

Agent of Change : Bullying Prevention and Me Exploring the Issues and Mapping Community

Support Structures



ABSTRACT

This research paper, under the auspices of the National Anti-bullying Campaign Initiative (N.A.C.I.) is the result of local and international collaboration with Partners Advocating for Violence Eradication (P.A.V.E.), UNICEF, DFID and UKAID respectively. The goal of its publication is to memorialize information regarding the said campaign launch, present the data collected from the survey on bullying administered in the primary school system on Anguilla, and provide an accessible resource for ongoing education and empowerment of all stakeholders, to be agents of change promoting bullying prevention in Anguilla. It is anticipated that this information will contribute to a broader understanding of the phenomenon of bullying in the primary school setting and will serve as a basis for implementation of the necessary prevention and intervention strategies.

Agent of Change : Bullying Prevention and Me

Exploring the Issues and Mapping

Community Support Structures

Version 1.0

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- b) All Students in the Primary School System on Anguilla (esp. The Sample Population who completed the questionnaire)
- c) Primary School Officials across 8 schools (Principals, Teachers, Counsellors, Coaches, Custodians, Bus Drivers)
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Notwithstanding the various inputs, the responsibility for this publication remains with the author. Any errors and omissions are not intentional and are not to be attributed to the other participants to the process.

1. BACKGROUND

Over the past five (5) years the Ministry of Social Development (MSD), Government of Anguilla has focused on activities and outputs around Safeguarding Children in Anguilla and Breaking The Silence on Child Abuse. With grant funding from the United Nations Children's Fund (UNICEF) The Ministry of Social Development (MSD) has been able to reach out to various populations at the national level, including Children, Parents, Professionals and Practitioners, The Spanish Speaking Community; The Public.

It is noteworthy that the activities and outreach to the aforementioned populations is ongoing in nature and needs to be sustained.

As forward movement continued in 2015 there was scope to diversify the outputs especially considering the opinion polls and research studies conducted in Anguilla during the course of 2014.

The studies were commissioned by UNICEF and were intended to examine/assess:

- *child protection issues, students' participation and the teaching of Health and Family Life Education (study conducted on CFS Practices in Schools in Anguilla)*
- *public perception and attitudes towards the use of **corporal punishment** in schools and in homes in Eastern Caribbean countries that are either working towards implementing the Child Friendly School framework in their schools or have already begun implementing this framework;*
- *public knowledge of **child sexual abuse** and how to respond to it, and the social and other norms that prevent people from reporting instances of child sexual abuse; and*
- *attitudes about the (related) issue of **domestic violence**.*

The research created baseline data for the Eastern Caribbean in the areas of corporal punishment, child sexual abuse, and domestic violence. (taken from the CADRES Report, 2014).

Also noted is the commitment to repeat these studies in 2016. Therefore, the time in between was used for programmatic intervention. Hence, the incorporation of some diversified outputs around sexual abuse, domestic violence, and child friendly schools (including corporal punishment and bullying).

It was in this context that the Safeguarding Children in Anguilla Project Team set out to focus on Anti-bullying as part of a bid under UNICEF's Follow Up To The Break The Silence Campaign. Additionally, Officials from the Department of Education cited that bullying was

becoming a growing problem. This is the backdrop that led to the chosen focus of outputs surrounding the launch of the **National Anti-bullying Campaign Initiative (N.A.C.I.)** locally on Anguilla in November 2015.

2. REVIEW OF THE LITERATURE

The primary researcher in the field of bullying is Professor Dan Olweus. Olweus' pioneering work in bullying research dates back to the 1970's and 1990's. This work has resulted in the Olweus Bullying Prevention Programmes or OBPP in many schools across the globe.

As listed in Wimmer (2009), Professor Olweus defines bullying as “when someone is exposed, repeatedly and over time, to negative actions on the part of one or more others” (1978: 9; cited in Turkel 2007: 248). There is however no universal definition. The **definition of bullying** can vary by school, organization, or jurisdiction. There may be a legal definition and schools and other organizations generally have their own bullying prevention policy.

According to Pacer's National Bullying Prevention Center although there are differences between definitions, most include the following traits:

- Behavior that hurts or harms another person physically or emotionally
- An inability for the target to stop the behavior and defend themselves
- An imbalance of power that occurs when the student doing the bullying has more physical, emotional, or social power than the target
- Repetitive behavior; however, bullying can occur in a single incident if that incident is either very severe or arises from a pattern of behavior
- Bullying behavior can be much more complex and varied than the stereotype. For example, harmful bullying can also occur quietly and covertly, or through gossip or the Internet, and can cause significant emotional damage.

Bullying is done with a goal to hurt, harm, or humiliate. Bullying behavior is often about having power and control over another person. In bullying there is often a power imbalance between those involved, with power defined as elevated social status, being physically larger, or a group against an individual. Students who bully perceive their target as vulnerable in some way, and often find satisfaction in harming them.

The distinction between bullying and normal conflict is explained to bring further clarity to the characteristics of bullying.

“Conflict is a disagreement or argument in which both sides share their views”. In normal conflict, children self-monitor their behavior. They read cues to know if lines are crossed, and then modify their behavior in response. Children guided by empathy

usually realize they have hurt someone and will want to stop their negative behavior. On the other hand, children intending to cause harm and whose behavior goes beyond normal conflict responses might think, “Cool, I have more power. This is fun! Let’s see if I can break this kid!”

It is important for education officials and other stakeholders to recognize the difference so that there is no mistaking the two when it comes to resolving conflict between students. The Pacer Bullying Prevention Center notes that conflict resolution or mediation strategies are sometimes misused to solve bullying issues. In so doing can send the message that both parties are partly right and partly wrong and that the conflict needs to be worked out between the two parties. This is not the correct approach in cases of bullying or any situation where there is a victim). The necessary message for the child being bullied should be that *“Bullying is wrong and no one deserves to be bullied. We are going to do everything we can to stop it”*. Additionally, there are various types of bullying that can be observed (**see listing in Appendix 4**)

Note as well, there are some common myths and views on bullying that should be avoided (**see article in Appendix 1**). The true **impact of bullying** can be seen in various spheres. In academic achievement the impact will manifest in whole school performance and individual achievement. Swearer et al, (2010) briefly describe these phenomena in the Educational Researcher Journal.

The links between peer victimization and achievement are complicated at the individual level, and yet researchers have shown that school-based bullying prevention efforts can positively enhance school performance and achievement. Specifically, Fonagy et al. (2005) found that elementary students who attended schools where a bullying and violence prevention program was in place for 2 years or more had higher achievement than a matched comparison group of students in control schools that did not have the bullying prevention program. Moreover, academic achievement decreased among students who left schools with the program and moved to schools that did not have a program. Thus, although the relationship between bullying and school performance is a complex one, the challenge for educators is to create a safe learning environment so that all students can achieve optimally in school.

In principle, there are some clear benefits that can be derived from establishing bullying prevention programmes in all schools on Anguilla. At the very minimum safety will be improved and risk reduction achieved; improved behaviour, reduced incidence of bullying, and positive whole school and individual student development will be expected to follow closely.

The negative impacts of bullying are not restricted to the school environment. The information following outlines how students can potentially suffer or struggle in the education setting and other areas when they are bullied.

Education	Health	Safety
<ul style="list-style-type: none"> • School avoidance and higher rates of absenteeism • Decrease in grades • Inability to concentrate • Loss of interest in academic achievement • Increase in dropout rates 	<ul style="list-style-type: none"> • Headaches and stomachaches • Sleeping problems • Low self-esteem • Increased fear or anxiety • Depression • Post-traumatic stress 	<ul style="list-style-type: none"> • Self-isolation • Increased aggression • Self-harm and suicidal ideation • Feeling of alienation at school • Fear of other students • Retaliation

Table 1: Areas of Concern for Teachers, Parents, and Others

Gini and Pozzoli (2013), conducted a meta-analysis of 30 studies that examined being bullied and psychosomatic complaints and they concluded that students who experience bullying are twice as likely as non-bullied peers to have negative health effects like headaches and stomachaches.

“The association between being bullied and psychosomatic problems was confirmed. Given that school bullying is a widespread phenomenon in many countries around the world, the present results indicate that bullying should be considered a significant international public health problem.”

In addition, The Center for Disease Control (CDC) published information in 2014 showing that students who experience bullying are at increased risk for depression, anxiety, sleep difficulties, and poor school adjustment and those who bully others are at risk for substance use, academic problems, and violence in adolescence and adulthood. This dysfunctional behaviour becomes a public health burden and the CDC presents a public health approach as part of the solution.

At the causal and contributory side of bullying is the interplay of sex and gender. According to Middle Earth, a Voluntary Organization with over forty years of experience working with boys and girls in New Jersey U.S.A. “There are significant differences in how boys bully versus how girls bully. Boys tend to be physically aggressive when bullying. Girls tend to bully other girls indirectly through the peer group. When boys engage in bullying behavior, they tend to bully both boys and girls equally, while girls tend to bully mostly girls.”

In a study published in the International Journal of Environmental Research and Public Health in December 2013,

“The authors believe that to characterize bullying in school, gender is one of the fundamental variables in understanding this phenomenon and supports possible interventions. The gender concept seeks to distinguish between the social and historical construction of male and female on the one hand and sex on the other, as well as to explain power relationships between men and women and how they relate in and with society understanding the importance of gender differences in bullying situations is especially important to observing aspects that contribute to the perpetuation of violence.”

The study recommends the implementation of strategies that include gender relations as a priority for the prevention and care of bullying in the school context.

In the family context parents can buffer their children against the negative influence of bullying through higher levels of parental communication. This increased level parental communication can moderate the association between bullying and internalizing problems particularly for young girls (Ledwell and King, 2015).

Meanwhile, the Social Ecological Model of Bullying (Swearer and Espelage, 2004) proposes that bullying will be reduced and or stopped when prevention and intervention programmes target the complexity of individual, peer, school, family, community, and cultural contexts in which bullying unfolds. The family is not alone. The interplay of all arenas in the society on the individual can be influential in the bullying prevention cause whether it is for the bully, the bully-victim, the victim, or the bystander.

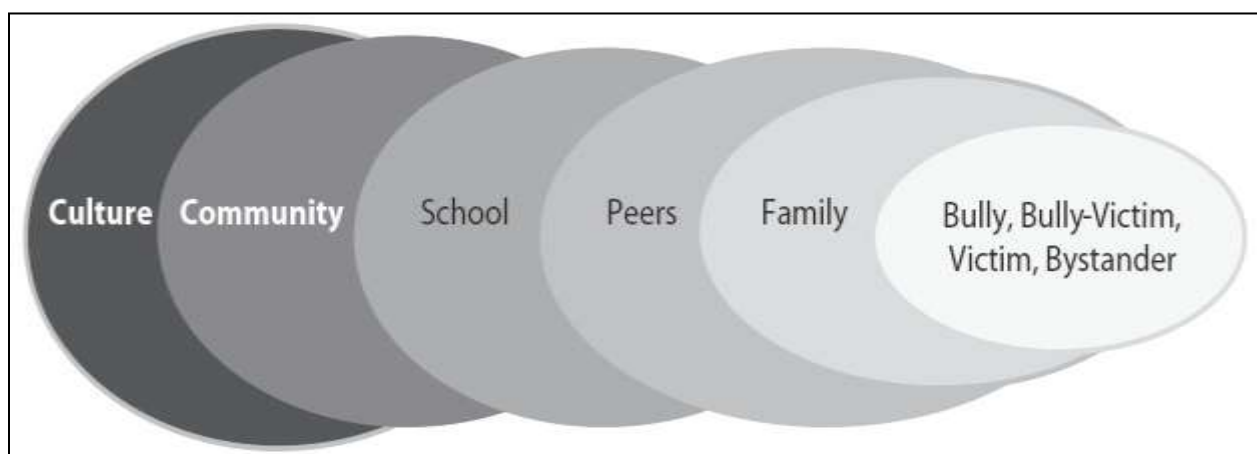


Figure 1. Social-ecological framework of bullying among youth

*Bully-Victim – children who have bullied others and been bullied themselves. www.education.com

*Also see article in Appendix 4

This model has utility in grounding collaboration in the national context of Anguilla to explore the issues and map community support structures to help our children and young people prevent phenomenon of bullying.

A look at local studies reveals that around seven out of ten students or 68% of primary school students felt that bullying was a problem at their school. This statistics comes out of a recent study conducted in Anguilla (Child Friendly School Practices in Schools in Anguilla, 2014). Interviews were conducted with 50 primary school students and 7 Principals.

At high school level the Global School Survey conducted in at the A.L.H.C.S. in 2009 found that:

- Females experienced a slightly higher percentage of bullying than their male peers (26% - 24.2% respectively)
- Violence was identified as a major health risk behaviour in this group as: 19.1% of students reported being bullied which involved most often being hit, kicked, pushed, shoved around, or locked indoors

3. N.A.C.I. OUTPUTS AND ACTIVITIES

3.1 SENSITIZATION AND AWARENESS CAMPAIGN

Objectives

- To educate the general public particularly primary school children about the various types and characteristics of **bullying**
- To empower the general public to be agents of change promoting positive behaviour:
 - Commission an anti-bullying theme song for multimedia outreach
 - Stage an anti-bullying dance performance at all primary schools
 - Administer a questionnaire on bullying to primary school children
 - Sensitize Stakeholders who work with children and share the results of the primary school survey

3.2 THEME SONG

The National Anti-bullying Theme Song 'A Better Place' was written by Mr. Bernard Wattley. Musical re-arrangement and recording of the final version was completed by the A.L.H.C.S. Choir. The latter's Director Mrs. Daphne Jacobs-Richardson was committed to the project; reserving practice sessions; and coordinating the choir members for the recording studio session. Also Teacher Debbie Christie for making herself available to escort the choir members while being transported to and from the studio. The theme song up to present and ongoing continues to be played on radio.

A Better Place

The world could be a better place

If we both love and embrace

Each other

If we learnt how to tolerate

Avoid those things that make us hate

Our brother

Our sister

If we could truly live as one

Respect the other person

Then our community

Will be

A better place for you and me

To live and work harmoniously



So come on let's embrace

We are more alike than different

Intricately interdependent

Let's respect one another

Show some love for our neighbour

And together

Let's work to stamp out bullying

Forever

Come on let's embrace

Lyrics by Bernard B. Wattle

Musical Re-arrangement and Recording by the A.L.H.C.S. Choir

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Illustration 1 - Text of the NACI Theme Song

3.3 DANCE PERFORMANCE

The Klassique Academy of Dance and Performing Arts and the From Within Dance Company were engaged to collaborate on the choreography of a dance to the theme song. Both companies also contributed to the finalization of a Logo and Slogan for printing on T-shirts to be worn for the performance rather than dance costumes. Each company executed the dance performance on the grounds of 3 primary schools. The dance performances were video recorded and continue to be aired on atv3.

The Primary School Tour of the Dance Performance launching the N.A.C.I. was scheduled as follows:

You are invited to the Launch of The National Anti-Bullying Campaign Initiative which will take place from the 16th to 20th November, 2015

The launch takes the shape of a brief dance performance choreographed to the words of an original song created to convey the necessary positive messages

The basketball/tennis courts and courtyards at the schools will be utilized for this event

SCHEDULE

SCHOOL	DATE	TIME
Vivien Vanterpool Primary School	Monday 16 th November, 2015	10:25am to 10:30am
Morris Vanterpool Primary School	Monday 16 th November, 2015	11:45am to 12 Noon
Alwyn Allison Richardson Primary School	Wednesday 18 th November, 2015	10:25am to 10:30am
Adrian T. Hazell Primary School	Wednesday 18 th November, 2015	11:45am to 12 Noon
Valley Primary School	Friday 20 th November, 2015	10:25am to 10:30am
Oreilia Kelly Primary School	Friday 20 th November, 2015	11:45 am to 12 Noon

Illustration 2 - Primary School Dance Performance Tour Schedule

The two private primary schools on island were invited to come and watch the dance performance on the closest campus listed on the schedule. It was a fantastic opportunity to reveal the logo and slogan and to convey positive messages about anti-bullying to each school's population. The Dance, T-Shirts, A Banner and an Opening Statement were prepared with this aim in mind.



Illustration 3 - Launch Banner

OPENING STATEMENT

As we gather this morning to view this special dance performance launching the National Anti-bullying Campaign Initiative, I say to you my peers, that it is our responsibility to make a difference in our school and in our community.

We must work together to ensure that there is no bullying in our school and community. We must understand and accept our similarities and differences (people of 5 different alternating colours holding hands) and STAND together against bullying. Which brings me to the campaign statement:

underSTAND together - Respect, Recognize, Represent

Be united:

Always show respect for one another

Always recognize and acknowledge one another

Always be an ambassador representing the cause - standing up against bullying

Please appreciate the dance performance and the words of the song; most of all take away with you the positive messages in your quest to prevent bullying.

Illustration 4 - Opening Statement Explaining the N.A.C.I. Logo and Slogan

Scenes from the Primary School Dance Performance Tour



3.4 PRIMARY SCHOOL SURVEY

In order to understand primary school aged children thoughts and opinions on the subject of bullying a survey questionnaire was designed in collaboration with UNICEF. The pre and post questionnaire was administered by Classroom Teachers before and after the anti-bullying dance performance tour.

A representative sample frame of students from Grades 2 to 6 inclusive in the 8 primary schools on Anguilla were surveyed. A total of 529 students completed the pre-questionnaire (241 Boys and 288 Girls).

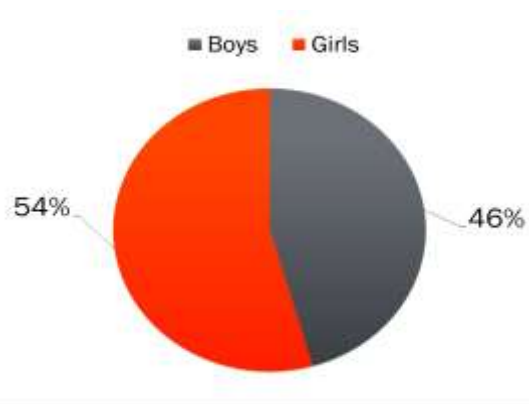


Chart 1: Percentage of Respondents by Gender

A random sample of 100 of the 289 completed post-questionnaires were examined in relation to the qualitative questions only, due to the low completion rate after the dance performance.

The research question was as follows **“What are Primary School Children’s thoughts on bullying: How do they see themselves, school authorities, and their parents as agents of change?”** The aim of the research is to:

1. Understand the situation of bullying and explore the related issues in the primary schools
2. Collect baseline data
3. Give students a voice in reference to the issue
4. Inform further programmatic efforts

The actual research instrument included a schedule of **15 quantitative and qualitative questions**, 11 closed and 4 open. The questions fell into 4 categories - **Awareness** (Questions 1, 2, 3, 4, and 10); **Knowledge and its application in decision making** (Questions 5 and 7); **Knowledge and its application to systems structure** (Questions 8 and 9); **Perceptions, thoughts, attitudes, and opinions** (Questions 6, 11, 12, 13, 14, 15).

A copy of the research instrument is included below:



MINISTRY OF HEALTH AND SOCIAL DEVELOPMENT
National Anti-bullying Campaign Initiative



Name: _____
 Gender: Male Female
 School: _____
 Grade: _____

PLEASE TICK OR WRITE YOUR ANSWER/S

1. Have you heard the term bullying?
 Yes No

2. What is meant by bullying?
 Pushing
 Name calling and making fun of someone
 Posting embarrassing pictures on the internet
 All of the above

3. Have you ever been bullied?
 Yes No



If yes, what did you do?

4. Does bullying take place at your school and if yes where?
 Yes No

- Playground/school yard
 Classroom
 Bathroom
 On the way to school
 During Games session
 Internet device (cellular phone, email, social media)
 Other _____



(please state where)

5. What is the best way to deal with a bully?
 Fight back
 Tell a Teacher
 Do nothing

6. Do you feel comfortable talking to an adult about bullying?
 Yes No



7. If you saw another student being bullied what would you do?
 Join in
 Tell a Teacher
 Do Nothing

8. What is meant by anti-bullying?



- Not attending school
- Making sure that children and adults are respected, treated fairly and not bullied
- A computer game

9. What is in place at your school to prevent bullying?

- Poster/signs
- Counsellor visits
- Stories
- Songs
- Other _____

(please state)

10. Have you ever bullied someone?

- Yes No

11. Can bullies change their behaviour?

- Yes No

12. List two ways that you can be safe from bullying.

13. List two things which you would like your Teachers and Principal to do to keep you safe from bullying.

14. List two things that you would like your parents to do to keep you safe from bullying.

15. Is there anything else you want to say about bullying?



THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

3.4.1 The Findings

The completed questionnaires were assessed using comparative and thematic analysis. 68% of students surveyed indicated that they have been bullied while 39% indicated that they have bullied others. This could demonstrate that bullies in the primary school have a negative impact on a population nearly twice their number. Also of interest is that the percentage of girls outweighed that of boys as those being bullied and as those bullying others (see Charts 2a and 2b below).

Students who are both bullied and engage in bullying behavior are the highest risk group for adverse outcomes (Espelage and Holt, 2013).

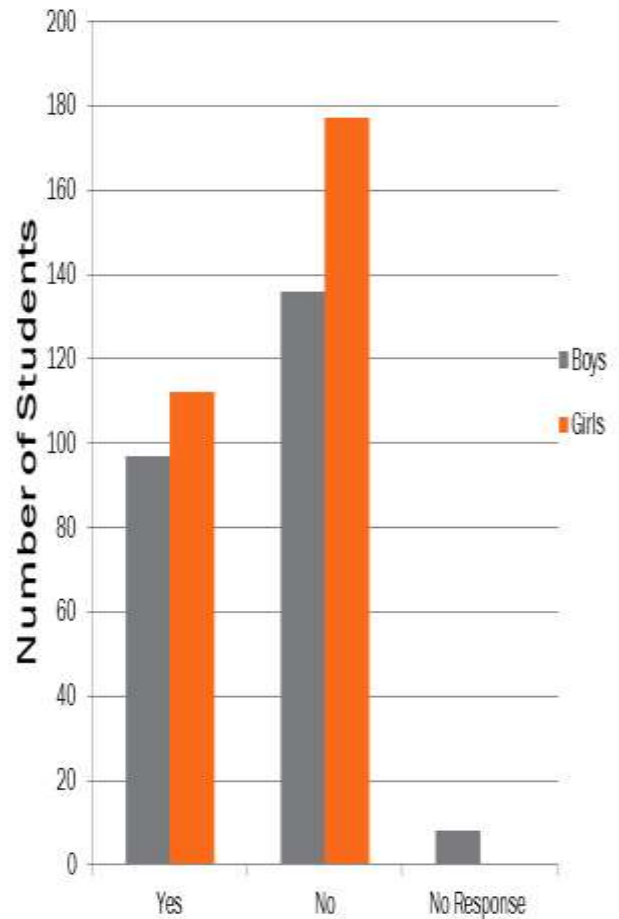
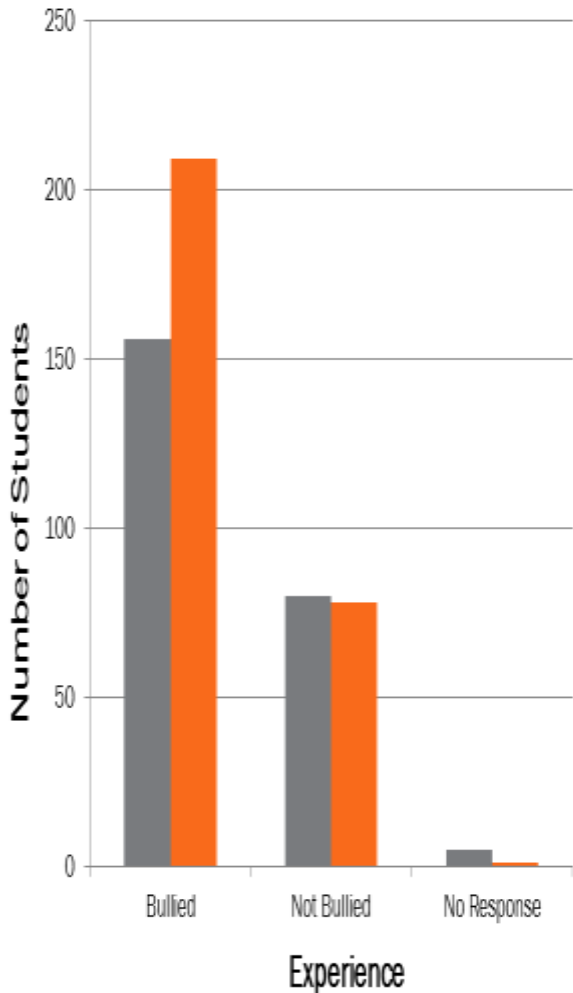


Chart 2a

Chart 2b

Chart 2a & 2b : Profiles of students who had been bullied and who bullied others respectively

Students showed that they generally care about their peers and are willing to treat others as they would treat themselves by the responses generated as per charts 3 and 4 below. In each scenario the overwhelming majority (over 90% of students indicated that they would opt to report to a Teacher incidences of bullying faced by themselves or other students).

Chart 3: Best course of action when faced with a bully

■ Fight Back ■ Tell a Teacher ■ Do Nothing

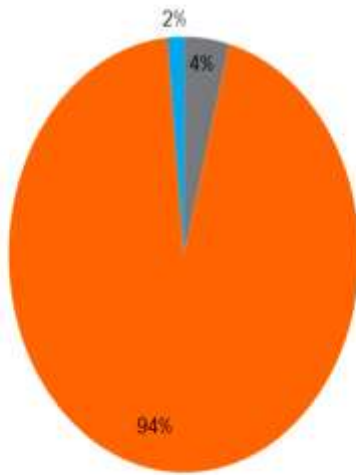
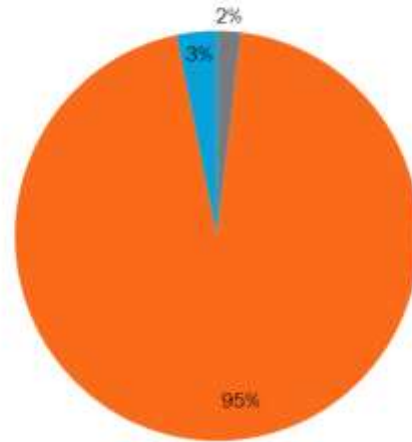


Chart 4: Best course of action when another student is being bullied

■ Join in ■ Tell a Teacher ■ Do Nothing



It is encouraging that the overwhelming majority have perceived themselves as being helpful in a bullying situation. Meanwhile a small minority of students perceive themselves as not being helpful if they witness a bullying situation. It is possible that the Bystander Effect will indeed drive the minority of primary school children, based on the responses around 5% according to Chart 4. According to the North Carolina Department of Public Safety, The Bystander Effect is

“... when people fail to come to the aid of someone in distress because of the presence of others. Research has shown that the more people who witness a victim attacked or in need of assistance the less likely it is for someone to intervene to help.”

Bystanders include those who act in any way including joining in and those who ignore the bullying incident. The research is showing us that being a bystander can manifest in many different ways. Inset below is some further explanation from the **Education Development Center Inc.** on the actions of a bystander and their impact on the bullying situation as it unfolds.

Bullying situations usually involve more than the bully and the victim. They also involve **bystanders**—those who watch bullying happen or hear about it. An important new strategy for bullying prevention focuses on the powerful role of the bystander. Depending on how bystanders respond, they can either contribute to the problem or the solution. Bystanders rarely play a completely neutral role, although they may think they do.

Hurtful Bystanders

Some bystanders . . . instigate the bullying by prodding the bully to begin.

Other bystanders . . . encourage the bullying by laughing, cheering, or making comments that further stimulate the bully.

And other bystanders . . . join in the bullying once it has begun.

Most bystanders . . . passively accept bullying by watching and doing nothing. Often without realizing it, these bystanders also contribute to the problem. Passive bystanders provide the audience a bully craves and the silent acceptance that allows bullies to continue their hurtful behavior.

Helpful Bystanders

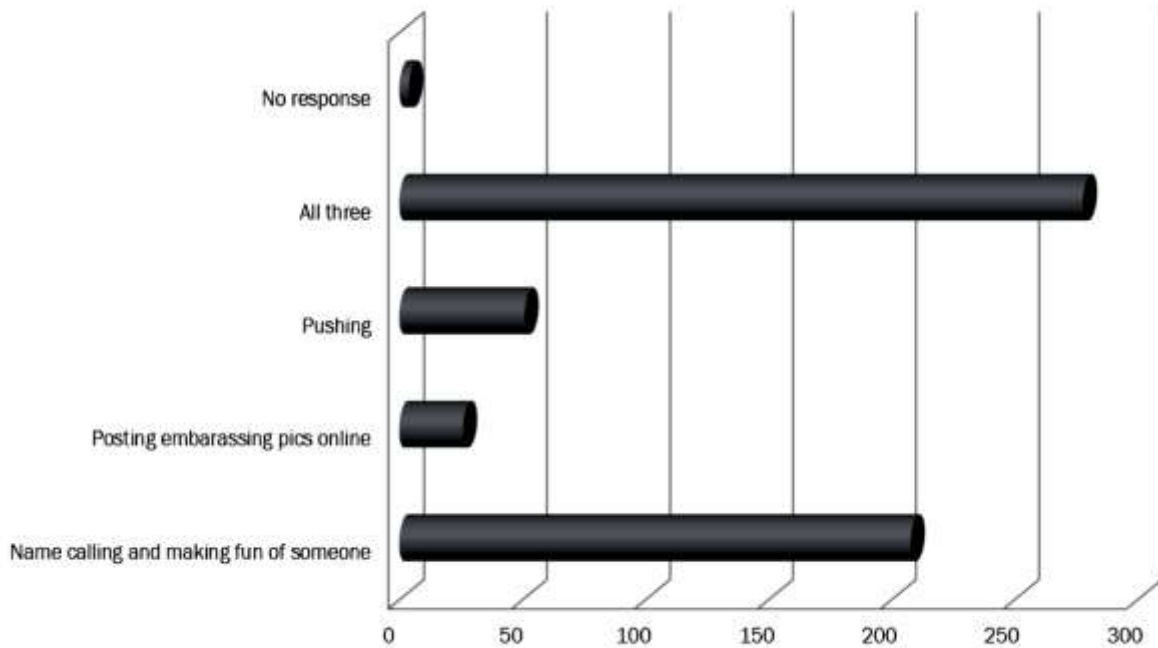
Bystanders also have the power to play a key role in preventing or stopping bullying.

Some bystanders . . . directly intervene, by discouraging the bully, defending the victim, or redirecting the situation away from bullying.

Other bystanders . . . get help, by rallying support from peers to stand up against bullying or by reporting the bullying to adults.

It is quite possible that some *hurtful bystanders* behave in this negative way due to lack of sensitization and awareness about bullying. Some students may not be able to identify bullying behaviours. The basic information and knowledge about bullying – what it is, how it affects peers etc., how individuals can help may not be a part of a students’ understanding. The chart below shows the students’ response when asked to identify bullying behaviours.

Chart 5: Identifying bullying behaviours



Over half of the students surveyed identified that all three – name calling etc., posting embarrassing pictures online, and pushing – are forms of bullying. Of interest with this data is that pushing and posting embarrassing pictures online were not popular choices on their own which suggest that students don’t particularly see those actions as constituting bullying. Students were quicker to identify the choice of name calling etc. on its own as a form of bullying which suggests that perhaps there needs to be work around language and how we communicate with one another. This may be a gap for bringing awareness, sensitization, communication and conflict resolution skills training; also online and cyber bullying awareness. In this way positive language/communication and strategies for resolution will be utilized rather than unhealthy name calling etc.

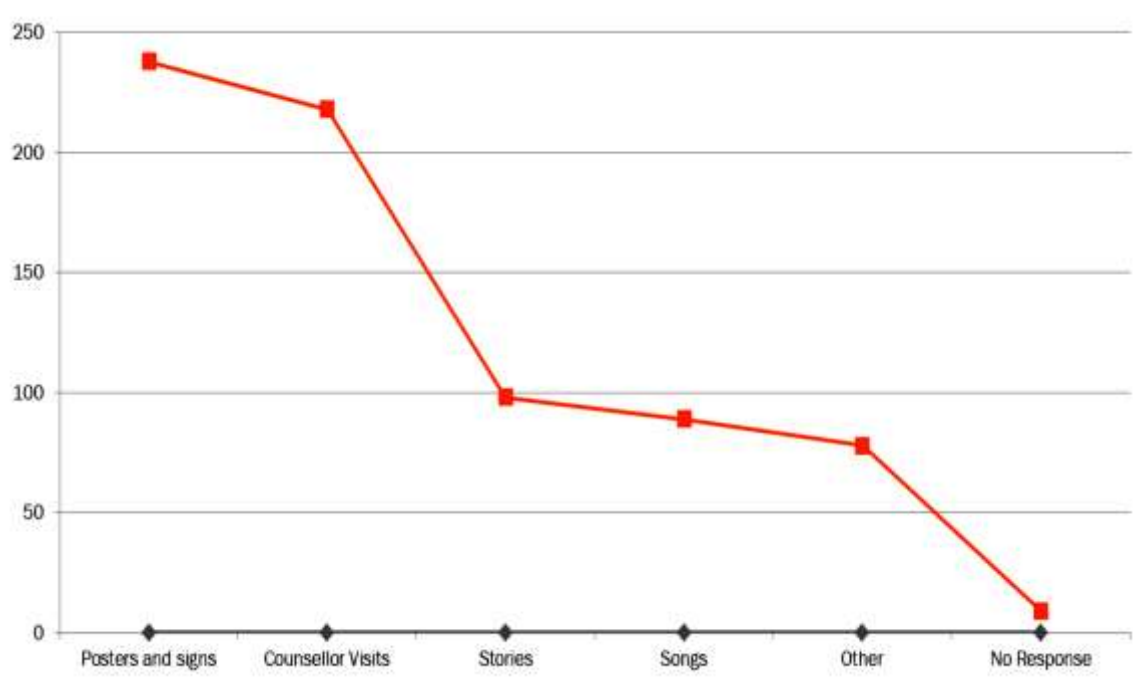
The James Stanfield Company, 2012 describes how bullying is intensified using language not only face to face but also online in cyber space.

It is important for parents, educators, and students to understand how bullying has evolved and how it is manifested through language and culture. Parents can use this knowledge to inform important conversations with their children and monitor online and text activity. Educators and activists can use it to create lessons and programs that educate our youth on the power of language. Finally, it is possible that if students are made aware of the damaging effects of language, they will use it with caution. Gone are the days of “words will never hurt me”. Words have become the sticks and stones in the age of technology and children need to understand that there are consequences that come with using language as a weapon.

One approach that can be taken to decrease bullying is to teach students to express themselves positively, and to express their anger in a responsible way (Professional Learning Board, 2016). The contemporary movement towards **Social and Emotional Learning (SEL)** purports the achievement of a shift in anti-social behaviour in schools. SEL teaches students competencies in self-awareness, self-management, relationship skills, and responsible decision making. According to www.casel.org social and emotional learning (SEL) programming can be an effective way to reduce the likelihood of bullying because it promotes skills, behaviors, attitudes, and environmental factors that are incompatible with bullying and other forms of negative peer interactions.

On the reverse 86% of the 529 students understood what was meant by anti-bullying. It is equally as important as information sharing about bullying that students understand what anti-bullying or bullying prevention means. Similarly, the students were asked to share what was in place at their school to prevent bullying.

Chart 6: Bullying prevention activities at school



The popular responses were posters and signs, followed closely by Counsellor visits. Stories, Songs, and other ways of communicating information designed to prevent bullying appear to be less utilized than more traditional means. Avenues listed in the other category were Assembly, Child Friendly Schools, School Oath/Pledge/Motto, Suspension, Lectures, Punishment, Kids On Patrol, Monitors, HFLE, DARE, Poems, Rules.

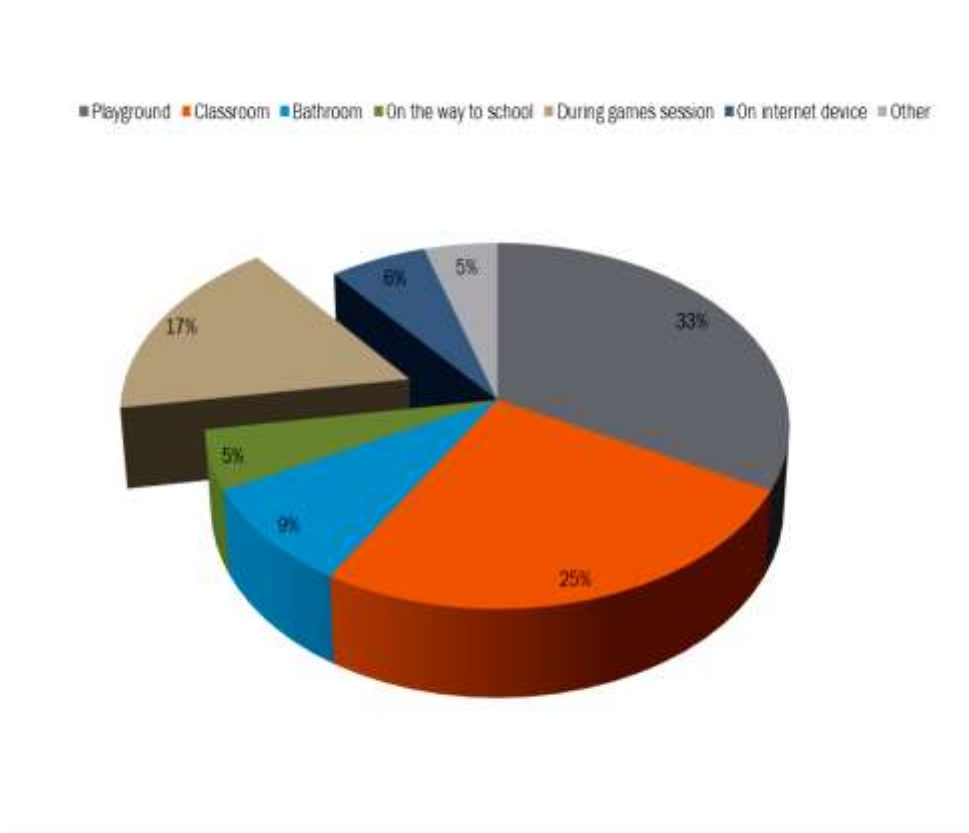
Another important piece of information that is essential for school officials and all stakeholders is to pinpoint where most bullying occurs as per chart 7 below. According to the students surveyed most bullying occurs on the playground. This outcome coincides with the results of the ‘child friendly schools practices’ study conducted in 2014 by UNICEF.

Over half of bullying behaviours, 58%, happen on the playground and in the classroom combined. 25% of bullying behaviours occur in the classroom; the fact here is that the classroom is a largely controlled environment, therefore the expectation would be that bullying would not take place at such high rate in this locality particularly during lesson time. It will be beneficial to examine this statistic to see if and why bullying may be a problem during teaching and learning time as reported by the respondents.

With 33% of bullying incidents occurring on the playground it is clear that some targeted intervention is needed. And of note is the third ranked at 17% a temporal locality for bullying,

during games session. Again this time period is when adult supervision is present. Perhaps some targeted substantial sensitization on the playing fields may be warranted before this statistic escalates.

Chart 7: Places where bullying occurs



Other places or times mentioned were break time, lunchtime, home time, on the bus, auditorium, ICT Lab, in the line, and the bathroom.

When asked if they believe that bullies can change their behavior 416 students said yes and 109 said no, while 4 did not respond. 20% of students think that bullies will not change. It is possible that some of this 20% are bullies and if that is the case then our systems and structures are not reaching them to effect the change needed. In fact a couple of students commented that they are bullies and cannot change.

The responses to the open ended questions presented in the survey instrument were considered using comparative and thematic analysis. The qualitative data yielded placed the responses to the pre-questionnaire within 5 themes.

1. *Legal/Litigious*

2. *Spiritual/Religious*

3. *Consequential*

4. *Compassion*

5. *Communication/Supervision*

A few students from two out of the eight schools surveyed has strong feelings about the law and that bullying should be stopped through legislation. In another two out of the eight schools spirituality featured prominently particularly in one more so than the other. Students felt that God made us all one family so their fellow students should not be bullied. The overwhelming majority of students across all the schools thought that consequences like punishment and loss of privilege should be measures used to stop bullying. Of concern was that many of the students included physical punishment (hitting and beating) as options for their Teacher/s and Principal to utilize when disciplining a bully. It can be inferred that the personal acceptance of the abolition of corporal punishment in schools will lag behind in children's minds. They had come to accept corporal punishment as part of the school system so when ask their opinion on what approach school officials should take to deal with negative behaviour like bullying they tend to recall the use of corporal punishment. Another factor that could be influencing this response is that families may still be utilizing corporal punishment in the home.

In relation to what actions they themselves would take when faced with bullying the students appeared more empathetic overall. Students across all schools were compassionate and indicated that they would treat the bully as they would treat themselves. Some even recognized that bullying can be the result of emotional problems so they preferred to reach out and help the bully.

One of the most significant responses centred around the adult support system in schools in terms of the supervisory role and how information is communicated between adults and children and amongst their peers. As we discovered in the literature, language is important in decreasing bullying and also given the response to the closed question on identifying bullying behaviours, a huge majority selected the response to do with 'name calling and teasing' which are negative ways of communication.

A sampling of the voices of the students in answer to questions 12, 13, and 14 ensues:

What students can do...	What Teachers and The Principal can do ...	What Parents can do ...
<p>‘Treat others the way you want to be treated’</p> <p>‘Say good words, positive words, play with someone who you think is kind or positive’</p> <p>‘Stay in my classroom during break’/stay in close proximity to a teacher</p> <p>‘Stay home at lunchtime’</p> <p>‘Stay out of trouble’/Stay away from fights/Don’t join bad company</p> <p>‘Don’t get involved in gangs’</p> <p>‘By not hitting anyone’/Exercise self control</p> <p>‘Make friends with the bully because he or she suffers from emotional problems’</p>	<p>‘There should be adult supervision at all times’</p> <p>‘Teachers should pay good attention in the classroom..’</p> <p>‘Have the yard monitors look after you’/use security cameras</p> <p>‘To put up posters and have anti-bullying inspections’</p> <p>Teach me calming techniques</p> <p>‘To help keep me calm’</p> <p>‘Don’t treat us differently’</p> <p>‘Expel or suspend the bully’/ Put them out of school for a week/separate the parties</p> <p>‘Bullies should not go outside for breaks’</p> <p>‘Reward anti-bullying behaviour’</p> <p>‘Hit the bully/give the bully licks’</p>	<p>‘They should talk to/meet the bully’s parents’</p> <p>‘Call the Police’</p> <p>‘Give me a body guard’</p> <p>‘Make me confident’/‘Teach me about bullying and how to respond’</p> <p>‘Check with my teacher every week’</p> <p>‘Pick me up at lunchtime’</p> <p>‘Transfer me/Change’ Schools/Homeschooling’</p> <p>‘Hug me, show appreciation’/Remind me that I am special’</p> <p>‘Observe your child’s friends’</p>

Table 2: Sample of responses from the students to the open ended questions

A few of the responses have been highlighted to show that it is possible that our children’s minds are in conflict around the issue of bullying. The feedback is comprised of diametrically opposite positions. It is down to those in authorities to put systems in place for children to release the burdens or effects of bullying.

The post questionnaire results sampled yielded responses along the same five themes. Additionally, this sample’s perceptions, thoughts, attitudes, and opinions were overall similar to those coming out of the responses to the pre-questionnaire.

3.5 STAKEHOLDER ROUNDTABLE

In keeping with the overall aim of the National Anti-bullying Campaign Initiative - to sensitize and educate primary school children, families, communities and the nation about bullying prevention a stakeholder roundtable was organized to target professionals and practitioners.

The session was held to bolster the N.A.C.I. The objectives of the multi-stakeholder gathering were to

- identify strategies which could be used to assist in the anti-bullying cause nationally
- develop an organizational action plan of outreach to assist in the anti-bullying cause nationally
- develop a community wide approach for anti-bullying by mapping existing support structures

Those in attendance were drawn from Education; Probation; Health; The Royal Anguilla Police Force; The Department of Social Development; The Department of Youth and Culture; The Department of Sports; Her Majesty's Prison; The Gender Affairs Unit; NGOs and Service Clubs; Extra Curricular Classes and Clubs; Youth, Community, and Learning Centres; Sports Clubs, Associations and Coaches; The National Youth Parliament; The Youth Ambassador Corps; The National Youth Council; The Business Community; Church and Faith Based Organization Leaders; Associations; Unions and Others.

The front line Professionals and Practitioners who work with children included Teachers, Principals, Counsellors, Coaches, Bus Drivers, School Custodians, Social Workers, Probation Officers, Church Leaders, After School Activities and Youth Centre Staff.

The Development Partners and N.A.C.I. Campaign sponsors UNICEF and DFID in the persons of Dr. Lisa McClean Trotman and Dr. Sandra Agarrat respectively, joined the grouping. Dr. McClean Trotman participated on the programme along with Mr. Sanford Richardson, Dr. Bonnie Richardson-Lake, Mrs. Kiesha Gumbs-Bibby, and Mrs. Jacqueline Jeffrey Connor all members of the Safeguarding Children in Anguilla Project Team. Other contributions to the programme came from the Early Childhood Association, the Primary School Counselling Team, and Partners Advocating for Violence Eradication (PAVE) (see the programme and speeches in **Appendix 2**).

The highlight of the Stakeholder Roundtable event held on June 2nd, 2016 was the presentation of the findings of the recent survey completed by primary school children on the subject of bullying (documented herein section 3.4.1). The programme speeches and presentations were video recorded and are aired periodically on atv3.

The group work session yielded valuable discussion and guidance on the way forward. Similarly, the participant pledge opportunity demonstrated a high level of commitment to the cause. The stakeholders spoke from the heart. They shared their ideas and pledged their commitment to anti-bullying. Their ideas and pledges as displayed below are resounding.

4. RECOMMENDATIONS

1. Existing school systems approaches to bullying should be evaluated to see how well they are working and if they can be further developed or maximized to enhance bullying prevention
2. Institution of **School Safety Teams, Anti-bullying Focal Points, Anti-bullying Council** for Teachers and an **Anti-bullying Tribunal of Peers/Peer Court** for students
3. **Increased supervision** in the various school settings
4. Deliver Training to Teachers and other school staff building capacity and skills to understand peer on peer interaction, recognize bullying, appropriately address the issues, and to report incidences (**e.g. Strengthen HLFE, Communication and Listening Skills**)
5. Ensure Awareness, Sensitization, and Solutions for Teachers around the emerging phenomena of Adult on Peer Bullying
6. Establish clear **reporting and documenting systems** (including data collection and analyses)
7. Introduction of more quality interaction time at school for students to discuss the issue of bullying through Peer Corp Formation, **Peer Share Periods** where debates and skits form part of the agenda
8. Progress **Clinical Support, Counselling, Support Groups for Victims and Bullies**
9. Design targeted interventions with respect to bullying on the **playground** at break times/lunch time and **during games sessions**
10. Further examine why students are indicating that a high volume of bullying is occurring in the classroom (**Focus Group Discussion**)
11. **A National Policy on Bullying.** Zero Tolerance Policy for Children and Adults (Pre-schools, Primary Schools, High School, Workplace)
12. **Primary School's Behavioural Policy/Plan** be developed with the inclusion of a standard consequences and rewards system

13. Introduction of **Cyber-bullying/Online Bullying** Awareness and Prevention activities targeting primary school students
14. The potential benefits of infusion of the **Social and Emotional Learning Curriculum** be explored
15. All primary schools management teams consider the value of **peer intervention** during bullying incidences (see Appendix 3) and actively foster an environment where students are inspired, empowered, and supported to take action to help others
16. The Safeguarding Children in Anguilla Project Team continue to work closely and collaboratively with the Primary School Counsellors and other coopted personnel in terms of **outreach activities to parents, children, and families (ensure that the topic is discussed at PTA Meetings)**.
17. Publish a directory of persons/organizations/entities already engaged in anti-bullying work and are impacting youth positively
18. Utilize opportunities to showcase the outputs of the National Anti-bullying Campaign Initiative so that sensitization remains ongoing through the varied mediums of radio, television, newspaper, and **social media** (e.g. an audio visual production series)
19. Enlist Churches on Anguilla to focus their **sunday school lessons, worship sermons or messages** on bullying
20. Invest in an **Anti-bullying Day**; and **Anti-bullying summer camp/workshop** opportunities
21. Select a **National Anti-bullying Champion/Patriot**
22. Enact Anti-bullying Legislation
23. Partner with a Workplace Wellness Programme and conduct a series of workplace sessions on the bullying as a twofold strategy to reach parents and to **combat workplace bullying**

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Pacer's National Bullying Prevention Center

<http://www.pacer.org/bullying/resources/parents/definition-impact-roles.asp>

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<http://www.education.com/reference/article/what-is-a-bully-victim/>

<http://yourselfseries.com/teens/topic/bullying/who-is-the-bully-victim-bystander/>

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Aleisha M. Clarke & Professor Margaret M. Barry. *Health Promotion Research Centre, National University of Ireland Galway*

<http://www.partnershipforchildren.org.uk/uploads/AcademicAchievement.pdf.pdf>

SEL and Bullying Prevention <http://www.casel.org/bullying/>

Dealing with Bullying in School: Language. Professional Learning Board, 2016

<http://k12teacherstaffdevelopment.com/tlb/dealing-with-bullying-in-school-language/>

Sticks and Stones: How Humans Intensify Bullying Through Language

James Stanfield Company 2012

<http://www.stanfield.com/blog/2012/11/sticks-and-stones-how-humans-intensify-bullying-through-language/>

ADDITIONAL RESOURCES:

Anguilla's School Health Policy: December 2014

Social Survey on Violence against Children and Women: Attitudes to Corporal Punishment, Child Sexual Abuse and Domestic Violence in Anguilla (2014). Prepared by Caribbean Development Research Services Inc. (CADRES) for UNICEF Office for the Eastern Caribbean Area

Understanding Bullying Factsheet 2016 Center for Disease Control
https://www.cdc.gov/violenceprevention/pdf/bullying_factsheet.pdf

A Handbook of Bullying in Schools – An International Perspective
Edited by Shane M. Jimerson, Susan M. Swearer, and Dorothy L. Espelage
First published in 2010
https://books.google.com.ai/books?hl=en&lr=&id=d2-NAgAAQBAJ&oi=fnd&pg=PA61&dq=The+Social+Ecological+Model+of+bullying&ots=gqJ5icyNF2&sig=BVIEIxfNE4aJHMIodoh82EucdRQ&redir_esc=y#v=onepage&q=The%20Social%20Ecological%20Model%20of%20bullying&f=false
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<http://www.eyesonbullying.org/bystander.html>

North Carolina Department of Public Safety
<https://www.ncdps.gov/blog/2016-09-30/bystander-effect-and-bullying>

Canada's Authority on Research and Resources for Bullying Prevention www.prevnet.ca
www.kidscape.org.uk

Public Service Announcements (PSAs)

You have a right to feel safe <https://youtu.be/NG7jIUaf4AE>
Bullying is not a normal right of passage <https://youtu.be/Qd7jYku7kjQ>
Never Encourage Bullying Behaviour <https://youtu.be/mzLESN8tBPQ>

Videos

Stop the Bullying <https://youtu.be/rN--EbWno7M>

<http://www.pacerkidsagainstbullying.org/kab/what-is-bullying/what-is-bullying-videos/> What is bullying? Young Kids 1 minute 29 seconds

<http://www.pacer.org/bullying/video/player.asp?video=44> What You can Do 1 minute 24 seconds

<http://www.pacer.org/bullying/video/player.asp?video=40> How Bullying Feels 1 minute 17 seconds

APPENDIX 1

Common Views and Myths about Bullying

In spite of the significant impact that bullying can have on a target, our society often views it as acceptable behavior. There are many misconceptions that characterize bullying, all of which can lead to minimizing the behavior. Here are a few of these common misconceptions, followed by the facts.

- **“Bullying is a natural part of childhood.”**

Fact: There is nothing natural about being bullied. Bullying is often considered a normal part of childhood because it is such a common experience. Physical or emotional aggression toward others should not be tolerated as a normal part of childhood.

- **“Words will never hurt you.”**

Fact: Even though words don't leave bruises or broken bones, studies have shown they may leave deep emotional scars that can have lifelong implications. Children learn at a very early age that words can hurt other children.

- **“Some people deserve to be bullied.”**

Fact: No child's behavior justifies being hurt or harmed in any manner. All children deserve to be treated with respect and consideration.

- **“Bullying will make kids tougher.”**

Fact: Bullying does not make someone tougher. Research has shown it often has the opposite effect and lowers a child's sense of self-esteem and self-worth. Bullying often creates fear and increases anxiety for a child.

- **“Telling a teacher about bullying is tattling.”**

Fact: Children need to know the difference between tattling and telling. Tattling is done to get someone in trouble, telling is done to protect someone. The secrecy of bullying only serves to protect the bully and perpetuate the behavior.

- **“It's only teasing.”**

Fact: Most children are occasionally teased. When teasing does not hurt a child, it isn't considered bullying. Teasing becomes bullying when a child does not understand that he or she is being teased and the intent of the action is to hurt or harm.

- **“Boys will be boys.”**

Fact: The implication here is that bullying is acceptable, and that it is normal for boys to be physically or verbally aggressive. However, research indicates aggression is a learned behavior, not a natural response.

- **“Girls don't bully.”**

Fact: Research shows that girls can and do bully. While they do not physically bully targets as often as boys, they will often use verbal and emotional bullying. Bullying for girls escalates during the middle school years.

- **“Children and youth who are bullied will almost always tell an adult.”**

Fact: Adults are often unaware of bullying, in part because many children and youth don't report it. Most studies find that only 25 to 50 percent of bullied children talk to an adult about the situation. Boys and older children are less likely than girls and younger children to tell adults about bullying. Children may be reluctant to report bullying because they fear retaliation by the children doing the bullying. They also may fear that adults won't take their concerns seriously or will deal inappropriately with the situation.

- **“Bullying is easy to recognize.”**

Fact: Physical bullying, such as hitting, kicking, and fighting, is easy to recognize since this type of behavior is overt. It is the covert bullying—such as shunning, alienating, and leaving children out on purpose—that is much harder to detect.

- **“Ignoring bullying will make it go away.”**

Fact: This solution sounds easy, but ignoring the problem will not make bullying go away. In fact, it often makes the situation worse, because it sends a message that the target is unable to do anything about the behavior and gives the person bullying emotional satisfaction.

- **“Children and youth who bully are mostly loners with few social skills.”**

Fact: Children who bully usually do not lack friends. In fact, some research finds that these children have larger friendship networks

than other children. Importantly, they usually have at least a small group of friends who support and encourage their bullying behavior. Children who bully also generally have more leadership skills than targets of bullying or children not involved in bullying.

- **“Bullied kids need to learn how to deal with bullying on their own.”**

Fact: Some children have the confidence and skills to stop bullying when it happens, but many do not. Moreover, children shouldn't be expected to deal with bullying on their own. Bullying is a form of victimization and peer abuse. Just as society does not expect victims of other types of abuse (e.g., child maltreatment or domestic abuse) to “deal with the situation on their own,” we should not expect this from targets of bullying. Adults have critical roles to play in helping to stop bullying, as do other children who witness or observe bullying.

- **“Most children and youth who observe bullying don't want to get involved.”**

Fact: The good news is that most children and youth think that bullying is “not cool” and feel that they should do something if they see it happen. In a recent study of tweens (children ages 9 to 12), 56 percent said that they usually either say or do something to try to stop bullying or tell someone who can help (Brown, Birch, & Kancherla, 2005). These children and youth play a critical role in helping to stop bullying.

Common Views and Myths

<http://www.pacer.org/publications/bullypdf/BP-1.pdf> Common Views and Myths about Bullying

Common Views and Misperceptions about Bullying

In spite of the significant impact that bullying can have on a target, our society often views it as acceptable behavior. There are many misperceptions that characterize bullying, all of which can lead to minimizing the behavior. Here are a few of these common misperceptions, followed by up-to-date information backed by research and experts in the field of psychology.

“Bullying is a natural part of childhood.”

FACT: Bullying is often considered a natural part of childhood because it is such a common experience. Yet the fact that something is common does not mean it should remain common. Physical or emotional aggression toward others should not be considered as a normal part of childhood.

“Words will never hurt you.”

FACT: Even though words don't leave bruises or broken bones, they may leave deep emotional scars that can have lifelong implications. Children learn at a very early age that words can hurt other children.

“Some people deserve to be bullied.”

FACT: No child's behavior justifies being hurt or harmed in any manner. All children deserve to be treated with respect and consideration.

“Bullying will make kids tougher.”

FACT: Bullying does not make someone tougher. Being subjected to bullying often has the opposite effect and lowers a child's sense of self-esteem and self-worth. Bullying often creates fear and increases anxiety for a child. For example, children who are passive and socially withdrawn are at a heightened risk of getting bullied and these children become even more withdrawn after incidents of harassment.[1]

“Telling a teacher about bullying is ‘tattling.’”

FACT: Children need to know the difference between ‘tattling’ and ‘telling.’ Tattling is done to get someone in trouble; telling is done to protect someone. The secrecy of bullying only serves to protect the bully and perpetuate the behavior.

“It’s only teasing.”

FACT: Most children are occasionally teased. When teasing does not hurt a child, it isn’t considered bullying. Teasing becomes bullying when a child does not understand that he or she is being teased, and the intent of the action is to hurt or harm.

“Boys will be boys.”

FACT: The implication is that bullying is acceptable, and that it is normal for boys to be physically or verbally aggressive. However, aggression is a learned behavior, not a natural response.

“Girls don’t bully.”

FACT: Girls can and do bully. While they do not physically bully targets as often as boys, they will often use verbal and emotional bullying. Bullying for girls escalates during the middle school years.

“Children and youth who are bullied will almost always tell an adult.”

FACT: Adults are often unaware of bullying, in part because many children and youth don't report it. Boys are less likely than girls, and older children are less likely than younger children, to tell adults about bullying. Children may be reluctant to report bullying because they fear retaliation by the children doing the bullying. They also may fear that adults won't take their concerns seriously, or will deal inappropriately with the situation.

“Bullying is easy to recognize.”

FACT: Physical bullying, such as hitting, kicking, and fighting, is easy to recognize since this type of behavior is overt. It is the covert bullying – such as shunning, alienating, and leaving children out on purpose – that is much harder to detect.

“Ignoring bullying will make it go away.”

FACT: This solution sounds easy, but ignoring the problem will not make bullying go away. In fact, it often makes the situation worse, because it sends a message that the target is unable to do anything about the behavior and gives emotional satisfaction to the person doing the bullying.

“Children and youth who bully are mostly loners with few social skills.”

FACT: Children who bully usually do not lack friends. In fact, often these children have larger friendship networks than other children. Importantly, they usually have at least a small group of

friends who support and encourage their bullying behavior. Children who bully generally have more leadership skills than targets of bullying or children not involved in bullying.

“Bullied kids need to learn how to deal with bullying on their own.”

FACT: Some children have the confidence and skills to stop bullying when it happens, but many do not. Moreover, children shouldn't be expected to deal with bullying on their own. Bullying is a form of victimization and peer abuse. Just as society does not expect victims of other types of abuse (e.g., child maltreatment or domestic abuse) to deal with the situation on their own, it should not expect this from targets of bullying. Adults have critical roles to play in helping to stop bullying, as do other children who witness or observe bullying.

“Most children and youth who observe bullying don't want to get involved.”

FACT: The good news is that most children and youth think that bullying is “not cool” and feel that they should do something if they see it happen. In a recent study of tweens (children ages 9 to 12), 56 percent said that they usually say or do something to try to stop bullying or tell someone who can help.[2] These children and youth play a critical role in helping to stop bullying.

Download the handout, [Common Views and Myths About Bullying](#).

[1] D. Schwartz, K.A. Dodge, & J.D. Coie, “The emergence of chronic peer victimization in boys' play groups,” *Child Development*, 64, (1993): 1755.

[2] S.L. Brown, D.A. Birch,& V. Kancherla. “Bullying perspectives: Experiences, attitudes, and recommendations of 9- to 13-year-olds attending health education centers in the United States.” *Journal of School Health*, 10,(December 2005): 384.

APPENDIX 2



Agent of Change: Bullying Prevention and Me

Opening Session

	Chairperson: Mr. Sanford Richardson, Commissioner, Department of Social Development
08:30	Registration
08:50	<i>Prayer Pastor Julet Simon President, Early Childhood Association</i>
08:53	National Song
08:55	<i>Welcome & Purpose Ms. Janelle Lake Counsellor, Department of Education</i>
09:00	<i>Remarks Dr. Bonnie Richardson - Lake Permanent Secretary, Health and Social Development</i>
09:05	Caribbean Public Health Agency (CARPHA) 'STOP The Bullying' Campaign Informational Videos
09:10	<i>Greetings from UNICEF and DFID Dr. Lisa McClean-Trotman Communication for Development Specialist, UNICEF</i>
09:20	<i>Bullying Prevention at the National Level Mrs. Kiesha Gumbs-Bibby, Social Development Planner, Ministry of Social Development</i>
09:40	Dance Performance launching the National Anti-bullying Campaign Initiative (Video)
09:45	B R E A K

Stakeholder Roundtable

Thursday June 2nd, 2016

Raymond E.G. Guishard Technical Centre Conference Room



Agent of Change: Bullying Prevention and Me



Group Work Session

Aim: To develop a community wide strategy for bullying prevention through mapping existing support structures

10:00	Part 1: ⇒ Identify strategies which could be used as part of the national anti-bullying campaign initiative. ⇒ What role can your organization/agency play in bullying prevention? - Within your organization's mandate - Within your job responsibility
10:30	Part 2: ⇒ Presentations
11:00	Part 3: ⇒ Pledge Penany ⇒ Next Steps
Lead by Mrs. Hyacinth Bradley Community Services Planner, with responsibility for PAVE, Ministry of Health and Social Development	

Closing Session

11:35	Vote of Thanks and Presentation of Resource Packs ... Jacqueline Jeffrey-Connor, Education Officer, Multi-Professional Student Services, Department of Education
11:45	Programme Ends

*** Thank you for your Participation ***

Notes

A Better Place

National Anti-bullying Campaign Initiative Theme Song

The world could be a better place
if we both love and embrace
Each other
If we learnt how to tolerate
Avoid those things that make us hate
Our brother
Our sister
If we could truly live as one
Respect the other person
Then our community
Will be
A better place for you and me
To live and work harmoniously



So come on let's embrace

*We are more alike than different
Intricately interdependent
Let's respect one another
Show some love for our neighbour
And together
Let's work to stamp out bullying
Forever*

Come on let's embrace

Lyrics by Bernard B. Wattle

Music by the A.L.H.C.S. Choir

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'AGENT OF CHANGE - BULLYING PREVENTION AND ME' STAKEHOLDER ROUNDTABLE

Welcome and Purpose

Thursday June 2nd, 2016

Raymond E.G. Guishard Technical Centre Conference Room

I hereby adopt the protocol previously established.

Good morning to our most esteemed participants representing our stakeholders and partners from:

UNICEF, DFID, Education; Probation; Health; The Royal Anguilla Police Force; The Department of Social Development; The Department of Youth and Culture; The Department of Sports; Her Majesty's Prison; The Gender Affairs Unit; NGOs and Service Clubs; Extra Curricular Lessons and Clubs; Youth, Community, and Learning Centres; Sports Clubs and Coaches; The National Youth Parliament; The Youth Ambassador Corps; The National Youth Council; The Business Community; Church and Faith Based Organization Leaders; Associations; Unions and Others.

On behalf of The Ministry of Social Development I extend a hearty welcome to this Stakeholder Roundtable entitled 'Agent of Change - Bullying Prevention and Me'.

As Anguilla progresses with UNICEF's **Follow up to The Break the Silence Campaign**, under the Safeguarding Children in Anguilla Project Umbrella, attention has been placed on anti-bullying via the National Anti-bullying Campaign Initiative (which you will hear a bit more about later on in the programme).

The overall focus of this Stakeholder Roundtable is to: -

Bolster the National Anti-bullying Campaign Initiative by formulating a community wide approach for anti-bullying through mapping existing support structures

The objectives are to:

- Identify strategies which could be used to assist in the anti-bullying cause nationally
- Develop an organizational action plan of outreach to assist in the anti-bullying cause nationally

Each of us in our group/organization and on a professional/personal level can contribute to the anti-bullying cause and make a difference. This gathering today will allow us to:

- Become more sensitive to the issue
- Engage and dialogue as stakeholders
- Motivate and inspire one another
- Have forum to present the findings of the survey on bullying conducted amongst a sample of primary school students
- Mobilize community groups
- Increase organizational resource capacity
- Resolve to prevent bullying via internal mechanisms and programme offerings
- Be registered as an agent of the National Anti-bullying Campaign Initiative

Your purpose here today is indeed a best fit for tackling the issue of bullying and supporting the anti-bullying cause nationally.

As we channel our energies and ideas to help our children and ourselves, I leave you with every best wish for deliberations during the course of the morning and for your contributions on the ground as you return to your respective places and spaces.



'AGENT OF CHANGE - BULLYING PREVENTION AND ME' STAKEHOLDER ROUNDTABLE

PS Health and Social Development Remarks
Thursday June 2nd, 2016

Raymond E.G. Guishard Technical Centre Conference Room

I hereby adopt the protocol previously established.

As Anguilla progresses with UNICEF's follow up to the break the silence campaign and the focus has been placed on anti-bullying I am pleased that this esteemed grouping can come together to dialogue and discourse.

Your purpose here today is indeed a step in the right direction for tackling the issue of bullying and supporting the anti-bullying cause nationally.

The Global School Health Survey designed by PAHO and completed by High School students was executed in Anguilla in 2009. It described bullying in the following way:

'Bullying occurs when a student or group of students say or do bad and unpleasant things to another student. It is also bullying when a student is teased a lot in an unpleasant way or when a student is left out of things on purpose.'

It is important to note that the definition of bullying can vary from one institution to a next. The fundamental inclusion of emotional,

social, and physical aspects are what become common across definitions. Also, some definitions do not explicitly include internet or cyber-bullying but most definitions that take into account the real world only, are also applicable in cyber space.

The United States Center for Disease Control in 2012 described the impacts of bullying on a student's Education, Health, and Safety:

Bullying can negatively impact a child's access to education, physical and mental health wellness, and overall sense of well being and safety. To drill that down, we are looking at the development of risk factors like:

- School avoidance and higher rates of absenteeism
- Decrease in grades
- Inability to concentrate
- Headaches and stomach aches
- Sleeping problems
- Low self-esteem
- Depression and Post-traumatic stress
- Self-isolation
- Increased aggression
- Self-harm and suicidal ideation
- Feelings of alienation at school

Adults in the workplace are also affected by bullying. According to the Workplace Bullying Institute, in 2013 53.5 million Americans reported being bullied at work.

The impact of bullying is not limited or isolated to the individual; there is a further impact of bullying on economies as those who are bullied

and those who bully are accessing health and social services as a result. There are also hidden costs, such as, loss of productivity and time, in employment and education settings.

Think back to when you were younger and even perhaps in recent times:

Do you remember hearing "Sticks and stones may break my bones, but words will never hurt me"? Research has shown that this old saying simply isn't true. Words *can hurt*, and bullying can leave lasting emotional and physical scars. Parents and other adults need to understand the impact of bullying so they will know how important it is to prevent it.

The Caribbean Public Health Agency (CARPHA) video production that will be shown next was published on August 12th, 2015 as part of their 'Stop the Bullying' Campaign. The later illustrates that bullying is one of the leading causes of death and depression among teens; that it is a scourge that many have taken for granted in the region; that it is no longer a time where we can continue to tease and jeer. The campaign brings into play, student perspectives of bullying and some of the responses include: bullying destroys self-esteem and causes alienation.

National anti-bullying programmes and anti-bullying programmes in education settings are an avenue for reaching children, parents, professionals, and adults in general. The most successful bullying prevention programs are those in which school personnel, parents and students work together.

'As we move forward with today's programme I wish us all a fruitful morning, collaborating **in the spirit of being an 'Agent of Change' for bullying prevention.**



'AGENT OF CHANGE - BULLYING PREVENTION AND ME' STAKEHOLDER ROUNDTABLE

Vote of Thanks and Presentation of Resource Packs

Thursday June 2nd, 2016

Raymond E.G. Guishard Technical Centre Conference Room

Adopting the protocol previously established I wish to **extend sincere gratitude** to

- The Safeguarding Children in Anguilla Project Team for this embarking on anti-bullying and sensitization activities
- The DFID/UNICEF Child Safeguarding Programme in the UK Overseas Territories whose sponsorship to the tune of US\$19,264.58 allowed us to launch the National Anti-bullying Campaign Initiative and supply the resource packs to be presented shortly

Special thanks to Dr. Lisa McClean-Trotman of UNICEF and Dr. Sandra Agarrat, of the DFID/UNICEF Child Safeguarding Programme in the UK Overseas Territories for graciously accepting the invitation to travel to Anguilla to participate in this Stakeholder Roundtable. And to Dr. McClean-Trotman for enlightening us with her greeting during the morning's programme

Many thanks is expressed to all others who participated on the programme:

- Our distinguished Chairperson, Mr. Sanford Richardson
- Ms. Janelle Lake for welcoming all present and setting the tone for the morning
- Pastor Julet Simon for invoking God's presence
- You a most melodious audience for the rendition of the National Song and for providing your contribution during the group work session and pledge

plenary

- Dr. Bonnie Richardson-Lake for providing us with some food for thought in her remarks
- Mrs. Kiesha Gumbs-Bibby for her overview of the National Anti-bullying Campaign Initiative and her presentation of the primary school student survey findings

Indeed we are thankful for the collaboration with Ms. Hyacinth Bradley and PAVE in the planning and design of this stakeholder roundtable and for so willingly and expertly leading the group work session and informing us of the next steps.

We are also grateful for the contributions of the primary school counsellors, the counselor at PRU and the school health nursing unit.

Thanks and appreciation go to:

Mrs. Maeza Demis and Mr. John Lake for assisting with some of the logistical arrangements

Ms. Kennida Vanterpool for her attention and detail with the clerical pieces

Mr. Larry Brooks of Larry's Catering for his donation of the tea and coffee.

Mr. Fabian Proctor of J.W. Proctors for supplying free of cost water, cups, and napkins.

Mr. Colin Hodge Jr. of Aronel for ensuring that water was available to quench our thirst,

Their donation is much appreciated

ACCOCI for sending out the invitation to the business community

Mr. Wycliffe Richardson of ATV3 for his advice, support, videoing, and airing of today's session.

DITES for their technical support

The staff of the Raymond E.G. Guishard Technical Centre for being extremely helpful with venue arrangements

And to all partners and stakeholder from UNICEF; DFID; Education; Probation; Health; The Royal Anguilla Police Force; The Department of Social Development; The Department of Youth and Culture; The Department of Sports; Her Majesty's Prison; The Gender Affairs Unit; NGOs and Service Clubs; Extra Curricular Lessons and Clubs; Youth, Community, and Learning Centres; Sports Clubs, Associations and Coaches; The National Youth Parliament; The Youth Ambassador Corps; The National Youth Council; The Business Community; Church and Faith Based Organization Leaders; Associations; Unions and Others.

On behalf of The Ministry of Social Development I extend a hearty thank you to all for your participation and your pledge to be an '**Agent of Change**' in the Bullying Prevention cause. Please give yourselves a round of applause.....

Now Moving on to the presentation of the resource packs:

The Resource packs have been assembled to strengthen preventative activities carried out by front line workers. The materials in the resource pack are designed to increase your organization's capacity in service to children, young people, and their families. They provide different modes and mediums of increasing children and families awareness and knowledge about bullying and likewise anti-bullying. And inevitably increasing their decision making capacity in situations where they are confronted with the issue.

The resources packs are limited in number and they contain a combination of items. Note that each item that is listed may not necessarily be contained in each pack. The recipient and items selection is based on the type of organization; whether or not there is direct or indirect contact with children; and the volume of children and families for which services are provided in the recipient's respective places and spaces.

Items include:

- Electronic Resources (informational videos, video links, jingles, booklets, press releases, public service announcements)
- Hard Copies (books for your organizations library, activity books, pamphlets, bumper stickers, book marks)

The hard copy items were scanned and included in the electronic resources so that they can be printed as needed for sessions with children, parents etc.

So without further adieu I now call our *Agents of Change* to come forward and receive a resource pack: In no particular order:


APPENDIX 3

bully
In select theaters
march 30

Stats on bullying



 **280,000** students are physically attacked in secondary schools each month

 **1** in **4** teachers sees nothing wrong with bullying and will only intervene **4%** percent of the time.

Nearly **42%** of kids have been bullied online and almost **1** in **4** have had it happen more than once.

3 million students are absent each month because they feel unsafe at school.



&#x24;^@!&^*@!

@\$%*#%@!

77% of students are bullied mentally, verbally or physically.

Every

7 MINUTES

a child is bullied on the playground

www.thebullyproject.com

Nearly 60%

of bullying situations end when a peer intervenes.

A powerful statistic, showing the important influence that peers can have. Imagine the power of student-to-student engagement in which students are educated, inspired, and supported to take positive action to help their peers.

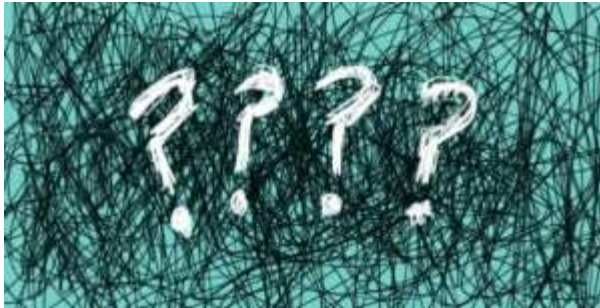
The WE WILL Generation is the generation of students that believes:

- bullying is never an acceptable behavior
- everyone deserves to be safe
- we all have a responsibility to look out for each other

The WE WILL Generation is about empowering students to take action and be a part of creating safe and supportive schools. The resources of the program are designed to be used in schools to encourage student to student —typically older students talking with younger students— conversation and education around creating a culture that is together against bullying—and united for kindness, inclusion and acceptance.

APPENDIX 4

Who is the bully? Victim? Bystander?



Who is the Bully?

People who **bully** come in all shapes and sizes. You can't necessarily look at a person and know if she is a **bully** or not. And she's certainly not going to wear a name tag that says, "Hi. I am A. Bully." That's why it's so important to understand what **bullying** is and to recognize when it is happening, then you can choose to do something about it (see our next post for tips).

How do you know who is going to **bully**? You don't.

Movies made in the dinosaur age depicted **bullies** as being bigger, rough-looking males who walked around with a posse at their backs. **Ha!** If only that really did happen today, the problem might be a lot easier to handle. People who **bully** today are every size, shape, race, popularity and gender. In fact, an increasing number of people who **bully** are actually people who were **bullied** themselves! **bullied** turned **bully**. Clearly, no easy way to identify a **bully** exists.

But we can give you one critical aspect that **bullies** seem to possess or actually NOT possess. Bullies generally lack **empathy**. **Empathy** is the ability to relate to how another person is feeling.

empathy: *Noun* 1. the intellectual identification with or vicarious experiencing of the feelings, thoughts, or attitudes of another. (www.dictionary.com)

Because they lack this critical ability to connect with others (or at least it is not operating fully like it does in most people), **bullies** can hurt other people without feeling the pain most of us feel when we knowingly hurt someone (that feeling is part of having **empathy**!).

Who is a victim?

Again, no one walks around with a sign that says, "HI! I'm A. Victim!" Many people who are **bullied** feel shamed or embarrassed that they have been **bullied** and so often they try to hide it. The **victims** of **bullying** can often begin to feel badly about themselves and begin to see themselves as deserving of the **bully's** attention. Nothing could be further from the truth. No one deserves to be **bullied**.

People who **bully** will look for people over whom they **believe** they have **power**. Thus, they tend to pick on others who are more shy, or socially isolated, such as new kids who may not have found their "group" yet. People who bully also look for teens who are a bit different. In adolescence, many teens are looking to "fit in," therefore, kids that are "different" often feel insecure and people who **bully** like to use that against them. But remember, different is not bad, it's just different. Adults like different. You like different – you didn't pick your favorite singers, athletes or teachers because they were the most "average" in their fields.

Who is a bystander?

What does it mean to be a **bystander**?

Bystander: *Noun* a person present but not involved; chance spectator; onlooker. (www.dictionary.com)

But in the case of **bullying**, this isn't a totally accurate definition. A **bystander** in relation to **bullying** is not the primary victim, but still gets hurt and – get ready – is part of the **bullying**. What? How? But I didn't...! In today's world, if you see **bullying** and don't do anything to help the victim, you are considered a part of it. If you do nothing, you didn't create it, but you allowed it to go unchecked and you have become... part of the problem.

Being a **bystander** can be really terrifying. Standing up to a person who **bullies**, especially if that person is your friend and keeps you protected, can feel like jumping off a cliff. But part of the reason **bullying** has become such an epidemic (extremely prevalent; widespread – another great vocab word) problem is because people often look the other way when **bullying** happens, or they think, *it's not my problem*. But the truth is, it is. We all create the environment we live in. If you don't help others, who will help you when you need it?

The next three posts will help you figure out how to help yourself whether you are the **victim**, **bully** or **bystander**...

POST QUESTION: Have you ever been a victim, the person bullying or a bystander? What does it feel like?

<http://yourselfseries.com/teens/topic/bullying/who-is-the-bully-victim-bystander/>

Types of Bullying

Bullying evolves throughout childhood. <http://www.prevnet.ca/bullying/types>

Bullying is repeated and targeted aggression and does not need to be physical in order to be hurtful. Physical bullying may be more present during the elementary school years, while more covert forms such as social and cyber-bullying can take precedence during high school.

Physical Bullying

Includes hitting, kicking, shoving, spitting, beating up, stealing or damaging property.

While physical bullying causes harm to a child's body or property, the below forms of bullying cause psychological harm. Such offensive, degrading and rejecting behaviours undermine and destabilize victimized children's sense of themselves, of their place in the school, and of their place in the world.

Verbal Bullying

Includes name-calling, mocking, hurtful teasing, insults, slurs, humiliating or threatening someone, racist comments, or sexual harassment.

Social Bullying

Includes rolling your eyes or turning away from someone, excluding others from the group, getting others to ignore or exclude, gossiping or spreading rumours, setting others up to look foolish, and damaging reputations and friendships.

Electronic or Cyberbullying

Includes the use of email, cell phones, text messages, and internet sites to threaten, harass, embarrass, socially exclude, or damage reputations and friendships.

Racial Bullying

Includes treating people badly because of their racial or ethnic background, saying bad things about a cultural background, calling someone racist names or telling racist jokes.

Religious Bullying

Includes treating people badly because of their religious background or beliefs, making negative comments about a religious background or belief, calling someone names or telling jokes based on his or her religious beliefs in an effort to hurt them.

Sexual Bullying

Includes leaving someone out; treating them badly, or making them feel uncomfortable because of their sex; making sexist comments or jokes; touching, pinching or grabbing someone in a sexual way; making crude comments about someone's sexual behaviour or orientation; or spreading a sexual rumour.

Disability Bullying

Includes leaving someone out or treating them badly because of a disability, making someone feel uncomfortable, or making jokes to hurt someone because of a disability.

***** *ENDS* *****

