

Telling: If it will get you or another child <u>out</u> of trouble, tell me.

If it is <u>both</u>, I need to know.

This formula does not tell kids what to report to an adult. It is a tool to help them *discern* what to tell, no matter what kind of situation they are facing.

Using everyday events as opportunities to practise, you can start teaching four-year-olds the difference between telling and tattling. "James is sucking his thumb again." (Telling me is an attempt to get him in trouble: don't tell.) "James's front tooth fell out, and his mouth is all bloody." (Telling me can get him out of a mess; tell.) "James's front tooth fell out when he was sucking his thumb, and his mouth is a bloody mess." (It's both; I need to know.) By the time kids are six, they can be taught the difference between teasing and taunting.
If this distinction is taught to children when they are young, it can pay off in the teen years. Adolescents will understand that it is not tattling, snitching, ratting or squealing to tell you that their friend who has been tormented by peers is giving his possessions away and saying subtle good-byes to classmates. Telling may help get him out of the mess he is in; not telling could be life-threatening.

As well as practising with everyday situations, keep the lines of communication open by being truly present and listening to what kids are saying-or trying to say- with their fumbled words, body language, and actions. Kids won't say a word if they think their telling will be met with judgemental statements, disbelief or threats: "Don't say such crazy things." "Don't tattle." "He wouldn't kill himself." "If I ever catch you doing something as stupid as he did, you'll be grounded." What teen would want to hear that his friend wouldn't be stupid enough to kill himself, that fights like that don't happen in this part of town?

The Bully Cycle and the Bystander

An adaptation of
The Bullying Circle
by Dan Olweus, PhD

Illustrations by Joey Coloroso