

Metropole South Education District ANTI-BULLYING WEEK

4th to 8th MAY 2015

Anti-bullying Toolkit





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1: What is the purpose of an anti-bullying week?

- To increase school and public awareness of bullying
- To highlight the different forms of bullying
- To encourage and equip adults and learners to deal with bullying in their schools and communities

2: A definition of bullying

Bullying is an abuse of power; an action that is

- **planned**
- **calculated**
- **intended to hurt**
- **and is repeated over and over again.**

Bullying is a form of violence.

3: Use anti-bullying as a theme and get learners to:

- design posters that are clear, colourful and summarise what bullying is
- write essays
- hold debates
- develop anti-bullying slogans
- write poetry
- do drama presentations
- write letters to the local community newspaper

4: Hold assemblies

Select learners to talk at assemblies. They can...

- Read poetry
- Read a story
- Talk about their experiences as a victim or a bully
- Talk about the activities and groups they are involved in that deal with anti-bullying campaigns

5: Create a pledge wall at the school

Learners sign a public statement committing themselves to speak out against bullying in any form

- Physical
- Emotional
- Verbal
- Cyberbullying

The Quaker Peace Centre in Cape Town has published a booklet "**my bully my bra**" on how to deal with bullying. It was written for young people, parents and teachers, and includes many ideas how to address bullying, including lessons for the classroom, and contains stories and comics for young people. You may download a free copy from the website of the Quaker Peace Centre. Go to http://www.qpc.org.za/download_files/resources/QPC-Anti-Bullying-Booklet.pdf

6: MESSAGE FROM THE MANAGER OF THE QUAKER PEACE CENTRE

Violence is unacceptable. Fear of violence is detrimental to the wellbeing of the person and inhibits the ability to learn at school. Violence has far reaching effects on how people cope later in life.

The Bill of Rights in the South African Constitution gives every person the right to be free from all forms of violence from either public or private sources. This means that no-one has the right to inflict violence on another person and that institutions need to ensure that violence is not tolerated.

We have worked with many schools, principals, teachers and learners in programmes against violence. Learners and teachers have been engaged in peace clubs, diversity training, gender training for young men and women, parenting skills training, peer mediation training, behaviour management training and the Alternatives to Violence Project.

We are grateful for the good working relationship which we have with the Metro South Education District of the Western Cape Education Department and the Western Cape Provincial Department of Social Development.

We have developed the toolkit to facilitate the anti-bullying week with ideas. The anti-bullying week is an opportunity to engage with learners on discipline and behaviour. The message needs to be carried across to learners while they are engaged in creative activities. The anti-bullying week is designed to create awareness about bullying and what can be done to stop it; the anti-bullying work needs to continue throughout the year.

We wish schools all the best in implementing the anti-bullying week and encourage principals and teachers to contact us anytime if there is a need to address violence at their school.

Martin Struthmann

7:

THE QUAKER PEACE CENTRE NON-VIOLENT SCHOOLS ANTI-BULLYING CAMPAIGN

10 point anti-bullying plan

- 1. The School Code of Conduct must address the issue of bullying and must be supported by an unambiguous anti-bullying policy**
- 2. Teachers and learners must both be made aware of what to do about bullying - whether they are victims, bullies or bystanders**
- 3. A staff meeting at the beginning of each year must inform all staff about bullying and how to deal with it**
- 4. Bullying must be taken seriously**
- 5. Both the bully and the victim need help**
- 6. Life orientation sessions must deal with bullying and the role of the bystander**
- 7. The concept of the active bystander needs to be pursued actively**
- 8. Bullying needs to be dealt with in the curriculum e.g. in creative writing and using the arts**
- 9. The issue of bullying must be dealt with regularly in school assembly**
- 10. The Childline SA number 08000 55 555 must be visibly displayed for learners**

8: STATEMENT BY THE WESTERN CAPE EDUCATION DEPARTMENT

The Western Cape Education Department (WCED) views bullying in a very serious light. Bullying represents an attack on human dignity and cannot be tolerated

We have to adopt a zero tolerance approach to bullying if we want to build a caring society based on the values of our Constitution.

...Parents should ask the principal if the school has an anti-bullying policy. Educators should also inform parents of the content of the **Abuse No More** protocol...

...Meanwhile, parents should approach the principal of the school concerned to report incidents of bullying. Parents can contact the nearest Education Management and Development Centre (EMDC) of the WCED if they are not happy with the response of the school.

Learners can contact the WCED 's Safe Schools Call Centre for advice at 0800 45 46 47

For the full statement go to
http://wced.wcape.gov.za/comms/press/2005/40_bully.html

9: HOW TO GET PARENTS INVOLVED IN YOUR SCHOOL

- Newsletters – informal tone and friendly notices. Congratulate learners who have done well. Parents are proud when their child's name is mentioned in print. Use extended categories e.g. not only sport and academic but achievement in writing, fellowship, helpfulness, being a Peace Buddy.
- Cultural days where parents bring and share food. Bring the family and your favourite dish or traditional food to share!
- Concerts and drama productions
- Valuing the parent body – ask the children if their parents could help to paint the particular classroom. A non-threatening way of bringing them to the school. Get the pupils enthusiastic first, and let them choose the colours and take pride in their classroom.
- The other family members could be involved: grandparents who could help with reading and/or library work.
- Ask parents to help with looking after classes when teachers are absent or help to manage the front gate or teach knitting to classes

10: PARENTS AND TEACHERS WATCH OUT FOR CHANGES IN A CHILD'S BEHAVIOUR

- Withdrawal from relationships and friendships and signs of depression
- Unwillingness to talk about school or friends
- Unexplained injuries, bruises, or torn clothing
- Bunking school or increased absenteeism
- Very tired at school could indicate nightmares or disturbed sleep patterns
- Aggressive behaviour and mood swings
- Engaging in high risk behaviour like alcohol abuse or a new interest in drugs
- Reluctance to wash or clean their teeth
- Sudden weight gain or weight loss
- Manipulative behaviour and a desire to be in control and powerful all of the time
- Change in academic performance and an inability to concentrate

11: ANTI-BULLYING SONGS / LINKS TO youtube™ AND LYRICS

- Make up your own anti-bullying RAP song
- Teach the song to the whole grade
- Listen to the anti-bullying rap song "Hopeful" by Bars and Melody on <http://www.youtube.com/watch?v=g3Rf5qDuq7M&feature=share>
- Find more anti-bullying songs encouraging kindness and respect in schools at <http://www.songsforteaching.com/charactereducationsongs/anti-bullying-songs.htm>

NO BLAME APPROACH (approach without blaming.) This is a gentle method and good for primary school classes.

1. The talk with the victim

If a child is harassed, inform the parents and obtain their consent to do this process. Speak to the affected child about his/her feelings and stress and explain that these feelings are normal under the circumstances. Do not discuss all incidences separately, but find out who is part of this.

2. The conversation in the / with the small group

Hold a discussion with the support group or the class. Perpetrator and accomplices are present, but not the victim. Discuss the hurt feelings of the victim with them and explain that these reactions are understandable. Do not mention details but say rather that there is a child in our class who is not well; who knows, who I mean? How do you think, he /she is feeling?

Brainstorm and reflect the feelings on the blackboard:

- Sad
- Does not fancy coming to school
- Cries
- Angry
- Thinks he/she is stupid
- Lonely

1. Give responsibility

The teachers encourage empathy from the group/class: Who has experienced something similar? How did it make you feel? What can you do to change this? Get suggestions from for ways of improving the situation of the victim, but do not demand promises.

For instance

- Play with him/her
- Share a packet of chips
- Lend an eraser
- Sit next to him/her
- Elect into the team
- Help him/her with maths
- Fetch him/her

Responsibility for solving the problem is delegated to the group.

Teacher: I trust that you will make it happen.

2. Follow-up

Speak to all involved learners one-on-one after a week – also with the victim – and find out how things have developed. Give plenty of praise. Then thank the class for the new situation and express respect for the social responsibility.

Taken from Taglieber, Walter. (2005) Berliner Anti-Mobbing-Fibel. Page 24

FARSTA –METHOD

When the teacher hears about a case of bullying, he or she has to:

Step one: Talk to the informant.

Talk sensitively to the victim (be supportive and reassuring). Ask for a detailed account of what happened (What? Who? When? Who else? Where?) It is important that the bully does not know about this conversation yet.

Step two: Organise a supporting team of teachers and a quiet room which is suitable for serious conversations. Appoint someone to record the proceedings. Inform the other teachers that the bullies will be called in to the meeting one at a time. The meeting will take 3-5 hours.

Step three: The bullies will be called out of class to appear at the meeting. They will know nothing about the meeting beforehand. The teacher recounts to everyone what happened to the victim and confronts each one of them with the facts of what they did. The teacher must explain the situation seriously and must remain calm. Emphasise that bullying is unacceptable. Be prepared for apologies from the learners. Try to get them to join in an anti-bullying campaign in the class.

Step four: When the process has been successful the teacher should thank everybody who helped to make this method work.

Devised by Karl Ljungström and team in Stockholm.

Adapted from Anne Grüneberg, Claire Jeanblanc, Alba Illado, Dorien Pieters: How can we encourage social empathy between pupils and avoid bullying? Pages 15-16

<p>13: CONSEQUENCES AFTER BULLYING</p> <ul style="list-style-type: none"> • Separate the bully and the victim • Both the bully and the victim need counselling and help • Sometimes learners who bully in class have to be removed to work alone in a room near the principal and Head Of Department • Learners who repeatedly bully others during interval will have to work alone with a supervising adult • Separation is temporary while an intervention takes place to remedy the problem and change the behaviour 	<p>13 continued: CONSEQUENCES AFTER BULLYING</p> <ul style="list-style-type: none"> • Support active bystanders openly so that other learners know you are supporting them • Discuss and share ideas in class about how to reduce the levels of violence and bullying at school • Encourage team sports and games at school • Encourage learners to write letters, stories and poetry • Take bullying seriously – do not ignore it! • Encourage learners to perform random acts of kindness • Teach them to listen and share ideas by reading them stories from SHELTER FROM THE STORM Stories from the Quaker Peace Centre – download from http://www.qpc.org.za/download_files/resources/Shelter-from-the-Storm_print-new.pdf 	<p>14: IDEAS FOR CREATIVE ACTIVITIES</p> <ul style="list-style-type: none"> • Work in groups of 2: Try to persuade your brother or sister not to join a gang. Question him or her why he or she has a gun hidden under the mattress • Work in groups of 3: I am a boy of 15 and my parents are very rigid in all ways. They insist that I play rugby and soccer at school. They hate it when I say that I prefer to do the cooking and stay home and read. They allow my sister to do this, why not me? Once when I was crying because of a sad movie they got cross and said “boys don’t cry, are you a moffie?” They often swear like this. What should I do? • Work in groups of 5: A very powerful gang at your school is more or less in charge – the principal is scared as they have threatened him- he doesn’t want to take any action. The gang is bullying the weaker children (NOT YOU) and is now starting to threaten the foreign kids at your school. Everyone wants to cover up. What do you do?
<p>15: SEEK OUTSIDE HELP FROM ORGANISATIONS</p> <ul style="list-style-type: none"> • Request Alternatives to Violence Project (AVP) workshops at your school • Set up peer mediation services at school • Organise camps about non-violence and respectful behaviour for learners • Arrange for anti-bullying workshops for the learners and teachers 	<p>16: WRITE POETRY</p> <p>The bully - The victim - The bystander</p> <p>The bully- Uvisaubhlunguaphoakhoyo (<i>spreading unhappiness wherever he goes</i>)</p> <p>The victim - I’m so tired when will it all end?</p> <p>The bystander – The power is in my hand.</p> <p>I have been all three</p> <p>HOLD DEBATES</p> <p>Topics:</p> <ul style="list-style-type: none"> • Bullies are unhappy people • We are all guilty of bullying at some time in our life • I am afraid to stand up against violence 	<p>17: IDEAS FOR ROLE-PLAY</p> <ul style="list-style-type: none"> • Work in groups of 3: Every morning when you get to school some older learners bully you and force you to do favours for them. You don’t like being bullied, but they said if you told any teacher they would beat you up. What can you do about the problem? • Work in groups of 3 or 4: There is a learner in your class whom nobody will sit with because s/he wears different clothes from the rest of you. You feel it’s not fair but you also think s/he is a bit strange. Yesterday one of you saw her/him crying all on her/his own at interval. Talk to your friends about what to do • Download more scenarios from PEACE BUDDIES IN ACTION http://www.qpc.org.za/download_files/resources/QPC-Peace-Buddies-in-action.pdf Pages 33-38

18: BULLYING AFFECTS TEACHERS

Teachers who are bullied by learners begin to have discipline problems in the class; they begin to withdraw and are afraid to face the class for fear of not being able to control them. This is a desperate feeling and results in a loss of confidence. They find it difficult to concentrate on their work and begin to neglect their learners. This can result in increased absenteeism from school because of stress and conflict, and could lead to more serious health problems.

These teachers may begin to display aggressive behaviour in class because they feel threatened, and so they become abusive to their learners in self-defence. If the situation is ignored, and the teachers are not supported by their colleagues and principals, they may leave the profession because they feel like failures.

If the school is in an area with powerful gangs, teachers who live in this area may be too scared to discipline some learners.

Teachers at school must learn to support each other on the staff and work as a team. When teachers are being bullied by a learner or learners, they must know that they can turn to their colleagues for help, and that help will be forthcoming.

19: CLEAN UP THE SCHOOL

- A scruffy environment leads to scruffy behaviour
- School buildings and the environment have an effect on the behaviour of the learners
- School toilets that are wet, smelly and not cleaned are offensive to the individual's sense of dignity and decency.
- School toilets are a symbol of what your school thinks of you
- Bullying will succeed in an environment that is toxic; create a non-toxic environment at school

- Start an **anti-littering campaign** at your school
- Set aside a time every day when a group/grade clean up the grounds
- Set up a **clean the classroom** roster when learners sweep the classrooms daily and empty the bins
- Clean up offensive graffiti on the walls
- Create an **anti-bullying pledge** wall
- Ask learners to decorate walls that are filled with offensive graffiti

20: A QUESTIONNAIRE FOR TEACHERS TO DO WITH THEIR CLASS

		daily or weekly	a few times a year	once	never
1	Does anyone ever stop you from speaking up?				
2	Are you ever interrupted when you try to say something?				
3	Are you ever criticised because of your family, your spare time activities or hobbies?				
4	Does anybody ever threaten you over the telephone or cellphone?				
5	Does anyone ever pull faces at you or make threatening or rude signs at you?				
6	Does anybody ever say things to you that suggest something negative about you without ever saying specifically what they mean?				
7	Does anyone ever refuse to speak to you?				
8	Does anybody ever refuse to let other people speak to you?				
9	Does anybody ever stop other people from playing with you?				
10	Does anybody ever pretend that you are not there and just ignore you?				
11	Does anybody ever threaten to harm you?				
12	Does anybody ever constantly criticise the way you do things?				
13	Does anybody ever force you to do tasks for them?				
14	Does anyone ever force you to show them your homework?				
15	Does anyone ever force you to do their homework for them?				
16	Does anyone ever force you to give something of yours to them?				
17	Does anybody ever speak badly about you behind your back?				
18	Does anybody tease or embarrass you in front of others?				
19	Does anyone ever call you stupid?				
20	Does anyone ever tell lies about you?				
21	Does anyone ever poke fun at your family or mock your background?				
22	Does anyone make fun of your religion?				
23	Does anyone make fun of your looks or your clothes?				
24	Does anyone shout at you or abuse you verbally?				
25	Does anyone ever call you by an insulting nickname?				
26	Does anyone ever threaten to beat you?				
27	Does anyone ever threaten you with a knife or another weapon? What weapon?				
28	Does anyone ever smack you?				
29	Does anybody ever deliberately hide your things so that you can't find them?				
30	Does anyone ever deliberately damage your property (like clothing, bicycle)?				
31	Does anybody ever sexually harass you?				
32	Who sexually harasses you and what do they do?				
33	Has anyone ever spread nasty rumours about you or told any lies about you on facebook, twitter or text message on a cellphone?				

Adapted from: Kasper, Horst. (2004) Arbeitsmappe Konfliktmanagement in der Schule: AOL.

In: Taglieber, Walter. (2005) Berliner Anti-Mobbing-Fibel. Page 33.

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