The Centre for Education Rights & Transformation

Reading the word and the world
Changing the text and the context
Introduction

- Bullying is a deliberate act of aggression or manipulation.
- Abuse of power.
- Physical or non-physical.
- Verbal or non-verbal.
- The targets of bullies.
The Difference between Teasing & Bullying.

<table>
<thead>
<tr>
<th>Teasing</th>
<th>Bullying</th>
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</thead>
<tbody>
<tr>
<td>Being made fun of in a good-humoured way.</td>
<td>Teasing can get worse and become bullying.</td>
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<tr>
<td>Usually done by someone who cares.</td>
<td>Bullying is one-sided (the same person is always being made fun of)</td>
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<tr>
<td>Everyone has a turn to tease (self/others)</td>
<td>Bullies want to show how powerful they are by hurting others, by taking their things or making them do things they don’t want to do.</td>
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<tr>
<td>If the ‘victim’ is upset or hurt, the feelings don’t last and the teasers will stop, as</td>
<td>Bullies don’t stop</td>
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Case Studies

- Case 1: Bullying because of difference.
- Complicity of school.
- No policy.

- Case 2: Non-physical bullying through manipulation and harassment.
- Creates an oppressive climate.
- Effects on learning and teaching.
Model Questionnaire about School bullying.

🌟 This school takes bullying very seriously and we wish to know how much bullying is taking place in the school. Bullying can be hitting, kicking, or the use of force in any way. It can be teasing, making rude gestures, name calling or leaving you out. Bullying means to hurt, either physically or psychologically so that you feel very bad.
This is an anonymous questionnaire. This means that you can answer the question but don’t have to let us know who you are. There is a blank space for your name, however, so if you are having a problem with bullying you may wish to put your name in so that we can help you sort it out. If you do this, it will be kept confidential. We will not give any information to anyone or do anything without your agreement.
Model questionnaire cont..

- Personal details
- Are you a boy or a girl?
- How old are you?
- Which grade are you in?
- Since I have been at school, I have been bullied (tick one of the following):
  Never once in a while about once a week more than once a week
Model questionnaire cont..

- Had offensive sexual suggestions made to me
- Had a nasty racial remark made to me
- Received nasty (poisonous) letter/s
- Someone said nasty things to make others dislike me
- Had untrue and mean gossip about me
- I was threatened
- Had rude gestures or mean faces made at me.
- Anything else (write it in here)
Model questionnaire cont..

- I have been bullied in the following ways (write yes or no for each category)
  - Hitting (punching, kicking, shoving)
  - A knife or a gun or some kind of weapon was used on me
  - Mean teasing
  - Purposely left out of things
  - Had my things damaged or stolen
  - Was horribly sworn at
Model questionnaire cont..

- Since I have been at school, I have bullied someone (tick one of the following)
  - Never
  - Once in a while about once a week
  - More than once a week

- I have bullied someone in the following ways (repeat same list as 5. Above)

- Since I have been at school, I have seen bullying take place (tick one of the following boxes)
Never once in a while about once a week more than once a week

I have watched or have or have heard about the following types of bullying (answer to the same list as 5. Above)

Tick all the places where you have been bullied or have seen bullying take place:

- In the playground
Model questionnaire cont..

- In the corridors
- In the classroom
- In the toilets
- On the way home from school
- On the bus/train/taxi
- Anything else?
Model High School Bullying Policy.

Rationale:

- **(Name of School)**
  High School actively seeks to provide a learning environment that is safe from intimidation.

Purpose:

- To outline strategies for staff to help students to prevent social, emotional and physical intimidation.
Model High School bullying policy cont..

Guidelines:

- Staff should treat any report of bullying seriously.
- Staff should first listen to the student or students, and make such enquiries and may be necessary to clarify exactly what has been happening.
- The student(s) should be assured that they have acted correctly in reporting the bullying.
The staff member should make a written summary of the information and pass it on to the grade teacher, deputy principal or principal as appropriate.

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

Follow-up should be discussed with the student.
Model High School bullying policy cont..

- It is important that the staff member checks a week or so later with both the student and the person to whom the information was sent.
- In cases of serious intimidation, parents/guardian of both (all) students are to be contacted.
- An anti-bullying programme should be run with each class.
10 Steps to stop bullying.

- Whether you are a parent, an educator, or a concerned friend of the family, here are a few steps you can take to stop and prevent bullying:
- Pay attention. There are many warning signs that may point to a bullying problem, such as unexplained injuries, lost or destroyed personal items, changes in eating habits, and avoidance of school or other social situations.
- Don’t ignore it. Never assume that a situation is harmless teasing. Different students have different levels of coping; what may be considered teasing to one may be humiliating and devastating to another.
- When you see something – do something. Intervene as soon as you even think there may be a problem between students.
- Remain calm. When you intervene, refuse to argue with either student. Model the respectful behavior you expect from the students.
Useful Resources.

- [http://www.bitstripsforschools.com/stopbullying](http://www.bitstripsforschools.com/stopbullying)
- [http://kidshealth.org/kid/grow/school_stuff/bullies.html](http://kidshealth.org/kid/grow/school_stuff/bullies.html)
Quality & Transformation in South African Education

- Creating a Pedagogy of Joy & Rigour.
- Cognitive v/s the Affective.
- The Reality of S A Schooling.
- Poverty & Education.
- The Purpose of Education
  - Values, Skills and Knowledge.
- Quality of Education in SA.
Thinking about education

• The way we understand the nature of education will clearly have an impact on whether we think corporal punishment will ‘work’ or not. On your own, or in a group, answer these questions:

  - What makes an effective educator?
  - What is the purpose of education?

• Now compare your answers to those that follow. Consider these questions:

  - How are your answers different or similar from their answers?
  - Do you agree with their answers?
  - What are the obstacles that block effective learning and teaching?
  - Which factors prevent achieving the purpose of education?

The purpose of Education is:
- To build a just and humane society
- To teach skills and new knowledge
- To allow young people to believe in themselves
- To teach learners how to challenge inhumanity, discrimination and injustice
- To prepare the broader community to uphold the democratic values and principles of the country
An Effective Educator:

• Empowers the learners
• Encourages participation and acknowledges the learners’ input
• Creates opportunities for learning
• Has knowledge of the learners’ backgrounds
• Understands the connection between home and school
• Is sensitive to the difficulties that young people encounter, whether educational, social or emotional
• Develops the learners’ self-confidence
• Makes sacrifices
• Intervenes on behalf of learners when necessary
• Welcomes challenges
• Is a source of encouragement
• Builds healthy relationships
• Is able to confront problems and resolve them effectively
• Is a good listener
Alternatives to Corporal Punishment

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