



Dear [REDACTED]

Thank you for your email of 25 June 2019 requesting the minutes of meetings of the Bullying Prevention Advisory Group (BPAG) from May 2018 to May 2019. Your request has been considered under the Official Information Act 1982 (the Act).

Please find attached as **Appendix One** the minutes for all the meetings of the BPAG.

I am withholding part of one sentence from the May 2019 minutes under section 9(2)(c) of the Act, where withholding is necessary to avoid prejudice to measures protecting the health or safety of members of the public. I have considered the public interest in relation to the withholding of this information and consider that the need to withhold this information outweighs the public interest.

There is also one slight correction needed to the minutes. On page 21 of **Appendix One**, in the minutes for February 2019, where it reads "at the higher end of infographics" it should be read as "at the higher end of reported instances".

Lastly, the Ministry may proactively release this response on our website within five working days. Should we do so, your personal information will be removed.

You have the right to ask an Ombudsman to review this decision. You can do this by writing to [info@ombudsman.parliament.nz](mailto:info@ombudsman.parliament.nz) or Office of the Ombudsman, PO Box 10152, Wellington 6143.

Yours sincerely



Katrina Casey  
Deputy Secretary  
Sector Enablement and Support

## Bullying Prevention Advisory Group

<b>Chair</b>	David Rutherford (HRC)
<b>Attendees</b>	Iona Holsted (MoE) (joined the meeting at 1.15pm); Anna Hamilton (ACC); Donna Provoost (OCC); Margaret MacDonald (HRC); Martin Cocker (Netsafe); Ross Lienert (NZ Police); Roly Hermans (NZ Police); Vicki Wilde (ERO); Phil Tappenden (NZAIMS); Sally Boyd (NZCER); Mark Potter (NZEI Te Riu Roa); Kirsty Farrant (PPTA); Whetu Cormick (NZPF); Vaughan Couillault (SPANZ); David Wales (MoE); Sophie Wilson (MoE)
<b>Secretariat</b>	Kim Hailwood (MoE)
<b>Apologies</b>	Lorraine Kerr (NZSTA); Stephanie Smith (NZSTA); Scott Ryland (Sport NZ); Liam Knight (MoJ)
<b>Guests</b>	Janina Hanify (MoE); Claire John (MoE); Nicole Macquet (MoE)
<b>1: Welcome / Confirm Agenda</b>	<ul style="list-style-type: none"> <li>David Rutherford (HRC) opened the meeting and welcomed members.</li> <li>David advised that due to another commitment, Secretary for Education, Iona Holsted, would be delayed in joining the meeting.</li> <li>The meeting agenda was confirmed.</li> </ul>
<b>2: Minutes / Matters arising</b>	<ul style="list-style-type: none"> <li>The minutes of the previous meeting (13 February 2018) were accepted as a true and accurate record.</li> </ul>
<b>3: Action Points</b>	<ul style="list-style-type: none"> <li>The action points from the 13 February 2018 meeting were reviewed.</li> <li>The meeting noted that Action Points 1 and 2 were due for completion by 31 July and would be considered at the Group's 14 August 2018 meeting.</li> </ul>
<b>4: Bullying-Free NZ Week BPAG Members' Communications Activities</b>	<ul style="list-style-type: none"> <li>Whetu Cormick (NZPF), along with other Group members, congratulated the team on the Bullying-Free NZ Week 2018 messaging, including a detailed communications plan, which had been circulated to members over the last two months.</li> <li>BPAG members provided an update on the communications activities their organisations were undertaking to promote Bullying-Free NZ Week and this year's theme Let's Talk About It.</li> <li>Donna Provoost (OCC) advised that members could use any of the quotes from the <a href="#">Education Matters to Me reports</a> in their communications.</li> <li>Claire John (Bullying-Free NZ Communications, MoE) distributed handouts of the social media lozenges that had been developed for use during Bullying-Free NZ Week.</li> <li>Claire confirmed schools were being encouraged to contact their local media to highlight their work and participation in the week. A media kit had been made available for schools on the Bullying-Free NZ website to support this.</li> <li>Following an across-the-board discussion, it was agreed Bullying-Free NZ Week enabled schools to highlight their everyday work to counter bullying, bringing school communities together to help find workable solutions to addressing bullying.</li> <li>Whetu Cormick (NZPF) noted that the bullying prevention message needed to be "in our face all the time".</li> <li>Iona Holsted (MoE) pointed out that bullying was a serious problem in homes, schools and communities, and that taking action everywhere was needed. She emphasised the issue wasn't something that could be resolved in a week; it needed to be worked on throughout the year to be effective.</li> </ul>

## Bullying Prevention Advisory Group

- Iona highlighted the need for more proactive messaging on bullying prevention during the year (rather than relying only on Bullying-Free NZ Week), acknowledging it was important for the Group to take a regular active role promoting positive actions and approaches.
- Mark Potter (NZEI Te Riu Roa) suggested communications should not be focused solely around 'bullying', as this was a negative framing. He noted the importance of 'belonging', which had featured strongly at the recent Education Summit in Christchurch.

### Action Point 1: (due date 31 July 2018)

- **MoE to provide a comprehensive plan for regular proactive messaging on bullying prevention throughout the year (i.e. on a quarterly basis).**

### 5: Bullying-Free NZ Resources

- Referring to a recent media report which stated that "about 65 percent of schools did not use the Bullying Prevention Guide developed by BPAG in 2014", Kim Hailwood (MoE) advised the information in the Guide had been updated and included on the centralised Bullying-Free NZ website.
- Kim presented the findings from the 2017-2018 Bullying-Free NZ Google Analytics Report. She drew attention to the significant growth in website traffic (from 15,155 users to 38,000 users) and the top pages being viewed (e.g. about bullying, information for parents and whānau).
- Kim advised that good feedback on the Bullying-Free NZ classroom posters had been received from a large number of primary and intermediate schools. Iona Holsted (MoE) suggested going back to those schools after Bullying-Free NZ Week to get "good stories".
- Claire John (MoE) confirmed the expanding range of information, resources and tools available on the Bullying-Free NZ website had necessitated an update to the website's home page. Claire noted the new home page would be operational prior to the start of Bullying-Free NZ Week.
- Kim Hailwood (MoE) explained that as part of a community-driven initiative, BNZ Crusaders captain Sam Whitelock and sponsors Bayleys Canterbury had teamed up on a series of short videos to amplify the anti-bullying message and to get children and young people talking about bullying and what they could do about it. Kim advised the videos would be featured on the Bullying-Free NZ website and through social media channels.
- In addition, the BNZ Crusaders and Bayleys Canterbury had created the bullying prevention children's book *'Ace: a horsey tail of courage'*. Kim explained the book provided information about Bullying-Free NZ and practical information to support parents and whānau. The book was to be promoted at the BNZ Crusaders forthcoming home games and all proceeds from the sale of the book would be donated to Make-A-Wish New Zealand.
- David Wales (MoE) spoke briefly to a fact sheet on the Bullying-Free NZ School Toolkit (including a parent's pack, a guide for Boards of Trustees, training modules for school staff, and a series of interactive classroom posters). David reported the toolkit had been developed based on the Bullying-Free NZ School Framework's nine core components.
- Janina Hanify (Parents and Community Information Group, MoE) demonstrated the new digital story *Oat the Goat* [www.oatthegoat.co.nz](http://www.oatthegoat.co.nz) (also available in te reo Māori – *Oti te Nanekoti* [www.otitenanekoti.co.nz](http://www.otitenanekoti.co.nz)), which would be launched during Bullying-Free NZ Week. (The proposed interactive digital design of the story, set within a New Zealand context, including native scenery and bird song, had been presented at the Group's November 2017 and February 2018 meetings.)
- Using a 'pick-a-path' approach, Janina reiterated this interactive story for 4-7 year-olds was a fun way for children and parents, whānau or educators to spend time together learning about the power of kindness and making the right decisions when confronted with different bullying behaviour scenarios.



	<ul style="list-style-type: none"> <li>Janina noted an <i>Oat the Goat</i> resource pack, including posters, discussion prompts for a classroom learning experience, and stickers for students to take home so parents and whānau heard about the book, would be despatched to all primary schools and early learning centres. <i>Oat the Goat</i> would also be promoted through a number of other channels, including the New Zealand Symphony Orchestra (who had provided the story's soundtrack) and public libraries.</li> </ul>
6: Student Voice through W@S	<ul style="list-style-type: none"> <li>Phil Tappenden (NZAIMS) advised his school had recently completed the Wellbeing@School (W@S) student survey and found it to be a valuable exercise.</li> <li>Iona Holsted (MoE) noted the communications plan (<b>May Action Point 1</b>) should include the promotion of stories about schools using the W@S tools.</li> <li>Nicole Macquet (MoE) presented on the use of student voice through the W@S survey (students at the centre with agency). She observed gathering student voice was more than just listening – it was co-constructing meaning to reach outcomes and actions that were mutually beneficial.</li> <li>Focusing on five principal aspects of the student voice model, Nicole outlined current work that put W@S data directly into the hands of students and teachers and positioned them to work with each other.</li> <li>Nicole acknowledged the challenge for schools was to empower young people to become change partners and co-designers, so that adults could learn directly from young people's lived experiences and gain insight into how best to support them.</li> <li>Kim Hailwood (MoE) advised this presentation related to the work underway to develop a resource that would help schools make the best use of their W@S data, due for completion at the end of July (<b>February Action Point 2</b>).</li> </ul>
7: Update: ERO's National Evaluation on Bullying Prevention	<ul style="list-style-type: none"> <li>Vicki Wilde (ERO) presented initial high level data from ERO's national evaluation on bullying prevention (scheduled for Terms 1 and 2, 2018). Vicki noted the information she was providing was a progress update as data collection was at an early stage (not all data was in) and an in-depth analysis had not commenced.</li> <li>Vicki restated the evaluation framework's five broad focus areas, including enabling student voice/agency. She explained the purpose of gaining student voice was to understand the effect of school-wide bullying prevention and response policies, programmes and practices from a student's perspective.</li> <li>Preliminary Term 1 survey responses from students (Year 4 and above) covered their experiences of bullying, what they had learnt about responding to bullying (as a target or bystander), their confidence to apply what they had learnt, and their view of the effectiveness of the strategies they were using. The difference in some of the responses from primary and secondary schools were highlighted and discussed.</li> <li>Vicki confirmed the information collected from schools would be analysed and synthesised for at least one national report, due for release in 2019.</li> </ul>
8: Recent and Upcoming Media	<ul style="list-style-type: none"> <li>David Wales (MoE) noted Group members had been provided with copies of journalist Adele Redmond's Sticks and Stones six-part series on bullying, which featured comments from a number of BPAG members.</li> <li>Iona Holsted (MoE) advised the journalist had made contact with her as Chair, but that she had not provided comment on behalf of BPAG as members were able to share their perspective on the issue themselves. Iona noted it had been useful that members had looped each other into the comments they had made when contacted by the reporter.</li> </ul>

- David Rutherford (HRC) confirmed Adele Redmond's starting point had been the concern of parents she had spoken to who believed not enough was being done to address bullying.
- The articles were briefly discussed and it was agreed there had been some value in the issue being underlined within a community context.
- Sally Boyd (NZCER) advised she had suggested to the reporter that she might want to consider the media's role in focusing mostly on negative findings and reporting stories of bullying, rather than solution-focused stories about actions and school approaches aimed at making a difference.
- David Wales (MoE) alerted the meeting to the forthcoming second season of Netflix's *13 Reasons Why*. He reported that all 13 episodes of Season 2 would be released on Friday, 18 May 2018, and would cover issues such as suicide, rape, drug-use, violence and bullying.
- David detailed the information that was currently available, including a School Bulletin article and the Mental Health Foundation's resource hub.
- It was agreed that as further information became available (i.e. themes being covered, episode guide), it would be forwarded to BPAG members for sharing with their colleagues.

**Action Point 2: (due date 25 May 2018)**

**MoE to forward relevant information, as it becomes available, to BPAG members on season two of Netflix's *13 Reasons Why*.**

**9: Online Safety Advisory Group (OSAG) Update**

- As Martin Cocker (Netsafe) had to leave the meeting for another engagement, members who had attended the Online Safety Advisory Group meeting summarised the key points discussed, including:
- Netsafe (partnering with UNICEF NZ) had been confirmed as New Zealand members of the Global Kids Online network. Led by the London School of Economics and UNICEF Office of Research-Innocenti, Global Kids Online is an international research project that aims to generate and sustain a rigorous cross-national evidence base around children's use of the internet by creating a global network of researchers and experts.
- The joint Ministry of Education and Netsafe guide on *Digital technology: safe and responsible use in schools* was being updated. Changes being made included reducing theoretical details in the body of the guide (moving them to appendices), adding information about the Harmful Digital Communications Act 2015, and enhancing details on investigating. A first draft had been completed, which would be distributed for comment shortly.
- Findings from an upcoming report on New Zealand young people (14-17 years) and digital harm, which showed:
  - Seven in 10 young people had received at least one type of unwanted digital communication (not all these experiences resulted in harm or distress).
  - Nearly two in 10 (19%) of young people experienced an unwanted digital communication that impacted on their daily activities (i.e. being unable to participate online as they once did, and to go to school or study).
  - Experiences of distress and harm were gendered. Girls were more likely to receive an unwanted digital communication and were also more likely to be emotionally impacted and unable to carry on with daily activities because of them.
  - In just over a quarter of cases (27%), an unwanted digital communication was related to a wider issue happening off-line. This was higher for girls than boys.

<b>10: BPAG Member Updates</b>	<ul style="list-style-type: none"> <li>Mark Potter (NZEI Te Riu Roa) highlighted the well-attended Christchurch Education Summit (5-6 May 2018), which had discussed what learning should look like in the future. He noted that as well as teachers and educators, a wide range of people from all parts of the community took part in the summit. Mark emphasised the broad diversity in age, ethnicity and sector representation.</li> <li>Mark described how participants had been asked to rank values they considered as most important in education. Collectively 10 top values were chosen, including hauora/wellbeing, identity, creativity, family/community/whānaungatanga, respect, and belonging.</li> <li>Donna Provoost (OCC) asked if members were attending a New Zealand national conference on bullying prevention, scheduled for 19 May 2018 in Auckland. It was observed 'The beyond bullying: prevention, intervention and postvention' conference programme appeared to have limited discussion or examination of research-based best practices.</li> </ul>
<b>Next Meeting</b>	<p><b>Date:</b> Tuesday, 14 August 2018</p> <p><b>Time:</b> 1.00pm-3.00pm (lunch available from 12.30pm)</p> <p><b>Venue:</b> Ministry of Education Mātauranga House (Level 2), 33 Bowen Street, Wellington</p>

February 2018 Action Points		Responsible	Due Date
1.	MoE and NZCER to explore ways to increase awareness of the Wellbeing@School (W@S) toolkit within school communities, and continue to seek feedback on the use of the W@S tools by schools.	David Wales/ Sally Boyd	31 July 2018
2.	BPAG Secretariat to investigate the development of a resource to help schools make the best use of their W@S data, enabling them to easily determine their priorities and guide their decision making.	David Wales	31 July 2018
3.	ERO to provide an oral update on available top-line results from the school bullying prevention and response national evaluation.	ERO	13 November 2018
May 2018 Action Points		Responsible	Due Date
1.	MoE to provide a comprehensive plan for regular proactive messaging on bullying prevention (including promotion of the W@S tools) throughout the year (i.e. on a quarterly basis).	David Wales	31 July 2018
2.	MoE to forward relevant information, as it becomes available, to BPAG members on season two of Netflix's <i>13 Reasons Why</i> .	David Wales	25 May 2018



<b>Chair</b>	Iona Holsted (MoE)
<b>Attendees</b>	Michael McCarthy (ACC); Vicki Wilde (ERO); Doug Hancock (HRC); Neil Melhuish (Netsafe); Sally Boyd (NZCER); Roly Hermans (NZ Police); Phil Tappenden (NZAIMS); Mark Potter (NZEI Te Riu Roa); Debbie Smith (NZPF); Jack Boyle (PPTA); David Wales (MoE); Sophie Wilson (MoE); Rachel Dahlberg (MoE); Claire John (MoE); Donna Provoost (OCC) (joined the meeting at 1.17pm)
<b>Secretariat</b>	Kim Hailwood (MoE)
<b>Apologies</b>	Paula Tesoriero (HRC); Ross Lienert (NZ Police); Lorraine Kerr (NZSTA); Stephanie Smith (NZSTA); Vaughan Couillault (SPANZ); Liam Knight (MoJ)
<b>1: Welcome / Confirm Agenda</b>	<ul style="list-style-type: none"> <li>Iona Holsted (MoE) opened the meeting and welcomed members.</li> <li>The meeting agenda was confirmed.</li> </ul>
<b>2: Minutes / Matters Arising</b>	<ul style="list-style-type: none"> <li>The minutes of the previous meeting (8 May 2018) were accepted as a true and accurate record.</li> </ul>
<b>3: Action Points</b>	<ul style="list-style-type: none"> <li>The action points from the 13 February 2018 and 8 May 2018 meetings were reviewed.</li> <li>The meeting noted that February action points 1 and 2 and May action point 1 would be covered under agenda items 5 and 7.</li> <li>Michael McCarthy (ACC) confirmed the proactive distribution of information about Netflix's <i>13 Reasons Why</i> (season two) had received a considerable amount of positive feedback from educators and agencies.</li> </ul>
<b>4: BPAG Activities Report</b>	<ul style="list-style-type: none"> <li>David Wales (MoE) spoke briefly to the Activities Report, which highlighted the work the Group had achieved during the 2016-2018 period.</li> <li>Noting that the Interagency Implementation Plan of four interlocking workstreams (agreed by BPAG in November 2015) had been successfully completed, David acknowledged this could be an appropriate time for the Group to refocus within the wellbeing space.</li> <li>Roly Hermans (NZ Police) commended the notable amount of work achieved by the team during the two-year timeframe.</li> </ul>
<b>5: Student Voice Initiatives</b>	<ul style="list-style-type: none"> <li>David Wales (MoE) provided an update on work being developed to enhance 'student voice' and to help schools make the best use of their Wellbeing@School (W@S) data. These initiatives included: <ul style="list-style-type: none"> <li>A Bullying-Free NZ School Toolkit resource (to be housed on the Bullying-Free NZ website) – <i>Student voice: A guide to promoting and supporting good practice in your school.</i></li> <li>A workshop based on a concept designed by Nicole Macquet – <i>Student voice in action through Wellbeing@School.</i></li> </ul> </li> <li>David advised the two draft documents (resource and workshop) were scheduled to be reviewed by the Expert Reference Group. BPAG members were asked to forward their feedback to Kim Hailwood.</li> </ul> <p><b>Action Point 1: (due date 10 September 2018)</b></p> <p><b>BPAG members to provide feedback to Kim Hailwood on the two 'student voice' draft documents:</b></p> <ul style="list-style-type: none"> <li><i>Student voice: A guide to promoting and supporting good practice in your school.</i></li> <li><i>Student voice in action through Wellbeing@School.</i></li> </ul>

## Bullying Prevention Advisory Group

- Iona Holsted (MoE) explained that Minister Martin had sought advice on options for improving how boards of trustees approached bullying prevention programmes. Following discussion, there was agreement that, rather than going down the route of an explicit regulatory requirement for schools to have a specific anti-bullying programme, it was preferable to continue working with schools to promote best practice approaches to bullying prevention and response, including the use of student voice.
- Mark Potter (NZEI Te Riu Roa) stressed the importance of schools knowing in advance what was expected of them. He pointed out that schools generally had good ideas on how to address bullying behaviour in their particular contexts.
- Phil Tappenden (NZAIMS) confirmed the student voice resources made sense. He noted that with the approximately "1,200 different products / programmes" available, schools were looking for something simple to adapt to their specific culture and context. Phil highlighted the value of practical resources to support schools to make good use of the W@S tools, including a focus on connecting and involving children and young people in solutions – "as a vehicle for making a difference".
- Debbie Smith (NZPF) suggested working with a group of schools to trial the student voice approach and resources.
- Iona Holsted (MoE) noted, while awaiting confirmation of Minister Martin's preferred approach to bullying prevention programmes, work should continue to be progressed, including the shaping of the student voice material.
- Jack Boyle (PPTA) drew attention to the 2019 Positive Behaviour for Learning (PB4L) Conference (Auckland: 30-31 August 2019). It was agreed the Conference would provide a good opportunity to focus attention on bullying prevention approaches.

### 6: Update: Government's Child Wellbeing Strategy (Implications for BPAG)

- Iona Holsted (MoE) advised the Prime Minister, in her role as the Minister for Child Poverty Reduction, and the Minister for Children, Hon Tracey Martin, were jointly leading the development of the Government's Child Wellbeing Strategy. Iona noted the Department of Prime Minister and Cabinet (DPMC) was managing this work programme through its Child Wellbeing Unit.
- Iona explained the Strategy took an evidence-informed approach to identifying what would make the greatest difference in children's lives – now and in the future. This involved working with the government agencies' chief science advisors, who had prepared an evidence brief on what mattered for child wellbeing (Appendix A of the Cabinet paper; distributed prior to the meeting).
- Iona confirmed MoE was leading jointly on two of the six initial focus areas
  - Children are thriving socially, emotionally and developmentally in the early years (around 2 to 6 years)  
(Ministry of Health / Ministry of Education)
  - Children are free from racism, discrimination and stigma  
(Ministry of Justice / Ministry of Education).
- Following an across-the-board discussion about the work undertaken by the chief science advisors on the importance of developing resilience throughout the early life-course, the meeting agreed education was a critical part of the solution.
- Michael McCarthy (ACC) commented that while schools had a role to play, other issues (e.g. the access and cost of alcohol and drugs) also needed to be addressed if there was to be a societal shift. He considered disproportionate weight was placed on educators to fix things, and other agencies needed to see where they fitted and what they could do.
- Jack Boyle (PPTA) outlined the rapidly growing proliferation of off-the-shelf programmes and products. He contended there was a need for schools to focus on approaches that sustained their individual bullying prevention and response needs within the New Zealand context.



- Jack presented a strong argument for the development of a continuum of approaches that worked and met the diverse needs of schools, providing an integrated foundation for social and emotional skills development within the context of everyday school practices.
- Noting the many examples of good bullying prevention and online safety practices within schools, Jack reiterated moving away from specific packaged programmes and/or brands. He championed a 'National Heart Foundation Approved' tick on approaches, rather than on products.
- Iona Holsted (MoE) noted there was a need to check that the PB4L suite of initiatives was doing all it could do. She restated the Ministry did not currently endorse any particular anti-bullying programme.
- David Wales (MoE) pointed out that when schools were able to scaffold bullying prevention on to a larger more comprehensive framework for prevention and positive student development (e.g. PB4L School-Wide), they strengthened their prevention efforts while also addressing some of the underlying contributing social, emotional and environmental factors that could lead to bullying.
- Sally Boyd (NZCER) observed there was an opportunity to provide a coherent evidence-based strategy on what constituted good quality approaches. Sally drew attention to the guidance Australian schools were able to take advantage of when selecting social and emotional learning programmes.
- Vicki Wilde (ERO) reiterated the importance of guidance to help schools make an informed choice on what would work for them (e.g. evidence of effectiveness, theoretical basis). She noted the value of 'tooling' rather than 'solutions packages'.
- As an important part of wellbeing, Mark Potter (NZEI Te Riu Roa) reinforced the significance of 'belonging' – "if you don't belong, you don't feel safe". Mark reminded the meeting that 'belonging' had featured strongly at the Education Summits – one of the 10 top values identified by Summit participants.
- Mark considered schools were so busy they often looked for off-the-shelf solutions. He stated the problem of bullying extended far beyond schools – it was embedded in the values and norms of wider society. Mark acknowledged that it was necessary to take a holistic – whole-school and whole-community – approach, which recognised that a positive, safe school environment and a culture of wellbeing were central in preventing bullying behaviour.
- David Wales (MoE) referred to the Bullying-Free NZ School Framework – a combination of nine core components required for an effective school-based bullying prevention approach; as well as working at the wider level of wellbeing.
- The meeting agreed the two Child Wellbeing Strategy A3 appendices (*Appendix B: Draft outcomes for all children, and potential focus areas for policy work; Appendix C: Proposed initial focus areas for early work*) should inform BPAG's programme of work and be referenced back to when appropriate (to be included as part of BPAG's meeting papers going forward).
- Iona Holsted (MoE) advised that when new material relating to the Government's Child Wellbeing Strategy became available, it would be forwarded to the Group for their information.
- Michael McCarthy (ACC) remarked the Strategy acted as an anchor – "this is where we are heading collectively".
- To reduce and ultimately prevent bullying and other problem behaviour, Phil Tappenden (NZAIMS) highlighted the need to focus on why most children and young people did not engage in these behaviours. Following a brief discussion, it was agreed these students tended to display greater social and emotional competence.

	<ul style="list-style-type: none"> <li>Iona Holsted (MoE) and Debbie Smith (NZPF) raised the importance of early childhood education (in particular ages 3 and 5 – transition times). The Group discussed the important role social and emotional wellbeing played in the journey from childhood to adolescence and adulthood, shaping a child's ability to manage themselves, relate to others, and develop resiliency and a sense of self-worth.</li> <li>Donna Provoost (OCC) clarified the importance of co-designing the Child Wellbeing Strategy with community groups, young people, and especially with input from children and Māori. Donna expressed some reservations that the Strategy did not communicate well to children, families and the community. In particular, Donna suggested it did not necessarily reflect the way children talk about their wellbeing (e.g. children do not separate their wellbeing from their families).</li> <li>Donna considered the 'mechanism for agency' was missing from the Child Wellbeing Strategy. She emphasised that children and young people must have a belief that they have the capacity to produce meaningful change – when they are able to make authentic contributions, their voices find expression, leading to greater empowerment. Donna noted that if we wanted transformational change, then we needed to be transformational in how we did it.</li> <li>Iona Holsted (MoE) summarised the discussion and concluded that bullying prevention and response should remain the focus of the Bullying Prevention Advisory Group.</li> <li>Iona noted a need to build children and young people's resilience, especially in the early years of a child's life. She also pointed out that, when thinking about interventions in general, there was a need to be more emphatic about what was and wasn't good, and to be clear about communicating that information.</li> </ul>
<b>7: Proactive Communications Action Plan for Bullying Prevention</b>	<ul style="list-style-type: none"> <li>Building on the prevention awareness raised during Bullying-Free NZ Week, Iona Holsted (MoE) explained the Communications Action Plan had been prepared to support BPAG members' regular proactive messaging on bullying prevention. Iona advised that, in an education setting, this meant focusing on positive learning environments and giving children a strong sense of belonging, rather than negatively framing messaging around bullying.</li> <li>Iona stressed the activities in the Plan (distributed prior to the meeting) were suggested actions members could take. Rachel Dahlberg (MoE) confirmed the draft action list would be reviewed in term one (February 2019) and actions adjusted accordingly.</li> <li>Roly Hermans (NZ Police) supported the idea that all members would be pushing the same messages through their separate news channels.</li> <li>Members briefly discussed proactive messaging opportunities within their individual organisations (e.g. PB4L Conference, NZPF <i>Principal Matters</i>, NZAIMS Newsletter/Website, NZPF Conference, NZAIMS Aspiring Leaders' Conference, NZAC School Guidance Counsellors' Conference).</li> <li>Iona Holsted (MoE) invited members to review the Communications Action Plan and provide their feedback to Kim Hailwood.</li> </ul> <p><b>Action Point 2: (due date 10 September 2018)</b></p> <p><b>BPAG members to provide feedback to Kim Hailwood on the Communications Action Plan for Bullying Prevention and their individual organisation's regular proactive contributions.</b></p>
<b>8: Update: ERO's National Evaluation on Bullying Prevention</b>	<ul style="list-style-type: none"> <li>Vicki Wilde (ERO) outlined ERO's investigation into how effectively schools were working toward creating bullying-free environments. This included schools' approaches, strategies and practices regarding bullying prevention and response, and students' experiences and views of bullying prevention and response in their schools.</li> </ul>

- Vicki reported the evaluation had been undertaken in all primary and intermediate schools (Years 4-8) reviewed in Term 1, 2018; and in all secondary schools (Years 9-13) reviewed in Terms 1 and 2, 2018. She noted the evaluation included collecting student voice through an online survey available to schools taking part in the evaluation.
- Vicki discussed some very interim findings, which included students' experiences of bullying, what they had learnt about responding to bullying (as a target or bystander), their confidence to apply what they had learnt, and their view of the effectiveness of the strategies they were using.

**Action Point 3: (due date 13 November 2018)**

**ERO to provide an oral update on available top-line results from the National Evaluation on Bullying Prevention.**

- Jack Boyle (PPTA) expressed concern about the number of surveys in the wellbeing space; together with the different research methodologies. He questioned why the well-designed Wellbeing@School surveys couldn't be the go-to tool.
- Iona Holsted (MoE) noted the W@S tools helped schools gather student and teacher survey data, and provided a baseline for monitoring outcomes over time. In addition, the biennial grouped data provided a national picture of bullying behaviour in New Zealand schools.
- Iona advised the Ministry was currently working with NZCER to have some resilience-type questions included in the surveys.
- Sally Boyd (NZCER) confirmed there was a substantial increase in schools accessing the W@S student survey following removal of the cost in October 2017, with an additional 235 schools registering in 2017. 249 schools engaged with W@S in the first half of 2018, reflecting the highest level of activity since W@S was released in 2012.
- Sally informed the meeting that trends over time from the grouped data showed rates of bullying behaviour reported by students stayed relatively constant until 2015. However, in 2016 there was a small downward movement, which appeared to be continuing. Alongside this, there was a positive upward movement in student reports of safety at school.
- Iona Holsted (MoE) noted that ERO's 2017 National Evaluation on the promotion of safety and wellbeing through effective sexuality education had resulted in a call for a greater emphasis in the curriculum on building strong, healthy relationships.

**9: Update:  
Online Safety  
Advisory Group  
(OSAG)**

- Neil Melhuish (Netsafe) summarised the key points discussed at the 14 August 2018 OSAG meeting, including:
  - The recently released Netsafe Kit (<https://www.netsafe.org.nz/the-kit/>), designed to provide New Zealand schools with a comprehensive set of tools and resources to create and maintain a safe online environment.
- First introduced in 2000, the Kit had undergone a number of iterations. The Kit's 2018 relaunch was more than just a refresh – new frameworks, programmes and a suite of online tools had been incorporated.
- A number of the Kit's new features were highlighted, such as the *Safeguard Planning Tools* (three self-service style digital planning tools) centred on reviewing practices, identifying needs, and creating a tailored plan of action for online safety and digital citizenship.
- Due to a clash with CORE Education's annual professional learning conference (uLearn: 10-12 October), Netsafe's conference would commence with an Education Symposium – a day for educators (9 October 2018) <https://www.netsafe.org.nz/events/netsafe-education-symposium/>
- Featuring local and international online safety experts, young people and educators, the focus of the Education Symposium would be the exploration of upcoming trends and challenges in helping young people to navigate online opportunities safely.



	<p>The annual Netsafe and Australian Office of the eSafety Commissioner co-hosted conference would follow the symposium (Auckland: 10-11 October 2018). (Theme: <i>The Crossroads: Where online safety, education, entertainment, regulation, enforcement, technology and wellbeing intersect</i>) <a href="https://www.netsafe.org.nz/our-work/online-safety-conference/">https://www.netsafe.org.nz/our-work/online-safety-conference/</a></p> <ul style="list-style-type: none"> <li>Two recently published Netsafe studies, co-developed with the Ministry for Women: <ul style="list-style-type: none"> <li><i>New Zealand teens and digital harm: Statistical insights into experiences, impact and response</i> (June 2018) <a href="https://www.netsafe.org.nz/wp-content/uploads/2018/05/NZ-teens-and-digital-harm-statistical-insights-2018.pdf">https://www.netsafe.org.nz/wp-content/uploads/2018/05/NZ-teens-and-digital-harm-statistical-insights-2018.pdf</a> Findings from a nationally representative study exploring New Zealand young people's (14-17 years) digital communication experiences, attitudes and behaviours, including harm.</li> <li><i>New Zealand teens and digital harm: Seeking and accessing support</i> (July 2018) <a href="https://www.netsafe.org.nz/wp-content/uploads/2018/06/1-youth-accessing-support-factsheet-2018.pdf">https://www.netsafe.org.nz/wp-content/uploads/2018/06/1-youth-accessing-support-factsheet-2018.pdf</a> Fact sheet highlighting the support sought by 14 to 17-year-olds following unwanted digital communications. Findings underline the important role family (particularly parents) and close friends play in the actions young people take to cope with online incidents.</li> </ul> </li> <li>Netsafe to expand this year's surveying to include 9-13 year-olds and parents/caregivers.</li> <li>Future research topics to include teens and digital self-harm, digital parenting, and parents and pornography.</li> <li>Netsafe's series of Annual Population Surveys to continue (objective – to gauge attitudes and behaviours (and monitor national trends) around potentially harmful digital communications in New Zealand).</li> </ul>
<b>Next Meeting</b>	<p><b>Date:</b> Tuesday, 13 November 2018</p> <p><b>Time:</b> 1.00pm-3.00pm (lunch available from 12.30pm)</p> <p><b>Venue:</b> Ministry of Education Level 2 (Room 2.01) Mātauranga House, 33 Bowen Street, Wellington</p>

August 2018 Action Points		Responsible	Due Date
1.	<p><b>BPAG members to provide feedback to Kim Hailwood on the two 'student voice' draft documents:</b></p> <ul style="list-style-type: none"> <li><i>Student voice: A guide to promoting and supporting good practice in your school.</i></li> <li><i>Student voice in action through W@S.</i></li> </ul>	BPAG Members	10 September 2018
2.	<p><b>BPAG members to provide feedback to Kim Hailwood on the Communications Action Plan for Bullying Prevention and their individual organisation's regular proactive contributions.</b></p>	BPAG Members	10 September 2018
3.	<p><b>ERO to provide an oral update on available top-line results from the National Evaluation on Bullying Prevention.</b></p>	ERO	13 November 2018

<b>Chair</b>	David Wales (MoE)
<b>Attendees</b>	Anna Hamilton (ACC); Bart English (HRC); Kathleen Logan (OCC); Martin Cocker (Netsafe); Sally Boyd (NZCER); Roly Hermans (NZ Police); Vicki Wilde (ERO); Phil Tappenden (NZAIMS); John Bangma (NZPF); Mark Potter (NZEI Te Riu Roa) (joined the meeting at 2.03pm); Kirsty Farrant (PPTA); Vaughan Couillault (SPANZ); Liam Knight (MoJ); Blythe Wood (MoE); Andrea Birtwistle (MoE); Claire John (MoE)
<b>Secretariat</b>	Kim Hailwood (MoE); Matthew Lee (MoE)
<b>Apologies</b>	Iona Holsted (MoE); Paula Tesoriero (HRC); Ross Lienert (NZ Police); Lorraine Kerr (NZSTA); Stephanie Smith (NZSTA)
<b>Guest</b>	Jennifer Fraser (MoE Education System Policy Manager)
<b>1: Welcome / Confirm Agenda</b>	<ul style="list-style-type: none"> <li>David Wales (MoE) opened the meeting and welcomed members.</li> <li>David introduced Service Delivery Group Manager Blythe Wood (MoE) and Lead Advisor Matthew Lee (MoE). He explained bullying prevention had been transferred to the Ministry's Learning Support Service Delivery wellbeing work programme.</li> <li>David, on behalf of Group members, thanked Kim Hailwood (MoE) for her contribution to BPAG and the Bullying-Free NZ workstreams over the last three years.</li> <li>The meeting agenda was confirmed.</li> </ul>
<b>2: Minutes / Matters Arising</b>	<ul style="list-style-type: none"> <li>The minutes of the previous meeting (14 August 2018) were accepted as a true and accurate record.</li> </ul>
<b>3: Action Points</b>	<ul style="list-style-type: none"> <li>The action points from the 14 August 2018 meeting were reviewed.</li> <li>Kim Hailwood (MoE) confirmed the new student voice resource (Action Point 1) was now available on the Bullying-Free NZ website, along with a website page for schools to share how they were involving students in their bullying prevention solutions. Kim acknowledged it was difficult to picture a fully successful bullying prevention approach that did not involve significant student participation and buy-in.</li> <li>The meeting noted Action Point 2 would be covered under Agenda Item 7.</li> <li>Vicki Wilde (ERO) advised it was too early to provide top-line results from the National Evaluation on Bullying Prevention (Action Point 3). It was agreed a briefing would be scheduled for the 12 February 2019 meeting.</li> </ul> <p><b>Action Point 1: (due date 12 February 2019)</b> <b>ERO to provide an update on available top-line results from the National Evaluation on Bullying Prevention.</b></p>
<b>4: Update: Government's Child &amp; Youth Wellbeing Strategy</b>	<ul style="list-style-type: none"> <li>Jennifer Fraser (MoE) updated the meeting on the Child and Youth Wellbeing Strategy's draft outcomes framework (distributed prior to the meeting), which contained a vision statement, wellbeing domains, desired outcomes, 16 potential focus areas, and seven principles underpinning the Strategy's approach to wellbeing.</li> <li>The meeting was reminded that the Prime Minister, in her role as the Minister for Child Poverty Reduction, and the Minister for Children, Hon Tracey Martin, were leading the development of the Government's Child and Youth Wellbeing Strategy. Jennifer verified the Department of Prime Minister and Cabinet (DPMC) was managing the work programme through its Child Wellbeing Unit.</li> </ul>

- Jennifer explained the Child Poverty Reduction Bill required the creation of New Zealand's first Child and Youth Wellbeing Strategy. She noted the Strategy would set the direction for how to improve the wellbeing of children and young people in Aotearoa New Zealand (draft vision statement: *'New Zealand is the best place in the world for children and young people'*).
- Jennifer reported MoE was jointly leading two of the six initial focus areas:
  - Children & young people are free from racism, discrimination & stigma.
  - Children are thriving socially, emotionally and developmentally in the early years (around 2 to 6).
- In response to a question about measurement, Jennifer said measurement and evaluation were integral components of the Strategy and vital to its success. As well as being required by the Child Poverty Reduction Bill, she explained measurement and evaluation would help to keep track of progress, build the evidence base on what worked, and direct efforts to areas with the greatest impact.
- Following a brief discussion, Jennifer advised that DPMC was currently engaging with all New Zealanders on the Strategy. She encouraged BPAG members to either take part in the survey, make a formal submission, and/or promote the opportunity via their networks.
- Jennifer confirmed that if members missed the Strategy's engagement period deadline (5 December 2018), they could still provide their comments via email to the Ministry's Investing in Wellbeing Team ([investing.inwellbeing@education.govt.nz](mailto:investing.inwellbeing@education.govt.nz))

**5: NewsHub  
'Stand Strong  
NZ' Series  
(based on the  
An Unfair Start  
UNICEF report)**

- David Wales (MoE) noted Group members had been provided with a copy of NewsHub's six-part series on school bullying, which also featured some well-known New Zealanders sharing their stories.
- Vaughan Couillault (SPANZ) considered that, as had occurred on previous occasions, the journalists were unhelpfully sensationalising an important issue and negatively framing messaging around bullying for 'infotainment'. He noted this was an ongoing problem, with an assumption by the media that no one was doing anything about bullying.
- Sally Boyd (NZCER) agreed there was a need to challenge the media when their depiction of bullying behaviour did not accurately reflect research. Sally advised she had suggested to the journalist Adele Redmond, who in May 2018 had produced the Sticks and Stones six-part series on bullying, that she might want to consider the media's role in principally focusing on negative findings, rather than solution-focused stories about actions and school approaches aimed at making a difference.
- Kathleen Logan (OCC) pointed out that the general public didn't have the same level of understanding on the subject matter as BPAG members, so the articles could help to raise awareness about the issue.
- David Wales (MoE) drew attention to the bullying prevention and wellbeing news items actively promoted by the Ministry over the last few months, particularly the ones focused on student-led initiatives. Sally Boyd (NZCER) highlighted the importance of continuing to feature student-driven approaches.
- Martin Cocker (Netsafe) commented that Netsafe provided a single point of contact for the media on online safety concerns. However, he noted, there was no similar arrangement for school bullying issues. Martin suggested having an "easy go-to" spokesperson could make it simpler for the media.
- John Bangma (NZPF) identified widespread misinformation in the public arena about bullying – currently all bad behaviour was being labelled as bullying. John emphasised the need for more careful use of the word bullying. He observed that calling everything bullying (i.e. one-off fights, teasing) resulted in failing to recognise the seriousness of the problem. Sally Boyd (NZCER) reiterated the need for a good understanding of the definition.



6: 2019 Bullying-Free NZ Week

- David Wales (MoE) advised next year's Bullying-Free NZ Week would start on 13 May 2019 and conclude on the Mental Health Foundation's Pink Shirt Day, 17 May 2019.
- The Group confirmed the 2019 Bullying-Free NZ Week theme would be based on '*Celebrating Being Us*'. Roly Hermans (NZ Police) observed the 2019 theme built effectively on the preceding themes.
- Kirsty Farrant (PPTA) commented that she liked the feedback from young people recognising that certain students were more vulnerable to bullying, and that they wanted Bullying-Free NZ Week to tackle bullying based on perceived differences, with a particular emphasis on celebrating what made us all unique.
- While agreeing with the three identified areas the Week could focus on:  
1) bullying related to disability, ability and/or learning support needs,  
2) homophobic, biphobic and/or transphobic bullying, and  
3) appearance-related bullying;  
Sally Boyd (NZCER) requested that bullying associated with someone from a different culture be included.
- Phil Tappenden (NZAIMS) asked that the 2019 theme be provided in English and te reo Māori.

**Action Point 2: (due date 31 January 2019)**

**BPAG Secretariat to add bullying based on cultural differences to the three identified Bullying-Free NZ Week focus areas.**

**Action Point 3: (due date 31 January 2019)**

**BPAG Secretariat to present the 2019 Bullying-Free NZ Week theme in English and te reo Māori.**

7: Update: Proactive Bullying Prevention Communications Action Plan

- David Wales (MoE) spoke briefly to the Communications Activities Report for the period August-November 2018 (distributed prior to the meeting). He explained the report provided an update on the Communications Action Plan, which had been endorsed at the Group's 14 August 2018 meeting.
- Andrea Birtwistle (MoE) noted the positive feedback received from schools following the seven recently published articles on bullying prevention and wellbeing in the *New Zealand Education Gazette*, particularly the 'pull-out boxes' featuring relevant resources schools could use.
- Andrea confirmed World Kindness Day (13 November 2018) messaging (shared with BPAG for use through their networks) had worked well and been successfully picked up via social media channels.
- Claire John (MoE) provided an update on Bullying-Free NZ website activities completed over the last three months, including the addition of members' logos to the 'About BPAG' page, the inclusion of a news section linking schools' proactive approaches to bullying prevention, a new page on student voice, and a newsletter (despatched via MailChimp).
- Claire also highlighted the growth in year-on-year website traffic, particularly the number of users and page views.
- Blythe Wood (MoE) advised there would be a Part 2 of the interactive digital story *Oat the Goat*, which taught children aged 4-7 the power of kindness and encouraged them to make the right decisions when they encountered bullying.
- Vaughan Couillault (SPANZ) questioned the purpose of a second *Oat the Goat* resource. Noting that although the digital story had received critical acclaim, Vaughan thought it would be helpful to know how it had been used within the education sector. David Wales (MoE) advised this information would be sought and presented at the February 2019 meeting.
- Following an across-the-board discussion, it was agreed it was advantageous all members pushed the same messages through their separate news channels. David Wales noted the BPAG Communications Group contact list would be circulated to members for their information.

**Action Point 4: (due date 12 February 2019)**

**MoE (Parent and Community Information Group) to provide an update at BPAG's 12 February 2019 meeting on the use of the *Oat the Goat* digital story within the education sector.**

**Action Point 5: (due date 31 January 2019)**

**BPAG Secretariat to distribute the Communications Group contact list to BPAG members for their information.**

**8: Update:  
Online Safety  
Advisory Group  
(OSAG)**

- Martin Cocker (Netsafe) summarised the key points discussed at the 20 November 2018 OSAG meeting, including:
  - His attendance at the 2018 FOSI Annual Conference in Washington D.C., organised by the Family Online Safety Institute. The theme for the 2018 conference was '*Creating a culture of responsibility online*'.
- FOSI's latest research, '*Online safety across the generations*', [www.fosi.org/policy-research/online-safety-across-generations/](http://www.fosi.org/policy-research/online-safety-across-generations/) explored inter-generational attitudes toward connected life among parents and seniors, and how technology use was bringing families closer together.
- First Lady of the United States, Melania Trump, briefly spoke about her dedication to the issues of cyber safety and digital citizenship as cornerstones of her '*Be Best*' initiative. Following her remarks, the First Lady participated in an interview-style discussion with four young people who were anti-bullying advocates.
- An overview of the annual Netsafe and Australian Office of the eSafety Commissioner co-hosted '*Trans-Tasman Online Safety Conference*' (Auckland: 10-11 October 2018). The theme of the 2018 conference was '*The Crossroads: Where online safety, education, entertainment, regulation, enforcement, technology and wellbeing intersect*'.
- The conference, plus the education symposium, were well-attended, positive events. There were over 200 delegates at the conference, including representatives from online content creators, education, government, law enforcement and industry (refer to the post-conference statement for an overview of the key themes discussed, plus recommendations).
- <https://www.netsafe.org.nz/wp-content/uploads/2019/11/The-Crossroads-2018-Post-Conference-Statement.pdf>
- The update of the joint Ministry of Education and Netsafe 2015 *Guide for schools on Digital technology: safe and responsible use in schools*, which provides advice on how to manage digital technology under legislation relating to searches and confiscation of property; plus general advice for schools about preventing incidents by promoting safe and responsible use of digital technology.
- Changes made to the Guide included the reduction of theoretical details in the body of the guide (moving them to appendices), the addition of information about the Harmful Digital Communications Act 2015, and the enhancement of details on investigating.
- Feedback requested from schools on the *RAMS Safe and responsible use of digital and online tools for learning* template before its addition to the Netsafe Kit of tools and resources to help schools create and maintain a safe online environment.
  - With the support of UNICEF New Zealand, Netsafe had joined the Global Kids Online Network (GKON). Managed by the London School of Economics and UNICEF Office of Research-Innocenti, GKON generated and sustained a rigorous cross-national evidence base of young people's use of digital technologies through a network of international researchers and experts.

	<p>In 2018, Netsafe delivered the core questions from the GKON children's survey and elements of the parents' survey. The survey was delivered online to a representative sample of young people aged 9-17 years and their parents. Modules of questions were also added about 13-17 year-olds' experiences of 'digital self-harm' and parental perceptions of their children's exposure to sexually explicit content. (Netsafe to publish a series of reports in 2019 based on the data collected – releasing a report every month for the first six months.)</p> <ul style="list-style-type: none"> <li>• The Office of Film and Literature Classification (OFLC) to release its report on New Zealand youth and pornography on 5 December 2018. OFLC surveyed more than 2,000 New Zealanders aged 14-17 years on how and why they viewed online pornography.</li> </ul>
<p><b>9: BPAG Member Updates</b></p>	<ul style="list-style-type: none"> <li>• Kathleen Logan (OCC) briefed the meeting on the Office of the Children's Commissioner's current engagement with children and young people throughout New Zealand to gain their perspectives on 'what they think the good life is, what helps it and what gets in its way'. She reported that in total OCC would meet with 350 children and young people in community settings (via face-to-face interviews and group sessions). In addition, 5,000 students would complete an online survey in school settings.</li> <li>• Kathleen confirmed a report capturing the children and young people's viewpoints was due to be completed prior to Christmas, with a final report released at the end of January 2019. She noted it was intended the findings would feed into the Government's Child and Youth Wellbeing Strategy.</li> <li>• Taking on board the Ministry's repositioning of bullying prevention within Learning Support's wellbeing work programme, Vaughan Couillault (SPANZ) and Phil Tappenden (NZAIMS) queried BPAG's direction over the next 12 months. Members expressed concern that the substantial body of work completed to date within the bullying prevention workstream could be subsumed under the broader wellbeing umbrella.</li> <li>• David Wales (MoE) advised it was important that attention remained on bullying prevention, and, as affirmed by Iona Holsted (MoE) at the last meeting, bullying prevention and response should continue to be the focal point of the Bullying Prevention Advisory Group.</li> <li>• David reiterated the importance of not losing traction on what had already been completed (e.g. useful practical resources, W@S survey). He acknowledged that the work to make the bullying prevention message prominent via the Bullying-Free NZ website should continue.</li> <li>• In addition, David stressed the need to think about the wider wellbeing landscape and not compartmentalising bullying prevention.</li> <li>• Summarising one school's use of the Wellbeing@School (W@S) student survey to identify if they were promoting a safe, caring and inclusive environment, Vicki Wilde (ERO) considered that bullying prevention and wellbeing fitted together like a 'hand in glove'.</li> <li>• Mark Potter (NZEI Te Riu Roa) stressed that having to constantly play catch-up with trends in technology and social media, and in light of the bullying behaviour currently displayed on the global stage, our bullying prevention approaches needed to remain proactive, responsive and ongoing.</li> <li>• Recognising that bullying prevention was an ongoing, collaborative, problem-solving process that was an essential part of creating welcoming, caring, respectful and safe learning environments, Vaughan Couillault (SPANZ) emphasised the need for a comprehensive approach – "as there are no single solutions".</li> <li>• Following a brief discussion about off-the-shelf international anti-bullying programmes, Vaughan highlighted the option of New Zealand developing its own bullying prevention programme and making use of local solutions.</li> </ul>



- Martin Cocker (Netsafe) concurred that using the concept of an off-the-shelf international bullying prevention programme in the New Zealand context could be advantageous, and it might well be worth investigating the development of a "home-grown indigenous" version to sit alongside the international packages.
- Vicki Wilde (ERO) suggested "gently guiding" schools to appropriate bullying prevention and response approaches and resources. David Wales (MoE) agreed facilitating the navigation of resources and tools (creating a bespoke library of material) could be helpful for schools.
- Vicki underscored the valuable role case studies played in providing examples of effective practices schools used to prevent and tackle bullying behaviour.
- Kirsty Farrant (PPTA) stressed that many schools using the W@S survey tools would benefit from more help in understanding the data they were collecting. As the objective was for schools to use the data to assess whether their existing efforts to reduce bullying were effective, Kirsty highlighted the need for more proactive support for schools undertaking the W@S data analysis process.
- Pointing to the longer-term international evaluation data collected about KiVa, Sally Boyd (NZCER) said the general trend of a decrease in experiences of bullying behaviour did not appear dissimilar to the trend in the data captured by Wellbeing@School grouped data.
- Identifying bullying as a clear act of human rights violation, Bart English (HRC) drew attention to the Human Rights Commission's support to schools on the rights of children and young people.
- Kathleen Logan (OCC) added that the Office of the Children's Commissioner also had a number of website resources on the rights of children and young people, plus information on the United Nations Convention on the Rights of the Child. Kathleen noted the resources were promoted within the education sector.
- Summarising the discussion, David Wales (MoE) advised that a BPAG work programme for 2019-2020 would be developed for discussion at the 12 February 2019 meeting. David confirmed this 'next stages' paper would build on the four workstreams completed during 2016-2018.

**Action Point 6: (due date 31 January 2019)**

**BPAG Secretariat to develop a draft 2019-2020 BPAG work programme for discussion at the 12 February 2019 meeting.**

**10: 2019 Meeting Dates**

- The 2019 BPAG meeting dates were confirmed as:  
Tuesday, 12 February  
Tuesday, 7 May  
Tuesday, 13 August  
Tuesday, 12 November
- 2019 Bullying-Free New Zealand Week: 13-17 May 2019.

**Next Meeting**

**Date: Tuesday, 12 February 2019**  
**Time: 1.00pm-3.00pm (lunch available from 12.30pm)**  
**Venue: Ministry of Education  
Level 2 (Room 2.01)  
Mātauranga House, 33 Bowen Street, Wellington**

November 2018 Action Points		Responsible	Due Date
1.	ERO to provide an update on available top-line results from the National Evaluation on Bullying Prevention.	ERO	12 February 2019
2.	BPAG Secretariat to add bullying based on cultural differences to the three identified Bullying-Free NZ Week focus areas.	David Wales	31 January 2019
3.	BPAG Secretariat to present the 2019 Bullying-Free NZ Week theme in English and te reo Māori.	David Wales	31 January 2019
4.	MoE (Parent and Community Information Group) to provide an update at BPAG's 12 February 2019 meeting on the use of the <i>Oat the Goat</i> digital story within the education sector.	David Wales	12 February 2019
5.	BPAG Secretariat to distribute the Communications Group contact list to BPAG members for their information.	David Wales	31 January 2019
6.	BPAG Secretariat to develop a draft 2019-2020 BPAG work programme for discussion at the 12 February 2019 meeting.	David Wales	31 January 2019

<b>Chair</b>	Iona Holsted (MoE)
<b>Attendees</b>	Anna Hamilton (ACC); Paula Tesoriero (HRC); Kathleen Logan (OCC); Sean Lyons (NetSafe); Sally Boyd (NZCER); Roly Hermans (NZ Police); Deirdre Shaw (ERO); Phil Tappenden (NZAIMS); Mark Potter (NZEI Te Riu Roa); Whetu Cormick (NZPF); Lorraine Kerr (NZSTA); Kirsty Farrant (PPTA); Jack Boyle (PPTA); Vaughan Couillault (SPANZ); David Wales (MoE); Blythe Wood (MoE); Mary Pupich (MoE); Sophie Wilson (MoE); Andrea Birtwistle (MoE); Claire John (MoE)
<b>Secretariat</b>	Matthew Lee (MoE)
<b>Apologies</b>	Ross Lienert (NZ Police); Lorraine Kerr (NZSTA); Michael McCarthy (ACC); Liam Knight (MoJ)
<b>Guest</b>	Rose Jamieson (MoE – Parent Information and Community Intelligence)  Craig Jones (MoE – Education Data and Knowledge)  Zane Mather (ERO)
<b>1: Welcome / Confirm Agenda</b>	<ul style="list-style-type: none"> <li>Iona Holsted (MoE) opened the meeting, welcomed members and apologised re: need to leave BPAG early for offsite meeting</li> <li>The meeting agenda was confirmed and attendee apologies updated.</li> </ul>
<b>2: Minutes / Matters Arising</b>	<ul style="list-style-type: none"> <li>The minutes of the previous meeting (20 November, 2018) were accepted as a true and accurate record.</li> </ul>
<b>3: Action Points</b>	<ul style="list-style-type: none"> <li>The action points from the 20 November 2018 meeting were confirmed as completed.</li> </ul>
<b>4: ERO Update on available top-line results from the national evaluation on Bullying Prevention</b>	<ul style="list-style-type: none"> <li>Deirdre Shaw (ERO) introduced Zane Mather (ERO Evaluator) to speak re: ERO's national bullying evaluation</li> <li>Zane provided an overview and paper summary of top line findings re: from their forthcoming evaluation.</li> <li>Evaluation took place via survey over two school terms in 2018</li> <li>11,000 responses garnered from 63 schools for student survey</li> <li>Evaluation leveraged off Bullying-Free New Zealand framework and utilised a simple rubric to assess performance against the 9 elements. An overall judgement relating to implementation of framework components was then synthesised with schools classified as implementing features either 'to a limited extent', 'to some extent' or 'to a great extent'</li> <li>Top Line findings include <ul style="list-style-type: none"> <li>Small percentage of schools fall into 'limited extent' classification</li> <li>'To a great extent' group had most of the elements working together, 'to some extent' group had most elements there but</li> </ul> </li> </ul>



## Bullying Prevention Advisory Group

not in a cohesive way, 'limited' group had significant behavioural issues and policy challenges.

- Clear difference in reporting bullying prevalence in bottom group and top two groups
- Elements of the framework that were not secure in 'limited' group were most often related to data use, student agency supports and thorough engagement with whānau.
- Approx. 80-88% of students reported they had learned strategies to use, suggesting students were generally exposed to anti-bullying strategies, but confidence re: use of strategies is highly context specific.
- Students more likely to report incidents to an adult if confident response would be timely and confidential
- Students were more confident and likely to intervene if bullying involved a friend
- Students reported mixed views of how effective strategies had been for them
- Students reported bullying stopped permanently 1/3 of the time with strategy use however, 45% of the time bullying only ceased temporarily and then started again.
- Students were more likely escalate issues to adults if they felt unable to handle a situation themselves
- Students expect adults to respond in a timely manner, maintain confidentiality, talk to all those involved, and talk to parents
- Schools were strongest at providing targeted support, but did less well at supporting student agency and using data (and in this sense were focused more on monitoring)
- Engaging with whānau was identified as frequently challenging – effective practice in this regard noted as ensuring clear definitions/understanding of bullying were used and opportunities for whānau policy input.
- Cyberbullying presents a clear challenge – best examples were when it was explicitly addressed within curriculum, but technical solutions were most often the emphasis.
- Cyberbullying was more of a focus in secondary schools and a popular topic for PLD

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- PB4L-SW and restorative practice were commonly utilised initiatives although implementation fidelity was not always clear
- Other school programmes utilised included Keeping Safe, Life Education, Kiva and Kia Kaha in primary schools. A challenge was noted re: schools ability to investigate the effectiveness of any one of these initiatives, isolating individual contribution when they had multiple overlaps. Paucity of outcome data also noted.
- Most schools were implementing most elements of the BFNZ framework. A small number of schools were struggling on this front. Comparatively high levels of bullying were still occurring.

### Discussion points:

- Paula Tesoriero (HRC) asked; In the first finding, did the survey provide any extra information on the nature of the groups? What did students identify as bullying and what were the frequency and nature of bullying behaviours? Zane informed the group further analysis in this regard was to take place.
- Iona Holsted (MoE) asked; what we do when we find kids in environments that aren't safe? How do we support schools to build competency and skills? Deirdre responded that it was known that some schools in the 'limited' zone were poorly performing across a range of measures and were likely to be receiving targeted supports. She also noted that ERO would maintain a focus on wellbeing within their national evaluation process.
- Iona emphasised need to use findings to turn into actions and asked what the right thing to do for kids in unsafe environments is
- Deirdre Shaw (ERO) informed the group that ERO will be looking at recommendations around 3 areas in the framework not working well in poorly performing schools
- Iona noted that the same 3 areas of concern were common across poorly performing schools.
- Deirdre stated that PB4L- SW was widespread but that where whānau engagement was lacking there were greater challenges around consistency of implementation.
- Whetu Cormick (NZPF) asked if there was any bullying related data on PB4L-SW schools. Zane responded that these schools tended to sit at the higher end of infographics, but emphasised need for caution in drawing conclusions at this stage. Further analytic work to be completed in this respect.
- Whetu suggested that ERO start making a comment on bullying in their school reports.

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- Deirdre indicated that ERO do include sections in their reports around the board assurance statement regarding student physical and emotional safety (including prevention of bullying).
- Iona suggested the question to publish in ERO reports should be; how well does this school know about the wellbeing of the children in its school?
- Mark Potter (NZEI Te Rui Roa) expressed intrigue that students were well versed in the strategies but not likely to use them unless it involved a friend. Zane said it would be more accurate to say that students were more likely to intervene in this instance. Mark emphasised the role of belonging in bullying prevention.
- Iona noted the importance of healthy relationships and the need to reframe BPAG with a more positive spin i.e. belonging/wellbeing, and pointed out this reframing would shape the work programme.
- Jack pointed out the paradox between a 'no silver bullet' /broad base of the 'triangle' view and the current proliferation of targeted programmes.
- David Wales (MoE) noted that the framework is evidence derived and that rather than view it as missing something, efforts should be made to understand the elements needed to be implemented cohesively for best results.
- Sally Boyd (NZCER) pointed out the importance of collaboration with students and whānau for effective use of data.
- Iona noted that BPAG have a challenge to think differently about the work being done and framing of the framework
- Jack Boyle (PPTA) asked about connections with BPAG and wellbeing more generally. David emphasised that BPAG activity will 'spill over' into the wider wellbeing space.
- Iona asked if ERO could identify a few high performing schools (re: bullying prevention) based on their evaluation findings, and share names with the Education Gazette for possible articles.

**Action Point 1:** ERO to identify and seek permission from a small number of schools willing to share their successful Bullying Prevention/Wellbeing journey as exemplars. ERO to share school contacts with Andrea Birtwistle for a potential series of Ed Gazette articles.

- Iona asked how young people want confidentiality handled given the complexity of real-world scenarios. What process needs to be in place? Zane emphasised contextual considerations (i.e. age, type of bullying, degree of bullying). Kathleen Logan (OCC) suggested young people need to be asked what confidentiality means for them. Sean Lyons (NetSafe) highlighted NetSafe work in this area. Vaughn Couillault (SPANZ) pointed out that the higher the level of bullying, the more confidentiality was required.



## Bullying Prevention Advisory Group

### 5: NZCER W@S Milestone report update

- Sally presented headline findings from NZCER's forthcoming annual W@S Milestone report.
- 600 schools made use of the tool. Since it was made free, there has been a dramatic increase in usage of the tools. 40% of schools used it at some point since 2012. 60% of all schools registered on the website. Trend lines indicating that bullying was increasing had now flattened. 'Feeling safe' responses tracking up. Trends not representative necessarily so it would be a good idea to do comparison schools data.
- Biggest decreases in bullying correlated with a new resource push
- Jack Boyle (PPTA) questioned variations in survey uptake and asked if we should mandate usage. Whetu Cormick (NZPF) suggested schools be strongly encouraged to use the tools.
- Vaughan Couillault (SPANZ) noted differences in 'feeling safe' between primary and secondary contexts and questioned the drivers for this. Age, developmental related perceptions and maturity were possible reasons suggested by members.
- Craig Jones (MoE) noted the paradox that it is possible for students to feel safe at school even when bullying is experienced.

### 6: W@S Survey Update. Craig Jones (MoE – Education, Data and Knowledge)

- Craig Jones (MoE) outlined the EDK led cross-sectoral R&D programme for W@S. This looks at reporting requirements under the Child Youth Wellbeing Strategy (CYWBS), coherency and alignment of measurement elements across workstreams with wellbeing components, assessment and screening.
- Chief science advisor Stuart McNaughton (MoE) has advised EDK that W@S maps onto two of the three wellbeing priority areas within CYWBS. It does some things well (e.g. indirect measures of racism and discrimination, mental health) but validity (how well does it measure what we're interested in?) and reliability were not established. Some work to do in these areas. Also looking at trialling racism and discrimination markers (try some new questions to help identify these), and intrapersonal measures (self-control and self-efficacy) which are related to wellbeing, as well as interpersonal aspects such as collaboration.
- Don't want to 'break' the W@S tool, but need to do R&D on adding additional aspects and testing those to support schools.
- Also want to address reporting functionality to make tool easier to engage with.
- EDK led W@S R&D programme to start this financial year.
- Wider discussion needed on where W@S fits within wider wellbeing landscape.
- Kathleen Logan (OCC) suggested W@S works well in schools taking it up, that it's doable, and frames bullying in way people can understand. Expanding tool might make it more unwieldy and difficult to understand.

	<ul style="list-style-type: none"> <li>Sally Boyd (NZCER) said the work programme for W@S is to look at scales and questions and what makes a difference to the data. She suggested working together on any developments.</li> <li>Iona Holsted (MoE) said the shifting focus to wellbeing may necessitate some different tools.</li> <li>Whetu Cormick (NZPF) asked if students identify themselves as Māori or Pasifika on the survey. Sally confirmed this information was collected.</li> <li>Whetu asked about how we collect information around racism. Craig said racism was being looked into at a system level to determine how we are going and if it is changing over time, system- wide.</li> </ul>
<b>7: Bullying-Free NZ Week Theme: 'Celebrating Being Us! –Whakanui Tōu Āhua (13-17 May 2019)</b>	<ul style="list-style-type: none"> <li>We are 13 weeks out from BFNZ week</li> <li>Paula Tesoriero (HRC) questioned the use of the term 'ability' instead of disability within the communications around focus areas for the week and suggested the term 'disability' be explicit.</li> </ul> <p><b>Action Point 2: Claire Johns (MoE) to alter all comms wording relating to BFNZ week focus areas to ensure disability is an explicit focus area.</b></p> <ul style="list-style-type: none"> <li>Blythe noted the juxtaposition between ' Celebrating Being Us!' and the notion of belonging</li> <li>Kathleen Logan (OCC) and Mark Potter (NZEI) suggested careful attention be given to not 'othering' through inadvertent reading of theme message as being about 'fitting-in', versus embracing diversity inclusively.</li> <li>Mark said the messaging needed to emphasise belonging and allow people to move in this direction.</li> <li>Iona Holsted (MoE) suggested material from the recent Education summit be distributed</li> </ul> <p><b>Action Point 3: BPAG secretariat to distribute Education Summit Material and CYWBS information to BPAG group</b></p> <ul style="list-style-type: none"> <li>David suggested that all collateral be filtered to remove ambiguity re: 'Being Us' = Inclusion in theme and focus areas.</li> </ul> <p><b>Action point 4: Claire Johns (MoE) to check all BFNZ comms collateral and ensure all messaging around 'Us' can be clearly read as inclusive.</b></p>
<b>8: Communications – update proactive BPAG communications</b>	<ul style="list-style-type: none"> <li>Iona Holsted (MoE) moved that the Communications update, action plan and draft notes to editors be taken as read.</li> </ul>

action plan, draft Notes to Editors	
9: Update re: 'Oti te Nanekoti – Oat the Goat'	<ul style="list-style-type: none"> <li>Rose Jamieson (MoE) informed the group of current access to Oat the Goat /Oti Te Nanekoti – interactive animated story.</li> <li>The story focuses on 4-7 year olds and supporting conversations between children and parents.</li> <li>So far there have been 344,000 visits to digital story with 304,000 unique visits.</li> <li>25,000 promotional packs have been made.</li> <li>Partnership with TVNZ just before Christmas – 590,000 households engaged with this.</li> <li>Story also accessible on HeiHei, the child focused channel and in-flight entertainment on Air NZ.</li> <li>There has been much positive anecdotal feedback re :‘Oti’</li> <li>Next steps: doing some work to understand the impacts the story has on behaviour. Currently considering a second version of ‘Oti’ about first encounters and inclusiveness. Hoping also to produce a NZ sign-language version.</li> </ul>
BPAG 2019-2020, Draft Work Programme	<ul style="list-style-type: none"> <li>David Wales (MoE) opened a discussion regarding BPAG activities moving forward and the need to refresh and realign with a new work programme.</li> <li>In 2014 a seven page spreadsheet of activities was distilled into 12 areas of focused work, then reduced further to 5 workstreams. This process was essential to previous success.</li> <li>David also noted that as with earlier discussion around the ERO report we need to consider where bullying sits and how to think about it in the context of CYWBS strategy.</li> <li>David introduced 4 potential new workstreams. <ul style="list-style-type: none"> <li>Workstream 1: Consolidation stream, what we need to do to ‘keep the wheels turning’ to ensure accessible and useful resource hub.</li> <li>Workstream 2 : Ensuring Māori cultural identity is present and supported through bullying prevention work</li> <li>Workstream 3: Data Support</li> <li>Workstream 4: Interactive framework</li> </ul> </li> <li>Iona Holsted (MoE) said it’s important to have the conversation around new workstreams within the wider context of wellbeing. Making the</li> </ul>



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system respond in a more coherent way is necessary. There are high degrees of variation within schools and this is a challenge to tackle. We shouldn't reinvent work already done elsewhere but should be looking for and utilising effective exemplars from elsewhere where possible.

- Whetu Cormick (NZPF) asked what teaching organisations are able to do to up the ante.
- David noted that collectively working together and working as a BPAG group is key.
- Jack Boyle (PPTA) noted that working towards co-design is essential.
- Iona asked how we can use the talent around the BPAG table to support what we do and Whetu agreed to consider this from a NZPF perspective.
- David said MoE would look at what others can contribute before the next meeting.

### Action point 5: BPAG secretariat to gather information from participating BPAG agencies re: input into new workstreams

- Sean Lyons (NetSafe) asked about an audit process around CYWBS with regards to small packages and resources that support priorities.
- David said Jennifer Fraser (MoE) from Policy had given a talk at the last BPAG meeting around CYWBS but that it may be useful to have her come back to help build a clearer picture of how the bullying space fits within the wider strategic context.

### Action point 6: Secretariat to contact Jennifer Fraser (MoE) from Investing in Educational Wellbeing policy team to request a further presentation re: bullying and strategic context.

- Jack Boyle (PPTA) noted the urgency around establishing approaches re: what works. Emphasised a need to move away from initiatives and towards framework and approaches.
- Roly Hermans (NZ Police) said integration of workstreams is important.
- Kirsty Farrant (PPTA) noted the proliferation of whole-school approaches.
- Kathleen Logan (OCC) supported the idea of an accessible online portal.
- Iona noted there is a programme of work to refresh tki.org.nz and this may link in with BPAG work around increased accessibility.

**Report from OSAG Meeting**

- Sean Lyons (Netsafe) reported back to BPAG re: OSAG meeting
- The relaunched Netsafe toolkit for schools has seen an increase in usage with 80,000 views from 01/07/2018 - 01/12/2018
- There are now 680 registered users of the kit and 530 completed self-review surveys.
- Re: Student agency and involvement survey aspects; half of failed survey respondents related to the student focus component. Challenges with involving students in meaningful responses have been noted.
- Schools are also struggling with inquiry, impact assessment and policy review following incidents
- Leadership is frequently rated as a domain of strength
- Professional confidence is rated as very low regarding provision of safe online environments
- Sean indicated that resources relating to learning areas of the kit were to be developed.

**Netsafe policy and research**

- Parents and pornography; parents generally aware young people can and do access pornography
- 40% parents feel they can talk and do talk to their kids about this issue
- Image based sexual abuse report – 5% of adults in NZ experienced this and females experience this more frequently than males.
- Internet and self-harm – 6% have engaged in online self-harm.

**BPAG Member Updates**

- Kathleen Logan (OCC) reported the imminent release of the youth engagement report re: wellbeing/‘what makes a good life’ from the Office of the Children’s Commissioner and Oranga Tamariki
- Blythe Wood (MoE) asked if anyone wants to be involved in the further co-design of the work plan to let MoE know

**Next Meeting**

**Date:** Tuesday, 7 May 2019

**Time:** 12.30 pm- 2.30pm (lunch available from 12.00pm)

**Venue:** Ministerial Meeting Room 2.1EW  
New Zealand Parliament Buildings  
Pipitea, Wellington

**Note:** BPAG members to meet initially at Ministry of Education Level 1 (Room 1.01)  
Mātauranga House, 33 Bowen Street, Wellington

February 12, 2019 Action Points		Responsible	Due Date
1	ERO to identify and seek permission from a small number of schools willing to share their successful Bullying Prevention/Wellbeing journey as exemplars. ERO to share school contacts with Andrea Birtwistle to consider for potential inclusion in a series of Ed Gazette articles.	ERO	12/03/2019
2	Claire John to alter all comms wording relating to BFNZ week focus areas to ensure disability is an explicit focus area.	MoE	26/02/2019
3	BPAG secretariat to distribute Education Summit Material and	MoE	26/04/2019
3.1	BPAG secretariat to distribute CYWBS information to BPAG group	MoE	26/04/2019
4	Claire John (MoE) to check comms collateral and ensure all messaging around 'Us' can be read as inclusive.	MoE	26/02/2019
5	BPAG secretariat to gather information from participating BPAG agencies re: input into new workstreams	MoE	22/03/2019
6	Secretariat to contact Jennifer Fraser (MoE) from Investing in Educational Wellbeing policy team to request a further presentation re: bullying and strategic context.	MoE	18/04/2019



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<b>Chair</b>	Iona Holsted (MoE)
<b>Attendees</b>	Becca Barrow (ACC); Kathleen Logan (OCC); Sean Lyons (NetSafe); Sally Boyd (NZCER); Deirdre Shaw (ERO); Zane Mather (ERO); Heather Lear (HRC); Fleur de Bes (NZ Police); Phil Tappenden (NZAIMS); Mark Potter (NZEI Te Riu Roa); Kirsty Farrant (PPTA); Jason Miles (NZPF); David Wales (MoE); Blythe Wood (MoE); Mary Pupich (MoE); Sophie Wilson (MoE); Andrea Birtwistle (MoE); Claire John (MoE)
<b>Secretariat</b>	Matthew Lee (MoE)
<b>Apologies</b>	Paula Tesoriero (HRC); Roly Hermans (NZ Police); Ross Lienert (NZ Police); Vaughan Couillault (SPANZ); Lorraine Kerr (NZSTA); Whetu Cormick (NZPF)
<b>Guest</b>	Hon. Tracey Martin (Associate Minister of Education) Nicky Hampshire (Private Secretary Education - Office of Hon Tracey Martin) Erin Gogh (MoE – Wellbeing and Learning Support) Jennifer Fraser (MoE- Investing in Educational Wellbeing) Clare Old (MoE - Wellbeing and Learning Support) Geoff Short (DPMC)
<b>1: Welcome</b>	<ul style="list-style-type: none"> <li>Iona Holsted (MoE) opened the meeting welcomed members</li> <li>Members and guests introduced themselves</li> </ul>
<b>2: Discussion with Minister Martin</b>	<ul style="list-style-type: none"> <li>Iona Holsted (MoE) welcomed Minister Martin and thanked her for her attending the BPAG meeting.</li> </ul> <p><b>Summary of Key Points from the Discussion</b></p> <ul style="list-style-type: none"> <li>Opportunities to further enhance the Wellbeing@School survey tools and to make them more accessible to schools.</li> <li>How to address unconscious bias and racism through, for example, training or initial teacher education. It was noted that the Teaching Council is currently working on a programme addressing unconscious bias from teachers.</li> <li>How to ensure school boards meet their obligations in relation to bullying. A short discussion was also had regarding the challenges encountered in some schools around effective and sustainable implementation of Positive Behaviour For Learning School Wide (PB4L-SW) and Restorative Practices.</li> <li>How bullying is a broader societal issue driven by a range of factors. It was noted that there needs to be a cross-agency systemic solution focused on decreasing unconscious bias, increasing healthy relationships and belonging and getting services and support to children at an early stage e.g. mental health support.</li> </ul>

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	<ul style="list-style-type: none"> <li>The importance of creating an environment where people feel like they belong, and giving people the time and capacity to build relationships. The Minister noted that, rather than specific bullying prevention programmes, giving people time and capacity to build these relationships should be the focus going forward. This direction was supported by members of the BPAG.</li> </ul>
3: BPAG meeting: Agenda and Minutes	<ul style="list-style-type: none"> <li>Iona Holsted (MoE) thanked the BPAG for the conversation with the Minister.</li> <li>Minutes of February 12 BPAG meeting confirmed with one correction to be made. Page 5, bullet point one should read that the trends in bullying behaviour had previously been tracking up but had now flattened.</li> </ul>
4: Action points form 12 February, 2109 meeting	<ul style="list-style-type: none"> <li>Action points of previous minutes were confirmed completed</li> <li>Regarding action point 1, it was noted that a suitable school bullying prevention exemplar of successful practice had been identified through channels other than ERO and that a story had been published in the Education Gazette.</li> </ul>
5 : BPAG 2019-2020, Draft Work Programme and proposed next steps	<ul style="list-style-type: none"> <li>David Wales (MoE) pointed out that the workstreams in the draft BPAG workplan had been widened and opened up a conversation regarding the development of new workstreams in light of the conversation with Minister Martin. He noted that the student belonging and wellbeing workstream reflected the conversation with the Minister. It was also noted that no one said they wanted more anti-bullying conversations and this was also reflected in workstreams. The next step will be to have a close look at the actions.</li> <li>Iona noted that the Ministry do a huge amount now that should be reframed through a belonging and positive wellbeing lens. Some of this is already underway, such as the reframing of Sexuality Education guidance to "healthy and respectful relationships" guidance. Over time, we need to inculcate belonging and wellbeing into all of our resources and guidance.</li> </ul> <p><b>Action Point 1: MoE to distribute a communique to its Leadership Team about this shift to a belonging/wellbeing narrative. This will be shared with BPAG members at the next meeting (13 August).</b></p> <ul style="list-style-type: none"> <li>David (MoE) asked the group if we have got the workstream framework right and emphasised it would need to be tested.</li> <li>Deidre Shaw (ERO) stated that from an ERO perspective the areas noted in recent reports are addressed in the workstreams. She suggested we also need promotion of coherence and joining up.</li> <li>Sean Lyons (Netsafe) said it is helpful to have an agreed language. We don't need any further confusion and that alignment is important.</li> <li>Jason Miles (NZPF) noted PB4L was referenced in the plan, that it isn't valued as it should be and suggested it was recommended.</li> <li>David (MoE) stated that we hear the criticisms the Minister makes re: PB4L implementation, which echo what we know. He pointed out that when looking at bullying literature internationally PB4L is used as one example and emphasised that we don't want to 'throw baby out with bathwater- a better approach was to fix something that on paper should</li> </ul>

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do the job. PB4L was never intended as a bullying prevention programme.

- Jason (NZPF) raised usefulness of PB4L in building culture, value and belonging.
- David (MoE) stated that PB4L does what we want it to. Jason (NZPF) asked if we are recommending it as a programme.
- Iona (MoE) said we would say to the government that PB4L used well, works and that we know this from the sector. We wouldn't get rid of it. PB4L is an approach, not a programme. Having a one day course is unlikely to change behaviours. PB4L is more akin to the 'water on stone' effect.
- Kirsty Farrant (PPTA) noted that the challenge is making sure PB4L is kept alive. We have to think about how it's going to be sustainable in the long term.
- Iona (MoE) pointed out that a school leader's judgement is crucial and where things go right or wrong. New resources could be incentives to participate in this approach.
- Jason (NZPF) stated that Restorative Practices (RP) when done well builds empathy. This is often lacking in young people.
- Iona (MoE) said that RP 'gone wrong' was disproportionately represented in the sector. Providers are not all the same. In terms of PLD cultural competency should be a priority and that there is much work to be done around RP to better understand unsuccessful implementation attempts.
- David (MoE) pointed out there is an RP module within PB4L.
- Liam Knight (MoJ) said RP from a justice perspective, hasn't gained enough traction. He talked about an accreditation quality framework in response to inconsistency of approaches, but emphasised RP is seen as beneficial. He asked how we step RP up to where it needs to be. Buy in from the community is needed.
- Iona (MoE) asked where would we look for exemplars of successful RP implementation.
- Liam (MoJ) informed that NZ is quite a way ahead in terms of RP work. NZ is seen as being at the forefront and yet we're only at beginning of the journey.
- David (MoE) reported that VUW has a chair in RJ/RP. David to invite chair to next BPAG meeting.

### Action point 2: MoE to invite VUW RP chair to BPAG 13 August

- David (MoE) requested that BPAG members send comments re: workstreams over next few weeks, with a view to signing off the work programme shortly after.
- Iona (MoE) emphasised that the Ministry can't do it all. We need to think it practically through before August. Some of the plan is core to Ministry business. The Ministry's Leadership Team can sign off the work programme.
- Jason (NZPF) suggested that student management systems be included within the 'measure, identify and review' workstream.



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	<ul style="list-style-type: none"> <li>David (MoE) noted the work programme has evolved to being a shared work programme and reiterated that we would like feedback regarding BPAG member contributions</li> <li>Iona (MoE) suggested that BPAG contributions could be nominating themselves as the go to person on a particular workstream aspect to provide sense check as things progress and/or areas of particular interest. She asked that we not have 'the perfect be the enemy of the good.'</li> </ul>
6: ERO update on comms plan regarding release of evaluation reports	<ul style="list-style-type: none"> <li>Deidre Shaw (ERO) informed the group that the release of two evaluation reports was imminent. There would be two reports, a main report and a companion report. Minister Martin has seen early copies.</li> <li>The plan is for the reports be released on the website on Monday 13 May. For the report launch a Q&amp;A session to be held with BPAG members invited. General media releases, including social media to follow and the MoE comms to works with ERO comms.</li> <li>The report focus will be on the number of students telling us about the number of negative experiences they have.</li> <li>We know that where schools have all nine framework elements implemented well, they are doing better than those where it's not happening. ERO ask if more targeted approaches e.g. addressing racism, may be necessary.</li> <li>Report messages around belonging and relationships are in line with ERO's past focus on wellbeing.</li> <li>The reports emphasise bullying as an issue across New Zealand and not just a school issue.</li> <li>It is noted that most kids enjoy being at school.</li> <li>ERO confirmed that some face to face engagement with young people had occurred as part of the information gathering process when ERO were visiting schools as part of their review cycle.</li> </ul>
8: Update on Bullying-Free NZ Week . Theme: 'Celebrating Being Us! - Whakanui Tōu Āhua Ake ' (13-17 May 2019) and related comms	<ul style="list-style-type: none"> <li>David Wales (MoE) reported that BFNZ week was next week, that much comms activity supported the build up.</li> <li>Claire John (MoE) reported there had been a big social media campaign which is a first. Feedback is positive regarding engagement. A back pocket set of Q&amp;A's had been sent out and MoE encouraged BPAG members to share their involvement in the week.</li> <li>Andrea Birtwistle (MoE) said a media release had been prepared to go out on Friday morning to general media. BPAG members were asked to let us know their media spokesperson. The current Education Gazette edition has a great story about a school in Hawkes Bay who are doing good work around bullying prevention. This story has the framework mentioned within it and the school is a PB4L school too.</li> </ul>
9: National Bullying Prevention Conference	<ul style="list-style-type: none"> <li>David Wales (MoE) noted this is the second National Bullying Prevention Conference and asked if we need to co-ordinate a collective response and/or participate</li> </ul>

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	<ul style="list-style-type: none"> <li>Iona Holsted (MoE) emphasised that it was important for people to make their own choices regarding involvement. She expressed a preferences not to go and to 'play it by ear.'</li> </ul>
OSAG Update	<ul style="list-style-type: none"> <li>Sean Lyons (NetSafe) covered the impact and timeline of events regarding the Christchurch shootings across NZ. This was a major online safety event.</li> <li>Responses from many agencies was required. There had been three million attempts to upload the shootings video and this had been very disturbing societally.</li> <li>The MoE response was widely regarded as useful, cohesive and helpful.</li> <li>The uploaded content was regarded as an online state of emergency. Content is now gradually being removed, and some delayed reporting becoming apparent.</li> <li>Exposure to extremist content and potential radicalisation is now an issue and NetSafe is supporting schools to use tools and understand the likely impacts.</li> <li>Fleur de Bes (NZ Police) reported that Police 9(2)(c) emphasised the need to notice when we feel people they don't fit in and intervene early.</li> <li>Iona (MoE) reported that N4L have the ability to analyse school level internet traffic and provide a rich understanding of what kids look at.</li> </ul>
9: BPAG Member Updates	<ul style="list-style-type: none"> <li>Jason Miles (NZPF) indicated that NZPF would be actively promoting BFNZ week via their comms channels.</li> <li>Iona Holsted (MoE) asked if the Teaching Council should be attending BPAG and suggested BPAG consider their presence.</li> <li>It was agreed that the Teaching Council should be invited to join BPAG.</li> </ul> <p><b>Action point 3: MoE to invite the Teaching Council to attend the next BPAG meeting.</b></p>
Next Meeting	<p><b>Date:</b> Tuesday, 13 August 2019</p> <p><b>Time:</b> 1.00 pm- 3.00pm (lunch available from 12.30pm)</p> <p><b>Venue:</b> Ministry of Education Level 2 (Room 2.01) Mātauranga House, 33 Bowen Street, Wellington</p>

7 May 2019 Action Points		Responsible	Due Date
1	Action Point 1: MoE to distribute a communique to its Leadership Team about this shift to a belonging/wellbeing narrative. This will be shared with BPAG members at the next meeting (13 August).	David Wales	13 August, 2019
2	Action point 2: MoE to invite VUW RP chair to BPAG meeting 13 August	David Wales	13 August, 2019
3	Action point 3: MoE to invite the Teaching Council to attend the next BPAG meeting.	David wales	13 August, 2019