Program Support Notes

Junior **P**rimary - **T**ertiary

25mins

Not in My Class
Managing Classroom Bullying Behaviours

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Suitable for:

Professional **D**evelopment

Introduction

Bullying in the classroom is a reality but is not always as obvious as instances of bullying which can occur in the playground, or where property is damaged and an overt follow-up can be demonstrated. Bullying in the classroom can affect all students – not just students involved in bullying or on the receiving end of bullying behaviour. No action by a teacher can be seen by students as condoning the bullying and giving tacit acceptance of the behaviour.

Before watching this program, as a staff, identify different forms of bullying which you believe can occur in the classroom. Discuss why it is important for the teacher to take an immediate positive role in supporting the victim and the person doing the bullying.

Program Timeline

00.30	Introduction
01.52	What is Bullying?
05.32	Summary
06.18	The Put Down
09.06	Summary
09.39	Managing Put-Downs
13.49	Summary
14.16	Modelling Behaviour
19.03	Summary
19.33	Consequences Bullying Behaviour
23.45	Summary
24.18	Conclusion
25.05	Credits Start
25.57	Program end

Other Relevant Programs Available from VEA

Bullying Behaviours – Investigating Myths and Facts
Girls' Business – Friendship and Bullying in Schools
No Bullying in Our Community - Home/School Partnership Strategies
Not in Our School – Creating a Non-Bullying Culture
Tackling Bullying Behaviours – Non-Punitive Approaches

Please visit our website for many more relevant programs www.vea.com.au

VEA – Bringing Learning to Life

Not in My Class – Managing Classroom Bullying Behaviours

After Viewing the Program

WHAT IS BULLYING?

Discuss how each of the following characteristics contributes to bullying behaviour:

- Unwanted

- Unjustified

- Designed to inflict stress

- Repeated

- Power imbalance

What is the difference between social exclusion and a desire not to have a friendship with a fellow student?

Activity:

- Discuss how 'a power imbalance' can negatively affect peer interaction in the classroom. How would you deal with one of the power imbalances which can occur in a classroom?

- How might you deal with a situation where a student is receiving 'hurtful' emails or text messages from other students in the classroom?

- What are some short term/long term effects of bullying?

THE PUT-DOWN

A form of bullying mentioned in the program is 'the put-down'. Discuss what is implied by this term and, in a group, describe an instance where you have been aware of it occurring in a classroom. Consider reasons why students use this negative form of communication in their interaction with some peers. What constitutes a put-down?

Activity:

- Sometimes students do not realise they are using negative put-downs or underestimate the hurt they cause. Design a role play for a group of students which recognises a put-down and then works towards developing a suitable approach for controlling (eliminating) this conduct.

- How can you ensure that "I didn't mean to hurt them" becomes more sincere and more effective?

MANAGING PUT-DOWNS

Why is it important for teachers to take action when put-downs or verbal taunts occur in the classroom? What are some strategies for controlling put-downs in the classroom as suggested in the program? How can the use of collaborative learning groups help lessen some forms of classroom bullying? What is the benefit of the teacher using non-verbal actions in dealing with classroom bullying?

Activity:

- Discuss the ramification of dealing with bullying behaviour with students (victim and perpetrator) in the following alternatives:

IN PRIVATE	IN THE CLASSROOM

- Detail the benefits of building positive relationships with students to lessen the impact of bullying in the classroom.

- As a staff, design a series of criteria suited for inclusion on a list of non-negotiable behaviour for students in the classroom.

- What might be a positive contract to reward students for not using put-downs?

- You have observed an instance in one of your classes where a student is often excluded from activities. How would you handle the student excluded? How would you deal with the students controlling the exclusion?

MODELLING BEHAVIOUR

Describe how teacher behaviour can influence students in the way in which they react with their peers.

Activity:

- List elements of behaviour to be avoided by teachers in their relationship with students.

- What style of teacher behaviour is to be encouraged e.g. a code of conduct?

- Why can some teacher behaviour be labelled bullying?

- Discuss how teachers can help students show other students that their behaviour is annoying or unsatisfying without resorting to bullying?

CONSEQUENCES FOR BULLYING BEHAVIOUR

The purpose of intervention is to change the behaviour causing conflict without triggering retaliation. The focus is on improving the situation for the person being bullied – not only punishing the offender. Why do approaches to dealing with bullying need to be a whole school line of attack? What can be the benefit of using punitive behaviour for bullying behaviour? What can be a disadvantage of such tactics?

Activity:

- What lack of rights, or penalties, could be applied (within your school culture) for students involved in bullying?

- List ways of addressing bullying that do not involve punitive methods of working with offending students. Share examples of how you have used such a method within a classroom.