

Submission
No 3

INQUIRY INTO BULLYING OF CHILDREN AND YOUNG PEOPLE

Name: Ms Gabrielle Lindsay

Date received: 29/01/2009

29/01/2009

Dear Sir/ Madam,

My name is Ms. Gabrielle Lindsay and I have taught in the public education system since 1991. I was elated to read that a commission has been established to address bullying in our schools. As a direct result I have decided to submit the final paper of my Master of Child and Adolescent Welfare degree completed in 2007 for your consideration.

In my paper I have addressed similar issues in regards to bullying and the right of the child to not only be heard but also participate in decisions and policies that directly affect them. Also suggested are strategies that may be utilized by this institution that the paper was based upon or others, in order to combat these issues. At the conclusion of the paper, are the results of surveys that students have actually completed, along with their genuine comments about the types of bullying occurring within this school, the staff response to their concerns and school management in general.

If this paper is not suitable then please don't hesitate to send it back.

Thankyou for your time

Yours Sincerely

Ms. Gabrielle Lindsay
B.A. (Visual Arts), Grad. Dip Ed., M.Child&Adoles.Welf.

SUBJECT: HCS531

**Leading Service Development in Human Service
Organisations**

TASK:

Assessment Item 4: Discussion Paper

STUDENT NAME:

Ms. Gabrielle Lindsay

STUDENT NUMBER:

DISCUSSION PAPER WORD COUNT:

5749

(Excluding –Table of Contents, Abstract, Diagrams, References and Appendices)

Table of Contents:

	<u>Pages</u>
1) Abstract.....	3
2) Introduction.....	3-4
3) The Right to Participate.....	5-7
4) The Value of Participation for Children and Young People.....	7-8
5) The Practices and Theories Surrounding the Paradigm of Participation.....	8-11
6) NSW Department of Education and Training Policies and Participation by Students....	11-13
7) The Study conducted in an Australian Public High School – on bullying and Marginalization. The Right to be heard !!	13
a. Methodology.....	13-14
b. Results.....	15
c. Conclusion.....	16
8) What happens internationally? International Standards of participation in the United Kingdom and New Zealand Governments and Education systems.....	16-19
9) Professional, Organisational and Societal Constraints and Strategies for effective Children and young peoples participation within the 3P's – Power, preparation & Partnerships: A Rationale for Change.....	19-21
10) Conclusion.....	21-22
11) References.....	24-25
12) Appendices	
a. Appendix A – Preceding Overview.....	26
▪ Part 1 – Confidential Student Survey.....	27-29
▪ Part 2 – Bystander Exercise.....	30
▪ Part 3 – Short Quiz about Bullying for Students.....	31
b. Appendix B – Preceding Overview.....	32-33
▪ Part 1 – 2004 Yr. 7 Cohort; Results and Comments.....	34-37
▪ Part 2 - 2005 Yr. 7 Cohort; Results and Comments.....	38-40
▪ Part 3 - 2005 Yr. 8 Cohort; Results and Comments.....	41-45

Abstract:

The objective of this discussion paper is to explore the complexities of the socio-political agendas determined by adults, which seriously inhibits children, young people and young adults fully participating in courses of action and decisions made on their behalf. Discussion is focused and comparisons are correlated, in relation to the value of participation for children and young people along with their right to participate. The convolution of this paradigm is based upon the actuality that children spend a great deal of their young lives in educational institutions but few, are aware of their rights as incorporated in the UNCROC (United Nations Convention on the Rights of the Child) mandate. Discourse evolves around practice initiatives and theories such as, Habermas' Critical Theory of Communication and an analysis of Harts Model of Participation. In addition, comparisons are drawn between International (UK & NZ) Educational Institutions and the Australian public education system. Evidence is also derived from a number of historical and contemporary sources, including a study conducted in an Australian State High School (G. Lindsay 2004, 2005). Professional and societal constraints are acknowledged and discussed within this milieu.

Introduction:

The socially constructed concept of children and young people's participation since the 1990's, has increasingly received vast support and attention in areas such as practical pedagogical activities, research initiatives and political programs. In the last decade however, this topic has enticed great debate. Though despite these arguments, it unfortunately still remains, that participation by children and young people in the Australian public education system, including the arenas of public decision-making and the associated policies and practices of these institutions, (i.e. NSW DET- anti-bullying policy); they are either tokenistically included or totally excluded, in the imperative processes of developing, implementing and evaluating policies and procedures that have a direct impact upon them.

Interesting then, are the arguments for and against participation in the literature. Specifically, Ruxton (1998) notes in his analysis of initiatives involving children and young people in the decision-

making process "...that (even) in the European Union, serious attempts to involve children as active citizens in policy and planning are few...and that it should be a requirement for policy-makers to seek out actively the wishes and feelings of children on policy issues that are important to them." (Ruxton 1998 – cited in Gray 2002: 5) Significant then, are educational institutions, for they have always promoted and espoused agendas that reinforce the ideologies encompassed in inclusivity and democracy, in concurrence with the value of belonging to an inclusive democratic society. Yet they fail to practice what they preach. They do not enable students to become aware of their rights, as enshrined in the UNCROC mandate and appear almost fearful of ensuring the infrastructure is in place for children and young people to learn the valuable skills of participation, through sound training and support.

It is in this context, that comparisons on the current and historical arguments are challenged. The total deficient of opportunity for children and young people to participate not only in the public school system but also in their local community is clearly examined in this discourse. In addition, the quantitative and qualitative research presented, encompasses a study conducted in an Australian Public State High School. Specifically, two year groups (a total of over 400 students aged 13 and 14 years old) were surveyed over a two year period on their understanding of bullying and marginalisation. (G. Lindsay 2004, 2005) Discussed are their perceptions on the support offered or lack there of, by the school executive and staff and also offered are their proposed solutions, that could be applied in order to remedy this entrenched and problematic issue.

Finally the paper will conclude with the *3P's, Power, Preparation and Partnership*. The inclusion of these clearly demonstrating that successful child and youth participation is conducive, in the creation of an environment where upon student's perspectives, experiences and voices are valued, seriously considered and directly included in all aspects and policies associated within their school and public lives.

The Right to Participate:

“When you give children a voice, you spark an imagination that not only recreates the world, but that which redefines your own place and understanding of it.” Alexander Pavlov – WFFC Founder. (WFFC = World Fit for Children)

“Participation” by its simplest definition, can be explained as “to take or have a part or share, as with others” (The Macquarie Dictionary 1990). However the significance of the word *participation* in any policy or decision –making process is a far more complex, socially constructed concept. Participation allows children and young people to become activists in their own right, for their own rights. Furthermore, it recognizes “...young people to be their own agents of change and claim their rights, creating citizenship and contributing to society’s well-being.” (UNFPA 2007:37)

Importantly though, a distinction *must* be drawn here between the definitions of ‘consultation’ and ‘participation’. “*Consultation* entails asking children directly about their views”... (whereas) “*participation* refers to the extent of children’s involvement in decision-making”. (Gray 2002:3) Often those responsible for the formulation of policies and practices feel that ‘consultation’ suffices as participation. Yet this is a very shallow assessment of what sound participation encompasses.

The United Nations Convention on the Rights of the Child (UNCROC) for example, not only enhances children and young people’s entitlement to participate but provides the framework in which they are able to openly and honestly ‘voice’ their opinions. Thus, empowering young people to seek strategies and apply solutions in the decision-making practice. Included within this mandate and of particular importance for the purpose of these discussions, are Articles 12 and 13 which state:

“State Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.” (Article 12: 1 UNCROC) and

Ms. Gabrielle Lindsay

“The child shall have the right to freedom of expression; this might include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child’s choice.” (Article 13:1 UNCROC)

Unfortunately, it must be noted that the convention, of which Australia is a signatory nation, is not included in the Australian curriculum or for that matter, common law where it is only used superficially as a guide, in ‘the best interests of the child’ rhetoric. Importantly then, despite the hierarchical adult rhetoric surrounding children’s rights and voices at the time, Franklin and Franklin’s vision in the mid 1990’s should validate the inclusion and adoption of the UN Convention into the Australian Education and common law by suggesting that it:

(The Convention) “... has offered a rallying point...it also offers a programme of proposals designed to empower children and young people...the hope must surely be that in...the next phase, children will be the key political actors, seeking to establish their rights to protection but also their rights to participate in a range of settings which extend beyond the social and welfare arenas...The future is open.” (Franklin and Franklin 1996:111)

Whilst these articles and the inspiration provided by Franklin and Franklin are reflective of the paradigms encompassed in right of the child to participate, it must also be acknowledged that this paradigm is not a fixed or static concept. Rather, it is in the *application* of the two articles, which is of paramount importance. Namely, the articles necessitate heavy reliance and dependence upon those conducting the participation process to adapt their practices accordingly, in order to address the child’s evolving capacity and needs. The practice of policy formulation then is “...seen as an outcome of this process of continuing interaction, rather than a process of choice by an authoritative actor.” (Colebatch 2006:8) What this in turn demonstrates is a comparative guarantee, that the participatory and decision-

making practice is truly; exhaustively inclusive, effectively managed and resourced, decisively relevant and not just based on empty adult rhetoric and preconceived public perceptions of childhood and adolescence. Indeed as reflected in much of the literature, adults ought to be able to clarify much of their own beliefs, feelings, knowledge and prejudices, before engaging children and young people in the participatory process, thus enhancing the benefits and values, attained by all.

The Value of Participation for Children and Young People

The benefits of participation for children and young people are extensively and convincingly articulated in contemporary literature. Some of these benefits are viewed as not only enhancing children and adolescent's communication skills, but also increasing their self-esteem, self-respect and enabling them to be viewed as valuable members of society. Furthermore in order for children and adolescents to be recognised as competent social actors then "meaningful... participation (must) involve recognizing and nurturing the strengths, interests, and abilities of young people through the provision of real opportunities for youth to become involved in decisions that affect them at individual and systemic levels." (UNFPA 2007:43)

So why do adults and those in powerful positions, such as teachers, principals, case management workers, social workers, judges, lawyers and so on, that primarily have the potential to positively or negatively shape the outcomes for children and young people, find it so difficult to consider their voices, in policies and practices that directly impact upon them and their everyday lives?

James and Prout (cited in Mason and Fattore 2005) for example suggest, "...that in general, social and philosophical theory rarely credits children with active subjectivity". (Fattore and Turnbull 2005: 47) Furthermore, historically, the literature has constructed the social paradigm of children as passive, as social reproducers, consumers of learning and of predetermined learned facts and skills. Rarely has this discourse touched upon children being viewed as competent social actors, in their own right. As a direct consequence, "surveys of children (both nationally and internationally) over the past

two decades have regularly evoked comments that adults discourage their input and fail to give weight to their opinions.” (The Non-government Report on the Implementation of the United Nations Convention on the Rights of the Child in Australia 2005:10) In addition, as Raynor (2003) elucidates “...an important argument for children’s participation has to do with the benefits that result from adults and children talking together while making decisions...” (Raynor 2003:233) Subsequently, relationships between children and adults must be built on sincerity, free from intimidation and firmly grounded in trust. Contributing to the strength of this premise, is the magnitude of Jamison’s and Gilbert’s (2000:186) argument, of which I am a strong advocate, that, “...until children’s views are incorporated into the policy development process, especially as far as policies that impact directly on children are concerned; decision-makers do not have the benefit of:

- Understanding children’s perspectives of the problem;
- Hearing children’s suggestions about how the problem might be solved;
- Receiving information from children about the impact that each suggested option for solving the problem may actually have on children;
- Knowing what children think should happen.

(Jamison and Gilbert 200:186, cited in Gray 2002:6)

Therefore, child and adolescent participation and the concepts encompassed within this ideology are tangible and have immense potential both within educational institutions, government and non-government institutions; providing the practices and procedures are concrete in nature and can be put into practical action.

The Practices and Theories Surrounding the Paradigm of Participation:

A number of models and theories based on the processes, practices and procedures of inclusive decision-making and participation have been developed and presented in the literature. It must also be acknowledged that most of this literature stems from the United Kingdom. The UK, also a signatory

Ms. Gabrielle Lindsay

nation of the UNCROC mandate, continues to actively and rapidly develop models and procedures for inclusive child and young people's decision-making and participation, both through the realms of practice and legislation. Consequently, either of the presented models or theories discussed in this section, have the potential to be included in educational institutions, through programs and practices in the form and application of sound training, support and workable infrastructures.

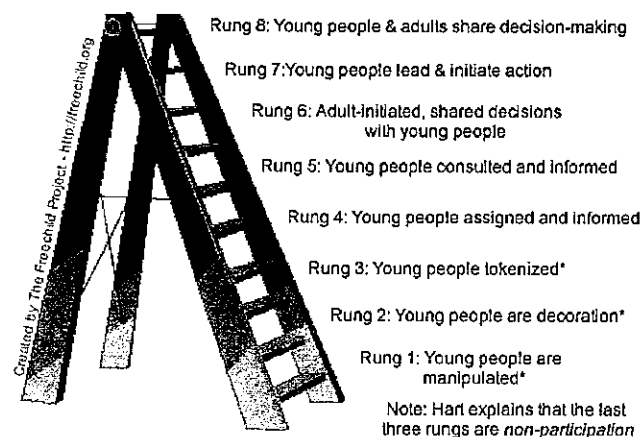
For the purpose of this paper, one important theory, and one important model, which are both relevant and applicable to these arguments, are discussed. Firstly, is Habermas' critical theory of communication and secondly, Harts Ladder of Participation.

Habermas' critical theory of communication fuses the elements of both the micro and macro properties of communication into what Habermas defines as communicative action. As a consequence, Habermas' theoretical standpoint, when applied to children and young people's plight to participate, is correspondingly considered as, truly emancipatory. The discourses that underpin participation in his theory are not only based on the principles of equal rights and social justice but also importantly, the acknowledgment that children's needs and voices are conducive to an environment, which is safe, warm, respectful and the topic or issue chosen for discussion is real and relevant to them. Thus as Habermas argues, "legitimate political action," on the part of children and also applicable to adults – resides in the ideal of "deliberative democracy". This idea, of free public argument through the principle of democratic association is based upon Marxist philosophy and ideology. Namely, that all citizens are deemed equal and that "...communication ... (and the elimination of an underclass and social inequality) is what lies at the centre of (Habermas') political praxis." (Fattore and Turnbull 2005: 49) Furthermore, it is deemed that the arguments within this realm, must be allowed to proceed and that all participants must be regarded as equal, instead of the general public perception of youth, in some quarters as a, "...category, wasteful of opportunity through frustration and lawlessness." (Wyness 2006: 212)

Appropriately then, Habermas' critical theory of communication encompasses the concept that all participants have an equal footing in discussions by association and are not excluded due to such factors as age, gender, disability or cultural disadvantage in the decision-making process. His insistence on structured proceduralism, instead of 'abstract general will' ensures that those not usually included in a decision-making position, now have their perspectives and voices considered and not suppressed as they may have been in the past. Consequently if we were to apply Habermas' theory and scaffolding included, to schools and educational institutions, this would be extremely beneficial to not only those who have the confidence and means to participate regularly, but also gives those who are normally marginalised and excluded from such exercises and experiences, the opportunity and 'equal footing' to also voice their concerns.

Hart's Ladder of participation, on the other hand (as illustrated below) is perhaps the most widely known of the developed models. It consists of eight types or levels of participation. However included in these eight are 3 non-participatory levels. Hart describes these non-participatory levels as; decoration, manipulation and tokenism. Furthermore, he has deliberately included these levels, so as institutions and organisations are able to recognise what they represent and to attempt to take steps to eliminate them from their practices, with the view to improving overall, organisational performances.

Roger Hart's Ladder of Young People's Participation



Adapted from Hart, R. (1992). *Children's Participation from Tokenism to Citizenship*. Florence: UNICEF Innocenti Research Centre.

Ms. Gabrielle Lindsay

Nevertheless, one of the most common arguments, albeit questions arising about Hart's Ladder of Participation, especially in regards to rungs 4-8; is how do we distinguish or choose which is the most appropriate and meaningful rung on the ladder for young people and adults alike, to initially begin the process of participation and ultimately, the decision-making practice?. Hart argues "that this is a misconception of true participation (and the function of the ladder), where the essential element is *choice*." (McNeish, 1999:5) None-the-less for some, it's the belief that shared decision making is important to both young people and adults whereas others argue that young people become both empowered and enlightened when formulating decisions without the influence of adults. In light of these arguments Gray (2002) suggests that there needs to be "...a number of preconditions for the successful involvement of children and young people. These are that the children and young people must have:

- access to those in power and to relevant information;
- a genuine choice between distinctive options;
- a trusted, independent person to provide support;
- a means of redress for an appeal or complaint. (Gray 2002:8)

Subsequently, without the appropriate support mechanisms and infrastructure in place, attempts to include the 'voices' of young people will be viewed by them as an act of tokenism. For, as McNeish (1999) advocates and I concur, "It's not to suggest that we have to be 'at the top rung', but rather that we ought to be aiming to get out of the lower rungs of non-participation and think of ways to *genuinely* engage children and youth. (McNeish, 1999:10)

NSW Department of Education and Training Policies and Participation by Students:

"Freedom of expression in Australian schools is one area where children and young people are increasingly seeking avenues for redress." (The Non-government Report on the Implementation of the United Nations Convention on the Rights of the Child in Australia 2005:10) In the NSW Department

of Education and Training's (Herein known as: NSW DET) and the National Curriculum, in its sizeable list of policies and procedures, the word *consultation* appears frequently, but there is no reference to the word *participation*. Why?

If we specifically examine the NSW DET Anti-bullying Code for Schools 2004 for example, this document makes ostentatious statements regarding "...schools are inclusive environments, where diversity is affirmed and differences are respected." (NSW DET Policies and Procedures – Anti-bullying Code 2004: Section 4.0.1) Yet where is the reference to participation and the voices of those affected by the implementation of this policy, being heard? Furthermore, in the same policy, Section 5.0.5 states that, "schools have the responsibility to develop *collaboratively* and *communicate* widely information on the school anti-bully code" and finally again in section 7.0.10, dot-point 1; that schools have the responsibility to "develop an anti-bullying code through *consultation* with parents, students and the community..." (Emphasis added) (NSW DET Policies and Procedures – Anti-bullying Code 2004) Of particular interest here, is the last statement regarding the '*consultation*' process as deemed appropriate by NSW DET and its policy-makers. This authoritative approach is a prime example of how children and young people are essentially negated from the whole policy-making process, resulting in them becoming ranked second to parents. Additionally, this adult driven policy, with little or no participation from the very people it involves, is again convincingly reflective of the paradigm, that children often have little say in schools in regards to any issues beyond the trivial. Furthermore, I believe that children have the right to not only be consumers in educational systems and settings but also have the inherent human right to be participants, but unfortunately this rarely occurs, as children and young people are often constrained by their hierarchical relationships with adults.

Consequently in the examination and execution of such policies and procedures initiated by NSW DET to all intents and purposes, which fundamentally affects every student in the NSW public school system, we discover that children and young people are clearly proscribed the chance to fully

Ms. Gabrielle Lindsay

participate in the crucial and imperative development of policy inception, implementation and evaluation. Unfortunately, this repeatedly confirming the standpoint, that it is often dependent upon the commitment of individual teachers and/or principals rather than a whole staff or whole school approach to facilitate the 'voices' of children.

Professor Vinson who chaired the inquiry into New South Wales Public Education Inquiry in 2002 pointed out the benefits of inclusive education, especially in relation to discipline and bullying. He noted, "the difficulty from a system point of view seems to be a lack of strategic focus and leadership rather than a shortage of ideas and resources. The challenge is to develop a coherent strategy that can bring these elements together to support a process of democratic whole-school change." (The Non-government Report on the Implementation of the United Nations Convention on the Rights of the Child in Australia 2005:10) Thus the success of any policy initiative must depend upon the cooperation, support and willingness of all those involved, in order for children and adolescents to capitalize on the enormity of the benefits acquired, purely through the act of inclusive participation in Australian educational institutions.

The Study of an Australian Public High School:

The premise of this quantitative and qualitative study, was instigated to facilitate adolescent's right to voice their opinions openly and honestly about the bullying and marginalisation occurring in their school. The collection of data and suggested solutions offered by the students, were not only utilised to inform the staff regarding how students perceived their intervention and how seriously they were listened to, but also for the first time, the establishment of a child led and child inclusive school policy. It should also be noted here, that this policy has yet to be formulated due to this study being only representative of a third of the total school population and further studies would need to be undertaken in establishing the whole schools perception of bullying and marginalisation and consequently their

right to participate as delineated in the UNCROC mandate in the creation of a child-led, child inclusive anti-bullying policy for this institution.

Methodology:

The study was composed of several tasks. They were administered as follows:

- 1) *A multiple choice questionnaire*: this quantitative and qualitative task provided students with the opportunity to not only circle the appropriate response, they could circle more than one response for certain questions if required and were able to provide written responses. (A copy of this questionnaire is provided in Appendix A: Part 1.)
- 2) *The Bystander Exercise*: Again the approach to this section was both qualitative and quantitative, with questions 1 and 2 requiring an answer to be ticked and Question 3, required a written response. (A copy of this exercise is provided in Appendix A: Part 2.)
- 3) *A short quiz about Bullying for Students*: This task was purely quantitative, with the most appropriate answer to be circled. (A copy of this quiz is provided in Appendix A: Part 3.)

The tasks collated for this exercise were administered by trained Yr. 11 Peer Support Leaders, not teachers. The prime purpose of this, to allow students to meet with senior students, to be able to access their support if needed in the playground and so that the student's discussion was not stifled and led by adult agendas. Other activities were also incorporated into this program, such as role-playing, games and discussions, but these were not formally included in the results.

Overall, four hundred and forty surveys were completed by junior secondary students over a two year period, and are represented as follows:

Ms. Gabrielle Lindsay

- 2004 = 153, Yr. 7 students – average age: 11 and 12;
- 2005 = 111, Yr. 7 students – average age: 11 and 12;
- 2005 = 176, Yr. 8 students – average age: 13 and 14. (Please Note: Yr. 8 2005 are the same cohort surveyed in 2004. This was completed deliberately, to give a comparison of results between 2004 and 2005. That is, had anything changed from last year for the students.)

Results

Overall comments and tabled results for each year are presented in Appendix B: i.e.

- Part 1 – 2004 Yr.7 Results and Comments;
- Part 2 – 2005 Yr.7 Results and Comments;
- Part 3 – 2005 Y. 8 Results and Comments.

The results collated and presented, are clearly indicative of the amount of bullying and marginalisation occurring within the junior year groups of this school. Furthermore, whilst *all* teachers should be sensitive and aware of the bullying occurring; statements by the students are suggestive that they are not. The majority of the students for example, perceived and described the support offered to them by teachers and the executive staff, as minimal. They are not listened to and feel that their voices are not valued.

Subsequently, statements were expressed along the following lines;

- 1) “Teachers should take it more seriously than they do now. Most people get away with it and keep doing it. They hardly get into trouble.”
- 2) “ Teachers should pay more attention in class, sometimes you get bullied and the teachers don’t see it.”

- 3) “To give more attention in the classroom. People in my class are often teased and the teachers don’t do anything at all. They are teased because of financial difficulties and looks. i.e. fat, ugly, etc.”
- 4) “ Keep having more days like this. A girl came into our group who gets bullied and now she’s being called ‘cool’.”
- 5) Teachers should tell each other, so they know what’s happening.
- 6) “Take a child’s pain seriously and instead of saying something will be done about it, do something for a change.”

Conclusion:

The implications of these statements and the results tabled in Appendix B are a major concern for this school; not only for the students but also for the staff and senior executive. Recent research has shown that “...aggressive children are at greater risk than peers of peer rejection and psychiatric problems such as conduct disorder and anxiety disorders (and) ...the victims of aggression suffer internalising difficulties related to anxiety, depression and low self-esteem.” (Nucci, 2006:231) Clearly then, urgent steps need to be taken within the education system to not only address this insidious issue, but the need for increased student inclusive participation, policies and practices. For if we are negligent in this area it has the very real potential to lead to vast dissatisfaction and apathy for many students within the school system. This in turn, leading to many negative outcomes for some students, such as; fear, anxiety, school avoidance, truancy, social interaction avoidance and in some extreme cases, suicide. Consequently, as research further suggests “educators need to be vigilant in addressing all incidents of bullying”. (Coloroso 2002:182) Finally, if we are not attentively focused in establishing an environment where students are able to openly and honestly voice their concerns and feel supported in doing so, regardless of the issue, then we are failing the students and not complying nor fulfilling

their rights as competent social actors, and inhibiting their access to the processes of natural justice and importantly, their inherent right to openly participate.

So what happens internationally? International Standards of Participation in the UK and NZ

Education Systems:

“By 2020 the Government of the United Kingdom would like all schools to be models of social inclusion, enabling all pupils to participate fully in school life while instilling a long-lasting respect for human rights, freedoms, cultures, and creative expression”. (UK National Framework for Sustainable Schools – Inclusion and Participation, 2006)

The United Kingdom continues to lead the way, both nationally and internationally with participation initiatives. In the UK, participation as enshrined in the UNCROC mandate continues to be of prime importance. This has resulted in the government, continuing to go to immense lengths to ensure that the principles of participation, are not only included in most organisational practices pertaining to children and young people, but that they are also included in government legislation.

As a direct result of this commitment, in 2003 the UK Children and Young Peoples Unit (CYPU) in the Department for Education and Skills, commissioned the Carnegie Young People Initiative to investigate and report upon the depth of knowledge, evidence and existing organisational infrastructures in the government and non- government sectors across England. This research was undertaken to primarily assist the UK government in the establishment of an evidence- based accountability document. It's use, to identify, not only the extent to which the governments initiatives and practices are successfully working, but also the assurance and continuing recognition of the benefits of participation for children and young people.

Furthermore, the UK Department for Education and Skills (DfES), have established and produced within the National Framework for Sustainable Schools, a practice guide, known as

Ms. Gabrielle Lindsay

“Participation Guidance” for schools across the UK. The guide was produced to ensure, not only uniformity in the procedures required for inclusion and participation for children and young people within these institutions, but also the provision of a framework and the successful strategies required for effective and inclusive participation for *all* students and schools inside the UK. The key principals and aims that underpin the “Participation Guidance” are enhanced by the philosophy and firm belief that “the invitation to participate in decisions about their own education prepares young people to influence the life of their communities, to make informed choices and to take appropriate actions in local and national decision making practices.” (Involving Children and Young People – UK Teachernet 2007:3)

Subsequently, “Pupils and staff who participate fully in school life, within a positive and welcoming atmosphere, are better equipped to value inclusion and diversity in the wider community both now and in the future.” (Involving Children and Young People – UK Teachernet 2007:1)

It is this strengthening philosophy and practice adopted by the UK that continues to be of great importance to the UK government and perhaps is something that the Australian government and in particular the NSW DET could learn from and apply to their curriculum initiatives. To expand on this point further, the education system in Australia requires uniformity and commitment to its practices. We need an Australian National Curriculum that is encompassed in and applied to all States and Territories, and not continue to be the responsibility of each state or territory to employ. Similarly then, like the laws in Australia, the education system is dysfunctional and non-cohesive, as the provisions and initiatives, particularly in the case of participation, are unequal in application and disadvantageous to the children and young people of Australia, compared to their peers in England.

Similarly, New Zealand in the State of Education in NZ 2006 Report – cites ‘engagement’ of students in education, as the precipitous direction for youth participation. This occurs, both in school based decision-making, and also participation in decision-making within the wider community.

“Engagement in education (in this case) means the extent to which young people participate...” (State of Education in New Zealand 2006 – Part 2: Schooling: Student Engagement) Furthermore, Anne Carter, Chief Executive, NZ Ministry of Youth Affairs 2007 – cites 5 basic principles of successful youth participation. These are: “1. Being informed; 2. Having impact on outcomes; 3. Organising themselves; 4. Making decisions on being involved in making decisions; and 5. Being involved in follow up.” (A. Carter – Second National Youth Development Conference – Our Future Now – Empowering Young People through Youth Development 2007: Slide 2)

New Zealand’s Education system then, is successfully establishing the necessary participation scaffolding, in developing the structures and environments for ensuring young peoples right, to speak out. This scaffolding is flexible in terms of how young people are involved and makes available to them control over the critical masses, in order to avoid the problems often frequently associated with a few young people continually, representing all young people. As such, in the words of The English National Curriculum, QCA 1999; “Education ...enables people to develop the knowledge, values and skills to participate in decisions about the way we do things individually and collectively...”

Finally, the initiatives established by the UK and NZ Government within the realms of educational systems, it is clearly apparent that Australia’s governance and ingenuity in the creation of children and adolescent inclusive participation enterprises and policies is seriously lagging behind the practices established in these countries. Quite simply, Australia should be venturing to not only assimilate some of these procedures into the policies of the Federal Government and education systems, but also the reassurance that these practices are assimilated into the Non- Government sector as well. For apart from future declarations of the convictions of competent youth, effort now needs to be concentrated on how to implement policies in practical ways, which make a real difference to all young people’s lives and not just the few.

Professional, Organisational and Societal Constraints: and Strategies for effective Children and young people's participation - A Rational for Change:

In order to facilitate change, to successfully employ the practices and procedures for effective child and adolescent participation in the attainment of inclusive educational policies, three very important professional, organisational and societal constraints need to be addressed. These are expressed and reference is made to these as the three P's. Namely, *power*, *preparation* and *partnerships*.

Firstly *power*; the resistance to children and adolescents participation in effective decision-making stems largely from the power and hierarchical relationships between adults and children. Consequently expectations of the child's ability to voice their opinions are often based upon the child's maturity and age and unfortunately in some countries, gender, disability, ethnicity and so on. Furthermore, this concept is linked to how childhood is constructed, perceived and defined. For example on one hand, childhood is viewed as a period of great dependence and protection, enveloped in the ideology of innocence, and on the other hand, it can be that childhood is perceived as wild, untamed or self-willed. Either interpretation can be true; however the major difficulty and foremost immanent danger and power struggle that derives from this paradigm, in relation to professional, societal and organisational constraints; is the entrenched adult perception, that children are taught and consequently controlled.

Secondly is *preparation*; adults such as teachers, parents, community leaders, government officials, the media and the police, must be prepared to listen to what children and adolescents have to say. They need to take their views seriously and be willing to work with them, in not only addressing the social imbalance and differentials in the fundamental rights between adults and children, but so that children are empowered and learn to seek strategies and apply solutions in all forms of decision – making and policy practice. Furthermore as advocated by the “Save the Children Alliance 2005” –

Ms. Gabrielle Lindsay

“...good facilitation...adult support and (preparedness)...is crucial, especially in the initial stages of enabling children to develop and strengthen their own organisations...(and thus their right to participate).” Therefore the concept of and the key to preparation lies not only in the hands of adults but more importantly, in their attitudes. If this situation does not change within the schools and educational institutions, then children and adolescent’s voices will continue to be silenced by adult rhetoric and agendas.

Lastly, effective *partnerships*; it is vital that adults learn to actively listen more effectively to children, young people and young adults. For listening, has the potential to instigate change. They *must* provide to them the infrastructure, spaces and forums in which they know their voices and opinions will be valued and taken seriously. These are essentially the key elements to developing cohesive and resilient partnerships between adults and children. However there are others that are potential barriers to the effective establishment of these resilient partnerships. Some of these include aspects such as; A lack of interest on the part of adults to familiarise students with the structures and procedures required for developing strong participation skills; Political and bureaucratic obstacles imposed by large government organisations, such as schools and education departments that continue to perceive children and adolescents as recipients of information and services and not active partners; and striving to be heard, when they are superficially included in adult discussions and decision-making practices, in their plight to compel adults to realise that they do have an equal voice in decisions that directly impact upon them. Furthermore as advocated by O’Kane (2003) “In transforming children’s role from passive recipients to active citizens, adults must be willing to develop partnerships with children and young people at a range of levels.” (O’Kane 2003: 234) Subsequently, if young people are to strive for equal participation, then organisations, such as schools need to be able to design ways, practices and procedures that are engaging to youth; and adults need to contribute to youth initiatives, their skills, knowledge, understanding, appreciation, empathy and resources.

Finally, the results attained through the implementation of the 3P's by adults, can quite visibly become a channel, that has the genuine potential to bring young peoples concerns to the policy table and the assurance of a clear case, for investing in their future.

Conclusion:

“Children as rights bearers should be empowered to claim their rights and adult duty bearers should be supported and strengthen to increase their accountability in fulfilling their responsibilities to ensure the rights of all children”
(O’Kane 2003:230)

With the emerging research, reflections and methodological discourses surrounding the theories and models of successful child and adolescent participation, it is imperative that NSWDET, adopt more inclusive practices, policies and procedures. This is the crucial key, as clearly outlined and elucidated in this paper, in enabling and providing *all* students with the power of participation through enhanced training programs, and the vital attainment of skills, knowledge and exercising of their rights, not only within educational institutions but also the wider community. However, as with any organisational change, it will not happen over night. It will require extensive time, planning and creative problem solving skills on the part of educational institutions. For inclusive participation has the potential to not only question and diminish adult control, but also the power for young people to initiate and set their own agendas, in the determination of their own destinies and future accomplishments. Furthermore, much debate is required within these institutions, in order to fortify this critical change, not only in educational practices but also within the long-established ideology, which continues to be espoused by them in regards to students and their rights. That is, adults have the responsibility to control, protect and to instil within children and young people, strong knowledge and morality skills and that students remain to be deemed as passive learners of factual information that must meet the objectives, included within dictatorial curriculums.

Finally, in order for change to be truly emancipatory, students, parents, teachers and managers alike, must be open to change and must be able to engage children and young people in all practices, decisions and policies that have a direct bearing upon them, in an innovative, supportive and encouraging manner. For it is only when these ideals and structures enshrined in the UNCROC mandate become institutionalised within educational systems, government and non-government sectors, will children and adolescents in Australia, be able to truly 'voice' their opinions openly and honestly, in the acknowledgement that they will finally be, genuinely heard.

References:

- Bolzan, N. Mason, J. Michail, S., (2005) *“Child Participation; Some Meanings and Questions: An Australian Case Study from the Asian Pacific Region.”* Presented at “Children and Youth in Emerging and Transforming Societies” – University of Oslo, Oslo, Norway 29th June – 3rd July 2005.
Electronically accessed: 8/10/07
- Carter, A. (2007) *“Second National Youth Development Conference – Our Future Now – Empowering Young People through Youth Development 2007”*: Slide 2, Electronically Accessed – 22/10/07
- Colebatch, H.K. (Ed.). (2006). *“Beyond the policy cycle: The policy process in Australia.”* Crows Nest: Allen & Unwin.
- Franklin, A. and Franklin, B. (1996) *“Growing Pains: the Developing Children’s Rights Movement in the UK”*, in Ruddock, J. and Flutter, J. (2000) *“Pupil Participation and Pupil Perspective: Carving a New Order of Experience”*, Cambridge Journal of Education, Vol.30, No.1, 2000 pp.75 – 89,
Electronically accessed: 17/10/07
- Fuller, A., (1998) *“From Surviving to Thriving – Promoting Mental Health in Young People”*. The Australian Council for Educational Research Press, Melbourne, Victoria.
- Gray, A. (2002), *Increasing the Participation of Children, Young People and Young Adults in Decision Making* – A literature review; A Report for the Ministry of Social Development and Ministry of Youth Affairs, New Zealand.
- Lansdown, G. (2001) *“Promoting Children’s Participation in Democratic Decision Making”*, Florence: UNICEF Innocenti Research Centre. Electronically Accessed: 17/10/07
- Macquarie Dictionary with Encyclopedic Entries*, (1990) Macquarie Library Press.
- Mason, J. & Fattore, T. (Eds.). (2005). *“Children taken seriously: In theory, policy and practice.”* London: Jessica Kingsley Publishers.
- McNeish, D. 1999. *“Promoting Participation for Children and Young People; Some Key Questions for Health and Social Welfare Organisations”*. Journal of Social Work Practice Vol. 13, No. 2, 1999.
Electronically Accessed: 19/09/07
- Non Government Organisations Report on the Implementation of the United Nations Convention on the Rights of the Child.* (2005) National Children’s and Youth Law Centre and Defence for Children International. (Australia) Electronically Accessed – 22/10/07
- NSW Department of Education and Training Policies and Procedures.* Electronically Accessed: 17/10/07
- O’Kane, C. (2003). *“Exploring Concepts: Children and Young People as Citizens.* Kathmandu: Save the Children. Electronically Accessed – 22/10/07
- Raynor, M. (2003), *“Why Children’s Participation in Decision- Making is Important.”* Childlaw Conference. Auckland, New Zealand. Electronically Accessed – 17/10/07

"Save the Children" (2005), Practice Standards in children's Participation. International Save the Children Alliance. Electronically Accessed: 17/10/07

State of Education in New Zealand – (2006), Part 2: Schooling: Student Engagement, New Zealand. Electronically Accessed – 22/10/07

Sudermann, M., Jaffe, P., Schieck, E. (1996) *"Bullying: Information for Parents and Teachers."* Centre for Children and Families in the Justice System. Electronically Accessed: 17/10/07

The English National Curriculum, (1999), QCA – The United Kingdom, Electronically Accessed: 17/10/07

"UK – Framework for Sustainable Schools- Inclusion and Participation 2006". Electronically Accessed: 25/10/07.

UNFPA, (2007) *"United Nations Framework for Action on Adolescents and Youth"*. www.unfpa.org : Electronically Accessed: 28/09/07

United Nations (2002), *"Special Session for Children, Children's Forum Message, A World Fit for Us."* www.unicef.org. Electronically Accessed: 10/10/07

World Fit For Children (2007) – *"WFFC Case Statement" – January 2007"*. Electronically Accessed: 17/10/07

Wyness, M. (2006) – *"Children, Young People and Civic Participation: Regulation and Local Diversity"*. Educational Review Vol. 58, No. 2 May 2006, pp. 209 – 218. Electronically Accessed: 17/10/07

Appendix A: Confidential Student Survey - Questionnaires and

Exercises Overview:

(Results of these tasks are presented in Appendix B, along with graphed results of the 2004 cohort that were presented to the staff at the school for discussion at a staff meeting.)

**Please note: Teachers did not administer these tasks. Tasks were delivered and discussions were conducted by Yr.11 trained Peer Support leaders.*

Number of students surveyed: 2004 = 153 – Yr. 7 students

2005 = 111 – Yr. 7 students, 176 – Yr. 8 students. *(Yr. 8 students 2005 are the same cohort that answered the survey in 2004. This was deliberately completed to give a comparison between 2004 and 2005, i.e. had anything changed from last year.)*

Total No. of surveys completed: 440

Part 1: Questionnaire Quantitative and qualitative responses to questions re: The school, Friends, Bullying and School Action that students were asked to answer.

(C. Griffiths, 1993 and G. Lindsay 2004, 2005)

Part 2: The Bystander Exercise: Students were asked to tick the most appropriate response for questions 1&2; question 3 required a written response.

(K. Rigby (2003) “*Stop the Bully: A handbook for Schools*” p.72)

Part 3: Short Quiz About Bullying for Students: Students were asked to circle the most appropriate response.

(K. Rigby (2003) “*Stop the Bully: A handbook for Schools*” p.74)

Ms. Gabrielle Lindsay

Part 1: Questionnaire- Quantitative questions re: The school, Friends, Bullying and School Action

that students were asked to answer.

(C. Griffiths, 1993 and G. Lindsay 2004, 2005)

Confidential Student Survey:

Instructions: *Please Circle the most appropriate response.*

YEAR LEVEL:

GENDER: Male Female

ABORIGINAL or

TORRES STRAIT ISLANDER: Yes No

WHICH LANGUAGE DO YOUR PARENTS

MOSTLY SPEAK AT HOME? _____

ABOUT THIS SCHOOL AND FRIENDS:	<i>Circle ONE Number</i>
---------------------------------------	--------------------------

- | | |
|--|---|
| 1) How did you feel about coming to this school? | <ol style="list-style-type: none"> 1. I hate it 2. I don't like it 3. It's OK 4. I like it 5. I really like it |
| 2) How many good friends do you have in THIS SCHOOL? | <ol style="list-style-type: none"> 1. None 2. One good friend 3. 2 or 3 good friends 4. Lots of good friends |
| 3) Have you ever seen bullying at THIS SCHOOL? | <ol style="list-style-type: none"> 1. Not at all 2. Once in a while (once or twice a month) 3. Often 4. Nearly everyday |

ABOUT BEING BULLIED	<i>Circle ONE Number</i>
----------------------------	--------------------------

- | | |
|---|--|
| 4) How often have you been bullied at this school in the last three months? | <ol style="list-style-type: none"> 1. Never 2. Once in a while (once or twice a month) |
|---|--|

Ms. Gabrielle Lindsay

- 3. Often
- 4. Nearly everyday.

You can circle MORE THAN ONE number

5) **WHEN** did it happen?

- 1. I haven't been bullied
- 2. Before/after school
- 3. Between classes
- 4. In class time
- 5. Recess/ Lunchtime. Where?.....
.....

6) **HOW** were you bullied?

- 1. I haven't been bullied
- 2. Called hurtful names. List the Names you were called:
.....
.....
- 3. Physically hurt e.g. kicked/ hit
- 4. Threatened verbally
- 5. Threatened with an object. With What?
.....
- 6. No-one would talk to me
- 7. My things were taken away or damaged.
- 8. Had rumours spread about me.
- 9. Other
.....
.....

7) **WHO** bullied you?

- 1. I haven't been bullied
- 2. Males females
- 3. Younger students
- 4. Same year students
- 5. Older students
- 6. Students not at this school

8) **How much** did it **AFFECT** you?

- 1. I haven't been bullied
- 2. Not at all
- 3. A little bit
- 4. Quite a bit
- 5. Extremely badly

Name some of those feelings
.....
.....

9) WHAT did you do?

- 1. I haven't been bullied
- 2. Nothing I ignored it
- 3. Asked them to stop
- 4. Told a friend
- 5. Told my parents
- 6. Told a teacher
- 7. Bullied/ teased back
- 8. Got my friends onto the bully
- 9. Didn't go to certain classes
- 10. Didn't go to school
- 11. Tried to change schools
- 12. Other
-
-
-

ABOUT BULLYING OTHERS	<i>Circle ONE Number</i>
------------------------------	--------------------------

10) HOW many times have YOU bullied others?

- 1. Not at all
- 2. Once in a while
(once or twice a month)
- 3. Often (once or twice a week)
- 4. Nearly every day

ABOUT SCHOOL ACTION	<i>Circle ONE Number</i>
----------------------------	--------------------------

11) How satisfied are you with the way the school deals with bullying?

- 1. Very satisfied (school handles it very well)
- 2. Fairly satisfied
- 3. School could do a lot more
- 4. School is not effective at all

12) How satisfied were you with the sessions run today? Did you learn a lot about bullying today?

- 1. Very satisfied (I found it very useful)
- 2. Fairly satisfied
- 3. It was OK
- 4. No, not very good.

What do you think would be some good ideas to try to stop the bullying at this school? (Please write as many ideas as you can)

.....

.....

.....

.....

.....

.....

.....

Part 2: The Bystander Exercise: Students were asked to tick the most appropriate response for questions 1&2; question 3 required a written response.

(K. Rigby (2003) *“Stop the Bully: A handbook for Schools”* p.72)

The students were presented with a person being bullied with a number of people watching. The person being threatened is the **Victim**. The person threatening the other person is the **Bully**.

1. How often does this kind of thing happen at this school? Place a tick beside your answer.

- Every day
- Most days of the week
- Once or twice a week
- Less than once a week
- Hardly ever

2. Now please place a tick against what you think you would do if you were watching this happening. Tick ONE only:

- I would ignore it
- I would support the person being threatened
- I would support the person who is threatening the other person
- I would get a teacher

3. Write a sentence saying why you ticked the one you did.

.....

.....

.....

.....

.....

.....

.....

Part 3: A Quiz about bullying for Students (Questions): Students were required to circle ONE of the following responses to each question presented. 'AGREE' or 'UNSURE' or 'DISAGREE'.

1. Bullying is the same thing as fighting.	AGREE	UNSURE	DISAGREE
2. Boys usually bully more than girls.	AGREE	UNSURE	DISAGREE
3. Kids who are not physically strong always are bullied.	AGREE	UNSURE	DISAGREE
4. Telling someone you have been bullied usually makes things worse for you.	AGREE	UNSURE	DISAGREE
5. Bullying mostly happens when there is no one else around.	AGREE	UNSURE	DISAGREE
6. Most bullying by boys is physical.	AGREE	UNSURE	DISAGREE
7. Being bullied repeatedly can make a person depressed.	AGREE	UNSURE	DISAGREE
8. Some children who have been severely bullied have taken their own lives.	AGREE	UNSURE	DISAGREE
9. Calling people names can be bullying.	AGREE	UNSURE	DISAGREE
10. Girls are more likely than boys to bully people by deliberately excluding them.	AGREE	UNSURE	DISAGREE
11. You can always stop a person from bullying you by hitting back.	AGREE	UNSURE	DISAGREE
12. Sometimes when you are being teased it will stop if you ignore it.	AGREE	UNSURE	DISAGREE
13. When students at school see bullying going on, they usually try to stop it.	AGREE	UNSURE	DISAGREE
14. Bullies generally think badly of themselves.	AGREE	UNSURE	DISAGREE
15. Some students are bullied because of their race.	AGREE	UNSURE	DISAGREE
16. Some students are bullied because of some disability that they have, such as stammering.	AGREE	UNSURE	DISAGREE
17. Schools can never reduce bullying.	AGREE	UNSURE	DISAGREE
18. Some students are more inclined to bully than others.	AGREE	UNSURE	DISAGREE
19. Students who are bullied a lot, tend to have few friends.	AGREE	UNSURE	DISAGREE
20. Once a bully, always a bully.	AGREE	UNSURE	DISAGREE

Appendix B: Student Survey Results:

Part 1: 2004 Yr.7 Year Group: Survey results and collation of student's written comments.

Overall Comments: G. Lindsay (2004)

1. Number of surveys distributed on the day = 170; Total completed = 153
2. Comments regarding the 17 surveys not completed. Some students had completed the Bystander exercise and not the larger Confidential Student Survey and alternatively some had completed the larger survey and not the Bystander Exercise.
3. Conclusion: This has resulted in some skewing of the results or differing in round totals, as I have included these results in regards to what the students had completed.
4. Questions 5, 6, 7, 8, and 9 of the Confidential Student Survey, allowed for more than one answer to be given and these results have been collated and recorded in the tables provided.
5. The questions that required written responses have been collated and condensed, as some were written in the same context.
6. The Quiz about Bullying was not included in these results.

Part 2: 2005 Yr.7 Year Group: Survey results and collation of student's written comments.

Overall Comments: G. Lindsay (2005)

1. Number of surveys distributed on the day = 150; Total completed = 111
2. The Quiz about Bullying was included and tabled in these results and the Bystander Exercise was not included.
3. Comments regarding the 39 surveys not completed. Some students had completed the Bystander exercise and not the larger Confidential Student Survey and alternatively some had completed the larger survey and not the Bystander Exercise.
4. Conclusion: This has resulted in some skewing of the results or differing in round totals, as I have included these results in regards to what the students had completed.

Ms. Gabrielle Lindsay

5. Questions 5, 6, 7, 8, and 9 of the Confidential Student Survey, allowed for more than one answer to be given and these results have been collated and recorded in the tables provided.
6. The questions that required written responses have been collated and condensed, as some were written in the same context.

Part 3: 2005 Yr.8 Year Group: Survey results and collation of student's written comments. *This Year group was given exactly the same survey as in 2004. The purpose of this; to see if anything had changed in regards to them being allowed to participate and voice their opinions.*

Overall Comments: G. Lindsay (2005)

1. . Number of surveys distributed on the day = 190; Total completed = 176
2. The students were asked to only complete the large Confidential Student survey. This transpired so as it could be easily represented and a comparison could be drawn between 2004 and 2005 results and comments from the students, in respect of anything having changed..
3. Questions 5, 6, 7, 8, and 9 of the Confidential Student Survey, allowed for more than one answer to be given and these results have been collated and recorded in the tables provided.
4. The questions that required written responses have been collated and condensed, as some were written in the same context.
5. The results table for this cohort is different to the information presented in the 2005 Yr. 7 cohort. Both the 2004 and 2005 results are listed in the same table. The 2005 results and comments are shown in blue.
6. The table has been represented this way, to reveal any changes in the raw results.

Appendix B: Student Survey Results:**Part 1: 2004 Yr.7 Year Group:** Survey results and collation of student's written comments.

Total number of Students represented in the results = 153

Number of Male students = 71

Number of Female students = 82

Aboriginal or Torres Strait Islander = 2

Main language spoken at home = 153

Section 1: About this School and Friends:

Questions:	1	2	3	4	5	Total Stud.
<u>1</u>	12	7	72	42	20	153
<u>2</u>	1	8	31	113	0	153
<u>3</u>	6	46	50	51	0	153

Section 2: About Being Bullied:

Questions:	1	2	3	4	5	6	7	8	9	10	11	12
<u>4</u>	63	54	20	16								
<u>5</u>	63	11	20	32	58							
<u>6</u>	63	60	14	20	5	9	11	25	5			Most common names called by others: Gay, fat, retard, stupid, bitch, mole, dog, rabbit, pimple face, beaver, buck tooth, slut, whore, big ears, crater face, loser, dick head etc. or just making offensive remarks about parents or siblings.
<u>7</u>	63	55	0	0	62	18	4					
<u>8</u>	63	10	50	25	7							

Ms. Gabrielle Lindsay

HCS531 - Assessment Item 4: Discussion Paper

<u>9</u>	63	32	24	23	30	25	12	6	2	2	5	8
<p>*Student tried to resolve it themselves.</p> <p>*Tried to talk to them (the bully) about it.</p> <p>*Went to the school counsellor.</p> <p>*Smacked them in the teeth.</p> <p>*Tried to reason nicely but they didn't accept it.</p> <p>*Told Yr. Adviser.</p> <p>*Told Deputy Principal.</p> <p>*Hit back.</p>												

Section 3: About Bullying Others:

Question 10:

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
63	80	5	5

Section 4: About School Action:

Question 11:

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
23	72	37	21

Question 12:

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
44	41	60	8

General Comments by Students to STOP the bullying at this school: These are in no particular order, just recorded as they appeared on each survey.

1. Have one teacher to deal with bullying and bullying only.
2. More teachers on playground duty.
3. Teachers should watch out for the boys because they pick on us.
4. Give the Non-bullies a treat every month.
5. More teachers punishing them.
6. Teachers should take it more seriously than they do now. Most people get away with it and keep doing it. They hardly get into trouble.
7. Teachers should pay more attention in class, sometimes you get bullied and the teachers don't see it.
8. Tell them to stop, give prizes to the bullies whenever they tease anyone for a couple of weeks.
9. People that get bullied have to tell a trustworthy person and the bullies get punished fairly.
10. Have more days like this for the whole school.
11. More teachers on duty to suspend them for more than one day.
12. "To give more attention in the classroom. People in my class are often teased and the teachers don't do anything at all. They are teased because of financial difficulties and looks. i.e. fat, ugly, etc."
13. "I think the school should encourage students to do in a bully, then teachers, peer support leaders and counsellors could talk to these people and ask them why they do it. Or form a group that helps the bullies and the bullied."
14. "Have a group of people who have been bullied or are being bullied can go and talk to others like them and develop strategies to help."
15. More days to learn about bullying.
16. "Keep having more days like this. A girl came into our group who gets bullied and now she's being called 'cool'."
17. Convince people to talk about it.
18. Teachers should tell each other, so they know what's happening.
19. "Give bullies a long lecture about responsibility and getting a yucky job. Give bullies an idea on how victims would feel."
20. "Take a child's pain seriously and instead of saying will be done about it, do something for a change."

Ms. Gabrielle Lindsay

The Bystander Exercise: Results and student comments;**Question 1:**

<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>Total Students</u>
41	56	40	13	17	167

Question 2:

<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>Total Students:</u>
32	50	4	81	167

Question 3: Some of the collated written answers for this question.

1. Teacher authority they can sort it out.
2. You get in trouble for doing it yourself.
3. Cause a teacher can tell you what to do.
4. Because they can't stop it.
5. It happens most days, so you get used to it.
6. If I interfere, I might get bullied.
7. It's mean to pick on others.
8. Because it's better not to get involved.
9. Because no one should be bullied.
10. I wouldn't want a fight to happen.
11. Teachers don't care its easier.
12. Because I think they need a person to help and bullies are afraid of numbers.
13. People need constant encouragement to be happy at school.
14. If it was a friend I would stand up for them.
15. Because I'm always bullied and I hate it.
16. Bully might come after me.
17. If they were smaller than me I would help – if they were older, I would ignore it.
18. Support the person being bullied because I would hate it to happen to me.
19. Because you support the other person.
20. Because they must feel sad and it makes them more confident when you help them.

HCS531 - Assessment Item 4: Discussion Paper

Part 2: 2005 Yr. 7 Year Group: Survey results and collation of student's written comments.

Total number of Students represented in the results = 111

Number of Male students = 55

Number of Female students = 56

Aboriginal or Torres Strait Islander = 3

Main language spoken at home = 110

Section 1: About this School and Friends:

Questions:	1	2	3	4	5	Total Stud.
<u>1</u>	2	4	40	41	24	111
<u>2</u>	3	1	21	42	44	111
<u>3</u>	9	50	27	25	0	111

Section 2: About Being Bullied:

Questions:	1	2	3	4	5	6	7	8	9	10	11	12
<u>4</u>	61	33	10	7								
<u>5</u>	61	7	7	2	34							
<u>6</u>	61	21	4	7	3	6	2	8	1			Most common names called by others: Scab, bitch, whore, cow, slut, big fat hefalump, poo head, bad smell, porky, cunt, bastard, dumb, stupid, non- virgin, or just making rude remarks about parents or siblings.
<u>7</u>	61	19	0	0	20	19	0					
<u>8</u>	61	8	23	11	3							
<u>9</u>	61	23	8	8	10	7	6	1	0	2	1	*Student tried to resolve it themselves. *Tried to change class,

Ms. Gabrielle Lindsay

Quiz about Bullying – for students: Students were required to circle the most appropriate response for each question or statement. The responses in the table below, reflect how many responses were collated for each question or statement. Only 90 students completed this exercise.

THE QUESTIONS	Agree	Unsure	Disagree
1. Bullying is the same thing as fighting	36	17	37
2. Boys usually bully more than girls	32	21	37
3. Kids who are not physically strong always get bullied	43	15	32
4. Telling someone you have been bullied usually makes things worse for you.	24	25	41
5. Bullying mostly happens when there is no one else around	35	27	28
6. Most bullying by boys is physical	63	16	11
7. Being bullied repeatedly can make a person depressed	71	12	7
8. Some children who have been severely bullied have taken their own lives.	45	40	5
9. Calling people names can be bullying	75	7	7
10. Girls are more likely than boys to bully people by deliberately excluding them	52	23	15
11. You can always stop a person bullying you, by hitting back	14	18	58
12. Sometimes when you are being teased it will stop if you ignore it.			
13. When students at school see bullying going on they usually stop it.	20	25	45
14. Bullies generally think badly of themselves	18	39	33
15. Some kids get bullied because of their race.	64	18	8
16. Some kids are bullied because of some disability that they have such as stammering.	65	18	7
17. Schools can never reduce bullying	35	36	19
18. Some kids are more inclined to be bullies than others	52	28	10
19. Kids that are bullied a lot tend to have few friends	45	25	20
20. Once a bully, always a bully	30	21	39

HCS531 - Assessment Item 4: Discussion Paper

Part 3: 2005 Yr. 8Year Group: Survey results and collation of student's written comments. Numbers in Black are from the students who completed these tasks in 2004. The numbers in **Blue** are the new results from the same cohort, one year on.

Total number of Students represented in the results = 153, **and in 2005 = 176**

Number of Male students = 71, **and in 2005= 86**

Number of Female students = 82, **and in 2005 = 90**

Aboriginal or Torres Strait Islander = 2 **and in 2005 = 3**

Main language spoken at home = 153 **and in 2005 - 175**

Section 1: About this School and Friends:

Questions:	1		2		3		4		5		Total Stud.	
<u>1</u>	12	11	7	22	72	72	42	55	20	16	153	176
<u>2</u>	1	3	8	1	31	41	113	131	0	0	153	176
<u>3</u>	6	7	46	57	50	52	51	60	0	0	153	176

Section 2: About Being Bullied:

Questions:	1	2	3	4	5	6	7	8	9	10	11	12
<u>4</u>	63	54	20	16								
	90	60	25	8								
<u>5</u>	63	11	20	32	58							
	90	19	26	41	53							
<u>6</u>	63	60	14	20	5	9	11	25	5			Most common names called by others: Gay, fat, retard, stupid, bitch, mole, dog, rabbit, pimple face, beaver, buck tooth, slut, whore, big ears, crater face, loser, dick head etc. or just making offensive remarks about parents or siblings. # Most common names
	90	62	18	24	9	12	5	18	5			

Ms. Gabrielle Lindsay

													called by others: Gay, Lesbian, fat, retard, stupid, bitch, mole, dog, homeless, dickhead, scab, dick breath, nigger, cunt, Nigel, cockroach, big ears, bad smell. Chicken dick etc. or just generally making rude remarks about parents or siblings.
<u>7</u>	63 90	55 27	0 32	0 3	62 63	18 21	4 3						
<u>8</u>	63 90	10 19	50 38	25 30	7 11								
<u>9</u>	63 90	32 43	24 13	23 23	30 18	25 23	12 8	6 3	2 2	2 3	5 5	8 5	*Student tried to resolve it themselves. *Tried to talk to them (the bully) about it. *Went to the school counsellor. *Smacked them in the teeth. *Tried to reason nicely but they didn't accept it. *Told Yr. Adviser. *Told Deputy Principal. *Hit back. * Student tried to

												resolve it themselves. *Went to the School Counsellor. *Told Yr. Adviser. *Told Deputy Principal. *Hit back.
--	--	--	--	--	--	--	--	--	--	--	--	--

Section 3: About Bullying Others:

Question 10:

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
63	74	80	85
		5	
			14
			5
			3

Section 4: About School Action:

Question 11:

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
23	20	72	85
		37	
			52
			21
			20

Question 12:

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
44	21	41	57
		60	
			74
			8
			24

General Comments by Students to STOP the bullying at this school: These are in no particular order, just recorded as they appeared on each survey.

- 1) Have on teacher to deal with bullying and bullying only.
- 2) More teachers on playground duty.
- 3) Teachers should watch out for the boys because they pick on us.
- 4) Give the Non-bullies a treat every month.
- 5) More teachers punishing them.
- 6) Someone to stop it.

Ms. Gabrielle Lindsay

- 7) Teachers should take it more seriously than they do now. Most people get away with it and keep doing it. They hardly get into trouble.
 - 8) Teachers should pay more attention in class, sometimes you get bullied and the teachers don't see it.
 - 9) Make long detentions.
 - 10) Tell them to stop, give prizes to the bullies whenever they tease anyone for a couple of weeks.
 - 11) People that get bullied have to tell a trustworthy person and the bullies get punished fairly.
 - 12) Have more days like this for the whole school.
 - 13) More teachers on duty to suspend them for more than one day.
 - 14) "To give more attention in the classroom. People in my class are often teased and the teachers don't do anything at all. They are teased because of financial difficulties and looks. I.e. fat, ugly, etc."
 - 15) "I think the school should encourage students to do in a bully, and then teachers, peer support leaders and counsellors could talk to these people and ask them why they do it. Or form a group that helps the bullies and the bullied."
 - 16) "Have a group of people who have been bullied or are being bullied can go and talk to others like them and develop strategies to help."
 - 17) More days to learn about bullying.
 - 18) "Keep having more days like this. A girl came into our group who gets bullied and now she's being called 'cool'."
 - 19) Convince people to talk about it.
 - 20) Teachers should tell each other, so they know what's happening.
 - 21) "Give bullies a long lecture about responsibility and getting a yucky job. Give bullies an idea on how victims would feel."
 - 22) "Take a child's pain seriously and instead of saying will be done about it, do something for a change."
- **When people tell you something, you should believe them and try to sort it out, to see if it's true. No matter what they say all kids have the right to come to school and be safe.**
 - **More detentions, more suspensions, more teachers on duty.**
 - **Give the bullies long detentions, suspensions and somehow try to get it through their heads that if they were teased, how would they like it.**
 - **Tell them to back off or they will be suspended, if they keep going, expel them.**

- I think bullying will keep going no matter what you do.
- Tell them to stop it.
- Have more anti-bullying days.
- “Speak Out” box just for bullying.
- Have a teacher to go to, just for bullied kids.
- Have a special class for those being bullied.
- Smaller classes.
- Pay attention to the “speak out” box. I put numerous items in a fair while back and still nothing is done.
- Make bullies do scab duty.
- Have better teaching (with new teachers).
- Let kids chose a friend to be in there classes, may not cause so much bitchiness and fights.
- Have hall monitors, security guards, security cameras.
- Every year group should come to anti-bullying days.
- Deal with problems better and straight away.
- If someone’s being bullied in the playground and they tell a teacher, the teacher should send them to the office instead of saying to the bullied person, to stay away from them.
- For starters teachers should listen to both sides of the story.
- Teachers should listen and take more action, instead of telling them to go sit back down or just stay away from them.
- Take threats seriously.
- Suspend people; let their parents know straight away, they are bullying people.
- Harsher Punishments, Anti-bullying patrols.