



**What harassment/bullying is,**

**Experiences with bullying with  
primary aged children and**

**What bullying isn't and**

**What to do if this is happening etc**

## **Bullying ...**

### **Usually has five common features:**

- » it is a deliberate, hurtful behaviour
- » it is often repeated over a period of time
- » it is difficult for those being bullied to defend themselves
- » it is often difficult for those who bully to learn new social behaviours
- » the person who bullies has, and exercises power inappropriately over the victim

**There are three main types of bullying:**

» ***physical***; hitting, kicking, taking belongings

» ***verbal***; name-calling, insulting, racist remarks

» ***indirect / emotional***; spreading nasty stories, excluding from groups

Bullying can take a number of forms.

- **Physical violence, for example hitting and kicking.**
- **Emotional and verbal, for example name-calling, exclusion, threatening and coercion.**
- **Cyberbullying, for example by mobile phones and the internet**
- **Bullying of students with special needs, racist or homophobic bullying.**
- **Damage to property, for example taking lunches or destroying schoolbooks.**

All forms can be damaging to the development of both the person being bullied and the person bullying.

## ***Bullies***

Three types of bullying have been identified (Stephenson & Smith 1989).

- Confident bullies who are physically strong, enjoy aggression, who feel secure and are of average popularity.
- Anxious bullies, who are weak academically, have poor concentration, and are less popular and less secure.
- Bully/victims who are bullies in some situations and are bullied in others. Bully/victims are unpopular.

## *Victims*

- Often have poor social skills.
- Lack the confidence to seek help.
- Don't have the support of the teacher or classmates who find them unappealing.
- Blame themselves and believe it is their own fault.
- Are desperate to 'fit in'.
- View is very often reinforced by the attitude of adults in their lives.
- It is highly unlikely that they will seek help.

***Most pupils (80%) are not actively involved in bullying. They neither bully nor are victims. They know it's wrong but unless they are asked for help, or are made to feel they have a responsibility or duty to act, they will silently collude with the abuse.***

## ***The size of the problem***

Studies show that bullying is an international problem that affects all schools. There is a remarkable similarity in the incidence of bullying from country to country, school to school.

Bullying knows no international boundaries, socio-economic status or ethnic boundaries.

<b>Country</b>	<b>Primary</b>		<b>Secondary</b>	
	<b>Often bullied</b>	<b>At least weekly</b>	<b>Often bullied</b>	<b>At least weekly</b>
<b>New Zealand</b>	not available	10%	15%	9%
<b>England</b>	27%	10%	10%	6%
<b>International</b>	23%	15%	10%	6%

Few pupils tell a teacher when being bullied (only 20% in one recent Auckland study - Adair, 1998).



## What can I do if my child is being bullied?

- ① Listen to what they are saying, believe them and be supportive.
- ① Thank them for telling you and explain they must always report bullying to an adult they trust.
- ① Reassure them that it isn't their fault.
- ① Talk about what can be done to solve the problem, such as avoiding the bullying children and making new friends.
- ① Encourage and praise them in the things they do well to help make them more confident. A confident child may be less likely to be bullied.
- ① Help them to feel comfortable about who they are and what they look like.
- ① Reassure them that you won't do anything without talking to them first.
- ① Raise the issue with your child's school and ask them what the school is doing to stop the bullying.
- ① Encourage the school to develop a 'no bully' policy.
- ① Suggest that the school implements the Police anti-bullying programme, Kia Kaha.

Note: It is not advisable to approach the child or young person who is bullying, or their family, yourself. It is best that this is done through the school.

■ If it is a serious incident outside school, contact local police.



**cyberbullying** netsafe

# Cyberbullying

Cyberbullying is the use of Information Communications Technology (ICT), particularly mobile phones and the Internet, to deliberately upset someone else. It differs from other forms of bullying because:

- it can be 24/7
- it can invade home and personal space at any time
- the audience can be very large and reached rapidly
- cyberbullies may attempt anonymity
- the bully or victim can be any age
- bystanders can become accessories to the bullying by, for example, passing on an humiliating message

# cyberbullying

INFORMATION AND ADVICE - [FOR YOUNG PEOPLE](#) | [FOR PARENTS](#) | [FOR TEACHERS](#)

+ What is cyberbullying?

- What does cyberbullying look like?

- Is cyberbullying a big deal?

- What can I do to prevent cyberbullying?

- More help and advice

+ What can I do if a child is being cyberbullied?

o Cyberbullying and school

+ Cyberbullying on websites

o Cyberbullying on IM / online chat

+ Cyberbullying and mobile phones

o When to call the police

+ At a Distance - standing up to cyberbullying

+ Video interviews with teachers

## ***What can I do to prevent cyberbullying?***

Talk with your children about cyberbullying and see how they understand the issue.

Reassure your child that you will not remove their technology as a knee-jerk reaction to problems (including cyberbullying). Young people tell NetSafe that fear of losing access to their computer or mobile phone is one of the reasons why they often don't report cyberbullying.

Advise younger children to be careful who they give their mobile number to and to not pass on friends' numbers without asking them first.

Remind them not to respond to texts from people they don't know.

Talk with your child about what images, if posted online or sent on a mobile phone, could get sent on to others and be used to bully or embarrass them.



Some cyberbullying incidents can themselves act as evidence. Advise students being bullied this way to:

- refrain from responding
- save the content/message/pictures/online conversations as evidence
- report to an adult
- inform the provider of the service if content is abusive or repeated more than once

