

What is bullying?

Bullying can happen at school, at home or online.

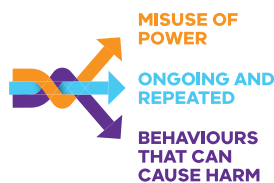
It is never okay, and it is not a normal part of growing up. There is a new nationally agreed definition of bullying which all Australian schools now use:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Bullying



The 3 main features of bullying are:

- the misuse of power in a relationship
- it is ongoing and repeated
- it involves behaviours that can cause harm.

What is not bullying?

There are also some behaviours, which, although they might be unpleasant or distressing, are not bullying:

- **mutual conflict** - which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation
- **single-episode acts** of nastiness or physical aggression, or aggression directed towards many different people, is not bullying
- **social rejection or dislike** is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Participant roles

Everyone has the potential to bully others or be bullied. Individuals can take on various roles in bullying and play different roles in different contexts. Participant roles can include someone who:

- engages in bullying behaviour (could be an individual or group)
- is the target of the bullying behaviour
- assists the bullying and actively joins in
- is a bystander:
 - encourages and gives approval to the bullying by being; they reinforce it through verbal and non-verbal cues such as smiling, laughing or making comments and signal it is acceptable
 - sees or knows about someone being bullied but for a range of reasons is passive and does not participate in the bullying or support the target
- is an upstander:
 - an upstander supports the student who is being bullied by getting help from a teacher, distracting the students engaged in bullying behaviour, supporting the student who is being bullied or directly intervening. These students play an important protective role for peers who are experiencing bullying, have greater empathetic skills and are often perceived by peers to be positive role models.

Bullying in the school environment

Thank you for completing this survey. Your responses will help us better understand bullying at our school and ways that we can prevent and respond to it.

1. How often is there bullying at school....? (Please tick in the appropriate boxes)

	Always	Most of the time	Unsure	Rarely	Never
Conducted jointly by a group of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Led by an individual supported by a group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conducted by an individual unsupported by any group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. What is a more pressing issue:

- Face to face bullying
- Online or cyber bullying
- Both
- Not sure

3. In which year levels of school do you think is bullying most prevalent?

- Foundation
- Year 1
- Year 2
- Year 3
- Year 4
- Year 5
- Year 6
- Year 7
- Year 8
- Year 9
- Year 10
- Year 11
- Year 12

4. Where does the bullying take place? (tick all that apply)

- Playground/schoolyard
- In class
- Canteen
- Toilets
- Library
- Hallway
- Lockers
- During sport
- Gym change room
- Before class
- Traveling to and from school
- Cyber (e.g. Instagram, TikTok, Facebook, Skype)
- Via email
- Via mobile (calls or text messages)
- Other:

5. How often did these forms of bullying occur at your school?

	Very frequently	Most of the time	Unsure	Rarely	Never
PHYSICAL: pushing, tripping, etc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VERBAL: insulting, ridiculing, mimicking, etc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GESTURAL: threatening gestures, staring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SOCIAL: unfairly excluding someone, gossiping, et	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PSYCHOLOGICAL: spreading rumours, threatening looks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CYBERBULLYING: using a digital device to bully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RACIST BULLYING: bullying someone because of race or culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HOMOPHOBIC OR TRANSPHOBIC: bullying because of sexuality or gender expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Thinking about cyberbullying, which of the following behaviours are most frequent at your school?

	Very frequently	Most of the time	Unsure	Rarely	Never
Writing inappropriate/hurtful words online (comments, posts, sharing or liking hurtful content, creating rumours)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sending inappropriate/hurtful text messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uploading inappropriate images online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating fake or imposter accounts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If other please describe:

**7. What digital technologies have been used to target people at your school?
(Please tick in the appropriate boxes.)**

	Very frequently	Most of the time	Unsure	Rarely	Never
Mobile phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social networking sites (Instagram, Tik Tok, Twitter)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online phone services (Skype)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If other please describe:

**8. Although any student can be bullied, some students seem more vulnerable than others. How likely are each of the following students, to be subject to bullying at your school?
(Please tick in the appropriate boxes.)**

	Very likely	Somewhat likely	Unsure	Not likely	Never
Students of culturally or linguistically diverse backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students who are physically weaker than their peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students who are highly successful in their schoolwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students who do poorly in their schoolwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students with a learning difficulty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students with a speech difficulty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students with a physical disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Autistic students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students who lack social skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students who excel in sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Very likely	Somewhat likely	Unsure	Not likely	Never
Students who do not do well at sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students who identify as or are perceived to be LGBTIQ+	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students who are bullied based on their weight or appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students perceived to be from socially disadvantaged families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students who behave aggressively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students in younger year levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Girls (that is compared with boys)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Boys (that is compared with girls)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If other please describe:

**9. How do you identify bullying
(Please tick in the appropriate boxes)**

- Directly observed by yourself
- Reported to the school by targeted student/s
- Reported to the school by another student or students
- Reported to the school by a parent or carer
- Informed anonymously (e.g. through a bully box)
- Through classroom discussions
- Other: