

# National Coalition Against Bullying Conference 2007

an initiative of The Alannah and Madeline Foundation

The Alannah  
and Madeline  
Foundation



Keeping children safe from violence

# WELCOME

## Carla Meurs & Margaret Augerinos



# Solving the Jigsaw

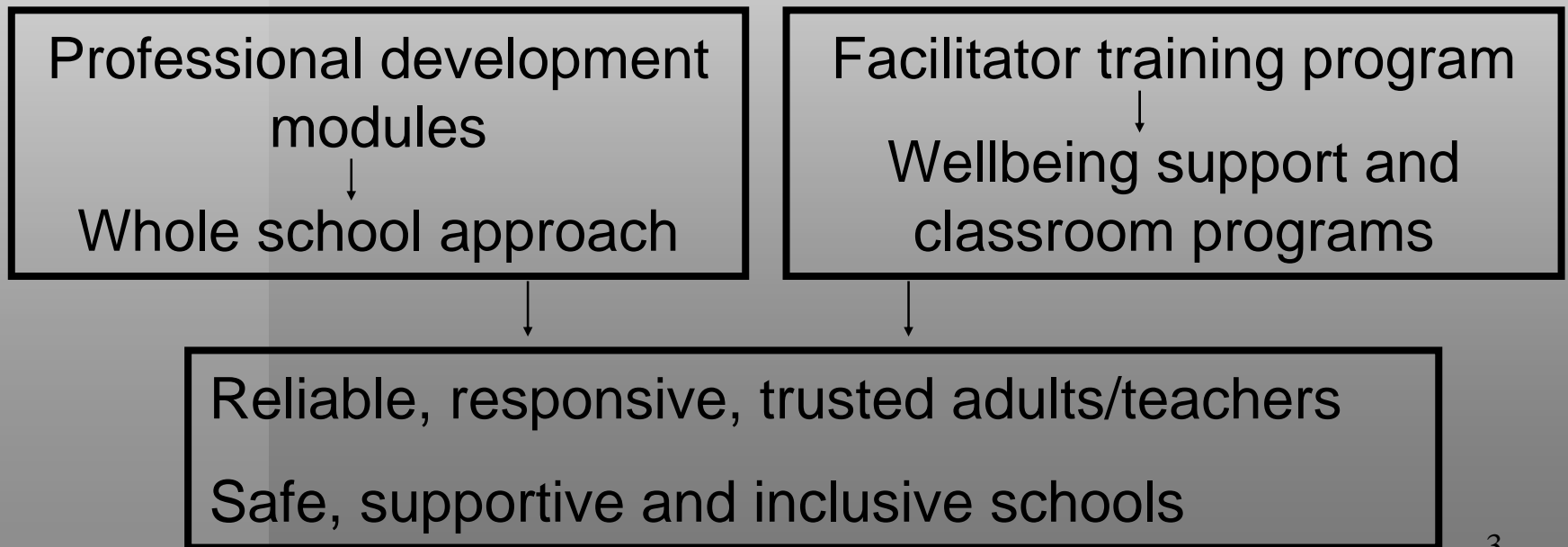
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## **Vision**

**“Every school, every teacher, every classroom is safe, supportive and caring”.**

# Solving the Jigsaw

- ✓ **10 years experience - classroom based violence prevention and well being programs in schools.**
- ✓ **5 years experience - training teachers and welfare professionals.**



# Violence/Bullying ↔ Wellbeing

***“If there is no love, the law of the jungle, the ‘will to power’ – flourishes. Love and power are reciprocal opposites: the more there is of one, the less there is of the other” Sally Kester 2004***

**Safe, caring and supportive schools are consistent, responsive, reliable and loving in addressing violence/bullying**

# Caring and Nurturing Environment

**Matt is in a safe environment, he is valued, his experiences and thoughts are taken seriously, he is listened to, he is able to share what's in his heart, what's important to him, what's troubling him.**

**He experiences connection and support from the group and the adults in the room and he is nurtured and cared for.**

**Compassion and responsibility for self are encouraged, time is available for thinking and considering, new ideas and options are explored.**

# Check List - Caring and Nurturing Environment

- ✓ **Experience belonging and connection**
- ✓ **Feel safe and secure**
- ✓ **Experience loving and caring relationships**
- ✓ **Supported in negotiating difficult issues and life challenges**
- ✓ **Recognise that life can have all sorts of ups and downs**
- ✓ **Feel cared for and supported as they negotiate these**

# VIOLENCE

## One dynamic – Many names

- **Violence**
- **Bullying**
- **Family/domestic violence**
- **Sexual abuse**
- **Child abuse**
- **Racism**
- **Homophobia**
- **Cyber bullying**

### Definition of violence

The misuse of power to control, silence and belittle another person(s).

### Types of violence

Physical – When force is used to hurt another person

Verbal – Using your voice to hurt another person

Emotional – Hurting another person's feelings or using fear to control another person.

# Don't lecture - Assist thinking & feeling

## Enquire, ask questions

How did you use your power?

Did you use your power wisely?

What happened? What behaviour was used?

What type of violence is that?

How did it make you feel?

Do you have the right to feel safe at school?

If that happened to you how would you feel?

What could you do to differently in the future?

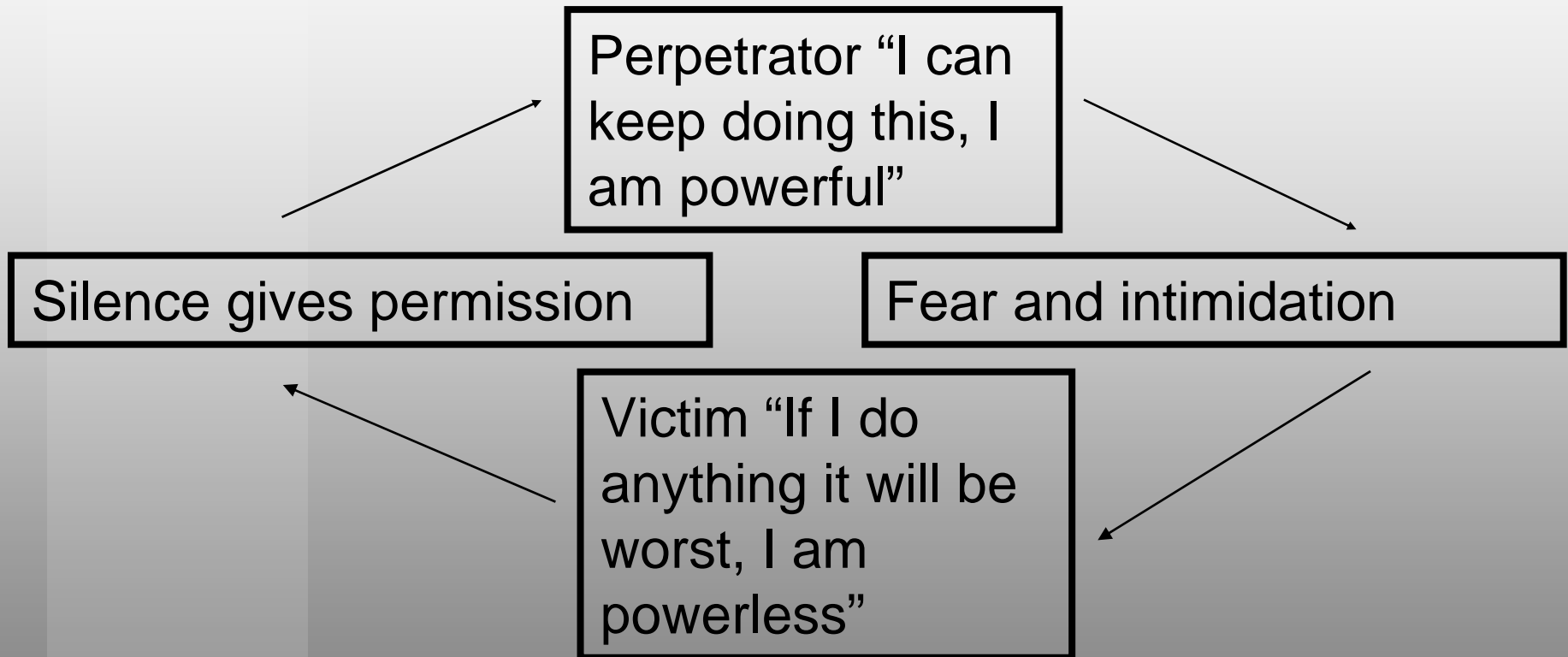
Who controls your behaviour?

How can you change your behaviour?

How will I know you have changed your behaviour?

How can we support you to change your behaviour?

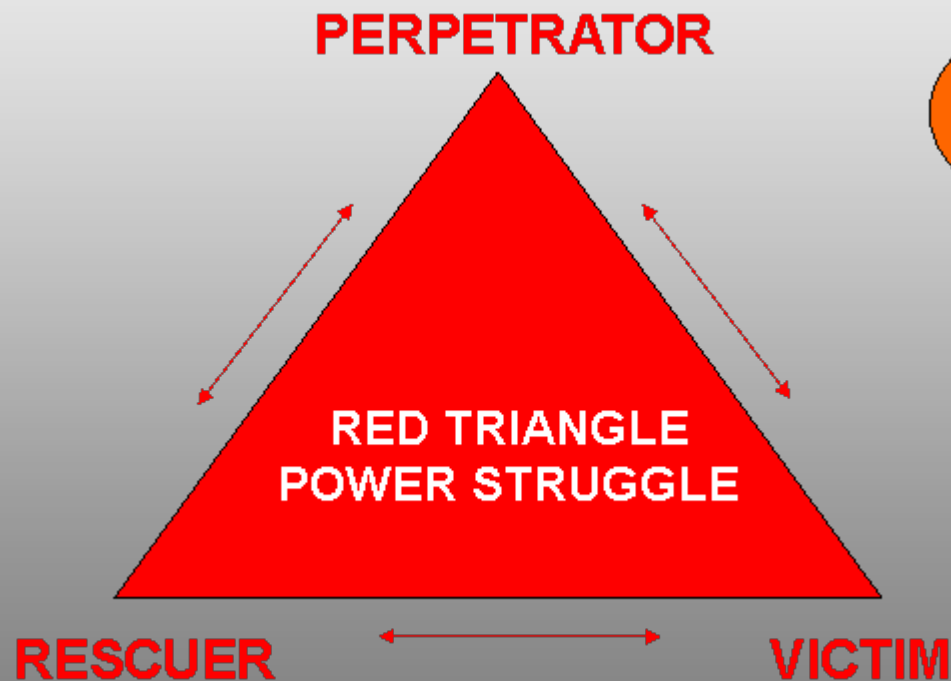
# The perpetrators power relies on their ability to silence victims and bystanders



**Victims and bystanders are silenced because of fear, intimidation, shame and guilt.**

# Restoring Justice - Address the power dynamics

Restore justice by addressing the power imbalances between, perpetrator, victims/bystanders and rescuers



*If you find yourself in any position in the red triangle, you are caught in the violence and bullying power dynamic*



All positions in the red triangle represent a power imbalance that supports violence and bullying

# Teachers can make schools safe or unsafe.

*“ The roots of resilience are to be found in the sense of being understood by and existing in the mind and heart of a loving, attuned and self possessed other”  
(Bowlby 1980)*

## Recap the situation

- We've got an abuse of power
- We've got fear, intimidation – silence
- We've got a love verses power dynamic

## What can the teacher bring?

- Adult brain
- Jurisdiction
- Follow through, reliability, care
- Clarity, concepts, making sense of what's going on
- Thinking

# Keep it Simple

- **No Violence – Policy**
- **Definition of Violence**
- **Definition of the types of violence**
- **Inform students, parents new staff about your policy, language and tools**
- **Break the silence – talk about violence with everyone.**

# Classroom discussions

- 1. Definition of what violence is.**
- 2. Types of violence, explore examples of each type, explore effects of each type, explore where each type happens.**
- 3. Explore the role of silence and the power this gives to the perpetrator.**
- 4. Work through scenarios.**

*Give young people the words, concepts, the framework to make sense of what's happening. They have a wealth of knowledge, experience and insight.*

# Scenario – It's just a joke

**“You can't play footy because you're so gay”**

Define the incident in terms of;

Types of violence,

Misuse of power,

Effects and feelings,

What can be done differently,

Bystander responsibility.

What type of violence is this? Verbal and emotional.

How is the perpetrator(s) using their power?

How do you think the victim feels? What are the emotional effects of homophobic bullying?

Does everyone have the right to be safe at school? Is this person safe?

How do you think the perpetrator feels?

Who else would have seen this happen? What can they do? What does their silence say? What responsibility, power do bystanders have? How do the bystanders feel?

What agreements can we reach about what you will do if something like this happens?

# Naming It – Break the silence

## Step 1.

**Tell the person to stop it, what they are doing and how you feel**

“I don’t like it when you and Dad yell at each other and fight, it makes me feel really scared and frightened.

“Stop it, I don’t like it when you touch my leg, it makes me feel very uncomfortable”.

“Stop it, I don’t like it when you leave me out of games, it makes me really sad and lonely”

**STAY CALM**

# Naming It – Get Support

## Step 2

If the person does it again, tell them to stop and tell them you are going to **NAME IT** to a teacher or another adult.

**STAY CALM**

## Step 3.

**NAME IT** to a teacher or adult

Let them know that it is important and tell them what you have already tried.

**STAY CALM**

# Naming It – Don't give up

If you are not listened to find a trusted adult who will  
**LISTEN** to you.

If you are scared of the bully get an adult to support you to  
**NAME IT.**

**Everyone is responsible for naming it.**

Using violence won't stop violence.

**KEEP NAMING IT UNTIL IT STOPS**

**YOU HAVE THE RIGHT TO BE SAFE**

**YOU HAVE THE RIGHT TO BE TREATED FAIRLY**

**YOU HAVE THE RIGHT TO SPEAK OUT WHEN SOMEONE  
IS MISUSING THEIR POWER TO CONTROL, SILENCE  
AND BELITTLE YOU.**

# Naming It –

**This is a multi layered tool**

- **Address small and large incidents of bullying**
- **Communication tool to open up expression of impacts of violence in the home**
- **Protective behaviour – giving voice to children and young people who are being abused.**

**PRACTICE USING 'NAMING IT' IN ROLE PLAYS WITH KIDS**

# Naming it - Tips for Teachers

## **‘Naming it’**

- **is a tool for victims and witnesses of bullying, violence and abuse.**
- **means taking positive action to stop the bullying behaviour.**
- **can be used to tell the bully to stop, and to get support and assistance from trusted and reliable adults.**
- **is about stopping people getting hurt, stopping bullying behaviour, being honest and asking for help.**

## **Dobbing**

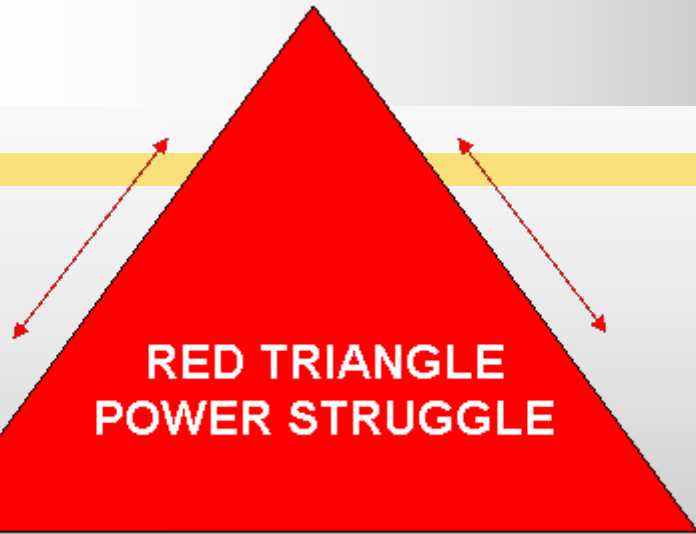
- **‘Naming it’ is different to dobbing. Dobbing is about getting someone into trouble or telling tales. Dobbing is often about unimportant things**

# Practice 'Naming It'

**Use the classroom to role play scenarios that the children and young people in your school experience.**

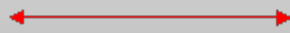
**Read through Primary school scenario.**

**PERPETRATOR**



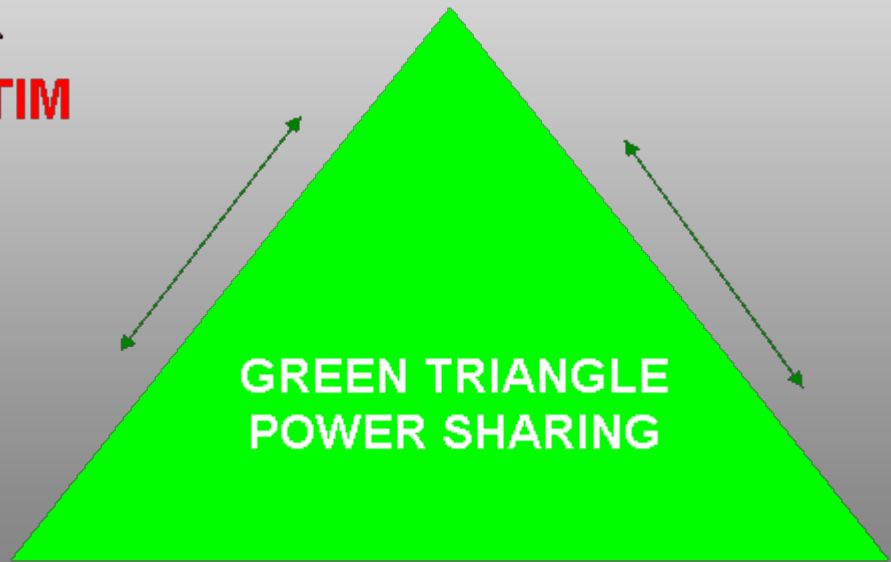
**RED TRIANGLE  
POWER STRUGGLE**

**RESCUER**



**VICTIM**

**SAFETY**



**GREEN TRIANGLE  
POWER SHARING**

**CHALLENGE**



**CHANGE**

# Role of the Teacher/Adult

**Don't investigate**

**Don't rescue**

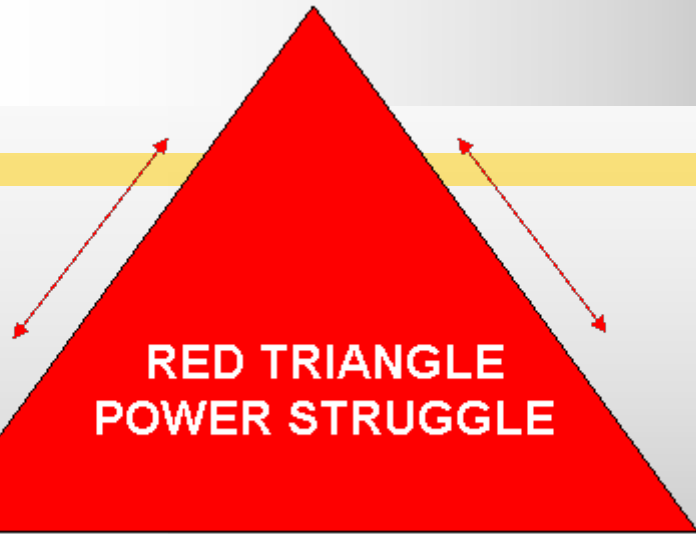
**Don't feel sorry for either party and bemoan the state of the world and parenting etc and then go home**

**Do support action, bring parties together, define incident in terms of types of violence, effects, agreements about how things can change, who can support change. Give consequences.**

# Naming It, Sharing Responsibility, Taking Action

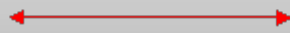
- **The ‘Big Bully’ is coming**
- **Group of girls bullying a teacher**
- **Upstanding member of the community sexually abusing young people**
- **Good and Bad Secrets**

**PERPETRATOR**



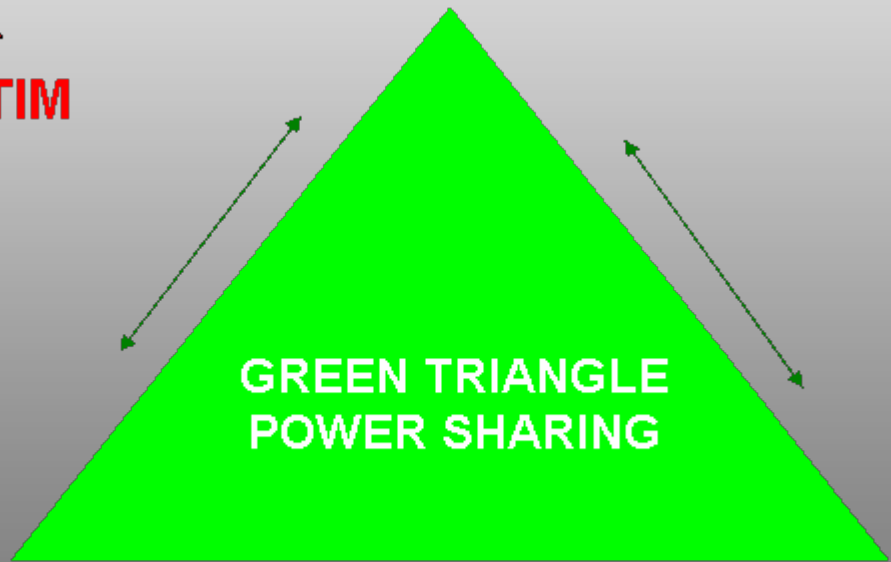
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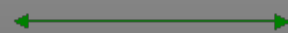
**VICTIM**

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**CHALLENGE**



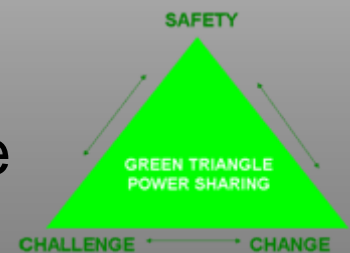
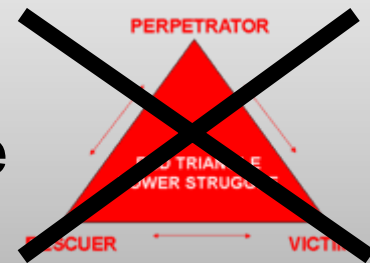
**CHANGE**

# Schools can be Safe.

## Teachers make Schools Safe.

### Whole school response to violence

- All staff share responsibility.
- All staff understand the dynamics of violence – power control, silence, fear intimidation
- School has agreed definitions of violence and the types of violence.
- Staff respond to violence from a position of love, care and nurture.
- Children / young people are supported to break the silence about violence, bullying and abuse.
- Children / young people are supported to change their behaviour.



# Solving the Jigsaw - Evaluation Data

**Students thought the program had:**

- **Been a good idea for their class level 93%**
- **Made them think about ideas 84%**
- **Helped them sort out problems 73%**
- **Given them strategies for dealing with problems in the future 81%**

# Solving the Jigsaw - Evaluation Data

**Teacher reported that the program had**

- Impacted on participating children 92%**
- Impacted on them as teachers 95%**
- Impacted on the whole school community 75%**
- Met the needs of their students 87%**
- Met their expectations 82%**

# Solving the Jigsaw -Awards

- **National Child Abuse Award 2003 – Community Development, Capacity Building and Strengthening (Children’s and Youth Services)**
- **Australian Violence Prevention Award 2003, 2002, 2001, 2000—Certificate of Merit—Australian Heads of Government**
- **Victorian Community Safety and Crime Prevention Awards 2002 - School Based responses**
- **Victorian Public Health Award 2001—Innovative Public Health Development**
- **National Association for Loss and Grief Award 2001**
- **National Australian Drug Foundation Awards 2000—Excellence in Schools Based Responses**
- **Victorian Community Safety and Crime Prevention Awards 2000—Anti Violence**

# **Innovation, Knowledge Sharing, Resource Enhancement**

- **Solving the Jigsaw is a multi award winning school based program that supports and resources schools to care for and nurture the emotional health and well being of children and young people.**
- **Solving the Jigsaw supports schools to fulfil their responsibility as key players in the social fabric of children's lives and experiences, in the social fabric of our communities and our society.**
- **Solving the Jigsaw provides a prevention framework that is inclusive of all children and young people, including children and young people with risk indicators.**

# A whole school approach

= shared understanding and action

- **Facilitator Training**

- Specialist training for a teacher, wellbeing/welfare person, school nurse, school chaplain, assistant principal.

- **Professional Development Modules**

- Assist schools in developing consistent and predictable responses to student well being, discipline, violence and bullying.

# Facilitator Training Program

- **Jigsaw Competencies linked to National Accreditation from the Community Services Training Package**
  - **Facilitate Cooperative Behaviour (CHCCS401A)**
  - **Facilitate the Counselling Relationship (CHCCSL602A)**
  - **Work with Users of Violence to Effect Change (CHCDFV9B)**
  - **Plan and Conduct Group Activities (CHCGROUP3C)**
  - **Support Young people in Crisis (CHCYTH4C)**
  - **provide Appropriate Services to Young People (CHCYTH6C)**
  - **Manage Service Responses to Young People in Crisis (CHCYTH8B)**

# Professional Development Modules

1. Whole school approach to violence and bullying
2. Jigsaw tools for teachers - responding to 'scary' awkward and uncomfortable conversations with kids
3. Conflict within the school community
4. Facilitating respect, valuing diversity, encouraging discussion and maintaining confidentiality
5. Creating a caring and nurturing classroom and school
6. Exploring feelings and emotions in the classroom

Schools, organisations or groups may contact Solving the Jigsaw to run a program tailored to their needs.

# Contact Us

**Carla Meurs**

**Solving the Jigsaw**

**EASE**

**PO Box 958**

**Bendigo 3552**

**[www.solvingthejigsaw.org.au](http://www.solvingthejigsaw.org.au)**

**E-mail [carlam@ease.org.au](mailto:carlam@ease.org.au)**

**Ph (03) 5430 3000**

**Fax (03) 5443 4844**