TACKLING BULLYING HEAD ON: WITH KIVA: NEWFIELD PARK SCHOOL’S EXPERIENCES THE ANTI-BULLYING PROGRAMME

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30% of our children said they had been bullied 2-3 times or more in the last 6 months.

Whānau were concerned about the impact of bullying.

Teachers & staff were concerned about the impact of bullying.

Children thought adults did not like bullying but were not helpful when it came to doing something about it.
Our community...

**Education Counts statistics**

Age-standardised **stand-down** rates per 1,000 students (2017) *Southland 36.9 NZ 23.5*

Almost 4x as many boys as girls

Age-standardised **suspension** rates per 1,000 students (2017) *Southland 5.9 NZ 4.2*

Almost 10x as many boys as girls

Age-standardised **exclusion** rates per 1,000 students (2017) *Southland 2.7 NZ 1.6*

Almost 5x as many boys as girls
Our community ... Southern District Health Board 2013

Figure 96  Age standardised prevalence of psychological distress by district for 2011/12

Source: NZ Health Survey
As a country ...

In 2012 the UN Committee on Economic, Social and Cultural Rights said of New Zealand that:

“The Committee notes with concern that violence and bullying in schools are widespread in the State party (art. 10).

The Committee recommends that the State party (a) systematically collect data on violence and bullying in schools; (b) monitor the impact of the student mental health and well-being initiatives recently introduced in schools on the reduction of the incidence of violence and bullying; and (c) assess the effectiveness of measures, legislative or otherwise, in countering violence and bullying.”
“We are all born free and equal in dignity and rights.” UDHR Article 1
“In the end we will remember not the words of our enemies, but the silence of our friends.”

Martin Luther King
Why?
What does research tell us?
Research both in New Zealand and overseas identified the following combination of actions as most likely to prevent and reduce bullying.

- A universal whole-school approach over a long duration that takes a multi-component approach rather than focusing on one single component.
- A whole-school detailed policy that addresses bullying behaviour.
- The promotion of a positive school environment that provides safety, security and support for students and promotes positive relationships and student wellbeing.
- Effective methods of behaviour management that are consistently applied and are non-punitive.
- Encouragement and skill development for all students (especially bystanders) to respond effectively to bullying behaviour and support students who are bullied.
- An increased awareness of bullying in the school community through student-owned plans and activities.
KiVa is evidence-based and has been designed to prevent bullying and to tackle cases of bullying effectively. Prevention and intervention are both crucial, as no prevention efforts will make bullying disappear on their own.

- **Prevention** such as student lessons and online games, is directed at all students with a focus on changing the role of the bystanders. There are direct links to the New Zealand Curriculum (NZC).
- Schools need effective tools when a case of bullying comes to light.
- **Intervention** is used when a bullying case is identified. It is targeted specifically to the children/adolescents who have been involved in bullying as perpetrators or victims, as well as to several classmates who are challenged to support the victim. The aim is to put an end to bullying.
- **Monitoring** of the situation in one’s school and the changes taking place over time is a key aspect of KiVa. The surveys, for example, produce annual feedback for each school about their implementation of the program as well as shifts in behaviour.

KiVa is based on decades of research on bullying and its mechanisms.

KiVa was developed at the University of Turku in Finland, with funding from the Finnish Ministry of Education and Culture. Its developers are experts who have been studying the phenomenon of bullying and its mechanisms for decades. KiVa has been trialled, evaluated, and is regularly monitored through research. The team is led by PhD, Professor Christina Salmivalli and PhD, Special Researcher Elisa Poskiparta.
Proportion of students being bullied repeatedly, Finnish KiVa schools, 2009-2015

The bar chart shows the proportion of students being bullied repeatedly in Finnish KiVa schools from 2009 to 2015. The chart compares primary and secondary schools across different years, with the years 2009 to 2015 indicated by different colors: 2009 (light green), 2010 (dark red), 2011 (green), 2012 (red), 2013 (yellow), 2014 (brown), and 2015 (pink). The data indicates a decrease in the proportion of students being bullied over the years in both primary and secondary schools.
The Impact

2018

KiVa
So far we have ...

- **Baseline data** collected in term 4 2017, analysed & used to inform the strategic plan
- **Training sessions** for all staff both teaching and support and Board of Trustees
- Communicating with families, using **Class DoJo**
- Taught the **entire programme**
- **KiVa team & PB4L team merge**, meet fortnightly to look at implementation, data & children’s voice
- Timetabling to allow **tier 2 coaching** to happen twice a week as required
- Changes to schoolwide data collection to **better track outcomes**
- **Released the lead teacher** for PB4L & KiVa once a fortnight and dedicated teacher aide hours to support the change management
- Targeted **tier 3 supports** to address bullying
73.9% (17/23) children referred for bullying did not reoffend. 29 of the referrals have been through the tier 2 KiVa process. In a few cases a teacher has talked to a parent or there has been a loss of privilege. All of the children who have been referred more than once have been through the tier 2 KiVa process and a small number of these children have been referred on to and are receiving further tier 3 support.
KiVa Student Survey Data 2018

Number of students who have bullied others or have been bullied themselves 2 or 3 times a month or more often

Details about the questions: "How often have you bullied another student at school during the past few months?" ja "How often have you been bullied at school during the past few months?" Options: “I have not [bullied anyone]/[been bullied] during the past few months”, “Only once or twice”, “2 or 3 times a month”, “About once a week” or “Several times a week”.
In 2017 ...

In students’ experience how much has their teacher done to decrease bullying (the higher the number, the more the teacher has done in the students’ opinion)

Details about the question: “How much has your teacher done to decrease bullying since last fall?” Options: 0 = “Very little or nothing”, 1 = “Rather little”, 2 = “Some”, 3 = “A lot”, 4 = “Very much”
In 2018, in students’ experience how much has their teacher done to decrease bullying (the higher the number the more the teacher has done in the students’ opinion)

Details about the question: "How much has your teacher done to decrease bullying since last fall?" Options: 0 = "Very little or nothing", 1 = "Rather little", 2 = "Some", 3 = "A lot", 4 = "Very much"
What are you learning about in KiVa at the moment?

“Noticing the different things in bullying like we had to do a play, and the class had to guess if it was helping the bully, or helping the person being bullied, if someone did nothing, if they did it aggressively or doing it so they don’t offend the bully in any way.”

Can you tell me about a time when you used something from the KiVa lessons to help you?

“It says you should tell someone so I told Miss Horton and she helped me to tell Miss Ferguson. That made me feel better and it stopped it.”
What have you learnt so far?

“Bullying is something that happens more than once and if it happens once its an argument.”

“Nobody is excluded, diversity is richness, we dont join in with bullying.”

“Good mood gifts.”
The Impact in New Zealand

- **250 schools** in New Zealand - primary, intermediates and high schools.
- There was a **10% drop in bullying incidents on average** for New Zealand schools implementing the programme in their first year.
- Data shows a **drop in bullying incidents over 3 years**.
- Positively regarded by teachers and increased awareness among students.
- KiVa team members reported that bullying **stopped in most of the cases** after KiVa team intervention.
- It is the **level of information** parents received on the steps being taken to address incidents, and the **clarity** in the level of communication to expect from the schools, that **shaped parents perspectives**.
The Challenges
At Newfield Park School ...

- Ensuring there is **fidelity** in the implementation of the programme
- Looking at systems for **sustainability**
- Strengthening genuine learning **partnerships with parents**
- Tailoring **tier 3 interventions**
Nationally for KiVa ... 

- The number of children who have not told anyone has not changed.
- The number of lessons trend down the longer schools are involved.
- Not playing the KiVa games
- Though the programme has the support of the Commissioner for Children, it is not currently nor is it likely to be funded by the Ministry of Education.
KiVa is not meant to be a one-year project, but a permanent part of the school’s anti-bullying work.