

BULLYING

Facing the Challenges for children, young people & adults



Sydney, 14 August 2010

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WHAT IS BULLYING?

Bullying is when someone (or a group of people) with **more power** than you, **repeatedly** and **intentionally** uses negative words and/or actions against you, which causes you distress and **risks your wellbeing**.



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OUTLINE

- What is Bullying?
- How serious is bullying?
- The Bully, The Bullied, The Bystander
- What can we do?
- Workplace Bullying
- Cyberbullying
- Bullying in Sunday Schools and Ecclesias

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HOW SERIOUS IS BULLYING?

Bullying is a serious problem. In Australian schools bullying affects approximately one student in every five.



Bullying can be very harmful and it should not be part of anyone's growing up. Bullying has a harmful effect in the bully, the bullied and the bystander.

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FIVE KINDS OF BULLYING

1. **Physical bullying**
2. **Verbal bullying**
3. **Social bullying**
4. **Psychological bullying**
5. **Cyberbullying**

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FIVE KINDS OF BULLYING

2. Verbal bullying

Using negative words, repeatedly and intentionally to upset someone, is also a form of bullying.

Examples of verbal bullying includes name calling, insults, inappropriate sexual or racist remarks, and verbal abuse.



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FIVE KINDS OF BULLYING

1. Physical bullying

This is when a person (or group of people) uses physical actions to bully, such as hitting, poking, tripping or pushing.

Repeatedly and intentionally damaging someone's belongings is also physical bullying.



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FIVE KINDS OF BULLYING

3. Social bullying

Lying, spreading rumours, playing a nasty joke are all examples of social bullying.

Repeatedly mimicking someone and deliberately excluding someone is also social bullying behaviour.

This is the main form of bullying used by girl bullies.



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FIVE KINDS OF BULLYING

4. Psychological bullying

Psychological bullying is when someone (or a group of people) repeatedly and intentionally use words or actions which cause you psychological harm.

Intimidating someone, manipulating people and stalking a person are all examples of psychological bullying.



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FOUR MARKERS OF BULLYING

1. Imbalance of Power
2. Intent to Harm
3. Threat of Further Aggression
4. Terror



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FIVE KINDS OF BULLYING

5. Cyberbullying

Cyberbullying is when someone (or a group of people) **uses technology** to verbally, socially or psychologically bully.

Cyberbullying can happen in chat rooms, through social networking sites, emails or mobile phones.



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WHAT BULLYING IS NOT...

Other forms of hurtful behaviour are often mistaken for bullying. Upsetting and harmful things happen, but not all of them are bullying.

Arguments and disagreements

An argument or disagreement is upsetting, but usually everyone involved wants to solve the problem and there is no power imbalance.

An argument or disagreement is not bullying.

Not liking someone

Unless you deliberately and repeatedly try to cause someone distress, exclude them or encourage others to dislike them; not liking someone is not bullying.

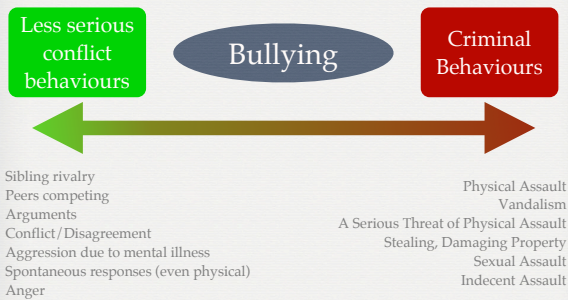
Random or one-off events

Single acts of meanness, spite, conflict, rejection, exclusion, physical harm and emotional aggression hurt people and can cause great distress.

However, these things are not examples of bullying unless someone is **deliberately** and **repeatedly** doing them to you.

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WHAT BULLYING IS NOT...



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HOW SERIOUS IS BULLYING?

It can be a matter of life and death.

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HOW SERIOUS IS BULLYING?



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HOW SERIOUS IS BULLYING?

■Case 1: Alex Wildman



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HOW SERIOUS IS BULLYING?

■ Case 2: Brodie Panlock



Brodie Panlock

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WORKPLACE BULLYING

Hefty fines on Brodie's tormenters warn bullies

STEVE BURTON
February 9, 2010

A coroner heard at Brodie's inquest that Smallwood and waiter Rhys MacAlpine were "relentless in their efforts to demean her".

Smallwood, 26, MacAlpine, 28, and Gabriel Toomey, 23, a chef, were yesterday convicted and fined a total of \$85,000 on charges of failing to take reasonable care for the health and safety of persons, including Brodie. Cafe owner Marc Da Cruz, 43, and his company Map Foundation were convicted and fined a total of \$250,000 on charges that included failing to provide and maintain a safe working environment.

The penalties imposed by magistrate Peter Lauritsen, who described the "persistent and vicious behaviour" towards Brodie as the most serious case of bullying, are among the highest imposed on individuals under the Occupational Health and Safety Act.

Stan Krpan, acting executive director of WorkSafe Victoria, said the decision sent a message that such behaviour should not be tolerated. "We are hoping it creates a turning point in relation to bullying at the workplace."

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WORKPLACE BULLYING

Hefty fines on Brodie's tormenters warn bullies

STEVE BURTON
February 9, 2010

EMPLOYERS, unions and WorkSafe were united yesterday in their determination for the death of Brodie Panlock to be the turning point in eradicating workplace bullying. At Brodie's old high school, learning from her fate is a process that has already started.

In a new year 10 health course, students at Ringwood Secondary College will "discuss and learn what constitutes a healthy and unhealthy relationship", said teacher Carolyn Cusworth, who added how sad it was that the confidence of the outspoken schoolgirl she knew had been undermined and destroyed.

It is hoped that Brodie's case will help teach any vulnerable female students to leave unhealthy situations, and help boys understand their behaviour and its consequences.

Brodie was 19 when she died in September 2006 after jumping from a building. A coroner later found that she felt an "unbearable level of humiliation" from her relationship with colleague Nicholas Smallwood, head waiter at Cafe Vamp in Hawthorn, where she was a waitress and sandwich hand.

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WORKPLACE BULLYING

Hefty fines on Brodie's tormenters warn bullies

STEVE BURTON
February 9, 2010

Brodie, emotionally vulnerable and the cafe's youngest employee, was called by Smallwood and MacAlpine fat, stupid, ugly and a whore, and it "messed with Brodie's head a lot".

After a first suicide attempt, Smallwood taunted her that "you can't even kill yourself properly" and he and MacAlpine mocked her when she found Ratsak in her bag.

All expressed regret for their behaviour last week in court.

Brodie's mother, Rae Panlock, told *The Age* that "all you can hope for out of this is that it puts some compassion into people". "It's made me aware there are a lot more people who need ... sometimes a kind word here or there in the workplace."

Ms Cusworth hopes that Brodie's story will "have some influence on our students into the future and ... assist those vulnerable girls to 'get out' of unhealthy situations".

For help or information visit [beyond blue.org.au](http://beyondblue.org.au), call Suicide Helpline Victoria on 1300 651 251, or Lifeline on 131 114.

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IS BULLYING SERIOUS?



Alex Wildman



Brodie Panlock

Both driven to suicide as a result of bullying

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HOW SERIOUS IS BULLYING?

It's bad for the person being bullied

If you're being bullied, it is likely you are feeling very different to how you would normally feel.

You may be:

- finding it hard to sleep or you may have lost your appetite
- feeling angry, sad, powerless or scared
- wanting to avoid school, friends or going out.

Young people being bullied have to deal with feelings of shame about the attacks, and fear of if/ or when it will happen again. They may suffer from low self-esteem, become more aggressive and find it difficult to concentrate at school. Not surprisingly, as a consequence their school work suffers; placing them under even more pressure.

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HOW SERIOUS IS BULLYING?

Bullying can have detrimental effects on both the person bullying and the person being bullied. In some cases, the negative impact of bullying can be long term.

1. It's bad for the person being bullied
2. It's bad for the person bullying
3. It's bad for the bystanders

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HOW SERIOUS IS BULLYING?

It's bad for the person being bullied

For some young people (but not all), being bullied may mean they're more likely in the future to:

- suffer mental health problems and depression
- find it difficult to maintain positive relationships
- want to change the way they are or hurt themselves
- abuse alcohol or drugs
- have negative, and even suicidal, thoughts.

In some cases, bullying leads to serious physical harm or violent retaliation. (This need not be the case!)

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HOW SERIOUS IS BULLYING?

It's bad for the person bullying

Young people who repeatedly bully are more likely to:

- be involved in ongoing anti-social and criminal behaviour
- have issues with substance abuse
- have low academic achievement
- abuse their spouse or children later in life.

Other research² shows that:

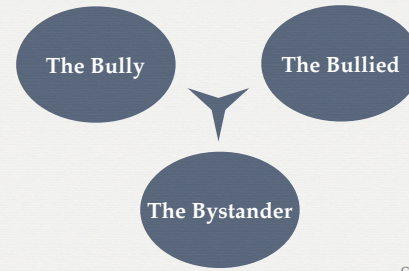
- 60% of young people aged 13 to 16 who bully have at least one criminal conviction by the age of 24
- 35-40% young people aged 13 to 16 who bully are convicted of at least three crimes by the age of 24.

1. Smith, P. (2006). An overview of approaches to managing individual problems. In P. McDermott & T. Smith, *Bullying solutions: Evidence-based approaches for Australian schools*. Pearson Education, Sydney.
McDermott, P., National Safe Schools Framework Basic Practice Guide Program, unpublished report (2006).
Craig, W. & Pepler, D. (2002). Identifying and Targeting risk for involvement in bullying and victimization. *Canadian Journal of Psychiatry*, 46, pp577-582.
Craig, W. & Pepler, D. (1997). Observations of bullying and victimization on the playground. *Canadian Journal of School Psychology*, 2 (part 4).
2. Olweus, D. (1993). *Bullying at school: A global perspective*. San Francisco: Jossey-Bass.

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Bullying is a Play With Three Main Roles

Barbara Coloroso



Subcategories

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HOW SERIOUS IS BULLYING?

It's bad for the person witnessing the bullying

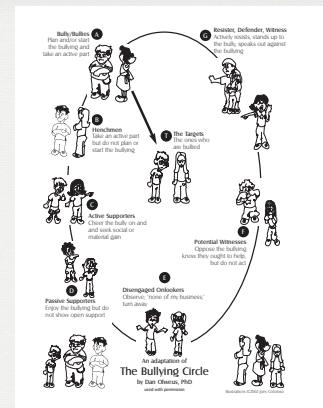
Those witnessing the bullying may also suffer; feeling anxious and fearing if/when they'll be the next target.

The compromised and weakened witness contributes to the moral paralysis that often surrounds the behaviour of bullies. Bystanders can become morally complicit by not being willing or able to do anything about it.

The silent bystander learns that bullies get their way, and this further morally compromises their own life, making it more difficult to stand up against injustice.

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The Bullying Circle



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WHO BULLIES?

- Children who bully typically demonstrate a strong sense of self-esteem (sometimes a facade)
- They like to feel powerful and in control
- Bullies often come from homes that use severe physical punishment to discipline
- Caregivers of bullies are typically uninvolved and lack warmth
- Children who bully are often defiant toward authority figures and are apt to break rules

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SEVEN KINDS OF BULLIES

1. **The Confident Bully** - the swaggering, superior egotist with a strong personality who has a deep sense of individual entitlement. Often Narcissistic.
2. **The Social Bully** - uses rumour, gossip, taunts, shunning, exclusion
3. **The Fully Armoured Bully** - cool & detached, vicious and vindictive
4. **The Hyperactive Bully** - energetic, poor academically, learning disability, few friends
5. **The Bullied Bully** - a target and a bully, getting some relief from their own feelings of powerlessness
6. **The Bunch of Bullies** - a group of friends who do collectively what they would never do individually
7. **The Gang of Bullies** - a scary lot drawn together not as a group of friends but as a strategic alliance in pursuit of power, control, domination, subjugation and turf.

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WHERE DO BULLIES COME FROM?

- Most bullies are not born, they are made
- Bullies are taught to be bullies through the combination of environmental influences, such as:
 - ➡ children's home life,
 - ➡ school life,
 - ➡ community culture, ecclesial culture
 - ➡ exposure to media influences.

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TEN TRAITS BULLIES SHARE...

1. like to dominate other people
2. like to use other people to get what they want
3. find it hard to see a situation from the other person's point of view
4. are concerned only with their own wants and pleasures and not the needs and feelings of others
5. tend to hurt other kids when parents or other adults are not around
6. view weaker siblings or peers as prey (bullying is also known as "predatory aggression" - scary, but real)
7. use blame, criticism, and false allegations to project their own inadequacies onto their target
8. refuse to accept responsibility for their actions
9. lack foresight - i.e. the ability to consider short-term, long-term, and possible unintended consequences of their current behaviour
10. crave attention

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CONTEMPT IS THE KEY

- Bullying is not about anger. It is not an anger management issue.
- Bullying is not about conflict, although it leads to that.
- Bullying is about contempt - a powerful feeling of dislike toward somebody considered to be worthless, inferior, or undeserving of respect.

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WHEN A BULLY IS CAUGHT

1. Denies that he did anything wrong
2. Trivializes the event ("I was just having some fun with him/her")
3. Counterattacks ("He just went 'psycho' on us")
4. Claims victim status by crying and accusing the other kid of starting the episode. This usually provokes he bullied child into a reaction.
5. Gets off the hook by casting the bullied kid as the bully.
6. Counts on the support of the bystanders to deny anything the bullied id says in defence of his actions. David's friends back him up, saying that Rangi went "psycho" for no apparent reason.

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CONTEMPT IS THE KEY

Contempt comes packaged with three apparent advantages felt, at a deep level, by the bully, which allows the bully to harm another human being without feeling empathy, compassion, or shame:

1. A sense of entitlement - the privilege to control, dominate, subjugate, and otherwise abuse another human being.
2. An intolerance towards differences - different to them means inferior and thus not worthy of respect.
3. A liberty to exclude - to bar, isolate, and segregate a person deemed not worthy of respect or care.
4. A lack of empathy, compassion or shame/guilt. They have an under-developed conscience.

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TEASING VS TAUNTING

But I was only joking! I was just teasing!

1. It is helpful to define a difference between the good-natured banter that occurs between friends, and the cruel, hurtful insults of bullies.
2. Teasing is a fun thing you do with friends - with people you care about. Taunting is a choice to bully someone for whom you have contempt.
3. Identifying taunting as bullying communicates the gravity and meanness of the bully and any bystanders who might be tempted to join in the cruel game.
4. When teasing takes place, two friends are learning important lessons about relationship building and effective communication. They can practice with each other and safely learn limits and boundaries of teasing, as well as the power of words. They soon learn where the boundaries are, and the good-natured ribbing becomes a part of the closeness of the two friends' relationship.

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TEASING VS TAUNTING

Characteristics of Teasing

1. Allows the teaser and the person teased to swap roles with ease.
2. Isn't intended to hurt the other person.
3. Maintains the basic dignity of everyone involved.
4. Pokes fun in a light-hearted, clever and benign way.
5. Is meant to get both parties to laugh.
6. Is only a small part of the activities shared by kids who have something in common.
7. Is innocent in motive.
8. Is discontinued when the person teased becomes upset or objects to the teasing.

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SEXUAL HARASSMENT

1. Verbal Bullying is the most common form of bullying, and this can extend into matters to do with sexuality.
2. The intention is to demean and humiliate by referring to a very personal part of the bullied person's life.
3. Boys are often taunted about being "less than a boy/man".
4. Girls are often taunted about their bodies, objectifying them, humiliating them, making them feel small and vulnerable, even sexually loose and therefore available for the bully's use/abuse.
5. Sexual Harassment can include sexual jokes, innuendo, making the target uncomfortable, feeling threatened, and even terrorized.
6. Sexual Harassment can include verbal threats (implied or explicit) to violate the target.
7. In sexual bullying there is no invitation - just an attack.
8. Sexual touching involved with this verbal behaviour constitutes a crime.

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TEASING VS TAUNTING

Characteristics of Taunting

1. Is based on an imbalance of power and is one-sided: the bully taunts, the bullied kid is taunted.
2. Is intended to harm.
3. Involves humiliating, cruel, demeaning, or bigoted comments thinly designed as jokes.
4. Includes laughter directed *at* the target, not *with* the target.
5. Is meant to diminish the sense of self-worth of the target.
6. Induces fear of further taunting or can be a prelude to physical bullying.
7. Is sinister in motive.
8. Continues especially when the targeted kid becomes distressed or objects to the taunt.

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THE BULLIED

Who are they?

Anyone who is inferior or unusual (in the bully's estimation!) in any way at all.

Some bullies go on a shopping trip through every age group or social group, looking for targets.

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THE BULLIED

Who are they?

1. The newest
2. The youngest
3. The smallest
4. The kid who has been traumatized
5. The submissive kid
6. The kid with different habits
7. The kid who is unwilling to fight
8. The kid who is part of a racial or religious minority
9. The kid who is shy, reserved, quiet or unassuming
10. The kid who is poor or rich
11. The kid who is bright, talented or dumb, untalented
12. The kid who works hard
13. The kid who has acne or another skin condition
14. The kid who has physical or mental disabilities
15. The kid who doesn't conform
16. The kid who wears braces or glasses.

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WARNING SIGNS

*What signs adults should look for which **may** help identify a bullied child*

1. Shows an abrupt lack of interest in school, or refuses to go to school.
2. Takes an unusual route to school.
3. Suffers a drop in grades.
4. Withdraws from family and school activities, wanting to be left alone.
5. Is hungry after school (where did your lunch go?)
6. Is taking parent's money and making lame excuses about where it went.
7. Makes a beeline to the toilet when arriving home (school toilets are a key venue where bullying takes place)
8. Is sad, sullen, angry, or scared after receiving a phone call or email.
9. Does something very out-of-character.
10. Uses derogatory or demeaning language when talking about peers.
11. Stops talking about peers and everyday activities.
12. Has disheveled, torn or missing clothing.
13. Has physical injuries not consistent with the explanation.
14. Has stomachaches, headaches, anxiety, lack of sleep, exhausted.

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WHY DON'T THE BULLIED SPEAK OUT?

Seven reasons why the bullied feel shame, secrets and sorrow.

1. They are ashamed of being bullied. It's humiliating to take the role of the bullied kid.
2. They are afraid of retaliation. The bully and his supporters make this very clear indeed.
3. They don't think anyone *can* help. The bully is too sneaky, too clever.
4. They don't think anyone *will* help. They are told to keep out of the bully's way, avoid the bully, rather than deal with it directly.
5. They have bought into the lie that bullying is a necessary part of growing up and that it's just part of life.
6. They may believe that adults are part of the lie, since it is not only kids who are bullying them. Some of the adults in their lives may be doing the same.
7. They have learning that "dobbing" or "ratting" on a peer is bad, not cool, babyish - even if that peer is bullying them. They perceive that taking the medicine is more mature than tattling.

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THE BYSTANDER

Bystanders are critical to the whole drama of bullying. They are the supporting cast who can alter the whole balance of power, in favour of the bully, or in favour of the bullied. A key to preventing bullying in any school or organisation is to mobilize the bystander group in protection of the bullied, rather than in support of the bully.

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THE BYSTANDER

In most cases, the bystanders support the bully. They can stand idly by or look away, or they can actively encourage the bully or join in and become one of a bunch of bullies. Whatever the choice, there is a price to pay.

Actively engaging with the bully or cheering him on causes more distress to the bullied, encourages the antisocial behaviour of the bully, and **puts the bystanders at risk of becoming desensitized to the cruelty or becoming full-fledged bullies themselves.**

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THE BYSTANDER

All that is necessary for the triumph of evil is that good men do nothing

Edmund Burke 1770

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THE BYSTANDER

When kids observe the aggressive antisocial activities of a bully, they are most likely to imitate those activities if they see the bully as a popular, strong, and daring role model. It is not uncommon for preteen boys and girls to use verbal, physical and relational denigration of a targeted child to elevate their own status in their peer group.

So the peer pressure creates the bullying culture, and the bystanders become victims of the culture, either by becoming bullies, bullied, or acquiescing silently.

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THE BYSTANDER

"He who passively accepts evil is as much involved in it as he who helps to perpetrate it"

(Martin Luther King).

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Why does the otherwise innocent bystander get involved in support of the bully?

1. The apparent lack of negative consequences.
2. The bounty of prizes such as elevated status among peers, applause, laughter, and approval (even monetary rewards)
3. A decreased sense of individual responsibility as the mob mentality takes over from individual conscience and breaks down inner controls, minimizes feelings of guilt, and magnifies the target's negative attributes.

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WHY ARE SILENT BYSTANDERS AFRAID OF INTERVENING?

1. The bystander is afraid of getting hurt
2. The bystander is afraid of becoming a new target for the bully
3. The bystander is afraid of doing something that will only make the situation worse
4. The bystander does not know what to do.

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In the bullying circle there are NO innocent bystanders.

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As legitimate as the bystanders' fears may be, they do not shore up the self-confidence or self-respect that is eroded when a child witnesses a bullying incident and is unable or unwilling to respond effectively to stop the cruelty. All too often these fears and lack of skill can turn into apathy - a potent friend of contempt. Contempt grows best in a climate of indifference. And contempt is central to a bullying culture.

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THE BYSTANDER HAS MORE EXCUSES FOR HIMSELF THAN THE BULLY

1. The bully is my friend
2. It's not my problem! It's not my fight.
3. The bullied is not my friend.
4. The bullied is a loser (the bystander shares some of the bully's contempt).
5. He deserves to be bullied, asked for it, had it coming
6. Bullying will toughen him up
7. The group (kids, teens, adults) has a deeply imbedded code of silence
8. It's better to be in the in-group than to defend the outcasts
9. Too much emotional energy to weigh up the moral pros and cons. Much easier to "go along with it".

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WHAT CAN WE DO?

Parents can:

1. Strengthen the child's sense of self
2. Show him how to be a good friend
3. Teach him how to nurture strong healthy friendships
4. Teach him how to introduce himself into a group



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WHAT CAN WE DO?

- We must create families and ecclesias which model relationships of commitment and care.
- Empathy and inner controls must be modeled and explicitly taught from a young age. Conscience and courage are key characteristics for the bystander.
- Children must be taught, not only what a virtue is, but how to do it, and encouraged to develop the will to do it.



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WHAT CAN WE DO?

5 Personality factors that protect kids from being increasingly victimized:

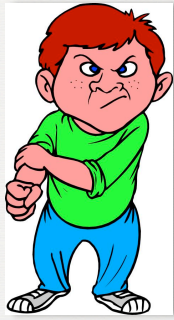
1. Friendliness
2. Willingness to Share
3. Willingness to Cooperate
4. Skill in joining the play of other children
5. Possessing a sense of humour (being able to laugh at self in a healthy way)



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WHAT TO DO IF YOU DISCOVER YOUR CHILD IS A BULLY...

1. Intervene immediately with discipline.
2. Create opportunities to do good.
3. Nurture empathy
4. Teach friendship skills - assertive, respectful and peaceful ways to relate to others
5. Closely monitor your child's TV viewing, video game playing, computer activities and music.
6. Engage in more constructive, entertaining and energizing activities
7. Teach your child to "will good" - speaking and doing good, even when the burden is heavy.



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WHAT NOT TO DO IF YOU DISCOVER YOUR CHILD IS A BEING BULLIED...

1. Don't minimize, rationalize, or explain away the bully's behaviour.
2. Don't rush in to solve the problem for your child
3. Don't tell your child to avoid the bully
4. Don't tell your child to fight back
5. Don't confront the bully or the bully's parents alone

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WHAT TO DO IF YOU DISCOVER YOUR CHILD IS BEING BULLIED

1. The child needs to hear these messages: "I hear you, I am here for you, I believe you, you are not alone in this"
2. "It is not your fault"
3. There are things you can do
4. Report the bullying to school personnel. Find out what their Anti-bullying policy and procedures immediately, if not before. An understanding of these will help you and your child anticipate the steps ahead.

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THE DIFFERENCE BETWEEN DOBBING AND REPORTING

1. Dobbing is a concept invented by bullies to maintain a code of silence. This perpetuates the culture of bullying
2. Children need to be taught the need to report things that affect the health and welfare of other children.
3. Don't use negative words to discourage reporting - e.g. snitch, tattle-tale, rat, squeal, etc.
4. As parents of young children, emphasize that reporting is not to get a child *into* trouble, but to help someone get *out* of trouble.

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FIVE ANTIDOTES TO BULLYING

1. A strong sense of self (positive self-talk)
2. Being a friend (having positive friendship skills)
3. Having at least one good friend who is there for you through thick and thin
4. Being able to successfully get into a group.
5. Having a strong set of personal inner values that help define you

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FROM BYSTANDER TO WITNESS

1. Children do not magically learn morality, kindness and decency any more than they learn Maths, English or Science.
2. It is important that our children see us stepping in, speaking up, and taking a stand against injustice, whether that be in the family room, the workplace, the school or the ecclesia. We do more than give lip service - we walk the walk.
3. Go beyond giving your children an example to follow. Give them chances to practice being a witness. Give them opportunities to empathize, share, care, help, serve. If these things are a regular part of family life, the children will develop a strong inner moral code that guides behaviour when injustice and cruelty are witnessed.

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FROM BYSTANDER TO WITNESS

1. Help your child avoid becoming a henchman of a more powerful personality. Talk to your children about the dangers of being easily led.
2. If your child is involved as a silent bystander in a bullying incident, help your child take responsibility for not doing what should have been done. Give your child skills they can use next time.
3. Become active witnesses - stand up for a bullied peer, speak against injustice, take responsibility for protecting the bullied, and assist them to report.
4. Help your child develop a strong inner moral voice. And encourage them to have the strength, courage and integrity to act when bullying takes place.

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FROM BYSTANDER TO WITNESS

Simple Formula for kids and adults to remember
The 3 'R's

1. **Recognize** bullying (is it fair?, how does it make people feel?)
2. **Refuse** bullying (say "no" to bullying behaviour)
3. **Report** bullying (always report if someone is unsafe, someone is touching or showing private body parts, or saying "no" doesn't work)

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WORKPLACE BULLYING

Victoria's State Services Authority in 2005, **People Matter**, reported the startling statistic that over one fifth of public servants in this state experienced bullying in the workplace in the twelve months prior to the survey, many of whom suffered physical and emotional consequence



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WORKPLACE BULLYING

Bullying can take many forms:

- Direct verbal and physical threats.
- Unfair use of disciplinary and assessment procedures.
- Blocking access to promotion, training, overtime, etc.
- Setting impossible deadlines and targets.
- Withholding information essential to do the job properly.
- Excessively tight supervision.
- Public humiliation including being shouted at.
- Persistent and undue criticism including inaccurate accusations about quality of work.
- Undermining responsibility.
- Abusive references to age, sex, race, disability or other personal characteristics.
- Spreading malicious rumors.
- Physical isolation from other workers.



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WORKPLACE BULLYING

Definition of bullying

The four main elements of bullying are:

1. It is a workplace conflict
2. It is enduring and repeated
3. It is inappropriate and possibly aggressive
4. It results in physical and/or psychological distress.



Under the Victorian Occupational Health and Safety Act workplace bullying is defined as:

"Repeated, unreasonable behaviour directed toward an employee, or group of employees, that creates a risk to health and safety."

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WORKPLACE BULLYING

Action workers can take:

- Try talking to the person who is displaying the bullying behaviour and explain that the behaviour is unfair or offensive. Only do this if it is safe to do so. Consider having a support person present when doing this.
- It is important to keep a diary to record tangible examples of incidents. Keep any related correspondence.
- Submit an Incident Report to work and or
- Raise the issue with management verbally and also via a letter or email.
- If no resolution at this stage consider having the matter dealt with via the grievance procedure - if your organisation has one.
- Obtain medical assistance from a GP if unable to attend work.
- Consider taking workers compensation.



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WORKPLACE BULLYING

Anti-bullying policies

Employers should develop a Code Of Acceptable Behaviour and a Bullying Policy. The policy should be negotiated in consultation with health and safety committees, unions and workers. The policy should include:

- A statement of commitment against bullying.
- Acknowledgement that it is a problem for the organisation.
- A statement that it will not be tolerated and may be treated as a disciplinary offence.
- Examples of unacceptable behaviour.
- Steps to be taken to prevent bullying.
- Responsibilities of supervisors and managers.
- Confidentiality of complaints.
- Reference to investigative, grievance and disciplinary procedures with timetables for action.
- Protection of complainants from victimisation.
- Provision of counseling.
- Training for managers.



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BULLYING IN ECCLESIAS

In a church group, not only do victims of bullying suffer the physical and emotional fallout, they can suffer spiritual alienation and a crisis of faith and identity.

"There is a deep sense of shame that attaches to you [when you are bullied] because as a Christian you know we are all sinful, so there is always a grain of truth to what the bully is saying."

Gerard Arbuckle says in his book **Dealing with Bullies: a Gospel Response**, "[Bullying] weakens victims' self-confidence and self-esteem, so facilitating their subjugation." Arbuckle identifies bullying as a form of violence and abuse. Unfortunately the response of the church community can sometimes compound the abuse when it does not recognise the violence perpetrated on the victim.

As well as pressure to "turn the other cheek", there is a lot of emphasis on forgiving the bully, and to empathise with the bully because that is ostensibly the Christian way. There is also a feeling of obligation towards the church community within which the bullying occurs to protect them from harm and scandal. So the bully has the perfect environment in which to exert his/her power free from judgement/condemnation or sanctions.

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BULLYING IN SUNDAY SCHOOLS AND ECCLESIAS

1. Bullying amongst children and teens is not limited to school buildings. It takes place in sporting clubs, social groups, and Sunday Schools. Ecclesias need to take this matter seriously and educate the community for everyone's sake.
2. Bullies at school often become bullies in the workplace. This could also manifest itself in ecclesial contexts. We need to ensure that contempt for some, or a sense of entitlement, does not lead to the belittling of some members of ecclesias. If we are educated about bullying we can often detect the signs, although adult bullies can be very clever indeed. We cannot delude ourselves that this problem does not exist.

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BULLYING IN ECCLESIAS

Victims of bullying may also experience judgement and blame.

Often the approach is very judgemental – "You are anxious, where is your confidence in Christ?" "You are depressed, where is your joy in the Lord?" "You are stressed, you need to pray for God's peace". Judgement is followed by prescription – and often backed up with Bible verses to strengthen the message. And all this with very little understanding of what psychiatric injuries really are!

The result of this is that the wounded Christian feels guilty and begins to question if everything that has happened to them is in reality their own fault, and down to their own spiritual failure. "Guilt feelings can very easily be induced in damaged, vulnerable people and doing so, even unintentionally, can (and probably should) be considered as a form of spiritual abuse," they say.

The feelings of guilt deflect the blame from the abuser, the bully, to the victim, whose battered sense self-worth is already groomed to readily accept the blame/guilt.

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BULLYING IN ECCLESIAS

The response of the institution of the church can further the violence of bullying.

"Religious communities often maintain silence in the face of violence," a panel of interfaith leaders told the World Council of Churches in 2002. "There are many reasons for such silence, including the concern for the survival of their own communities and structures."

Arbuckle identifies the structure of an organisation inherently vulnerable to bullying by those who are powerful within it, a structure which could easily be identified with some church groups.

"A hierarchical model of culture encourages bullying," says Arbuckle. "Boundaries of the group and the style of interpersonal relationships within [a hierarchical model] are sharply defined. People are expected to fit into a tradition based system in which superiors are presumed to have a monopoly on knowledge by right, subordinates are expected to conform and be dependent. Detailed and rigid morally sanctioned rules about how the human body (and the social body) is to be controlled are exemplified in codes regarding dress and posture. Any infraction of such rules is seen as a dangerous expression of individuality. In brief, people fear to break customs lest the group punish them by, for example, ostracising or ridiculing them."

Arbuckle says that a hierarchical model encourages male domination, the concealment of misdemeanours by the preferred, and unquestioning obedience.

"Jealousy and envy work powerfully in this culture model, motivating people to become bullies," he says.

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BULLYING IN ECCLESIAS

Gerard Arbuckle says that a Christian response to bullying involves acknowledging the bullying that Jesus experienced through his life, from the persistent intimidation from Herod to the judgement of the Pharisees and right through to his death.

"[We must] recognise that bullying is an evil and an assault on the dignity of the human person. Any action that deliberately or otherwise seeks to destroy people's self worth or creates conditions that spiritually psychologically or materially diminish their dignity, their sense of self worth and their ability to be responsible for their own actions is evil."

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BULLYING IN ECCLESIAS

The Power and Trust protocols of the Anglican Diocese of Melbourne have introduced a formal accountability from those who are in a position of power, but some who have overcome pressure to not report at all and have availed themselves of the mechanisms do not feel that they are adequate, or at least effectively implemented.

While Victorian public servants who are bullied have some protection under the Whistleblowers Protection Act of 2001, some in the Anglican Church **do not feel that they have any protection from adverse consequences of rocking the boat if a well-positioned cleric misbehaves.**

"The perpetrators are often well connected," says Trish (a bullying survivor), who found that the official process for dealing with bullying did not really help her and that she was labelled a troublemaker. "It doesn't matter how many processes you put in place," she says. "There is still a culture that tolerates this kind of behaviour."

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BULLYING IN SUNDAY SCHOOLS AND ECCLESIAS

Ecclesias should give some consideration to adopting considered policies on things that affect the welfare of their members, such as:

1. Anti-Bullying and Harassment
2. Child Protection
3. Pastoral Abuse

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WHAT IS CYBERBULLYING?

Cyberbullies use cyberspace (the Internet or mobile phones) to send hurtful messages or post denigrating information to damage people's reputation and friendships.

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CYBERBULLYING

There are several important things that you can do to avoid being a target of cyberbullying:

- Protect yourself. **Never** provide any information or images in electronic form that could be used against you.
- Examine how you are communicating. If you find that people are frequently attacking you, **look closely at how you are communicating** with them. You might be communicating in a way that is irritating others or hurting their feelings.
- Find some new friends. If you are trying to fit into a group of people who are treating you badly, it might be easier to simply **find some nicer friends**. Life's too short to waste time trying to be friends with mean people.

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WHAT IS CYBERBULLYING?

Here are some examples of kinds of cyberbullying:

Flaming. Online fights using electronic messages with angry and vulgar language.

Harassment. Repeatedly sending nasty, mean, and insulting messages.

Denigration. Insulting or disparaging someone online. Sending or posting gossip or rumors about a person to damage his or her reputation or friendships.

Impersonation. Pretending to be someone else and sending or posting material to get that person in trouble or danger or to damage that person's reputation or friendships.

Outing. Sharing someone's secrets or embarrassing information or images online.

Trickery. Tricking someone into revealing secrets or embarrassing information, then sharing it online.

Exclusion. Intentionally and cruelly excluding someone from an online group.

Cyberstalking. Repeated, intense harassment and denigration that includes threats or creates significant fear.

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PREVENTING CYBERBULLYING

DON'T GIVE POWER TO BULLIES

Bullies want to achieve power and be seen by others as stronger and better. If you lose your cool or respond in another way that shows lack of strength, a bully can boast about it to others—and will probably keep bullying you.

So the key to handling bullies is to stay calm and not make it fun to harass you.

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PREVENTING CYBERBULLYING

The Internet can actually help you if you are the target of bullying. If you are bullied online, you have several advantages:

- No one can see your initial reaction. If you do lose your cool, which is natural and normal, no one will ever know—as long as you **keep your hands off the keyboard** until you calm down.
- Internet communications are delayed. If you choose to respond, you can **take your time** to write a calm, strong, considered, assertive response, if that is appropriate. Better still, write nothing.
- You can even show your response to others to get feedback before you send it.
- The good thing about cyberbullying is that you can keep the evidence and consider how it might be helpful. If it is a school-related matter, report it, with the printout as helpful evidence.
- On social websites, the bystanders have a responsibility not to remain silent.

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DON'T BE A CYBERBULLY

People lose their temper from time to time. Many people have sent a message on the Internet that was angry—and wrong. This does not make you a bully. If you have sent an angry or hurtful message, apologize. If you have posted angry or hurtful material, remove it and apologize. Try to make things right.

Bullies don't just lose their temper and make a mistake. Bullies intentionally put other people down so that they can make themselves feel more important. Bullies try to defend their actions in a number of ways. They say or think things like these:

"I didn't do anything wrong." "It wasn't my fault." "The stupid kid deserved it." "I was just playing around." "It was just a joke."

If you are acting like a bully, the most important question you need to ask yourself is "Why?" What are you trying to gain by putting others down?

What you should understand about cyberbullying is that whenever you use electronic communications you are leaving traces—"cyber-footprints" that lead right back to you. Eventually, people will be able to figure out who you are and hold you accountable for the harm you have caused.

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PREVENTING CYBERBULLYING

A Very Important Rule: Never Retaliate!

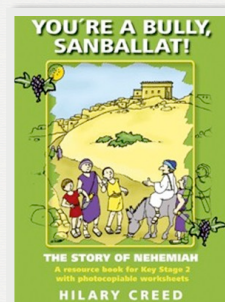
A bully wants you to get upset. If you get mad and strike back in an attempt to hurt the bully as badly as you were hurt, it just won't work. All it does is give the bully a "win."

Retaliating can also make you look bad. You could also set yourself up for trouble. People who see your post may think you are the one who is causing the problem, not the bully. If someone shows your message to an adult, you could be the one who gets into trouble.

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SOME BIBLICAL BULLIES

1. Cain
2. Lamech
3. Joseph's brothers
4. Eli's sons
5. Jezebel & Athaliah
6. Pharoah
7. King Herod
8. The Nicolaitans
9. Esau
10. Goliath
11. The Jewish elders who killed Christ, Stephen
12. The Judaisers who stoned Paul
13. Tobiah and Sanballat
14. King Saul
15. Haman



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SOME BIBLICAL PRINCIPLES

Col 3:12* ¶ Put on therefore, as the elect of God, holy and beloved, bowels of mercies, kindness, humbleness of mind, meekness, longsuffering;

13 Forbearing one another, and forgiving one another, if any man have a quarrel against any: even as Christ forgave you, so also do ye.

14 And above all these things put on charity, which is the bond of perfectness.

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SOME BIBLICAL PRINCIPLES

Rom 12:17 Recompense to no man evil for evil. Provide things honest in the sight of all men.

18 If it be possible, as much as lieth in you, live peaceably with all men.

19 Dearly beloved, avenge not yourselves, but rather give place unto wrath: for it is written, Vengeance is mine; I will repay, saith the Lord.

20 Therefore if thine enemy hunger, feed him; if he thirst, give him drink: for in so doing thou shalt heap coals of fire on his head.

21 Be not overcome of evil, but overcome evil with good.

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SOME BIBLICAL PRINCIPLES

Luke 6:27* ¶ But I say unto you which hear, Love your enemies, do good to them which hate you,

28 Bless them that curse you, and pray for them which spitefully use you.

29 And unto him that smiteth thee on the one cheek offer also the other; and him that taketh away thy cloke forbid not to take thy coat also.

30 Give to every man that asketh of thee; and of him that taketh away thy goods ask them not again.

31 And as ye would that men should do to you, do ye also to them likewise.

32 For if ye love them which love you, what thank have ye? for sinners also love those that love them.

33 And if ye do good to them which do good to you, what thank have ye? for sinners also do even the same.

34 And if ye lend to them of whom ye hope to receive, what thank have ye? for sinners also lend to sinners, to receive as much again.

35 But love ye your enemies, and do good, and lend, hoping for nothing again; and your reward shall be great, and ye shall be the children of the Highest: for he is kind unto the unthankful and to the evil.

36 Be ye therefore merciful, as your Father also is merciful.

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End

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