Chapter 7

Managing bullying from a duty-of-care perspective

Links

* **7.1:** [**'**The good behaviour game'](https://guidebook.eif.org.uk/programme/the-good-behaviour-game) – Early Intervention Foundation provides a detailed overview of the GBG for use as an early intervention strategy
* **7.2:** ['Collaborative for Academic, Social, and Emotional Learning'](https://casel.org/about-2) – CASEL is a trusted source for information on SEL for educators
* **7.3:** ['Student wellbeing survey'](https://www.education.tas.gov.au/about-us/projects/child-student-wellbeing/student-wellbeing-survey-2) – Tasmanian Department of Education
* **7.4:** ['The wellbeing and engagement collection'](https://www.education.sa.gov.au/department/research-and-data/wellbeing-engagement-collection) – SA Department for Education

Activity 7.2

* Palomino, M. C. P. (2017). [*An Analysis of self-concept in students with compensatory education needs for developing a mindfulness-based psychoeducational program*](https://journals.sagepub.com/doi/10.1177/2158244017708818). SAGE Open.

Further resources

Bullying can impact on any child or student, but it often targets more vulnerable students and can have very negative consequences for them when it does. Here are some resources and information about anti-bullying programs that you might find helpful in terms of knowing what many schools are already doing to combat bullying.

* ['Bullying: No Way'](https://bullyingnoway.gov.au/) – a website for parents and adolescents with important information about bullying, harassment, discrimination and violence in schools; includes games, stories, advice and forums
* ['Parenting and Child Health'](http://www.cyh.com/SubDefault.aspx?p=98) – a website for parents and carers that gives advice on the health and development for children, including strategies to work through behavioural issues
* ['Shine SA'](https://www.shinesa.org.au/) – a website resource that provides information for young people about sexual health, and offers community services and resources
* ['Equal opportunity 4 schools'](https://eoc.sa.gov.au/eo4schools) – this website from the Equal Opportunity Commission provides information about school, work and community life around discrimination and harassment in schools; it also provides case studies and class exercises that teachers can use in educating students
* ['The Line'](https://www.theline.org.au/) – this website aims to educate young people about respectful and safe relationships, especially in the contexts of sex, dating and relationships, eSafety and mental health
* ['The Australian student wellbeing framework'](https://www.education.gov.au/national-safe-schools-framework-0) – content from the Australian Government that provides Australian schools with a foundation for building positive learning environments, as well as guidelines by which they can assess their current safety and wellbeing policies
* ['eSafety Commissioner'](https://www.esafety.gov.au/) – this website provides information for parents and carers to help children have safe and enjoyable online experiences; it also has classroom resources for educators for online safety and provides a means of reporting cyberbullying, abuse and illegal or harmful content
* ['Bullying ­– advice'](https://www.ncab.org.au/bullying-advice) – National Centre Against Bullying gives examples of different types of bullying for parents, schools, and children, and ways to work through the issues
* ['Stay smart online'](https://www.staysmartonline.gov.au/) – this is the Australian Government’s cyber security website, providing information on scam alerts and strategies for remaining safe online
* ['Online safety'](https://aifs.gov.au/cfca/publications/online-safety) – a Child Family Community Australia resource sheet that provides information about online safety, as well as additional relevant resources

Some other important resources include:

* ['General capabilities'](http://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities) – Australian Curriculum, the Assessment and Reporting Authority provides a curricular overview of the knowledge, skills, behaviours, and dispositions required to equip young Australians to live and work successfully in the twenty-first century
* ['Episode 57: Why shared goals can bridge divides'](https://greatergood.berkeley.edu/podcasts/item/episode_57_why_shared_goals_can_bridge_divides?utm_source=Greater+Good+Science+Center&utm_campaign=3a38e0d014-EMAIL_CAMPAIGN_GG_Newsletter_Jan_16_2020&utm_medium=email&utm_term=0_5ae73e326e-3a38e0d014-50903879) – a Greater Good Magazine podcast on sports psychology; it discusses strategies for strengthening inclusion by bringing people from different groups together to solve a common problem and work on common goals; in some ways, this is a different take on the insights gained from the Robber’s Cave experiment
* ['How to Overcome Your Brain’s Fixation on Bad Things'](https://greatergood.berkeley.edu/article/item/how_to_overcome_your_brains_fixation_on_bad_things?utm_source=Greater+Good+Science+Center&utm_campaign=7e6da0e355-EMAIL_CAMPAIGN_GG_Newsletter_Jan_14_2020&utm_medium=email&utm_term=0_5ae73e326e-7e6da0e355-50903879) – a Greater Good Magazine book review on how negativity bias operates in our lives and what we can do about it
* [‘Can threats to humanity make us more prejudiced?’](https://greatergood.berkeley.edu/article/item/can_threats_to_humanity_make_us_more_prejudiced?utm_source=Greater+Good+Science+Center&utm_campaign=732e51c7d4-EMAIL_CAMPAIGN_GG_Newsletter_Feb_4_2020&utm_medium=email&utm_term=0_5ae73e326e-732e51c7d4-50903879) – This article from the Greater Good Magazine website reviews research suggesting that prejudice increases in the face of threats like climate change, recessions and epidemics, especially in certain types of cultural environments. The research reinforces the need to combat prejudices like racism, even in societies where prejudice is not the norm.