

**Bullying in New Zealand Schools:  
A Final Report**

**by**

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## **Introduction**

This is the final report of the *Bullying in New Zealand Schools* project. The report describes the findings of a study conducted by researchers affiliated with the School of Educational Psychology and Pedagogy, at Victoria University of Wellington. Teachers and senior staff from schools around New Zealand completed an online survey regarding their experiences with, perceptions of, and attitudes towards bullying. We would like to begin by sincerely thanking the New Zealand educators (including senior management personnel and classroom teachers) who took the time to complete the survey. We must also thank the various Teacher and Principal Unions and organisations that helped us distribute the survey to New Zealand educators.

We launched the original survey in November 2011, made some modifications, and then re-launched it in April 2012. The findings from the initial data collection phase formed the basis of a Master of Education thesis (Loreto Mattioni) and an Applied Research Project (Tessa Prior). In addition, these initial findings were presented at an international conference on bullying and cyberbullying which was held in Vienna in October 2012. The next step in this project is to disseminate the information from the larger project. Presented in this report is a preliminary analysis of data from the most recent survey, which closed at the end of 2012. This report is the first in a series of planned publications and presentations for this data set.

## **Background**

Broadly defined, bullying is the “systematic abuse of power in interpersonal relationships” (Rigby, 2008, p. 22). Dan Olweus, who is often considered to be the forefather of bullying research, describes bullying as recurrent, intentionally harmful acts which involve a power imbalance between the aggressor(s) and the victim (Olweus, 1993). Bullying is reported to be a common experience for children and young people around the world (Craig et al., 2009; Due et al., 2005), and those currently or previously involved in bullying tend to demonstrate greater evidence of psychosocial issues than those not involved (Nansel et al., 2001; Smith, Talamelli, Cowie, Naylor, & Chauhan, 2004). These issues can include somatic symptoms, psychological distress, problem behaviour, and difficulties at school (Harel-Fisch et al., 2011).

Bullying can take several forms: physical (e.g., punching, tripping), verbal (e.g., threats, insults), social/relational (e.g., social exclusion, spreading gossip), and cyber (i.e., indirect bullying through the use of electronic communication, such as cellphones and the internet)

(Craig, Pepler, & Blais, 2007; Miller, 2006). Bullying may involve individuals or groups, and for children and young people it generally occurs at school (e.g., in classrooms or common areas such as the playground or cafeteria), or on the way to or from school (Olweus, 1993; Rigby, 2008), although in the case of cyberbullying it can occur at any time. Accordingly, a significant proportion of bullying research has been conducted in schools, often relying heavily on students' perspectives (Holt & Keyes, 2004). However, given the "critical impact teachers can have on identifying, responding to, and reducing bullying in schools" (Marshall, Varjas, Meyers, Graybill, & Skoczylas, 2009, p. 137), understanding the perspectives/perceptions of teachers and senior school management personnel on issues of bullying is crucial. Although research on bullying from teachers' perspectives has been conducted in the USA (Marshall et al., 2009), the UK (Naylor, Cowie, Cossin, de Bettencourt, & Lemme, 2006), Canada (Blain-Arcaro, Smith, Cunningham, Vaillancourt, & Rimas, 2012), and Norway (Kallestad & Olweus, 2003), no studies of this kind were found to have been conducted in New Zealand.

## **Method**

### ***Participants***

School staff from all 2,548 New Zealand schools were invited, via email, to participate in this research. Schools represented single sex and co-educational, primary, intermediate, secondary, and combined schools, across all deciles and sectors. There were 1,236 respondents who completed at least part of the survey, with 860 completing the full survey.

### ***Data collection tool***

The anonymous online survey used in this research was adapted from that used in the initial study conducted by Associate Professor Vanessa Green and two Victoria University of Wellington postgraduate students, Tessa Prior and Loreto Mattioni. The initial survey was developed using a combination of original questions and sections from previously published surveys – specifically, the Child Health Centre Survey (Cross et al., 2009), the School Climate Survey (Ontario Ministry of Education, 2009), the Teacher's Perceptions about Cyber-bullying Questionnaire (Li, 2008) and the Peer Relations Assessment Questionnaire, Form C (Rigby, 1997; adapted by Cross et al., 2009). The more recent survey consisted of four parts, and included both quantitative and qualitative aspects. Participants provided demographic information about themselves and their school, and responded to questions on the prevalence of bullying in their school, bullying prevention strategies, and their perceptions of cyberbullying (see Appendix 1 for a copy of the survey).

## **Procedures**

After ethical approval for this research was granted from the Victoria University of Wellington Faculty of Education Ethics Committee (Reference number: SEPP/2011/76:RM18902), an introductory email was sent in April 2012 to school principals and various sector unions. The email described the research, asked the recipient to forward the email to their school staff, gave the contact details of the research team, and provided a URL link to a survey on the Qualtrics website. The link was also advertised in newsletters sent by the various private and public school unions to their members. Using the link, participants were led to a cover letter outlining the purpose of the research, details regarding confidentiality, withdrawal and voluntary participation, and how the survey data would be used. Upon indicating they had read and understood this cover page, participants were provided with instructions on how to complete the survey. This was followed by a section that provided definitions of the four types of bullying (physical, verbal, social/relational, and cyber). The survey was live for six months. In this report, descriptive analysis was used for the quantitative data, and the responses to the one qualitative question asking for additional comments were summarized into common themes.

## **Results**

### ***Demographics***

Of 1,236 respondents who began the survey, 860 completed the full survey. Of these 860, 68% were female and 32% were male. The positions held by respondents in their school were as follows: (a) 46% were either principals or deputy principals, (b) 19% were either a dean or head of department, and (c) 35% were teachers. The majority of respondents had been involved in education for a number of years; only 2% indicated they had worked in schools for less than one year, 14% for 2–6 years, 36% for 7–20 years, and 48% for more than 20 years.

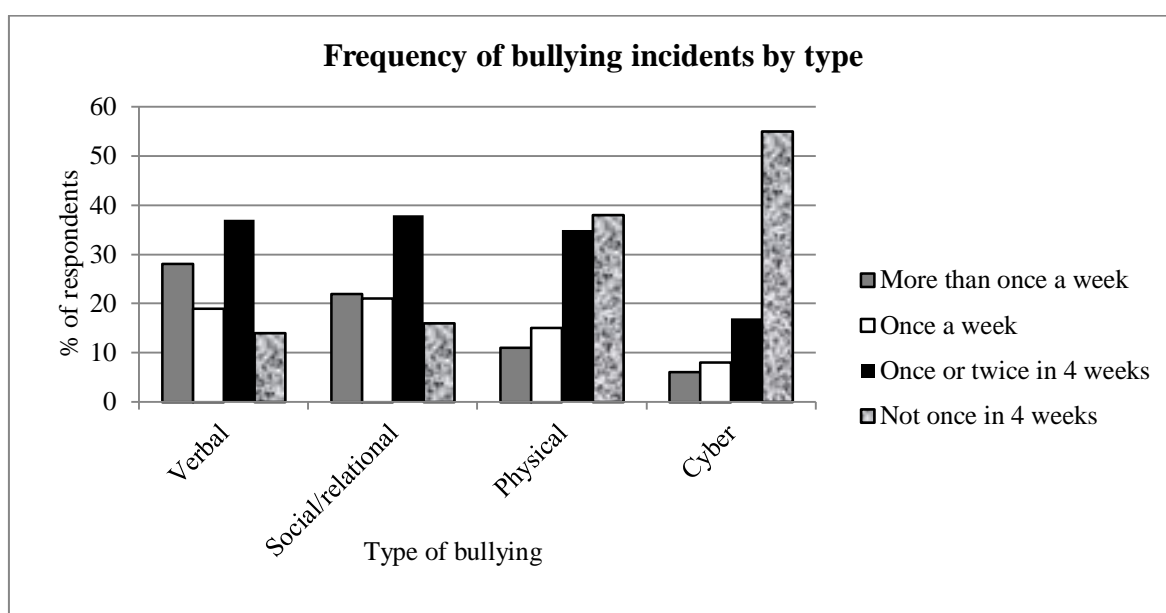
Nearly half of all respondents indicated that their school was a primary school (49%). The next most common school type was secondary (32%), and 6–7% of respondents indicated they worked at an intermediate, primary through secondary, or intermediate through secondary school. However, a number of respondents later commented that these categories did not describe their school appropriately, noting that they worked in full primary schools with students from Years 1 to 8. The majority of respondents (86%) indicated that their school was co-educational with both male and female students, whereas 10% indicated they were from all female schools, and 4% indicated that they were from all male schools. A similar majority of respondents indicated that they worked at a public or state school (84%); 10% worked at an integrated school; 4% worked at a private or independent school; and 1%

worked at a Kura Kaupapa Māori. Respondents reported working in schools across the full decile range, with 22% of respondents working in decile 1–3 schools, 42% in decile 4–7 schools, and 37% in decile 8–10 schools.

### **Prevalence of bullying**

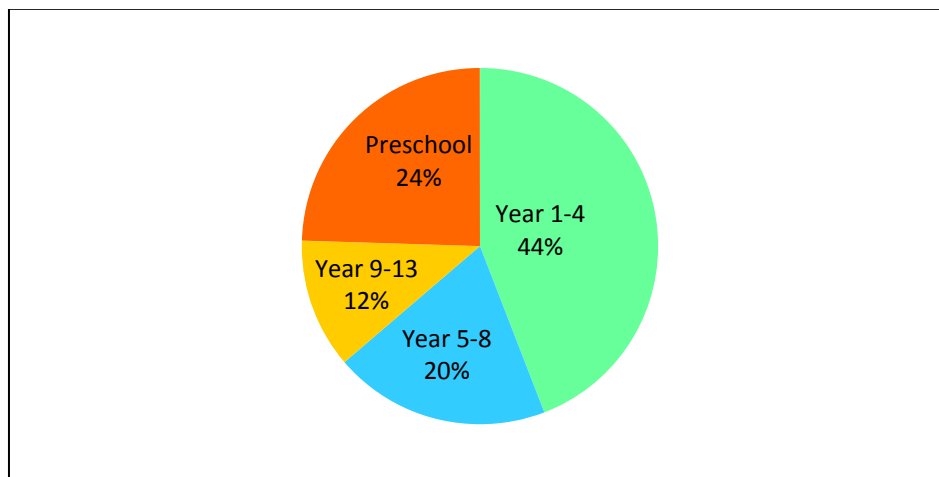
The majority of respondents (94%) indicated that bullying occurred in their school. We were interested in finding out more about specific types of bullying, so respondents were then asked to indicate their agreement with statements regarding the problem of physical, verbal, social/relational, and cyberbullying at their school. Social/relational bullying was seen as a problem by 70% of respondents, and 67% agreed that verbal bullying was a problem. By contrast, only 39% agreed that cyberbullying and 35% that physical bullying was a problem.

Respondents were then asked to indicate how frequently in the last four weeks these four types of bullying had been brought to their attention. Aligning with the previous finding, verbal and social/relational bullying were brought to the attention of respondents significantly more often than physical or cyberbullying (see Figure 1). As shown in Figure 1, 47% of respondents indicated that, in the previous month, verbal bullying had been brought to their attention at least once a week, while 43% had had social/relational bullying brought to their attention at least once a week. Only 25% were made aware of physical bullying at least once a week, and just 14% were aware of cyberbullying at least once a week. The data indicate that 55% of respondents reported that cyberbullying had not been brought to their attention in the previous four weeks.



**Figure 1: Frequency of bullying incidents by type**

The final question in this section asked respondents to indicate, according to their experience and perspective, in which school year they believed bullying began (see Figure 2). The majority (68%) of respondents indicated that bullying began between preschool and Year 4 (7–8 years, approx.), while 20% perceived that it began between Year 5 and Year 8 (8–12 years, approx.). Only 12% believed it began in high school (Year 9–13, which is approximately equivalent to 13–17 years).



**Figure 2: Respondents' perceptions of when bullying begins by school year**

### ***Bullying prevention strategies***

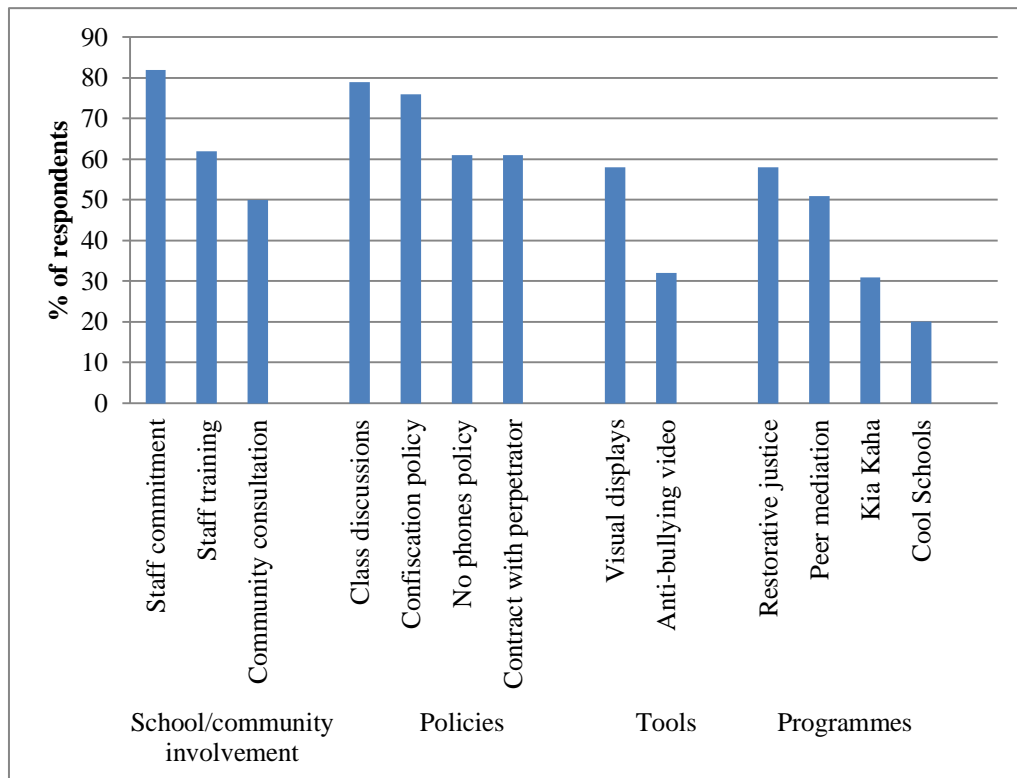
Sixty percent of respondents indicated that their school's code of conduct included a zero tolerance policy on bullying, and the majority (84%) indicated that there was a specific anti-bullying strategy at use in their school. However, these strategies were mainly perceived to cover the issues of physical, verbal and social/relational bullying, while only 64% of respondents agreed that the strategy used in their school covered cyberbullying.

Respondents were asked who they believed should be involved in such anti-bullying strategies. The majority (83%) agreed that the entire school and community – school staff, parents, and whānau – should be included, while 16% believed that only school staff should be involved in the strategies. Approximately 1% of respondents felt that teachers, victims or perpetrators should be the only ones involved in an anti-bullying strategy. Respondents were also asked whether they felt anti-bullying guidelines should become part of national administration guidelines, making them compulsory in schools. While 65% of respondents agreed that anti-bullying guidelines should be included, 17% were unsure, and 18% disagreed.

In terms of support for implementing such anti-bullying strategies, just under half of all respondents (48.6%) indicated they had received training or attended an anti-bullying workshop. When asked to provide details of the training or workshop, many respondents mentioned programmes such as Kia Kaha, Cool Schools, Positive Behaviour for Learning, and restorative justice and restorative practice. Several respondents also mentioned programmes or seminars delivered by specific organisations such as Skylight and Netsafe, or speakers such as Margaret Thorsborne and Bill Rogers. However, this question revealed an important finding around how long it had been since respondents had attended training. For example, respondents left comments such as “Cool Schools many moons ago”, “Too long ago, details forgotten”, and “a long time ago – 10 years and at a previous school”.

We then aimed to gain a more comprehensive understanding of how bullying was being addressed in respondents’ schools. We provided a list of 13 anti-bullying approaches based on literature, and asked respondents to indicate whether the approach was currently in use in their school. The 13 approaches were categorised as an anti-bullying policy, an anti-bullying programme, an anti-bullying tool, or an approach focussing on school/community involvement (see Figure 3).

The most common approach was ‘Principal and senior staff commitment to anti-bullying strategies’ (indicated as in use by 82% of respondents), followed by ‘Class discussions on how to prevent bullying’ (in use by 79%). The majority of approaches were indicated as being in use by more than 50% of respondents; however, three (an anti-bullying video, Kia Kaha, and Cool Schools) were indicated as being in use by only 32%, 31% and 20% of respondents, respectively. Respondents were also asked to provide examples of other approaches that were used in their schools. Contacting or involving parents, policies of exclusion or ‘time out’, the Helping Circles or Circle Time programmes, and buddy systems were commonly mentioned. Other respondents described student surveys, the No Blame approach, ‘think about it’ sheets, visiting theatre groups, having a ‘culture of telling’, and letters of apology from the bullies.



**Figure 3: Approaches in use at respondents' schools**

### **Cyberbullying**

Respondents were asked for their views on the perpetrators of cyberbullying (note that all the following figures have been rounded). More than half of respondents (57%) indicated that they believed cyberbullying was mainly conducted by girls, 41% believed it was conducted equally by boys and girls, and only 2% believed it was conducted mainly by boys. These findings are similar to those of Mattioni (2012), who found that 64% of respondents perceived cyberbullying to be conducted by girls, 34% perceived it to be conducted by both genders, and 1% perceived it to be conducted by boys.

In terms of the age of perpetrators, a significant percentage of respondents (46%) believed that cyberbullying was conducted by pre-adolescents and younger adolescents between the ages of 11 to 14 years old, 16% believed it was conducted by older adolescents (15–18 years old), and less than 1% believed it was conducted by children between 5 and 10 years old. Just over a third of respondents (38%) indicated that cyberbullying was conducted by students across all age groups. Again, these findings echo Mattioni (2012), who found that 39% of respondents believed cyberbullying was conducted by younger adolescents, 17% believed it was conducted by older adolescents, less than 1% believed it was conducted by children, and 44% believed it was conducted by those across the age groups (note that the above figures have been rounded).



When asked if they thought teachers needed training to deal with, and counteract, the effects of cyberbullying, a significant majority of respondents (77.3%) agreed, 15.2% were unsure, and 7.5% replied no, teachers did not need training. Respondents were then asked to indicate their agreement or disagreement with several statements on cyberbullying. Their feelings towards the majority of these statements were very clear. For example, a large number agreed with statements such as 'Students are affected by cyberbullying' (94%), 'Teachers should help students deal with cyberbullying within the school' (92%), and 'It is the responsibility of ALL school staff to stop cyberbullying' (84%). Similarly, respondents clearly indicated their disagreement with statements like 'Students who are cyberbullied usually deserve what they get' and 'Cyberbullying toughens students up', with less than 1% of respondents agreeing with these statements. However, respondents' opinions were mixed on several statements, particularly those focussing on the responsibility for managing and preventing cyberbullying. Sixty-one percent of respondents agreed with the statement 'Teachers should help students deal with cyberbullying outside of the school', while 41% of respondents agreed that 'Teachers should do more to prevent cyberbullying from happening'. This could indicate disagreement among school personnel around the issue of who is responsible for dealing with cyberbullying.

### ***Qualitative Data: Respondents' Comments***

A section at the end of the survey invited participants to make comments, and 222 respondents did so. Comments were categorised into themes, depending on their main message. Several respondents commented about the survey itself, raising issues on question phrasing or response options. For example, many noted the need for a wider range of school role options such as guidance counsellor or support staff, or the option to select a 'full primary' school. Respondents also thanked the authors for the opportunity to participate, some sharing their thoughts on the importance of the research.

Another set of comments focussed on respondents' experiences of bullying specific to their own schools, such as the issue of the bullying of school staff by other teachers, senior management, or students. A number of comments related to respondents' experiences with anti-bullying strategies, with nearly 25% of comments following this theme. Respondents discussed their experiences with either specific programmes or general strategies, and described their hopes and suggestions for how these approaches could make a difference. They also used the comments section to share their stories about bullying, describing their own experiences of being bullied, or of working with bullies and victims. Interestingly, a number of respondents commented that bullying was not a problem in their school. This was attributed either to the general nature of their school, or the fact that specific effective

strategies were in place. Others highlighted a perception that bullying was more difficult to handle when it occurred infrequently.

A particularly common theme was a feeling of disconnect between schools and families in responding to bullying. Firstly, this was evident in respondents' descriptions of confusion about the definition of bullying between students, parents, and school staff. This raises the important issue that misunderstandings between the school and the family may affect how students and parents approach the school about bullying, and the school's response. Similarly, a significant number of comments indicated respondents' frustration and confusion about issues of responsibility for bullying. These comments indicated a perception that society in general has high, potentially unrealistic, expectations on schools to recognise and deal with bullying. However, a large proportion of comments reflected respondents' beliefs that parents played a crucial role.

A number of comments highlighted respondents' beliefs that parents could have an impact on cyberbullying in particular, while cyberbullying in general was a common topic for comment. For example, several respondents commented that they had little experience of cyberbullying, due to no-phones policies or similar approaches. However, the majority of comments about cyberbullying expressed complex concerns, reflecting frustration around uses of technology, negative effects on students, and the issue of school staff being required and expected to deal with a problem that often arose outside of school.

## **Discussion**

This study aimed to measure the perceptions and experiences of bullying of New Zealand educators by gaining an understanding of how bullying has been addressed in respondents' schools. Overall, there appeared to be consensus among the respondents with regard to their perceptions of bullying and cyberbullying. In light of the recent Trends in International Mathematics and Science Study (TIMSS) finding indicating that rates of school bullying in New Zealand are among the worst worldwide (Mullis, Martin, Foy, & Arora, 2012), implications and concerns arising from the research are also discussed.

First, variation existed with regard to the most common type of bullying. In particular, verbal and social/relational bullying were considered more of a problem by teachers and school staff than physical or cyberbullying. Verbal and social/relational bullying were also brought to their attention more frequently. This raises the question of whether general differences actually exist in the prevalence of these types of bullying, or if the difference is in the way they are perceived and brought to the attention of individual school staff. The infrequency with which cyberbullying was reported is of particular concern, given previous research from students' perspectives, which indicates that it is a significant problem.

Another interesting finding was related to educators' perceptions of the age at which bullying begins. The majority of teachers and school staff believed that bullying begins early (i.e., 68% indicated they believed it began before Year 4). This finding aligns with the TIMSS study, which found that in New Zealand, Year 5 students reported higher levels of bullying than Year 9 students (Mullis et al., 2012). As such, the development of bullying prevention and intervention programmes which target young children should be considered.

When asked about anti-bullying strategies, the majority of respondents (83%) indicated they believed that the whole school and community – teachers, management, support staff, parents, and whānau – should be involved. This finding would seem to highlight a general belief among respondents that the responsibility of addressing bullying should not be confined to the school. Programmes such as Kia Kaha and Cool Schools take a similar approach, explicitly aiming to involve all school staff, parents, and the community (New Zealand Police, n.d.; The Peace Foundation, 2012). However, despite the general availability of these 'whole school' and community-focussed programmes, fewer than a third of respondents indicated that they were in use at their school. This suggests that the beliefs of school staff about necessary components of anti-bullying programmes may not align with what is actually being implemented in New Zealand schools. Further research may be necessary to identify why this is the case.

A greater emphasis on professional development in the area of bullying prevention was highlighted by the finding that fewer than half of respondents had attended training or workshops for anti-bullying programmes. Furthermore, when asked to provide details of these experiences, a large number of respondents indicated that they had completed the training or workshops some time ago. This implies that many of those responsible for implementing anti-bullying programmes may not have received up-to-date training on the programmes; this issue is of particular concern in relation to cyberbullying, which is a relatively new phenomenon. Furthermore, although a large proportion of respondents believed that anti-bullying guidelines should be part of national administration guidelines, almost 20% of respondents disagreed with this idea, suggesting some disagreement around the effectiveness of compulsory anti-bullying guidelines. Again, this is an area which could benefit from future research and investigation.

In regards to cyberbullying, respondents in this study and the initial pilot survey (Mattioni, 2012) had similar perceptions of those who cyberbully. Both samples perceived cyberbullying to be conducted mainly by girls, or by both genders, rather than primarily by boys; and both samples agreed that cyberbullying was most likely perpetrated by younger adolescents, or by young people of all ages, rather than by older adolescents or children. Despite reporting a low incidence of cyberbullying in their schools (only 14% indicated it was brought to their

attention at least once a week), the majority of respondents indicated they believed that teachers need training to deal with cyberbullying. This could be related to the finding that respondents were least likely to indicate that cyberbullying was covered by their school's anti-bullying strategy. These findings may reflect a belief that, although cyberbullying is not seen to occur very often in respondents' schools, it is seen as an important issue, which, when it does occur, is not always dealt with effectively. When considered with the above-mentioned finding regarding the need to bring educators up to date on bullying programmes, this suggests that a training and professional development programme specifically addressing cyberbullying may be warranted.

A final finding relates to respondents' agreement with statements about cyberbullying. Although agreement was generally consistent amongst respondents on the majority of the statements, agreement was less certain on those regarding responsibility for preventing and responding to cyberbullying. This could be related to the fact that cyberbullying differs from 'traditional' bullying in terms of location. While physical and verbal bullying may occur mainly in school grounds, during school hours, cyberbullying via cellphones, email and social networking sites can intrude on the victim's life anywhere, at any time (Tokunaga, 2010). For example, Raskauskas (2010) found that victims of text-bullying were least likely to be bullied at school. While 87% of all text-bullying victims indicated they were bullied at home, and 53% were bullied 'outside of school around town', only 44% reported that the bullying occurred at school. As such, teachers and school staff may feel not only less able to prevent and manage cyberbullying, but that the responsibility for doing so should be shared between children's home and school lives. This perspective was reflected in a number of comments. The tension around the responsibility for addressing bullying is an area of important further consideration and investigation.

In conclusion, this report into *Bullying in New Zealand Schools* is one of the first to seek the views of both teachers and senior management with regard to this important issue. Furthermore, it is one of the first New Zealand studies to specifically look at cyberbullying. The findings demonstrate that there are a number of key issues that are worthy of further consideration:

- The belief or perception that bullying begins very early in a child's school life
- The tension that exists with regard to who is responsible for addressing cyberbullying
- The infrequency with which cyberbullying is reported despite previous research with students demonstrating that it is a significant problem
- The lack of consensus with regard to whether we should have national guidelines

- The need for up-to-date training/professional development, particularly with regard to cyberbullying
- Despite the availability of whole school approaches to the prevention of bullying in New Zealand, relatively few schools are using these resources.

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## Appendix 1: Bullying in New Zealand Schools questionnaire

*Please read the following definition of bullying, and the descriptions and examples of each subtype of bullying.*

“A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students” (Olweus, 1999, p. 10).

Olweus (1999) adds that bullying is based on an asymmetric power relationship.

There are four main types of bullying. Often they are divided into two groups:

*Overt* bullying is done face-to-face and includes:

- Physical: Being physically aggressive towards others (i.e., hitting, kicking, pushing, damaging or stealing someone’s property).
- Verbal: Being verbally aggressive towards others (i.e., hurtful, teasing, insulting, humiliating or threatening someone).

*Covert* bullying is not easily seen by adults and includes:

- Social/Relational: Being socially aggressive towards others (i.e., deliberate exclusion of someone from ‘the group’ or from an activity, spreading rumours about someone).
- Cyber: The use of technology to support deliberate hostile behaviour by an individual or group, that is intended to harm others.

- I have read the above definitions



## Section One—Prevalence

1. Is there bullying at your school?

- Yes
- No
- Don't Know

2. Based on your personal experience and perspective, indicate the extent to which you agree or disagree with each of the following statements about bullying at your school by checking ONE response for each statement:

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
a) Physical bullying is a problem among students at our school					
b) Verbal bullying is a problem among students at our school					
c) Social/relational bullying is a problem among students at our school					
d) Cyber bullying is a problem among students at our school					

3. Based on your personal experience and perspective, think about the past four weeks, then indicate the frequency with which the following types of bullying are brought to your attention by checking ONE response for each statement:

	<b>Not once in 4 weeks</b>	<b>Once or twice in four weeks</b>	<b>Once a week</b>	<b>More than once per week</b>	<b>Don't know</b>
a) Physical bullying					
b) Verbal bullying					
c) Social/relational bullying					
d) Cyber bullying					

4. Based on your experience and perspective in what year does bullying behaviour begin?

- Preschool
- Year 1
- Year 2
- Year 3
- Year 4
- Year 5
- Year 6
- Year 7
- Year 8
- Year 9
- Year 10
- Year 11
- Year 12
- Year 13

## Section Two—Bullying Prevention Strategies

5. Do you currently have an anti-bullying strategy in your school? (If you answer No or Don't know, please skip to question 7).

- Yes
- No
- Don't know

6. If you answered "Yes" to Q.5., do you believe the anti-bullying strategy in your school covers the issue of:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a) Physical bullying					
b) Verbal bullying					
c) Social/relational bullying					
d) Cyber bullying					

7. Please indicate below the statement which best describes who you believe should be involved in an anti-bullying strategy:

- The entire school (i.e., including teachers, management and support staff )
- The entire school and community (i.e., parents, whānau, school bus drivers)
- Only teachers
- Only those teachers who have issues in their classroom
- Only individuals who are perpetrators or victims

8. Following is a list of general strategies commonly used in schools, please indicate if one or more of the following strategies is implemented by your school:

	We do not apply this strategy	We do not apply this strategy and it is not likely to be adopted	Planned but not yet started	Has been adopted and currently in use	Don't know
a) Visual displays such as posters and pamphlets on anti-bullying techniques					
b) Confiscating electronic devices when not used in accordance with school policy					
c) Staff training to facilitate what actions to take when confronted with bullying situations					
d) Principal and senior staff commitment to anti-bullying strategies					
e) Peer mediation					
f) 'Kia Kaha'					
g) Consultation with the whole school community (e.g., staff, students and					

	We do not apply this strategy	We do not apply this strategy and it is not likely to be adopted	Planned but not yet started	Has been adopted and currently in use	Don't know
parents) on the anti-bullying movement at your school					
h) A contract with the perpetrator					
i) No phones during school hours policy					
j) Class discussions on how to prevent bullying					
k) 'Cool Schools'					
l) An anti-bullying video					
m) Restorative Justice					
n) Other (please describe)					

9. Is there a statement on zero tolerance for bullying mentioned in your school's code of conduct?

- Yes
- No
- Not sure

10. Have you ever had any training or attended a work-shop for any anti-bullying programmes?

- Yes (Please, provide details) \_\_\_\_\_
- No

11. Please indicate below whether you believe anti-bullying guidelines should become part of the national administration guidelines making it compulsory in schools?

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

### Section Three—Cyberbullying

12. Based on your personal experience and perspective is cyberbullying conducted by:

- Mainly boys
- Equal numbers of boys and girls
- Mainly girls

13. Based on your personal experience and perspective is cyberbullying conducted by:

- Mainly children (5–10 years old)
- Mainly younger adolescents (11–14 years old)
- Mainly older adolescents (15–18 years old)
- Students across all age groups

14. Do you think teachers need training to deal with and counteract the effects of cyberbullying?

- Yes
- No
- Not Sure

15. Based on your personal experience and perspective, please indicate the extent to which you agree or disagree with each of the following statements about cyberbullying behaviour:

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
a) Students are affected by cyberbullying					
b) I am concerned about cyberbullying					
c) Cyberbullying toughens students up					
d) It makes me angry when students are cyberbullied					
e) Students who cyberbully are unlikely to change their behaviour					
f) Students who are cyberbullied need help to ensure the cyberbullying stops					
g) Cyberbullying is a part of school life which should be accepted					
h) Teachers should help students deal with cyberbullying within the school					
i) Teachers should help students deal with cyberbullying outside of the school					
j) Students who are cyberbullied usually deserve what they get					
k) It is the responsibility of ALL school staff to stop cyberbullying					
l) Punishment is the best way to respond to a student who is cyberbullying others					
m) Students who cyberbully others should be spoken to by school staff about their behaviour and given the opportunity to change					
n) Students who are cyberbullied should learn to cope with it on their own					
o) Teachers should do more to prevent cyberbullying from happening					

## Section Four—Demographics

16. What position do you hold in your school?
- Principal
  - Deputy Principal
  - Dean
  - Head of Department
  - Teacher
17. How many years have you worked in schools?
- Less than 1
  - 2–6 years
  - 7–14 years
  - 15–20 years
  - 20+
18. What is your gender?
- Female
  - Male
19. What is your type of school?
- Primary
  - Intermediate
  - Secondary
  - Primary through Secondary
  - Intermediate through Secondary
20. What sector is your school?
- Public/state
  - Integrated school (i.e., significant government funding)
  - Kura Kaupapa Māori
  - Private/independent (i.e., minimum government funding)
21. Is your school:
- Co-educational
  - All male
  - All female
22. What decile is your school?
- 1
  - 2
  - 3
  - 4
  - 5
  - 6
  - 7
  - 8
  - 9
  - 10
23. If you have any further comments, please share them below:

## Acknowledgements

This survey has been compiled by utilizing and adapting the following currently available resources.

### Section One:

Child Health Centre survey – Cross, D., Shaw, T., Hearn, L., Epstein, M., Monks, H., Lester, L., et al. (2009). Australian covert bullying prevalence study (ACBPS). Child Health Promotion Research Centre, Edith Cowan University, Perth.

### Section Two:

School Climate Survey – The Ontario Ministry of Education, 2009.

### Section Three:

Teachers' Perceptions about Cyber bullying Questionnaire – Li, 2008. The Peer Relations Assessment Questionnaire, Form C – Rigby, 1998, adapted by Cross et al., 2009.

## References

Olweus, D. (1999). Sweden. In P. K. Smith, Y. Morita, J. Junger-Tas, D. Olweus, R. Catalano & P. Lee (Eds.), *The nature of school bullying: A cross-national perspective* (pp. 7–27). London: Routledge.