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Deadly Playgrounds:
Relief Teachers and Reporting
of Bullying Incidents in Victorian Primary Schools

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Student Declaration

I, Kathleen F. Hallgarten, declare that the Master by Research thesis entitled Deadly Playgrounds: Relief Teachers and Reporting of Bullying Incidents in Victorian Primary Schools is no more than 60,000 words in length including quotes and exclusive of tables, figures, appendices, bibliography, references and footnotes. This thesis contains no material that has been submitted previously, in whole or in part, for the award of any other academic degree or diploma. Except where otherwise indicated, this thesis is my own work.

Signature _____

Kathleen F. Hallgarten

Date

Abstract

By 2006, all schools in Australia had implemented anti-bullying programs under the National Safe School Framework (NSSF). This research focuses on Casual Relief Teachers (CRTs), their reporting of bullying in primary school playgrounds in Victoria, and the impact of anti-bullying programs.

While CRTs possessed a personal definition and understanding of bullying, they lacked an understanding of school policy and procedures at the schools in which they were employed. Many CRTs, especially those educated outside Australia, did not have the training or experience needed to identify and address bullying behaviour. The CRTs in many cases did not recognise, or chose not to respond to, non-physical forms of bullying.

The schools in the study used a 'whole school' approach, though the focus ranged from 'Zero Tolerance' to 'No Blame' or 'Method of Shared Concern'. CRTs were normally not informed about the schools' programs and procedures on bullying, especially with respect to yard duty. In this situation, principals and permanent staff need to look at how they interact with and include CRTs as members of the school community and provide them with clear expectations and training regarding programs being utilised to combat bullying.

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...the power that one man exerts over another is always perilous. I am not saying that power, by nature is evil; I am saying that power, with its mechanisms is infinite (which does not mean that it is omnipotent, quite the contrary). The rules that exist to limit it can never be stringent enough; the universal principles for dispossessing it of all the occasions it seizes are never sufficiently rigorous. Against power one must always set inviolable laws and unrestricted rights. (Foucault, 1979, pp. 160-161)

CHAPTER 1: INTRODUCTION

A Casual Relief Teacher (CRT) is a teacher hired on a short term basis, and in Victoria, hired directly by the school or through a placement agency. Relief teaching is central to schools, and the problems encountered by relief teachers have far reaching professional, economic and legal implications (Webb, 1995).

In this chapter I will discuss observations of bullying in playgrounds in Australia and the United States of America, recent policy on bullying in schools in Australia and Victoria, and the rationale and outline of the present study.

Bullying – Observations of the Playground in Australia and United States of America

As a CRT in primary schools in Australia and a substitute teacher in the United States, my own experiences involved handling disputes and power imbalances between children that involved bullying during recess or periods of unstructured ‘free time’.

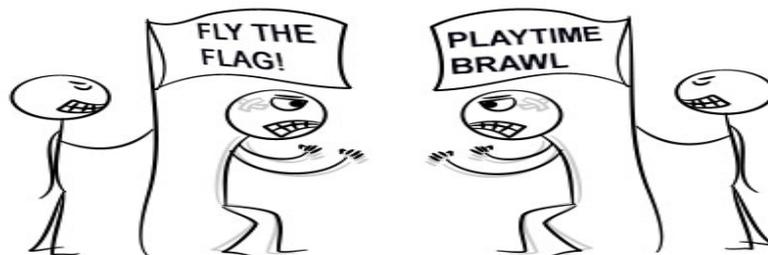


Figure 1.1. Vignette of equal powers.

Many of these disputes were about toys, weapons and games such as ‘Game Boys’ and ‘Play Station Portables’ in which children have had toys taken and broken, or were arguments over sports equipment. Older children have injured a weaker child to get a desired toy that they want to possess. Children have even argued over ‘Who captured the flag’.

When I intervened in playground disputes, the first response was usually, “We were just playing.” A person who bullies will use this reason to not face the consequences of their action. In many cases, the individual who is bullied will confirm what the person who bullied said out of fear of future harassment.

In February 2007, war toys and games were banned from Victorian primary schools. Principals raised concerns regarding their fear of lawsuits if children played with plastic weapons or war toys (AAP, 2007).

Dr. Carr-Greg refuted this position and argued that the ban lacked a logical basis. “There is no evidence playing with toy soldiers or wrestling figurines in any way, shape or form has negative effects on the child’s psychological development” (AAP, 2007). This article is discussed in greater detail later in this chapter.

The Victorian Government now requires schools to report bullying to the Victorian Department of Education (DoE). However, I believe that the Principals are reluctant to give the real reason as to why they wanted these toys and games banned. I argue that they are trying to minimise the number of negative encounters and/or disputes amongst children, thereby perhaps reducing the number of bullying incidents reported.

Reporting of bullying events was required when I taught in Florida, USA. It was while teaching in Florida that I observed the greatest incidence of bullying and aggressive behaviour and inconsistency in reporting to the State Government.

A police presence was evident when I taught in both middle and secondary schools in Florida and Texas. Police officers were formally assigned to schools, and at one high school in Texas, in addition to two assigned police officers, eight security guards were assigned to monitor students in hallways and augment school staff at recess. I observed that children with special needs were isolated and targeted by their peers. I observed students and teachers become victims of bullying and violence committed by students, parents and staff.

Consequences in accordance with the school behaviour management plans were not enforced consistently. Discrepancies in the definitions of disputes and violent acts from one school to another within a single district impacted on the consistency of reporting such attacks. One school defined an aggressive act or fight as a clenched fist whereas another school called it a scuffle, not defining it as a fight unless there was blood or bruising to the target. I became frustrated over the administration's desire to project a safe school image versus providing a safe and positive learning environment because it resulted in either no action being taken or in increasingly communicating outcomes of reported incidents and violence, in some instances to the point of lethality.

Columbine became the first documented violent event in schools in the United States, and since then retaliation by individuals who have been isolated and bullied has led to deadly force (Willenz, 1999). Since then, analysis of other incidents involving school shootings reported that 66 percent of the individuals involved in committing the act had been bullied (Sampson, 2002).

I have found that teachers both in the United States and Australia experience the same behaviour issues, time constraints, shortages, funding constraints, stressors and frustrations. CRTs in Australia and substitute teachers in the United States have characteristics in common.

One significant difference between CRTs in Australia and substitute teachers in the United States is that in the United States one can become a substitute teacher with 60 hours of tertiary education (two years of university), and many have no education majors or training in core educational foundation subjects such as methods and behaviour management.

Recent Policy on Bullying in Australia and Victoria

The Australian Federal Government has established the National Safe School Framework (NSSF), and through its passage all schools are required to have a policy statement regarding bullying. In 2005, a collaborative effort by all State and territorial governments resulted in the NSSF requiring all Australian schools to implement anti-bullying programs by 1st January 2006 (Nelson, 2005). Victoria was one of the first states in Australia to require schools to have anti-bullying policies. Currently, the Victorian Department of Education (DoE) requires the reporting of bullying incidents on an annual basis to the state government. To communicate the DoE's position, the DoE has a website that provides information about what students, parents and schools can do to prevent bullying.

In January 2000, The Minister of Education in Victoria, The Honourable Mary Delahunty sent a Memorandum to schools about bullying that stated, "The purpose of this Memorandum is to outline a strategic approach for schools and the Department so that we can jointly tackle this critical social problem." Subsequently, each Victorian state primary school has a Code of Conduct that addresses bullying and strategies to provide a positive environment for children to learn.

In 2005, The Minister of Education in Victoria, The Honourable Jacinta Allan, commissioned a review of the anti-bullying policies and practices in Victoria. As a result, the Victorian Government's *Safe Schools are Effective Schools Manual* was developed as a resource for schools to employ in developing safe and supportive school environments. The new campaign was designed to help make Victorian schools bully free zones. The program was launched on May 10, 2006 at Gilmore College for Girls in Footscray (DoE, 2006).

At the National Coalition Against Bullying Conference *Creating Safe and Caring Communities in 2005*, Jacinta Allan outlined the direction that the DoE would be taking regarding bullying, through a funding commitment of: \$500,000 for bullying; \$800,000-\$900,000 for Safe School Practices; and \$300,000 for Research. The DoE would focus on:

- The development of a website
- Providing clear information to identify and developing strategies
- Providing case studies and fact sheets
- Incorporating bullying and student well being into teacher professional development more effectively
- Inclusion of diversity, and
- Increasing and enhancing parent support

To assist in the implementation of this new directive, funding commitments made by the Bracks Government in Victoria for student welfare were:

- \$46 million a year for support services staff
- \$49 million to employ primary welfare officers
- \$12.2 million a year for welfare coordinators in secondary schools
- \$5 million a year for alternative programs and settings, and
- 100 Department of Human Services funded nurses in 200 secondary schools

According to a May 2006 Media Release, approximately \$112.7 million is now being spent each year on student welfare, with \$1.6 million earmarked specifically for bullying (DoE, 2006). As outlined at the October 2005 conference, during the past six months the DoE has made progress in meeting its goals and a website has been developed that provides clear information to identify bullying and provide effective programs along with case studies and fact sheets. In addition, each school in Victoria has received a copy of the text 'Bullying

Solutions’, and in February 2007, Victoria became a ‘war toy free zone’. Furthermore, on 2nd March 2007, the DoE banned government schools from accessing web sharing sites such as YouTube (Smith, 2007).

In Victoria, parents have a voice in reporting bullying to the school and the DoE. The ramifications of bullying not being addressed by schools is reflected in recent court cases involving civil suits in which the government has been found guilty and ordered to provide restitution to the child and/or parents. In other states some parents have petitioned for a court Apprehended Violence Order, and some schools are issuing Apprehended Violence Orders against students whom some feel are being used as an example.

The Study

According to Willenz (1999), bullying is a global issue, with an estimated worldwide rate of five to fifteen percent, occurring with increased frequency and greater lethality today than it did in the 1970s and 1980s. The Mayo Clinic (2001) reported a rate of 33 percent which is twice that of Rigby’s (1996) finding of 16.6 percent.

Bullying programs and curriculum, studies on the effects of bullying, the nature of individuals who bully and the impact of bullying on stakeholders, make up a vast volume of literature. However, there is a gap in the literature regarding policy and implementation of procedures in the area of bullying in relation to CRTs and their impact on the learning environment.

A New South Wales study on bullying by McCormack and Thomas (2002), drawing on the work of Shilling (1991), Galloway (1993), Galvez-Martin (1997) and Webb (2002A, 2002B), reported that in contrast with other areas of teaching, little research has been done on casual beginning teachers. McCormack and Thomas pointed out that casual relief teaching has had a low priority in academic research, government policy documents or

reports, despite being highly demanding and different to regular teaching in regards to status, continuity and support.

CRTs become bystanders along with the children who witness bullying. There are multiple approaches and attitudes as to how bullying incidents should be handled, and unprepared CRTs may be perceived as taking no action by the individuals who are bullied, bystanders and parents. One in four teachers do not know exactly what bullying is, and when they intervene it is in only four percent of the incidents that take place (Cohn & Canter, 2003). Clearly, even though schools are required to address the issue of bullying, bullying is still taking place.

Research on the effectiveness of CRTs' reporting of bullying on the playground is needed. There have been no studies conducted in Victoria to date regarding the influence of CRTs in relation to student bullying behaviour during non-instructional blocks of time in schools, such as recess and lunch-times.

The research reported in this thesis has arisen in response to concerns expressed by teachers, parents and the media about bullying in the playgrounds of Victorian primary schools. The research focus is on the role of CRTs while performing duties in the playground to provide evidence on the effectiveness of CRTs' practices regarding bullying.

The aims of the research are to obtain an understanding of CRTs' experiences with bullying in the schools they are assigned, their knowledge of reporting practices, and their responses to bullying incidents they encounter. This leads to four research questions:

1. What are CRTs' understandings of bullying?
2. What are CRTs' understandings of bullying policies and procedures at the schools they are working at?
3. How are bullying policies implemented by CRTs in primary schools in the Western Region of Melbourne?
4. How do CRTs respond to bullying incidents?

During the past few years there has been a change in terminology when discussing or writing on the topic of bullying. In the writing of this project, the words ‘bully’ or ‘victim/target’ have been employed because they were acceptable terminology at the time, or were the words of the individuals who participated in the project. I have also used the terms ‘individual who bullies’, ‘individual who is bullied’, ‘student who is bullied’ or ‘recipient of bullying’, in accordance with current standards of practice.

In Chapter 2, the Literature Review, I define bullying on a technical and conceptual level. I explore how bullying is perceived by, and impacts on, educational organisations, teachers, parents and students. I investigate CRTs as the absent stakeholders, the incidents and frequency of bullying, the consequences of bullying, the need for parent involvement, and procedures and programs to manage and reduce the incidence and consequences of bullying.

The research literature on bullying focuses on identification, intervention and prevention. The anecdotal evidence indicates that the incidence rate of bullying in schools is greatest during non-structured activity time.

The study is significant because children are at risk, and the bullying event of the playground, hallway and toilets during recess, lunch and transition affects the wider community. The study will fill the gap that exists in the research literature and provide teachers, school administrators and teacher placement organizations with information to make schools safer. The research will contribute to knowledge by providing insights on how CRTs impact on the effectiveness of anti-bullying programs based on their understanding of bullying and school policy and procedures. This contribution will be made by sharing the outcomes of the study with the educational community.

Chapter 3 outlines the qualitative methodology used in this study. The methodology is based on the principles of Grounded Theory and utilises interviews in selected schools.

The data collection includes reviewing school policies and procedures on bullying and analysis of relevant documents. Chapter 4 includes the findings which are illustrated by vignettes and narratives. Chapter 5 provides a discussion of the findings, and conclusions are drawn and recommendations made.

CHAPTER 2: LITERATURE REVIEW

When I began this project in 2001 there was an increasing volume of literature regarding bullying, the nature of the person who bullies, and programs regarding ways to reduce or eliminate bullying from schools. Today, there is an overwhelming volume of literature on this topic, and the subject of bullying has been well researched. The literature includes perspectives from different elements of society that influence policy including experts in the field, the government, the media, schools, teachers, students and parents. However, there is still little or no literature regarding Casual Relief Teachers (CRTs) and how they impact on school behaviour management programs or implement school policy regarding bullying.

In this chapter, I investigate the literature on bullying and the nature of individuals who engage in bullying. I will begin by defining bullying and differentiating between the types of bullying, including gender differences and student social issues. Next, I will investigate the literature on how bullying is perceived by the school community. The consequences of bullying will then be explored, looking at the impact of bullying on the person who bullies, individuals who are bullied, bystanders, teachers, CRTs as the absent stakeholders, schools, and the community. Programs and curriculum designed to reduce and eliminate bullying are also discussed. The role of the media and the emergence of themes within media publications will be discussed in light of increasing public awareness of the phenomenon. I also explore what is being done about bullying including government response through programs and curriculum, and procedures and management. The judicial perspective with respect to how the law views bullying is investigated, taking into consideration how bullying is viewed as a workplace issue by the teachers' union, and the responsibilities of schools and teachers under 'Duty of Care'.

Defining Bullying

Bullying is a real event that impacts on the learning environment of the students and teachers in schools. In reviewing the literature, defining bullying was paramount. There is no clear, mutually acceptable definition of bullying. However, how bullying is defined in a study or report impacts on both its analysis and findings. How a person or a community defines bullying impacts on how incidents are handled and reported or not reported (Cohn & Canter, 2002; Craig & Pepler, 1997).

Bullying, according to Saltmarsh:

“is a depoliticised and therefore largely unhelpful term...even though it is the predominant term used in relation to all manner of misbehaviour and violence that takes place in schooling contexts....‘Bullying’ functions as a euphemism that minimises (and to an extent infantilises) social violence and its effects.... Violence needs to be understood as a cultural phenomenon, rather than as a characteristic behaviour of particular ‘types’ of individuals.” (S. Saltmarsh, personal communication, June 18, 2006)

Bullying takes place on a daily basis and impacts on the child. It is most prevalent during periods of low teacher ratios to students (Craig et al. 2000). It has a dynamic of its own involving the person who bullies, the individual who is bullied and bystanders.

Researchers have generated definitions consisting of different elements of what constitutes bullying. In its training materials, The United States Department of Education (USED, 2006) have cited the definitions of leading researchers as follows:

Askew (1989) – “Bullying is a continuum of behaviour that involves the attempt to gain power and dominance over another.”

Besag (1989) – “Bullying is the repeated attack – physical, psychological, social, or verbal – by those in a position of power on those who are

powerless to resist, with the intention of causing distress for their own gain or gratification.”

Lane (1989) – “Bullying includes any action or implied action, such as threats, intended to cause fear and distress. This behaviour has to be repeated on more than one occasion. The definition must include evidence that those involved intended or felt fear.”

Tattum (1989) – “Bullying is a wilful, conscious desire to hurt another person. It can be occasional and short lived, or it can be regular and long-standing.”

Johnstone, Munn, and Edwards (1991) – “Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else.”

Smith and Thompson (1991) - “Bullying intentionally causes hurt to the recipient. This hurt can be either physical or psychological. In addition, three further criteria particularly distinguish bullying: It is unprovoked, it occurs repeatedly, and the bully is stronger than the victim or is perceived to be stronger.”

Farrington (1993) – “Bullying is repeated oppression, psychological or physical, of a less powerful person by a more powerful person or group of persons.”

Olweus (1993a) – “A student is being bullied or victimised when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students. A single instance of more serious harassment can be regarded as bullying under certain (unspecified) circumstances.” (USED, 2006, p. 4)

Besag (1989) and Olweus (1993a) provide examples of negative actions with a range from low level to serious. Low level can be verbal and non-verbal forms of harassment in the form of ‘a look’ or gesture; escalating in magnitude by spreading gossip, cruel teasing, shunning, using ethnic or racial slurs, destroying property, denying access to territories, demanding money, engaging in extortion, and physical assault (USED, 2006, p. 4).

Other definitions identified in the literature include:

“Repeated oppression, psychological or physical of a less powerful person by a more powerful person or group of person” (Rigby, 1996).

“A repetitive attack which causes distress not only at the time of attack but also by the threat of future attack. It may be verbal, physical, social or psychological. They can operate alone or as a group.” (Griffiths, 1997)

“Bullying is repeated action that is intended to cause someone else harm or upset. Bullying is a complex issue involving a misuse of power by one or more pupils over another pupil or group of pupils.” (Smith and Sharp, 2005, p.7)

Tattum and Tattum (1992), Olweus (1993a), and Farrington (1993) viewed oppression as a key component of bullying. The element of enjoyment regarding the bully’s characteristics adds to the motivation of why a person bullies. Each one of these definitions provided a component that resulted in Rigby’s definition of malign bullying:

“Bullying involves a desire to hurt + hurtful action + a power imbalance + (typically) repetition + an unjust use of power + evident enjoyment by the aggressor and a sense of being oppressed on the part of the victim.” (Rigby, 2002, p. 51)

The use of malign in the definition means that bullying involves an intent and disregard or lack of empathy for the recipient of the harmful action(s).

The Victorian Department of Education (DoE) website defines bullying as follows:

“Bullying is when someone, or a group of people, who have more power at the time, deliberately upset or hurt another person, their property, reputation or social acceptance on more than one occasion.” (DoE, 2006)

The DoE elaborates on “the distinction between bullying and other distressing behaviours such as mutual conflict, social rejection or dislike and single acts of nastiness or meanness, or random acts of aggression or intimidation.” (2006)

In looking at the definitions, we can ascertain that the DoE definition does not address the elements of ‘unjust use of power’, ‘enjoyment by the aggressor’ and the ‘oppression of the target’.

Comparison of Definitions

If we look at each of the researchers, we can see how each definition evolved to form accepted definitions of bullying. Figure 2.1 shows the elements of the aforementioned researchers’ definitions that are contained in the definitions of Rigby and the DoE.

Researcher	Desire to Hurt	Hurtful Action	Power Imbalance	Repetition	Unjust Use of Power	Aggressor Enjoyment	Victim Feels Oppressed
Askew, 1983	X		X				
Besag, 1989	X	X	X	X	X	X	
Lane, 1989	X	X		X			
Tattum, 1989	X			X			
Johnstone et al., 1991	X	X					
Smith & Thompson, 1991	X	X	X	X	X		
Farrington, 1993		X	X	X			X
Olweus, 1993(a)		X		X		Individual or Group	
Rigby, 1996			X	X	X	Individual or Group	X
Griffiths, 1997		X		X		Individual or Group	Distress
Rigby, 2002	X	X	X	X	X	X	X
Smith & Sharp, 2005	X	X	X	X	X	X	X
DoE, 2006	X	X	X	X		Individual or Group	Distress

Figure 2.1. A comparison of researchers’ definitions of bullying.

The most common elements in each of the researchers' definitions are a 'desire to hurt' (seven of the twelve definitions); a 'hurtful action' (nine of twelve); 'power imbalance' (seven of twelve); 'repetition' (ten of twelve); 'unjust use of power' (four of twelve); 'aggressor enjoys' (two of twelve); 'individual or group' (four of twelve); 'victim feels oppressed' (three of twelve); and two definitions stated the individual who is bullied feels 'distressed'. 'Repetition' and a 'hurtful action' were the two elements most in common, followed by a 'desire to hurt' and a 'power imbalance'.

There is agreement that a single act does not constitute bullying and that when two individuals of the same age, power or strength argue or have a confrontation, that is not bullying (DoE, 2006; Rigby, 1996). To be bullying, the behaviour needs to be repetitive.

Saltmarsh (2006) in an interview for the Macquarie University Newsletter, discussed school-yard bullying. Her position is that the "marketisation of schools is implicated in the occurrence of violence in schools." She further explained:

"I found that the competitive, market-driven ethos that underpins educational provision is structurally violent. It is implicated in producing educational climates in which individual success, competition, entitlement and achieving positions of power in various social hierarchies is prioritised over issues of justice and compassion."

Her position is that the elitism of the school reflects social/economic inequality and a power imbalance. Saltmarsh's position is that an event that contains aspects of bullying may not in fact, be bullying. She argues that the use of the term bullying devalues the event and reflects the confusion existing amongst researchers over what constitutes bullying and what constitutes violence. For example, the school in which Saltmarsh conducted her research had an ethos amongst the boarding students of elitism, and that this sense of superiority was

passed down from class to class as a right of passage. Saltmarsh viewed this event as beyond bullying.

My position is that the act was a bullying event, by definition, and that it indicates the escalation of bullying to the point of criminality when the behaviour is not addressed. I concur with Saltmarsh that marketisation is an issue amongst all schools, both private and public. Saltmarsh's work shows what happens when bullying behaviour is not addressed and when the school administration's point of view is that of denial. What happened to the boys at the school in which she conducted her research was horrific, and reflected an atmosphere of acceptance wherein bullying became a part of the school environ and ethos.

Schools wish to portray they are a welcoming and safe learning environment for all students. Bullying takes place in all schools and that is a given that can not be denied (Rigby, 2000). Some schools are more effective than others in regard to addressing the issue of bullying behaviours and in the provision of safe and positive learning environments within the walls of the classroom and during recess and lunch time. The reason why some schools are more effective than others with respect to the involvement of CRTs in their programs is part of the focus of this research.

I argue that there needs to be acceptance of what elements are essential in defining bullying. This would provide consistency in the identification and reporting of bullying. Of the definitions reviewed, I feel that Rigby (2002) presents a clearer picture of the participants, the events and dynamics between the aggressor and individual who is bullied.

Saltmarsh (2005) discussed the influence of terminology on how the bullying or culturally produced violence is viewed by participants.

"The use of terminology itself is embedded within certain discourses, such as the 'innocence of childhood', for example, or the 'typologies of bullies and victims' suggested by researchers such as Olweus, Rigby, etc, that get in the way of considering some of the more complex and troubling

dimensions of the culturally produced violence that takes place in schooling contexts.” (S. Saltmarsh, personal communication, June 18, 2006)

I disagree with this stand and perception. Bullying is a behaviour that through receiving gratification and achieving the desired outcome of power over another individual, reinforces the behaviour; and, through enabling a person who bullies to bully, the behaviour escalates in frequency and intensity. Being a behaviour means that it can be changed. Just as a child learns through imitation of its parents and other significant people in their environment, so does the person who bullies. The person who bullies can learn that their behaviour is not benefiting them but harming them in establishing positive, lasting relationships based on equity.

Eley, Stevenson and Lichtenstein (1999) investigated the inheritance of aggressive behaviours. The objective of the study was to investigate ‘nature’ versus ‘nurture’ through investigating fraternal and identical twins in Sweden and the United Kingdom. Genetic factors influenced aggressive anti-social behaviour to a greater extent than non-aggressive anti-social behaviour, especially in shared environments. Sex also influenced the etiology of non-aggressive anti-social behaviour.

The study findings of Eley et al. (1999) were:

- * Aggressive behavior can be inherited, but social environment plays a highly significant role in non-aggressive anti-social behavior.
- * Boys learn non-aggressive anti-social behavior more from the environmental influences they encounter, while girls get it more from their genes.
- * Combined aggressive and non-aggressive behavior is frequent in both boys and girls. In boys it is related mainly to environment effects that influence both kinds of behavior, whereas in girls the combined behaviors appear related primarily to genetic factors.

* Peer influences play a major role for both boys and girls and may be quite different for each member of a twin pair. (Eley et al., 1999, pp. 155-168)

Results for the samples from each country were very similar, however, aggressive and non-aggressive behaviours have different aetiologies according to the researchers. While investigating the genetic nature of aggression the researchers also looked at environmental influences. Environmental influences were reported in each of the findings as a variable; thus, environmental factors were significant in the analysis of the findings. I do concur that there are inherited traits passed down between generations however, anti-social behaviour does not need to manifest itself in the offspring. In all likelihood the behaviour appearing to be genetic may be the shared common environment producing the outcomes presented. I do not support the rationale of genetics being the sole cause of bullying, nor in notions of criminality as an explanation for bullying.

Regarding criminality Saltmarsh explains:

“Notions of criminality need not necessarily be linked to notions of violence, but rather that the conditions within which violence takes place need to be subjected to greater scrutiny if we are to make real and meaningful improvements in this area.” (S. Saltmarsh, personal communication, June 18, 2006)

Saltmarsh was speaking of the school climate that prevailed amongst the boarders at an elite private school. It was neither the acts nor the individuals that committed the acts that were at the core of this school’s problems. Rather, it was acceptance by the Administration and school community, even after the school was advised of concerns over conditions by a parent of one of the children a year before the publicity associated with the event that was later investigated and acted upon. The dynamics of boarding students within their ‘House’ generated the conditions that enabled the acts to take place. The ‘House’ reflected an abuse

cycle that was repeated through each new class of students entering the 'House'. It was a case where the abused (the individual who is bullied) became the abuser (person who bullies). Bullying is cyclic and can be multigenerational (Farrington, 1993). Thus, I would argue that what took place at this school was sexual abuse and bullying.

I feel that there is confusion amongst educators as to what constitutes bullying and aggressive behaviour. Bullying does not have to have a physical manifestation. It can be of a verbal or psychological nature (Besag 1989; Rigby & Slee, 1991; Smith & Thompson, 1991; Johnstone, 1991; Farrington, 1993; Rigby, 1996; Griffiths, 1997; Smith & Sharp, 2005). I agree with Saltmarsh that labelling an act as bullying does not necessarily mean that it is bullying. Not all cases of school violence are bullying rather, they are singular criminal acts of violence of one person against another. It is for this reason that the DoE's definition excludes certain behaviours from its definition.

In a discussion at Victoria University, details of the case of the school in Saltmarsh's study (2005a, 2005b, Macquarie University, 2006) revealed that the act was repeated over decades, as a 'passing of the torch'. Many organisations have rituals for entrance or promotion, and many of these rituals form part of the organisation's identity such as occurs in: the tossing of caps at the US Naval Academy's graduation ceremony; 'shouting a round' after a promotion; burial services of those who died in the line of duty; or 'passing the Olympic Torch' for the lighting ceremony of 'The Games'. These rituals do not involve acts of violence of one member against another; rather, they are designed to promote team unity in an organisational family. Bullying appears in all cultures, and according to Nicholson (2004), is pandemic.

My own view coincides with Farrington's (1993), that the child who is a person who bullies will remain a person who bullies until he or she accepts the consequences of their behaviour. Bullying, like all crimes of violence, can and will escalate in severity, magnitude

and frequency if not recognised or addressed. It is a behaviour that is reinforced through practice and through achieving the outcome sought by the person who bullies.

The person who bullies can be viewed by some as a positive role model and leader, and of at least average popularity (Farrington, 1993). Research from the United States also shows that bullies in early grades are usually popular until 3rd grade, and then because of their behaviour, the popularity shifts to those who do not engage in bullying. A person who bullies is not necessarily insecure; but they do have a lack of empathy for their victims (Bernstein & Watson, 1997). Farrington (1993) observed long term aggressive behaviours in bullies that occurred in different settings and continued throughout life to become intergenerational. His research indicates that many children are bullies because of poor parenting and lower socio-economic status. Rigby and Slee (1999) found that in self-assessment, children of dysfunctional families of low socio-economic level which are low in love, and subject to authoritarian, critical parents, revealed uncooperative attitudes and low empathy levels. Clearly, the dynamics of bullying begin in the home. Harachi, Catalano and Hawkins (1999) found higher rates of bullying amongst boys where physical punishment was used by parents.

Childrearing, characteristics of the child, and environmental factors have all been linked to bullying (Ahmad & Smith, 1994; Batsche & Knoff, 1994; Smith & Sharp, 1994). Parents' child rearing practices, in which physical/corporal punishment models aggressive bullying behaviour (Patterson, 1982), and negative socialisation experiences within the family influence aggressive behaviour (Patterson, 1986a). Parents unwittingly promote aggressive behaviour through positive reinforcement when they use coercive behaviour within the family dynamics that promotes power imbalance, through influencing one party to give in to another (Patterson et al., 1989). Research by Craig, Peters and Konarski (1998)

investigated the influence of home on the formation of a person who bullies. Duncan (2004) further investigated the influence of the home environment as follows:

“Children who were peer bullies and victims of peer bullying reported the highest frequency of sibling bullying and victimization. In addition, there were significant group effects for sibling and peer-bully involvement as well as a sibling by peer bullying interaction in level of self-reported psychological difficulties. In general, those who were both bullies and victims reported the highest level of psychological difficulty followed by victims, bullies, and those not involved in bullying, in that order.” (pp. 227-228)

Social cognition is an alternative explanation for bullying. How an individual perceives oneself forms the basis of their social cognition. An individual employs a set mental architecture when perceiving and thinking about other people, and when evaluating another person to you, that person may also be evaluating you. Although that person may share some important social attributes with you, such as race, gender, or political affiliation, and these are factors for consideration spanning from a basic understanding of cognitive practices to the formation of a social judgement based on first impressions, stereotyping and social influence, they may not like you. Bandura (1986) developed a concept of reciprocal determinism where overt behaviour, personal factors and the environment are combined.

Social cognition underpins much of the social skills' rationale. However, there is a division amongst researchers investigating social cognition. Keyser and Gazzola (2007) discuss the two theories underpinning social cognition: simulation and theory of mind, as follows:

“The simulation camp focuses on so-called shared circuits (SCs) that are involved in one's own actions, sensations and emotions and in perceiving those of others. The theory of mind (ToM) camp emphasises the role of midline structures in mentalizing about the states of others.” (p. 1)

The function of the brain and plotting areas that influence behaviour provide a physiological foundation for investigating differences between intuitive and reflective processes. Keyesers and Gazzola (2007) claim that there needs to be knowledge of both processes in relation to how the brain responds to its own states and the states of others.

Davies and Stone (2003) reported that the “complexity of the relationship is that there are striking mismatches between psychological understanding and social skills is very much more complicated” (p. 1). They elaborate that:

“one indication of the complexity of the relationship is that there are striking mismatches between psychological understanding as evidenced in experimental tasks – including, centrally, false belief tasks – and social skills as evidenced in daily life. In some individuals, social skills outrun psychological understandings.” (p. 1)

Violence begets violence. Individuals who bully can be bullied. A person who has been bullied can also be a person who bullies. Individuals who bully have high levels of cognitive reasoning abilities. They are able to read another’s emotional state and vulnerability as less resilient (Smith & Brain, 2001).

Types of Bullying

There are two types of individuals who bully: aggressive and passive. Aggressive individuals who bully take a direct approach; are more physical in their actions, easily frustrated and prone to violence. “An aggressive bully is seen as an individual who is belligerent, fearless, coercive, confident, tough, and impulsive” (Coy, 2001, p. 1). Passive individuals who bully take a less direct approach and usually instigate an event. They tend to associate with other more powerful bullies. Banks (1997) focused on bullying in secondary schools and cited the findings of Ahmad and Smith (1994) and Smith and Sharp (1994) that boys use a direct approach

manifested with overt aggression and girls use indirect methods such as name calling and exclusion.

The Victorian DoE (2006) uses three categories when describing types of bullying on its website, direct physical, direct verbal, and indirect. They describe these as follows:

- Physical includes hitting, tripping, and pushing or damaging property
- Verbal includes taunts like you're just a baby, insults, homophobic or racist remarks, and verbal abuse
- Indirect is harder to recognize and takes place behind the bullied student's back. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes: lying and spreading rumours; playing nasty jokes to embarrass and humiliate; mimicking; encouraging others to socially exclude someone; damaging someone's social reputation and social acceptance; and cyber-bullying, which involves the use of email, text messages or chat rooms to humiliate and distress.

In some cases more than one form of bullying can take place at the same time. Verbal and indirect bullying whether vocal, in text, posted on a message board or website, have both short and long term effects on the target. The pain inflicted can remain for a lifetime. The chant, "Sticks and Stones may break my bones; but words can never hurt me" is not true, because words can hurt deeply.

Crick (1995) explored the role of intent and provocation bullying, and together with Grotper (1995) focused on social-psychological adjustment and gender while investigating relational aggression. Crick and Bigbee (1998) utilised a multi-informant approach while investigating overt and relational forms of peer victimisation. Crick, Nelson, Morales, Cullerton-Sen, Casas and Hickman (2001) studied relational victimisation in early years and adolescence.

Bullying varies according to culture, as demonstrated when comparing the following study of Japanese culture with multicultural Australia. Japan is generally a mono-cultural

society and bullying behaviour tends to be socially manipulative within a group interactive process. This research was tied to a rise in suicide rates amongst recipients of bullying. In Japan, many individuals who are bullied ('Ijime') attempt suicide. "Japanese culture has a history of condoning and even glorifying suicide" (Prideaux, 2007, p.1). Maeda (1999) interviewed junior high school students in Japan and found differences in the dynamics of bullying. Findings were that Japanese students are more likely to engage in indirect relational methods of bullying than western children. Bullying in Japan may stem from the nation's social structure, resulting in "three characteristics demonstrated in 'Ijime' consisting of (1) pressure to conform to group norms; (2) awareness of their roles in a group; and (3) use of relational aggression" (Maeda, 1999, p.6).

Gender Differences

Most of the research to date has focused on boys, and research regarding girls who bully has been qualitative rather than quantitative in nature. However, it is accepted that gender differences do exist within the dynamics of bullying.

Researchers investigating gender differences have found that boys have reported more physical forms of bullying by their peers (Olweus, 1993; Nansel et al., 2001) whereas girls reported that they were targets of rumour spreading and sexual comments (Crick et al., 2001; Nansel et al., 2001) and excluded by other girls (Olweus, 1996). In another study, Li (2006b) found that 40.8% of males and 27.8% of females reported being bullied, with 53.7% of the males and 44.4% of the females being bully-victims (p. 163).

Olweus found that bullying boys need to dominate others they deem weaker (Olweus, 1987), have little empathy for their victims (Olweus, 1984), and have no remorse for their actions. Boys are more overt and aggressive than girls when it comes to bullying (Olweus, 1987). Boys are more likely than girls to get pulled into a bullying event and actively

participate (Craig & Pepler, 1997; Salmivalli et al., 1996). Boys tend to bully boys, and in some cases bully girls. In many cases the boy-girl bullying has sexual overtones, and boys start rumours or call girls names such as 'cow' or 'dog' (Shakeshaft et al., 1997).

In Australia, Slee and Rigby (1993) looked at the relationship between personality factors and self-esteem amongst boys. Their investigation utilised two inventories, Junior Eysenck Personality and Coppersmith Self Esteem. Eysenck's theory involved three personality traits: extroversion, neuroticism and psychoticism. Slee and Rigby found that the boy who bullies is significantly associated with psychoticism, while the tendency to be the target of bullying was significantly associated with introversion and low self esteem. They could not confirm an association between neuroticism and victimisation. Rigby (1998) reported on gender and bullying in schools, and found that upper primary school children of both sexes report being bullied more often than students in secondary schools.

Owens, Shute and Slee (2000) produced a qualitative investigation into indirect aggression amongst 15-16 year old females, utilising focus groups and individual interviews with teachers. These findings were reported in a series of journal articles focusing on behaviour, with explanations for the behaviour and interventions designed to reduce indirect aggression/harassment. They found that indirect aggression focusing on creating excitement within the individual who engages in the behaviour, lies within friendship and group dynamics. This behaviour is driven by the desire to have close intimate relationships and a sense of belonging to the peer group. In 2002, Owens et al. expanded on their earlier findings in an article describing social aggression through peer relationships, and reported on adolescent use of nonverbal aggression. Later, in 2004, the focus of their research turned to female aggressive behaviour.

Owens, Daly and Slee (2005) investigated age and sex differences in victimisation and conflict resolution amongst adolescents in a South Australian school. This investigation

centred on victimisation and conflict resolution strategies used by the students (Year 8, 9 and 10) involved in the study. They found that boys reported more physical and verbal, but less indirect victimisation than female participants. The female participants reported greater use of compromise, obliging and avoidance behaviour than male participants. Both groups reported similar levels of overt anger. Older participants reported a greater use of compromise than younger students. The degree of victimisation also influenced how individuals who are bullied responded. As victimisation incidence increased, there was less use of compromise, an increase in avoidance, and a greater degree of anger.

Research has shown that there is a dynamic in how girls bully, and advise that when a situation involving exclusion occurs, the reason for exclusion needs to be investigated to determine whether it was due to a positive act of wanting to keep a friend as opposed to wanting to cause another person injury or pain (Crick & Grotpeter, 1995; Crick & Bigbee, 1998). It is through the involvement of friends, name calling, telling rumours, banishing, leaving notes or writing on 'loo' doors or walls, that girls' bullying is manifested (Crick et al., 2001; Nansel et al., 2001).

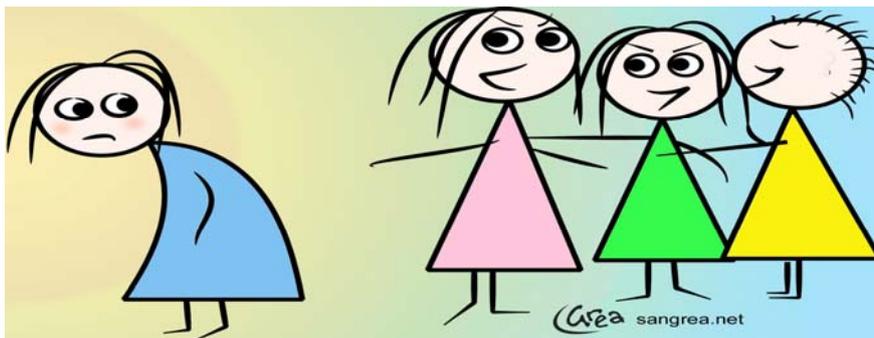


Figure 2.2. Vignette of girls bullying.

For example, it does not take much imagination to know how the person depicted in Figure 2.2 feels overhearing classmates saying, “Don’t let her join us, if you do, you’re history with our group. Did you see what I wrote in the chat room about her? I sent a photo

of her I took with my phone of her flossing her teeth while in the loo. Remember, quiet or you're history. Sheila, go see if she saw the web posting.”

In his later writings, Foucault (1978) examined how through discourse, positions can be made through defining groups by characteristics and the dynamics of reciprocal relations - “ ... on the foundations of power in a society or the self-institution of a society, etc. These are not fundamental phenomena. There are only reciprocal relations and the perpetual gaps between intentions in relation to one another” (Foucault, 1984, p. 247).

According to Wiseman (2002), the nature of the girl who bullies is that of a leader, Queen Bee, who has a second in command who tells others of the leader's desire, a ‘Wannabee’ who is not part of the group, but tags along or stays in the area of the group as the intelligence gatherer - who goes to the target or the target's friends and finds out how the target feels, what they are doing, or what they are going to do regarding the bullying.

Researchers have found that girls are also more likely to engage in cyber bullying. Girls who cyber bully are most likely to do so in chat rooms or through sending text messages (Nelson, 2003; Thorp, 2004). Li (2006b) found that:

“over half the students were bully-victims (53.7% males and 44.4% females); that one in four of the students (22.3% males and 11.6% females engaged in cyberbullying and that over half of all students (55.6% males and 54.5% females) were aware of cyberbullying.” (p. 163)

As a result, Li was concerned that:

“over half the students at the school reported being bullied (p. 164) and that over half the victims are involved in cyberbullying as either a cyber-predator or as cybervictims.” (p. 163)

Evidently, the differences between boy and girl bullying are beginning to merge and meet at a crossroad. Even though girls still generally use covert means of bullying, since the

1990s there has been an increase in more overt and aggressive actions of violence in connection with girl bullying (Prothrow-Stith & Spivak, 2005). The trend is believed to be associated with an increase in the portrayal of females committing violent acts in the media (Prothrow-Stith & Spivak, 2005).

Both genders bully, but boys are more physical, direct and aggressive. Girls multi-task whilst bullying, shifting from covert to overt victimisation, seriously affecting student social issues.

Student Social Issues

All students encounter multiple social issues. Peer acceptance increases in significance as a student moves from the home environment to primary school, then primary to secondary learning and secondary to tertiary, which normally culminates in transition into the workplace.

As we live in a world of labels, Foucault (1986) pointed out the ways in which individuals become subjects by being made objects through disciplines and being objectivised through dividing processes in which one turns oneself into the subject. Thus, how we use words can influence the position or justify an argument. When describing the groups in my high school experiences, the terms used imply stereotypes, which in essence can be viewed as negative and demoralising - not as descriptors. As has occurred throughout history, generational language emerges differently amongst different groups of people. Over time, idioms become part of the standard vocabulary. One could argue that any label can become a negative, demoralising, self-fulfilling prophesy. Conversely, labels can convey positive connotations and elicit positive outcomes. In this context, the idioms of the observed teen language recorded in the analysis below are part of the participants' cultural norms, and used here for descriptive purposes only.

When I went to secondary school (from 1965-1969) we had multi-tier groups, with each student having a group-accepted label. These labels were as follows:

‘Popular’ students were those voted friendliest, most likely to succeed, school leaders, members of sports teams.

‘Hanger-on’ students were those who were parasites, sycophants living off the popular students, also known as ‘tagalong’ students who persistently followed the leader and were annoying.

The ‘herd’ referred to the general student population. They were the multitude of common people who looked up to the popular students as role models but had no affiliation with any single group.

The ‘Geeks/Nerds’ participated in chess, science, debate teams, and the math club. Always with a book and loving sci-fi and fantasy.

The ‘Fringers’ were individuals who could be found at the edge of a group and were able to migrate between groups. Sometimes they were members of one group who were invited on occasion into another group’s sphere. Some fringe members wanted to be members of another group.

The ‘Isolates’ were avoided. They were ignored to the point of invisibility. They were students who may have had an intellectual disability or socially unacceptable habit.

In school culture, status determining how much power one possesses within the group begins at day one. In his writings, Foucault discussed the influence of power on the individual and within relationships as follows:

“What defines a relationship of power is that it is a mode of action that does not act directly and immediately on others. Instead, it acts upon their actions: an action upon an action, on possible or actual future or present actions. A relationship of violence acts upon a body or upon things; it forces, it bends, it breaks, it destroys, or it closes off all possibilities.” (Foucault, 1981, pp. 160-161)

“Finally, there is a fourth characteristic of power - a power that, in a sense, traverses and drives those other powers. I'm thinking of an epistemological power - that is, a power to extract a knowledge from individuals and to extract a knowledge about those individuals - who are subjected to observation and already controlled by those different powers. So we see how there forms a knowledge that's extracted from the individuals themselves and derived from their own behaviour.” (Foucault, 2000, pp. 83-84)

I found Foucault's insights significant in developing my own understanding of the dynamics of school and relational aggression. My own experience began when I was six and entered kindergarten. I was always away sick with a cold - which in later years was identified as allergies. I was bullied throughout school and called names because of my weight. I was a daydreamer, always had a book to read and had no fashion sense and thus, I was an easy target. I was not one of the 'popular' students.

My own recollections correspond to what research presents as a relevant social issue. The 'popular' and 'queen bee' were most likely to bully others. The 'herd' and 'fringers' were generally not bullied. The 'nerds/geeks' and 'isolates' were viewed as easy targets.

The 'herd' and 'fringers' were generally what are called 'bystanders' today. By nature of their number, they could influence the behaviour of the 'populars' and 'queen bees'.

Taki, Slee and Murray-Harvey (2002) provided insight into life at school in Australia and Japan, resulting in a modelling of the impact of stress and support on school bullying amongst girls. This cross-cultural research focused on over 3000 Australian and 5000 Japanese grade 5-10 students, and examined students' experiences of school life. The study focused on student reporting on psychological health, school belonging, bullying and victimisation, and perceptions of teachers, parents and peers as a source of support or stress. They found that "the strongest relationship existed between stressors and victimisation with teachers and peers exerting about the same influence" (p. 8). The relationship between stressors and psychological health reflected that:

"..... the strength of the relationship that family, peer and teacher pressures exert are indicated by apathy, depression and aggression. And while there was no direct impact on Stressors on School Belonging, there was an indirect effect on negative psychological health." (p. 9)

The dynamics of bully/target include the bully/bystander and its impact on the individual. The person who bullies, even though popular, is not well liked in many instances (Prothrow-Stith & Spivak, 2005). Nansel et al. (2001) reported that bullying is a sign of maladjustment amongst all those involved. Specifically:

"Bullies, those bullied, and individuals reporting both bullying and being bullied all demonstrated poorer psychosocial adjustment than non-involved youth; however, differences in the pattern of maladjustment among the groups were observed. Fighting was positively associated with all three outcomes. ...poorer academic achievement were associated with both bullying and coincident bullying/being bullied; poorer perceived school climate was related only to bullying. Poorer relationships with classmates and increased loneliness, on the other hand, were associated with both being bullied and coincident bullying/being bullied. Ability to make friends was negatively related to being bullied and positively related to bullying. A permissive parental attitude toward teen drinking

was associated only with coincident bullying/being bullied, while increased parental involvement in school was related to both being bullied and coincident bullying/being bullied.” (pp. 2098-2099)

The person who is bullied avoids school, and girls who are bullied stay home more often than boys, claiming headaches, stomach aches, a feeling of sadness, and sleep disorders (Williams et al., 1996). Rigby (1998) investigated the relationship of the impact of bully/target problems on the reported health of secondary students. Farrington (1993) observed that victims were unpopular, experienced peer rejection, had low school attainment and poor social skills. He observed the intergenerational dynamics that social isolation and victimisation present if persisting from childhood to adulthood, resulting in the tendency for victims to have children who are victimised.

If one looks at the volume of work by Olweus, bullying has long term effects with a fourfold increase, including multiple convictions in 35–40 percent of bullies (Olweus, 1992). The victim tends to internalise the event and experiences a loss of self-esteem, becoming anxious, depressed, and in some instances suicidal (Kaltiala-Heino et al., 1999; Salmon et al., 1998). The magnitude of the long term effects and impact of bullying on the target is significant.

The School Community and Bullying

The literature reflects that there is an interrelationship between the physical school environment and practices in regards to the incidence of bullying (Titman, 1997). In this section I explore literature on how bullying is perceived by the school community. Playground design and how the playground and hallways are supervised and organised can impact on the ability of a person who bullies, to bully (O’Rourke, 1987; Doyle, 1986). The

physical environ and staff, student and parent perceptions of bullying, and the absent stakeholders, CRTs, are also reviewed.

Physical Environ

Titman (1997) reported how much influence the playground has in setting the school tone, attitude and behaviour, not just in the playground but also inside the classroom. O'Rourke's (1987) baseline data showed that "an unstimulating playground environment, which provided children little opportunity to play" negatively impacted on behaviour (p. 2), and Slee (1995) recommended that schools need to address peer bullying with students during non-instructional blocks of time.

Doyle (1986) maintained that a well-maintained playground and organised classrooms set a positive tone or climate for the school. Furthermore, Evertson and Emmer (1982), and Duke (1989) found that focussing on values and modelling of desired behaviours based on problem-solving and mutual respect within the community are effective in reducing the incidence of bullying.

School culture and climate impact on a school's effectiveness when dealing with bullying and behaviour issues (Olweus, 1987). School values, modelling of excellent communication skills, and collaboration between administration, teachers and support staff in developing behaviour and bullying policy (Evertson & Emmer, 1982; Duke, 1989), can all provide congruence and coherence in approaches implemented and supported by administration in the allocation of resources (Gottfredson & Gottfredson, 1995; Charach et al., 1995).

Staff

Teachers, through their professional training and experience working with children, acquire the behaviour management skills necessary to promote academic achievement and positive attitudes towards learning. When the teaching staff is organised, communicate effectively, and consistently support and implement school policy regarding behaviour and bullying, the number of incidents are reduced (Olweus, 1993; Smith & Birney, 2005).

Trust in colleagues, parents and students are necessary and conducive to providing a positive and safe learning environment. In Smith and Birney's (2005) study:

“..... trust in the principal was not a factor in teachers' decisions to protect the students In sum, the results suggest that in schools where teachers trust their colleagues a cooperative and unified faculty mission toward protecting students may well exist, regardless of faculty trust in the principal. The conclusion seems clear; only faculty trust in colleagues promotes teacher protection of student bullying in schools.” (p. 8)

When teachers are not organised, prepared for the learning environment or are inconsistent in applying consequences in accordance to the school's Code of Conduct, there exists an atmosphere or climate within the school to support bullying (Evertson & Emmer, 1982; Duke, 1989).

Teachers are overwhelmed at recess and consequently often unaware of bullying problems. I found the findings of Cohn and Canter (2002) disturbing in that one in four teachers had no difficulty in accepting bullying or putdowns, with teachers only intervening in four percent of bullying incidents. This is reflected in Craig and Pepler (1997) who found that a low level of intervention was confirmed through observations in the playground. Teachers tend to respond to incidents involving physical aggression that are visible, whereas other forms of bullying remain hidden. One study by Charach, et al. (1995) found that

teachers' perceptions did not match student perceptions in bullying situations. Teachers held the belief that they intervened in 70 percent of situations, whereas findings that only 25 percent of students agreed with this assessment, indicated that teachers were unaware of the extent of the bullying.

O'Rourke (1987) recommended that "teacher engagement in lunchtime and recess activities be compulsory and patrolling voluntary" (p. 3). She found that students were focused and engaged in structured play activities (89%) when teachers were involved, resulting in fewer disruptions. She also found that: "fights did not occur when teachers were playing but they did occur when patrolling" (p. 3); "teachers not 'on duty' did not intervene" (p. 4); and "the rate of intervention by teachers on duty was less than two interventions per one hundred observed" (p. 4).

Mishna (2004) reported that there is confusion regarding teachers' perceptions of bullying, and that this confusion results in complications. Complications such as when the child who is bullied is provoking the person who bullies, the event are not viewed as serious. In this case the teacher feels no compassion for the bullied child and extends more compassion to the person who bullies.

"One teacher depicted bullying as 'part of growing up' and as a good thing that helped victims learn to deal with others who are controlling or manipulative" (Mishna, 2004, p. 238).

"At times a child considered a situation bullying, whereas the adult ascribed another meaning and concluded that the same situation was not bullying" (Mishna, 2004, p. 242).

Smith and Birney (2005) maintain that providing a safe learning environment is crucial to a student's sense of wellbeing. This occurs in schools where staff members are able to establish a bond of trust and communicate that trust effectively to students and

parents in order to promote a sense of shared responsibility and concern. When this occurs, there is not only the feeling of a safer environment but an actually safer learning environment.

In reviewing teachers' understandings of bullying, Farrell (1999) found that early primary school teachers prefer to use terms such as 'unacceptable' and 'inappropriate' when describing 'bullying' behaviours. Furthermore, Li (2006a) investigated pre-service teachers' perceptions regarding cyber bullying and found that most teachers understand how cyberbullying impacts students, yet, they do not perceive it to be a problem in schools, contradicting research findings that it is a growing school concern. She also found that teachers did not know how to intervene if they saw it taking place. Li provided the following observation:

“One possible explanation is that, unlike bullying, victims of cyberbullying usually do not have visible bruises or other marks; therefore it is easy to be disguised. Teachers, therefore, have more difficulties to identify such problems.” (para. 22)

CRTs: The Absent Stakeholders

Crittenden (1994), cited Gill and Hand's Report (1992) indicated that fifteen percent of the teacher population consisted of relief teachers. However, according to Webb (1995), there is a significant deficit in data on Relief Teaching, indicating a need for more research into the activities of CRTs.

With the exception of McCormack and Thomas (2002), the existing literature is outdated, but reflects that CRTs are concerned with surviving in the classroom and experience more behaviour problems than regular teachers. Role expectations of CRTs are not clear on the part of students, staff and administration, even though there is a ratio of relief teachers to regular teachers of approximately 1:16, with 550 relief teachers working during any given fortnight (Crittenden, 1994).

McCormack and Thomas (2002) reported Shilling (1991) who reviewed the sociological aspects of casual relief teaching, and concluded that it “was seen to be a highly demanding form of teaching, substantially different from regular teaching and characterised by lack of continuity, status or support” (p. 1). They discussed Webb’s (2002A) work on the challenges CRTs experience due to “lack of status, respect and knowledge of school routine” combined with “students who try to do the least possible work while making teaching difficult for the CRT leading to disillusionment with teaching as a career” (p. 2). Webb (2002B) identified “the five categories of reported common experiences: low status, different expectations in different situations, lack of training for role, isolation and stress” (p. 2).

Despite the challenges facing CRTs, however, this review found no articles or studies that focussed on the dynamics of the interaction between CRTs and children during playground duty, the knowledge of CRTs on bullying and practices for responding to bullying, or the impact of CRTs on school behaviour management policy. The existing research on bullying coming from the United States, Australia, Asia, New Zealand and Europe does not specifically look at CRTs.

Students

Surveys by Charach et al. (1995), Banks (1997), and Smith and Birney (2005) found that students have little ‘trust’ in teachers’ abilities to handle bullying incidents. Students worrying about revenge and peer approval lack faith in their teachers, thinking there is little they can do to help (Olweus, 1987).

“It's important that individuals become aware of their own reasoning. When children are not listened to and validated, they may doubt their own perspective. They then may stop telling adults about their victimization.”
(Mishna, 2004, p. 243)

Research indicates that 85 percent of bullying episodes occur within the context of peer groups (Atlas & Pepler, 1997; Craig & Pepler, 1997). Students feel uncomfortable when witnessing bullying (Pepler et al., 1997) and victims keep their problem a secret or feel that they should handle it themselves (Olweus, 1987).

In his study regarding victimisation, Olweus (1993b) found that children in lower grades are more likely to be victims of same-age bullies. Younger students experience more direct bullying whereas older students experience more indirect bullying. Pepler et al. (1997) found that “6% admitted bullying others more than once or twice in a six week period; that 15% reported they were victims at the same rate; and 2% reported they were both bullies and victims.” Their work also indicated that bullying occurred with greater frequency in the playground - “every 7 minutes” than in the classroom - “every 25 minutes”. Both boys and girls who are victimized, report symptoms of depression such as sadness and loss of interest in activities (Slee, 1995; Craig, 1998).

Olweus (1993b) reported that children who are bullied are lonely, depressed, feel anxious, have low self-esteem, feel unwell, and think of suicide. Based on their playground observations, Pepler et al. (1997) observed that bullying stops in less than ten seconds, more than half the episodes stop when peers intervene on behalf of the victims, and peers intervene more often than adults “11% of episodes versus 4% of episodes”.

Rigby (1997) reported that one in six children experience bullying, 50 percent of children bullied think of not attending school, and of these, 20 percent miss school. His research found that boys will not tell a parent or friend of being bullied 40 percent of the time, and girls will not tell 25 percent of the time. The Mayo Clinic (2001) found that in the United States that figure could be one in three children experiencing bullying.

Parents

According to recent reports of bullying in the media, parents only hear of bullying when their children tell them of an event or another child reports an event. Furthermore, parents tend to be included in the equation by the school only when their child has bullied another. However, bullying can only be reduced if all members of the school community are empowered to contribute to and support the school's policies ensuring child safety. Saltmarsh (2005a) shared how one parent in her study contacted the school but 'being female' was viewed by Administration as of no consequence.

Recent litigations have resulted in parents' being awarded settlements by the schools, due to "lack of duty of care" resulting in injury to recipients of bullying, and in the case of a few parents, their child's suicide due to bullying. In another incident a child was murdered by a person who bullies. There is now an emerging era of litigation where parents are taking out lawsuits for failure of their child to learn due to the impact of bullying. One recent event in Australia resulted in a DoE proposal for a bodyguard to be assigned to some children. However, such incidences of bullying depicted in the media suggest that the responses to bullying by parents tend to be reactive rather than proactive.

Parental involvement reflected in annual school surveys indicate that they need to be given a more active voice to increase their trust and confidence in the school their child attends (Smith & Birney, 2005). School surveys also show that parents can also be bullies and have bullied both staff and Administration (Smith, 2007).

Smith and Birney's (2005) study highlights the significance of trust in reducing the frequency of bullying and promoting the development of a positive learning environment. They found that more bullying took place when students felt that they could not trust teachers to protect them, and when teachers lacked trust in parents and students. They found that "some relationships were stronger than others and the relationship between teacher

protection and trust in colleagues was moderately strong” (p. 6), and “..... the more teacher protection the greater the collegial trust of the faculty” (p. 7). It takes an entire community to raise a child so to reduce and eliminate bullying from the school community the approach needs to be unified and not fragmented.

Parents need to be active in schools and trust their child’s teachers to do what is in their child’s best interest. In the United States ‘loco parentis’ takes precedence when teachers react and intervene in cases of bullying, meaning that teachers act in place of the parent. Students need to have teachers take what they say seriously. Students need to have trust in the teachers to follow-up when they report an incident.

Incidence and Frequency of Bullying

When viewed on a single school by school basis, the impact of bullying behaviour does not appear to be as significant when viewed on a macro level. As a typical school may just have one or two identifiable students engaged in bullying, it is difficult to grasp the overall impact of bullying in regards to number and frequency of incidents, or the effects on individuals who are bullied in terms of poor academic achievement and wellbeing. In Australia, bullying has only been viewed on a school by school basis rather than a regional, national or international basis.

A national survey conducted in the United States found that 30 percent of teens are estimated to be involved in bullying as a person who bullies, a person who is bullied, or both. Eleven percent of respondents stated that they were targets, thirteen percent that they bullied others, and six percent reported they both bullied and bullied others (Nansel et al., 2001). When I read these reports, realised that I had only understood bullying in terms of my own experiences in schools as either student or educator, and not understood it as a global concern.

At the beginning of this chapter, I mentioned that bullying is pandemic. Since bullying is prevalent in the playground, and CRTs are typically required to monitor children in the playground during non-structured time, their knowledge of bullying and procedures for acting on bullying could have a significant influence on bullying at the micro level, and subsequently impact on the macro level. Using population and other data on the incidences and effects of bullying, I calculated the number of people who are subjected to bullying. As the number of incidents of bullying have indicated that students perceive teachers as not responding to or recognising that bullying is occurring, the significance of how CRTs understand, recognise and intervene in bullying can also impact on the implementation of school policies and procedures. In order to understand the seriousness of the problem of bullying, the two tables below summarise the literature findings on bullying targets at schools in twelve developed countries including Australia, and bullying targets in Victoria.

Table 2.1
Predicted Number of Bullying Targets by Nation for 2006

Nation	Year	Males 0-14 Years	Females 0-14 Years	Growth Rate	Rigby (1997) Males	Rigby (1997) Females	Mayo Clinic (2001) Males	Mayo Clinic (2001) Females
AUS	2006	2,031,313	1,936,802	0.85%	338,552	322,800	677,104	645,601
USA	2006	31,095,847	29,715,872	0.91%	5,182,641	4,952,645	10,365,282	9,905,291
UK	2006	5,417,663	5,161,714	0.28%	902,944	860,286	1,805,888	1,720,571
IRE	2006	437,903	409,774	1.15%	72,984	68,296	145,968	136,591
NOR	2006	455,122	434,009	0.38%	75,854	72,335	151,708	144,670
NZ	2006	439,752	419,174	0.99%	73,292	69,862	146,584	139,725
CA	2006	2,992,811	2,848,388	0.88%	498,802	474,731	997,604	949,463
DEN	2006	523,257	496,697	0.33%	87,210	82,783	174,419	165,566
FR *	2006	5,704,152	5,427,213	0.35%	950,692	904,536	1,901,384	1,809,071
GER	2006	5,973,437	5,665,971	- 0.02%	995,573	944,329	1,991,146	1,888,657
Italy	2006	4,147,149	3,899,980	0.04%	691,192	649,997	1,382,383	1,299,993
Greece	2006	790,291	742,902	0.18%	131,715	123,817	263,430	247,634
Total		60,008,697	57,158,496		10,001,451	9,526,417	20,002,900	19,052,833

Sources: <https://www.cia.gov/cia/publications/factbook>; Rigby (1997) and Mayo Clinic (2001)
 *Of France’s total population of 62,752,136, (60,876,136) reside in metropolitan France.
 Population figures are estimates for 2006.

Table 2.1 above shows the predicted number of potential bullying targets for the 0-14 year-old age group derived from the incidences of bullying reported in twelve developed countries (Rigby, 1997; Mayo Clinic, 2001). Data shown in this table is for children of 0-14 years of age, and as most children enter school at the ages of five or six, this data helps predict the number of bullying incidents if the issue of bullying is not addressed by schools. This prediction is significant because with the exception of first intervention resulting in a 50 percent reduction in bullying (Olweus, 1987), the current reduction a school can expect to achieve is only 15 percent (Rigby, 2002).

Using the projected populations for Australia and eleven other nations, we can predict a potential of 10,001,451 males and 9,526,417 females being a potential target of bullying. If we use the Mayo Clinic’s ratio that figure doubles to 20,002,900 males and 19,052,833 females.

Table 2.2
Potential Bullying Targets for the Australian State of Victoria Using Rigby’s and the Mayo Clinic’s Ratios

State	Year	Males 0-14 Years	Females 0-14 Years	Rigby (1997) Males	Rigby (1997) Females	Mayo Clinic (2001) Males	Mayo Clinic (2001) Females
Victoria	2006	492,762	436,017	82,127	72,670	164,254	145,339
Victoria	2001	484,264	459,449	80,711	76,575	161,421	153,150

Sources: <http://www.abs.gov.au>; Rigby (1997) and Mayo Clinic (2001)

Table 2.2 above shows the predicted number of potential bullying targets for the 0-14 year-old age group by gender using Victoria’s statistics for the years 2001 and 2006. This table consists of two sets of figures, one is the Census 2001 count and the other is the projected population for 2006. In February 2006, children born in 2001 entered the public and private schools of Victoria. This group together with the 0-14 year-old group in the

2001 Report can anticipate experiencing a bullying incident. The impact of these figures is reflected in the discussion focused on Tables 2.3 and 2.4, which investigate the impact on school attitude as explored by Rigby in 1997.

If the ratio of 1:6 on a weekly basis being bullied remains consistent: 80,711 males and 76,565 females can expect to be bullied in Victorian schools. If we use the 1:3 ratio of the Mayo Clinic's study this figure doubles, significantly impacting on the learning environment. The Mayo Clinic's figures on bullying are similar to those of teens in the United States. If we use these statistics (12% bully others, 11% are targeted and another 6% do both) we can apply the following to provide a "worse case" scenario for Victoria:

- The total potential population: $492,764 + 459,499 = 952,263$
- $952,263 \times 12\% = 114,272$ bully others;
- $952,263 \times 11\% = 104,749$ are bullied; and,
- $952,263 \times 6\% = 57,136$ are individuals who both bully and are targets.

This would result in 171,408 students (18%) engaging in bullying behaviour.

The 2006 figures shown in Table 2.2 indicate that the number of children expected to experience bullying and its long and short term effects will only rise with population increase. It will manifest itself in absenteeism from school, task avoidance, depression, anxiety, and in extreme circumstances, suicide.

Consequences of Bullying

In this section I investigate the consequences of bullying and its impact on the person who engages in bullying, the recipient of bullying, the bystanders, the teachers, the schools and the community.

Impact on the Person who Bullies

Bullying impacts the one who bullies. Research shows that individuals who bully do not stop bullying when they finish school. Olweus (1993a) found that individuals who bully were several times more likely than their non-bullying peers to commit antisocial acts including vandalism, fighting, theft, drunkenness, and truancy, and to have an arrest by young adulthood. Another study by Eron et al. (1987) of more than 500 children found that aggressive behaviour at the age of eight years was a powerful predictor of criminality and violent behaviour at the age of 30. National Crime Statistics Data (see Appendix A) reveals the extent of violent behaviour in Australia amongst 0-14 and 15-24 year-olds in Victoria, Australia.

According to Olweus (1993a), individuals who bully are likely to have negative encounters with the law. For example, approximately 33 percent of individuals incarcerated in Scandinavian prisons for violent crimes stated that they had begun as a schoolyard bully. This shows that the behaviour is practised and reinforced, and by not acting on bullying incidents in school, individuals who engage in bullying may develop into individuals who commit offences that incur gaol sentences in adult life.

Of further concern is that bullying takes place between generations, and children who bullied at fourteen will bully others at eighteen, and at age thirty-two have children of their own who bully (Farrington, 1993). The influence of family and environmental factors on the development of bullying behaviour has been discussed in a previous section of this chapter. An environment that endorses or validates the act of bullying encourages the act, and acceptance of the behaviour condones the behaviour.

Saltmarsh (2005a, 2005b) and Macquarie University (2006) discuss the element of elitism amongst students. Research regarding individuals who bully others takes the position

that the one who bullies has an issue with self-esteem. However, new research is casting the individual who engages in bullying in a different light. Baumeister, Boden and Smart (1996) “saw low self-esteem not as a cause of violence but as causing a preference for safe, helpless targets; suggesting that any violent tendencies that exist among people with low self-esteem will most likely be expressed in situations in which fear of retaliation is minimal” (p. 7). Therefore, for the one who bullies, it is not an issue involving lack of self-esteem. Rather, it is the view that their position is being undermined or challenged. The behaviour is to maintain their position of power.

“.....violence appears to be most commonly a result of threatened egotism, that is, highly favorable views of self that are disputed by some person or circumstance. Inflated, unstable, or tentative beliefs in the self's superiority may be most prone to encountering threats and hence to causing violence. The mediating process may involve directing anger outward as a way of avoiding a downward revision of the self concept.” (Baumeister et al., 1996, p. 5)

Although some feel that a person who bullies does so because of a lower self image, Baumeister, Campbell, Krueger and Vohs (2003) found that “the highest and lowest rates of cheating and bullying are found in different subcategories of high self-esteem” (p. 1). It can therefore be argued that programs that aim to increase the self-esteem of an individual who bullies are not really necessary, and in many cases, a person who engages in bullying does have a good sense of self-esteem. Just as Narcissus looked at his own image and was mesmerised by his own beauty through self-love, thus the one who bullies tends to be focused on his/her own self and self image. Because “bullying is a subset of aggressive behaviour” (Olweus, 1994, p.98), it can be manifested both physically and non-physically, so care and consideration needs be made when discussing the relationship between bullying and violence.

Impact on the Person who is Bullied

A positive learning environment enabling all children to feel safe and secure by knowing that the adults take the issue of bullying seriously is essential for their wellbeing. Failure to act can result in a loss of trust between stakeholders (Smith & Birney, 2005). Recent research supports the conclusion that bullying impacts on the bullied person on a long-term basis (Robson, 2003; Flannery & Singer, 1999; Rigby & Slee, 1993; Olweus, 1993b). Responses by individuals who were bullied are manifested in task avoidance, behaviour changes, absenteeism and depression that in extreme circumstances results in suicide (Rigby & Slee, 1999; Cohn & Canter, 2003). These manifestations in response to bullying also impact on the school community.

Table 2.3

Predicted Influence of Bullying on School Attitude and Attendance Using Rigby's 1:6 Ratio by Nation and for the Australian State of Victoria

Nation/Region	Year	Males	Females	Total 0-14 Potential Targets	50% Think of Staying Home	20% of the 50% do Stay Home	40% Males Don't Tell	25% Females Don't Tell
AUS	2006	338,552	322,800	661,352	330,676	66,135	135,421	80,700
USA	2006	5,182,641	4,952,645	10,135,286	5,067,643	1,013,529	2,073,056	1,238,161
UK	2006	902,944	860,286	1,763,230	881,615	176,323	361,178	215,072
IRE	2006	72,984	68,296	141,280	70,640	14,128	29,194	17,074
NOR	2006	75,854	72,335	148,189	74,095	14,819	30,342	18,084
NZ	2006	73,292	69,862	143,154	71,577	14,315	29,317	17,466
CA	2006	498,802	474,731	973,533	486,767	97,353	199,521	118,683
DEN	2006	87,210	82,783	169,993	84,997	16,999	34,884	20,696
FR	2006	950,692	904,536	1,855,228	927,614	185,523	380,277	226,134
GER	2006	995,573	944,329	1,939,902	969,951	193,990	398,229	236,082
Italy	2006	691,192	649,997	1,341,189	670,595	134,119	276,477	162,499
Greece	2006	131,715	123,817	255,532	127,766	25,553	52,686	30,954
Total		10,001,451	9,526,417	19,527,868	9,763,936	1,952,786	4,000,582	2,381,605
VIC	2006	82,127	72,670	154,797	77,399	15,480	32,850	18,168
VIC	2001	80,711	76,575	157,286	78,643	15,729	32,684	19,144

Sources: <https://www.cia.gov/cia/publications/factbook>; Rigby (1997) and Mayo Clinic (2001) <http://www.abs.gov.au> for Victoria Statistics – 2006 is projected and 2001 is from Census 2001.

Table 2.3 above shows the potential impact of bullying on school attitude and attendance for the 0-14 year-old age group by gender using Rigby (1997) ratios at national levels, as well as for the Australian State of Victoria. It provides an opportunity to look at the Impact of Bullying on the Individuals who are bullied regarding Attendance and Reporting on a global basis. Some children stay at home manifesting symptoms due to bullying, anxiety, stress, stomach-aches and panic. The prediction of potential targets for Australia was derived by adding the numbers of males to females reported in Table 2.1, and using Rigby's ratio of 1:6.

As seen in Table 2.3, in Australia 330,676 children who are being bullied think of staying home on a weekly basis. If we look at Victoria on any given week in this school year, 78,643 children will think of staying home, and of that figure 20 percent will actually stay home resulting in an absenteeism of 15,480 children. As a result, their learning will be interrupted and their grades adversely impacted. As the learning environment is not conducive to learning their overall school performance experiences a decline. Furthermore, 32,850 boys, and 18,168 girls will not report to parents or friends that they are being bullied. The 'Preps' who come up and say, "Someone is calling me a name, someone has taken my ball, someone is telling others not to play with me" must be heard. As a community we need to act on these reports of aggressive behaviour in order to reduce the occurrence and to break the bullying cycle in our schools.

Table 2.4 below shows the potential impact of bullying on school attitude and attendance for the 0-14 Year old age group by gender, using the Mayo Clinic's (2001) ratios at national levels, and for the Australian State of Victoria. It shows the predicted numbers of students by gender, by nation, and for the Australian State of Victoria, who think of staying home, do stay at home, and who do not report the bullying. This reflects an actual doubling of the occurrence of this event, because the figures used are derived by the Mayo Clinic's

findings that 33 percent of children experience bullying (Mayo Clinic, 2001). The only country that will experience a decline is Germany because of its negative trend in population growth.

Table 2.4

Predicted Influence of Bullying on School Attitude and Attendance Using Mayo Clinics 1:3 Ratio by Nation and for the Australian State of Victoria

Nation or Region	Year	Males	Females	Total 0-14 Potential Targets	50% Think of Staying Home	20% of the 50% do Stay Home	40% Males Don't Tell	25% Females Don't Tell
AUS	2006	677,104	645,601	1,322,705	661,353	132,271	270,842	161,400
USA	2006	10,365,282	9,905,291	20,270,573	10,135,287	2,027,057	4,146,113	2,476,322
UK	2006	1,805,888	1,720,571	3,526,459	1,763,230	352,646	722,355	430,143
IRE	2006	145,968	136,591	282,559	141,280	28,256	58,387	34,148
NOR	2006	151,708	144,670	296,378	148,189	29,638	60,683	36,168
NZ	2006	146,584	139,725	286,309	143,155	28,631	58,634	34,931
CA	2006	997,604	949,463	1,947,067	973,534	194,707	399,042	237,366
DEN	2006	174,419	165,566	339,985	169,993	33,999	69,768	41,392
FR	2006	1,901,384	1,809,071	3,710,455	1,855,228	371,046	760,554	452,268
GER	2006	1,991,146	1,888,657	3,879,803	1,939,902	387,980	796,458	472,164
Italy	2006	1,382,383	1,299,993	2,682,376	1,341,188	268,238	552,953	324,998
Greece	2006	263,430	247,634	511,064	255,532	51,106	105,372	61,909
Total		20,002,900	19,052,833	39,055,733	19,527,871	3,905,575	8,001,161	4,763,209
VIC	2006	164,254	145,339	309,593	154,797	30,959	65,702	36,335
VIC	2001	161,421	153,150	314,571	157,286	31,457	64,569	38,288
DIF (-)		2,833	< 7,811>	<4,978>	<2,489>	<498>	1,133	<1,953>

Sources: <https://www.cia.gov/cia/publications/factbook>; Rigby (1997) and Mayo Clinic (2001) <http://www.abs.gov.au> for Victoria Statistics – 2006 is projected and 2001 is from Census 2001.

In Victoria, 157,286 children think of staying home and 31,457 do stay at home. Of the males, 64,569 will not tell a parent or a friend of being bullied, and 36,335 females will not report the event to either parents or friends. If staying home becomes the strategy a student uses to avoid bullying, the individual who is bullied will miss out on learning opportunities, miss out on learning outcomes and perform with lower results during assessment.

The impact of bullying on school attitude and attendance is a factor in students choosing not to stay at school. Their lack of success and achievement results in a decline in

the student's performance and positive attitude towards learning, causing a downward spiral leading to lower self-esteem. In the complex case of poor attendance and graduation rates of Indigenous students in Australian schools, bullying could be a significant factor. However, the Australian government does have a program in place to improve their attendance.

Bullying is a serious event that is costing society in terms of both productivity and quality of life. Although interventions may only reduce the incidence by 15 percent, the ramifications of non-intervention results in stress and strain on not just Victorian or Australian schools but the entire global community. Even though schools have programs in place to record and report on bullying, new programs could be developed for the broader community to target absenteeism where bullying is the cause. Not going to school is an indicator that bullying may be occurring at a school. Therefore, schools need to look at attendance figures for each class and grade level and investigate absences to determine the cause.

Schools in the United States are currently experiencing litigation from students for failure of school districts to meet their needs when bullying has caused them to drop out of school. These cases reflect the critical state the United States is facing in the area of drop outs and decline in graduation rates, and in 2003, 30 percent of students failed to graduate (Greene & Winters, 2006). According to Odell, O'Hearn, Peterson, Carson, Naro and Scovner (2003) who investigated the dropout rate for the State of New Hampshire, students surveyed indicated that they left school as a consequence of bullying. The report cited a study conducted by Hill Watch which reported that 30 percent of that dropout leaves with a Grade Point Average (GPA) of B or better. Greene and Winters (2006) reported the following statistics for African-American males 52 percent; Hispanic males 51 percent; African-American females 41 percent and Hispanic females 42 percent; with white students' dropout rates of 21 percent compared to Asian 28 percent. In order to improve these

statistics, children need to know that peers, teachers, principals and parents can be trusted to listen to their concerns regarding bullying and to act on their behalf in order to provide a positive and safe learning environment.

Public education in the United States is leaving boys behind. In reviewing interventions being used to help reduce the incidence of drop outs, actions taken consist of some states revising bullying policies, increasing legal age for departing school from sixteen to eighteen years of age, and implementing 'Zero' tolerance of bullying (Greene & Winters, 2006; Odell et al., 2003).

Yazzie-Mintz (2007) surveyed students to investigate their engagement in learning and established a link between boredom and engagement. The statistical data regarding population groups validated Greene and Winters' (2006) findings regarding gender and ethnicity. In the area of disengagement when asked if they had 'skipped' school or considered dropping out, 34 percent of respondents stated they had skipped once or twice, and sixteen percent said many times. This means that 50 percent of students had skipped school. Of 22 percent who had considered dropping out, 28 percent stated it was because they had been picked on or bullied, and 73 percent stated that they did not like school. These statistics show that positive student engagement in learning appears to be a criterion for remaining in school. Many of the respondents in Greene and Winters' study voiced concerns over school safety and the issue of bullying. Other research also indicates that bullied children are unhappy at school (Slee & Rigby, 1993; Slee, 1995), dislike school (Forero et al., 1999; Slee & Rigby, 1993); and view school as not a nice place to be (Forero et al., 1999).

In researching the characteristics of victims, Bernstein and Watson (1997) found that through their body language and behaviour victims convey that they may be an 'easy target'. Their research also reflected that individuals who react to bullying with aggression are

‘provocative’ in nature, and the person who bullies will persist in bullying them due to their reaction to the bullying and their inability to control their emotional response. Furthermore, through their body language ‘passive’ victims provide the person who bullies with the reinforcement needed to continue the bullying. A chronic victim is one who is bullied at least once a week. Both provocative and passive victims experience anxiety and insecurity, and as a result withdraw from social interaction with peers. The cycle of victimisation persists through the victim/bully dynamics. As individuals experience bullying with increased frequency, they find themselves in a dysfunctional relationship that fuels itself, as the chronic victim returns to the person who bullies to try to continue the perceived relationship with the person who bullies. Salmivalli et al. (1999) supports Bernstein and Watson’s (1997) finding that without intervention, even when the environment of the victim is changed, the chronic victim remains a victim.

Bauer, Herrenkohl, Lozano, Rivara, Hill and Hawkins (2006), in a multigenerational study of 115 children which investigated the relationship between bullying in school and children witnessing Intimate Partner Violence, found that children who bullied in school had a higher likelihood of internalising behaviours and physical aggression. A large majority of children who reported being bullied frequently were bully-victim females. The effects of bullying on the person who is bullied increases in intensity over time if not addressed, resulting in poor self-esteem, depression, and a sense of devaluation as a human being. As mentioned earlier, children who are bullies or are bullied have a higher suicide rate than those not involved in bullying (Olweus, 1992).

In a climate where abuse is accepted, Intimate Partner Violence that affects children escalates in intensity and frequency. In my work as a relief manager at a shelter for abused women and children, the women reached a point where denial of the abuse was not possible. In relationships that began in love, the need for control and power emerged. The women

were subjected to physical, emotional, psychological, verbal and financially abusive acts. An argument that started as verbal became physical with a push leading to a shove; a slap leading to a punch; and, once on the ground, a kick or a stomp. In the past, the attitude of law enforcement had been, 'It's just a domestic'. However, although labelling an event may devalue it, it does not deny that it took place. This legal understanding has changed in the United States and is slowly changing here in Australia because of the allowable defence of provocation (Bowlen, 2004).

Many women victims of homicide by spouses have been abused by the spouse and their children (Australian Institute of Criminology, 2005). Cummings, Ballard, El-Sheik and Lake (1991) investigated the influence of inter-adult violence on children and the impact of anger. El-Sheik, Cummings and Goetch (1989) investigated how children cope with the adult anger witnessed within the family by looking at how preschoolers respond. These children, bystanders to the behaviour modelled by their parents, learned how to abuse or bully another.

The Australian Institute of Criminology (AIC) reported that in 2005, 36 percent of homicide victims were female, and 49 percent of these victims were killed as a result of a domestic altercation. The Australian Bureau of Statistics found that in 2005, 363,000 (4.7%) of all women had experienced physical violence, and 126,100 (1.6%) had experienced sexual violence. It further estimated that 2.56 million (33% of all women – a ratio of 1 in 3) have experienced physical violence since the age of 15; and 1.47 million (19% or 1 in 5) have experienced sexual violence since the age of 15. This is due to the social acceptance of acts or behaviours that enable the abuser or the person who bullies to operate in the home, school and workplace.

In Australia, 41 percent of calls to Kids Help Line reported episodic bullying. Kids Help Line data shows that power imbalances, a crucial element of bullying, underlies the

children's reasons for calling. Bullying is one of the top ten contributing factors where suicide is the main concern of the callers (see Appendix B). The connection between bullying and suicide was documented by the research of Egan and Perry (1998), Hodges and Perry (1999) and Rigby and Slee (1999).

BBC News (2006) reported that between the years 1999-2005, fourteen of the forty suicides amongst school-age students were due to bullying. In Japan, Shoko (2007) reported that in 2006 there were 886 suicides amongst youths identified as primary, middle, secondary and university age students (p. 1). During a one week period in November 2006, six children committed suicide due to bullying. During the same week, Childline Japan received over 27,622 calls of which they were only able to handle 2,890 (Matsunoto, 2006). Matsunoto (2006) further reported:

“A recent survey conducted on about 6,400 high school students nationwide showed that 55.6 per cent of males and 62.7 per cent of females experienced psychological bullying such as verbal harassment even when they were in elementary schools.” (Matsunoto, 2006)

Death caused by bullying has a new identifier – ‘Bullycide’. Appendix B ‘The Interrelationship of Bullying and Suicide’, provides summaries of the data identified in the literature regarding the relationship between bullying and suicide.

In the United States, the impact of bullying has resulted in loss of life for students and teachers due to the accessibility of weapons. American National School Safety and Security Services reporting on school-associated deaths in the 2005-2006 school years revealed a total of 27 deaths. School-associated deaths involved twenty-four shootings, one suicide, two murder-suicides and three stabbings (Trump, 2007, p. 1). In addition, the Report cited 238 other incidents of school-related crime, violence and crisis situations that did not result in fatality, including 85 involving firearms. Findings of the American Department of Juvenile

Justice indicate that many students who fear being bullied carry weapons to protect themselves (Trump, 2007, pp. 3-7).

Interviews with American students who were asked about bullies from primary school reflected that about 25 percent had been involved in the juvenile justice system and that the long-term effect of bullying leads many victims to drug and alcohol abuse (USDHHS CMHS, 2003). Espelage (2002) reported that bullying may increase in middle-school years due to peer influence and the desire to fit in. He cited a Canadian study in which 85 percent of the bullying events of students in grades 1 to 6 were committed by peers. Analysis of the homicides of students at Columbine and other schools in the USA, reflect that “66 percent of the shooters (all male) were isolates at their schools and targets of bullying” (Sampson, 2002, p. 1).

Impact on Bystanders

Reports on the impact of bullying on bystanders indicate that 85 percent of bullying occurs in the context of peer groups, and 83 percent of the students who watch it take place feel uncomfortable (Pepler, 1997). Rigby and Johnson (2004) reported on a South Australian study involving 200 middle school children, about the behaviour of bystanders and witnesses of bullying.

Table 2.5 below shows the significant difference in how primary and secondary school students respond to bullying behaviours and shows the frequency of witnessing bullying behaviour in Victoria on a weekly basis, by type of bullying and gender. Most of the students reported that they observed bullying at least once during a week. According to their reports, 95 percent experienced verbal bullying, 68 percent physical bullying, and 48 percent of secondary students witnessed sexual coercion. The response of bystanders was

that with the exception of sexual coercion, the majority would either support the individual who is bullied or ignore the behaviour.

Table 2.5

Rigby and Johnson (2004) Percentages of Students Reporting Observing Bullying Behaviour on a Weekly Basis

Type of Bullying	Primary Students		Secondary Students	
	Boys	Girls	Boys	Girls
Verbal	60	40	78	62
Physical	32	24	50	50
Sexual Coercion			34	40

According to Rigby and Johnson (2004), primary-age students are more likely to help the individual who is bullied, whereas in secondary grades, students tend to ignore the behaviour. Table 2.6 below shows that the tendency to support the person who bullies was more likely in secondary school than in primary school. Informing adults would most likely be completed by primary school girls reporting more frequently than secondary school girls. Boys were most likely to ignore the behaviour in both settings. They found that with regard to sexual coercion, a behaviour that begins in secondary schools in Australia and in middle and high schools in the United States, the majority of students support the victimised girls, either through direct intervention or by telling a teacher.

Amongst primary students witnessing verbal bullying situations, Table 2.6 shows that boys ignore the behaviour on a more frequent basis than girls (33% boys to 19% girls); boys just slightly supported the victim to a greater degree than girls (46% boys to 38% girls); female respondents did not support the bully (2% boys to 0% girls); and, girls were twice as

likely to get a teacher than boys when witnessing bullying behaviour (19% boys and 43% girls).

Table 2.6
Bystander Response to Bullying Behaviour by Gender for Primary and Secondary Schools (%)

Bullying Scenario: Verbal	Student Behaviours			
	Ignore It	Support the Bully	Support the Victim	Get a Teacher
Primary Students				
Boys	33	46	2	19
Girls	19	38	0	43
Secondary Students				
Boys	52	28	13	7
Girls	34	39	12	15
Bullying Scenario: Physical				
Primary Students				
Boys	34	48	5	13
Girls	19	38	0	43
Secondary Students				
Boys	51	30	11	8
Girls	38	37	7	18
Bullying Scenario: Sexual Coercion				
Secondary Students				
Boys	32	49	5	14
Girls	18	62	0	20

Source: Rigby & Johnson (2004)

When the bullying becomes physical in primary schools, 34 percent of boys and 19 percent of girls ‘ignore it’; 48 percent of boys and 38 percent of girls ‘support the victim’; 5 percent of boys and no girls ‘support the bully’; and, 13 percent of boys and 43 percent of girls ‘get the teacher’ (Table 2.6). It appears that primary boys witnessing bullying tend to support the bully more when the bullying is physical in nature.

In the case of secondary students, boys are more likely to ‘ignore it’ (52% boys to 34% girls); girls were more likely to ‘support the victim’ (28% boys to 39% girls); boys and girls were almost equal in regards to ‘support the bully’ (13% boys to 12% girls), and girls were twice as likely to ‘get a teacher’ than boys (7% boys to 15% girls) when bullying is verbal in nature. There is just a slight change in responses to physical bullying, where 51 percent of boys to 38 percent of girls ‘ignore it’; 30 percent of boys and 37 percent of girls

‘support the victim’; eleven percent of boys and seven percent of girls ‘support the bully’; and eight percent of boys to eighteen percent of girls ‘get a teacher’. In regards to sexual coercion the results showed that approximately one third of the boys and one sixth of the girls ‘ignored it’ (32% boys to 18% girls) and girls were more likely than boys to ‘support the victim’ (62% girls to 49% boys). Girls did not ‘support the bully’ (5% boys and no girls) and girls were twice as likely to ‘get a teacher’ than boys (14% boys to 20% girls). Secondary boys were more likely to support a victim of sexual coercion and ‘get a teacher’ than they were to support a victim of physical bullying (Rigby & Johnson, 2004, (p. 15). Rigby and Bagshaw (2003) reported that:

“.....approximately 40% of the students believed that teachers were not usually interested in taking action to stop bullying and a similar proportion were either opposed or unsure whether they should collaborate. ... that students who were more involved in bully/victim encounters as either as bullies or as victims were more likely than others to disparage the conflict resolution skills of teachers. In addition, bullies were particularly inclined to judge teachers as unfair in their behaviour toward students.” (p. 536)

Children who view bullying not only feel uncomfortable when witnessing the event but may experience guilt or helplessness for not standing up to a person who bullies a classmate. Worse still, bystanders can also withdraw friendships from the bullying target for fear of losing status or being bullied themselves (Olweus, 1992; Olweus, 1993b; Salmivalli, 2001). When a bystander actually does object, it has been reported that on 57 percent of occasions the bullying actually stops (Hawkins et al., 2001). More research needs to be conducted on the impact of bullying on bystanders.

Impact on Teachers

Bullying not only impacts on victims and bystanders, it also impacts the classroom, causing disruption to the teaching/learning process. Incidents of bullying in the playground can set the tone for the remainder of the day. Teachers must ensure the safety and wellbeing of students under , and risk prosecution through the court system if they fail to respond to a bullying incident (Knott, 1997, p. 3-20).

The Australian Education Union (AEU) views bullying as an area of concern for teachers on two levels: 'Workplace' and 'Duty of Care'. As a workplace issue it appears that teachers are utilising stress-leave options, and may not be specifically stating bullying as an issue. Aris (2003) reported that "teachers have been attacked by parents, students, peers and supervisors during the performance of duties."

Frank Barnes, a New South Wales Teacher Federation Organiser, stated that "the issue isn't a program issue but is rather a compliance issue" (Aris, 2003). In another report by the AEU, Paul McCarthy of Griffith University reported:

"One in four workers will suffer workplace bullying during their career. About 10 percent say they have been bullied at work in the past 12 months. One in 30 workers is a serial bully. Based on recent research, I estimate about 15 percent of people are regularly bullied in the workplace....." (AEU Victoria, 2003)

"In 1996 more than 1,000 teachers and principals in Victoria have received more than \$34 million in compensation for stress and injury to health caused mostly by excessive workloads, abuse, lack of support and having to deal with difficult students. The article also stated that schools engaged in bullying tactics to get rid of staff." (AEU Victoria, 2003)

The 'Duty of Care' issue focuses on the legal and ethical responsibilities of teachers. Hopkins (2002) provides guidelines for teachers to follow regarding bullying and assault, as well as legal remedies and harassment policies relative to bullying - including the bullying of

teachers. This publication entitled *Teachers, Students and the Law* is provided to members of the AEU. However, according to Hopkins (2006), changes were made to this publication in 2006 regarding 'Duty of Care' during yard duty and on field excursions as follows.

"Duty of Care is prescribed by the common law rather than by an Act of parliament. The court recognises that accidents happen in schools, and a teacher will have breached their duty of care only if:

- Injury is foreseeable, AND
- Injury occurred because the teacher did not carry out their responsibilities in a sufficiently careful manner." (Hopkins, 2002, pp. 2-3)

Hopkins (2002, pp. 2-3) points out that a teacher who fails to show up for yard duty could be found to be negligent - as have teachers who have not performed yard duty but observed children behaving dangerously and did not intervene. He states that schools have the responsibility to tell new and relieving teachers of any known difficulties regarding classes or individuals so that they can supervise the students with more care than would normally be necessary (Hopkins 2002, p. 7).

Under 'Duty of Care', teachers need to be vigilant regarding bullying behaviour. Some children who are victims of abuse can exhibit acting out of bullying behaviours they have observed at home. Under 'Duty of Care', if a teacher can read the manifested behaviours of this 'acting out' behaviour and suspect that the possibility of abuse at home, they are required under mandatory reporting legislation to report the abuse. The report needs to be made to the abuse hotline which then investigates the incident. The information teachers provide is kept confidential and the teacher is not required to report it to the school administration.

Children who are abused have issues with trust. For this reason, eighteen percent of child abuse reports are made by school personnel, compared to only 2.4% of reports made by

medical practitioners (Abused Child Trust, 2006). Trust is an issue because abuse is usually caused by someone whom the abused child trusts. In Australia, Queensland statistics for 2001-2002 showed that 94 percent of abuse cases were caused by a person the child knew and trusted. In 85 percent of these cases, the abuse was by a natural parent. Such abuse can cause some children to become an abuser, and over 50 percent of males convicted of paedophilia in Queensland had been sexually abused as a child (Abused Child Trust, 2006).

Smith and Birney (2005) investigated the trust factor in regards to bullying. As previously discussed, when trust exists between colleagues and client (students & parents), a more conducive learning environment is created. They researched two kinds of relationships - positive and negative.

Olweus (2005) at the National Bullying Conference in Atlanta Georgia discussed his 1996 study with a sample of 2,400 grade 6-9 students found that two percent were bullied by their teachers. Teacher bullying was defined as “teachers using degrading negative comments openly about a student or students” (p. 1). Smith and Birney (2005) agree that some teachers can be bullies, but in certain instances, a teacher may not be bullying a child but be accused of bullying when the child has the misconception that they are being bullied.

Fonagy and Twemlow (2006) investigated schools with different suspension rates and found that many teachers in the high suspension schools reported being bullied as students, bullying others, or being bullied by others (p. 3). He suggests that teachers in these schools have either accepted the bullying culture of violence or are predisposed to remain due to a lack of opportunity to move elsewhere (p. 4). Twemlow, Fonagy, Sacco and Brethour (2005) found that 40 percent of the teachers surveyed admitted they had bullied a student and three percent did so “frequently”. Rigby and Bagshaw (2003) found that:

“.....about 50% of students saw most teachers as engaging in yelling at students, and 26% saw most teachers as picking upon certain students - a behaviour often

regarded as bullying. Overall, the judgements made of teachers by at least 40% of students were far from positive.” (p. 541)

Impact on Schools

Bullying can impact on the school environment in various ways. It impacts on students' learning and ability to concentrate and focus, and students who are bullied avoid going to school (Rigby, 1997). A child who is bullied can become anxious and withdrawn, and children who witness a bullying event and observe the consequences or lack of consequences may in fact try bullying as well. Schools that have a high incident of bullying can also experience a higher level of teacher burnout and loss of morale. CRTs who have had bullying experiences at a particular school tend not to return to that school, and such a school may obtain a reputation as an undesirable place to work.

Bullying can impact on student achievement at school. Furthermore, as discussed previously, its financial cost is especially evident in the USA due to litigation. In the event a school is found guilty of neglecting to act, compensation is awarded to the target of bullying resulting in a loss of education funding.

Slee (1995) and Craig (1998) found that victims of bullying lose interest in activities, become anxious and depressed, and Stephenson and Smith (1989) reported that the focus on learning is lost when children are not participating because they are being bullied. Their progress is negatively affected and they enter a declining slide. Bauer et al. (2006) point out that other students 'at risk' of poor attendance and school performance are those who are chronic victims of bullying, victims of abuse, or who come from homes where domestic violence is an issue.

With a focus on increasing retention rates and student and school performance, schools need to consider bullying as a symptom (Greene & Winters, 2005). In some cases, students leaving school early to escape the torment of bullying, only end up finding it in

other learning and work situations because they have not acquired the skills, assertiveness or confidence to deal with bullying.

Impact on the Community

Bullying impacts on the community through the fear and intimidation it generates. Children who are suspended from school for inappropriate behaviour and/or bullying are not supervised in school but at home. In the event that a parent is not present to supervise their suspended child, the child is able to focus on and target other members of the community. Bullying can and does take place before and after school hours - to and from home and school. The bullying and violence can then impact on the community and set a downward tone within the neighbourhood, impacting on trust between the school and the community (Smith & Birney, 2005). In some cases this causes families to put metal shutters and gates on their doors and windows for protection.

A school is visible to the community and the behaviour of the students and staff during hours of operation, especially during recess on school grounds, can be viewed by passers-by or by people who live adjacent to, or across from, the school.

When bullying takes place off school grounds, it can and does become a case for law enforcement, as previously discussed. Bullying costs the community in terms of stress on services. In the case of the Werribee videotaping of the sexual assault of a young girl - parents, the community, and the government were shocked (Miletic, 2006). Outcry over the event has resulted in a warning from the Australian police that anyone holding this DVD will be being charged with possession of child pornography (Editor, 28 October 2006). Representatives in the media are part of the community and have a role in reporting of bullying and its effects on schools, individuals and families.

Media

The exact number of articles written regarding school bullying is difficult to determine, even when utilising advanced search strategies. Using the words ‘Victorian bullying articles 2006’ generated over 24,900 articles. A Google search limited to Australia, and conducted using the words ‘bullying articles’, resulted in 119,000 articles available for review. Another search limited to Australia conducted using ‘bullying articles in the press’, resulted in 43,800 articles available for review. Lastly, a Google search limited to Australia, consisting of ‘Victorian + press + bullying’ resulted in 42,600 articles available for review. During the past twelve months, *The Age*, a daily Victorian newspaper, had 200 articles regarding bullying available for review. In the past two years the popular press has particularly influenced policy and perception of bullying through exerting the pressure of media visibility. However, as children experiencing bullying are estimated as between one in three (Mayo Clinic, 2001) and one in six (Rigby, 1997), the number of incidents reported in the media is just the ‘tip of the iceberg’.

The sensationalism reflected in bullying stories reported by the media and internet, and through movies and books has put not only schools under pressure, but also the government. As a result, information and data from the DoE and individual schools has now been classified as a working document and not available for release. Unfortunately, this has impacted on my ability as a researcher to obtain current government information on studies regarding school bullying (personal communication with DoE Public Relations representative, May 6, 2005). Furthermore, one school I contacted refused the invitation to provide information for this research, because claiming there has already been enough negative media exposure. Therefore, although the media provides exposure to the problem and acts as a change catalyst, it can also cause related organisations to be protective of any negative information.

Since 2005 an increasing number of articles have been published in the Victorian media. My analysis of articles published in *The Herald Sun* and *The Age* newspapers (see Appendix C) revealed a number of themes:

- The need for parent notification by the school
- Further disadvantage to the individual who is bullied, and to parents and children due to actions taken by the school
- Sexual harassment at school
- Video recording of a bullying event; related disturbances in schools; and online publication of the events

Media reports on the need for school and DoE transparency in notifying parents was evident when one school failed to disclose a suicide attempt. In this situation the school failed to report the incident to the parents at the time of the event. Furthermore, when the parents formally requested information from the school and the DoE, the information was not disclosed to them.

Further disadvantage to the individual who is bullied, the parents and children resulting from actions taken by the school was reflected in the DoE's proposed solution which provides 'home' schooling for bullied children. However, this further isolates children from their peer groups and does not address the cause of their fear and anxiety - the person who bullies. Many schools fail the individual who is being bullied - and when the target defends themselves - they receive a suspension along with the person who bullies. Bullying is thus treated as a fight between equals and not as an event with a power imbalance.

Sexual harassment was evidenced as an issue in newspaper articles and television coverage of a female student who was assaulted, recorded on video, and sold on the internet for profit by a group of schoolboys in Werribee. This video recording and online publication demonstrated a total lack of empathy or concern for the target by the perpetrators. These events indicated a new phase of indirect bullying that added to the consequences of the initial

physical bullying through sexual assault. In order to assist in addressing the social problem of bullying among school-aged children, the next section discusses programs, approaches and curriculum designed to reduce bullying in schools.

Programs and Curriculum

One of the major aims of this research project is to determine CRTs knowledge of bullying, and the possible effect they may have on schools' bullying programs and curricula. Due to the very transient nature of their work across grade levels, schools and regions, CRTs are expected to know school policies, behaviour management programs and curriculum, and be able to implement them effectively. However, this is difficult because there are a variety of programs and approaches for dealing with bullying in schools, and program effectiveness varies according to the school.

Olweus (1987) designed the first program for dealing with bullying in schools, looking at stated consequences. This program focussed on the whole school through teacher training and the individual training of students. He achieved a success rate of 50 percent reduction in bullying. However more recently, the majority of schools using interventions only achieve a reduction rate of about 15 percent (Rigby, 2002).

According to Olweus et al. (1999), a 'whole school' approach involving commitment to end bullying through the proactive strategies of promoting awareness, telling, and inclusion through personal involvement, has been found to be the most effective in changing school and classroom climates. In a positive relationship, clients' (parents and students) trust in clients, principals and colleagues, results in teacher protection and a positive learning environment. In a negative relationship, lack of trust between stakeholders results in increasing school violence and bullying.

Smith and Birney (2005) found that teachers who have established trust relationships through their caring attitudes and genuine staff concern for all members of the school community including students and families, have schools in which bullying can be effectively addressed. This kind of trust relationship positively impacts on the schools, and exists even without the support of local school administration.

Programs and Curriculum used in the United States of America

As a teacher in the United States, I received training in a variety of programs designed to reduce violence and bullying in schools, and worked within a variety of whole school models based on the development appropriate social skills (Positive Schools: Positive Discipline, Developing Capable Children and Assertive Discipline) and 'Zero Tolerance'. However, as a substitute teacher, I was excluded from training obtained through professional development activities, and in many cases, isolated in staffrooms and excluded from the school community.

The *Lend a Hand. Take a Stand. Stop Bullying Now! Program* endorsed by the United States Department of Health and Human Services - Health Resources and Services Administration (HRSA, 2003) does not advocate 'Zero Tolerance'. It is well structured and contains ongoing assessment criteria and addresses all stakeholders. In the program literature, HRSA cautions that care needs to be made when working with bullies while conducting conferences and counselling sessions.

HRSA recommends strategies to use both when bullying takes place and after the event. Their training literature states that conferences between the person who bullies and the individual who is bullied are not conducive to reducing or eliminating bullying. The position they take is that bullying is a power imbalance, and that inclusion of both parties in the event may in fact reinforce and strengthen the power base of the person who bullies. The

procedure in which the person who bullies must immediately apologize was discouraged, because it provided the person who bullies with the expectation that a consequence had been given, and that there was no cost factor in regards to loss of privileges, parental contact, or need to make restitution. The HRSA's main concern is a possible outcome of conferences and counselling sessions in which the person who bullies becomes even more proficient at bullying.

The program uses a behavioural therapeutic model that focuses on the target of bullying. It recognises the needs of the person who is bullied, and focuses on restoring the balance of power between person who is bullied and person who bullies. It provides and recognises the need to be accountable for one's actions, based on the Olweus program and other research into the field of bullying. It is reality based as it incorporates community values, not just the school community.

The relationship between program ownership, implementation, and the development of a definition of violence and bullying, correlates with the effective establishment of understandings of, and adherence to, school policy and procedures for reporting bullying and behaviour management incidents among substitute teachers in the United States. The society itself has rules and consequences, and children need to know that these rules and consequences exist, are in agreement, and reinforce each other. Furthermore, crime is deterred when the cost factor becomes apparent through litigation of schools that fail to protect victims.

Table 2.7 summarises the HRSA program recommendations, and provides guidelines based on the ABC (Action, Behaviour and Consequence) model, for utilising interventions when working with young people who bully.

Table 2.7

Take a Stand. Lend a Hand. Stop Bullying Now!

Individual	Action	Participants	Outcomes
Public Health Worker (PHW)	Advocate	Bully & PHW	Raise the cost of bullying
	Hold Accountable	Bully & PHW	Help acknowledge behaviour; determine options; accept responsibility for actions
	Support	Parents, PHW & Bully	Child responsible and parents don't enable excuses or rationalise the behaviour
	Help	Bully & PHW	Recognise the problem; set goals for change; track progress
		Family & Bully	Recognise and affirm progress towards new behaviour: build Positive ties with parents and adult mentors
	Focus	Bully & PHW	Discover goals; find path-ways to reach goals; strategies and skills
	Build	Bully & PHW	Genuine empathy; conscience
Intervening Adults (IA)	Take Action	Bully & IA	Stop bullying; Refer to school rules and behaviour; Impose immediate consequences
	Support	Victim & IA	Provide time to gain self control and to feel supported and Safe
	Include	Bystanders & IA	Provide guidance on how to intervene and get help next time
	Follow-up	Bully & IA	Provide interventions; notify parents
		Bully	Process, vent and get support for bullies
		Bully & IA	Refer to PHW for services and help
		Bystanders	Talk privately and get more information; observe, supervise and offer incentives or positive consequences to helpful bystanders
	WARNING	Bully & Victim	DO NOT REQUIRE THAT THEY MEET AND WORK THINGS OUT
Bystanders	Act	Bystanders, Bully & Victim	Say "Stop" if it is safe to do so; don't bully Back; say kind things to the individual who is bullied and tell them to talk to someone; offer to go with them; if bystanders are joking or laughing, let them know they are not helping; tell an adult.

Source: United States HRSA- Health Resources and Services Administration (2003)

Combining the above *Stop Bullying Now Program* with the new link regarding the relationship between trust and bullying incidents (Smith & Birney, 2005) can provide a foundation on which to make a stronger and more viable home-school connection.

Programs and Curriculum used in Australia and Victoria

This section outlines Australian and Victorian government programs and curriculum, procedures and management. In recent years, numerous programs have been developed regarding ways to reduce or eliminate bullying in Victorian schools, and many of these programs focus on remediation, deficits and weaknesses in the individual. The Victorian government has statistical data regarding bullying throughout these schools, in the form of

surveys completed by schools, teachers, students and parents. However, as previously mentioned, they not available for review as they were classified for use as an on-going working document.

Teachers have been provided professional development in bullying, and in programs including Bully Free Zones, Positive Discipline and in Behaviour Management. Teachers employed by the Department of Education are required to complete an on-line bullying course on bullying. Many schools have Student Welfare Officers, but even though the position is more common in secondary schools, many public primary schools in Victoria employ a staff member to fulfil student welfare duties along with teaching assignments. Some private schools in Victoria have a full time staff member dedicated to addressing issues involving student behaviour.

Some schools provide parenting classes, conflict resolution classes and support groups for parents through local councils. The Salvation Army and other church-sponsored organisations are available to assist families within the community. Following the stabbing of a patron of the Crown Casino in 2003, the Victorian Salvation Army began working collaboratively with police and Centrelink to address teenage crime and lack of adult supervision within the community.

The Victorian DoE (2006) cites Rigby's research, listing intervention strategies that schools should employ under their 'Safe Schools are Effective Schools' model. Rigby (2002) reviewed studies and programs used when working with children that revealed two perceptual approaches. One is an ABC approach including Action, Behaviour and Consequence, and the other is a Consultative Problem Solving Approach in which no blame or fault is attached. 'Zero Tolerance' uses the ABC approach and takes the perspective that there are rules and a consequence will happen if you break the rules. The other consultative

‘Method of Shared Concern’, also known as the ‘No Blame’ approach, is based on empathy extended towards the person who bullies and the person who is bullied.

As researched by the Australian government in a study entitled: *A meta-evaluation of methods and approaches to reducing bullying in preschools and in early primary school in Australia*, each program/approach has strengths and weaknesses (Rigby, 2002). However, a comprehensive discussion and analysis of all the programs available on the market today exceeds the scope of this study. Thus, for the purposes of this project, the focus will be on the programs recommended by the DoE and evaluated by Rigby (2002).

The DoE advocates programs such as Assertiveness Training, Restorative Practices, Bystander Training, Friendly Schools and Families, Buddy Systems, and ‘You Can Do It!’ Education. Resources are available through the DoE website (2006) and regional offices throughout Victoria. The website provides a detailed description of the six following Intervention Strategies:

- Assertiveness Training
- Restorative Practices
- Bystander Training
- Friendly Schools and Family Program
- Buddy Systems
- You Can Do It! Education

Firstly, ‘Assertiveness Training’ can be in the classroom or through small group activities. It involves role playing and enactments of scenarios wherein the child acts out a response to an incident and practices ways to make them a less easy target for victimisation.

Secondly, ‘Restorative Practices’ is a problem-solving approach in which the individual who is responsible for the incident has to accept responsibility for their actions and accept the consequences for their behaviour. Part of the process is acknowledging they

have committed a wrong and providing obligations and liabilities. This approach uses conferences in small groups, the community and the classroom (Morrison, 2002).

Thirdly, 'Bystander Training' is based on responsible behaviour. This training is for those witnessing bullying to direct the person who is bullying to stop, to indirectly challenge the act, or to report the incident. Students tend to look for peer support when they do not trust their teacher's ability to resolve the conflict (Rigby & Bagshaw, 2003). The purpose of Bystander Training is to bring about equity in the power imbalance. One person may be perceived as weaker by the aggressor, but the target/victim finds support from teachers, parents and peers (Rigby & Bagshaw, 2003).

Fourthly, the 'Friendly Schools and Family Program' is a 'whole school' approach. It was initially piloted in Western Australia for a two year period. It has a social skills base and includes building positive interpersonal relationships which recommend the inclusion of parents in the process. The program is prescriptive, and the DoE provides support in its implementation. It is best suited for upper primary; but could be adapted to lower primary (Rigby, 2002, p. 23).

The Child Health Promotion Research Unit (CHPRU) provided a research program involving self-reporting of bullying behaviours, changes in attitudes to bullying, and program impact on the mental and physical health of participants. They reported the following findings:

"Those who were bullied 'lots of times' were five times less likely to be bullied after they received intervention than those who did not receive intervention. Those who were 'sometimes' bullied were three times less likely after they received intervention than those who did not receive intervention." (Cross et al., 2003)

It appears that implementation of this program is effective in addressing behaviours relative to bullying within the guidelines of the Australian National Safe School Framework.

Fifthly, 'Buddy Systems' have been used throughout the Victorian Western Metropolitan Region in most primary schools and some colleges. Students in Year 6 generally form one to one relationships with younger students during structured learning activities such as a reading time in the classroom. Some schools in the Western Metropolitan Region of Melbourne pair a Year 6 student with a Prep. During the first week of schools, they accompany students during recess, and explain expectations regarding behaviour and areas where they can or cannot play. If a conflict arises when engaging in playground activities, the children then have the support of an older child with whom they have an established relationship.

Lastly, the intervention strategy 'You Can Do It! Education' utilises more than one program to address blockages to school success and achievement of positive interactions with others, as well as build the attributes necessary for confidence, resilience, organisation and friendships. The program looks at an individual's needs, and works on providing the students with the skills necessary to meet their personal, interpersonal and academic goals. This program was developed by Michael E. Bernard, a Rational-Emotive Therapist at California State University, formerly at the University of Melbourne (Bernard, 1992).

The Centre for Health Research and Practice at Ballarat University evaluated the CAMHS and Schools' Together (CAST) program in 2006. Another CAMHS program that is utilised to reduce aggressive behaviours and to address bullying behaviour is CAMHS and Schools' Early Action Program (CASEA). Both of these programs utilise a therapeutic model. The findings of the CAST program revealed the need for increasing school communication; encouraging parent participation, and opening the program to all parents in the community - not just the schools involved in the study. However, parent involvement was low and the program did not have the flexibility necessary to meet parenting needs, as

timing was crucial, and combining student and parent sessions at the same time would have increased parent participation (Roberts & Corboy, 2006, pp. 3-9).

Involvement in the CASEA program requires that staff participate in professional development over a two year period. It uses classroom lessons and individual counselling regarding identification and intervention.

Slee (2001) developed the *PEACE (Preparation, Education, Action, Coping and Evaluation) Pack Program*. “It draws on essential principles of systems thinking whereby the issue of school bullying is nested within relationships and understood in terms of social constructivist thought” (p. 2). The *PEACE Pack Program* is in contrast to CASEA, with programs focusing on remediation, deficits and weaknesses in the individual. It focuses on an individual’s competency, success, and strengths and in the development of these strengths within social setting through understanding, interacting and developing communication skills. It involves two stages for change.

First Order change recognises the need for immediate interventions and strategies when participants in the dynamics of bullying require assistance. Second Order change is within the system, where policy and practice change are based on school communities modifying how they change their focus to develop a positive learning environment based on relationships, roles and interactions, and effective/active communications. One activity utilised in Victorian schools that is based on this perspective is the ‘walking school bus’.

Activities such as a ‘walking school bus’ not only encourages exercise but enables the families of children to walk with the children to school, or to greet a school staff member while the ‘walking bus’ travels through the neighbourhood. It forms a link or connection between the school, family and community, fostering the bonds of trust and caring.

Children are also provided assertive language training and classroom activities such as bully busters, peer mediation and bully free zones. They are taught to report bullying to

parents, teachers and schools. The Kids Help-Line is also available and can be used to ask for help and guidance regarding bullying. As unaddressed bullying behaviours are liable to involve the legal system, the next section reviews literature regarding the judicial perspective on bullying.

Judicial

In relation to the consequences of unaddressed bullying and violence among children of school-age, Nicholson (2006) provides the legal perspective for Australia:

“While the law doesn’t specifically address bullying, the legal system is used in various ways to deal with it.... the law was not designed to cope with bullying and there has been no conscious design of laws that are specifically directed at bullying. Bullying is not a concept known to the law and, in particular, that in Australia it does not constitute an offence; however, the acts that constitute bullying may attract legal consequences.” (p. 22)

In pursuing bullying incidents through the processes of Australian law, there are two avenues. One is through the realm of criminal law as follows:

“Criminal law has as its objectives to denounce and punish the individual and to deter the individual and others from engaging in similar conduct. Another objective is reform behaviour and retains its importance in relation to crimes committed by children and young persons. ... Imprisonment, detention and fines, are comparatively blunt instruments in relation to bullying situations and are normally only relevant when the bullying constitutes a serious crime. The counselling that a child and their family may need is only available after a crime has been committed.” (Nicholson, 2006, p. 22)

The second avenue available to pursue bullying incidents is through civil law as follows:

“Civil law presents difficulties in relation to bullying. It is designed to provide remedy to individuals who suffer damage at the hands of others, arising either out of the commission of a tort or a breach of contract. A tort is a wrong committed by one person against another and includes personal injuries caused by negligence, assault, breach of statutory duty, nuisance, defamation and the like.” (Nicholson, 2006, p 22)

Teachers failing to intervene or prevent classroom assaults, or not covering yard duty when assaults occur, have found teachers on the receiving end of litigation, especially when the school is under or non-insured. The position of the court is that of failure in ‘Duty of Care’ during school hours and during school-sponsored and school-sanctioned activities.

Knott (1997) looked at teachers and their management of legal risk in today’s society. Under ‘Duty of Care’, schools and teachers are responsible for school-student safety. Hamilton (2000) cites lawyers who argue that injuries sustained in a schoolyard fight are due to negligent supervision. In the past five years Australia has seen an increase in the visibility of litigation. Many cases are resolved out of court, and when this happens, the details are not made a matter of public record, especially in the case of minors.

Conclusion

Olweus initially pioneered the field of study in Norway during the 1970s in response to three suicides, and Scotland, Canada, the United States and the UK have taken a proactive stance, focussing on education. However, there is a gap in the literature resulting in a need to investigate CRTs’ definitions of bullying and their experiences in intervening with bullying incidents. As discussed in this chapter, the perception and knowledge of teachers regarding their understanding of bullying, their experience in intervening in incidents, their understanding of the policies and procedures of the schools they are working in, and their

implementation of the schools' anti-bullying policies have been reviewed. However, as the role and influence of CRTs in these areas of concern has not been investigated, it was vital that a study be conducted regarding bullying as it pertains to the Australian multicultural society. Bullying needs to be further addressed, and through this research, a desired outcome would be an increased awareness of the role of CRTs, and a decreased manifestation of bullying in State primary school playgrounds. The methodology utilised for this research is detailed in the next chapter.

CHAPTER 3: METHODOLOGY

The purpose of the present study was to determine Casual Relief Teachers' (CRTs') understandings of bullying and the policies and procedures of the schools in which they work. Furthermore, the study examines how schools' bullying policies are implemented by CRTs in primary schools in the Western Region of Melbourne, and how CRTs respond to bullying incidents.

In order to carry out this study, an application for *Approval of Project Involving Human Participants in Victoria University* (HRETH 06/99) was submitted to the Victoria University Faculty Human Research Ethics Subcommittee and approved (see Appendix D), and an application to undertake research in two primary schools was prepared and submitted to the Department of Education (DoE), Victoria (SOS003310) (see Appendix E).

Theoretical Foundation

This project used Grounded Theory as its theoretical foundation. Grounded Theory is a research method that is developed from the data utilising a systematic set of procedures that is inductive in nature (Davidson, 2002). It begins with a research event or situation to investigate. It requires one to understand what is happening and how the individuals involved manage their roles. This can be accomplished through observation, conversation and interview. After each interview or data collection event, key issues are noted. The method uses constant comparison of responses which generate emerging themes and/or common variables. Coding can be utilised in this process and it results in a process that overlaps.

Dick (2005) explains that the sorted notes generated through the data collection process provide a framework for the findings, and many of the words from these notes are used in writing the thesis. He states:

“Over time, a grounded theory study works through the following mostly overlapping phases of data-collection, note taking, coding, memoing, sorting, and writing. In short, data collection, note-taking, coding and memoing occur simultaneously from the beginning. Sorting occurs when all categories are saturated. Writing occurs after sorting.” (p. 3)

The Grounded Theory approach provided the best method in which to gather and analyse the perceptions and experiences of CRTs through interviews. It provided a way to focus and to compare the experiences of the CRTs in response to the questionnaire used in the interviews. Grounded Theory guidelines provide that if a researcher is familiar with the topic, uses a semi-structured interview to elicit responses; and is able to generate trust in the individuals interviewed then five individuals for interview are acceptable within its parameters (Strauss & Corbin, 1998).

This research was conducted using a sample of CRTs working in the Western Region of Melbourne, and the schools in which they were employed. It is qualitative research that consists of an analysis of interviews with CRTs and school documents, and the presentation of findings using vignettes (Babbie, 1990; Wallen, 1993; Barter & Renold, 1999).

Samples

The two samples used for analysis in this thesis include seven Casual Relief Teachers and eight Schools in the Western Metropolitan Region of Victoria.

Casual Relief Teachers

In inviting CRTs employed in primary schools in the Western Metropolitan Region of Victoria to participate in this study, the researcher approached three agencies that staff CRTs in the Western Metropolitan Region in the hope of recruiting ten CRTs for the study.

Two agencies agreed to participate and Letters of Support are on file. The agencies were provided copies of the Victoria University Faculty Human Research Ethics Subcommittee Approval (see Appendix D) and the DoE Approval (see Appendix E), along with the letter of Information to Participants (see Appendix F). The CRTs were notified by these two service providers of the project and the need for volunteers to participate in the study through an open invitation to participate. The agency contact resulted in just three participants. The agencies were again contacted and a second mailing to over five hundred CRTs was made. Furthermore, I contacted the Victorian Branch of the Australian Education Union (AEU) and placed an advertisement in their magazine which has a circulation of thirty-five thousand, requesting volunteers for the study. However, despite this vigorous recruiting, I was only able to find seven voluntary participants. Following this, an invitation to participate was provided to the CRTs, who all responded and completed a Consent Form (see Appendix G).

The sampling size of seven participants was deemed sufficient to provide enough information to categorise responses and determine emerging themes and patterns enabling data analysis and interpretation. By the fifth interview, theoretical saturation had occurred and the remaining two participants provided no significant new insights relative to the interview questions. Individual recollections of bullying incidents observed or acted upon provided only slight variation between participants. The categories developed and the relationships between categories were thus established and validated and further participants were not sought (Strauss & Corbin, 1998).

Schools in the Western Metropolitan Region, Victoria

From the responses of CRT interviews, common schools where CRTs are employed were identified. Eight schools were found to be in common. Five were primary schools, two were P-12 schools, and one was a secondary school. One of the participants demonstrated a

best practice scenario in handling a bullying incident in a secondary school which was a receiver school for two of the five primary schools. Their response was analysed in light of the Code of Conduct of the school.

Information was gathered from school internet sites. Where this was insufficient, schools were contacted for additional information. Privacy Laws regarding the collection, use and disclosure of data, data quality, data security, openness, access and correction, unique identifiers, anonymity, trans-border data flow, and handling of sensitive information, conformed to the guidelines of Privacy Victoria and the DoE policy on privacy. Three schools had websites stating the schools' policies and procedures regarding behaviour management and bullying were examined. The other five schools did not have this information available on line, and were contacted and invited to participate in the research. Contact was in accordance with DoE guidelines stated in the DoE's approval to conduct research. Each school contacted was notified about the nature of the study, how the information obtained would be used, and how information would be reported (see Appendix H). Policy and procedure documents were collected from the schools and examined. The information was secured to ensure that access was limited to the researcher, and that identities of the participants remain confidential.

Summary of Research Methods

Qualitative research methods of document analysis and interviews have been used in data collection, and data analysis includes data reduction through the use of coding.

Document Analysis

The internet was used to access the DoE website regarding policies covering student welfare, behaviour management, bullying policy, and case studies regarding primary schools in Victoria utilising best practices. In undertaking the literature review, the researcher reviewed policy and practices in Australia (Rigby, 2002), Canada (Craig, Peters & Konarski, 1998; and Charach, Pepler, & Ziegler, 1995), the United Kingdom (Smith & Thompson, 1993), and the United States (Sampson, 2002).

In Australia, this involved the examination and analysis of the National Safe School Framework (NSSF), Rigby's (2002) evaluation of programs and practices completed for the Commonwealth of Australia Attorney-General's Department, and the Friendly Schools' Program evaluation (Cross et al., 2003).

In the United States, the Center for Problem-Oriented Policing (Sampson, 2002) provided a review of effective practices and programs including programs advocated by the United States government based on Olweus (1993a). The guidelines presented in these documents enabled me to compare and contrast the attributes of the policies, procedures and programs of the selected schools. The following documentation was obtained from the selected schools:

- Primary School 1: Documentation was available on the internet. I examined sections on student welfare and bullying policy.
- Primary School 2: Documentation was provided by the school principal by inviting the school to participate in accordance with DoE guidelines. Documentation examined included the school's welfare and discipline document, the school's bullying policy, and the school's definition of bullying document.

- Primary School 3: Documentation available on the internet consisted of the school's student welfare document and the school's bullying policy.
- Primary School 4: Documentation available on the internet consisted of the school's Code of Conduct and anti-bullying policy.
- School 5 (P-12): Documentation available on the internet included the school's welfare policy, the school's harassment policy and the school's bullying policy.
- Primary School 6: Documentation available on the internet was comprehensive and in section format. Sections focused on groups designed to meet student needs in the areas of literacy, behaviour, bullying and gardening. The school is also involved in utilising a community sponsored program facilitated by psychologists of the Royal Children's Hospital.
- School 7: Documentation was provided by the school's principal by inviting the school to participate in accordance with DoE guidelines. This included the school's student management document, the school's student welfare document, and the schools bullying and harassment document.

I examined the selected schools' policies regarding how their policy had been developed and implemented with regard to student wellbeing, behaviour management and bullying policy. This enabled the researcher to determine how CRTs implement school policy, to compare and contrast programs and policies between schools in light of how bullying is defined, and to determine the effectiveness of policy and program in accordance with best practices.

Analysis of DoE Bullying Policy and how the selected schools have developed and implemented the policy in their Code of Conduct was read and analysed in light of effective practices. Primary School 2’s Policy & Procedure is provided as a sample (see Appendix I).

Interviews

An interview is a structured process used to obtain detailed information about a particular topic and is used to explore attitudes and feelings regarding an issue. It is useful in drawing out precise issues that may be of an unknown nature to the researcher. The interview should have a clearly defined purpose, a prepared list of questions, recruited and identified participants, preparation completed prior to meetings, and meetings conducted in individual or group sessions (Babbie, 1990; Wallen, 1993).

The semi-structured interview consisted of thirty-six questions designed to elicit responses to the four research questions (see Appendix J). They are categorised by research questions in Table 3.1.

Table 3.1

Interview Questions Designed to Answer Research Questions

Research Questions	Interview Questions
What are CRTs’ understanding of bullying?	1, 2, 3, 19, 20, 22, 23, 25, 26, 27 and 28
What are CRTs’ understanding of policy and procedures at the schools they are working at?	4-16, 21, 24, 26, 30 and 2-36
How is the school’s bullying policy been implemented by CRTs in primary schools in the western region of Melbourne?	3, 29
How do CRTs respond to bullying incidents?	17-18 and 32

The participants were interviewed, and their responses regarding their understanding of bullying, school policy and practices and their experiences regarding bullying were recorded

using an audio-tape recorder. Each interview took approximately 40 minutes to complete. The participants were comfortable and candid in their responses to the interview questions. Unsolicited by me, two of the participants volunteered their personal experiences of being bullied. Although it was not a research question, this resulted in the need to further review literature regarding the topic of workplace bullying.

Data Analysis

Qualitative data involves the explanation of processes as they occur within local contexts, and are descriptive in nature. Qualitative data was analysed and reported. Qualitative responses from the interviews with the CRTs were analysed using coding strategies. With this type of data, fruitful explanations were derived regarding causality, date and chronological flow, and factors that were attributed to the event. Qualitative data provides a challenge in that interviews, diaries, journals, and observations have no standard measurement scale for response.

In accordance with Miles and Huberman (1984, p. 56), data analysis in this research involves three elements:

- Data Reduction through selecting, targeting, simplifying and abstracting the raw data from field notes.
- Data Display organizing the presentation of information, allowing conclusions to be drawn and action taken quickly.
- Conclusion Formation to provide structure and shape to the data based on its validity.

Data Reduction: Coding

Miles and Huberman (1984) defined a code as an abbreviation or symbol applied to a segment of words (p. 56). Qualitative responses from the interviews with CRTs were analysed using coding strategies to provide a common solution to qualitative data analysis,

and facilitate standardization and simplification of the interview data. Coding provided me with an organizing device that allowed me to retrieve, spot quickly, chunk, check and quickly extrapolate data relative to the CRTs, schools, definitions, area, individual, and nature of incident.

I used the comparative method of analysis to identify codes, and aligned it to the specific school's Code of Conduct to determine if the bullying had been addressed. The codes were used to identify the main concepts from the literature that were evident in the data. For example, when analysing responses to events and concepts, 'desire to hurt', 'repetitive' and 'power imbalance', were identified in the data and coded. Other organising codes consisted of: assigning the numbers 1 to 7 for each of the CRTs; abbreviations of R1, R2, R3 and R4 as referents to research questions 1-4; and using the letter 'Q' plus number for each research questions listed in Table 2.8. R1, R2, R3 and R4 were also assigned a highlighter colour. Additional codes included: the use of PS plus a number assigned to each primary school; S and a number assigned to each P-12 and secondary school; X to show responses in common; Y for Yes and N for No; and abbreviations of NA for Not Applicable and DK for Do not Know.

Data Display

The two strategies I used to display data were colour coding and the development of a giant chart which contained elements of smaller tables and charts developed to control the data collected and facilitate analysis. Colour coding was used to highlight responses attributable to each of the four research questions (Hurworth, 2006).

For each of the interviews, I developed a template to record the verbatim responses of CRTs to each of the interview questions. I transcribed each of the audio recordings directly onto the master template, and designating ownership by naming and dating each of the seven

interview transcriptions (see Appendix K). As common themes emerged, I developed charts corresponding to each of the four research questions (see Appendix L). Each chart was given a title line followed by the research question it answered, and each question was numbered and written in full. As new themes emerged in the course of interviewing, I added them under the relevant question, enabling me to determine saturation of response when no new themes emerged. In each of the columns I recorded a de-identified summary of the CRT’s response to the question and Table 3.2 below provides an abbreviated example of the format used.

Table 3.2

Research Question 4: How do CRTs Respond to Bullying Incidents?

Code: FTE is Full Time Equivalent (Teacher); OSR (Support Staff Responded); G for Girl; B for Boy; C for counselling the student; S2ofc is sent to the Office; GOSM is got another staff member; P for physical; S for stalking; V for verbal; C for CRT and S for Student.

Question	CRT1	CRT 2	CRT 3	CRT 4	CRT 5	CRT 6	CRT 7
Q # 17: Describe a case of bullying that you observed that was handled successfully?		Not Seen		Not Seen	Not Seen		
Other Staff Intervened	OSR		2 FTE				
Strategies used:	C, S2ofc		X		GOSM		X
Gender: B/G Type P/V/S	GsSV		BsP		BP		
Admin Contact/Advised	X		X				
Left a Note for FTE							
Parent(s) NOT notified	X		X				
Happy w/Outcome: C/S	S						C/S
Comments							

The four charts were developed to facilitate analysis of the interviews to determine what behaviours the schools have in common, and to link CRTs to definitions and other research defined in the literature. This enabled me to determine themes, elements in common, and areas where differences existed between policy and practice. Following this, I

developed a giant mixed matrix wall chart that summarised the responses of each CRT to each interview question.

Conclusion Formation

The graphic organisers used in data display enabled me to formulate conclusions regarding the CRT responses to interview questions, and to present these conclusions using narratives, charts and cartoon vignettes. By transcribing each of the interviews onto the template, I was able to extrapolate the data and perform ongoing analysis as themes emerged onto the templates. Each research question consisted of eight columns. I was quickly able to see and tabulate common and deviating responses.

Separate vignettes were developed in the form of cartoons to illustrate the experiences of CRTs regarding: their understanding of bullying; their understanding of policy and procedures at the schools in which they were working; their implementation of bullying policy in primary schools in the Western Region of Melbourne; bullying events they had experienced, and their response to bullying incidents. The vignettes were also used to illustrate bullying that was reported in the media.

Reliability and Validity

In order to code the data, establish common themes and make valid conclusions, the following actions were undertaken:

- The interviews were audio taped.
- Care was taken not to form any judgements or conclusions during the interviews.
- Care was taken not to influence the CRTs being interviewed.
- Interview data were coded using the literature as a framework.

Using Grounded Theory and constant comparative analysis to address the issue of reliability, saturation of information was achieved. I am therefore confident that the findings of this research would be replicated using a similar group of CRTs from the Western Metropolitan Region. However, a cohort of CRTs with different background characteristics, a different set of prior experiences, and/or employed in different schools, could result in a different set of findings. Therefore, it would be desirable to repeat the project in another region to enable a comparison with other regions. The following Chapter 4 provides a discussion and analysis of the project, and the presentation of the findings.

CHAPTER 4: RESULTS AND INTERPRETATIONS

This chapter presents the results and analysis of the seven Casual Relief Teachers' responses to the interview questions. Although the CRTs had schools in common, their experiences in the intervening or observing of successful interventions in bullying revealed no school in common, so documentation from the eight schools is analysed later in the chapter.

Results and interpretations are presented by the participants through the telling of playground experiences providing snapshots into the lives of the CRTs. The telling of their experiences will illustrate their understandings of: bullying; policy and procedures of the schools in which they were employed; implementation of each school's bullying policies; and how they respond to bullying incidents. The discussion focuses on common threads that emerged through CRTs' responses to interview questions.

The framework for organising responses has been adapted from literature including: the National Safe Schools Framework (2003); the Victorian DoE policy and advocacy of programs; the DoE's definition of bullying; and Rigby's (2002) definition of malign bullying. Under the National Safe Schools Framework (2003), all schools are required to have a plan in place with the DoE. Each school has the responsibility and freedom to design a plan that meets the needs of the school community and reflects its values and priorities. There is no one right or correct plan however, some strategies are more effective than others.

In many cases CRTs are excluded from the school community, and therefore lack opportunity to participate in school-based professional development activities. As they are not informed about the schools' policies and procedures or necessarily viewed as part of the school community by the students or general staff, their lack of knowledge of the school environment can impact on their adherence to policy and procedures. This can result in their not being able to respond to a bullying event when it occurs, which in turn impacts on the

school's ability to effectively address and reduce bullying events. One of the areas this project investigated was why some schools are more effective at communicating policy and procedures to CRTs than others.

In reviewing the effectiveness of interventions in bullying events, Chapter 2 discussed the Center for Problem-Oriented Policing (COPS) which advocates a 'whole school' approach (Sampson, 2002), and some of the activities and programs recommended for implementation to reduce bullying endorsed by the US Department of Health and Human Services, Health Resources and Services Administration's (HRSA) program: *Take a Stand. Lend a Hand. Stop Bullying Now!* (2007). The HRSA critiqued programs regarding effectiveness of programs (including group therapy for children who bully, training students to stand up to bullies, conflict resolution, and peer mediation), and found that 'Zero Tolerance' is ineffective in reducing bullying

The DoE investigated six schools throughout Victoria and completed a series of case studies regarding Safe Schools are Effective Schools. Three of the schools mentioned on the DoE website are primary schools. I selected one of these case studies as the Model School (MS 1). MS 1 is a small primary school situated in the Western Metropolitan Region of Melbourne which has elements in common with best practices including: peer mediation, conflict resolution, and group therapy for bullies (see Appendix M). MS 1 did not use effective strategies including: high-level school administration to inform late enrolling students about the school's bullying policy; providing teachers with effective classroom management training; or assigning bullies to a particular location, or to particular chores during release time.

Table 4.1 provides a summary of the MS 1's participants, approaches, policy, programs and practices, and was used as a guide for CRTs to compare the programs and

policies of the schools they had worked in, and reflect on a successful intervention they had either used, or witnessed being used, during playground duty.

Table 4.1

DoE’s 2006 Model School

Participants	Approach	Implementation	Programs	Playground Practices
All	Whole School	Address and Understand Bullying	Well Being	Lunchtime reduced 10 minutes
	Policy & Programs	Detailed School Behaviour Mgt And Bullying Policy	<i>Values Education; Friendly Kids Friendly Classroom; Dirty Tricks and You Can Do It!</i>	Playground Supervision Plan and Teacher Duties Understood; Briefings and Incidents recorded
Individual Students & Classes		Proactive & Positive Incentives		
All	Diversity	Positive	Student-student; teacher-student; Staff/Parent/Community	Build trust and communication
Staff	Modelling	Behaviours & Values	Classroom teaching based on Multiple Intelligences and Multiyear Projects	Lunchtime uses structured teacher supervised activities
	Curriculum		Social Skills	
	Interventions	Swift & Timely	Time Out	Other classes for inappropriate behaviour
Parents	Notification			At time of incident
Students	Inclusive	Instruct	Social Skills	Older instruct younger
Students	Call staff by first name	Purpose to build trust	Bystander Training	Supportive bystander Behaviour

Source: <http://www.sofweb.vic.edu.au/wellbeing/safeschools/bullying>

Casual Relief Teachers’ Understandings of Bullying

In this section, the CRTs’ understandings of bullying were explored. Questions were designed to determine each of the CRTs’ personal definition of bullying; the dynamics of bullying; what they determine to be minor, serious and most serious forms of bullying behaviour; and the impact of gender during bullying events in the playground. Responses

were coded using the individual elements contained in Rigby's (2002) and DoE's (2006) definitions of bullying.

Bullying Defined



Figure 4.1 Vignette of malign bullying.

Rigby (2002) defined malign bullying as follows:

“Bullying involves a desire to hurt + hurtful action + a power imbalance + (typically) repetition + an unjust use of power + evident enjoyment by the aggressor and a sense of being oppressed on the part of the victim.” (p. 51)

The DoE (2006) elaborates on the distinction between bullying and other distressing behaviours such as mutual conflict, social rejection or dislike and single acts of nastiness or meanness, or random acts of aggression or intimidation, and their website defines bullying as:

“.....when someone, or a group of people, who have more power at the time, deliberately upset or hurt another person, their property, reputation or social acceptance on more than one occasion.” (DoE website)

In the course of interviews, CRTs were asked to define bullying in terms of “how an individual defines bullying determines how they determine what is bullying versus what is conflict”. The definitions of bullying generated by researchers discussed in Chapter 2 provide the basis for those of both Rigby (2002) and the DoE (2006).

CRTs' Definitions Compared to Rigby and DoE

Figure 4.3 expands on Figure 2.1 through the inclusion of the CRTs' definitions of bullying enabling a comparison of their personal definitions of bullying to Rigby (2002) and DoE (2006) and is used as a template for future comparison of the CRTs' definitions and later in the definitions of the eight schools whose documentation was used to complete a comparative analysis. An analysis of individual responses to the elements of Rigby's (2002) follows in Table 4.2.

Table 4.2

CRTs' Definitions of Bullying Compared to Rigby's (2002) and DoE's (2006) Definitions

	Desire to Hurt	Hurtful Action	Power Imbalance	Repetition	Unjust Use of Power	Aggressor Enjoyment	Target Feels Oppressed
Rigby, 2002	X	X	X	X	X	X	X
DoE, 2006	X	X	X	X		Individual or Group	Distress
<i>Bullying is behaviour of one student or a group of students against another student over a period of time; where students are trying to hurt another student physically, verbally or emotionally (CRT 1).</i>							
CRT 1	X	X		X		Individual or Group	
<i>Bullying is abusing a person who is weaker against their will. I would say treating another person improperly or unfairly just because in some way he is weaker (CRT 2).</i>							
CRT 2		X	X		X		
<i>Bullying is being aggressive, swearing, teasing, playing, not following instructions and fighting (CRT 3).</i>							
CRT 3		X					
<i>Bullying can take the form of physical, verbal, psychological mistreatment. ... it's a power thing, where one person has the power or wants to feel the power over another and treats them in a way that is cruel, uncaring... it can involve physical (hitting, punching), emotional (name calling), verbal (name calling, teasing, etc.)... has two elements, action but also the intent... not always a conscious intent...it is ongoing. ... and is not an isolated case. (CRT 4)</i>							
CRT 4	X	X	X	X	X		
<i>Bullying. That is anything like from teasing, to physical assaults on any student by another one (CRT 5).</i>							
CRT 5		X					
<i>Bullying is when some students do not treat other students in a fair way. They laugh...humiliate them. They're in a relationship where they offend each other; sometimes in a physical way (CRT 6).</i>							
CRT 6	X	X			X		
<i>Bullying is when one person uses their power to make someone do something they wouldn't normally do....It is not necessarily a physical act. ...when one person uses their power to control or to hurt a weaker person (CRT 7).</i>							
CRT 7	X	X	X		X		

No respondent provided all the elements of Rigby's (2002) definition. One participant, CRT 4, provided a personal definition that matched that of the DoE and came close to matching Rigby's (2002). Three participants, CRTs 1, 2 and 7, came close to the DoE's (2006) definition.

Desire to Hurt

Most of the CRTs' definitions, CRTs 1, 4, 6 and 7, provided examples of types of bullying behaviour that demonstrated a desire to hurt.

Hurtful Actions

All CRTs provided examples of physical and verbal events constituting hurtful actions. All of the CRTs were in agreement that bullying involves a hurtful action. In their responses, two participants, CRTs 2 and 4, did not list psychological and emotional issues as hurtful events in bullying. CRT 2 did not elaborate on the types of hurtful actions, nor did they elaborate on the rationale behind the bullying.

Power Imbalance

Three of the seven participants, CRTs 2, 4 and 7, stated that a power imbalance existed in bullying. CRT 4 provided an example of a power imbalance that was similar to CRT 2's.

Unjust Use of Power

All of the CRTs were in agreement that bullying involves an unjust use of power.

Repetition

Two participants, CRT 1 and 4, responded that to be considered bullying involved repetition.

Individual and/or Group

All of the CRTs responded that individuals bully. Two participants, CRTs 1 and 5, responded that more than one person can participate in a bullying event. One participant, CRT 1, included bullying by a group.

Aggressor Enjoyment

In their initial definition, No CRT commented regarding enjoyment by the aggressor.

Feeling of Oppression

In their initial definition, No CRT commented regarding a sense of oppression on the part of the individual who is bullied.

Due to its elements of repetition and enjoyment, bullying is a form of aggression. However, it is in a subset of its own (Olweus, 1992). CRT 3's definition of bullying being manifested verbally, physically and psychologically in the aggressive and passive-aggressive behaviour of students not following instructions, concurs with the definition of aggression. Two of the participants, CRT 3 and CRT 5, understood bullying as reflecting an aggressive component, and provide descriptions of bullying elements. CRT 6's personal definition presents that a dynamic relationship between the individual who is bullied and the person who bullies can be manifested in a form other than physical. Later, in the telling of their experiences regarding intervening in bullying incidents, most of the respondents were

relating aggression rather than bullying. However, the CRTs did demonstrate that they have an understanding of what constitutes bullying, as evidenced by their definitions.

CRTs’ Definitions Compared to Researchers

In Chapter 2, we compared the researchers (Figure 2.1) in light of Rigby’s (2002) and the DoE’s (2006) definitions. When looking at the CRTs’ definitions, an observation emerged regarding how the CRTs’ definitions contained elements of researchers’ definitions other than Rigby (2002) or DoE (2006). Table 4.3 provides a comparison of the CRTs definitions to that of researchers, using the elements contained in Rigby’s definition of malign bullying.

Table 4.3
A Comparison of CRTs’ Definitions to Definitions of Researchers in Light of the Elements of Rigby’s (2002) and DoE’s (2006) Definitions

Researcher	Desire to Hurt	Hurtful Action	Power Imbalance	Repetition	Unjust use of Power	Aggressor Enjoyment	Target Feels Oppressed
Rigby, 2002	X	X	X	X	X	X	X
DoE, 2006	X	X	X	X		Individual or Group	Distress
CRT 1	X	X		X		Individual or Group	
Lane, 1989	X	X		X			
Olweus, 1993(a)		X		X		Individual or Group	
CRT 2		X	X		X		
Johnstone, et al., 1991	X	X					
Smith & Thompson, 1991	X	X	X	X	X		
CRT 3		X					
Johnstone, et al., 1991	X	X					
CRT 4	X	X	X	X	X		
Smith & Thompson, 1991	X	X	X	X	X		
CRT 5		X					
Johnstone, et al., 1991	X	X					
CRT 6	X	X			X		
Lane, 1989	X	X		X			
CRT 7	X	X	X		X		
Smith & Thompson, 1991	X	X	X	X	X		

Tabling elements from the literature of definitions common to bullying, and using a matrix based on Rigby (2002) and the DoE (2006), allowed comparisons with the elements represented in CRTs' definitions. In this way I was able to determine what the CRTs considered the most significant elements of bullying. The participants' responses are following.

CRT 1's definition contained the desire to hurt, a hurtful action, repetition as presented in Lane (1989), with the added feature that the action may be completed by an individual or a group, as found in Olweus (1993a).

CRT 2's definition was nearest to a combination of Johnson et al. (1991) and Smith and Thompson (1989). Johnstone et al. (1991) named two elements - a desire to hurt and a hurtful action. Smith and Thompson (1989) expanded this to include a power imbalance, repetition and the unjust use of power.

CRT 3's and CRT 5's definitions are nearest to Johnstone et al. (1991). Their definitions contained examples of hurtful actions.

CRT 4's definition was nearest to Smith and Thompson (1989). It contained the elements of a desire to hurt, a hurtful action, repetition, and a power imbalance.

CRT 6's definition was nearest to Lane (1989), consisting of a desire to hurt, a hurtful action, and unjust use of power. Lane's (1989) definition contained the desire to hurt, a hurtful action and repetition. These two definitions lacked elements of complete commonality.

CRT 7's definition was nearest to Smith and Thompson (1989). It contained the elements of a desire to hurt, a hurtful action and an unjust use of power. CRTs 7's definition did not contain the element of repetition mentioned in Smith and Thompson (1989).

In their personal definition of bullying, no participant provided elements that reflected enjoyment by the aggressor or a sense of oppression on the part of the individual being bullied.

Even though the CRTs did not provide matching definitions to either Rigby (2002) or the DoE, they did provide examples of how bullying manifests itself. Their responses to other questions in the interview demonstrated that they had an understanding of bullying that included levels of seriousness. The participants provided scenarios of minor, serious and extremely serious bullying incidents that are recounted in the next section.

Levels of Seriousness of Bullying Incidents

In this section I explore the scenarios that the participants provided in response to what they felt were mild, serious and extremely serious incidents.

Minor

Five of the seven scenarios had a foundation of verbal bullying in minor bullying incidents as follows:

Well, I would say that there are times when students will call a weaker person – call them names, say something wrong about their parents, whatever. I would say that this would be a minor form of bullying. (CRT 2)

Being teased upon, during playground duties, outside in the playground. (CRT 3)

Just a fairly low level, once off case of teasing is a minor case of bullying. I would say would be the kid who is always, who is always punches, you know, can't walk into a classroom without punching, slapping or doing something; but, not without any sort of damage. (CRT 4)

A minor bullying incident is name calling. (CRT 5)

Teasing each other. (CRT 6)

Two scenarios included taking possessions, including the concept of place in line, were provided by two male respondents.

A case where another student would take another student's ball away on the playground. (CRT 1)

Ok, what I consider a minor, a minor bullying incident. This would be a typical one. When kids are lining up at the canteen; others push in front of the line. (CRT 7)

The respondents considered teasing, name calling and taking possession of objects or place in line as minor incidents.

Serious

Five participants, CRTs 1, 2, 3, 4, and 5, cited physical interaction as a serious event. Two participants, CRTs 4 and 7, viewed ongoing or repetitive verbal exchanges along with excluding of children from play as a serious event. One participant, CRT 5, viewed a one off (not repeated) event as being serious.

Serious would be where a child is physically hurt by another student taking a ball away on the playground. (CRT 1)

Sometimes the bullying becomes physical and, they just, you know, you know, they just, you know, just push that weaker person, or hit him, or beat him, and, you know, try to tear his clothes off. That I would consider, you know, a type of, you know, serious form of bullying. (CRT 2)

A serious one would be being hit by a soccer ball. (CRT 3)

Serious, I think the serious bullying to me is getting into the ongoing verbal or emotional sort of stuff; excluding other kids, routinely, which really sort of hurts and physical sort of bullying that is not, that it hurts but it doesn't harm in that sort of way. (CRT 4)

A medium case is a one off rare occasion of teasing or picking on. (CRT 5)

Hitting/fighting (CRT 6).

Middle of the road would be a group of students, ostracizing another student. (CRT 7)

The participants viewed physical interaction as an element in determining seriousness of events. Two participants, CRTs 2 and 4, considered bullying consisting of ongoing verbal or emotional abuse through ostracizing and exclusion as harmful. Only one respondent, CRT 5, viewed a one-off event of teasing as serious in nature. These responses reflect disagreement amongst participants regarding what constitutes a serious event. The CRTs also failed to acknowledge the emotional and psychological manifestations occurring in bullying events.

Extremely Serious

Extremely Serious scenarios were illustrated by examples of bullying that were continuous, involved multiple participants, and looked at manifestation on a physical level. Only one participant, CRT 5, included verbal and emotionally damaging events as being extremely serious.

Most serious – over a period time, continually harasses. (CRT 1)

Oh, well, I think, a lot of times a group of stronger students attack a weaker student. And you know, just beat him or abuse him, because, you know, that would be the most serious kind of bullying. I mean in that instance, the weaker person beaten, doesn't stand any chance of retaliation nor can they defend themselves from the bullies. (CRT 2)

Extremely serious would be being violent and occasionally bound by two or three students just saying they didn't know where they were running and they did it deliberately. (CRT 3)

Extremely Serious: Bullying, I think, we're talking about kids and I have seen kids whose reason of existing is to hurt other kids. Whenever and however they can. (CRT 4)

Extremely serious fitting/fighting and coordinator contacted for response. (CRT 6)

Serious is actual physical contact. At most schools this results in an automatic suspension – physical contact. (CRT 7)

Continuous harassment is viewed by all respondents as constituting extremely serious manifestation of bullying. One respondent extended it to include emotionally damaging or threatening events.

A serious situation would be a long term (inaudible) physical assault, taunting, threatening, emotionally damaging. (CRT 5)

Based on the experiences shared by participants, it is apparent that all the CRTs responded to physically aggressive behaviour during playground duty. The CRTs stated that they spent a majority of their time breaking up arguments involving children of equal power. When participants are of equal power, it is according to the DoE's definition, not bullying. Rather, it is aggressive behaviour.

The most damaging forms of bullying impacting on the emotional and psychological wellbeing of a child (including taunts, verbal abuse, exclusion, constant belittling and targeting) were, with the exception of CRT 5, included as examples of extremely serious. CRT 1 viewed continuous harassment as an example of an extremely serious incident.

Most of the respondents stated that they redirected offending children by telling them to go and play somewhere else or with someone else, and did not respond to reports made by students in cases of exclusion from games, name calling or teasing. The rationale behind this

was that they were so involved in handling other incidents of a violent nature that they did not have time to respond to minor complaints or take any action to stop these behaviours.

Handling of Bullying Incidents

In handling bullying incidents at school, CRTs' experiences of school action, follow up, and satisfaction with the outcome, are analysed.

Handling an Incident

In investigating an event where the CRT successfully handled a bullying incident, I was able to assess whether the CRT was successful, whether the school acted upon it, whether a follow-up occurred, and if the CRT was happy with the outcome. Only one respondent, CRT 3, stated that they have never handled a bullying event and had never witnessed a bullying event during yard duty.

School Action

Four respondents, CRTs 3, 4, 6 and 7, commented on school action being taken. Two participants, CRT 1 and 5 stated that they had left a note for the teacher regarding the event.

Follow Up Occurred

CRTs 1 and 2 stated that there was no follow-up by the regular classroom teacher or the school, and CRT 5 did not know if follow-up took place. Four participants, CRTs 3, 4, 6 and 7 said that a follow-up took place. Five participants, CRTs 1, 2, 3, 4 and 5 stated that they had not been advised or told procedures regarding the reporting of bullying events. Two participants, CRTs 6 and 7 were kept informed about the follow-up.

Satisfied with Outcome

Three participants, CRTs 2, 5 and 7 were satisfied with the outcomes. One respondent, CRT 4, did not know what the outcome was. Another participant, CRT 6, was not satisfied with the outcome because they observed no change in the behaviour of the person who bullies following intervention. One respondent, CRT 1, was not told of what happened following their report. Although CRT 3 had not been involved in this process, they agreed that if the outcome was taken as seriously by the school staff as it was by them, they would be satisfied.

Talking about yard duty, the other day at PS 3, one student (grade 2) kicked another between the legs and pulled hair while lining up for yard duty. They went out to yard duty. The bully was bigger than the target. Later when back in the classroom. I asked him why he did it. I talked to each of the students. Talked to each and told the bigger child he should be protecting classmates instead of picking of them. (CRT 1)

CRT 3 responded that he had not yet successfully handled a bullying incident, school action, or follow-up to an event. CRT 3 did mention that he did have an aggressive student with him during yard duty.

CRTs are left out of the loop regarding school action, and with the passage of time prior bullying events witnessed and reported are forgotten. They are not advised of school action regarding the outcomes for the person who bullies and target, and have no idea of consequences to the target. Those who did find out about the outcomes did so by initiating action to find out what happened. In the next section I will explore CRTs' responses regarding the consequences of bullying.

Consequences of Bullying

As discussed in Chapter 2, bullying has both short and long term consequences. In this section the respondents provided insights regarding consequences on the target, giving two examples of workplace bullying, consequences on the person who bullies, and differences in the consequences experienced by males and females. The ramifications of cyberbullying and ethnicity are also discussed.

Consequences of Bullying on the Person Being Bullied



Figure 4.2 Vignette of sad bullied boy.

In exploring the consequences of bullying on the bullied person, five of the seven participants, CRTs 1, 3, 4, 6 and 7 had mixed responses which are reflected in the scenarios provided.

What he does is; he brings them together. He gets one kid to apologize to the other. Some seem to be quite happy with the apology and go off and play again quite happily. Other times, the kid just goes into a corner and cries during the rest of the recess or lunch time.
(CRT 1)

It would be nothing, you know. Probably that boy, the boy would accept this man's aggression. And, just probably forgot about it...I have to say that bullying can be quite, quite harmful. The victims can carry the feeling of inferiority for all his life; and, it may certainly

affect his performance altogether. Because he has lost his social skills, his confidence with other people, lots of things. (CRT 2)

Normally, they are consoled by the teachers. Sometimes they get, it gets reported to the parent that their child was bullied at school and what the consequences were for the bully. (CRT 3)

The victim tends to be forgotten in the whole process and the whole focus is on the perpetrator. The whole focus is on what the bully is doing wrong. The kids are being told don't fight back; don't react; or do this or do that. If you are being bullied go and tell a teacher. When I am on yard duty at any time, you are constantly dealing with kids who come up and say to you, 'so and so is doing this' and when you investigate; and, in most cases, you don't have time to investigate because most kids are all wanting to tell you that somebody, 'such and such' has been doing something to them. Sometimes ... really trivial...in some cases, a kid will look at another kid sideways and they say they are being bullied and that such and such as happened. ... We're teaching them that if someone is doing something bad to you, you have to go and tell someone else and let them deal with it. ... We're just teaching kids to run for help, when they probably don't need to. (CRT 4)

I think there must be more assertiveness training. (CRT 5)

Sometimes reported to the school. (CRT 6)

Depends on the outcome. The person picked on discusses what happened or why it happened with the administrator. The administration investigates and calls in the parents and meets with the parents and the bully. The victim's parents are told of the event and incident; but they're not part of any of the meetings. They're just told what happened and what the meeting outcome was. I think that the parents of the victim, the victim, the parents of the bully and the bully should all be in the meeting together. (CRT 7)

It appears that, through direct statements and inference of how the events were described, that the focus is on the person who bullies and not on the target. CRT 4's perspective of believing the boy would just accept the aggression is not in agreement with the bullying policy of the schools examined. As discussed in Chapter 2, telling is a major component of many anti-bullying programs.

Some of the respondents felt that action taken resulted in an increased feeling of safety on the part of the target. Two participants noted that parents of the target were advised of the incident, and another two participants recommended further assertiveness training as necessary for the target. In the scenario where an apology was given and the person who engaged in bullying left, no attention or action was extended to the bullied child who pulled away from the situation and sat down and cried. One of the strategies the CRTs employed when dealing with bullying was requiring the person who bullies to apologise. Research by Olweus (1993b) indicated that a bullied child will accept an apology only to avoid additional conflict with the person who bullies. The hurt child's behaviour also demonstrates that their pain and anxiety still existed, and that the issue had not been resolved. Teachers can also experience workplace bullying that generates pain and anxiety when they experience being bullied by a principal or other staff member.

Workplace bullying incidents reported by CRTs.

In the course of their interviews, two participants, CRTs 1 and 7 shared how they had been bullied while working as a CRT.

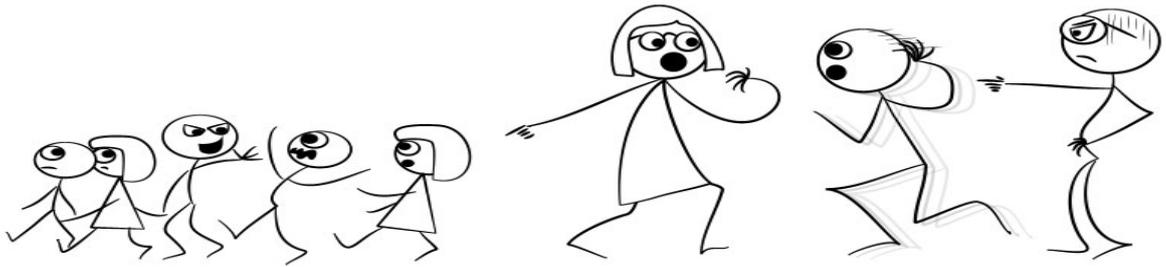


Figure 4.3 Vignette of principal bullying teacher.

CRT 1 reported that when the children were returning to his class he was stopped and asked a question by the teacher whose class they had just exited. CRT 1 then followed his students down the hallway, but as the students were ahead of him, the principal reprimanded him in the presence of the children and staff for not escorting them properly.

The other participant, CRT 7 shared how he was reprimanded by the school's principal when he carried a female student with a broken ankle off the playground following a bullying incident.

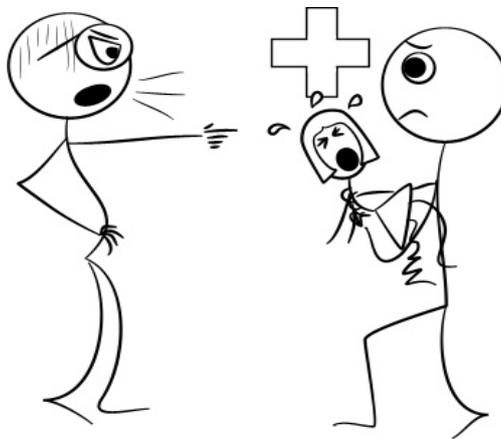


Figure 4.4. Vignette of workplace bullying of teacher.

I was chewed out by the administrator. My interest was in getting the girl help as quickly as possible. I feel I was bullied by the school administrator. How he handled himself in regards to the issue. The girl's father came to me and thanked me for getting his daughter help quickly. He wasn't offended by the matter or incident. He understood.
(CRT 7)

As discussed in Chapter 2, the Australia Education Union considers the bullying of teachers as a workplace issue (2003). Many teachers are receiving benefits for stress that in part can be attributed to bullying. Also presented in Chapter 2 was that school administrators can be a target of bullying by students and/or parents. The DoE also considers this a workplace issue that schools should address in their staff policy and procedures' guidelines.

Although targets of bullying tend to receive some empathy and support from peers, it appears from the lack of sharing outcomes and the lack of closure to the events revealed in this study, that the outcomes generated for the targets of bullying are not effective.

Consequences for the Person Who Bullies

Reflecting on the consequences of bullying, the CRTs shared the consequences that they felt should be imposed on the person who bullies. Their recommendations included an apology, time out, punishment, parent notification, and the provision of counselling.

... Depends on the students. Give an apology. Ask questions regarding the bullying. They should be sanctioned; kept in at the next recess. (CRT 1)

I feel that accountability would be the best solution. ...The bully should be made aware that if; if they for any reason bully other people, they would experience a punishment tantamount to their, to their crime. ... if they are made aware that they won't go 'scot free' after bullying...that would probably put an end to bullying. (CRT 2)

They should be strict with them. The nature of bullying is very harsh. They should be suspended and if it happens often with the same student, they should be exited from school and the parent should be notified of that. (CRT 3)

I don't think that lecturing the kids or just getting them to say what they did and why they did it; or giving them a detention or pulling them out of a class or whatever. I don't think that is helping at all....the consequence for the bully should be along the lines of, I guess there has to be a punishment. ...

Perhaps, the punishment should take the form of having them do something for the person being bullied for a period of time. (CRT 4)

You have to find a way to, I think, to stop the bullying. I really don't know. I think the bullied and the bully both have a problem with self-esteem. (CRT 5)

Time out...suspension. (CRT 6)

Immediate suspension for serious is adequate. (CRT 7)

These responses were relative to events that were physical in nature. In summary, five participants, CRTs 2, 3, 4, 6 and 7, felt that punishment needs to be part of the process, with the student being accountable for their behaviour. One respondent, CRT 2, felt that the punishment should be tantamount to the crime. One participant, CRT 7, felt that when discussing outcomes, the targeted child's parents should not only be advised of the outcomes and actions taken by the school, but that the parents of all parties including the target and person who bullies should be involved in the meeting process with administration. One participant, CRT 4, felt that just saying what the person who bullies did, giving them time out from events and demanding an apology, was not working as there was no change in the person who bullies, and their behaviour just keeps repeating. The observations of CRTs regarding gender differences in bullying events are discussed in the next section.

Gender Differences

In reviewing the literature, the different natures of girl bullying and boy bullying were explored, revealing gender differences in dynamics. CRTs recognised and/or observed the dynamics of gender differences in regards to reporting of bullying incidents.

Three participants, CRTs 2, 6, and 7 stated that boys tend to be physical in their bullying, and when the event is over, it is over and done with. One participant felt that girl

bullying is more lasting and harmful (CRT 2), and another participant (CRT 4) felt that the consequences for girls are less harsh since the way girls bully is less physical than the way boys bully.

Three of the participants, CRTs 1, 2, and 6 did not know if the consequences are different since they had not been involved in the process. One participant, CRT 2, responded that in regard to consequences of the event on the target, females suffer more than males.

Differences in bullying behaviours amongst males.

Participants were in agreement that boys are more physical in regards to bullying (Atlas & Pepler, 1997; Craig & Pepler, 1997). CRT 3 elaborated that bullying takes place on a more frequent basis among boys, and CRT 5 contributed that size is an element in how boys bully. CRT 5's observation concurs with Olweus's (1993a) finding that size is a factor in male bullying.

Observations of the participants are in agreement with research completed by Atlas and Pepler (1997), Craig and Pepler (1997) and Olweus (1993a). Two participants, CRTs 1 and 3, stated that the target is usually younger or smaller in size. Three participants, CRTs 4, 6 and 7 stated that girls use exclusion as a method in bullying, whilst one of the participants, CRT 4, commented that ostracizing can occur by either a person who bullies or group who bullies. Some of the participants stated that a group of bystanders may gather around a fight, with some cheering or jeering during the event. However, when the event ends or is stopped, the bystanders depart from the location.

Differences in bullying behaviours amongst females.

Five participants, CRTs 1, 4, 5, 6 and 7, were in agreement that girls were more verbal regarding bullying. Three participants, CRT 4, 6 and 7, stated that girls involve their friends in the bullying. Four participants, CRTs 2, 4, 6 and 7, stated that the ways in which girls bully is more damaging. One participant, CRT 3, responded that girls throw things and pick on younger people during bullying. Two participants, CRTs 5 and 6, stated that girls who bully exclude or isolate their target from the group, which supports the findings of Olweus (1996). The participants also elaborated that girls go out of their way to gather others to continue their harassment, which is structured and malicious in nature, transcending personal confrontation. This kind of bullying now involves subversive direct and indirect approaches in the form of cyberbullying.

All of the CRTs responded that boys engaged in bullying of a physical nature. Two of the three male participants, CRTs 1 and 4, stated it takes place during transition. One male respondent stated that bullying takes place when students are lining up for the canteen, inferring the transition from classroom to lining up for lunch.

Ethnicity

In considering the influence of ethnicity on bullying, five of the seven participants did not view ethnicity as an issue for bullies. They all agreed that bullies can come from any ethnic group.

They are teased upon. They are often called different names, like black, black bitch or they are called chocolate bar or something like that ... against their target. (CRT 3)

One participant, CRT 1, reported that children of “Vietnamese heritage are less likely to bully or tell about being bullied” whilst, CRT 3 reported on how the target is teased due to

ethnicity, elaborating that “people who bully are mostly of white background and bully those not of their own cultural heritage”.

Conclusions Regarding the CRTs’ Understandings of Bullying

In agreement with Rigby (2002) and the DoE, initial definitions elicited from the CRTs reflected that six of the seven respondents have a very good idea of what bullying is. However, their comments reflected the existence of confusion between aggressive behaviour and bullying. Bullying, a form of aggressive behaviour, differs from random loss of control and use of physical force in a dispute between children of equal power. When speaking of bullying, many of the CRTs were actually speaking about aggression and aggressive behaviours. Their focus was on ensuring the physical safety of children, and not acting on the non-physical form when assessing levels of seriousness in bullying.

The participants provided scenarios of minor, serious and extremely serious bullying events, with five of the seven participants assessing verbal bullying as a minor event. Ongoing verbal was generally assessed as being serious, and only one participant, CRT 5, viewed verbal as more emotionally damaging than physical bullying. Four participants, CRTs 1, 2, 3 and 4, cited physical interaction as a serious event, while three participants, CRTs 4, 5 and 7, viewed ongoing or repetitive verbal exchanges as serious. The extremely serious events illustrated by examples showed continuous action by the person who bullied, involved multiple participants, and were physical in nature. CRT 4 provided an example of a student who bullied having a desire to hurt other students at any and all opportunities as their purpose of existence.

The participants tended to ignore verbal exchanges amongst children and reports by children being bullied or who had observed bullying. However, dismissing such events, redirecting children to stop and play nicely with each other, ignoring what they were doing

and saying, or directing them play elsewhere does not stop this form of bullying. In the playground, CRTs stopping fights and arguments should not be condemned or singled out for not addressing other bullying incidents. They can only be in one place at one time and are limited in how many incidents they can respond to - on some days it is impossible to respond to all that is taking place. I believe that the participant who stated that they had never witnessed bullying just did not recognise the event as bullying.

Participants successfully handled incidents of bullying scenarios using a variety of strategies. Strategies to intervene or stop the behaviour included time out, redirecting to play elsewhere or with someone else, speaking to the participants, providing a warning, leaving a note for the teacher and writing a referral. The participants shared the common perception that they are not provided feedback regarding outcomes as a matter of process and two participants found out the outcomes by asking what they were. However, follow-up does take place when the CRT is included as a member of the team intervening in the incident. Parents are generally not advised of bullying incidents by the CRT.

Participants felt that the focus of bullying was on the person who bullies and not the person being bullied. The person who bullies tends to get all the attention, and the consequences for the behaviour vary from an apology to expulsion. Parents of the child who is bullied are not included in the process in a participatory manner. They are just provided the outcomes of meetings between the administration, the person who bullies, and the parents of the person who bullies. The child who is bullied is left to 'lick their wounds' by going into a self-imposed time-out to grieve and cry. Two of the participants felt that actions taken by staff in bullying events increases the sense of safety of the child who is being bullied.

The consequences of bullying on the person who bullies are mixed. Physical events receive the most attention, with outcomes in accordance with school policy – suspension and

if repetitive, eventual expulsion. Two of the seven participants felt that parents should be notified, with one participant expressing more parent involvement in meetings. A few participants voiced that policies presently in place are not working. The person who bullies continues to bully and makes no effort to change their behaviour. I concur with one participant who felt that the person who bullies should receive counselling for bullying, but not for building self-esteem. Rather, the person who bullies needs to work on developing empathy for the needs and feelings of others.

Gender differences exist in the outcomes. Gender consequences are different where fighting receives an automatic suspension, as most events of female bullying are not being acted upon. Boys are more likely to have a consequence involving parent involvement and notification than a female. Based on CRTs' interviews, girl bullying is under-reported and in some cases not reported at all. Some of the participants stated that girls can be such 'bitches', but another participant refused to use that word because he felt it wasn't professional. "Mean, pure meanness or nastiness" (CRT 7).

Crick (1995) investigated relational aggression and focused on provocation type and the role of intent. In this study, the female bully tends to orchestrate events that are vengeful and damaging to the target, including spreading rumours, making innuendos, and humiliating the target in ways that will cause the most damage to the target (Crick et al., 2001).

Based on the interviews, girl bullying is not being addressed as much as it should be. The consequences are not as severe for girls as they are for boys, with the one exception being when girls use physical violence – then the consequences are the same. Although bullies can be from any ethnic group, according to one participant (CRT 1), children of different cultural heritage to the mainstream are less likely to be reported. The same participant also stated that children of Lebanese heritage tend to act more aggressively amongst themselves than others. I believe that many events that are of a violent nature and

not bullying are being reported as bullying. Minor and serious events are being unreported or underreported, and by not acting on these incidents, CRTs are not responding to bullying nor are they supporting school policy relative to bullying.

Analysis of School Policy and Documents

At the beginning of this chapter, the DoE's Model School (MS 1) and its elements represented in Table 4.1 are discussed. This table was used as a comparison template for analysis of schools where CRTs observed conflict, keeping in mind the elements of successful behaviour management design. However, obtaining documents from participating schools without a posting to the individual school's website was difficult.

Under my DoE approval (see Appendix E), I was granted permission on 16th July 2006 to conduct a research study in government schools (SOS003310). Subsequently, in the course of interviewing the CRTs, it was found that they had a number of schools in common. However, the incidents they reflected on when recalling a bullying incident they had successfully handled or observed another individual handling successfully, were dissimilar.

Responses from the schools were mixed. One school contacted refused to participate and, chastised me regarding the project and my choice of title. The principal responded, "Why did I need their policy? They're all the same." The other schools said they would provide the information upon first contact, but failed to do so. Upon a second request, one principal asked for my request in writing, so I provided it along with documentation in line with the requirements of DoE and the Victoria University Human Research Ethics Committee (VUHREC). The principal then cooperated and provided the requested information.

The CRTs described examples of successful interventions of bullying incidents that they had handled or observed another person performing during yard duty. Interestingly,

these incidents took place in schools other than the schools in common. To determine if CRT responses, or the responses of other persons performing the interventions were handled according to schools' policies and procedures, the following section analyses documentation of the eight schools in which the incidents occurred.

The Eight Schools

The CRTs provided scenarios of bullying incidents they had intervened in or observed another individual handle successfully. As these events took place in eight different schools, and in order to determine if the CRTs had followed school policy and procedure for intervention and reporting of bullying incidents, the relevant documentation for each of these schools was reviewed. Subsequently it was established that all schools contained the following statement in their policies and procedures: "We are committed to a safe and supportive learning environment." They also contained statements regarding positive student behaviour. Five of the schools used definitions of bullying that closely resemble that of the DoE:

"Bullying is when someone, or a group of people, who have more power at the time, deliberately upset or hurt another person, their property, reputation or social acceptance on more than one occasion." (DoE, 2006)

Since there is no universal agreement regarding how bullying is defined, and different researchers formulate their own definition, understanding the way an individual or organisation defines bullying is necessary to determine how the behaviour is being understood, responded to and reported. Although the DoE has defined bullying, and the Government has mandated that schools have a policy regarding bullying in place, it does not require schools to use its definition.

While examining school documents, school policies appeared to cluster around philosophical approaches. Table 4.4 below provides a summary of the schools based on research and philosophical approach.

Table 4.4
A Summary of Schools According to Researcher and Approach

School	Researcher	Approach	Proactive	Reactive
PS 1		Zero Tolerance Whole School	Social Skills & Other Programs	Consequences regarding behaviours
PS 2	Besag, 1989	Whole School; No Blame; Shared Concern	Peer Mediation; Early Intervention; Counseling	Privileges lost per Code of Conduct
PS 3	Griffiths, 1997	Therapeutic Behaviour Whole School	Very – 4 Programs	
PS 4	Besag, 1989	Whole School; No Blame; Shared Concern	Buddy	Punitive/Code of Conduct
S 5 is P-12	Besag, 1989; Farrington, 1993; & Johnstone et al., 1991	Whole School Pastoral Honour System	Social Skills and Values	Consequences per Code of Conduct
PS 6		Whole School; <i>CASEA</i> Therapeutic Mental Health	Groups according to need	
PS 7	Besag, 1989; Farrington, 1993; & Johnstone et al., 1991	Whole School Assertive Discipline	Social Skills & Other Programs	
SS 8	Not defined	Whole School; Pastoral , Consultative; Negotiated	3 Programs	Code of Conduct per negotiation

As part of the criteria for developing an understanding of school policies and procedures regarding bullying, it is necessary to determine how the school environs define bullying.

Primary School 1

Primary School 1 (PS 1) uses a ‘law and order’ approach with ‘Zero Tolerance’. PS 1 has a welfare committee that discusses teacher and parent concerns on a weekly basis. The meetings are conducted by a school psychologist, using team approach to resolve behaviour issues. The school also provides social skills training and has a clear policy on playground

supervision that includes counselling for individuals who bully and the children who are bullied. Their focus is on parent involvement and consequences for individuals who bully.

For this school however, literature obtained on their website does not provide a clear policy regarding playground supervision. Furthermore, the 'Zero Tolerance' model is not discussed fully, nor what the classroom and 'whole school' behaviour management plan consists of. However, the policy does meet DoE guidelines in their behaviour management plan, and the subject of bullying is addressed. I noted that their use of counselling contradicts the methodology of 'Zero Tolerance' or 'three strikes you're out', and 'Zero Tolerance' is seen as a last resort.

Thus, the PS1 website has undertaken identification of bullies and provided assistance to individuals involved in bullying. However, consequences and procedures in reducing the incidence of bullying are not provided.

Primary School 2

Primary School 2 (PS 2) utilises a 'whole school', proactive 'No Blame' approach which includes parents of all parties being present and involved in problem-solving through conferences and counselling activities. The school uses peer mediators, mini conferences, individual conferencing, and community conferences, when addressing bullying situations. The focus is on students developing the skills necessary to interact with peers, teachers, and community members in a positive manner. As PS 2's approach has been found to be not as effective as other strategies and programs available to reduce bullying, the policy is currently under review and being revised. Both the school welfare officer and principal responded to my request and provided me with the following information regarding PS 2's definition of bullying:

"A person is bullied when they are exposed regularly and over time to negative actions on the part of one or more persons. Bullies are people who

deliberately set out to intimidate, exclude, threaten and or hurt others repeatedly.”

Conferencing across the school community is an effective way to communicate policy and procedures. As PS 2 is working at developing a proactive response to bullying and bullying behaviours, the effectiveness of the interventions they utilise would constitute an interesting follow-up research project. However, what is presently understood is that even with the concerns voiced, PS 2 is working as a community to identify bullies and reduce bullying in their school.

Primary School 3

Primary School 3 (PS 3) uses a ‘whole school’ approach and conducts surveys on bullying and yard duty twice a year. It uses a variety of strategies and cites specific programs based on social, life and values training. It also has consequences for bullying behaviour which include counselling, and elaborates on the forms of bullying, providing examples of each. PS 3 defines bullying using Griffith’s (1997) definition:

“...A repetitive attack which causes distress not only at the time of the attack, but also by the threat of future attack. It may be verbal, physical, social or psychological. They can operate alone or as a group.”

The policy has the following aims: to reinforce that bullying is unacceptable; to be vigilant to signs and evidence of bullying; to be responsible; to report to staff when an individual is bullied; to ensure all reported cases are followed up, and support given to both the individual who is bullied and the perpetrator; and, to seek parent and peer group support and cooperation. Informing the whole school community is also an element, but the policy does not state who is responsible or how the information is conveyed to CRTs. The focus of

PS 3 is proactive and supports 'best practices' in that it is based on responsibility and accountability.

Primary School 4

Primary School 4 (PS 4) uses a 'Shared Concern' approach, with a therapeutic model to change the bullying students' behaviour and support the individual who is bullied. Each year, each grade participates in social skills training. According to their documentation, the following three strategies are to be utilised:

"The staff member should attempt to give advice on how to deal with any repeat incidents that may happen before the intimidation can be dealt with."

"Follow up should be discussed with the student. It is important that the staff member checks a week or so later with both the student and the person to whom the information was sent."

"An effort should be made to contact the parents of all involved students."

The plan this school uses is based on structure and sanctions. However, it is confusing in regards to philosophical basis. PS 4 states that they use a 'No Blame' and 'Non-punitive Method of Shared Concern' approach, and then advertise punitive consequences. Limitations of the 'No Blame' and 'Shared Concern' approach appear to be recognised by the school community, and as a result they have adapted it to include levels of sanction. As it is stated, their policy is confusing. The school has the expectation that CRTs will support the skills, values and attitudes of the school, but it is difficult for them to determine what those skills, values and attitudes actually are.

PS 4 takes the position that bullying is an anti-social behaviour unacceptable, using Besag's definition (1989) as follows:

“Bullying is a behaviour, which can be defined as a repeated action – physical, verbal, psychological or social by those in a power on those who are powerless to resist, with the intention of causing distress for their own gratification.”

PS4 implements a variety of detailed strategies to combat “social, emotional, physical and all other forms of intimidation.” Their program uses professional development of staff, taking any report of bullying seriously and acting on it. In addition to actively listening to the children, school personnel are expected to diligently investigate any reporting of bullying incidents to determine or clarify what behaviours are taking place, and to record and report such events to the principal or designated representative.

It is good to see that staff members should be expected to give advice on bullying. However, one has to assume that the person who received the incident reports it, that the advice to the child being bullied averts further intimidation, and that subsequent follow-up with the child is adequate. This places the burden on the person initiating and reporting an action.

School assemblies in PS4 promote ‘school ethos’ and encourage family involvement are used as a positive approach, together with open communication between all members of the school.

School 5

School 5 (S 5) is a P-12 school that uses a ‘whole school’ approach, promoting a culture that does not tolerate bullying and/or harassment. This school recognizes that bullying is a behaviour that, through use of a therapeutic model, can become extinct. In its documentation it takes a position of transparency and equity. It has a policy which states that a person who bullies or harasses another is denying them the right to a safe and positive

learning environment, focusing on rights and responsibilities through informing and educating members of the school community.

This policy aims to inform and educate the school community regarding their rights and responsibilities. It also provides a basis upon which appropriate programs and procedures are developed across the school. These programs and procedures are designed to develop a culture that does not tolerate bullying and/or harassing behavior, and provides an effective framework within which to address incidents and issues of harassment and bullying. The school uses definitions for harassment and bullying including “bullying is the repeated, willful and conscious desire to hurt, threaten or frighten another by a person exerting perceived power”. Its definition of harassment states:

“Harassment refers to any repeated verbal or physical behaviour that is implied or actual, uninvited or unwelcome. It is a pattern of behaviour that can be deliberate or the result of thoughtlessness by a person (or a group) towards another which is designed to hurt, injure, embarrass, upset or cause discomfort.”

The school’s harassment definition resembles a combination of two definitions provided by Besag (1989) and Johnstone et al. (1991). Besag (1989) defined bullying as “the repeated attack – physical, psychological, or verbal – by those in a position of power on those who are powerless to resist, with the intention of causing distress for their own gain or gratification”. Further, Johnstone et al. (1991) stated that “bullying is the willful, conscious desire to hurt or threaten or frighten someone else” (USED, 2006, p. 4).

The school’s definition of harassment contains two elements not contained in either of these definitions, “a deliberate act to hurt, or the result of thoughtlessness on the part of a person or group”.

The school's definition for bullying looks very similar to Johnstone et al. (1991), with the addition of "repeated by a person exerting perceived power". Farrington (1993) provided a definition that addressed this element of power.

"Bullying is repeated oppression, psychological or physical of a less powerful person by a more powerful person or group of person." (USED, 2006, p. 4)

In developing its personal definitions of harassment and bullying, S 5 have in essence combined elements consisting of the works of Besag (1989), Farrington (1993) and Johnstone et al. (1991). Their program focus is on support of students, parents, staff and others, regardless of role when dealing with reported incidents.

Primary School 6

In its documentation, Primary School 6 (PS 6) states that it is proactive regarding implementation of programs that address conduct disorders. This school has a large number of special needs students and use a collaborative, 'whole school' integration model. It provides an extensive 'Integration' program to support students with a variety of needs. It uses a 'therapeutic' program that combines the Child and Adolescent Mental Health Service (CAMHS) and Schools' Early Action (SEA) programs, to form the Royal Children's Hospital's CASEA program (see Appendix N) for all students from Prep to Grade 3.

The school has different groups designed to meet the identified needs of students. It has a behaviour group that focuses on developing confidence through social skills training, with the purpose of building friendships and empathy for the needs of others, an anti-bullying group that provides training in developing resilience strategies in recognition of bullying behaviours using peer discussion and activities, and a daily living group that focuses on expanding the ability to communicate and build positive relationships through social skills training.

Outside agencies are involved within the school's program, using a collaborative approach to implement community-based training and volunteerism that is designed to build student empathy. In order to build responsibility and a sense of pride in the school, selected students manage the school grounds and a Sensory Garden.

Primary School 7

Primary School 7 (PS 7) uses a 'whole school' approach that corresponds with PS 4. However, their bullying and harassment policy focuses on reassuring the bullying target, and goes beyond PS 4 in the area of strategies for assessing, blocking and curbing bullying. The school utilises a card system in its school-wide assertive discipline program for behaviour management, and playground rules are reviewed by staff members at the start of each school year. The school defines bullying as:

“It is an act of aggression causing embarrassment, pain or discomfort to another person or persons. It can take many forms: physical, verbal, gestures, intimidation or exclusion. It is an abuse of power. It can be planned and organised or it may be unintentional; individuals or groups may be involved.”

This is in accordance with the USED policy (2006, p. 4) which cites: Besag (1989) - “bullying is the repeated attack – physical, psychological, or verbal – by those in a position of power on those who are powerless to resist, with the intention of causing distress for their own gain or gratification”; and Johnstone et al. (1991) - “bullying is the wilful, conscious desire to hurt or threaten or frighten someone else.”

PS 7 has eight programs in place to meet student needs. These include the *Buddies Program*, *Student Achievement Awards*, *'Turning the Tides' Drug Education Program* and the *Whole School 'Values' Program* to develop resilience, social skills and conflict resolution. Problem solving programs such as *'You Can Do It'* and *Transition Program* are

for Kindergarten to Prep, and Grade 6 to Year 7, and *Extension Programs* are for both junior and senior school.

Three of the eight programs used to address and block bullying are *The Buddies Program*, *'You Can Do It'*, and *'Values'*. Two of the programs utilised by the DoE's model school are designed to provide the children with the social skills' training necessary to develop coping skills. The school also uses surveys to assist in addressing bullying.

The policy statements of this school have transparency and clarity to provide a framework for teachers to read, reflect and implement in their classrooms and other school environs. PS 7 is the only school that focuses on the needs of the target as a priority.

School 8

School 8 (S 8) is a secondary school that uses a 'pastoral care' approach to meeting student welfare needs. The student's Code of Conduct uses a 'whole school' approach based on rights and responsibilities in five areas: respect and courtesy, cooperation, safety, follow school rules and teacher instructions, and work in a classroom free of disruptions. Students identified as 'at risk' are expected to participate in the *'Making Better Choices Program'*, the *Youth and Peer Mediation Training*, or the *Harassment and Parenting Training*.

Parents and community are encouraged to take part in setting the tone of the school, and the teacher is responsible for behaviour management in the classroom. Teachers can negotiate with their students to write up a classroom behaviour management plan based on rights, responsibilities and agreed consequences for infringement. Teachers also responsible for maintaining discipline in other school environs, and to do so in a fair and consistent manner. Student diary for home school communications, and strategies used to correct inappropriate behaviour are consistent with those recommended by the Center for Problem-

Oriented Policing (COPS) and the DoE's Model School. Extreme breaches may result in suspension or expulsion in accordance with Victorian DoE guidelines.

Under the Student Rights section of their policy, S 8 directs students with concerns to consult with an external counsellor (through Legal Aid or Centrelink) if they are uncomfortable speaking to any staff member. In matters involving substance abuse, financial concerns, relationships with others, leaving home, and stress or depression, students are advised to contact their home group teacher, senior or junior school manager, year level coordinator, student welfare officer, or school nurse. The website of S 8 also provides links to services that can provide expert and immediate assistance in helping the children, with all inquiries remaining confidential.

Conclusions of Analysis of School Documents

In conclusion, a CRT researching a school prior to working there may not have the strategies necessary to address behaviour issues regarding student conduct – specifically, bullying. The school documents provided do not discuss a clear or specific policy regarding playground supervision or in how relief teachers are advised of this policy; nor, does the policy provided state what the consequences are for the individuals who engage in bullying.

All eight schools have programs in place that are designed in assessing, blocking and correcting inappropriate behaviour including the schools with “Zero” Tolerance or who state “will not tolerate” or “not tolerated” in their statements. All schools share the view that bullying can be reduced or eliminated from the school environment. With the variety of approaches, it is not difficult to appreciate the flexibility a CRT requires in meeting expectations and the need for communication between the school to the CRTs regarding their program in order to understand their policies and procedures.

Casual Relief Teachers' Understanding of Policy and Procedures

Exploring CRTs' understanding of policy and procedures in the schools to which they were assigned, generated interesting results. Themes emerging showed how schools' policies and procedures were followed, allowing comparisons to be made in: strategies schools use to minimise bullying; comparisons of event consequences between schools; how schools handle individuals who engage in bullying; observed differences between schools; why CRTs feel that some schools are more successful than others; consistency of policy outcomes; the extent of communication shared between the school and CRTs regarding outcomes of events observed and/or reported; CRTs' perception of bullying events and consistency of handling in accordance with schools' codes of practices; gender differences in individuals who engage in bullying; who communicates policy and procedures to the CRT; determining the extent of the CRTs' understanding of school policy; frequency of CRT intervention in bullying incidents; the use of peer mediators; and the frequency of CRTs' yard duties and number of bullying events observed when performing such duties.

The seven participants in the study included three males and four females. One male, a first year teacher, was educated in Scotland. The other two male teachers were middle aged, one born in Australia but of Scottish heritage, and the other born and educated in India. Of the female teachers interviewed, all were middle aged. One was from the Ukraine, one from Fiji, and two were born and educated in Australia. The teachers from the Ukraine, Fiji and India had also engaged in additional tertiary training in Australia. Three held advanced certificates and one held an advanced certificate in special education.

Communicating Policies and Procedures

Communications of policy and procedure varied between schools. Some of the CRTs stated that they had learned of the policy and procedures through accessing the school's website, and others stated that they were unsure of the procedures as they had not been advised of the schools' policies. CRT 6 stated that they had been given a copy of policy and procedures when they became a staff member, and CRT 7 acquired general knowledge of policies and procedures while preparing to become a teacher.

Determining who Communicates Policy and Procedures to the CRTs

Schools communicated bullying policy through the use of posters, and in some instances schools include school behaviour policy and procedures as part of their CRT initiation folder. Three participants, CRTs 1, 2 and 4, stated that no one had advised them of school behaviour policy and procedures. Three participants, CRTs 3, 6 and 7, stated that the information may have been part of their CRT folder but they were not sure. CRT 5 stated that behaviour policy and procedures are sometimes included in a daily organiser, or through the Vice Principal, Principal or Integration Assistant. All CRTs reported that there was a lack of consistency from school to school regarding procedures of informing CRTs of rules, policy and procedures. Only one of the seven participants commented that a staff member had advised them of their school policy and procedure.

Policies and Procedures

Only one participant, CRT 7, believed that school policy and procedures were properly followed. Three participants, CRTs 3, 4, 5 and 6, thought they probably were, and

two, CRTs 1 and 2, simply did not know since they were unaware of the policy and procedures. CRT 7 was the only one advised regarding policy and procedures. Three participants, CRTs 3, 4 and 7, had reported bullying incidents to administration. One participant, CRT 1, had left a note for the absent teacher but was aware that even minor incidents should be addressed.

Strategies Used by the Schools

In establishing strategies that schools use to minimise bullying, the CRTs provided examples of strategies they had observed in schools. This was a difficult question for the CRTs to answer, as in many cases they were unfamiliar with the school and not advised of their programs and policies. Two participants, CRTs 1 and 2, did not know what they were expected to do in the schools where they were employed. Participants' responses were mixed:

- CRT 3 and 5 stated that children were sent to *time out*;
- CRT 4 stated that some schools used *peer mediation*;
- CRT 5 stated they had observed *Restorative Justice* (in a private school setting);
- CRT 6 did not observe any bullying in primary schools when employed as a CRT but did observe bullying in secondary school assignments; and
- CRT 7 stated that they did observe that some schools had more staff assigned to yard duties to increase the number of teachers covering play areas.

Responses of the CRTs indicated that they were aware of a variety of strategies used by primary schools to minimize bullying, including designated play areas for different groups of children, and organised games at recess and lunch time.

Frequency of Yard Duties Performed by CRTs and Number of Bullying Incidents Witnessed or Acted Upon

The frequency of how often the participants were assigned a yard duty generated several findings. Five of the seven participants, CRTs 1, 3, 4, 6 and 7, stated that each time they have had a CRT assignment they do a yard duty. CRT 1 elaborated that this occurred in four out of five days, CRT 2 stated at least once a week, and CRT 5 stated one out of three or two out three days per week.

In some cases the CRT has one duty a day, and in others they had both recess and lunch duties as well. All seven CRTs responded they are given yard duty extras even on days that yard duties are not part of the absent staff member's duties. Extras also take place when the CRTs cover a class in which the absent teacher has a preparation period.

In the course of performing yard duties, the participants reflected on how many instances of bullying they had witnessed and/or intervened into. Each participant approached this question differently. Some provided the number of bullying incidents, some specified by duty, and others specified by nature of seriousness. Their reports were as follows:

- 80 (CRT 1)
- 2 or 3 (CRT 2)
- 2 or 3 per duty (CRT 3)
- Over 100 incidents (CRT 4)
- One or two per week; but a few others are reported by students (CRT 5)
- Never seen in primary schools (CRT 6)
- Minor 40-50; Serious 10 and Extremely Serious 4 (CRT 7)

Most CRTs responded that they only have time to break up disputes or physical acts committed by one student upon another, and that they do not have time to handle complaints

regarding mild or moderate forms of bullying such as exclusion, teasing and name calling. They also shared that reporting is difficult because many incidents take place between transition at the end of recess and lining up for class - when students are rushing to get to their next class.

Comparing Consequences Between Schools

When asked to generalise consequences of an event to other schools for the purpose of determining consistency, the participants produced mixed responses as follows:

- CRT 1 did not know if what happened at one school would take place at another.
- CRTs 2, 3, and 7 responded that it would take place at different schools.
- CRT 5 did not know but stated:
Students and schools are different. In one school you may have just one or two bullies and at another you could have five or six bullies. Schools have different practices. In some schools they have Time Out/Thinking Chairs, and in some classroom and schools they use Assertive Discipline Strategies with a three step warning system.
- CRT 4 stated that some private schools use *Restorative Justice* which seems to be successful at decreasing levels of seriousness of incidents in some schools.

Comparing how Schools Handle Individuals who Bully

Bullying occurs at different schools, with different numbers of individuals engaging in the activity. Schools utilise two different approaches to handling bullying – punitive and reconciliation. Two participants stated that their experiences in private schools indicated that these schools were more successful in handling bullying than state schools, because they focus on reconciliation and the use of *Restorative Justice*. The private schools they mentioned also dedicated one staff member to handling behavioural issues. A staff member provided counselling on anger management and self-esteem to the person who bullied. They

viewed success as being achieved when a person who was a bully stopped their bullying behaviour. What CRTs had observed through their covering of yard duty in public schools was that the person who bullies was given a consequence, but then returned to bully again. They felt that what was being done to address bullying was not working.

Comparing Observed Differences Between Schools

In comparing how the schools CRTs worked in dealt with bullying and how they handled individuals who engage in bullying, two respondents, CRT 1 and 2, did not know how schools handled individuals who engage in bullying. One respondent, CRT 3, did not see any bullying. Three participants, CRTs 4, 6 and 7, stated that punitive measures had been taken by the school, and two participants, CRTs 5 and 7, were in agreement that students were made to be held accountable and handled in a firm way.

The participants' mixed responses and confusion regarding how bullying is handled reflect the need for inclusion of the CRT into the school community. The CRTs are disenfranchised in that they are not considered a teacher by some members of the school community and excluded from the sharing of information regarding policy and procedure. This is not good practice, as researchers agree that in order to have an effective policy, a consistent school-wide approach is necessary. By excluding CRTs, the bullying program's effectiveness is negatively impacted.

Determining CRTs' Understandings of why Some Schools are More Successful Than Others

The participants shared a variety of insights regarding schools, the differences between schools, and the strategies employed to minimize bullying. Again, their responses were mixed. Two participants, CRTs 1 and 7, did not see much difference between schools

regarding actions taken to minimize bullying. CRT 2 did not know, and one participant, CRT 3, viewed it as a discipline problem where in some cases school administrators are stricter than in others. They felt that the administration was too lenient and kind when addressing bullying behaviour. Another participant, CRT 5, elaborated on this response through relating that some schools have zero putdowns and 'Zero Tolerance' towards bullying.

The differences in approach between private and public schools was addressed by CRT 4, whose experiences in private schools showed a different focus in how bullying is handled. This participant contributed that private schools have a behaviour specialist who works one on one and in small groups with individuals who engage in bullying. The behaviour specialist focuses on life skills and counselling based on a need to interact positively with peers, resulting in the strategies observed contributing to school success.

School success regarding bullying was reflected in the different experiences of the CRTs. Some schools were viewed more successful by:

- Being stricter and barring bullies from activities (CRT 1)
- Having separate playgrounds for younger and older children (CRT 1)
- Limiting student access to different parts of school (CRT 1). For example, older children in front of the building and younger children at the back of the building
- Having more teachers on duty (CRTs 3 and 4)
- Following the bullying incident through (CRT 5)

In their comments on programs designed to address bullying, CRTs 4 and 7 felt that behaviour management was more effective, whereas CRTs 3 and 6 felt that rules and enforcement were. One participant, CRT 2, felt that some schools were just more effective and did not elaborate. Participants shared that the administration had left the issue of behaviour management to teachers, and in some cases teachers handled the issue in the

classroom, with only severe or frequent repeats sent to administration. This demonstrated that the CRT participants had recognised and addressed the behaviours and reported the events. However, in most cases they had received no feedback regarding the outcomes of their actions.

Determining if Outcomes are Consistent Between Schools

The participants shared whether they believed that bullying outcomes would be the same or different in the context of other schools they work at. Two participants, CRTs 1 and 2, did not know if the outcomes would be the same, because the previous outcomes had not been shared with them. Three participants, CRTs 3, 4 and 7, felt they would be the same, because most schools use similar policy rules and procedures. Two participants did not observe bullying whereas one participant, CRT 6, had not observed any bullying in primary school assignments. CRTs 2 and 6 had worked at both MS 1 and PS 1. They may not have observed any bullying because the program in place was effective and not dependent on CRT involvement. CRT 3 also stated that the outcomes depend on the rules and consequences of each school.

Most participants felt that the outcomes would be the same, with two participants, CRTs 5 and 7, justifying their response by critiquing administrative and staff attitudes towards bullying, where some take bullying seriously and others take it casually. Comments of this nature reflect that, although a school's policies and procedures profess a 'whole school' approach, some staff members not sharing the vision may be undermining program effectiveness. There appear to be 'holes' in the 'Whole School Approach'.

Extent of Communication Between CRTs and Schools Regarding Outcomes of Bullying Events Observed and/or Reported

The sharing of outcomes with CRTs was not the norm. They reported that to find out what had happened regarding an incident required them to pursue the issue. Based on the responses of four of the seven participants, CRTs 1, 3, 4 and 6, bullying outcomes were generally not shared,. Another two respondents, CRTs 2 and 5, stated that outcomes were sometimes shared, but this occurred only after the CRT had requested feedback on an event reported. However, one participant, CRT 7, stated that outcomes were shared, because they were part of the meeting between the school and parent of the person who bullies. As a rule, schools do not share outcomes regarding bullying incidents with CRTs, and communication appears to be one way – from CRT to the school.

CRTs' Perceptions of Consistency in the Handling of Bullying Events in Accordance with Schools' Codes of Practice

In comparing the consistency of the way schools deal with bullying incidents, four participants, CRTs 1, 2, 3 and 4, stated that there is no consistency. One participant, CRT 3, elaborated that they felt excluded from the process, and another participant, CRT 4, felt that bullying is under reported and that some kids slide under the radar. However, three participants, CRTs 5, 6 and 7, believed that there was consistency in the Code of Conduct area of consequences. One participant, CRT 7, expressed concern that the target/victim was sometimes punished. He had witnessed a student being taunted and assaulted repeatedly by a person who bullies. The bullied child ignored the aggression until they had to defend themselves to avoid further physical injury. In this instance the school handled the incident as a brawl and not a bullying episode, resulting in the same consequence being assigned to both students. This action reflected that the school handled bullying incidents in the same

manner that they handle student violence and aggression, adding further injury to the already injured party. According to the CRT, the dynamics of bullying were ignored, and the bullied child's needs were not addressed or met. In fact, the CRT felt that the school did not meet the student's needs even while adhering to the school's code of practices, supporting the argument regarding the ineffectiveness of current policy and policy.

Determining Gender Differences in the Handling of Bullying Incidents

In ascertaining whether girls experienced the same consequences as boys, two of the seven participants, CRTs 1 and 6, did not know if they were the same or different. Two of the seven participants, CRTs 2 and 3, stated that the consequences were not different, while three of the seven participants, CRTs 4, 5 and 7, stated that the consequences were different, and elaborated that it was due to the nature of how girls bully. Individual girls who engage in bullying are less likely to use the as Serious or More Serious kinds of physical action that are acted upon by CRTs and staff members. Female bullying is an underreported, covert behaviour that is difficult to observe or act upon (Craig & Pepler, 1997).

Determining Extent of the CRTs' Understanding of School Policy

In some cases, staff members are provided training in bullying, but CRTs are not included in the process. Two participants obtained information about school policy by observing signs posted in the classroom and posters throughout the school (CRTs 1 and 4), and CRT 1 found that a pamphlet regarding bullying was available on the front desk for parents to read. One participant, CRT 2, found information on bullying in the school's Code of Conduct, and another, CRT 4, explained that they did not know the policy because they

had not read it. CRT 3's experience was that the coordinator takes the issue to administration, and it is handled within the four walls of the administration office. Two participants, CRTs 5 and 6, stated that information on bullying was sometimes made available for CRTs to read in their folder. CRT 7 was the only respondent who mentioned a training prior to CRT job placement at the tertiary level, that described the skills necessary for intervening in behaviour issues, and commented on the booklet he was provided as follows:

What I read from the booklet gives you a general idea of basic policy. It also comes from what you get during your teacher training. If you have had a good teacher training program then you have a good idea of what is appropriate or not. (CRT 7)

As mentioned, many CRTs are beginning teachers, have moved to Victoria from other states in Australia, or are from overseas. Therefore, the fact that CRT 7 (one of the three participants born in Australia) was an experienced teacher who was born and educated in Australia, may mean that his contribution is the most significant in demonstrating how Australian-born CRTs view and intervene in bullying incidents.

Determining Frequency of CRTs Intervening in Bullying Incidents

As participants shared their bullying experiences in the playground, information was obtained on how often CRTs intervene in incidents. Three participants, CRTs 1, 3 and 4, stated that they intervene in incidents during every yard duty, and CRT 2 had intervened only once during yard duty. However, CRT 4 elaborated that in many cases teachers are handling disputes and not bullying. Two participants, CRTs 5 and 7, stated that when they observed difficulties, they lacked time to respond. CRT 6 stated they do not often intervene, and that they have not seen bullying in primary schools.

As described in their examples of minor and serious events, CRTs do not intervene in events they view as either minor or serious. They intervene in what they view as the most serious type of bullying – those that manifest physically. CRT participants tend to ignore the verbal and psychologically-based bullying incidents. They tend not to intervene when bullying includes exclusion, name calling or teasing. Some CRTs reported that peers provided support, comfort and assistance to the bullied child.

Peer Mediators Assigned in Schools

In interviews, peer mediators emerged as a way for peers to support students in the classroom and on the playground in the handling of differences of opinion or difficulties. The CRTs provided the following information on whether the school made use of peer mediators. Only one respondent, CRT 2, firmly stated ‘no’ to this question. Two participants, CRTs 3 and 4, stated that they are used in the classroom, but not outside during yard duty. Four of the seven participants, CRTs 1, 5, 6 and 7, stated that some schools do use peer mediators but this varies between school sites. In cases where peer mediators were used, the participants felt that they were effective in dealing with a child left out, or having a difficulty or issue when playing. The peer mediators freed them to monitor other events they observed. Participants commented on the frequency and number of incidents in which they intervened.

CRTs’ Handling of Bullying in the School Playground

CRTs were in agreement that bullying takes place during playground duty, and in some cases CRTs do not have time to respond to minor and serious incidents of bullying. In general, CRTs are busy responding to incidents involving physical violence which poses a greater risk of physical harm to the child, and bullying events generated by girls are not

being acted upon. Furthermore, CRTs are unclear of policy and procedures and share concerns regarding their involvement in implementing school bullying policy, and the lack of consistency between schools.

How Casual Relief Teachers Respond to Bullying

In responding to how often they respond to bullying events, CRT participants contributed the following comments:

Every time I go out to yard duty. I've intervened whenever it happens: Most of the times it is brought to my attention by the students themselves. They come and tell me. PS 3 has a place to write down the information in their yard duty folder and hardly ever uses them. (CRT 1)

When anybody is bullying in the playground - when on duty - there is always some sort of bullying in the playground. So if you are on duty there is a fight. They behave within the walls of the room but outside they don't. (CRT 2)

I intervene quite a lot with disputes and conflict but I pretty much wouldn't call it bullying. It happens a lot. There seems to be a lot of aggression in the schools, in quite a few of the schools I have been going to. (CRT 4)

I try to intervene in the ones I see. The ones that ... I find it very difficult to intervene in the case when children come telling me a tale. When you have the two students and you don't know the story and you have to find out what student X or student Y said or did. ... I find that very difficult. (CRT 5)

Well, as I said, as far as I'm concerned that is the only incident I witnessed. ... that if the boys get too physical, I will move in and separate them physically. ... Come on, come on boys. You know that kind of thing. ... If they are harassing their victim verbally, I will tell them not to do that and, if the policy is to tell them not to do it harshly. ... What I do is tell them at point blank. ... If you don't stop whatever you're doing, I might report. I might make it official. ... I will make my report and make it official. So

please. Stop what you're doing. It happens all the time and it works ... after the first warning, most of the people will just back off ... at least temporarily. (CRT 5)

One participant, CRT 5, found responding to children's reporting a difficult event due to problems in determining what X and/or Y said or did. They elaborated that when the negative behaviour is addressed, a warning is given that another occurrence will result in the Administration being advised, and the behaviour stops *at least temporarily*. However, when providing an intervention using comments in accordance with policy regarding the behaviours, CRT pointed out that the school did not implement consequences that would stop the behaviour. For example, time out would have been consistent with the expected consequences.

CRTs use a variety of strategies when handling bullying incidents. Most try to insure the physical safety of the children, although many CRTs are not aware of their duty of care responsibilities. In responding to bullying, six out of seven participants attend to events that are physical in nature, whereas CRT 7 responds every time. Although CRTs are in agreement that verbal and psychological bullying events can be more harmful to children in the long term, CRTs are not addressing them. This means that girl bullying may be unreported or underreported in schools where CRTs are supervising playgrounds. The number of events taking place during yard duty prohibits CRTs in responding to events in which children are being isolated by peers, stalked, verbally harassed, taunted or teased.

CRTs' experiences in handling the bullying were analysed in light of how they handled the event in accordance with the schools' Codes of Conduct:

The other day at PS 3, one student (grade 2) kicked another between the legs and pulled hair while lining up for yard duty. I went out to yard duty. The bully was bigger than the target. Later when back in the classroom, I asked him why he did it. I talked to each of the students. Talked to each

and told the bigger child he should be protecting classmates instead of picking of them. (CRT 1)

The participant stated that they left a note for the class teacher regarding the event but they felt that there was no follow-up. This school's Bullying Policy states:

- All staff are firmly committed to putting an end to acts of bullying.
- The school community will be made aware of the school's position on bullying.
- Record and follow up on incidents in the yard duty folder. (PS 3)

The school in which this incident took place has three programs to address bullying behaviour. The participant, CRT 1, also stated they had not observed bullying at another location, PS 1, which has 'Zero Tolerance' to bullying, and has two programs in place based on social skills and cooperation.

The second participant, CRT 2, described being a CRT in a P-12 private school located in rural Victoria - not in the Western Metropolitan Region. Although this participant had never observed bullying behaviour during playground duty, he described the behaviour of a six year-old child with impulse and hyperactive behaviours (ADHD), during yard duty with primary students.

... There was one event. I remember; there was a boy. ... He was known to be a bit aggressive towards his classmates. So we were given instructions to hold him by hand during recess time and lunch time ... and even when I was holding his hand, a couple of times, he went and hit another boy that he had some problems with him before recess ... But apart from that, I didn't see bullying at a primary level ... that boy had that history of hitting other boys. This incidence was just one of many. So, I don't really think that the school made an issue of it. ... Yes, that was the impression I got that they were used to the aggression [from this child]. (CRT 2)

The third participant in this project, CRT 3, related the following event:

Students are having a fight in the playground - and, when you go in to intervene, you are being sworn at. ... I had to get help from a senior staff member. I had to go and call her and then they called an administrator and they got all the senior staff members to come out into the playground to handle the kids. They had gotten pretty aggressive. ... it was reported to the assistant principal who handled the matter. (CRT 3)

The school in question, PS 5, has a social skills and values program in place for dealing with bullying and behaviour issues. As indicated by a feeder school, PS 6 which uses the CASEA Program, the community in which this school is located has taken a proactive role in reducing bullying. The school has an honour system in place, and selects upper level students to walk the playground of the lower school, acting as mentors during lunch time.

In recounting a bullying event, the fourth participant, CRT 4, recounted the following description:

Yeah, I think about a case or example about a school (PS 4)...where two boys were involved. I have been to the school a few times, so I knew that it was a sort of ongoing tension between these two...

On this particular day, I was on yard duty. I was out on the oval and these kids were involved in a game of soccer. Now, the boy in this scenario that I am describing as the bully, was actually in the class that I was taking that day and I knew from previous times at school and hearing how kids talk about him that this kid liked to make the other kid's life miserable every chance he got. ... There were actually four games of soccer going on – four different balls, two goals. ... Massive kids playing soccer in four different directions. One of the games involved these two boys and I was watching, I was keeping an eye on things as you do. ... Some of the play was pretty rough and the bully of this pair, just as the bell went. ... the bully hadn't had the ball... keeps going, kept kicking the ball and the other kid saying to him 'stop, stop, the bell's gone, we have to stop'. The boy just kept on going and the group sort of parted and he kicked the goal. The kid said that it didn't count because the bell had sounded. And they started to argue about it.

The next thing you know, the bully absolutely just lost it. He jumped onto the kid and started kicking.

They were on the ground, you know, and it was on, young and old, and I grabbed him, I grabbed the bully and I thought, ah, ok. You know, I thought about the rule about touching kids, but in this incident, I had to touch the kid because I had to separate him. He would have killed the other kid or made a mess of him if I didn't. So, I had the boys grab the other kid because he at this time was trying to fight back. The kid was absolutely going to town on him. So we pulled them apart. I had hold of the bully/kid and he was struggling and kicking and the language was flying full on, swearing and carrying on. I said, right, you're coming to the office and I intended to take both of them to the office. I kept hold of this kid by the arm because he was still struggling with me, trying to, you know - get to this kid to hit him. They were both – their clothes were a mess, their hair was everywhere. They were both covered in mud, you know, because it had been raining and the oval was sort of muddy. Both landed a few punches. And, as we walked to the office, the other kid walked, was walking following behind us, the bully was struggling and struggling.

We got halfway to the office and he started to calm down. He was just sort of walking along. So I let his arm go. As soon as his arm was let go, he jumps back and attacks this other kid. So, I grabbed him again and pulled him off of him and took him to the office. I took them in, sat them down and called for, now, I think it was assistant principal that actually came out and sat down and - one of the office staff - I went to her, I had to ask her where I needed to go, because my class was going off to PE for that session to find out if they needed me somewhere else. ... The principal had come out as well and he was sitting with the two. You know doing the sort of ... You tell me what happened and then you tell me what happened? ... I just said to this woman that if she wants to speak to me about what happened ... my version of what happened tell her to send me up. I went off to the next class I was to go to. That was the last session of the day so after that I came back to the office, signed out and left. Not a word was said by anyone... I had no further dealing. All I know is, I left the two boys in the office and I went off, I don't know what the outcome was because I wasn't informed. (CRT 4)

School action of counselling the children was taken, but the outcomes were not shared with the CRT - nor were any further actions taken by the school. The CRT's response shows that, in addition to playground duty extras, classroom extras were also assigned. While the class in question was Physical Education, the respondent was then given another class to cover. Although the CRT wanted to stay and report the incident accurately, due to his 'extra' work load, he had to leave and cover another class. This shows that CRTs work without standard breaks, which prohibits their ability to follow through with incidents.

When reviewing the policy of the above school in question, PS 4, it states that punitive measures are used in accordance with the Code of Conduct - but further states that it utilises a non-punitive shared concern approach based on 'No Blame' and 'Shared Concern'. The policy of PS 4 seems unclear - perhaps it is attempting to address bullying behaviour versus inappropriate conduct. In intervening to protect a student, this CRT did not follow the school's policy of 'No Blame' and 'Shared Concern' - meaning that CRT 4's hands-on intervention placed both him and the school at risk of litigation.

The response of CRT 5 further demonstrates that transition is an issue with students on the playground - the transition from class to play, and the time from bell or music call to lining up. This participant's concern over the child's safety was real, and her response indicated concern over liability of contact with a student, and the legal ramifications of intervening.

A persistent child followed another child and teased. I told the child not to do that. I spoke with the child and asked him what was appropriate. I was successful to a point; the incident was finished as far as I was concerned. The teacher was aware of it. I left a note about it... I don't know how often teachers respond to such incidents. There can be gaps between assignments. Well there wasn't much I could do in retrospect about what had happened. I had to go home. Actually, there were others parents involved in what was going on. I could see what was going to

happen. The mother was on the son's side. There was no way, I told the other teacher not to let this teasing student - you know what I mean - in denial, complete denial. (CRT 5)

The response of CRT 5 indicated that the teasing was viewed as a serious event and that the persistent behaviour of the person who bullies was not ceasing. Her response demonstrates the lack of communication between the school and the CRT. Although the school in question, PS 6, currently uses a 'whole school' approach based on CASEA (see Appendix M), as the CRT did not explain when she experienced this event and acknowledged a gap in her employment - it may have occurred prior to program initiation. This event did however demonstrate differences between the teacher's and CRT's understandings of what constituted 'serious'. CRT 5 felt that by defending her son and taking his side, the mother's response indicated complete denial of her child's behaviour.

Participant CRT 6 had also worked at S 5 and PS 7 at one time. It was at PS 7 that they witnessed the best handling of a bullying incident by another. Their response indicated parental involvement in follow-up as follows:

The coordinator just took the student with him. I thought he gave him a detention. The student went out of room. The student was sent to the time out room. His parents were contacted. He was suspended for a couple of days. ... No, not really. No change in his behaviour. There was no change in the student. (CRT 6)

As I progressed through the scenarios of participants' interviews, similarities in events emerged. The last participant, CRT 7, the last participant interviewed in this project, chose to relate a bullying event in relation to school procedures at SS 1:

There was a group of students playing on an oval. One boy pulled a girl over and went to grab her on the ground and grabbed her by her ankles and I considered that bullying because the girl was definitely embarrassed and upset by that because she was in her sports clothes and

her pants were coming down. I considered that bullying and the boy was suspended for four days. I think I have an advantage over other teachers. I'm ex-military. So I get that look and most students know I mean business. The boy, both parents were made to come to the school before the boy was allowed back into the school. There was a conference of the headmaster, myself, and both parents. He was made to apologize and he hasn't been any trouble since. It was the outcome expected. I would have been happier if the other parents had been in the meeting with the other student's parents. (CRT 7)

The above event including differences in gender between the target and aggressor, could have been regarded by the target, the parents and the school, as harassment and physical assault. The CRT involved was included as part of the process. The seriousness of the event was conveyed to all parties, and as events unfolded, all were in agreement on the way to follow up. This participant also related an event witnessed at PS 5, and described how it was handled.

Four of the seven CRTs interviewed, CRTs 3, 4, 6 and 7, provided illustrations of school action being taken and agreed that a follow-up took place. Two participants, CRTs 1 and 5, stated that they had left a note for the teacher whom they were covering for, but were never advised of the outcomes. CRTs 1 and 2 stated that there was no follow-up. CRT 5 did not know if follow-up took place. CRTs 6 and 7 were informed of what had happened.

Three participants, CRTs 2, 5 and 7, were satisfied with the outcomes, but CRT 4 did not know what the outcome was. CRT 6 was not satisfied with the outcome because they observed no change in the behaviour of the student following intervention - the inappropriate behaviours continued. CRT 1 was not told of what happened, and CRT 3's ambiguity regarding this question was due to not being involved in the process. CRT 3 said that they would be satisfied if the outcome was taken seriously by school administration.

Even though CRT 3 had responses regarding school action and follow-up to an event, they had not yet successfully handled a bullying incident. CRT 3 did mention that on yard duty he had an aggressive student with him.

All participants contributed a story regarding a bullying incident. Of all the events recalled, only one mentioned persistent teasing, whereas the others reported on physical interactions. Four respondents, CRTs 1, 4, 5 and 7, described bullying incidents. The three other participants, CRT 2, 3 and 6, provided scenarios of violent incidents they had handled, which demonstrated that not all events occurring during play or lunch time are actually bullying. Based on the interviews, violence is a frequent visitor to the playground. The events showing the targeting of a weaker person by a stronger person through teasing or violent acts were common events during playtime and lunchtime recess.

In their accounts of how they handled bullying incidents, only three of the four participants, CRTs 3, 4 and 7, followed the Code of Conduct for the schools provided. The other participants shared the following insights:

I don't know specifically what the school rules are. (CRT 1)

Well usually, when I'm in the classroom, I sort of say that the rule is, 'you treat each of us and that includes me fairly'. That, of course, covers everything. We will not treat each other unfairly; verbally or physical and everything. And that sort of covers all kinds of bullying and that type of behaviour, you know. (CRT 2)

I just follow the rules laid down by the school; and if I notice bullying in the playground, I make a note of it and give it to the coordinator. The coordinator handles it from there. (CRT 3)

As a CRT pretty much told to follow what the code of conduct tells us to do. Remove the children from the school or out in the yard, to go to an area where they are to sit, for whatever consequences. As I said, you

don't have time to sit and talk with the kids to establish an ongoing relationship with them. (CRT 4)

A persistent child was following another child and teased. I told the child not to do that. I spoke with the child and asked him what was appropriate. (CRT5)

CRT 6 misinterpreted the question and responded that schools have different rules regarding how bullying is handled, and that in some incidents rules are followed and in others they are not. CRT 7's response to this question was interesting.

Stop what is happening, give consequence and send to counsellor. I don't break up or have physical contact. Because of government rules, you can't grab to stop one student from fighting with another. I've seen some teachers just put their bodies between the two students and I've seen others who just stand and wait for it to finish. (CRT 7)

CRTs use a commonsense approach regarding behaviour and tolerance limits. They advise misbehaving students to stop, and try to redirect them into activities where they can exhibit appropriate behaviour. Administration is not generally advised of the events. The significant issue regarding yard duty is time limitations in intervening in playground disputes. Expectations are not consistent from school to school, nor are procedures on handling the behaviour.

CRTs are not sure of policy and procedures. Each school in Victoria is tasked with developing their own policy. As a result, CRTs are left out of the process, and even if the school provides a copy of the Code of Conduct or policy regarding bullying, they may not have time to read or apply it.

As a rule CRTs are not implementing the schools' Code of Conduct or policy while on playground duty as they are not part of the process. Their input is not solicited during the process of developing, implementing or assessing program effectiveness. When they are

responding to events, it is to those involved in physical interaction amongst students. Based on the responses given, non-physical events are being ignored and not acted upon. Furthermore, schools need to have a clear definition regarding bullying that is shared by the entire school community including casual relief teachers. Based on reviewing the policies of three schools, they do share some basic premises; however, their approaches are different. For example, one has 'Zero Tolerance' and the other two have a focus on life and social skills training. Even between the two that use the same program, different definitions are utilised - one uses the definition of the DoE (2006) and the other uses Griffith (1997).

Casual Relief Teachers' Response to Observing an Incident Successfully Handled

In investigating how CRTs respond to bullying incidents, they were asked to describe an event they had observed that was successfully handled. CRT 1 felt the best example was when the School Support Officer (SSO) handled a situation by intervening, interviewing, counselling and reporting an incident. However, the SSO had disenfranchised CRT 1 with the comment, "You're not a regular teacher at this school", and in intervening in the bullying incident, hindered the CRTs' ability to practise the conflict resolution skills he would need to employ in future yard duties at this school. These actions demonstrated the way CRTs are viewed in this school community, and as students are very quick to pick up on the attitudes of adults around them, the CRTs may be disadvantaged. In this case one could rationalise that the SSO modelled the approach of how the school uses a consultative model to resolve school yard conflicts for the CRT, using the procedures outlined in PS 3's Bullying Plan. However, even though the school policy stated that all teachers are to be made aware of the plan, no-one had advised the participant of the procedures or methodology employed when

addressing bullying incidents. This again illustrates the one-way nature of communication between CRTs and the school community.

I can understand that ‘in the heat of the moment’ the SSO wanted to resolve the issue as quickly as possible, however, it would not have taken very long to say, “You are a visiting teacher in our school today, so I am going to show you our way of working through a bullying incident. Let me demonstrate.” The change in phrasing to assign the status as ‘visiting’ teacher would have empowered the CRT.

In contrast to CRT 1, CRT 2 did not observe any bullying during yard duty. However, the other participants recalled experiences of bullying as follows:

Students were having a fist fight on the playground and teachers coming in to handle the students by breaking them apart and taking them to the assistant principal’s office where the matter was resolved. (CRT 3 at PS 5).

Probably, but not one that I can recall. Just, nothing pretty much stands out. In most teachers and in most schools they don’t seem to operate, they sort of react to and give a punishment. (CRT 4)

I cannot honestly say that I witnessed that. Once they allow the bully to do what they like, they change the situation. By changing the work and where the child worked. They were bullying because they didn’t want to work. He sent the child to work on a classroom project on the computer. Well, he was targeting others because, well, he didn’t want to do any work. His aim was to as distracting as he could be. (CRT 5 at PS 6)

The latter account (CRT 6) was relative to a disruptive student in the classroom who was being aggressive and disrupting the learning environment as part of task avoidance. The child had both location and tasks changed in order to remove the stress of having a new adult/teacher to work with. This child’s aggression was not necessarily bullying.

It was at lunchtime – when kids were playing basketball. One student wanted to leave another student out of the game. The student began to argue. The teacher on yard duty came and talked to the students; got their names and went over the school rules with the students. (CRT 6)

CRT 7 also provides an account where one student was not included and an argument ensued. The yard duty teacher discussed the event and linked the conversation to school policy and procedures. The staff member's behaviour was consistent with the approach used by the school (PS 7) and contained in their policy and procedures related to bullying. Participant CRT 7 clearly recognised that problems between children occur in which they are wrong.

Not much, I haven't seen very much. At one school (PS 2), a group of girls chased a younger person from the playground. The teacher who saw it handled it instantly. (CRT 7)

All the participants, with the exception of CRTs 2, 4 and 5, reflected on why the scenario they provided was the 'best case' they had witnessed:

It's the best case I can think of off the top of my head. (CRT1)

It was the best case because there were senior members present and I didn't have to deal with the incident myself. Assistance came from a higher authority. That is why they were able to resolve the problem. (CRT 3)

The teacher on yard duty came and talked to the students; got their names and went over the school rules with the students. (CRT 6)

Participant CRT 7 recalled a fist fight which does not necessarily tell of a bullying event, just a violent one. The respondent took the position that since assistance came from a higher authority, they had the power and ability to resolve the problem.

The teacher who saw it handled it instantly. (CRT 7)

Participant CRT 4 has a firm grasp of what bullying is, and is able to differentiate between disputes and bullying. They believe that aggressive behaviour occurs frequently:

Strictly bullying. I don't know maybe (pause), I would say maybe one time at a given school sometime during the day, I may see some action but my gut is telling me that is what may be going on. (CRT 4)

Other responses that illustrate a 'best case' scenario are given by participants CRT 6 and CRT 7 as follows:

The best case because kids are kids. Sometimes they get involved in a situation where they are wrong. It is more about how they are handled. (CRT 6)

Instant handling. She gave each of the girls who chased the younger one, plastic bags to pick up rubbish. ... The teacher didn't send to the office, she didn't write a report. She saw what happened and gave an immediate consequence. (CRT 7)

The above comments show mixed responses from the participants. One felt that an event was successfully handled because the behaviour was addressed immediately, and a consequence given. This demonstrated that her expectations regarding behaviour were consistently adhered to during yard duty and recess. However, I feel that in each instance a report needs to be made, and the attendant on duty during this instance should have listed the students involved, the issue, where the event took place, and the consequence given, to pass on to the office. By doing so, the office is made aware of the event and the outcome, in case the school receives a call or complaint regarding the behaviour or its consequence.

Two participants felt the event was successfully handled because someone else handled it, and the decision-making was taken out of their hands. Although it appears that in

their best case examples school policy and procedures were followed, policy and procedures were not communicated to the CRTs. As a result, instead of acting on the procedures, the CRTs concentrated on stopping aggressive acts. CRTs were not aware that children were expected to abide by procedures that they had been told to follow when addressing bullying behaviours.

Most 'Stop Bullying' programs tell the children to keep reporting an event until someone listens. Children need to know that what they say and report has value and is valued. They need to understand that events that impact their sense of self esteem are taken seriously.

A positive sign is that children are provided different programs by schools and classroom teachers that teach them what to do when encountering a bullying incident. As a result, they are going to the responsible adult on duty and reporting an event. In many cases however, the CRT on duty is not given the tools necessary to reporting bullying incidents, and when children perceive that an event is not taken seriously, they lose their feeling of safety. I also noted in her redirecting of behaviour, one participant, CRT 5, may be perceived by the child as a person who bullies. In her explanation this respondent stated that she gave a warning saying: "if it happens again, it might result in a disciplinary action". However, in this case the child did not perceive the CRT as threatening with action, but of just stating an outcome if the behaviour continued. Therefore the behaviour did not stop with this intervention but resumed, demonstrating the need for consistency of action.

Conclusions

Reflecting on the related literature and interviews with CRTs about bullying in schools where they had worked, the following themes were revealed:

- Confusion regarding bullying versus aggressive behaviour;

- A lack of awareness of policy and procedures;
- Non-reporting or underreporting of incidents viewed as minor or serious;
- A sense of disenfranchisement among CRTs;
- Permanent staff attitudes resulted in a loss of self-esteem amongst CRTs;
- Differences in consequences based on gender; and
- Current policies and procedures are ineffective.

The responses generated by the CRTs telling of their own success story or an incident handled successfully by another, revealed confusion regarding what constitutes bullying versus aggressive behaviour.

The participants in this study revealed a lack of awareness of schools' policies and procedures. They shared that there was no consistency between schools in how they were advised on policy and procedures. The participants felt left out of the loop, and there appeared to be a breakdown between the school community and its relief teachers. This has resulted in a sense of disenfranchisement among CRTs. In one case, an SSO took over intervening because the CRT was not a staff member.

The attitude of some staff members led to a loss (even if temporary) sense of self-esteem, such as: a Principal reprimanding a respondent for becoming separated from the class while escorting them in the hallway; and a male CRT made to feel uncomfortable because of his gender, when carrying an injured female child to the office. Furthermore, in the course of describing what constitutes minor, serious, or extremely serious bullying incidents, participants' examples of such incidents handled showed that, due to prioritising physical acts of aggression, CRTs were not acting on or reporting events viewed as minor or serious. Differences in consequences were based on gender, and only overt forms of bullying were being handled and reported. The name calling, teasing, and isolation of one person from the group that normally occurs among girls, is not being addressed.

Some CRTs were not in agreement in how a situation should be handled. One participant felt that by having the children report an incident they were placing control of behaviour and how to respond to behaviour into their own hands, and the children were not learning how to resolve their own problem coping skills.

As a result of the interviews, it appears that school policies and procedures regarding bullying are not successful, partly due to the underreporting and non-reporting of bullying events by the relief teachers. It is also due to the fact that current interventions are not successful, as the person who bullies persists and continues to bully without change.

The use of 'restorative practices' demonstrates that a collaborative problem-solving approach with the parties involved accepting responsibility for their behaviour, was seen to be the most appropriate. In some cases, the application of current procedures results in the bullying consequence being applied to individuals who merely try to defend themselves against bullying. These cases may be viewed in a range of ways including: the person who bullies another person in turn changes that person into a villain; a person who bullies is a recipient of bullying; or a person who defends themselves from physical assault is showing socially acceptable behaviour.

Clearly there is a need for change in bullying policies and procedures, and in how CRTs are perceived by the school community. Only one school out of the eight examined during this project, focused on the individual who is bullied and their needs. The other schools focused on the person who bullies, thereby further empowering them in their own eyes and in the eyes of their peers and bystanders. Some recommendations for how these changes can be accomplished are addressed in the next chapter.

CHAPTER 5: CONCLUSIONS AND IMPLICATIONS

In 2003, calls made to the Kids Help Line throughout Australia indicated that children perceived bullying as a significant issue of concern. In Victoria, the percentage of calls regarding this issue was greater. Attitudes of: ‘kids are kids’; ‘it’s just a stage’; ‘we have to be tougher; or “if your child is being bullied, why don’t you just change their school?” - need to change. Bullying influences a child for life and impacts on their academic and social development. It is costly to society not just in monetary terms, but in relationship and trust building.

In Chapter 4, the findings of this project were presented and discussed. The insights derived from the candid responses of the Casual Relief Teachers (CRTs) provided an opportunity to address the following:

- CRTs’ lack of knowledge or misconceptions regarding bullying;
- Current school practices in regard to communications and working relationships with CRTs;
- Ineffectiveness of CRTs in responding to bullying incidents and implementation of school policy and procedures; and
- Overall ineffectiveness of school policy and procedures in regards to bullying.

Casual Relief Teachers’ Lack of Knowledge or Misconceptions Regarding Bullying

Through their responses, CRTs demonstrated an understanding of bullying, despite examples of misconceptions of bullying being reported. The CRTs’ reported understanding of bullying indicated the need for more knowledge in the areas of gender differences, especially in the area of bullying involving isolation, and verbal and emotional

manifestations. The CRTs shared how they intervened in physical confrontations, and confused aggressive behaviours that were not bullying with disputes between two equals. This finding supported Craig & Pepler (1997) who reported that teachers were more likely to respond to physical aggression with high visibility.

Current School Practices in Regard to Communications and Working Relationships with Casual Relief Teachers

As the interviews progressed, participants shared that there is no consistency regarding how school policies and practices are communicated to CRTs. Some of the schools provided the CRTs with a folder regarding school policy, procedures and bell schedules; but this did not occur in all schools. The school Behaviour Management Program is not necessarily communicated or shared with the CRTs, and some respondents found that playground policy and procedures were rarely shared with them. This supports Webb's (2002B) observations regarding isolation of CRTs within the general school community. Schools do not include CRTs in professional development activities aimed at developing policy and procedures regarding student welfare issues. In many instances, CRTs communicate their concerns to office personnel, vice-principals, principals or leading teachers, the communication appears to be one way, and outcomes, decisions and follow-up by the school or other staff members, is not shared.

Ineffectiveness of Casual Relief Teachers in Responding to Bullying Incidents and Implementation of School Policy and Procedures

In many cases CRTs are ineffective in their response to bullying incidents, and their intervention may even put them at risk of legal action under 'Duty of Care'. School policies

and procedures were not adhered to because they had not been communicated to the CRT. The ineffectiveness of CRTs' responses are linked to how CRTs are not viewed as members of the school community by students and staff, thereby supporting Webb (1995; 2002A; 2002B) and McCormack and Thomas (2002) who highlighted sociological impacts on relief teachers.

CRTs only responded to physical aggression, which supports Cohn and Canter's (2004) findings that only twenty-five percent of teachers intervened in playground incidents, with 96 percent of the incidents having no action taken. The CRTs' focus on stopping fights and other disputes meant that they did not have time to respond to children being excluded from activities, isolated by peers from others, or verbally taunted and subjected to even more bullying, as they did not view the incident as serious or as bullying. This provided affirmation of Craig and Pepler's findings (1997) that non-physical forms of bullying go unresolved.

Overall Ineffectiveness of School Policy and Procedures in Regards to Bullying

School policy and procedures become ineffective when they are not implemented or adhered to. However, bullying does decrease when it is addressed and the person who bullies experiences a cost factor. By ignoring or not recognising the bullying behaviour, CRTs can undermine the school's action on policy and procedures regarding bullying. With even regular teachers being confused regarding perceptions of bullying, it is not surprising that Mishna (2004) found complications in implementing school policy. All of the schools state in their policies that they use a 'whole school' approach, but CRTs are excluded - and as visiting teachers - also excluded from school communities. Thus, good policies become ineffective when they are not shared or communicated to all members of the school

community. However, the implications of discrepancies between school policies and practices found in this study have presented an opportunity to make some suggestions.

Victorian schools have policies and procedures in place that have varying levels of success. However, they have the opportunity to become even more effective in developing a positive and safe learning community by: consistently communicating policy with all staff members, both full-time and casual; including CRTs in program design and implementation; providing CRTs with training in programs the school utilises in their efforts to reduce bullying; and by empowering the CRT within the school environ. Therefore, based on the review of relevant literature and CRT responses regarding best practices and areas of need, the following recommendations could be implemented.

Recommendations

To initiate any effective recommendations, people need to view bullying as a significant issue that is pervasive throughout society. It is pervasive and found within family dynamics, amongst preschoolers, within public and private schools, within the workplace, and within social institutions. My recommendations focus on CRTs, Department of Education (DoE) directives to schools, the school administration, the school community members; the community in which the schools are physically located; and programs designed to reduce bullying.

Casual Relief Teachers

CRT knowledge in the area of bullying can be increased in a number of ways including professional development in-services which can be conducted using employment agencies. CRTs need to be proactive in recognising that, because their presence reflects a

change in school routine, until they are legitimately viewed as visiting members of the school community by both children and staff, they will fail to influence the dynamics of the school environ. Therefore, CRTs need to be given preparation and training in various behaviour management and bullying programs. They should be willing and open to participating in school professional development activities, and invited to participate in these activities.

Currently, under the Victoria Institute of Teaching (VIT) licensing requirements for CRTs (2006), renewal of CRT teaching credentials require engagement in professional development activities to maintain certification.

Directives to Schools

Results of this study indicate that the Victorian Department of Education needs to review its online course Pathway Course entitled “ABC’s of Bullying”, which is mandatory its teachers, and located at <http://www.pathwayscourses.samsha.gov/courses.htm#bully>. The DoE needs to provide continuing education credits for CRTs through their inclusion in the course.

In order to include CRT participation in school-based professional development activities that occur during school in-service activities, the DoE also needs to allocate funds to schools. Although the DoE does provide excellent training opportunities to teachers however, there needs to be a more serious focus on bullying strategies for intervention and reporting.

Furthermore, the DoE needs to require the reporting of bullying by teachers and school personnel under the same mandatory conditions required for abuse, and establish a website that any member of the community can log into to post concerns regarding bullying incidents among school children.

School Administration

Principals and vice-principals of schools are responsible for setting the tone regarding expectations of behaviour. As administrators, they can allocate the funding necessary to implement program change, purchase new equipment, allocate staff, and set the tone of the school community. They need to introduce and support CRTs by extending professional courtesy during their assignment, through introducing them to staff and students as valued visitors and members of the school community.

Schools should advise CRTs of the Outcomes of any bullying incident reported by the CRT. This could be in the form of the email, and does not need to disclose details regarding the child. It could be a simple, "Thank you for sharing your observation with us. We will investigate it and advise you regarding outcomes." or, "We spoke with the individuals involved and the outcome was that they will have to apologise to the other parties and do a 'paper detail' in the yard for the next two recesses."

School Community

Some schools are using a 'Whole School' approach and using a collaborative model utilising community resources such as university personnel, hospitals and service providers. However, schools should review the work of Sampson (2002) in regards to elements necessary to develop an effective and comprehensive program that would minimise the incident rates of bullying. Schools need to have a two way dialogue between all members of the school community including CRTs. For this purpose, I recommend community-based assessment for each schools and combining schools through clustering enabling communication and support between schools.

School Leadership

School leadership in assisting CRTs can be as simple as assigning a teacher in an adjacent room to be a mentor to support the CRT. Perhaps one or two helpers could be assigned to accompany the CRT during yard duty, assisting them in the identification of students who are misbehaving or having a need. If a child needs to go to Sick Bay or the Office, a helper could escort them there with a pass, and return. Assistance could also include introducing and interacting with the CRT as a professional educator who may have leadership and professional expertise in areas that can support the school's policies, programs and procedures.

The school's policies and procedures need to be communicated to all working at the school. This communication can be through all schools utilising a CRT folder that includes:

- a handout regarding specialised programs used;
- a copy of the school's expectations regarding student behaviour;
- a point of contact to advise of identified individuals who engage in bullying and areas of concern;
- a list of yard duty schedules for the day; and
- an exit form for the CRT to submit regarding classroom activities and behaviours observed.

The school needs to provide the CRT with enough time to read the folder and ask questions for clarification, and in cases where a lesson plan is not left, the school should implement a policy of maintaining literacy and numeracy lessons available for use in each grade level.

All playgrounds should have an Incident Log on their clipboard so that if a child comes and advises of bullying or a concern such as broken glass, the CRT can note it in the Log and the office can act upon the events documented at the end of recess.

Some of the strategies used by schools have included shortening of the school lunch block. However, this requires a scheduling change, and staff on duty needs to be trained to spot and respond to bullying. Another option could be staggering recess and lunch times for classes, requiring agreement between grade groupings and team ownership of the decision. However, boys can bully either boys or girls, whereas girls tend to bully girls - as one participant stated regarding grades 5 and 6 girls, a problem starting in the class spilled out into the playground. Therefore, in such cases where the person who bullies is in the same class, another remedy needs to be used such as extra monitoring of 'bully zones' that may require increased staffing.

Staff

Some classroom teachers have detailed files including allergies or other needs a child in the class may have. Teachers who prepare for a CRT can assist them by attaching a copy of the school bullying policy and yard duty procedures. This will empower the CRT to successfully implement children's needs as well as school classroom and playground behaviour expectations.

Students

Students respond to the expectations of peers, parents, teachers and administration. When the focus is on values such as reasonableness, respect and responsibility combined with doing what is fair and honest, trust is developed between all members of the community. This includes trust that when someone is hurt through bullying, a caring peer or

adult will intervene. When students trust each other, teachers and administrators in a learning environment, the learning environment is able to support the academic and affective needs of the students.

Trust encourages children to verbalise and report bullying more often. Teachers and parents need to reassure children that ‘telling’ is not ‘dobbing’, and when children are willing to tell, the person who bullies is more likely to be caught and dealt with, which reaffirms that reporting is appropriate behaviour. Indeed, there are numerous useful strategies for telling, one of which could be a ‘bully box’ located on the school’s website. One outside the school office, in the library, or in the classroom itself, may lead to a targeted child’s response. Many schools are now starting to promote activities in areas that lack supervision, which limits the access of the person who bullies to potential individuals to bully. However, this tactic requires staff and volunteers who are committed to participate in age-appropriate program activities.

Parents

Parents need to listen to their children and to their children’s teachers. Parents need to be actively involved in the school community by participating in program development, implementation and evaluation. When schools encourage parental involvement in a caring and sincere manner based on the school’s values, parents will trust the school more, and support its efforts. Many parents are already active in the classroom, assisting in literacy programs through swapping readers, helping in literacy centres, and helping to chaperone school field excursions. However, in the case of bullying, parents need to be advised immediately of an incident and of its outcomes.

Community

The behaviour in the home, the school and community are all interrelated. Many instances of bullying begin in the home or take place on the way to and from school.

Individuals

Members of the community should, if safe to do so, tell the individual bullying to stop when they witness an incident. Furthermore the emergency number (000) should be dialled, and the event and location given. Although bullying itself is not illegal under Australian law, it does have behaviours associated with it that are illegal, including assault, harassment and stalking. Therefore, the individual who witnesses an event should use care in intervention, to avoid possible allegations by the individuals who is engaged in bullying.

Government

In Australia, policies on bullying are currently being implemented fragmentally, with little communication between agencies and groups. Therefore, the government (state and federal) needs to allocate additional funds to address the problem. Currently the DoE is attempting to address bullying through the provision of professional development for school staff, and investigating disputes. The judicial system is becoming increasingly involved in litigations involving bullying, and the stress on members of the school community has resulted in high levels of stress leave, and claims associated with stress. As a result, agencies and schools are providing counselling services and parenting classes. However, a truly collaborative and cooperative approach would require a systemic change on how bullying is viewed and acted upon, and the provision of training services that are coordinated to avoid duplication.

Police

The dynamic of unaddressed early bullying leading to school violence and later criminal involvement, is reflected in the magnitude of violent incidents in US Schools. However, although addressing the problem early may put a strain on resources, a proactive approach with law enforcement provides the person who bullies with accountability for their actions.

In Australia, recent federal and local law enforcement has resulted in charges being made in relation to illegal, video-recorded events involving school-age children. These were promoted and distributed in Victoria, and resulting in judicial proceedings. In order to prevent such instances, I believe that as members of the community, police should be acting as consultants and advising the school community on issues that may impact on them in areas such as gang identification, drug use and distribution, and safety first. There are currently members of the law enforcement community involved in police and school liaison work, however not enough personnel are available to meet requirements. Perhaps a police unit needs to be established that specialises in bullying.

The Media

Acting as the voice of the community, the media sensationalises reports on the most extreme incidents of court awards due to bullying. However, due to the attention it generates, there is a danger that this could encourage negative behaviour. The extent of bullying has only been reported on an incident level, but magnitude of the frequency of events has been underreported.

Increased community involvement in schools could be developed in cooperation with agencies and accomplished through creating master lists of individuals willing to participate and volunteer in each school community. However, as all individuals with access to children

need to have a police clearance; these individuals should complete an application form together with a police clearance form.

Programs Designed to Reduce Bullying

Although discussion of all the programs designed to reduce bullying in schools would go beyond the scope, focus and needs of this project, programs being advocated and utilised in Victorian schools have been discussed in Chapter 2. Some of these program strategies are appropriate for problems other than bullying, for example, when addressing peers of equal power and status, conflict resolution and peer mediation are appropriate. However, some group sessions such as those consisting of individuals who engage in bullying and individuals who have been bullied that encourage the recipients of bullying to ‘stand up’, are inappropriate. Such strategies put the child at greater risk, and only work with adequate support and adult involvement.

Group therapy for individuals who engage in bullying designed to address self-esteem will work only if the person who bullies states that they have an issue with low self-esteem and that this is the reason they bully. What needs to be considered is that most individuals who engage in bullying do not have an issue with self-esteem.

Due to the widespread nature of bullying, its longevity in the school environment and its complexity, bullying will not stop simply because a ‘Zero Tolerance’ policy is in place. Temporary suspension only results in disruption of the student’s learning outcomes, and as there has been no resolution to the problem, upon return to school the bullying continues – unless expulsion was the outcome,.

A ‘No Blame’ policy may have difficulty in being accepted by the school community, and for this reason is now called ‘Method of Shared Concern’. As a learned, acquired behaviour, a person who bullies achieves a desired outcome that has been

reinforced and validated. By saying, "It's alright, no blame is being attributed to you," the impact on the recipient of bullying behaviour is, "Well, if it isn't his blame, it must be mine." Children by nature see things as either 'right' or 'wrong'. To hurt someone is wrong and when we commit a wrong we are responsible to make it right by acknowledging that what we did was wrong - the first step out of denial of a behaviour - acknowledgement.

Personal Reflection

In my opinion the primary strength of this study has been the willingness of the CRT participants to be candid in their responses. Analysis of the data collected in the course of interviews regarding the personal experiences of CRTs provided deeper insights than was expected. In the light of literature on bullying and school programs, the interview responses provided excellent insights into the CRTs' experiences, and enabled comparisons of actual practices with written policies and procedures. Furthermore, analysis of the schools' documents provided a deeper understanding of the theoretical foundations of the policies they had adopted on bullying - including definitions of bullying, school approaches utilised, and procedures adhered to.

As one of my greatest difficulties was to obtain volunteers to interview, if I were to attempt this study again I would change the methodology regarding CRT sampling. In addition to their one-to-one interviews, I would invite participants to form focus groups for open-ended discussions based on their CRT experiences. Both interviews and focus groups would be conducted within the context of professional development activities conducted through service providers, utilising different scenarios for them to respond to.

In the course of interviews with CRT participants, I observed that some confused bullying with aggressive behaviour and isolated incidents of violence. As bullying is a cultural issue with long term ramifications, it becomes more costly as an individual grows

older. Therefore the most effective time to deal with the issue is in the beginning, meaning that children who bully need to have consequences and boundaries. They need to respect the rights of others and not just strive to meet their own intrinsic and extrinsic needs. However, as we can only protect our children to a point, there comes a time when we need to let go. We need to give our children the tools necessary to problem-solve their behavioural, academic, and emotional issues. We also need to give them the tools necessary to build resilience.

As educators, we cannot go into the homes of our children and say, “We can fix this,” or “you cannot do that - you cannot let your one child bully your other child or children.” Parenthood requires no license or training but is acquired through the process of taking care of the needs of others who are in the beginning totally dependent – and one becomes a responsible member of society through learning the expectations of home and community. Educators cannot go into a home and say, “You cannot let your husband or wife bully you or your child.” Nor can we say to the child, “If you do not stop doing that, I’ll have to report you to your parents.” A child would perceive such a statement from the educator as threatening and bullying.

What we can do as educators is say, “We are here to help your child with issues impacting on their learning. This behaviour is resulting in their not developing positive friendships with others. We can provide them with skills that will develop their ability to communicate and work well with others, and if you need extra help the following resources are available for you to use.”

If a child is in an abusive situation or we are made aware by another person that a child is in an abusive situation, we are required under law to report that abuse. This is ‘mandatory’ reporting, and bullying is an abusive behaviour.

Research shows that if individuals who engage in bullying do not change their behaviour they will find themselves involved with the law and incarceration. Just as abused children have a higher incidence of becoming an abusive parent, individuals who engage in bullying create an environment in which the next generation also engages in bullying. As in the case of child and domestic abuse, the bullying cycle must be broken and the act stopped.

As educators, we need to model the behaviour we expect of the children we work with. By setting clear expectations and using patience, understanding and active listening when working with children, the educator needs to move away from “If you don’t stop doing that, I’ll have to report you to your parents”, to “diary entries will be made regarding tasks completed, work habits and behaviour at the end of each session.”

In the beginning of this thesis I stated that bullying is pandemic. It deals with the human rights of children to have an opportunity to live and learn in a safe environment. However, unless bullying is addressed now, that environment is at risk.

We have children impacting on the learning of others by staging classroom disruptions that cause teachers and relief teachers to lose their tempers and get angry. This organised baiting takes place until the students achieve their outcome – teacher loss of control. Unfortunately, it is at that point that the mobile phone records the event without the antecedents. These mobile phones find their way into school playgrounds, bathrooms and changing rooms of gyms, with the purpose of causing pain to classmates. They not only reflect stalking, but they also reflect attacks and the downloading of attacks onto websites.

My chief concern regarding bystanders is their desensitising of our children. It appears that after primary school children become more desensitised to bullying incidents. We need to be shocked over injustice and not be complacent. We need to evolve to having a shared vision based on treasuring learning, treasuring our children and treasuring our tomorrows.

What type of tomorrow will that be? We are at a crossroads with the emergence of technology and its influence in instant messages, instant news, and instant communications. We need to address bullying in all its forms, and have a viable plan and procedure in place to handle this situation. We need to communicate our values with clarity and conciseness in this transitioning world.

During the past fifty years I have witnessed a world the children of today would not recognise. Some of the events I have witnessed have brought joy, and others have brought anguish and sorrow - but 'that is life'. I treasure a plaque my mother gave me that has a place of pride in my home office. It quotes President John F. Kennedy, Thirty-Fifth President of the United States, "Children are the world's most valuable resource and its best hope for the future." As children are our hope for the future, they need to have a sense of connectedness to each other that is based on cooperation, confidence in abilities and compassion. The cycle of bullying needs to be broken.

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Appendix A

National Crime Statistics Data For the Nation and State of Victoria

The information in this appendix was obtained from the Australian Bureau of Statistics utilising Year Book 2000 and the National Crime Statistics Data for 2004-2005. The National Crime Statistics Data was for the twelve months proceeding April 2005.

National Crime Statistics 2004-2005

In April 2005, there were 15,966,900 persons aged 15 years and over living in private dwellings in Australia.

Figure A.1 illustrates that 58,900 persons were victims of at least one robbery, 770,600 persons were victims of at least one assault, and 44,100 (0.3%) persons aged 18 years and over were victims of at least one sexual assault. In total 841,500 persons aged 15 years and over were victims of one or more of these selected personal crimes, equating to an overall personal victimisation prevalence rate of 5.3%.

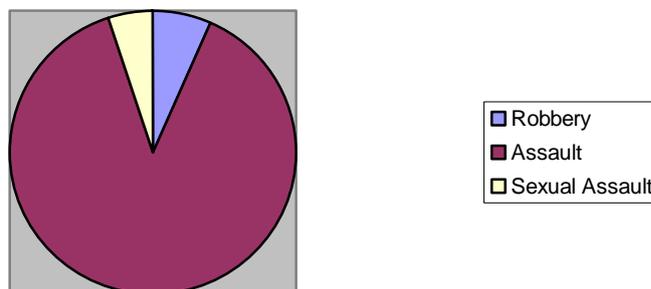


Figure A.1. Personal crime victimisation statistics for Australia.

Assault Victims

For assault victims, common reasons for not telling the police were that the incident was too trivial or unimportant and that the victim considered it a personal matter or would take care of it themselves. Only Victoria showed a statistically significant change in the reporting rate increase of 8% between 2002 and 2005, with the rate increasing to 32% in 2005 from 24% in 2002. Young people were victims of assault more often than older people and 54% of assault victims were male. In addition an individual was more likely to be an assault victim if they were born in Australia, unmarried and unemployed.

Almost 90% of the crimes reported no weapons used in the assault with 77% of the victims' not experiencing injury. Approximately 31% assault victims reported that no weapon was used in the most recent incident and that the event took place in the victims' home, and 77% of victims were not injured in the most recent incident. Twice the number of females reported assaults in the home than males with 73% of the victims reporting that the offender was male and known to them in 63% of the incidents. Support was most commonly provided by a family member, neighbour or friend by approximately 91% of the assault victims.

Sexual Assault

In 2005, there were an estimated 44,100 persons aged 18 years and over who were victims of at least one sexual assault in the 12 months prior to the survey; a victimisation prevalence rate of 0.3%. Approximately 72,000 incidents of sexual assault were experienced by these victims.

Reporting to Police

The proportion of victims that reported the most recent incident to police varied depending on the type of offence with the highest number of reports being for motor vehicle thefts (90%) followed by household break-ins (74%) with robberies (38%) and only 31% attempted break-ins and assaults being reported.

Crime Statistics Data for the State of Victoria

The Year Book 2000 prepared by the Australian Bureau of Statistics reported data for violent behaviour. In Victoria that data reflected the extent of violent behaviour amongst 0-14 and 15-24 year olds in the State of Victoria.

Table A.1

Victims of Crime Recorded by Police (a) in Victoria for the Year 2000

Type	Total Report	01-14 Males	0-14 Persons	15-24 Males	15-24 Persons	0-14 Females	15-24 Females
Homicide: Murder	110		1	4	5	1	1
Attempted Murder	211		8	6	7	4	1
Manslaughter	24		2	0	1	0	1
Driving Causing Death	101		13	2	19	2	6
Assault	32,484	73	(b) 460	3,097	(b) 1,034	25	276
Sexual Assault	4,617	11	(b) 550	86	(b) 916	436	823
Kidnapping/ Abduction	212	1	45	13	35	33	22
Robbery	5,443		(b) 139	743	(b) 1,034	25	276
Blackmail/ Extortion	115		0	8	12	0	4

Source: ABS data available on request, National Crime Statistics Collection (a) for offences (e.g. robbery and blackmail/extortion) where the victim may be a person or organisation, only person victims are included; and, (b) included those victims for whom sex was not stated.

Of the 0-14 Year Old Age Group there were a total of 2 murders; 16 attempted murders; 4 cases of manslaughter; 17 driving caused deaths; 1,655 assaults; 1,096 sexual assaults; 90 kidnappings/abductions; 272 robberies and 0 cases of blackmail/extortion for this age group.

Of the 15-24 Year Old Age Group there is a marked increase in assaults, robberies, sexual assaults and emergence of crimes involving blackmail/extortion. There were 10 murders; 14 attempted murders; 2 cases of manslaughter; 24 cases of driving caused deaths; 9,466 assaults; 1,825 sexual assaults; 70 cases of kidnapping/abduction; 2,053 robberies and 24 cases of blackmail/extortion.

Of the crimes reported, assaults were of a concern to the Kids Help Line callers. The other crimes could be associated with the calls under peer relationship/family relationships and bullying. Not enough can be extrapolated from the data to determine whether it was “peer” related crimes or if the victims were dependent on the one perpetuating the crime.

Table A.2 reflects the Relationship of Offenders to Victims of Crime during the Year 2000.

“According to the report the relationship of the offender to the victim is known in about one in five (19.4%) of recorded crimes. For the offences of murder, attempted murder, sexual assault and blackmail/extortion, offenders were much more likely to be known by the victim. In many reports the relationship is not stated so care needs to be used when reviewing the statistic.” (Victorian Year Book 2000: p. 100)

The data shows that there is a relationship existing between offenders and victims. Table A.2 illustrates the dynamics of these relationships.

Table A.2

Relationship of Offenders to Victims of Crimes in Victoria for the Year 2000

Type for All Groups	Known to Victim Family Member	Non Family Member	Unknown	Not Stated	Total
Homicide: Murder	13	20	21	1	55
Attempted Murder	16	21	14	0	51
Manslaughter	3	2	7	0	12
Driving Causing Death	3	16	32	0	51
Assault	918	1,550	3,647	10,426	16,541
Sexual Assault	375	767	525	807	2,474
Kidnapping/Abduction	0	23	65	18	106
Blackmail/Extortion	4	20	17	17	58
Total Acts	1,332	2,419	4,328	11,269	19,348

Offenders

In 3,751 cases the crime was committed by a person known to the victim and in 1,332 incidences the crime was committed by a family member. 4,328 cases were committed by a person or persons unknown with 11,269 not divulging the information to the police.

Victims

In 19,015 crimes of Assault and Sexual Assault 4,172 were committed by unknown individuals and over 59% of the victims (11,233) not stating who committed the crime. Most victims of sexual assault do not report the crime and if we look at what Rigby (1997) and the Mayo Clinic (2001) reveals regarding not telling about bullying, we can hypothesise that if 40% of the males and 25% of the females keep silent the number of assaults and sexual assaults is even greater.

In conclusion, what is being done to the target is criminal and is impacting society at its core. Whether the crimes committed against 0-14 and 15-24 Year Old Age Groups are bullying related cannot be ascertained. However, it does demonstrate that violence is evident in the 0-14 and 15-24 Year Old Age Groups of a magnitude that police intervention is necessary and required. For society's future functioning and wellbeing, bullying will have to be taken seriously. The "right" and "wrong" of the behaviour needs to be addressed and the behaviour unlearnt and stopped. Otherwise, the potential of the targets is not fulfilled; contributions they could possibly make not be achieved; we have victims who remain silent enabling the person who bullies/offender able to find another victim. We will be faced with an avalanche of new offenders perpetuating themselves as a consequence.

Appendix B

Interrelationship of Bullying and Suicide

It is difficult to determine the number of suicides for this age group. In some cases, a suicide may be recorded as an accidental death. Injury is the number one cause of death for children in this age group (ABS, 2007). The statistical data for suicides I found and reported in Table B.1 are for all age populations. In Australia, the Australian Bureau of Statistics cites figures for age groups above 14 years of age. In the next age group 15-28, suicide as a cause of death occurs at a slightly higher rate than automobile fatalities. However, as noted in that table, the recording of a death as a vehicle accident instead of a suicide can occur especially in Christian countries. The WHO provided the above disclaimer:

“Social attitudes may have a major impact on recorded figures. For example, in Christian countries, an automobile hitting a tree in broad daylight with perfect road conditions might be recorded as an accidental death out of deference for the suffering of the bereaved.” (WHO, 2007)

In the next area of this section we will look at tables that reflect statistics regarding suicides by nation and enquires made to Kids Help Line a Suicide Prevention Help Line. For Kids Help Line, I looked at telephone counselling sessions only. The organisation now provides a website and responds to on line requests as well. With the increase in cyberbullying, the stress factors on the victims will only increase, they will not be able to escape the bombardment of text messages, “Blog” postings or posting of embarrassing visual moments.

The statistics provided in Table B.1 are for all populations.

Table B.1

Suicide Rates by Nation and Gender

Nation	Year of Report	Males/100,000	Females/100,000	Suicide Rate/100,000	Suicide Rank/WHO
AUS	2001	20.1	5.3	12.7	32 nd
USA	2001	17.6	4.1	10.7	45 th
UK	2002	10.8	3.1	6.9	59 th
IRE	2001	21.4	4.1	12.7	33 rd
NOR	2002	16.1	5.8	10.9	43 rd
NZ	2000	19.8	4.2	11.9	37 th
CA	2001	18.7	5.2	11.9	35 th
DEN	2000	20.2	7.2	13.6	27 th
FR	2001	26.6	9.1	17.8	19 th
GER	2001	20.4	7.0	13.5	28 th
Italy	2001	11.1	3.3	7.1	58 th
Greece	2002	4.7	1.2	2.9	78 th

Source: http://en.wikipedia.org/wiki/List_of_countries_bysuicide_rate

On a global level Australia ranked 32nd out of 100 countries for suicides. The USA ranked 45th and the UK 59th. The other countries investigated were all in the top 60 with the exception of Greece which ranked 78th.

The Kids Help Line responds to inquiries about social issues and children contact the Help Line for information, someone to talk to or a referral to another agency or organisation. Suicide rates The Kids Help Line in Victoria reported statistics that state the rate for young males 15-24 has risen 300% during the 30 years to 1990. Client Profile show females (F) make 84% of the calls and 83% were Anglo-Australian. In 2004 of the 14,820 calls of children and young people who required counselling for immediate and pressing issues females made 75% and males (M) 25% of the calls 88% were Anglo-Australian.

In 2005, of the 164,672 calls received throughout Australia; 81,863 calls were answered. This means that 50% of the calls go unanswered due to manpower restrictions and adds children and young people age 5 to 25 to the caller demographics. There were 693 calls received wherein 41% reported episodic bullying; 38% frequent or continual incidents;

16% isolated incidents and 5% requesting information or concerned for a friend. Of the top ten concerns children made inquiries about family and peer relationships, physical and child abuse, drug and alcohol abuse and self image could reflect the effects of bullying on the individual within the home and community. All these categories when looking at the impact of bullying on the target can reflect the pervasiveness of bullying and the need to link closely the magnitude and degree of its pervasiveness.

Figure B.1 lists the factors callers cite as the main concern when the issue of suicide presents. Bullying can lead to an individual reaching the point of seeing no way out and their pain and depression becomes so great that they feel suicide is the only option they have available to stop the pain and to end the abuse. Suicide is also a result of bullying in Australia. I know of one student, female, who committed suicide because she was bullied.

The issues that were of a concern to the callers to the help line for Victoria shown in Figure B.1 when reviewed by theme indicate the influence of power imbalance, a critical element of bullying, on many of the causes for children’s calls. Appendix A reflected the reporting of crime to law enforcement.

2002	2003	2004	2005
Family Relationships	Family Relationships	Family Relationships	Family Relationships
Sexual Abuse	Self Image	Peer Relationship	Peer Relationships
Mental Health	Sexual Abuse	Partner Relationships	Partner Relationships
Grief & Loss	Mental Health	Bullying	Mental Health
Partner Relationships	Grief & Loss	Emotional/ Behavioural Management	Emotional/ Behavioural Management
Physical Abuse	Peer Relationships	Mental Health	Bullying
Self Image	Physical Abuse	Child Abuse	Child Abuse
Peer Relationships	Partner Relationships	Pregnancy	Leaving Home
Sexual Assault	Emotional Abuse	Leaving Home/ Homelessness	Pregnancy
Drug Use	Sexual Assault	Grief & Loss	Drug & Alcohol Abuse
Emotional Abuse	Loneliness		
Study Issues	Study Issues		
Bullying	Bullying		

Figure B.1. Contributing factors in rank order where suicide is main concern.

Appendix C

Analysis of Bullying Articles by the Media by Theme

The Need for Parent Notification

The article below and the editorial regarding the attempted suicide of a primary student demonstrated the need for schools to advise parents in a timely manner of events involving their child's safety.

- *Parents Seek Truth about Bullied Son* – This article was in response to parents finding out that their son attempted to hang himself on the playground after months of bullying by other students. Student bystanders intervened when he was stopped by peers after the initial attempt failed. Students witnessing his attempt went to get a teacher. The school did not advise the parents of the event and the parents have denied access to the incident report by the Victoria Department of Education (DoE).

The parents should have been afforded the opportunity to come to the school, check on their child and take him to the doctor if necessary or to comfort their child. The children at the school who witnessed the event showed care and compassion for their classmate by getting help. The child who reported the incident to the parent should be commended for “telling” until someone listened.

The Government's view was that since the investigation was conducted by a private investigator, it is not covered by Freedom of Information. A Tribune Appeal was scheduled for 20 May 05 (Papadakis, 2005).

- *Give Them the Truth* - An editorial in response to the article supports the parents' position and argues that the silence regarding the incident is keeping the family from processing through the events. It condemned the DoE for not assisting in the recovery:

“that the parents had to seek help for their child on its own; the government was spending tens of thousands of dollars fighting the

case; that even the bits and pieces of information doled out to them have been inaccurate, the family claims, heightening their anxiety and fuelling the suspicion that the bureaucrats are more concerned with protecting their backs than aiding a troubled pupil.”

It left the reader with the following questions to reflect on: Is the Department covering up failings at the school? Why are the bureaucrats keeping secret a matter of life and death importance to the family's wellbeing? When would the child's parents been notified of the event? What will the eventual outcome of this situation be? (Sunday Herald Sun, 2005)

How Bullying is Perceived by Educators, Parents and Children

With the increase of media coverage regarding bullying, the issue of school safety is of growing concern to parents, educators and children. Articles cited below reflect how parents are responding. Children are being removed from school and tutors are being hired to home school traumatised children. This has resulted in children not wanting to go to school. It substantiates the link between bullying and attendance postulated by Rigby (1997) and Williams, Chambers, Logan and Robinson's (1996) findings that girls who are bullied tend to stay home more so than males.

- *Class is Out Over Bullies* - Two girls who were too afraid to go to school and are being tutored at home after being harassed and threatened by a gang of about twelve girls. The National Coalition Against Bullying Secretary, Maree Stanley said, "One in six Australian children are bullied weekly. The number of parents withdrawing their children from school to give them lessons at home or changing schools over bullying was increasing" (Rindfleisch, 2005, p.32).

Even with the children leaving school and being tutored at home, it does not correct the problem created by the bullying and harassment. The girls too afraid to go to school need to be with their peers in a safe and positive learning environment. The bullying needs to be stopped and the girls responsible for the bullying held accountable. Many of the recent articles in publications and on the internet reflect the influence of gang and group bullying amongst secondary students both in school and on the internet. The internet influence is presented in the next portion of this section.

Three stories covered the following event. Two are reflected in this section and the third is reflected in the cyberbullying portion of this section.

- *Bullying Must Stop* - An Editorial focused on how a teenage boy was bashed and the assault recorded at Balwyn High School. The attack lasted 45 minutes (Sunday Herald Sun, Editorial, p. 78).
- *Ban on Bullied Boy is Backed* - The DoE supported Balwyn High School's decision to suspend a student who was seriously assaulted by students. The bullied boy who fought back was suspended along with several other students (Riley, 2005, p.24).

The child who was assaulted and who fought back in defence was treated in the same manner as the group who engaged in the activity. The fact that there was more than one individual involved and the group was recording the event indicates that this was bullying. There was no balance of power amongst the individual versus the group. The school in handling the event as a fight further penalised the victim or target of the assault. The attack lasted almost an hour with no intervention by the adults in charge. The power imbalance still exists in that the bullied boy was hurt not just by the assault but by the school administration's handling of the incident. These two articles reflect that targets of bullying are not having their needs met by the school because of application of school policy regarding violence.

Sexual Harassment

The DoE defines harassment as when a person:

“engages in unacceptable discriminatory behaviour (including harassment) towards another person based on sex, race (including colour, nationality and ethnic or national origin), marital status, the status or condition of being a parent, the status or condition of being childless, religious beliefs, political beliefs, or physical or mental disability or impairment.”

Sexual harassment is a form of bullying if the individual who commits the act does so repetitively with a single individual or a series of individuals over time. It is to be dealt with as all other cases of bullying. Impact on the child and community is reflected in the increase in reported cases of sexual abuse in Victoria:

- *School Sex Alarm* - Police have reported that 40 cases of sexual abuse have taken place in primary and secondary schools in Victoria. The abuse has taken place on and off school grounds with allegations made against children as young as seven. “A Herald Sun survey of 14 of Victoria Police's Sexual Offences and Child Abuse Units found children in poor, fast-growing outer-suburban areas were most likely to become victims of the school-related offences” (Beauchamp, 2005).

Rigby's (1997) study utilising scenarios of verbal, physical and psychological bullying also looked at student responses regarding intervening when they observe bullying. The report only noted that sexual coercion was evident in secondary schools possibly linking that form of behaviour to older children due to maturational issues. This article reflects that primary students as well may be participants in this type of behaviour. As discussed previously in this chapter, bullied children are involved in a cycle just as abused children and adults are involved in an abuse cycle. Bullied children may chose partners who later abused

them sexually. The degree of victimisation and the involvement of a group or gang related bullying incident is described in the next section.

Recording of the Bullying Event

The recent events in Werribee with the sale and distribution of a video showing the sexual harassment, torture and humiliation of a young woman by a group of youths on the Werribee River; the bashing of an intoxicated patron outside a bar; and, the burning of a homeless person promoted outrage throughout Victoria. The Video was broadcasted as a television news release over a two day period and parents who recognised their children reported their children to the police. What was more alarming was that the juvenile offenders felt no remorse nor did they think they had done anything wrong; up to and including the making of a profit from these events. The children in this case are being charged and the Australia State Police have announced that possession of the video constituted possession of child pornography.

This series of bullying and unusual events reported by the media is representative of bullying as a new element in the characteristics of bullying behaviour. In most cases the use of mobile phones for videotaping bashings of individuals and distribution of the event to further traumatise the victim. Another example was:

- *Bully-Cam: Students Film Bashing* - A bashing incident at Balwyn High School in which a student was attacked at a park near the school and was recorded by one of the students present. The mother is considering legal action. The mother stated that she "feared the bullies would strike again and it was the second time her son had been seriously assaulted at or near the school." Principal Armstrong stated, "It had been the school's most serious incidence of bullying since he became Principal." The school suspended the student who retaliated. The victim stated, "He had been

unable to get up after the attack and that he had been kicked in the head, stomach, arms and legs” (Riley, 2005, p.1).

The event illustrated depicted the onlookers cheering until the teacher on duty could intervene. The event was recorded by three mobile phones by students. The outcome according to the article entitled, *Students suspended over YouTube fight video*, viewed and dated 9 Feb 07 on ninemsn captures the essence of the degree of school violence. Permission to use the photograph has not been obtained; therefore, I have found this illustration that reflects the posturing of the two individuals involved. The outcome was that both individuals were suspended and students reminded of appropriate net use.



Figure C.1. A person who bullies with victim.

One just needs to look at the body language of the boy on the ground – his hand open palm up, in a defensive stance, while the other boy on top has him pinned with a hand to the neck while with his other hand he punches while another classmate says “...f’ing kill him” during an event which lasted over two minutes witnessed by twenty people that started with hitting and wrestling to the ground.

Other cyberbullying accounts follow:

As we entered a new millennium the bullying behaviour of the involvement of friends, name calling, telling rumours, banishing, leaving notes or writing on ‘loo’ doors or

walls that represent the ways girl bullying is manifested has expanded to include websites, Blog postings, text messages, instant messages and chat room stalking.

- *School Bullies Tormenting by Text* - “One in seven pupils have been the victim of bullying via text message according to Putting U in the Picture by the NCH” (Blackley, 2005). The writer elaborated that one in five of the children questioned admitted sending threatening or bullying text messages and that one in ten children photographed on mobile phone cameras feel uncomfortable, embarrassed or threatened.
- *Victim is Pushed to Edge* - The victim reported that the 21 February 05 attack would have been worse if he had not defended himself. He was approached on the way to the bus stop by one of the students at the park. There were twenty in the group and the victim reported, “Several members recorded the attack using their phones and they were filming like it was some type of trophy” (Riley, 2005, p.6).

It is not just students who are being targeted by members of the school community using the web. A March 15, 2007 article focused on a principal of a Victorian School being targeted on line by parents in a Blog.

- *Parents under fire for cyber-bullying* reported that unidentified individuals unhappy with a school change in administration posted an anonymous log regarding program changes at the school. The article quoted Victorian Principals Association President Fred Ackerman, citing the website was a “landmark of the worst kind.” (Smith, 2007)

The media sensationalises the event of bullying as stories of the event unfold or the matter becomes a matter of public record. The sensationalism can also lead to desensitising of the public over the event or behaviour. The sensational stories get the media attention while the day to day bullying events go unreported.

Appendix D

A Copy of Victoria University's Ethics Subcommittee Approval to Conduct Human Research

Faculty Human Research Ethics Subcommittee

MEMORANDUM

TO: Dr Rosemary Mulraney & Dr Colleen Vale
Principal Investigators
School of Education
Faculty of Arts, Education and Human Development

FROM: Dr Denise Charman
Chair
Human Research Ethics Subcommittee
Faculty of Arts, Education and Human Development

DATE: 17 August 2006

SUBJECT: Approval of application involving human subjects

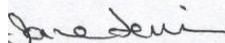
Thank you for your submission detailing amendments to the research protocol for the project titled, *Deadly Playgrounds: Relief Teachers and the Reporting of Bullying Incidents in Victorian Primary Schools*

The proposed amendments have been accepted by the Faculty Human Research Ethics Subcommittee and approval for application HRETH.06/99 has been granted from 1/9/2006 to 30/9/2006.

Please note that, the Faculty Human Research Ethics Subcommittee must be informed of the following: any changes to the approved research protocol, project timelines, any serious or unexpected adverse effects on participants, and unforeseen events that may effect continued ethical acceptability of the project. In these unlikely events, researchers must immediately cease all data collection until the Committee has approved the changes.

If you have any queries, please do not hesitate to contact me on 9919 2536.

The Committee wishes you all the best for the conduct of the project.



Dr Denise Charman
Chair
Human Research Ethics Subcommittee
Faculty of Arts, Education and Human Development

Appendix E

A Copy of the Department of Education's Approval to Conduct Research in Victorian Schools



Department of Education & Training

Office of Learning and Teaching

SOS003310

Ms Kathleen Hallgarten, et al
PO Box 299
ST ALBANS 3021

Dear Ms Hallgarten

Thank you for your application of 15 June 2006 in which you request permission to conduct a research study in government schools titled: *Deadly Playgrounds: Relief Teachers and the Reporting of Bullying Incidents in Victorian Primary Schools*.

I am pleased to advise that on the basis of the information you have provided your research proposal is approved in principle subject to the conditions detailed below.

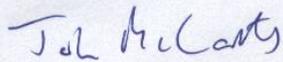
1. Should your institution's ethics committee require changes or you decide to make changes, these changes must be submitted to the Department of Education and Training for its consideration before you proceed.
2. You obtain approval for the research to be conducted in each school directly from the principal. Details of your research, copies of this letter of approval and the letter of approval from the relevant ethics committee are to be provided to the principal. The final decision as to whether or not your research can proceed in a school rests with the principal.
3. No student is to participate in this research study unless they are willing to do so and parental permission is received. Sufficient information must be provided to enable parents to make an informed decision and their consent must be obtained in writing.
4. As a matter of courtesy, you should advise the relevant Regional Director of the schools you intend to approach. An outline of your research and a copy of this letter should be provided to the Regional Director.



5. Any extensions or variations to the research proposal, additional research involving use of the data collected, or publication of the data beyond that normally associated with academic studies will require a further research approval submission.
6. At the conclusion of your study, a copy or summary of the research findings should be forwarded to the Research and Development Branch, Department of Education and Training, Level 2, 33 St Andrews Place, GPO Box 4367, Melbourne, 3001.

I wish you well with your research study. Should you have further enquiries on this matter, please contact Chris Warne, Project Officer, Research on (03) 9637 2272.

Yours sincerely



John McCarthy
Assistant General Manager
Research and Innovation Division

14/7 / 2006

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Appendix F

Victoria University Information to Participants

Dear Colleague,

Bullying in schools is an issue that requires additional research and study. A summary of this research project follows.

Aims:

The aims of the Project are to:

- Determine Casual Relief Teachers' (CRTs') understanding of bullying;
- Determine CRT's understanding of policy and procedures at the schools where they are working;
- Examine how the schools' bullying policies are implemented by CRTs in primary schools in the Western Region of Victoria; and
- Examine how CRTs respond to bullying incidents.

Background:

This research has arisen in response to concerns expressed by teachers, parents and the media about bullying in the playgrounds of Victorian schools. This project focuses on the role of Casual Relief Teachers (CRTs) while performing duties in the playground.

Research on the effectiveness of CRTs on reporting bullying on the playground is needed. There have been no studies to date conducted in Victoria regarding the influence of CRTs in relation to student bullying behaviour during non-instructional blocks of time in schools such as recess times and lunchtimes.

The research is significant because it will benefit the broader educational community, fill the gap that exists in the research literature and give CRTs a voice regarding this issue.

Methodology:

The research will be conducted with a sample of 10 CRTs who teach in the Western Region of Victoria; and three State primary schools that the CRTs have indicated as a common location of employment. The research will consist of document analysis, semi-structured interviews, qualitative analysis of data; and the research findings will be presented as vignettes.

Document Analysis:

The Department of Education and Training's (DE&T) Bullying Policy and the three selected primary schools' *Code of Conduct*, bullying policy and procedures will be read and analysed to determine how the schools have developed and implemented the DE&T's Bullying Policy.

Semi-structured Interviews:

Ten CRTs shall be interviewed individually (Appendix) and the interviews will be tape recorded with the consent of the CRTs to facilitate note taking and accuracy of information obtained. The interview will take approximately 90 minutes to complete and will be semi-structured using 36 closed and open ended questions.

The interview will be conducted by Kathleen Hallgarten, Student Researcher, under the supervision of Dr. Rosemary Mulraney (Principal Investigator) or Dr. Colleen Vale (Co-Investigator). Kathleen is a CRT and is a student researcher. She is familiar with the experiences of CRTs with respect to the topic under investigation.

Vignettes:

Separate vignettes will be developed to illustrate the experiences of CRTs regarding:

- CRTs' understanding of bullying;
- CRTs' understanding of policy and procedures at the schools they are working;
- CRTs' implementation of bullying policy in primary schools in the Western Region of Melbourne; and
- CRTs' response to bullying incidents.

The research has two areas that are intrusive in nature. It examines potentially sensitive or contentious areas; and it seeks disclosure of information which may be prejudicial to participants. Discussing bullying may lead to a participant to remember a physically or emotionally painful experience such as, if they were involved in a bullying incident on the playground; or if they were criticised by a Principal for any action the CRTs took on the playground.

The second risk is that the CRTs may be anxious if they are put in a position where they criticise the senior staff in a school for not following policy or not having an effective policy. CRTs could fear that future work will be denied or that criticism could have a negative affect on their career. The identity of the CRT will be kept confidential using established methods and procedures and the researchers will abide by all regulations regarding confidentiality and disclosure. Confidentiality will be maintained. CRTs are encouraged to contact Prof Maureen Ryan (9919 2224) at Victoria University if they experience anxiety regarding participation in the research. Care will be taken to insure that the identity of the CRTs and school's cannot be identified.

Any queries about your participation in this project may be directed to Kathleen Hallgarten, Student Researcher (Ph: 0409556604); Rosemary Anne Mulraney, Principal Researcher (Ph: 03 9919 4402); or Colleen Vale, Co-Investigator (Ph: 03 9919 4893). If you have any queries or complaints about the way you have been treated, you may contact the Secretary, University Human Research Ethics Committee, Victoria University P.O. Box 14428 MCMC, Melbourne, 8001 (Phone: 03 9919 4710).

Appendix G

Victoria University Consent Form for Subjects Involved in the Research

We would like to invite you to be a part of a study in the Western Region, Victoria that aims to investigate 10 casual relief teachers’ understanding of bullying; casual relief teachers’ response to bullying; and State primary school bullying policies, procedures and implementation. The research will take place in the School of Education, Faculty of Arts, Education and Human Development, Victoria University between August and September 2006. This research will use semi-structured interviews to collect data and the findings will be presented as vignettes.

Data gathered during this Project will be coded so that participants’ names remain confidential. Any information involving you will not be passed on to State primary schools where you work or any Casual Relief Teacher Employment Agency. It is unlikely that you will experience any anxiety as a result of participating in the research but if you do experience anxiety, please discuss it with the researcher. If you still have concerns, you can contact Prof Maureen Ryan (Ph: 9919 2224) to discuss your concerns.

CERTIFICATION BY SUBJECT

I,
of

certify that I am at least 18 years old* and that I am voluntarily giving my consent to participate in the study entitled ‘*Deadly Playgrounds: Relief Teachers and the Reporting of Bullying Incidents in Victorian Primary Schools*’ being conducted by Dr Rosemary Anne Mulraney, Principal Investigator; Dr Colleen Vale, Co-Investigator; and Kathleen Hallgarten, Student Investigator.

I certify that the objectives of the study, together with any risks and safeguards associated with the procedures listed hereunder to be carried out in the research have been fully explained to me by Kathleen Hallgarten and that I freely consent to participation in a semi-structured interview.

Procedure:

Tape Recorded semi-structured Interview of 34 questions.

I certify that I have had the opportunity to have any questions answered and that I understand that I can withdraw from this study at any time and that this withdrawal will not jeopardise me in any way.

I have been informed that the information I provide will be kept confidential.

Signed: }

Witness other than the researcher: } Date:

.....}

Any queries about your participation in this project may be directed to the Principal Investigator: Dr Rosemary Anne Mulraney (Ph. 03 9919 4402) or to the Co-investigator Dr. Colleen Vale (Ph. 03 9919 4893). If you have any queries or complaints about the way you have been treated, you may contact the Secretary, University Human Research Ethics Committee, Victoria University, PO Box 14428 MCMC, Melbourne City MC, Victoria 8001 (Ph: 9919 4710).

[*please note: where the subject/s is aged under 18, separate parental consent is required; where the subject is unable to answer for themselves due to mental illness or disability, parental or guardian consent may be required.]

Appendix H

Victoria University Information to Participating Schools

Dear Colleague,

Bullying in schools is an issue that requires additional research and study. A summary of this research project follows.

Aims:

The aims of the Project are to:

- Determine Casual Relief Teachers' (CRTs') understanding of bullying;
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- Examine how the schools' bullying policies are implemented by CRTs in primary schools in the Western Region of Victoria; and
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Background:

This research has arisen in response to concerns expressed by teachers, parents and the media about bullying in the playgrounds of Victorian schools. This project focuses on the role of Casual Relief Teachers (CRTs) while performing duties in the playground.

Research on the effectiveness of CRTs on reporting bullying on the playground is needed. There have been no studies to date conducted in Victoria regarding the influence of CRTs in relation to student bullying behaviour during non-instructional blocks of time in schools such as recess times and lunchtimes.

The research is significant because it will benefit the broader educational community and fill the gap that exists in the research literature.

Methodology:

The research will be conducted with a sample of 10 CRTs who teach in the Western Region of Victoria; and three State primary schools that the CRTs have indicated as a common location of employment. The research will consist of document analysis, semi-structured interviews, qualitative analysis of data; and the research findings will be presented as vignettes.

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Vignettes:

Separate vignettes will be developed to illustrate the experiences of CRTs regarding:

- CRTs' understanding of bullying;
- CRTs' understanding of policy and procedures at the schools they are working;
- CRTs' implementation of bullying policy in primary schools in the Western Region of Melbourne; and
- CRTs' response to bullying incidents.

The body of research and literature on bullying has been primarily in Europe, the United States and Canada with the focus of the research on identification, intervention and prevention (Rigby, 2002).

The research has two areas that are intrusive in nature. It examines potentially sensitive or contentious areas; and it seeks disclosure of information which may be prejudicial to participants. A school may be concerned that the project will highlight that its policy and procedures are not adequate and do not conform to the Department of Education policy.

The identity of the CRTs and the schools will be kept confidential using established methods and procedures and the researchers will abide by all regulations regarding confidentiality and disclosure. Confidentiality will be maintained. All CRTs and schools in the study will be de-identified prior to publication and the confidentiality of the participants and schools will be respected.

If a school is currently reviewing and revising their Code of Conduct and Policy and Procedure documents and would like feedback regarding the analysis of their current documents, they may request assistance from Mrs. Hallgarten, the student investigator. It will be provided if requested but information gathered from CRTs will not be divulged.

Participants are encouraged to contact Prof Maureen Ryan (9919 2224) at Victoria University if they experience concern regarding participation in the research.

Any queries about your participation in this project may be directed to the Student Investigator Kathleen Hallgarten (Ph: 0409556604) or to the Principal Investigator Dr. Rosemary Anne Mulraney (Ph: 03 9919 4402) or Co-Investigator, Dr. Colleen Vale (Ph: 03 9919 4893). If you have any queries or complaints about the way you have been treated, you may contact the Secretary, University Human Research Ethics Committee, Victoria University P.O. Box 14428 MCMC, Melbourne, 8001 (Ph: 03 9919 4710).

Appendix I

A Sample Policy & Procedures Primary School 2's Anti-bullying Policy

Definition:

A person is bullied when they are exposed regularly and over time to negative actions on the part of one or more persons. Bullies are people who deliberately set out to intimidate, exclude, threaten and or hurt others repeatedly. They can operate alone or as a group.

Rationale:

- PS 2 values the positive learning environment in which we maximise opportunities for social, emotional and physical growth.
- Bullying and harassment will not be tolerated and are forbidden behaviours.
- Harassment on the grounds of sex, race, colour, religious belief and physical impairment is illegal.
- Bullying behaviour associated with these or based on differences in academic achievement, sporting prowess, physical appearance or any other individual difference is unacceptable.
- Victims of bullying behaviour suffer, emotionally, intellectually and physically.
- Bullying behaviour is socially unacceptable. People who behave as bullies need help in learning alternative social actions.
- The school will provide a positive culture where bullying is not accepted, and in so doing, all will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in the school environment.

Aims:

- Ensure that behaviour constituting Bullying is clearly defined and understood by students, parents and staff.
- Promote responsibility for all members of the school community to report incidents of bullying.
- Foster a secure and happy school environment free from threats, harassment and any other type of bullying behaviour.
- All acts of bullying will be treated seriously.

Implementation:

- All staff are responsible for responding to any incidence of bullying, including investigating an issue and follow up. All incidents are to be reported the Welfare Coordinator
- All staff will be trained on issues relating to bullying behaviour.
- All students will be trained on issues relating to bullying behaviour such as recognising forms of bullying and empathy with the feelings of others
- Suitable counselling support will be provided for the children and teachers involved in the bullying episode.
- There will be ongoing communication between the school and home on bullying issues.

- Parents have an obligation to actively discourage bullying or harassing behaviour from their children, even when provoked.
- Parents are encouraged to be involved in finding solutions and reinforcing management strategies when bullying does occur.
- Consequences regarding violation may involve: exclusion from class; exclusion from yard; school suspension; withdrawal of privileges; on going counselling from appropriate agency for both victim and bully.

Evaluation:

Will be conducted through ongoing process including annual reporting of parents; an annual survey of staff, students, parents and yard duty data through SWC. The Policy will be reviewed when considered necessary by the stakeholders of PS 2.

Appendix J

Semi-structured Interview Questions

Contact Details: _____ Respondent Number: _____

I would like to thank you for taking the time to assist me in this Project. Your details will be kept under the strictest confidentiality. I'll be recording your responses to the following scenarios and questions.

1. Define *bullying* to me:
2. There are levels of seriousness to bullying incidents. Provide me a scenario of a minor, serious and extremely serious bullying incident.
3. Tell me about a bullying incident you handled. Were you successful? Did the school act on it? Was there a follow-up? Were you happy with the outcome?
4. Was the school's policy and procedures followed?

Questions 5-13 consists of questions regarding CRTs' response to number of school's worked at. Number of schools may vary. Some respondents may have one whereas others may have worked at multiple schools.

5. What does _____ school do to minimize bullying?
6. Do you think that if this happened at _____ would have the same or different result?
7. What does _____ school do to minimize bullying?
8. How does the school handle bullies?
9. Do you think that if this happened at _____ would have the same or different result?
10. What does _____ school do to minimize bullying?
11. How does the school handle bullies?
12. Do you think that if this happened at _____ would have the same or different result?
13. How does the school handle bullies?
14. What differences have you seen between schools to minimize bullying?
15. Why do you think some schools are more successful than others?

16. If the same bullying incident happened at each of the schools, would the outcome be the same for each school?
17. As a CRT, describe a case of bullying that you observed that was handled most effectively?
18. Why was this best case?
19. Do students bully the same way?
20. What differences have you observed between students and the way they bully?
21. Do the schools share with you outcomes of bullying incidents?
22. What do you think are the consequences for the targets (victims)?
23. What do you think should be the consequences for the bullies?
24. Does the school handle the consequences consistently according to their code of practices?
25. What have you observed regarding the ethnicity of the bullies?
26. Are the consequences for girl bullies different than that of those of boy bullies?
27. How do girls bully?
28. How do boys bully?
29. How do you implement school rules regarding bullying?
30. At what point and by who are you advised regarding policy and procedures during yard duty?
31. Tell me, what you know about this school's policy?
32. How often do you intervene with bullying incidents?
33. Does the school use peer mediators?
34. How often do you perform yard duty?
35. Are you given yard duty extras?
36. How many acts of bullying have you witnessed?

Appendix K

A Sample Interview Transcription CRT 1

1 Define Bullying	Well, bullying is behaviour of one student or a group of students against another student that takes place over a period of time. Where the students are trying to hurt another student physically, verbally or emotionally or mentally.
2 There are levels of seriousness to bullying incidents. Provide me a scenario of minor, serious and extremely serious	Minor: A case where another student would take another students ball away on the playground. Serious would be where a child is physically kick or hurt by another student taking a ball away on the playground. Most serious – over a period time, continually harasses
3 Tell me about a bullying incident you handled well. Were you successful? Did school act on it? Was there follow-up? Were you happy with the outcome?	Talking about yard duty. The other day at XXXX, one student (grade 2) kicked another between the legs and pulled hair while lining up for yard duty. They went out to yard duty. One boy was much bigger than the other one. Later when back in the classroom. I asked him why he did it. I talked to each of the students. Talked to each and told the bigger child he should protecting classmates instead of picking of them. As to whether it's resolved or not. I don't know. As a CRT what he does is leave a note for the teacher, the classroom teacher to tell them what happened. They don't, they don't actually tell what happens; unless I go and actively try to find out what happened. The school doesn't provide information about that.
4 Was the school's policy and procedures followed?	I don't know. (Probe – Why?) I'm not told usually. (So, you're not provided a copy of the policy and procedure when you go into the school?) No, hardly ever. Not told, when I go in, I'm told I have a to report for a yard duty at such and such time from say 11 o'clock to 11:15. They're concerned over a hodge podge of medical equipment and a vest to wear in the yard. (The school you did the yard duty at?) That was XXXXX. Other schools – see policies and procedures. At XXXX he saw a notice in the staff room that says the number one cause of parents contacting the schools has to do with incidents happening on yard duty that's not followed up. I seem to remember most calls to school about particular bullying incidents. (What does that school tell you to do?) Off the top of my head, it's been quite a while since I read it; but it does say, you should follow it up and not just fob the kids off. You have to listen to each side and try to resolve the issue. Other than to disregard the student behaviour and that sort of thing; don't just assume it's a minor incident.
5. What does _ school do to minimize?	Doesn't know what they do or what policies or procedures are.
6 Do you think this would happen at ___?	Skipped #6-10 and 12&13 skipped because he answered in previous questions.
7 What does _ school do to minimize bullying?	Skipped
8. How does the school handle bullies?	Skipped
9 Do you think this would happen at ___?	Skipped
10 What does _ school do to minimize bullying?	Skipped
11 How does the school handle bullies?	Does not know.
12 Do you think this would happen at ___?	Skipped
13 How does the school	Skipped.

handle bullies?	
14 What differences have you seen between schools to minimize bullying?	<p>Not much difference between schools. Can't think. Well, quite a few haven't given me clear instructions as a CRT. Whether they have a policy, I'm not sure. I'm not given guidance. See some notices. Don't know what they do specifically to minimize bullying. Has not seen their policy nor is the policy shared.</p> <p>(Probed: You've provided me two schools, XXX and XXX. What schools he has worked at) CRT #1 provided a list. THIRTEEN SCHOOLS IDENTIFIED (Part of my Methodology is to see what schools the CRTs have in common; to see why some schools are more successful than others; that sort of thing.)</p>
15. Why do you think some schools are more successful than others?	<p>Do see more incidence of violence in some schools than in others. Some schools the kids are playing. The number one incident is in sports – children get out of control during sports. Some schools are stricter than others. Some bar kids from soccer when inappropriate in playground. Other schools not much.</p> <p>Some students separate segregate students (larger from smaller) Playgrounds for younger kids different from playground from older kids. Some students in front of building – Others in back of building. Whether that affects things, I don't really know.</p>
16 If the same bullying incident happened at each of the schools, would the outcome be the same for each school?	Does not know how they are handled. Not given the outcomes or does he know what the outcomes would be.
17 Describe a case of bullying that you observed that was handled most effectively.	<p>A case at XXXXXX (group of year 5/6 girls). Two girls in the class I had taken for the day. Had been arguing in class and spilled out in yard. Two groups followed around the yard. The girls came from different classrooms. It was the SSO that handled it. She said, look you're not a regular teacher at this school, it would be unfair for you to handle this. She listened to each girl's version about what happened. She wrote it up, found out from each girl what happened and gave to the vice principal to handle it, left a note for the classroom teachers of the grade I was covering and left a note for the teachers of the other girls. It seemed to calm the girls down as well.</p> <p>School has XXXX. Administrators doesn't it? YES – Principal comes from XXX. (Break – chat about staff and teachers at the schools)</p>
18 Why was this case best?	It's the best case I can think of off the top of my head.
19 Do students bully the same way?	No, I don't think so – No.
20 What differences have you observed between students and the way they bully?	Sometimes it is name calling, stealing, a big issue is classrooms have a certain number of basketballs, cricket bats, and the bigger kids take them off the smaller kids during recess. Other times, whenever I'm on yard duty, the biggest complaint of the young children is he called me names, he said the "F" word. Younger kids tend to be more verbal and older kids tend to be both verbal and physical and in a lot of cases more physical.
21 Do the schools share with you outcomes of bullying incidents?	Stated previously – as a CRT not told of the outcomes.
22 What do you think are the consequences for the targets (victims)?	I bring them together and I'll ask one kid to apologize to the other. Some seem to be quite happy with the apology and go off and play again quite happily. Other times, the kid just goes into the corner and cries during the rest of the recess or lunch time.
23. What do you think should be the consequences for the bullies?	Oh, yes. Depends, I mean. Depends on the students. (What do you think they should be?) Give an apology. Asked questions regarding the bullying? They should be sanctioned, kept in the next recess.
24 Does the school handle the consequences consistently according to their code of practices?	Hard to tell. Doesn't know what the code of practices are. He leaves a note for the regular teacher. Because as a CRT – I don't know the history or the conflict. I don't really know. I think a lot depends on the teacher. What really happens I don't know. You tell the teacher and the teacher responds by Ah, Student's Name, has been doing

	this – and the other teacher rolls their eyes – and it is sort of expected behaviour for this kid or student. They probably have to deal a lot with that student every day.
25 What have you observed regarding the ethnicity of bullies?	Vietnamese children are not likely to bully or tell about bullying. Apart from that, not much difference. I don't like to say this about Lebanonese kids, its not like they're any more different but they're more hot headed. So more short fused/hot headed. Apart from that I don't know. I don't think so.
26 Are the consequences for girl bullies different than that of boy bullies?	Hmmmmm. (Pondered – No response) I don't really know, to be honest.
27 How do girls bully?	I think girls bully more verbally. I think they tend to involve their friends more. Try to get other girls on their side. (More subversive) Yeah.
28 How do boys bully?	More physical – like I said, playing sports taking the equipment. A lot of what happens at sports. A lot of it actually happens when the music starts to play – lining up and going back to the classroom. That's when they start.
29 How do you implement school rules regarding bullying?	I don't know specifically what the school rules are. I try to keep them away from each other and talk to other teachers about it. He talks to the parties involved and tries to resolve.
30. At what point and by who are you advised regarding policy and procedures during yard duty?	Never. I'll give a note to the teacher.
31 Tell me, what you know about this school's policy?	Some schools they have certain things around the classroom and staff room but it doesn't pertain to yard duty not specifically. Some schools have bullying information pamphlets for parents at the front desk.
32 How often do you intervene with bullying incidents?	Every time I go out to yard duty. (Every yard duty) Yeah, Pretty much. I've intervened; I can't intervene every time, whenever it happens. Most of the times it is brought to my attention by the students themselves. They come and tell me. (So students report) Yes. (Is there a place to write down information) Some schools do have a place to write down the information and he stated XXXXX has it w/their yard duty folder). Hardly ever uses them.
33 Does the school use peer mediators?	Some schools do. XXXXX is very big on Peer Mediation. It is very common
34 How often do you perform yard duty?	Every time I work. Four days out of five I suppose. Some schools give you more duties than other They want to get their money's worth.
35 Are you given yard duty extras?	Yes. XXXXXX (XXX) in particular even when not assign and extra classes. Sometimes there is a teacher already out there on yard duty.
36 How many acts of bullying have you witnessed?	I would say – brought to my attention – 80 (80?) Yeah, pretty much that. More than one incident a duty – 2 or 3 (Able to handle them all) I don't know to be honest. The kids seem to be pretty happy with what I'm doing. Sometimes I get stressed. Especially little kids come up. (Like triage) At one school, I was bullied. The students were lined up after an extra and started back to class when the teacher stopped me. The kids had started to go ahead. The principal came and chewed me out for not walking with the class.

Appendix L

A Sample Matrix Table Format Used for Recording CRTs' Responses to Emerging Themes

Research Question 4: How do CRTs respond to bullying incidents?

Theme	1	2	3	4	5	6	7
Q17 Describe a case of bullying that you observed that was handled successfully.		Not Seen		Not Seen	Not Seen		
Other staff intervene	OSR		2FTE			x	x
Strategies used (Counseling; Send to Office; Get another Staff Member; Assign an Immediate Consequence; Write Names; Rules Stated)	C, S2ofc		X		GOSM	C-RS&WN	C-AIC
G for Girl & B for Boy P for Physical & S for Stalking & V for Verbal	GsSV		BsP		BP	BE _x	GsSV chasing
Administration Contacted and Advised	X		X				
Left a Note for Regular Staff Teacher							
Parents were Not Notified	X		X				
Happy w/Outcome: C for CRT S for Student	S						C
Q18 Why was this case best?							
There were none observed							
Only One Can Think Of	X						
How the children were handled						X	X
Positive Outcome			X				X
Did not answer 17- Skipped		X		X	X		
Q32 How often do you intervene with bullying incidents?				100	Tries not to		
Every yard duty	X				Enough		
2 or 3 a day		X	X		Time		
Not often						X	
When observed							X

CRT 4 observed schools and administration react and punish regarding Q17. Intervenes in disputes and fights on a frequent basis; but this is aggressive behaviour – one off’s and not necessarily bullying.

CRT 5 tries to intervene in the cases she observes but has difficulty intervening when one reports that someone else is bullying. Not enough time to listen and initiate interventions.

Appendix M

Department of Education's (DoE's) Model School Anti-bullying Policy

Model School (MS) has a more detailed policy regarding student behaviour and in strategies utilised in behaviour management including a detailed bullying policy. This school uses a whole school collaborative approach with student wellbeing a priority. In the area of behaviour management they are proactive and use positive incentives on an individual and class level. Social skills training program is included within the classroom teaching curriculum. There is a clear playground supervision plan with yard duty teachers clear on expectations incorporating briefings between teachers, incidents recorded so that administration can identify any negative behaviour patterns as they appear. Interventions are swift regarding disruptive behaviour with parent notification made immediately in extreme circumstances or after school. Within the classrooms, students can be 'timed-out' to other classes. The school is small and has a diverse population. It uses a positive approach to diversity; to student-student relationships; to teacher-student relationships; and staff-parent community relationships. Strategies used:

- To build trust – students address staff by first name
- Desired behaviour and values are modelled by staff
- Classroom teaching is based on multiple intelligences and multiyear projects
- Bullying is directly addressed and students have a sound understanding of what it is and is not including the importance of supportive bystander behaviour
- Values education including the assignment of specific responsibilities to students
- *Friendly Kids Friendly Classroom; Dirty Tricks* and *You Can Do It* programs used
- Use of older children to teach social skills using an inclusive approach
- Lunchtime uses structured teacher-supervised activities
- Due to disruptions in behaviour lunchtime recess reduced by ten minutes

Appendix N

Overview of CASEA Program

The CASEA Program is an Early Intervention service for young children (Prep to Grade 3) who present with challenging behaviours. CASEA is a program developed by the Royal Children's Hospital and funded by the Mental Health Branch of the Department of Human Services.

The program offers:

- A universal behavioural screen for all children in grades Prep-3.
- Professional development seminars for all teachers and school staff.
- Classroom behavioural activities for Prep-3 children
- Group programs for selected children and parents

Parents of children aged Prep to Grade 3 can also expect additional information, a permission form, and questionnaire to be sent home with their child. Please feel free to pick up a CASEA brochure which will be available from the office by.

This program will be run by two psychologists from the Royal Children's Hospital.

C refers to Community and Mental Health Services

And

Schools

Early

Action

Full details of the program are available at:

http://www.rch.org.au/mhs/services/?doc_id=10211