

# Addressing Bullying

at school & at work

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February 2020



### The Study:

- 2018/19 Study
- Practices of 136 schools
- 11,000 Students (Yrs 4-13/ 9yrs – 18yrs)

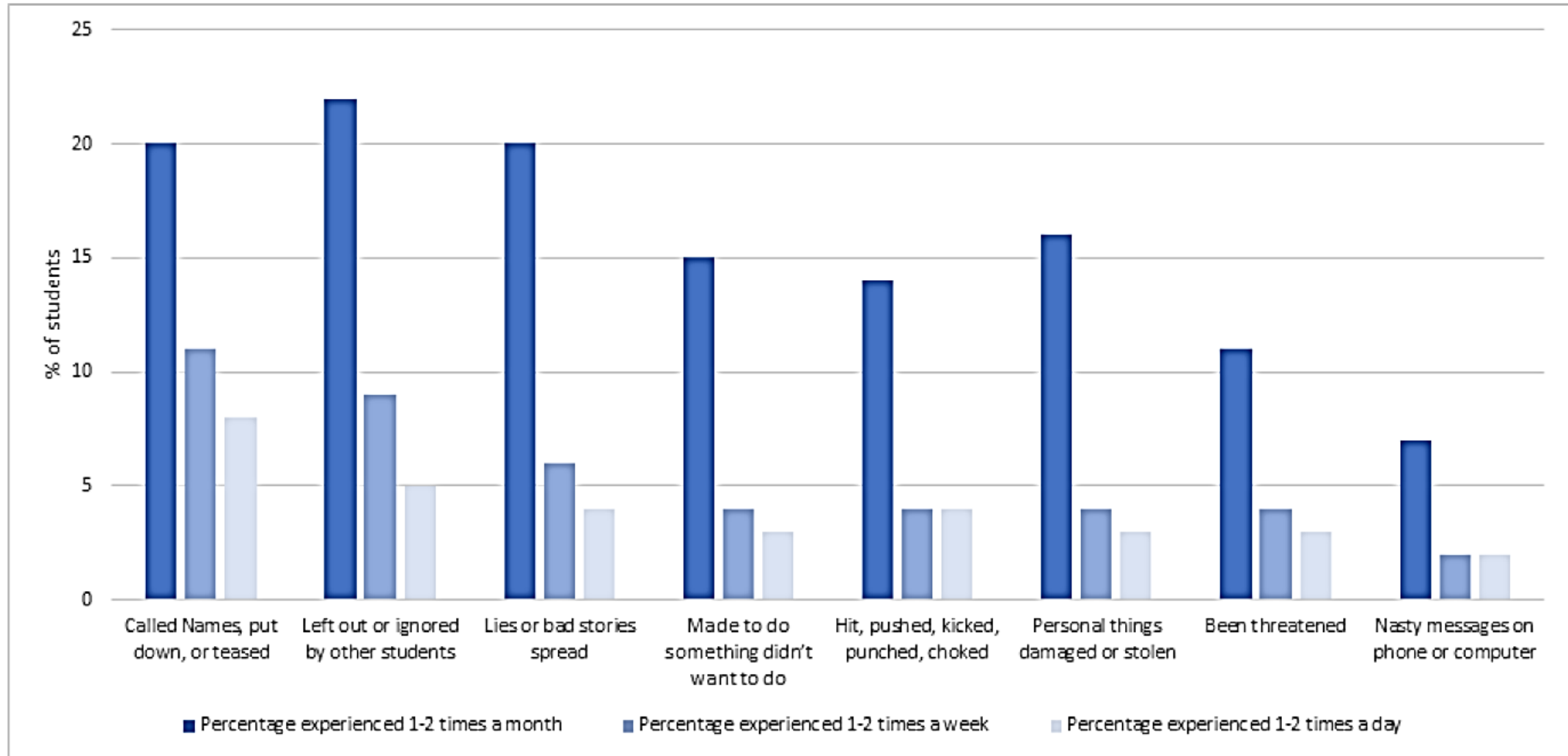
### Definition:

- *Deliberate (intention to cause physical or psychological discomforts)*
- *Power imbalance*
- *Element of repetition*

- It starts early : 1 in 10 children - age 4 (*GUINZ*)
- 46% of primary students (*ERO*)
- 31% of secondary students (*ERO*)

We top the OECD in terms of the proportion of students that are frequently bullied (*OECD, 2019*)

The most common negative behaviour that students experienced at least monthly was being called names, put down, or teased



Bullying behaviour experienced	Percentage of respondents indicating experiencing this behaviour weekly or more often		
	Male	Female	Gender-diverse <sup>4</sup>
Called names, put down or teased	21	12	34
Left out or ignored by other students	14	13	33
Been threatened	9	4	27
Hit, pushed, kicked, punched, choked	11	4	19
Personal things damaged or stolen	7	5	23
Lies or bad stories spread	9	8	20
Nasty messages on phone or computer	4	3	18
Made to do something didn't want to do	9	5	20

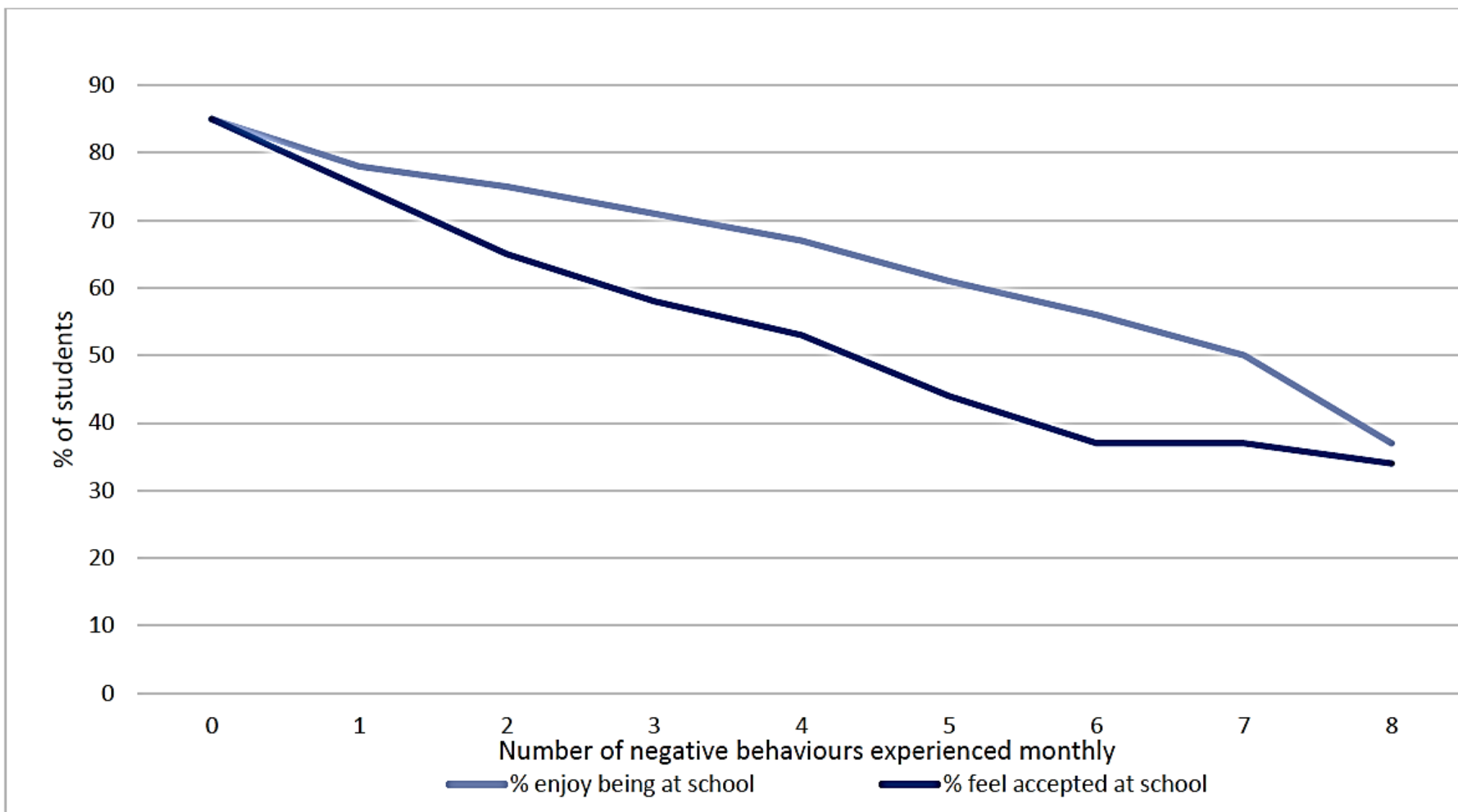


# Consequences on learning & engagement

6%-14% reduction in reading performance depending on type of bullying experienced (PISA 2019)

Major risk factor for adolescents' mental health – both short & long term

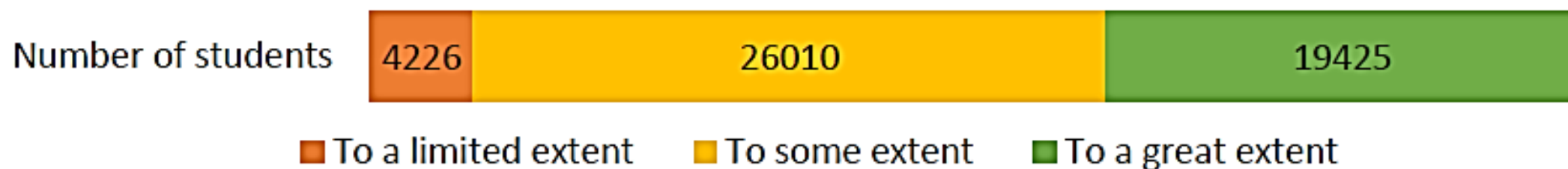
Students who experienced more negative behaviours were less likely to enjoy being, or feel accepted, at school



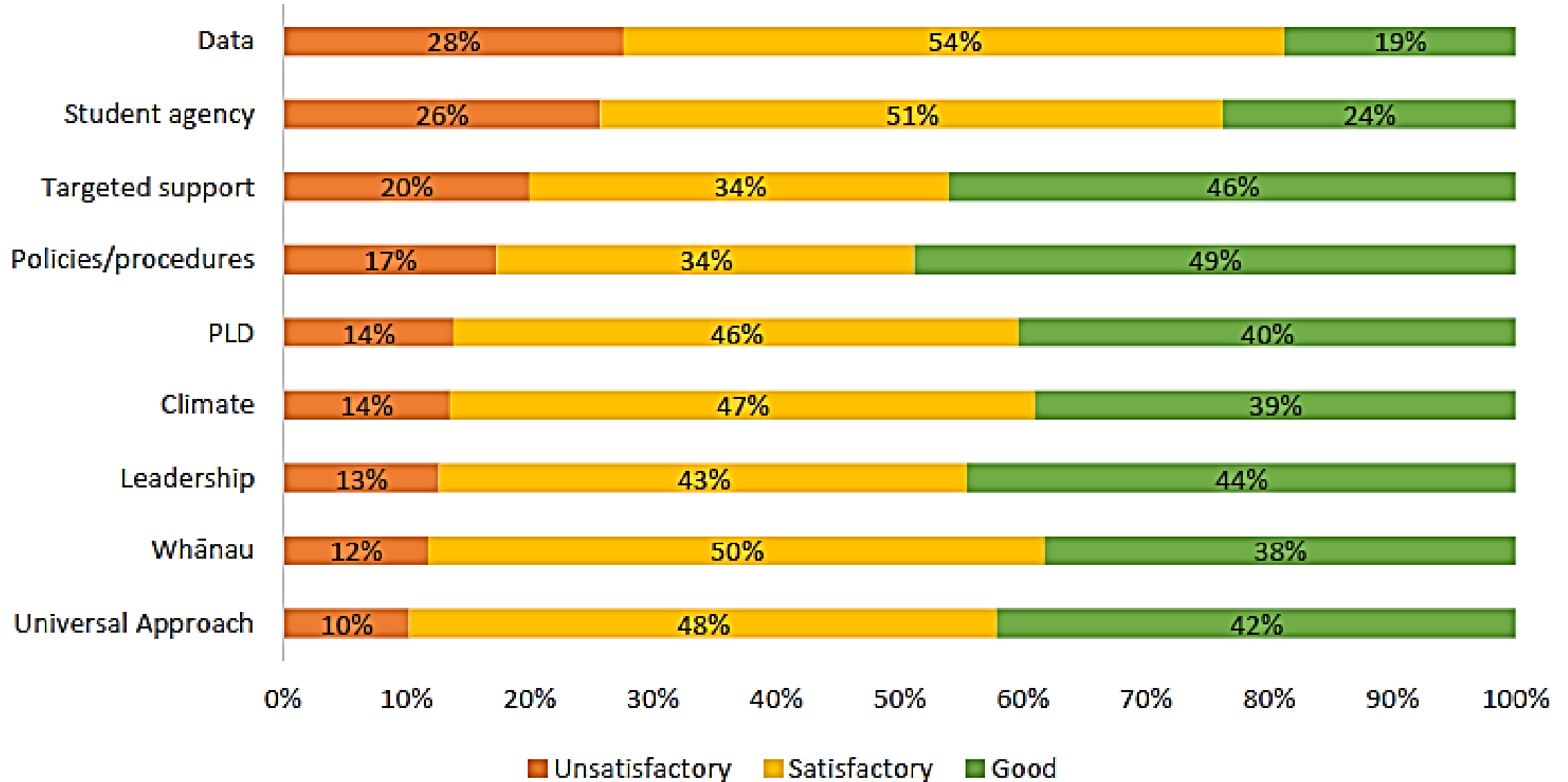
So what are schools doing to address bullying?



## The majority of students attend schools working towards a bullying-free environment



## Performance in each domain of the Bullying-Free NZ Framework (% of schools)



# Reported prevalence of bullying by school climate

School climate judgment	Mean percentage of students reporting they had been bullied at school	Mean percentage of students reporting they had witnessed bullying at their school
Unsatisfactory	56	77
Satisfactory	47	67
Good	38	55

32% Impact

29% Impact

# Things that appear to make the difference in schools:

- Leadership
- Inclusive practices
- Clarity around behaviour expectations
- Teacher professional development
- Effective classroom management
- Play ground environments/supervision (very significant internationally)
- Consistency in the application of policies and processes and ongoing robust review of their impact

# There is no silver bullet

- ✓ Most schools are aware of their responsibilities
- ✓ What schools are currently doing is necessary but not sufficient to eliminate this issue

Adopting prevention programmes may further reduce the incidence of bullying but they do not appear to eliminate it!

The ultimate solution cannot rely entirely on what schools do

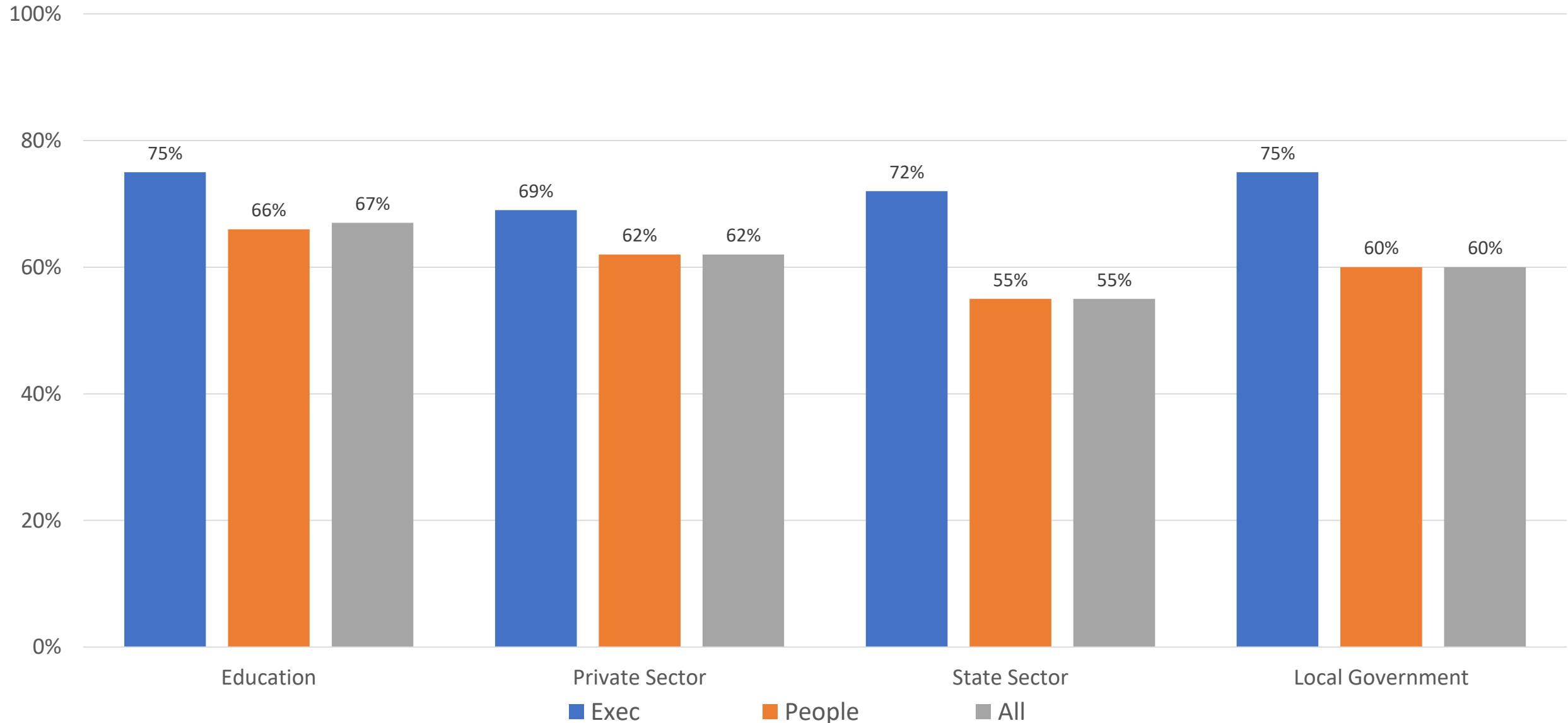
There is something distinct in the NZ culture

# Implications for workplaces:

- ✓ Visible leadership
- ✓ Workplace environments
- ✓ Training & education
- ✓ Transparent & active policies, processes and practices
- ✓ Constant vigilance
- ✓ Taking the pulse, & listen to the voice of your people
- ✓ Evaluate the impact of what you do

# Key workplace culture question

We have effective systems for dealing with intimidating behaviour and workplace bullying (2019)



## Useful Resources:

Parent resource:

1. A guide for parents for tackling bullying: <https://www.bullyingfree.nz/parents-and-whanau/>

ERO's study – education sector resources:

2. Bullying Prevention and Response in New Zealand Schools: <https://www.ero.govt.nz/assets/Uploads/Bullying-Prevention-and-Response-in-New-Zealand-Schools-May-2019.pdf>
3. Bullying Prevention and Response: Student Voice: <https://www.ero.govt.nz/assets/Uploads/Bullying-Prevention-and-Response-Student-Voice-May-2019.pdf>
4. Anti-bullying actions “necessary but not sufficient”: <https://ero.govt.nz/footer-upper/news/ero-insights-july-2019/anti-bullying-actions-necessary-but-not-sufficient/>

Bulling Free New Zealand School Resources

5. BPAG: <https://www.bullyingfree.nz/about-bullying-free-nz/bpag-who-are-we/>
6. Bully Free NZ Framework: <https://www.bullyingfree.nz/preventing-bullying/the-nine-elements-of-an-effective-whole-school-approach-to-preventing-and-responding-to-bullying/>

Workplace Resources

7. Worksafe A- Z Topics - Bullying: <https://worksafe.govt.nz/topic-and-industry/bullying/>
8. SSC Model Standards – Acting in the Spirit of Service, Positive and Safe Workplaces: <https://ssc.govt.nz/resources/positive-and-safe-workplaces/>
9. Positive Workplace Cultures Programme, AGENCY PLANNING WORKBOOK: <https://www.healthandsafety.govt.nz/assets/Documents/Positive-Workplace-Cultures-workbook.pdf>

## A few resources for ERO employees:

### What if I am accused of bullying, harassment or discrimination?

ERO has an obligation to thoroughly and promptly investigate any alleged bullying, harassment and discrimination, to protect both parties.

If this happens, you will be asked for your response to the complaint and you will be entitled to have someone to support you at any meetings. You will be entitled to access EAP for extra support.

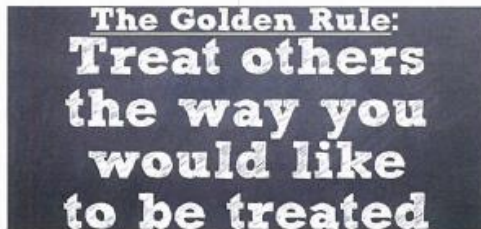
If the investigation concludes that the alleged bullying, harassment or discrimination has occurred, then ERO may consider disciplinary action.

### What can I expect to happen after a complaint is made?

After a formal complaint is made, both the complainant and the person complained about can expect:

- to be contacted by someone from ERO
- to be supported and treated with dignity and respect
- EAP to be made available
- an investigation to be carried out depending on the seriousness of the allegation
- a decision to be made regarding the issue.

More details about the process can be found in the Bullying, Harassment and Discrimination Policy on Te Tūi.



### What if a complaint is made against me by a kōhanga, early learning service, kura or school?

A complaint like this would usually be received by the manager for your area, who will discuss it with you and any other team members who were on the same review.

In most cases, these complaints are dealt with and resolved as part of the review process.

If the allegation is serious, your manager will initiate an investigation following the ERO Complaints and Procedure Policies available on Te Tūi.

In all cases, ERO supports its staff fairly and respectfully. Access to support people and EAP will always be available.

### What is expected of ERO managers?

If a manager receives a complaint of bullying, harassment or discrimination from an employee, the complaint must be properly investigated, in accordance with the seriousness of the allegation.

If a manager receives a formal complaint, they should immediately liaise with the Human Resources Unit to identify an appropriate, impartial person to investigate the complaint.

All parties involved must be treated fairly and impartially during the investigation.

If a complaint is received from a kōhanga, early learning service, kura or school, managers should advise Ministerial and Legal Services.



December 2018

## From the Chief Executive



Respectful workplace relationships are about feeling physically and emotionally safe and secure at work, and with all the people you engage with in the course of your work.

ERO is an organisation that accepts diversity and welcomes the unique contribution everyone has to offer. We should be proud of our ability to interact with each other in a healthy, respectful manner. This is what makes us so effective in the work we do.

In a diverse and highly distributed workplace like ERO, everyone has a responsibility to try to improve our workplace, to set the tone of how we interact with each other, and to look after each other. All staff need to be committed to do this and to stand up for their colleagues if they see things happening that are wrong.

The State Services Commission, in collaboration with the PSA, has developed five core values for the Public Service, which are:

- the spirit of service
- valuing team work
- valuing people
- being responsible and accountable
- treating all people fairly.

Bullying, harassment or discrimination in any form are incompatible with these core values.

ERO has a zero tolerance for such behaviour at all times. If for any reason you have concerns and feel unable to address these concerns to the individual involved, raise them with your manager, Human Resources team, or senior management. This pamphlet is intended to help you through this process.

Let's work together to make ERO a harmonious and safe workplace that supports the wellbeing of us all.

## What is bullying, harassment or discrimination?

**Bullying** includes actions such as making threats, attacking someone physically or verbally, spreading rumours, and excluding someone from a group on purpose.

**Harassment** involves any unwanted physical, sexual or verbal behaviour that offends or humiliates. Generally, harassment is behaviour that persists over time and may involve a perceived or actual power imbalance. Serious one-time incidents can also be harassment.

**Discrimination** occurs when a person is treated unfairly or less favourably than another person in the same or similar circumstances, for example on the grounds of race, gender, sexual orientation, religious belief, age, body size, marital status, country of origin, or disability.



## What is NOT bullying, harassment or discrimination?

Differences of opinion, conflicts and problems in working relationships are a normal part of working life and are not bullying or harassment.

Workplace counselling, managing poor performance, and other legitimate actions in accordance with ERO policy and procedures are not bullying, harassment or discrimination.

## What can I do if I experience bullying, harassment or discrimination ?

**Self help:** Let the offender know that their behaviour is offensive to you and needs to stop. Call it out by saying: "sorry I'm not comfortable with the way you are talking/acting/behaving towards me". Speak up if you witness this kind of behaviour as well.

**Informal procedure:** Have a third person - usually a manager or Human Resource staff member or other designated contact person - help resolve the situation by talking with both parties. If there is an agreed solution, then the issue can be resolved confidentially between the immediate parties.

**Formal complaint:** This typically involves the complainant submitting a written complaint for formal investigation. If the complaint is upheld, there may be disciplinary consequences.

**If you are bullied by staff or parents in schools:**

- be polite and maintain self control
- try to set boundaries; for example, you could say "You have every right to your opinion, but you cannot speak to me that way"
- leave the place where this is happening and discuss how to proceed with your coordinator.



Note the 10 Commitments is issued as a card that staff keep with them, its all about giving permission to raise issues when they arise.

### TE TARI AROTAKE MĀTAURANGA – OUR TEN COMMITMENTS TO EACH OTHER

Our 10 commitments to each other across the office set out how we will work together and be accountable to each other and the organisation. As a colleague, I will be:

1. An active listener and communicator who is open to suggestions and others' viewpoints	<b>Techniques and Skills</b> <b>Personal qualities and dispositions</b> are open-minded and maintains objectivity <b>Interpersonal communication skills:</b> communicates well in a range of modes
2. Respectful, considerate, and culturally responsive	<b>Personal qualities and dispositions</b> are respectful of people and their values and ways of being and upholds their mana
3. Honest and trustworthy	<b>Personal qualities and dispositions</b> act ethically <b>The public servant</b> meets the requirements of the ERO code of conduct to be fair impartial and responsible and trustworthy
4. Professional and act with integrity	<b>The public servant</b> behaves communicates and Practises professionally as a public servant
5. Committed and engaged as a full member of the team, valuing the contribution and skills of all team members	<b>Leadership and Team work</b> leads team effectively and participates productively as a team member
6. Enabling and supportive of colleagues so they can fulfil their role and feel safe	<b>Personal qualities and dispositions</b> mentors and coaches other to good effect maximising team and individual capability
7. Organised, reliable, timely, flexible and focused in all aspects of our work	<b>Personal qualities and dispositions</b> self-managing and professionally disciplined works in ways that are adaptive, flexible and agile
8. Willing to "call in" and have a courageous conversation about behaviour that doesn't uphold our commitments	<b>Personal qualities and dispositions</b> demonstrate self-efficacy and agency <b>The public servant</b> advances ERO's purpose
9. Build and sustain relationships across the team and with the sector	<b>The public servant</b> demonstrates astute political insight and advances ERO's purpose <b>Interpersonal Skills</b> manages evaluation relationships well
10. Positive and bring energy, sincerity, warmth and humour to the work	<b>Personal qualities and dispositions</b> work well under pressure and remains calm and responds to people and situations with sensitivity <b>Interpersonal Skills</b> adapt communication of information skilfully to meet the needs of diverse audiences and situations