

Safe Schools: Strategies to Prevent Bullying (May 2007)

This 2007 ERO report identifies the range of strategies schools are using to prevent bullying and support the safety of students.

Executive Summary

This report presents an aggregation of ERO's reported findings about the strategies schools are using to prevent bullying and provide a safe physical and emotional environment for students. It is based on information gathered by ERO as part of regular education reviews. This report highlights the features of different school cultures, as described by individual schools, and identifies the range of strategies schools are using to prevent bullying. The effectiveness and impact of various strategies in supporting a safe and positive learning environment are discussed.

ERO found that most schools:

- acknowledged that bullying behaviour was a risk to be managed;
- described the culture of their school as one that contributed to the provision of a safe physical and emotional learning environment for all students;
- had documented behaviour and/or anti-bullying policies, procedures and plans that clearly set out expectations, guidelines and processes for staff, students and parents; and
- offered programmes for students that focused on equipping students with strategies for dealing with bullying behaviour.

In some schools ERO found that:

- the views of students and parents were regularly sought as a way of checking whether bullying was an issue for students;
- professional development for staff and training for students was an important and useful way to build capability (knowledge, skills and attitudes) that supported student safety and well-being; and
- there was evidence of reduced incidents of bullying and decreasing numbers of detentions, stand-downs, suspensions and exclusions.

In a few schools ERO found that:

- students reported that bullying behaviour was still an issue; and
- steps needed to be taken to provide a safe physical and emotional environment for students.

Boards and staff in most schools reported that they believed the strategies and programmes being implemented to prevent bullying were having a positive impact on reducing or eliminating bullying behaviour. However, the evidence to support this belief was often anecdotal or not directly linked to the outcomes of specific programmes or strategies. ERO

recommended that schools evaluate, through their self-review programmes, the effectiveness and impact of these programmes and strategies.

ERO recommendations also highlighted the need for schools to regularly and anonymously survey students and parents as part of their self-review programmes. Other recommendations for improved practice included that schools:

- monitor incidents of bullying;
- develop, update or review anti-bullying policies and procedures;
- include in existing policies ways to deal with text bullying;
- report self-review findings to the board of trustees and wider school community;
- provide professional development for teachers related to particular anti-bullying programmes or strategies;
- implement or extend anti-bullying programmes for students; and
- offer workshops and support for parents.

The findings of this report have implications for all schools. The strategies and programmes schools are using to prevent bullying require people, time and money. This report emphasises the need for all schools to implement ongoing self review that evaluates the impact of specific programmes and strategies. Such review would contribute to informed decision making about the allocation of resources and the targeting and selection of effective strategies and programmes.

Next Steps

ERO recommends that all schools regularly evaluate, through their self-review programmes, the effectiveness and impact of the range of programmes and strategies they are implementing to prevent bullying.

Specifically, schools should review:

- the extent to which school-wide approaches to preventing bullying are working for all students;
- the impact of targeted bullying-prevention approaches for individuals and groups of students;
- the implementation of policies, procedures and plans that set out guidelines for how incidents of bullying will be managed; and

- the effectiveness of professional development in supporting staff to provide a safe physical and emotional environment for students.

The regular use of anonymous surveys to seek the views of students, parents and whānau, and staff would provide useful information to contribute to other information gathered about the impact of specific programmes and strategies.

Introduction

This report identifies the range of strategies schools are using to prevent bullying and support the physical and emotional safety of students. It is based on information gathered as part of education reviews of 297 schools undertaken by the Education Review Office (ERO) in Terms 2, 3 and 4, 2006.

Each board of trustees is expected to provide a safe physical and emotional environment for students. [1] ERO expects that each school will have acknowledged that bullying behaviour is a risk to be managed.

ERO investigated and reported on each school's response to the following questions:

- Does the school have documented policies/procedures for preventing bullying and managing bullying if it occurs?
- Does the school carry out anonymous surveys of students to find out about their physical and emotional safety?
- What has the school done to prevent bullying, including the names of antibullying programmes that have been implemented by the school?
- Does the school have particular strategies to prevent text bullying?
- What evidence does the school have about the implementation of these programmes?
- What does the school know about the impact of any of the strategies that have been implemented?

ERO gave schools information that defined bullying behaviour in the following terms.

Bullying is intimidating behaviour that:

- tends to be repeated over time;
- can be directed at particular students because of characteristics that set them apart such as:
 - - racist bullying that is usually aimed at minority ethnic groups;
 - - bullying of students with special needs;
 - - homophobic bullying that is directed at students because of their perceived or actual sexual orientation; and
 - - sexual harassment that is unwelcome sexual attention that makes the recipient

uncomfortable.

- can be physical;
- can be verbal, including text bullying; and
- can be non-verbal, including rude physical gestures and manipulation to exclude or isolate a person.

An integral aspect of the interaction between bullies and victims is the inability of the victim to defend himself or herself.

Good practice to prevent bullying in schools includes the following:

- acknowledging that bullying behaviour is a risk to be managed;
- documenting policies and procedures outlining their approaches to preventing bullying and managing bullying behaviour;
- carrying out anonymous student surveys about student safety at school;
- providing training for staff in recognising and responding to bullying;
- providing appropriate guidance and counselling for students;
- implementing strategies/programmes/interventions to prevent/manage bullying; and
- ascertaining the success of these strategies/programmes/interventions.

[1] National Administration Guidelines 5 (i).

Methodology

In each school education review, ERO asks boards of trustees to attest to their compliance with requirements of legislation, regulation, Ministry of Education circulars and other documentation in six areas of board operation. In the compliance section on Health, Safety and Welfare, ERO's questions of the board include those about the physical and emotional safety of students, in particular behaviour management, handling of complaints, and internet safety. Where boards attest that they are not complying or are unsure whether they are complying, ERO follows this up while at the school.

As well, during the on-site stage of the review, ERO explores in depth five aspects of student safety. One of these aspects is the emotional safety of students. During Terms 2, 3 and 4 in 2006 this investigation included questions and discussions about the prevention of bullying and sexual harassment.

This report is based on ERO's reporting on 219 primary schools, including 18 intermediate schools, and 78 secondary schools. These schools represent a range of school types, locations and decile group ratings. A breakdown of type, location and decile group rating is included in the appendices

Findings

Providing a safe physical and emotional environment - school culture

ERO discussed with school personnel how the organisation and culture of the school supported the provision of a safe emotional and physical environment for students. In the majority of schools the culture was described as being supportive and caring with a focus on clear expectations and mutually respectful relationships. School culture that supported the physical and emotional safety of students also included an emphasis on family values, inclusiveness, and personal responsibility. In some schools the culture was described in relation to the outcomes for students' learning and achievement and success.

A strong focus on pastoral care was a particular feature of the school culture in many of the secondary schools. Pastoral care networks offered many opportunities for student support, monitoring of behaviour and links to external agencies.

For example ERO reported:

Pastoral care systems and processes are well-developed in the college and students receive considerable support within the school.

Students state they can talk to staff in the pastoral care network and that senior staff will take appropriate and timely action in response to bullying.

The pastoral care network takes prompt action to address incidents of verbal and physical abuse. This group comprises of members of the senior management team, year level deans, form teachers and the guidance counsellor.

In many schools explicit values underpinned school-wide policies, practices, expectations and behaviours. These values were often expressed in schools' mission or vision statements and were an integral feature of schools with a special character. In a small number of schools the strategic or annual plan included a focus on promoting a safe environment for students and teachers.

A few schools included reference to the importance of respecting diverse communities in their description of their school culture. These schools acknowledged the backgrounds of the student population, and consideration was given to the need for the school culture to be respectful, caring and tolerant.

For example ERO reported that in one school:

The school describes its culture as one that is based on care, respect and tolerance for its

student community, which encompasses families from diverse cultural and socio-economic backgrounds.

The right of students to learn in a safe, respectful and supportive environment was acknowledged in many schools' descriptions of their culture. ERO reports also noted that schools referred the importance of students being able to learn without disruption and having the opportunity to reach their potential.

The school described its culture as one in which students have the right to feel safe and to learn, the right to complain if their personal safety at school is threatened and the right to expect the school to deal with any incidents.

Some school personnel described their culture specifically in relation to bullying, referring to having a zero tolerance for bullying or working to minimise instances of bullying.

The college describes its culture as one in which there is zero tolerance for bullying. The college prospectus and rules state there is no place for physical, verbal or electronic harassment.

The school describes its culture as one that focuses on minimising instances of bullying.

In describing their school's culture, many people included reference to the benefits or outcomes for students. They included statements about students being able to:

- reach their full potential;
- take on leadership roles;
- be confident and responsible;
- be motivated to learn; and
- stand tall and proud.

Policies and procedures to prevent bullying

Most schools had developed and were implementing and reviewing policies, procedures, plans and programmes associated with student behaviour and bullying. This documentation fulfilled a key function in guiding and informing practice and developing a shared understanding of expectations and processes to be followed. In primary schools, policies and procedures often related more broadly to positive student behaviour rather than focusing specifically on bullying. Secondary schools tended to have policies and procedures

documented specifically for the prevention of bullying and harassment. These often included anti-bullying action plans and protocols, as well as strategies and reporting processes for students and teachers.

The development of internet safety policies and cyber-safety agreements also featured as a strategy to prevent bullying. Many schools, particularly secondary schools, had developed policies and agreements for the use of cell phones by students while at school. Some schools banned the use of cell phones during school hours and others had guidelines for managing their use. Secondary schools also used pamphlets and posters to communicate rules and expectations to students, especially in relation to text bullying.

Documenting expectations and processes was critical to establishing high expectations for behaviour and setting out processes to be followed by students, teachers and parents where incidents occurred. Awareness of the different forms bullying could take was reflected in the documentation schools use to guide practice and provide protection for students and staff.

The implementation of policies, procedures, plans and programmes was most effective when expectations and processes were shared with the wider school community through newsletters and information evenings as well as through informal contact. The value of everyone knowing the expectations, rules and processes to be followed was highlighted in many of the reports. Students reported that teacher consistency in implementing policies and procedures was important in creating a positive learning environment.

A small number of schools had not developed policies and or procedures to guide their practice in preventing bullying. In these schools ERO recommended that policies and procedures be developed.

Programmes to prevent bullying

The schools included in this study offered a vast range of programmes to support the provision of a safe physical and emotional environment and the prevention of bullying. Not all of the programmes had a specific focus on the prevention of bullying. A large number had a broader focus on student safety and well-being. Some of the programmes were offered by external providers, and others offered through commercially available packages. The Ministry of Education, Ministry of Health and New Zealand Police also provide funding and/or resources for antibullying programmes.

Many of the programmes provided in schools had a focus on health and well-being as well as on social skills. Some programmes were implemented school-wide and others were targeted at specific groups of students. Schools often offered particular programmes on a regular cycle or used programmes in response to a specific need or situation.

Kia Kaha and Keeping Ourselves Safe, developed and delivered by the Youth Education Service (YES) of the New Zealand Police, were the two most common programmes offered by primary schools. Other programmes offered in primary schools included:

- DARE (Decision-making, Assertiveness and Responsibility and Esteem)
- Cool Schools
- Eliminating Violence
- Kiwi Can
- Skills for Growing
- Skills for Adolescence
- Virtues Programme
- Health Promoting Schools
- Home School Partnership
- Building a Positive Classroom
- Life Education
- Young Leaders
- Big Brother Programme
- Rangatahi
- Bible in schools
- Tall Poppies
- Warrior Kids
- Kid Power.

In secondary schools, DARE and Kia Kaha were also offered along with other programmes such as, Victory over Violence, Manu Tū, and Te Hui Āwhina.

Schools also offered programmes developed in the school that reflected specific values and expectations. Programmes focused on helping students to make good choices, feel good about themselves, relate positively to others and deal with difficult situations. Programmes offered specific to individual schools included:

- anger management courses

- assertiveness training
- anti-bullying workshops
- self-defence courses
- induction programmes
- health programmes
- leadership programmes
- mentoring programmes
- buddy support programmes
- peer mediation.

Some programmes were supported by professional development for teachers or involved the training of students. Many programmes were linked to the health and physical education curriculum, Health and Physical Education in the New Zealand Curriculum.

Some schools implemented programmes that targeted specific individuals or groups of students. Many of the programmes were specifically developed as anti-bullying programmes and others took a broader social skills approach to providing students with strategies to proactively deal with bullying incidents.

Strategies implemented to prevent bullying

Schools identified what they had done over the past three years to prevent bullying. The range of strategies used by schools to prevent bullying included school-wide approaches such as policies, procedures, plans and programmes, already mentioned. Other school-wide strategies focused on the provision of lunchtime activities, reward and consequence systems.

Most schools also implemented strategies that had students as their primary focus. Such strategies included:

- mediation
- mentoring
- conflict resolution
- problem solving
- reflective journals for students
- individual behaviour contracts

- restorative justice processes
- focus groups
- 'no blame' conferences
- reinforcing key messages at assemblies.

Schools also sought the views of students (and sometimes staff, parents and the wider community) on a regular basis through anonymous surveys. Sixteen percent of the primary schools, 33 percent of the intermediate schools and 44 percent of the secondary schools in this study had used surveys to seek the views of students. In some schools the surveys targeted specific groups of students and in others they were used with the entire student population.

Schools also included strategies implemented in classrooms such as codes of conduct and treaties, tuakana-teina relationships (where older students supported younger students), rewards systems, and class meetings.

Many schools made use of specialist advice and support available within the school and in the wider community. They identified the following resource people and agencies:

- Resource Teacher: Learning and Behaviour (RTLB)
- Resource Teacher Literacy
- Social Worker in Schools
- Group Special Education
- Youth Education Services (New Zealand Police)
- Netsafe – cyber-safety education
- guidance counsellors
- deans
- Youth Ministers
- Mental Health Services
- School chaplain
- Public Health Services.

Other strategies included increased supervision in the playground, such as teachers using walkie-talkies to communicate with each other when on duty, surveillance cameras in

potential problem areas and lunch-time activities for students.

Professional development for staff was identified as one of the strategies some schools had used to prevent bullying. Professional development provided staff with opportunities to identify and discuss the characteristics of bullying behaviour and to explore strategies prevent bullying. Topics for professional development included:

- restorative justice
- peer mediation
- implementation of the behaviour management system
- cyber-safety strategies
- assertive discipline
- reporting bullying.

Professional development involved staff in professional reading, discussions, and meetings. In a few schools the RTLBs led sessions and in others external providers facilitated the professional development. In two schools ERO recommended that staff undertake professional development. In one the focus was to be on identifying strategies for dealing with text bullying, and the other was about preventing harassment.

Training for students also was a feature of the approach taken in many schools, particularly for senior students in both primary and secondary schools. Training included developing mentoring, mediation and assertiveness skills and building leadership capability.

Many schools reported that they had strategies that included parents and whānau, such as involving whānau early when issues or concerns arose; visiting homes; providing parents with the school's complaints procedure; raising community awareness of what bullying is all about; setting up family conferences and community-school seminars; and undertaking parent surveys.

Effectiveness and impact of strategies

Schools were asked about the effectiveness and impact of the strategies used to prevent bullying. Although a large number of schools stated they had evidence of the impact of various interventions, strategies and programmes, this evidence was often based on broader indicators of a safe emotional and physical environment. For example evidence included the analysis of incident reports (about unacceptable behaviour or bullying), decreasing numbers of detentions, stand-downs, suspensions and exclusions and improved student attendance.

In many schools the evidence was more informal and anecdotal in nature. ERO reported that school personnel believed that the strategies and initiatives being implemented were having a positive impact on reducing or eliminating incidents of bullying. School personnel cited improved behaviour in classrooms and in the playground, a decrease in incidents, increased observations of children being settled and happy and a sense of a positive school tone, climate and culture.

In a few schools ERO reported that monitoring systems were used to track patterns and trends in student behaviour and incidents of bullying. This was particularly so in larger secondary schools where systems were set up to manage such monitoring. These systems were reported to be effective in tracking the behaviour of individual students and monitoring incidents of bullying behaviour.

Student and parent surveys were another useful source of data for schools to use to evaluate the impact of strategies and programmes. This was particularly so in secondary schools.

Most schools did not have specific evidence of the impact of particular strategies or programmes. Evidence of effectiveness or impact was most often generalised to the positive outcomes associated with the overall approach or use of a range of strategies to provide a safe physical and emotional environment.

Students' views about bullying

Students' views about bullying were sought and reported by ERO. Where students were spoken with during the review most reported that they felt safe at school and knew the strategies to use if they were bullied. Students commented positively about concerns they raised being taken seriously and about knowing whom to go to if they had concerns or issues to report. Many noted that they were familiar with behaviour management programmes and other initiatives in the school that focused on preventing bullying. Others commented that there was a reduction in inappropriate behaviour in the school or that there was little bullying at their school.

However in a small number of schools students reported that:

- bullying was an issue on occasions and that they felt unsafe at school;
- they had concerns about the level of bullying at their school; and
- although they felt safe, they were unclear of the process to follow if incidents persisted.

Parents' views were also included in some reports. Comments from parents were generally positive about the school culture and the strategies the school used to prevent bullying. Parents that ERO talked with expressed confidence in their child's school to provide a safe

physical and emotional environment.

Some of the education review reports included specific findings based on reviewers' observations and judgements. Generally these findings reinforced or affirmed the school's beliefs or evidence about the school culture and safety of students.

During the review, ERO observed positive and constructive student interactions in class and during play time.

ERO's observations during the course of the review confirm a harmonious work and play environment is enjoyed by students and teachers.

Improving practices to prevent bullying in schools

ERO included recommendations in the reports of individual schools that related to improving practices to prevent bullying. A recurring focus of most of the recommendations was the need for schools to evaluate, through their self-review programme, the effectiveness and impact of the range of programmes and strategies being implemented to prevent bullying. As already noted, most schools were implementing a wide range of programmes and strategies to prevent bullying. Evidence of the effectiveness of these was often anecdotal or based on information not directly related to a particular programme or strategy. A large number of recommendations also suggested that schools undertook anonymous surveys with students and parents as part of their self-review programmes.

Other recommendations included the need for schools to:

- monitor incidents of bullying;
- develop, update or review anti-bullying policies and procedures;
- include in existing policies ways to deal with text bullying;
- report self-review findings to the board of trustees and wider school community;
- provide professional development for teachers related to particular anti-bullying programmes or strategies;
- implement or extend anti-bullying programmes for students; and
- offer workshops and support for parents.

Conclusion

This report presents the findings of an analysis of 297 ERO education review reports that included information about what schools were doing to prevent bullying.

Strategies and programmes to prevent bullying are most effective when implemented within school cultures that emphasise student safety and well-being. ERO's findings highlight the need for schools to acknowledge bullying behaviour as a risk to be managed. ERO findings also emphasise the responsibility that schools have to provide both targeted and school-wide strategies and programmes that equip staff and students to manage their relationships with others in a way that supports learning.

ERO will continue to report on the strategies schools are implementing to provide a safe physical and emotional environment for students in its education reviews of all schools.

Next Steps

ERO recommends that all schools regularly evaluate, through their self-review programmes, the effectiveness and impact of the range of programmes and strategies they are implementing to prevent bullying.

Specifically, schools should review:

- the extent to which school-wide approaches to preventing bullying are working for all students;
- the impact of targeted approaches for individuals and groups of students that focus on preventing bullying;
- the implementation of policies, procedures and plans that set out guidelines for how incidents of bullying will be managed; and
- the effectiveness of professional development in supporting staff to provide a safe physical and emotional environment for students.

The regular use of anonymous surveys to seek the views of students, parents and whānau, and staff would provide useful information to contribute to other information gathered about the impact of specific programmes and strategies.

Appendix 1: Self review questions for your school

These questions have been prepared to support your school's self-review processes. They are intended to help you reflect upon the ways in which your school's culture and practices support the provision of a safe physical and emotional environment and minimise the risk of bullying behaviour.

Are there documented policies/procedures for preventing bullying and managing bullying?

- Is there a shared understanding (by students, staff and parents) of the intent and practices as documented in the school's policies and procedures?

How well are the policies/procedures for preventing bullying and managing bullying implemented school wide?

- Are they consistently implemented?
- Are they regularly reviewed?

In what ways does your school find out the views of staff, students and parents about the safety of the physical and emotional environment?

- Do you carry out regular, anonymous surveys of students, staff and parents to find out their views about physical and emotional safety in your school?
- What other opportunities are there for views to be sought?

What information does your school have about the range of strategies and programmes being implemented to prevent bullying behaviour?

- Are targets/programmes to reduce bullying based upon needs analysis?
- Are programmes offered for all students, individuals or targeted groups of students?
- How wide ranging are the strategies? Do strategies include the prevention of text bullying?

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

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

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

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

Appendix 2: Programmes that address bullying in schools

The full range of programmes used by schools to address bullying is unknown, as schools are able to use any available programme they believe will meet their particular needs, including developing their own local initiatives.

1.) The Ministry of Education provides and/or funds programmes that provide teachers and school communities with professional development and that help schools to set, model and reinforce clear and consistent standards for behaviour. These include:

Whole-school programmes delivered by Ministry of Education, Special Education and includes:

- Eliminating Violence, a programme that focuses on improving a school's culture and approach to such issues as violence and bullying;
- Non Violent Crisis Intervention, a programme that introduces teachers to whole-school approaches to violence and bullying; and
- Positive Behaviour Support, a system of care that focuses on challenging behaviour.

These programmes all include professional development components:

- Resource Teachers: Learning and Behaviour (RTLBs) provide support for classroom teachers to develop and implement strategies to manage behaviour;
- Support to targeted schools with high levels of early leaving exemptions, truancy, suspensions and/or exclusions through the Student Engagement Initiative, which provides support to schools whose students are experiencing behaviour problems;
- GSE provides Traumatic Incidents Management Support for schools, including for the small number of cases where bullying leads to more extreme violence or to tragic consequences such as suicide;
- Enhancing Effective Practice is a tool for RTLB and GSE staff that provides seven Springboards to Practice for teachers;
- The Student Well-being Mental Health initiative which provides professional development for teachers in the area of bullying. This initiative takes a whole-school approach and supports teachers to provide students with a range of learning opportunities that focus on mental health and well-being; and
- Cool Schools is a whole-of-school peer mediation and professional development programme funded and supported by the Ministries of Education and Health through the innovations pool for students at risk.

2.) The Ministry of Education has current initiatives that are aiming to address student behaviour. Included are:

- The development of a whole-school approach toolkit which will provide advice to schools about how to establish policies, procedures and practices to reduce anti-social behaviour and encourage the positive values of respect and responsibility;
- The development of a behaviour screening tool that will provide better identification of high risk children; and
- Funding for severe behaviour emergencies to help schools manage the immediate impacts of severe disruptive behaviour.

3.) In addition, government agencies fund and provide a wide range of support to help ensure that school communities are safe, healthy and model clear standards for behaviour:

- Anti-bullying programmes, such as Kia Kaha, developed by the New Zealand Police Youth Education Service includes professional development for teachers, and advice and support to parents and the community through a website and 0800 number: www.nobully.org.nz/ 0800 NO BULLY (0800 66 28 55);
- Social support, such as Social Workers in Schools (SWiS), provided by Child, Youth and Family;
- Healthy schools programmes run by the Ministry of Health, including Health Promoting Schools;
- Parent information programmes, such as Strategies with Kids – Information for Parents (SKIP), provided by the Ministry of Social Development. SKIP can be accessed at www.msd.govt.nz/media-information/budget-fact-sheets/2006/strategies-with-kids.html; and TeamUp, provided by the Ministry of Education, can be accessed at www.teamup.co.nz/default.htm
- Safety in Our Schools: An Action Kit for Aotearoa New Zealand Schools to address sexual orientation prejudice provided by Out There, a joint Queer Youth Development Project and supported by the Post Primary Teachers' Association (PPTA) and the New Zealand Association for Adolescent Health and Development; and
- NetSafe has been developed by the Internet Safety Group (ISG). It provides cyber safety education for students, parents, schools, community organisations and businesses. NetSafe is supported by Vodafone, Telecom and New Zealand Police, and can be accessed at www.netsafe.org.nz/

4.) There are also a wide range of professional development and other programmes available that schools may choose to purchase from tertiary or private providers. A large variety of

resource books and packages are used by schools to support their anti-bullying initiatives, including:

- Slee, Phillip. (3rd edition) The P.E.A.C.E. Pack (Preparation, Education, Action, Copying, Evaluation – A Programme for Reducing Violence in Our Schools. School of Education, Flinders University, GPO Box 2100, Adelaide, SA, Australia 5001;
- Sullivan, Keith. (2000), The Anti-Bullying Handbook. Whole-school policy in four stages. Oxford University Press; and
- Sullivan, Keith; Sullivan, Ginny; & Cleary, Mark. (2003). Bullying in Schools: What it looks like and how to manage it. Paul Chapman Educational Publishing.

5.) In addition, many schools have established 'diversity' groups to value diversity and address the issue of discriminatory behaviour at school.

Information for Parents and Young People

Information on bullying is available on the Ministry of Education's Team Up website. This includes advice for parents on how to help if their child is being bullied or is bullying:

www.teamup.co.nz/secondary/helpful/Bullying.htm

Other helpful information funded or provided by the government is available for both parents and young people who may be experiencing bullying and other issues:

www.kidsline.org.nz

www.police.govt.nz/service/yes/nobully/

www.whatsup.co.nz

www.netsafe.org.nz/mobilephone/bullying_harassment.aspx

www.occ.org.nz

www.urge.co.nz

Appendix 3: Statistics of schools in sample for this report

Table 1: School types

School type	Number	Percentage of sample	National percentage <u>[1]</u>
Full Primary (Y1-8)	126	43	45
Contributing (Y1-6)	75	25	32
Intermediate (Y7-8)	18	6	5
Secondary (Y7-15)	25	8	4
Composite (Y1-15)	5	2	5
Secondary (Y9-15)	48	16	9
Total	297	100	100

Table 2: School locality

Locality	Number	Percentage of sample	National percentage
Urban	217	73	71
Rural	80	27	29
Total	297	100	100

Table 4 shows that the numbers of urban and rural schools in the sample is representative of national figures.

Table 3: School decile ranges

Decile <u>[2]</u>	Number	Percentage of sample	National percentage
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Low decile (1-3)	81	27	29
Middle decile (4-7)	124	42	40
High decile (8-10)	92	31	31
Total	297	100	100

[1] The national percentage of each school type is based on the total population of schools as at 1 July 2006. For this study it excludes special schools, kura kaupapa Māori and The Correspondence School. This applies to locality and decile in Tables 2 and 3.

[2] A school's decile indicates the extent to which a school draws its students from low socio-economic communities. Decile 1 schools are the 10 percent of schools with the highest proportion of students from low socio-economic communities, whereas decile 10 schools are the 10 percent of schools with the lowest proportion of these students.