



**Cayman Islands
Human Rights Commission**

promoting, protecting and preserving human rights



A Guide for Students, Parents and Teachers

Message from the Human Rights Commission

The Human Rights Commission (“the Commission”) was created through the mandate of the Constitution Order 2009 (“the Constitution”). The primary role of the Commission is to promote observance and awareness of human rights. As such, the Commission embarks on community outreach projects to fulfil our responsibility to the public. The Commission has identified bullying as one of the key issues it wishes to address in 2017.

A report by the UN Secretary General found that childhood bullying was related to two attributes of the UN’s global development agenda¹: creating high quality education through the promotion of a culture of peace and non-violence (Goal 4), and promoting peaceful societies by ending child abuse, trafficking, and other forms of violence against and torture of children (Goal 16).

The Commission agrees with the UN’s approach to bullying. Equally, under the Cayman Islands’ own Constitution a number of rights may be breached in situations involving bullying in schools including; section 3 – dealing with Torture and Inhuman Treatment; section 9 – dealing with Private and Family Life; section 16 – dealing with Non-discrimination; section 17 – dealing specifically with the Protection of Children; and section 20 – dealing with Education.

As well as the use of physical violence bullying includes verbal abuse and cyber-bullying through email, messaging or social media to harass a victim. These non-physical bullying behaviours can often have an even more harrowing impact. With the advent of cyber-bullying a victim can be taunted constantly; in their own home, at weekends, when away on holiday. The constant bombardment of victims without respite can be particularly demoralising and for many of its victims it is not something that they can just shrug off or ignore - it can become utterly devastating.

There is a misconception that bullying is ‘just a part of growing up’ - it is not and it never was. Bullying causes loneliness, depression and anxiety; it has an impact on academic performance and is associated with increased school dropout rates. It can have long-lasting consequences for children’s development.

For some victims it can become completely overwhelming. Studies by Yale University have found that victims of bullying are between two and nine times as likely to report suicidal thoughts.² A 2008 UK study found that nearly half of suicides amongst 10 – 14 year olds were due to bullying.³

Bullying directly undermines the fundamental idea that all human beings share an inherent dignity. Children’s prejudices and ideas of what is acceptable behaviour invariably reflect those of the rest of society, and for that reason bullying is not just a children’s issue but one for all of us. Turning a

¹ http://srsg.violenceagainstchildren.org/sites/default/files/documents/docs/A-71-213_EN.pdf.

² <http://news.yale.edu/2008/07/16/bullying-suicide-link-explored-new-study-researchers-yale>

³ <http://www.independent.co.uk/news/uk/home-news/research-finds-bullying-link-to-child-suicides-1999349.html>

blind eye to the culture of cruelty that bullying seeks to perpetuate lends support to the belief that some sorts of abuse or discrimination are permissible. Equally, whilst there is rightly a focus on childhood bullying, it should not be forgotten that bullying can take place in other environments, including the workplace, and that adults can also suffer as victims.

For that reason, and in order to try to support the UN's initiative to combat bullying, the Commission has prepared this resource packet for parents, teachers and students that discusses what bullying is, what the potential consequences are, and provides suggested strategies on how to tackle it.



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Understanding Bullying

What is bullying and why is it serious?

Bullying is an intentional behaviour that hurts, harms, or humiliates a student, either physically or emotionally, and can happen while at school, in the community, or online. Those who bully often have more social or physical “power,” while those targeted have difficulty stopping the behaviour. The behaviour is typically repeated, though it can be a one-time incident.⁴

Both kids who are bullied and kids who bully others are at risk of developing serious, lasting problems.⁵

What are some examples of bullying?

There are four types of bullying:

- **Verbal.** This type of bullying includes:
 - Teasing
 - Name-calling
 - Inappropriate comments
 - Taunting
 - Threatening to cause harm

- **Social bullying.** Sometimes referred to as relational bullying, involves hurting someone’s reputation or relationships. Social bullying includes:
 - Leaving someone out on purpose
 - Telling other children not to be friends with someone
 - Spreading rumours about someone
 - Embarrassing someone in public

- **Physical bullying.** Involves hurting a person’s body or possessions. Physical bullying includes:
 - Hitting/kicking/pinching
 - Spitting
 - Tripping/pushing
 - Taking or breaking someone’s things
 - Making mean or rude hand gestures⁶

⁴ <http://www.pacer.org/bullying/resources/info-facts.asp>

⁵ <https://www.stopbullying.gov/prevention/at-school/educate/misdirections-in-prevention.pdf>

⁶ <https://www.stopbullying.gov/what-is-bullying/definition/#types>

- **Cyberbullying.** This method of bullying involves:
- Using the Internet, texting, email and other digital technologies to harm others.⁷ This includes sending mean text messages or emails, rumours sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.⁸ Another example of cyberbullying is creating a fake online profile to bully peers or using another person's name and/or profile to post inappropriate messages, photos etc.

What are some of the consequences of bullying?

Bullying can have a negative impact on everyone – those who are bullied, those who bully, and those who witness the bullying.

Kids Who are Bullied

Kids who are bullied can experience negative physical, school, and mental health issues. Kids who are bullied are more likely to experience:

- Depression and anxiety, increased feelings of sadness and loneliness, changes in sleep and eating patterns, and loss of interest in activities they used to enjoy. These issues may persist into adulthood.
- Health complaints.
- Decreased academic achievement—GPA and standardized test scores—and school participation. They are more likely to miss, skip, or drop out of school.

A very small number of bullied children might retaliate through extremely violent measures. In 12 of 15 school shooting cases in the 1990s, the shooters had a history of being bullied.

Kids Who Bully Others

Kids who bully others can also engage in violent and other risky behaviours into adulthood. Kids who bully are more likely to:

- Abuse alcohol and other drugs in adolescence and as adults.
- Get into fights, vandalize property, and drop out of school.
- Engage in early sexual activity.
- Have criminal convictions and traffic citations as adults.
- Be abusive toward their romantic partners, spouses, or children as adults.

Bystanders

Kids who witness bullying are more likely to:

- Have increased use of tobacco, alcohol, or other drugs.

⁷ <http://www.btcinternational.org/anti-bullying-series>

⁸ <https://www.stopbullying.gov/cyberbullying/what-is-it/>

- Have increased mental health problems, including depression and anxiety.
- Miss or skip school.⁹

When bullying isn't stopped or challenged by anyone it can create an environment where bullying is accepted and where everyone feels powerless to stop it. Turning a blind eye to the culture of cruelty that bullying seeks to perpetuate lends support to the belief that some sorts of abuse or discrimination are permissible.

What do I do if someone is bullying me?

- Tell someone you trust about it like a teacher, parent, the principal, a school prefect or an older student.
- If the person you told cannot help you or does not do anything, find someone else to report it to. **Never keep being bullied a secret!**
- Try to remain calm and not to let the bully see you are upset. (Bullies are looking for signs that you are upset and they may do it more).
- Avoid areas where the bully feels comfortable picking on you (for example, places where teachers cannot see you - such as corners of the playground, lonely corridors, and behind large furniture in the classroom).
- Try to surround yourself with friends and people who will stand up for you.¹⁰

Someone is cyberbullying me, what should I do?

If you become a victim of cyberbullying take the following steps to report it and stop it immediately:



Image provided by the University of Victoria

⁹ <https://www.stopbullying.gov/at-risk/effects/>

¹⁰ http://www.kzoo.edu/psych/stop_bullying/for_kids/what_is_a_bully.html

What do I do if I see someone being bullied?

- Get friends together and TALK to the bully. Let the bullies in your school know that bullying is not accepted at your school.
- Don't cheer the bully on or stand around to watch. (The bully might like the attention, and pick on the child even more).
- If you see someone being bullied, find someone to help stop it. Report it to another friend, a teacher, a student prefect or a principal.
- Be nice to, include, and get to know the people who are being bullied: You may find they are similar to you!!
- Try to make friends with the bully too- show them other ways to interact with others. (They don't need to bully others to be accepted or cool).¹¹



Bullying tips for parents

Take Steps to Stop It Checklist

- **Start early.** Parent/child talks are essential. Teach kids to respect others before they start school and continue to talk about this topic on an ongoing basis. Even small acts of teasing should be stopped in their tracks. Don't fail to correct this kind of behaviour due to a child's young age. This is exactly when to stop it.
- **Teach your children how to be assertive.** Encourage your children to express their feelings clearly, say no when they feel uncomfortable or pressured, stand up for themselves without fighting and walk away in dangerous situations.
- **Stop bullying when you see it.** Adults who remain silent when bullying occurs are encouraging it and making it worse.

¹¹ http://www.kzoo.edu/psych/stop_bullying/for_kids/what_is_a_bully.html

- **Listen and support children who speak up.** Telling an adult about bullying is not easy for children. If a child comes to you seeking assistance with bullying, spend time listening to them and provide affirmation and support before taking actions. Read through and discuss our Bullying Checklist with your child as a resource.
- **Recognize the signs of depression.** Youth who experience persistent bullying can develop signs of depression like sadness, isolation, poor concentration and sleeping problems. These symptoms can affect their relationships and school performance. Many children do not recognize or speak up about their emotional needs. Make sure to reach out and get them help when you see these signs.
- **Tell your children to take action when they see bullying behaviour.** Tell them to speak out against the bully and inform a teacher if the behaviour doesn't stop. Bullying continues only when we allow it to.
- **Communicate clear policies and consequences.** Bullying is less likely in schools where adults are involved and firm about stopping bullying behaviours. Send out a clear message at your school that bullying will have negative consequences.
- **Team up.** Work with your PTA or local MHA affiliate to make sure that schools treat bullying as violence. Help them develop programs to prevent bullying and promote safe school environments.¹²

Bullying response tips for teachers

Providing safe classroom environments is an important part of the mission to reduce bullying. Students need to see and recognize that teachers and staff are in control and that they care about their students.

Creating a Safe Classroom Environment

These activities can help you build and sustain a safe, secure classroom environment:

- Develop, post, and discuss rules and sanctions related to bullying.
- Treat students and each other with warmth and respect. Demonstrate positive interest and involvement in your students.
- Establish yourself as a clear and visible authority with responsibility for making the school experience safe and positive.
- Reward students for positive, inclusive behavior.
- Take immediate action when bullying is observed and consistently use nonphysical, non-hostile negative consequences when rules are broken.
- Listen to parents and students who report bullying in your classroom. Quickly and effectively resolve the issue to avoid perpetuation of bullying behaviors.

¹² <http://www.mentalhealthamerica.net/bullying-tips-parents>

- Notify parents of all involved students when a bullying incident occurs, and resolve the problem expeditiously, according to discipline plans at school.
- Refer students affected by bullying to school counseling or mental health staff, if needed.
- Protect students who are bullied with a safety plan.
- Hold class meetings during which students can talk about bullying and peer relations.
- Provide information to parents about bullying behaviors and encourage their involvement and support in addressing bullying issues.¹³

¹³ http://www.violencepreventionworks.org/public/bullying_tips_for_teachers.page

Learning Activities

Activity #1 – What is bullying?

Ask the students how they define bullying. Write their responses on the poster. Create a collaborative definition.

Give examples of what bullying is and is not. For example, accidentally running into someone and apologizing is not bullying, while purposefully running into someone to make them fall down IS bullying. Include the definition of cyberbullying: Using technology internet, email, cell phones, social media, pictures— to hurt or harm someone else.¹⁴

Activity #2 – Are you bullying?

Some people may not realize that what they're doing is bullying. Ask students to answer the following questions:

1. Do you repeatedly make mean faces or bad hand signs to others?
2. Do you spread rumours or say mean things about others behind their backs?
3. Do you make fun of or tease other teens often?
4. Do you whisper secrets to a friend in front of another person and then not share the secret with him or her on purpose?
5. Have you purposely not invited someone to hang out with you to hurt that person?
6. Have you been or are you currently part of a clique that is very picky and mean about who can join?
7. Do you often make fun of others because they are “different” from you or your friends? (Maybe they have glasses, are poor, or are a different religion, for example.)
8. Have you repeatedly threatened to hurt someone?
9. Have you punched, shoved, or hit someone who is weaker than you?

Discuss the answers out loud. If students answered mostly ‘yes’ to the questions, teachers should be concerned and take the proper measures to address their behaviour.

Activity #3 – Labelling Feelings (teaching empathy skills)

Ask students to describe and label how they might feel in these three different bullying situations:

- If they saw someone being bullied
- If they were being bullied themselves
- If they bullied someone

¹⁴ <http://www.pacer.org/bullying/classroom/elementary/ele-lesson-plan.asp>

Explain that bullying can lead to strong feelings, such as anger, frustration, and fear. While it's okay to feel these feelings, it's never okay to react by doing violent things, such as intentionally hurting someone. Say that if we all work together to prevent and stop bullying, no one in our group will ever need to experience these feelings as a result of bullying.¹⁵

Activity #4 – Cyberbullying

Often, people who are victims are also bullies. Before you feel too bad for yourself, take the quiz below to find if you, too, are part of the cyberbullying problem! Rate yourself on the following point scale according to if, and how many times, you have done the below activities. Give yourself 0 points if you've never done it, 1 point if you have done it 1 or 2 times, 2 points if you have done it 3-5 times, 3 points if you have done it more than 5 times.

Have you ever...

- Signed on with someone else's screen name to gather info?
- Sent an e-mail or online greeting card from someone's account?
- Impersonated someone over IM or online?
- Teased or frightened someone over IM?
- Not told someone who you really are online, telling them to "guess"?
- Forwarded a private IM conversation or e-mail without the permission of the other person?
- Changed your profile or away message designed to embarrass or frighten someone?
- Posted pictures or information about someone on a Web site without their consent?
- Created an Internet poll, either over IM or on a Web site, about someone without their consent?
- Used information found online to follow, tease, embarrass or harass someone in person?
- Sent rude or scary things to someone, even if you were just joking?
- Used bad language online?
- Signed someone else up for something online without their permission?
- Used an IM or e-mail address that looked like someone else's?
- Used someone else's password for any reason without their permission?
- Hacked into someone else's computer or sent a virus or Trojan horse to them?
- Insulted someone in an interactive game room?
- Posted rude things or lies about someone online?
- Voted at an online bashing poll or posted to a guestbook saying rude or mean things?

Now calculate your total score:

0 – 1 Points: Cyber Saint

Congratulations! You're a cyber saint! Your online behavior is exemplary! Keep up the good work!

2-10 Points: Cyber Risky

¹⁵ <http://preventingbullying.promoteprevent.org/8-empathy-activities>

Well, you're not perfect, but few people are. Chances are you haven't done anything terrible and were just having fun, but try not to repeat your behaviors, since they are all offenses. Keep in mind the pain that your fun might be causing others!

11-18 Points: Cyber Sinner

Your online behavior needs to be improved! You have done way too many cyber no-no's! Keep in mind that these practices are dangerous, wrong, and punishable and try to be clean up that cyber record!

More than 18: Cyber Bully

Put on the brakes and turn that PC/MAC/text-messaging device around! You are headed in a very bad direction. You qualify, without doubt, as a cyberbully. You need to sign off and think about where that little mouse of yours has been clicking before serious trouble results for you and/or your victim(s), if it hasn't happened already!¹⁶

¹⁶ http://www.stopcyberbullying.org/teens/are_you_a_cyberbully.html

Resources

Name	Physical Location	Phone Number	Email	Website
Royal Cayman Islands Police Service (RCIPS)	69A Elgin Avenue, George Town	345-949-4222	rcipsinfo@gov.ky	www.rcips.ky
Estellas Place & TAYA Lounge	Crown Square, Eastern Avenue	345-949-0366	info@cicc.ky	www.cicc.ky
The Wellness Centre	D5 Cayman Business Park	345-949-9355	info@wellnesscentre.ky	www.wellnesscentre.ky
The Counselling Centre	3rd Floor Block B Flag Ship Building	345-949-8789	counselling.services@gov.ky	The website is currently not available.
Family Resource Centre	Compass Centre, North Sound Road	345-949-0006	frc@gov.ky	www.frc.gov.ky
Employee Assistance Programme (EAP)	107 Elizabethan Square	345-949-9559	eapci@candw.ky	www.eap.ky
Behavioral Health Associates Cayman	Unit B, Hospital Road Plaza 62 Hospital Road, George Town	345-746-0066	info@bhac.ky	www.bhac.ky
Health Services Authority (HSA) Mental Health Department	George Town Hospital, 95 Hospital Road	345-949-8600	info@hsa.ky	www.hsa.ky

Anti-Bullying Alliance | United against bullying

<https://www.anti-bullyingalliance.org.uk/>

Anti-Bullying Network

www.antibullying.net/

Australia Human Rights Commission Bullying factsheets

<https://www.humanrights.gov.au/what-bullying-violence-harassment-and-bullying-fact-sheet>

<https://www.humanrights.gov.au/bullying-know-your-rights-violence-harassment-and-bullying-fact-sheet>

<https://www.humanrights.gov.au/what-you-can-do-stop-bullies-be-supportive-bystander-violence-harassment-and-bullying-fact-sheet>

BulliesOut - Anti-Bullying Training, Awareness and Support

<https://bulliesout.com/>

Human Rights Campaign USA

<http://www.hrc.org/resources/beyond-bullying>

ReachOut.com

<http://au.reachout.com/tough-times/bullying-abuse-and-violence>

UN Press Release on Bullying

<http://www.un.org/sustainabledevelopment/blog/2015/10/un-envoy-calls-for-concerted-efforts-to-eliminate-bullying-in-all-regions/>

UN Secretary General Report on Bullying

http://srsg.violenceagainstchildren.org/sites/default/files/documents/docs/A-71-213_EN.pdf

US Department of State Statement on Anti-bullying

<https://2009-2017.state.gov/j/drl/rls/rm/2012/189663.htm>