

# Data Collection Tool: Teacher Survey



## Responses to cases of bullying

1. When cases of bullying came to the attention of staff, what proportion of bullying cases did your school record?

|               | Under 30%                | 30% - 60%                | 60% +                    |
|---------------|--------------------------|--------------------------|--------------------------|
| Low severity  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| High severity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. When cases of bullying came to the attention of staff, to what extent were the following approaches employed?

|  | Under 30%                | 30% - 60%                | 60% +                    |
|--|--------------------------|--------------------------|--------------------------|
| Facilitated a discussion/serious talk between the perpetrator(s) and a teacher                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Facilitated a discussion/serious talk amongst the parents(s) of the perpetrators and the school leadership | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Provided support for the target(s)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Provided support for the parents of the target(s)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Facilitated a discussion/serious talk between the bystander(s) and the school leadership                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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3. Below is a list of specific methods of intervention used in some schools. Indicate how often each was used in cases of bullying:

|  | Under 30%                | 30% - 60%                | 60% +                    |
|--|--------------------------|--------------------------|--------------------------|
| Applied disciplinary measures (e.g., suspension, expulsion, loss of privileges)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Helped the target to cope better (e.g., teach assertiveness, refusing to be intimidated or upset by bully)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Used a mediation process (staff member adopts a neutral stance to resolve differences between students who voluntarily seek help)                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Employed a restorative practice meeting with just the perpetrator and target present   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Employed a restorative practice meeting with the perpetrator and a group of students, (E.g. the class)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Employed a restorative practice meeting at a community conference that includes the perpetrator(s), target(s) and other relevant people (eg parents and friends) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Used the Support Group Method for group bullying (a meeting is convened with the target alone first)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Used the Method of Shared Concern for group bullying (meetings held with suspected perpetrator(s) individually)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| *Click here to view the glossary of specific methods   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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4. How effective was each of the following in helping to stop the bullying from continuing? (If a specific method was NEVER used, please leave the item BLANK)

|   | Very effective           | Partially effective      | Not effective            |
|---|--------------------------|--------------------------|--------------------------|
| Facilitated a discussion/serious talk between the perpetrator(s) and a teacher  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Facilitated a discussion/serious talk amongst the parents(s) of the perpetrators and the school leadership  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Provided support for the target(s)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Provided support for the parents of the target(s)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Facilitated a discussion/serious talk between the bystander(s) and the school leadership  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Used disciplinary measures (e.g., suspension, expulsion, detention, loss of privileges)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Helped the target to cope better (e.g., teach assertiveness, refusing to be intimidated or upset by bullying)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Applied a mediation process (trained peer or staff member adopted a neutral stance to resolve differences between students who voluntarily sought help) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Employed a restorative practice meeting with just the perpetrator and target present  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Employed a restorative practice meeting with the perpetrator and a group of students, (e.g. the class)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Employed a restorative practice meeting that included the perpetrator(s), target(s) and other relevant people (e.g. parents and friends)                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Used the Support Group Method for group bullying (A meeting was convened with the target alone first)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Used the Method of Shared Concern for group bullying (Meetings were held with perpetrator(s) individually)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

5. What proportion of bullying cases is followed up to assess the effect of the intervention?

|               | Under 30%                | 30% - 60%                | 60% +                    |
|---------------|--------------------------|--------------------------|--------------------------|
| Low severity  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| High severity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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6. Where bullying cases were followed up, how would you describe the state of the bullying behaviour after the intervention?

|               | Bullying stopped         | No change                | Bullying got worse       |
|---------------|--------------------------|--------------------------|--------------------------|
| Low severity  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| High severity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

7. Overall, how successful was the school in addressing cases of bullying? (Select one)

- Not successful or hardly ever successful
- Only occasionally successful
- Successful about half the time
- Mostly successful
- Always or nearly always successful

8. This survey has focused upon events in 2012. Please add any further information relating to any significant changes that have been made in 2013.

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9. In regard to bullying behaviour, what do you see are your school's major challenges?

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10. Considering your answer to question 9, what action could be taken to improve your school's current response and management of bullying cases?

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