

Sha Tin College Anti-Bullying Policy 2009

‘Friends let you be yourself’

Values and Beliefs

Teachers, students and parents are unified in our opposition to *any form of bullying*. Everything we aim to achieve both in our taught and co-curricular activities reinforce our abhorrence of bullying. Our onus is on relationships that are built upon trust, which are nurtured and sustained. We are committed to building together a positive environment and a culture of inclusion. We promote learning and personal growth. We are all at school to work and achieve at our optimum levels. We are committed to fostering a positive environment and a culture of inclusion.

We believe -

- Everyone is equal. We respect difference and diversity
- We all have the right to feel both physically and emotionally safe and secure at school
- Everyone is entitled to a learning environment free from ANY form of bullying
- We should face up to bullying and intervene immediately to stop it
- Demonstrating care, acceptance, friendship and concern for one another will create a harmonious community where bullying cannot go on
- Bystanders to bullying are culpable if they do not take some form of action to stop it
- Bullies need help to learn how to change their behaviour; they learned *how* to bully so they can also learn how to stop
- The targets of bullying are not at fault and should not blame themselves
- Working together we can eliminate bullying

Aims

We aim to:

- Develop a school ethos emphasising and valuing equality
- Provide strategies to combat, educate and reform the bully, not to demonise the bully
- Raise and maintain awareness about possible bullying and to equip people with ways of responding to it
- Formulate clear channels of communication and liaison which reinforce our shared understanding about what bullying is and what to do about it
- Increase the resilience of students and thereby increase their academic success.
- Regularly assess and gain feedback on the effectiveness of the College Anti-Bullying Policy



Student Position

We believe that every student has the right to learn. No-one is entitled to disrupt or impinge upon the learning of others. Students should enjoy a safe and secure environment at school. They should feel welcome and assured that everyone relates to one another with respect, courtesy and goodwill. Students

Tutor Position

Tutors see students every day. They are significant adults who have the potential to profoundly influence them. In the tutoring system they ideally remain with their Tutees for several years so come to know each individual and her/his family well. Because of this insight and knowledge, Tutors are extremely well placed to advise and mentor students so that they make well informed, mindful choices. They can have particularly important roles to play in terms of student behavior. They can recognise patterns. They can talk to students about problems they may be experiencing or challenges for which they may need strategies. Tutors can contact parents, refer students to our counsellor, the Head of Year or speak to subject teachers.

Parent Position

Parents are obviously well placed to recognize the signs and symptoms of bullying. They can also be the best people to identify whether their children are perpetrators of or targets of bullying. Sometimes they may feel ill equipped to protect their children or to act to stop it. This is understandable. Communication with the Tutor, in the first instance, or another trusted teacher or staff member at the school can be the first step in a partnership which will result in addressing bullying.

What do we mean by bullying?

Bullying is a negative and often aggressive or manipulative act, or series of acts, by one or more people against another person, or people, usually over a period of time. It is abusive and is based on an imbalance of power.

Bullying contains the following elements:

- The person doing the bullying has more power than the one being victimized.
- Bullying is often organised, systematic and hidden.
- Bullying is sometimes opportunistic, but once it starts is likely to continue.
- It usually occurs over a period of time, although those who regularly bully may also carry out one-off incidents.
- A victim of bullying can be hurt physically, emotionally or psychologically.
- Bullying generally occurs in a social context.

What is NOT bullying:

Two individuals (or groups) may become involved in an argument or fight, either verbal or physical. Such conflicts need to be dealt with in a fair and transparent manner, but they do not constitute bullying; they are simple cases of conflict.

Myths about bullying

Any child can be bullied. There are no fixed patterns which predict who will bully and who will not, who will be bullied and who will not.



We all have ideas about bullying, who is bullied, who bullies and how to handle it. These beliefs need to be identified and challenged. There are some views, though, which are simply wrong, such as: 'There is nothing we can do about it' and that 'A little bullying toughens people up'.

Authoritarian approaches like 'zero tolerance' drive bullying underground where it flourishes; a lack of reporting or 'telling' results. Similarly, the mantra 'There is no bullying in my school' is then heard.

Common myths about bullying:

- It's only a bit of harmless fun
- It's often the fault of the person being bullied
- It's a problem in my school
- Children just have to put up with it
- It is all a part of growing up
- Children can usually sort it out themselves
- Victims eventually toughen up
- It is mainly physical
- Adults getting involved makes it worse
- It is inevitable
- Bullies need to be hurt
- Bullying is part of human nature
- Children need to learn to 'fight their own battles'
- There is more bullying than there used to be

The nature of bullying:

Bullying can be physical or non-physical and can include damage to property. A distinction is usually made between verbal and physical bullying although they can occur together.

Physical bullying is the most obvious form of bullying and occurs when a person is physically harmed through being beaten, hit, kicked, punched, scratched, spat at, tripped up, jostled, having hair pulled or any other form of physical attack.

Non -physical bullying: sometimes referred to as social aggression, can be verbal and non-verbal.

Verbal bullying: This includes abusive telephone calls, extorting money or material possessions, general intimidation or threats of violence, name calling (including text messages via mobile phone and emails which invade life at home), racist remarks or teasing, sexually aggressive or abusive language, cruel remarks, false and malicious accusations, manipulating social situations to sideline and ostracise and rumor spreading. Insults, ridiculing physical features and ostracism are very common form of bullying in Hong Kong, differing from more western approaches.

Non-verbal bullying: This can be direct or indirect. It can include rude gestures and nasty facial gesturing. It may appear harmless, but is used to intimidate, single out and maintain control. Additionally, it may involve ignoring, isolating, excluding, the sending of poisonous notes and making other students dislike someone.

Damage to property: This can include tearing clothing, damaging books, destroying property and theft of property.



Some possible symptoms of bullying include:

- Disengagement and isolation
- Erratic attendance and/or patterns of non-attendance
- Deterioration of work
- Disregarded when groups are formed
- Remarks made by peers or sniggering when they respond in lessons
- Damage to property or unaccountable loss of property
- Previously extroverted individuals becoming introverted
- Desire to spend time with adults

Cyber bullying

This is when one person is targeted by another through the use of digital technology mobile communication devices or through the Internet. The aim of this harassment may be stalking, threats or other forms of harmful behavior. Cyberbullying takes many forms and may involve websites, mobile phones, chat rooms, emails, SMS and the uploading of pictures or video. It could involve the sending of threatening messages, communicating false pretences, forwarding of other students private communication, establishment of websites designed to humiliate or the posting of humiliating messages or pictures.

It is usually systematic over a period of time. A one-off communication is not normally considered cyber bullying unless it contains death threats or an indication of serious intended harm.

Problems with cyber bullying

There are few witnesses, the victim may be alone and bombarded with nasty messages with no one to comfort her/him. Offensive messages may be difficult to ignore when the target doesn't know how many people are generating/in support of the message. Text messages are particularly prevalent amongst girls whose victim may be a former friend. For example, messages such as - *'We r all going to the shops and we don't want u to come'* are aimed at isolated her. Males tend to threaten violence when they text.

Social networking sites are convenient and speedy ways to spreading nasty rumours and target abuse. Addresses can be communicated very rapidly and despite being 'policed' or shut down, new ones almost immediately begun. Legitimate sites may be 'hijacked' to act as notice boards for malevolent comments of a sexual, racist, threatening and/or harassing nature. Anonymity and false identities are rife resulting in students experimenting with identities and personalities. Mobile phone bullying, or m-bullying is another form of harassment. The fact that this bullying can penetrate the victim's home can make it feel more personal and upsetting than abuse hurled in the playground because there is no escape, no refuge. Victims of cyber bullying are more likely to self-harm. Cyber bullies are also less likely to stop of their own accord. They don't see the reaction of the victim and there is no remorse; it's very impersonal. It is important for the school to trace hosting companies to request they shut down offending sites, if possible.

The consequences of bullying:

The effects of bullying are damaging and destructive. Bullied use language such as 'alone', 'angry', 'hurt', 'depressed', 'disempowered', 'hated', 'useless', 'scared', 'friendless', 'miserable', 'alienated', 'vengeful', 'distressed' and 'anxious' to describe how they feel. Victims feel sick more often than classmates, they are absent more often, tend to have lower grades and they are more depressed and withdrawn. This can subsequently lead to more victimisation. A class that has a bullying culture will make significantly less academic progress than a



comparable bully-free group. Strong links between school bullying behaviour and future domestic abuse have been established. Researchers have determined a clear link between future criminal activity and school bullying for both the victim and the bully. Bullies have lower levels of self-control, social competence and poorer school functioning; their social patterns are maladaptive.

Bystanders

Bullying often rely upon those who are marginally involved, frequently referred to as bystanders, doing nothing to stop it or becoming actively involved in supporting it. . These students have the potential to significantly reduce bullying simply by the way they react when they witness bullying incidents.

Strategies and interventions

Preventive and educative measures are the best ways of ensuring everyone is aware of what form bullying takes and how it is addressed if it does occur. In addition to what is build into the formal curriculum, teaching social skills training, alternative ways to respond in a myriad of changing situations, cooperation, managing rejection, problem solving and particularly such things as persistence and resilience are effective strategies for empowering all students, particularly those who bully and those who are targeted by them.

The ‘**STOP THINK DO**’ approach can be effective. Vigilance and a thorough understanding of every student’s learning and social context provides teachers with information about what may be occurring ‘behind the scenes’; bullying can be very covert. A mutually respectful, trusting, positive relationship between Tutor and Tutee is a healthy place to begin as this will mean a student always has someone to turn to if they experience difficulties with bullying. Other strategies for this complex issue are attached in the appendices.

Christine Rowlands
Vice Principal
August 2010



Appendix 1

Bullying: tips for teachers on how to proceed
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Do

- Talk to students involved individually
- Assure yourself that this is an issue of bullying
- Ask all students involved to write statements whilst separated from each other

N.B. At this point you could contact the Tutor, Head of Year, Head of Section or Chris Rowlands. They will take over from here.

- Read and compare these statements
- Speak again with students to identify inconsistencies. There may be a need for students to redraft their statements and/or more questioning
- Ask each student to sign and date her/his statement. (Having parents sign the statement is also a possibility later)
- Call the students together. Encourage students to reflect. Aim is to have “perpetrator” empathise with targetted student and think about alternative ways he/she could have behaved.
- Encourage students to arrive at the position that what has occurred is wrong and contrary to the values of the school. Discuss why.
- Determine if there were bystanders and record names or statements.
- Tell them ‘We are a telling school’. Explain how this works.

Don't

- Ignore the situation.
- Assign blame.
- Bully the bully.

Other actions

- Consult a member of the Guidance and Achievement Team
- See our Anti-Bullying Policy on the website or in booklet form in the Staff Room to determine ramifications or sanctions.
- Inform the Tutor, Head of Year, Head of Section, Vice Principal.
- Have students call their parents (with you listening) to explain what has happened. If the parents can't speak English, ask a member of the support staff to sit in with you and act as translator so you are sure student tells the parent the correct thing.
- Offer counselling, if necessary. Larissa or Roseman are two possibilities
- Monitoring should occur – this may be the Tutor, Head of Year or others depending upon discussions.
- Remember to keep Student Notes in Gateway updated.

Be aware:

- Dealing with this may take time.
- Students will be anxious that telling the teacher will escalate the problem so reassure them. They need to keep telling a trusted teacher every time something happens, even if it is something they think others may regard as VERY small, like a fleeting nasty look. If action is taken EVERY time, then the perpetrator will receive the message and the recipient will see evidence this action diminishes incidence of victimization.



- Of the language you use. Labelling a child a 'bully' or a 'victim' can stigmatise. It can also be inaccurate until facts are determined.
- This issue is complex. It may have been ongoing for a long time, have at the heart of it issues which need addressing, impact teaching and learning, etc.
- Teachers, students and parents have both stereotyped and highly emotive views about bullying. Tread carefully.

Christine Rowlands
August 2010



Have you been a bully?	Often	A few times	Never
In lessons			
During breaks			
On social networks, email, by phone, etc			
To someone I was angry with			
To someone in my year group			

I've seen bullying (been a bystander)	Often	A few times	Never
During lessons			
Around school and on transport (buses, trains, etc)			
Out with 'friends'			
Between people in other year groups			
Between people from other schools			

Bullying can affect people in many different ways. How do your experiences of bullying make you feel?

.....

Use this space and over the page to write down any more comments you want to make about these issues:

.....

Tutor Group.....
Name (optional).....



Appendix 3

Student perceptions of safety at school survey

Rationale:

- Direct links to incidents of bullying in the school and our need to establish exactly what is going on both in lessons and on campus
- Student voice – this will provide students with another avenue to feedback
- In line with the UN Convention on the Rights of the Child (United Nations, 1991) and four core principles: non discrimination, devotion to the best interests of the child, right to life, survival and development and respect for the views of the child, and the UK
- It is in line with our College Values
- It is one way of determining whether the student support services and such services as Peer Support are effective
- We can use this sort of feedback to specifically help students build confidence and learn about conflict resolution
- We will remain in ignorance unless we consult the student body about safety issues about which we may be unaware and about which they may not proactively disclose

Instrument:

Questions from the School Climate Questionnaire developed by Meyers and Hutson (Cowie and Jennifer, 2007, pp... 133-136) which consisted of three open ended questions:

1. Where do you feel least safe and why?
2. Where do you feel most safe and why?
3. What are your suggestions for making the school a better place?

Procedure:

- Parental consent – opt out form
- Use of Tutor Time
- Anonymity and voluntary
- Findings fed back to all teachers



Appendix 4

Bullying: What to do

Staff

You should not ignore any form of bullying or suspected bullying. This is the procedure if you are aware of any incident that *may* be bullying. If you are unsure, follow the procedure anyway:

1. **Write down immediately** what you know about the incident. Email or paper is fine.
2. If you have any witnesses to the event or have spoken to anyone involved directly or indirectly, ask them to **tell you what they know** and then to **write it down as well**.
3. Make sure you **record**: Their full **name**, their **tutor group**, approximate **time** and **place** of incident if known.
4. **Inform all the following people immediately** by email:
 - **Your Head of Section**
 - **Your Head of Year**
 - **The Tutor of the student/s involved**
 - **Chris Rowlands**
5. **Give them** all paper copies of any **statements** you have along with your **own statement**.
6. **The team above will meet and agree an action plan**. They will tell you the outcome. **Don't take any further actions yourself** unless you have been asked to by the team above i.e. contacting parents, further investigation, speaking to other students, etc. These decisions need to be taken jointly by the team above so that everyone is aware of the action being taken and that individual circumstances can be taken into account.

Students

You must never ignore any form of bullying. If you think someone is being bullied or you have been bullied yourself, **this is what you should do**:

1. **Tell your Tutor**. You can ask to talk to them privately. Bring a friend with you if you want.
2. After you have spoken to your tutor, **write down everything you can** about what happened. Remember to **include as much information as you can** like the **names**



of the people involved, **when** and **where** things happened. Your tutor might ask you to do this straight away.

3. **Give this to your Tutor** as soon as you can.
4. **Your Tutor will support you** and help to resolve the situation as soon as possible. They may need to ask you for some more help with this and they may need to ask other people for help too. You will be supported.



Appendix 5

Research

'Schoolchildren who are manifesting bullying behaviour are often a reflection of their domestic situation. They learn physical violence can solve their problems, so they resort to it when faced with challenging situations.' (Margaret Wong Fung-yee Executive Director of Harmony House, a charity for refugees from domestic violence)

'Many students prefer to keep quiet when they are bullied they know their parents would be angry with them for making trouble at school.' (Billy Wong Wai-yuk, Executive Secretary for the HK Committee on Children's Rights)

Professor of Educational Psychology at the Chinese University of Hong Kong and an expert on school bully studies Chang Lei said –

- Boys bullied at school were prone to depression
- They married and established their careers later than their peers
- Some may experience a cognitive deficit in social information processing
- More likely to break the law
- Some bullies also themselves victims
- Bullies can be the so called 'good students' who participate because they cannot resist the fun. Most often their participation takes the form of **bystanders** who watch and provide an audience encouraging one or two children who are doing the bullying. To the victims, the participation of good children causes self-blame and is more hurtful than being bullied by the so called 'bad' kids alone. (South China Morning Post 2004)

<i>'For children in Hong Kong, the social emotional development is equally, if not more, important than cognitive, academic progress. Good social emotional development provides the necessary condition for academic achievement.'</i>

<i>Professor Chang Lei cites a Norwegian psychologist, a pioneer Dan Olweus whose 1982 techniques were subsequently used to great effect in England, Germany and the US. This involves a supportive adult involvement, positive role models, firm limits, and consistent, non-corporal sanctions for bullying behaviour. Additionally, there is concrete training for teachers, parents and students. Two years subsequent to Dan Olweus' approach being adopted in Norway, bullying had declined by fifty percent.</i>
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A study this year of senior secondary students by Associate Professor Judy Drennam (Post Graduate Research Coordinator in the Faculty of Business at Queensland University of Technology) confirmed previous research that there is a link between self-esteem and wellbeing in those who were at the receiving end of m-bullying. She concluded something we all know which is that more research needs undertaking on the development of strategies to promote healthy attitudes and behaviours in young people.

Her study also found that males were most concerned about m-bullying which sabotaged their work or school reputation. Females were most concerned about private information being disclosed to others, people pretending to be someone they were not, being sent obscene messages and receiving exaggerated messages of affection. Girls were also significantly more likely to keep their messages and to tell a trusted adult or friend.



Appendix 6

Bystanders

What do we know about bystanders?

- Bullying only flourishes with an audience – this group has the power to redefine all the roles in the bullying dynamic
- They are an organic group but are unaware of their identity, shapeless and directionless, looking for status and a role
- They are the means by which bullies create an identity
- They are sucked into a vortex by bullies to be complicit and know that if they are not they may become victims – it is a situation of divide and conquer
- The role of bystander changes as the bullying unfolds i.e. bystanders distance themselves from the victim, depersonalise the victim, become beholden to the bully for being permitted to be a bystander rather than a victim so succumb to the coercion and collude in the bullying
- The roles harden the longer the bullying goes unchecked. The following psychology is at work –
 1. 'You support me and I won't bully you.'
 2. 'You've watched me do it; don't pretend you're not part of it.'
 3. 'You see how useless he is; he deserves everything he gets.'
 4. 'He can't even fight back; he doesn't deserve to live.'
 5. 'You know I'm right; the victim is a loser anyway.'
 6. 'If you support her, you're a loser, too.'

Research (Adair et al 2000) indicates that bystanders feel uncomfortable and can be helped develop their decision making skills to stand up for each other, helped to empathise, become active, concerned and responsible, such as in an ideal society.

What values are we trying to instill in individuals?

Care	Concern	Justice
Morality	Responsibility	Courage
Empathy	Compassion	Trust
Integrity	Kindness	Patience

We DON'T want individuals to be passive and helpless which are the qualities revealed in a great deal of research on bystanders. We DO want to grow the altruistic characteristics which make us human beings.



Who are the bystanders?

Those who witness bullies take on various roles

Sidekicks – They are also called assistants, helpers, henchmen, lieutenants. The suggestion is someone who has been manipulated, subservient. Often this individual has been previously victimised, then elevated to this role and, grateful, happy to perform in this role. Lacking in social skills and sophistication, they are frequently caught by school authorities. They are apprentices and ingratiating, but never permitted to gain too much power by the bully; they are controlled by bribes and threats.

Reinforces – They join in with name calling, act as part of the audience, provide feedback, take pleasure from the thrill and excitement and benefit from the inclusion. They lack confidence to initiate the action and need leading.

Outsiders – Do not participate in the laughing and name calling, but also take no action; they distance themselves but do nothing to support the victims and do not intervene to stop any torment. Tend to be the largest group reflecting the apathy, inaction and secrecy sustaining the bullying culture. Safety for them lies in being on the periphery, but feeling part of the group.

Defenders- More active and have more highly developed skills of empathy, being prepared to comfort and support the victim. Perhaps they will even challenge the bully and sidekick groups. Generally, the defenders are absent.

Source: 'Bullying in secondary schools - what it looks like and how to manage it' by K Sullivan, Cleary and G Sullivan

Bystanders need to be released from their roles in the bullying dynamic. They need to become members of a healthy peer group based on pro- social interactions to handle conflict in fair ways. The more passive an individual the greater the isolation, withdrawal and self-consciousness they display. Conversely, the more active, the more influential, involved, confident and self- assured they are. Passive students may lack the pro-social skills to sustain and maintain friendships, as well as to combat victimisation.

The culture of a group is determined by the active students. These active and accepting students will have an assertive relationship style, typically being popular; busy and involved in many activities; secure and confident; having genuine friends and having achievements publicly recognised. Aggressive students, who are active and rejecting, are typically surrounded by followers; involved in risky and extreme activities; seek acknowledgement and need reinforcement; need acknowledgement and are generally not involved in demanding extra activities. Bullying occurs when the aggressive student captures the group's culture.

School leaders must teacher students how to take charge, be part of things, participate in what is going on around them. This will help them move from being bystanders to participants. Teachers must set up safe environments where students feel able to move from passivity to action, from standing back to taking part, from inactivity to activity. The point of paying attention to and empowering the bystanders is to change the roles within the bystanders' group and to take the power away from the bully who, without an audience, sidekicks or reinforcers, is unable to operate. Bystanders are present in at least 85% of instances of bullying (Craig and Pepler, 1995). Children who feel part of their school and enjoy being at school are more involved in combating bullying and bystanders defend the victim in 25% of instances (O'Connell, Pepler and Craig 1999).



Just feeling sympathy for the bully is not enough to prompt action – the student must feel they want to protect the victim and restore a safe and respectful school environment; they also need a certain level of emotional competence. Emotional literacy can ensure students have a positive experience of change. Adaptive shame management skills are significant predictors of bystander intervention- these students are ready to make amends for their own actions, if necessary, and are more likely to combat bullying. We should actively teach students NOT to blame others when things go wrong, direct retaliatory anger towards others or displace anger onto something that is unrelated to the wrongdoing. Students need to learn the capacity to feel shame/guilt for a wrongdoing and accept personal responsibility so they can make amends. (Ahmed, NAPCE, 2005)

There is strong evidence that peer support is an effective method of helping bystanders to improve the quality of their peer relationships (Cunningham et al 1999; Stacey 2000). They can be an effective preventative measure and reduce the impact of bullying making it easier for victims to report it; students also viewed this as a sign that the school is protecting their safety (Cowie et al 2002).



Appendix 7

Strategies to tackle bullying

- Males sometimes try to enhance their reputations, friendships and popularity as teenagers by using aggression to establish dominance in relationships, especially in early adolescence. Later they use it to achieve goals like heterosexual dating. How do we make it 'uncool' to be a bully? The best approach is to take emphasis away from victims and bullies and **target the bystanders** i.e. the social support that allows the bully to build a reputation through bullying. Peer support works well here. Increased vigilance by children and reduced opportunities for bullying. *'Mobilisation of peer pressure against bullying is not simple, but if bullying can be made difficult and unrewarding, this may make it less satisfying for the bullies'* (Source: The Psychologist vol. 14 no. 10 2001)
- Problem solving rather than being accusational. One example is that developed by Swedish psychologist Anatol Pikas called '**The Method of Shared Concern**'. This acknowledges there is a problem but does not waste time trying to find out exactly what has happened.

Bullies appear to feel that others are not to be trusted and need to be manipulated; they have a lack of faith in human nature. Encouraging bullies to **empathise** with their victims, to think about how they would feel therefore **does not work** – it might provide them insight into better ways of manipulating, deceiving other. It is better to ask: **'How would you feel if someone did that to you? or 'How would you feel if you did something else instead?'** Find other ways that the child who bullies can come out of the situation with their reputation and someone else's feelings intact.

- **Circle of Friends** - students are trained to befriend victims of bullying and the bullies themselves. The friendship group can breakdown the isolation of the victims. It can also support and reform those who bully.

'I befriended a girl who I thought was strong because she acted hard. She could swear and didn't seem to care. What we found out when I started to befriend her was that it was all an act. She was so scared of being shown up that she would go on the attack. She thought that if she was hard she could keep everyone away. All she really did was make herself lonely and hurt a lot of other people'.

'I used to pick on people because I didn't really have any friends. I felt clumsy and to make sure people didn't pick on me, I picked on them. I got into trouble and my Tutor talked to my Mum and me. A group of people in the class got together with me. They let me join in with them during lessons and a break time. They got to know me and the silly things I used to do. They helped me to stop what I was doing'.

- **Peer Mentoring or Peer Support** - students can often understand more empathetically than adults the pressures on and the fears of their peers. Networks at lunchtime can be proactive when adults are not an obviously strong presence.
- Use the **curriculum** to raise awareness of bullying and aggression. It may also be used to actively teach the constructive management of relationships.
- Use **social theatre** to create and deconstruct instances of bullying as a powerful way of getting 'inside the beast'. We can then understand the perspective of all participants and the personal power they do or don't possess.



- The **No Blame Approach**: This focuses on how the victim is feeling rather than what has happened or who did what. Attention is drawn away from blame, cause and sequence toward empathy which is a powerful catalyst for change
- Referral to the Social Worker and/or Counsellor
- **General strategies** for the school to reduce and combat bullying-
 - Be alert to signs of bullying and attuned to the social dynamic of students. Teachers make time to listen and talk to students.
 - Maintain current data on the extent and nature of bullying via surveys, questionnaires and random interviews
 - Reinforce the necessity of students telling an adult about bullying and why it is imperative they do so
 - Abiding by good practice such as taking bullying seriously and offering immediate support, keeping thorough records, conferring with colleagues and members of the Guidance and Achievement Team, assessing, reviewing and monitoring the situation. The Vice Principal (Guidance and Achievement) must be informed of every instance.
 - All students involved in ANY aspects of bullying are deserving of support.
 - We must abandon the idea that bullies are somehow different. Their bullying is the result of the social situation they find themselves in, but there's nothing intrinsically wrong with them. In a different environment, they might not bully at all.

