The school bullying problem



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"Throughout school I was always a geeky kid," Stuart McGregor (41) says. "A nerd if you will. The kind of kid bullies love. Except I had one feature that stood out. I was a coppertop. A red dog. A ranga. A redhead. With freckles.

"That feature made me a target for bullies. On a daily basis I would be beaten. I was afraid to go to the toilet at school for fear of my head being flushed. "Let's get that red out of your hair, ranga," the bullies would say as they tipped me upside down. Blue Loo tastes as awful as it looks and smells.

"Then there was the trip home. I had to get off the school bus early a few times after my belongings were thrown out the window.

"I started to have physical illnesses in reaction to all of this. Nasty things like irritable bowel syndrome, chest pains (at 13 years of age), all stress related.

"I have recently been diagnosed with Post Traumatic Stress Disorder (PTSD). I still have flashbacks. It makes it hard to hold a job down or a relationship together. All because of the anxiety caused by bullying." [1]

School bullying – children being mean to other children – has probably been going on ever since schools were invented. Many children around the world experience it at some stage during their school years.

However, bullying rates in Australian schools appear to be higher than many other countries. A survey of schools in 40 countries found bullying rates ranging from about 5 to 30 percent.[2] *Australia was not part of the study, but our bullying rates – of about one child in four – are concerning.*[3,4]

The Australian rate peaks during the final years of primary school where nearly a third of students are targeted.[5] *Some suffer serious harm to their mental health. School bullying is a serious problem.*

What is bullying?

The Kids Helpline says school-related bullying has three main components:

- A deliberate intent to harm,
- A power imbalance between the perpetrator and the victim,
- (Often) repeated behaviour.[6]

Bullying can take many forms:

- Physical bullying: hitting, poking and pushing – usually the least common form of bullying, declining with age,
- Verbal bullying: name calling, insults, racist remarks and so on. Name calling is the most common form of bullying,
- Covert bullying: any form of aggressive behaviour that is repeated, intended to cause harm, and hidden out of sight or unacknowledged by adults. As students get older, they tend to engage in more covert bullying over overt bullying behaviour,
- Social/relational bullying: lying about someone, spreading rumours, excluding someone, mimicking and so on,
- Psychological bullying: threatening, manipulating, and stalking someone,
- Cyber bullying: using emails, mobile phones and social networking sites to verbally, covertly, psychologically bully.[7]

What are the main reasons children are bullied?

A Canadian survey of 105,000 students has found that by far the most common reason for being bullied is a child's appearance or body image.[8] School bullies are most likely to target those who are fat, thin, tall, short, red-haired, very beautiful, ugly, unfashionably dressed – or who look different from the norm in any other way.

The second most common reason for being bullied is the victim's intelligence. Students who achieve very high school grades, along with those at the bottom of the class, often experience bullying.

Next most common is having a minority racial or cultural background. Further down the list is family income – if it is significantly higher or lower than average.

Many recent Australian articles on bullying list sexual orientation and gender identity among the common reasons why children are bullied. In reality, these are not even in the top seven reasons.

Sydney *Daily Telegraph* columnist Miranda Devine says there is no evidence that homosexual/transgender bullying is a big problem in NSW schools.

She quotes school principals cited by a Family Planning NSW report on a consultation about *Proud Schools*, a pilot program addressing the problem of "homophobic" bullying:

> "There's not a great deal of overt homophobia," says one.
>
> "Not many cases of overt discrimination but there is name calling," says another.
>
> "I haven't had any issues of homophobic violence at this school," says another.
>
> One principal said: "We have some openly gay male students. Some are embraced but some are bullied. If they're popular they're OK but if they're not they get bullied."
>
> Another said: "We have one obvious transsexual student who doesn't associate well with other students. Not because of his gender but because of other family issues. He does struggle with his identity. He gets sympathy from staff but gets ignored by students."
>
> A teacher is quoted in the Proud Schools report saying: "The problem is language rather than overt discrimination. Gay is still used as a derogatory term. What I see is language that is inappropriate, 'That's so gay', etc."
>
> … Over the past seven years *The Daily Telegraph's* education reporter Bruce McDougall has been monitoring NSW Education Department safety and security incident reports of violence and other problems at schools. He has not seen one report relating to homophobia.
>
> Yes, bullying and violence occurs at schools and every effort should be made to prevent it. But it does not primarily relate to sexuality, and false claims that it does could promote a backlash or even send the message that bullying for other reasons is not as bad.[9]

How may bullying affect its victims?

The impacts of bullying on the bullied child are varied and may include:

- Loss of motivation and concentration at school,
- Avoidance concerning attending school or school refusal,
- Shyness, social isolation and/or the development of a social phobia,
- Poor self-esteem and loss of self-confidence,
- Physical health issues, anxiety or panic attacks, depression, suicidality and self-harm.[10]

Bullying and suicide

In a few cases, bullying can lead to suicide. One website records 15 cases of girls aged between 10 and 16 who took their own lives after being bullied.[11] The bullies were mostly other girls, who repeatedly taunted, mocked and/or excluded their victims out of jealousy or spite. One victim was very tall; one suffered from eczema; one had a facial scar; one was highly intelligent; one was very beautiful.

None of these cases involved sexual orientation or transgenderism, although a number of studies have found very high rates of suicide ideation among same-sex attracted teens. In the latter group, bullying may not have been the main factor in their distress. A 2014 study led by Dr Delaney Skerrett of the Australian Institute for Suicide Research and Prevention found that a leading cause of LGBT (Lesbian Gay Bisexual Transgender) suicides was "stress from their romantic partners" rather than "homophobia". The study found that "LGBT individuals experienced relationship problems more often, with relationship conflict also being more frequent than in non-LGBT (suicide) cases".[12]

Obese children are especially likely to experience bullying. JoAnn Stevelos, in a 2010 article published by the Obesity Action Coalition, notes:

> In a recent national survey of overweight sixth graders, 24 percent of the boys and 30 percent of the girls experienced daily teasing, bullying or rejection because of their size. The number doubles for overweight high school students with 58 percent of boys and 63 percent of girls experiencing daily teasing, bullying or rejection because of their size…
>
> A 2004 study of bullying behaviors in 5,749 boys and girls (11-16 years old) showed that overweight and obese school-aged children were more likely to be the victims and perpetrators of bullying behaviors than their normal-weight peers…
>
> Children and teens who are victims of bullying may have thoughts of suicide and some actually commit suicide.[13]

Bullying now the biggest concern of Australian children

A 2014 survey by the Australian Bureau of Statistics found children were more worried about bullying than any other problem.[14]

Child psychologist Dr Michael Carr-Gregg and others attribute the increased concern to modern technology, where digital networking allows greater opportunities for bullies to harm more people. He urges parents to limit the amount of screen time they allow their children.[15]

Long daycare link to aggression

However there may be another factor contributing to the bullying increase. A 2014 study by University of Adelaide researchers monitored the development of more than 3200 children across Australia following time spent in different types of care up to age three.[16]

The researchers found that the length of time spent in childcare centres was directly linked to increases in problem behaviours by the age of four or five. Such children were more likely to be restless, easily distracted and aggressive towards others.



Toddlers who spend long hours in daycare are more demanding, non-compliant and aggressive

This 2014 finding is in line with previous large longitudinal studies – such as the 2001 research by Dr Jay Belsky, who followed 1,100 children in ten US cities in a variety of settings. He found that children who spent more than 30 hours a week in childcare are "more demanding, more non-compliant, and they are more aggressive. They scored higher on things like gets in *lots of fights, cruelty, bullying, meanness,* as well as *taking too much, demands must be met immediately.*"[17]

The number of children under five in Australian long daycare centres has risen markedly in recent years. For example, there were 441,240 in the September quarter of 2004 – rising to 615,630 in the September quarter of 2012: an increase of about 40 per cent in eight years.[18]

School violence follows expansion of long daycare places

In 2013 UK psychologist Oliver James noted that increases in UK classroom violence have followed the expansion of nursery (daycare) places in Britain.[19] "We start off as barbarians and what makes us civilised is being loved and looked after," he said. "If you are an 18 month old in a nursery, it is impossible for you not to feel threatened. You are surrounded by savages and you are a little savage too."

Mr James pointed to a 2010 US childcare study that tracked youngsters for 15 years, showing a correlation between the hours in nursery daycare and increased aggression and bad behaviour.[20]

He noted a rise in school violence, with 40 primary school students expelled from English schools every day for assaulting their teachers. The increase was greatest in England's wealthy south east.

"No one can deny that daycare increases aggressiveness in toddlers," Mr James said. "A toddler raised at home with a single carer is six times less likely to be aggressive than one enduring more than 45 hours a week in daycare. The more daycare the child has, the greater the aggressiveness."

Australian government family policies in recent years have also encouraged mothers of very young children to return to the paid workforce. Taxpayer-subsidised daycare is available, along with just six months of taxpayer-funded maternity leave. At the same time, subsidies and rebates have been cut for families on a single income who have chosen parent care for their babies and toddlers.

These policies may have contributed to the increase in the number of Australian babies and toddlers in daycare – with the possibility of aggression and bullying in Australian schools later on.

Australian government action

In 2010, education ministers in all Australian states and territories endorsed the National Safe Schools Framework.[21] The Framework aims to create an environment "where all members of the school community both feel safe and are safe from harassment, aggression, violence and bullying. It responds to new and emerging challenges … such as cybersafety, cyberbullying and community concerns about young people and weapons".[22]

The Safe Schools Hub

Part of the Safe Schools Framework has been the establishment of the Safe Schools Hub website (www.safeschoolshub.edu.au). It is a "one-stop shop" for information and resources on strategies to help teachers, students, parents and others combat bullying of all kinds.[23]

The Safe Schools Hub should not be confused with the so-called "Safe Schools Coalition". This "Coalition" was not part of the 2010 National Safe Schools Framework, but was developed independently that year by Victorian Gay and Lesbian Health for Victorian schools. It is funded by the Victorian government.

The "Safe Schools Coalition" name is deliberately deceptive. The program does not aim to make schools safe for everyone – only for the small minority of students who are same-sex attracted, transgender or intersex. Its main message is that same-sex attraction and transgenderism are common, normal and should be celebrated.

The Safe Schools Coalition Australia

The Safe Schools Coalition was adopted nationally as the voluntary Safe Schools Coalition Australia (SSCA) program in the final weeks of the Rudd government in June 2013. Taxpayer funding ($8 million over four years) via the Foundation for Young Australians was secured by openly lesbian Senator Penny Wong, who was then finance minister. By 9 January 2016, the SSCA was operating in 493 schools with 329,874 students across all states and territories, and had trained 13,516 teachers.[24]

Melbourne Rabbi Shimon Cowen has written a damning indictment of the Safe Schools Coalition program.[25] He said the bullying of students with same-sex attractions must be stopped – but the SSCA is not needed to achieve this goal. The program has the potential to harm "values, freedoms, children and society".

Rabbi Cowen also noted that:

- The program seeks to counter the ethical stance of the world religions – which respect all persons, but oppose homosexual conduct. The SSCA teaches students that homosexual practice is "equally normative with heterosexual practice".
- The SSCA counters the religious freedom of parents to raise their children in their own basic beliefs (or at least not to have these negated in school).
- The SSCA is seriously flawed as an anti-bullying program. To stop the bullying of obese children, we do not need to "celebrate" obesity in schools. There is no warrant to "celebrate" homosexual behaviour in order to stop bullying of children with homosexual inclinations.
- The SSCA causes harm by encouraging children to "identify" and "affirm" their sexual preferences at a young age. Up to 26% of children experience fluidity and uncertainty in personal and sexual identity at age 12, but are normally settled as heterosexual by adulthood, where only 2-3% identify as homosexual or bisexual.



Open letter to the Prime Minister

By March 2015, more than 14,000 Australians signed a FamilyVoice Australia open letter to the Prime Minister on the Safe Schools Coalition Australia. The letter asked for the program's funding to be cancelled, with the money used to support programs that address bullying more generally.[26]

Among other things, the fully referenced letter pointed out that:

- The SSCA program focuses only on the small minority of "same sex attracted, intersex and gender diverse young people".
- SSCA provides free resources, but only to help staff respond to "homophobia and transphobia", and to support and celebrate "gender and sexual diversity".
- The term *homophobia* literally means "an extreme, irrational fear of homosexuality" but it is used to abuse and intimidate anyone who believes, with good evidence, that homosexual conduct carries serious health and other risks. For good reasons, the style book of Associated Press has told journalists to stop using the term.
- The term *transphobia* is equally misused. A boy who feels like a girl is suffering from gender dysphoria (or confusion). It is a complex condition, and schools need great care in dealing with the tiny percentage of students who identify in this way.
- Transgenderism is analogous to anorexia, where a dangerously thin child feels fat. Such children need compassion, but not reinforcement of their confusion. Hormone treatment and surgery can change a person's appearance but cannot change their biological sex.
- In reality, the program is thinly disguised propaganda to normalise homosexual behaviour and cross dressing among students at an age when some may be confused about their identity. It inappropriately sexualises the classroom. By encouraging students to "come out" as gay, lesbian or transgender, the program exposes students to serious physical and psychological health risks.
- Encouraging confused boys to use girls' toilets and change rooms (and vice versa) is inappropriate and could lead to problems with sexual harassment.

'Anti-bullying' program causes bullying

Anecdotal reports from some students with same-sex attractions/transgender feelings indicate that they feel safer and more empowered as a result of SSCA programs in their schools.

But the SSCA has had the reverse effect for some other students. They now feel unsafe, after being taunted and humiliated because they do not support the program's political agenda – which includes the promotion of same-sex marriage and same-sex couple parenting.

Some parents of students at a Sydney high school were outraged in 2015 when the school – along with several other schools that had joined the SSCA – arranged for

The mother of a student at a Safe Schools Coalition Australia school wrote about her concerns in 2015:

The Safe Schools Coalition Australia program has been a cause of stress, anxiety and tears for my child – who strongly agrees with the anti-bullying message, but does not support all values endorsed by and associated with the LGBTIQ (Lesbian Gay Bisexual Transgender Intersex Queer) movement.

Students who take issue with some aspects of the program are themselves feeling bullied and are being told they are ignorant and homophobic. My child is aware of many students from a variety of cultural and faith backgrounds who feel the same way, but are not able to respectfully raise their concerns and beliefs for fear of being negatively labelled. Students of faith should also be made to feel safe in a school environment. Freedom of belief should be respected.

Several parents I know who have politely and respectfully questioned some aspects of the program at my child's school have been openly criticised in parent meetings. At no time have these parents questioned the anti-bullying and non-discrimination message. They have only questioned the way in which students have been asked to show their support for LGBTIQ issues.

Students should be taught that bullying and discrimination are wrong, for all groups – LGBTIQ students, those from low socio-economic backgrounds, refugees, religious groups, those with learning difficulties, students with physical disabilities, autistic students, children who are overweight, those who struggle with depression and for many other reasons. Many of these groups are just as marginalised as the LGBTIQ communities and yet they are not focused on (or celebrated) at all.

My child's school held a non-uniform day where the rainbow flag was flown from the school flagpole and students were asked to wear rainbow colours to celebrate and support LGBTIQ students. Some parents objected because minors aged 11-18 were being asked to celebrate sexuality despite community concerns about the early sexualisation of children.

The rainbow has become symbolic of the gay rights and gay pride movements, and many of its associated causes including same-sex marriage. This has nothing to do with anti-bullying and everything to do with promoting a political cause.

Material freely available to children and young teens through the Safe Schools Coalition website encourages them to be sexually adventurous and to experiment if they are unsure of their sexuality. Schools should not be encouraging minors to explore sex and sexuality or to label themselves before they are fully mature.

How do schools reconcile their duty of care and child protection responsibilities with celebrating the sexuality of minors?[27]

all students to watch a film promoting gay parenting during two lessons.[28] Although the NSW education minister later banned the film from being shown during school hours, parental concerns about the SSCA's political agenda remain (see box on previous page).

Anti-bullying programs

Numerous programs – from Australia and overseas – have been designed to reduce bullying in schools. Some examples are listed below:

Friendly Schools Plus is a whole-of-school program developed and tested over 13 years by Professor Donna Cross and others from the Macquarie University Centre for Emotional Health in Sydney. It aims to build students' social skills and enhance their relationships while also reducing bullying and its associated consequences.[29] A complementary program is called *Cool Kids* – designed to help children who suffer from an anxiety disorder (and hence are more vulnerable to bullying).[30]

Bullyed is an anti-bullying program designed by the Australian Institute of Professional Counsellors, a peak national association of counsellors and psychotherapists, for primary and secondary school students. It aims to foster students' self-esteem, resilience and mindfulness, along with respect for the rights of others, through small group interactions.[31]

Better buddies has the limited aim of helping young students entering primary school feel safe by linking them with buddies from senior classes.[32] *Bully busters* provides assertiveness training for primary school students, helping them to stand up to bullies.[33] The *No bully* program claims to have remedied over 90% cases of bullying via its intervention program "helping kids to help other kids".[34]

The WA program *Choose Respect* aims to change student attitudes in a positive way rather than focusing on the negatives of bullying.[35]

The US *RULER* program from the Yale Center for Emotional Intelligence aims to change students' behaviour and attitudes by helping them understand and control their emotions – leading to greater empathy for others.[36]

The *CASSE Peaceful Schools* program has a similar in approach to *RULER*. It is based on psychoanalytical principles to promote empathy via sharing and listening.[37]

Do school anti-bullying programs work?

An October 2013 *TIME* article by a US researcher reported that anti-bullying programs were ineffective, counter-productive, or produced only modest reductions in bullying.[38]

However an August 2013 *Positive Times* article by Australian researcher Ken Rigby was more optimistic.[39] He pointed out that most teachers are unaware of or confused about the most effective anti-bullying approaches. He outlined six methods that have been found to reduce bullying, but said no single method works in all cases. Much better teacher training is needed.

Conclusion

Governments should provide funding for teacher training to implement anti-bullying programs that have been shown in valid controlled studies to significantly reduce bullying of all groups of victims.

Taxpayer funding should be discontinued for programs with an underlying socio-political agenda, or programs that reduce some forms of bullying while increasing others.

Government family policies should provide equal support for families who wish to provide parental care rather than daycare for their very young children.

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