Supporting the mental health of children who experience bullying

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Please note this transcript was autogenerated.

Nicole Rollbusch ([00:00:03](#)):
Welcome everybody to tonight's webinar. And welcome to those of you who might be watching the recording at a later time. My name is Nicole, I'm a practice development officers, tonight's webinar.

([00:00:19](#)):
I would like to acknowledge all of the lands that we are coming from today and pay my respects to the Elders past, present and those who are emerging, and acknowledge the deep connection that Aboriginal people have with Lands and the Waterways and Kin and Community, and the importance of these things to all Aboriginal childrens and families. And I'm on Kaurna land tonight here in Adelaide. But extend that acknowledgement to all of the different lands that all of our participants are coming from as well as our panellists. And if you'd like to pop in the chat where what land you are you're on today, that would be great.

([00:01:10](#)):
So we've got one more upcoming webinar in this series. So this is the fifth webinar in the fifth series which is a collaboration between Emerging minds and MHPN. So, the registrations are open now for decolonizing mental health when working with Aboriginal and Torres Strait Islander children and families, which is coming up on June the sixth. So if you'd like an invitation to that one to keep up to date with that one, please subscribe to the Emerging Minds newsletter. And the link is on your screen at the moment or sign up to the MHPN portal.

([00:01:55](#)):
Just a little bit on the tech side of things for tonight. So you'll see three dots in the lower right corner of your screen, and that's for you to access information. And under there you'll find the slides for tonight a list of resources as well that we've put together a link to the survey that we are hoping you'll complete your feedback on tonight, and some technical support as well. So we've got our learning outcomes here. I won't go into them in massive detail cuz you would've seen those when you registered. But generally, our aim for tonight is to hopefully increase your skills and confidence in responding to children who've experienced bullying behaviour and you know, supporting their mental health.

([00:02:57](#)):
So it's now my pleasure to introduce our panel for, for tonight. So the three people here and myself will be with you for the next hour or so. And if you'd like any more information on any of our panellists the everybody's bios were disseminated with the webinar invitation, so please feel free to jump back in and

read about everybody if you wish. But I'll just introduce each of them in turn. Now, so Jess is our child and family partner and Jess, you are a foster parent under youth worker. How do those two roles compliment each other and, and help you in supporting children?

Jess (00:03:42):
Hi! For me, I was a youth worker for a long time before I became a parent, and my age group is older children and teenagers, so they really go perfectly hand in hand. I definitely use a lot of my skills as a youth worker at home and the experiences I have at home bring a deeper understanding in my role as a youth worker to understand what children, young people and families really go through on a day-to-day kind of basis.

Nicole Rollbusch (00:04:11):
Yeah, great. Lots of transferable skills, I imagine.

Jess (00:04:15):
Definitely.

Nicole Rollbusch (00:04:16):
Thanks Jess, and welcome, Haley, we've got Haley, our mental health social worker joining us. And Haley, you are really passionate about working with young people and families who particularly face facing, facing marginalisation or, you know, multiple vulnerabilities. What is it that particularly interests you in that area?

Hayley Johnston (00:04:40):
Thanks, Nicole. And, and welcome everyone. I, this has been a really longstanding interest of mine and I'm particularly interested in experiences of injustice in relation to operations of power and operations of gender. And I'm, I'm really interested in how to make those things visible and therapeutic responses to those. So I'm interested in, you know, working with people who have experienced trauma but who also experience disadvantage in the systems that they're in, in their life, whether that's government, health, school systems, cultural and religious systems. I'm really interested in that intersection. It's been a great place to work.

Nicole Rollbusch (00:05:20):
Great. Thanks Haley. And welcome. And Jessica, our clinical psychologist tonight. So you are working in a school now. What are some of the similarities and differences that you've noticed in that setting compared to other settings that you've worked in as a psychologist?

Jessica Staniland (00:05:38):
I think schools are the first to see a lot of these students and the first to hear about some of the challenges that are coming up for them. So often I think we're the first to identify challenges before things sort of start to unravel at home. But that said, I think the presentations that we see both in the school setting and then in the public or the private setting are really similar. Anxiety tends to be the

most common presentation, and even mental health difficulties in general in children and adolescents has have, have really skyrocketed post COVID. I guess what we're tending to see is that, you know, the, the things that usually cause anxiety, including, you know, bullying, social difficulties, family difficulties, that sort of thing still exist, but there's also a lot of other factors at play now including gender confusion, identity, the financial pressures that are happening everywhere. So I think you know, the, the impacts can actually be a lot broader. And I think also in a school setting, just because the wait list is so long now to access services within private practice where we're no longer just that sort of short-term intervention, which potentially school psychologists used to be instead we're doing much, much longer-term therapy work.

Nicole Rollbusch ([00:07:00](#)):
Yeah. Great. Thanks Jessica, and welcome to you as well. I'm sure everyone in the audience will join me in giving you a warm virtual welcome. So from now on what we're gonna do is each of the panellists are gonna give a short presentation and then we'll head into a Q and A session for the remainder of the webinar. So without any further delay, we'll jump into the content and I'll hand over to Jess, our child and family partner. Thanks, Jess.

Jess ([00:07:34](#)):
Hi, my name is Jess. I do a lot with emerging minds around my lived experience, which is definitely part of that was being carer for my mum. Both as a child, a young person as a young adult and she has multiple mental illness diagnosis. We also moved around a lot, which I think is quite relevant to tonight's topic around bullying and the experiences I had with that. For me my experience of growing up as a young carer meant I kind of thought my family were normal and assumed everybody else's were the same. Once I sort of started to notice there was a difference, other kids also noticed that as well. For me, it meant because we moved a lot it really went unnoticed and it felt like you know, the adults in my life didn't really care.

([00:08:36](#)):
And for me, my strategy was basically just to, to put up with it as best I could. I kind of got to adulthood and realise that, you know, some of those experiences were quite negative and I really didn't wanna repeat that in my own life. Adult life as a, you know, youth, but also as a, a potential parent in the future.

([00:09:01](#)):
So my parenting experiences a little bit unique. I come to parenting very deliberately. It was very planned and the foster care process is very I would use the word invasive because you have to really make sure that as a parent I'm ready to kind of tackle what's gonna come into my home. For me, I really wanted to work with the older age group. I felt like that was important. So, that means that the young people that I've looked after often do come with both the background of being bullied and also bullying other people as well.

(00:09:41):
For me, the things that kind of I picked up on quite quickly were that, you know, non-attendance previously at school was a reason to be bullied and to be singled out are their appearance. So often you don't try and make any big changes in a child's life. And so things like what they're wearing and how they look after their personal hygiene and things like that, it's a bit of a slow process. So that was still happening while they lived with me, there were kids that were kind of picking on that. I think also just who their family were. So sometimes, you know, you don't end up in the same area but sometimes they do, and so kids kind of know there's being this big change in their life and it becomes a, you know, potential bullying sort of, yeah, experience because of that.

(00:10:35):
So what I've noticed particularly in primary school, the word bullying just gets used so much. And I would say probably overused. Lots of kids kind of learn about this stuff but often don't always get the kind of depth of what it actually means. And so it becomes really hard to clarify with children what it is because they learn this stuff at school and they say, oh yeah, but I'm being bullied. And it's like, but what does that look like? You know, what are you actually hearing? What are you actually seeing? And for one of the children that I've had in my care, you know, she, she had lots of examples of actually being, you know, bullied over a longer period of time, you know, for things that she had no control over. And then she often experienced that through the bystander stuff, you know, that she had friends that were also bullied and picked on. Our experience that most of that was happening face-to-face. Normally at school I know that devices are getting given to younger and younger children, but for us we kind of tried to keep that you know, as minimal as possible at that age, which I think helped to keep the bullying in one place rather than all sort of areas of their life. But for her it meant, you know, that she was experiencing it, but she was seeing other people experience it as well.

(00:12:04):
So, high school, it's like a total shift for lots of kids. They don't wanna be othered, they don't wanna be seen as different, the things that made them unique in primary school that make them different now they'll pull away from and push away from themselves. So, a lot of the bullying that, you know, the young people I've looked after experienced, but also their friends are experiencing is about being different. You kind of, you see the teenagers sort of get swept up in stuff very quickly, and especially when we think about like social media, sharing stuff and you know, commenting on things. And maybe not directly bullying, but getting swept up and being involved because it's now a group activity. It's not just in the schoolyard, it's actually, you know, in their phones and on their devices in their homes every day.

(00:13:08):
The support is, I think it has to be multifaceted. It can't just be any one kind of group tackling this. I think the schools do their best they can around the education side of stuff and around like debriefing and trying to kind of give them tools. But, I think it's also important at home like that we were working on general self-esteem all of the time because if you've got a young person or a child who feels, you know, like secure in themselves, then they're more easily going to manage and deal with that bullying situation

when it comes up. I think also making sure you've got good strong role models in the children's lives. So we are quite deliberate about the friends that I have that we kind of say, you know, these are like our go-to people. I always let the kids in my care make the decision of whether that person is for them or not, but they, they'll gravitate to the ones they want to. So make sure they're good, strong role models. And I think for me, the takeaway from everything for tonight will be keep talking, keep talking and keep talking. So that for me was about generally chatting, like I wanted to know who her friends were, what stuff was happening at school day to day, like what sort of things she likes to do, what she doesn't like to do. But that meant that I got to know her friends better. So when she was having a rough day, I could actually talk about and name the friends that she was hanging out with, which meant that, you know, we had a better understanding of what was happening. It also meant that we talked about some of the situations that were happening both to herself and to her friends. And I think one of the really good ones I loved was the friendship red flags and green flags.

([00:14:54](#)):
I don't know, I think this is something she was taught at school and you know, we still use those terms even now quite a number of years later. I really liked it because it, for her it was just simple, you know, what are the red flags? You know, when, when she talks about a friend, you know, teasing somebody else, I could say, oh, do you reckon that fits in the red flag or the green flag? I think maybe red flag because, and then it's a conversation, right? So the talking, talking, talking keeps continuing. I think also for her it was really important that I encouraged her to talk to the school when things were at a point that she felt uncomfortable about it. So when either she was experiencing it, but also she had a friend that was, I would say, chronically bullied about her looks and her weight. And I really encouraged her to go back to the school staff that she felt safe talking to, not to dob on people, but to actually talk about how she felt, and how she was feeling day to day with that stuff going on. It did get to a point where I made the decision also to talk to the school staff. And it can be really tricky as a parent to make that decision. Cause you don't wanna get involved with, you know, your kids' stuff and they tell you not to talk to anyone cuz they're worried about, you know, getting payback. But I think if it's at the point where it's impacting daily life, either for your child or for their friends it might be time to bring that to the attention of the school staff. They are probably already aware, but if it's at the point that the home is noticing it as well, it's probably gotten a bit further outta control than just at school. And, you know, there may be conversations that need to happen either with kids or with adults about some of that stuff. No, that's me done <laugh>. So that's me finished. Thank you very much.

Nicole Rollbusch ([00:16:54](#)):
Great, thanks. Thanks, Jess. Some really great insights there. I like you know, it was really clear that you were making a lot of links with your child's friends making links between your child and safe school staff and those links between yourself and the staff as well. That was really clear in, in your experience, so thank you for sharing that. I'll now hand over to Hayley. Thanks Hayley.

Hayley Johnston ([00:17:25](#)):
Thanks Nicole. And I'm gonna start tonight where I always start when I'm meeting with a young person and their family and that's, you know, considering their presentation and their psychosocial assessment.

So, when I'm initially meeting with families or with young people in a therapy setting, I'm interested in researching the concerns that all family members hold. In this conversation, I'm paying close attention to the language young people use to describe these concerns. I'm then interested in researching the context in which these concerns exist or arise. I'm, I'm always working to stay open-minded that bullying might be only one of the concerns that this young person or their family is up against. In researching the context of these concerns, I'm working to understand and bring forward information about the family environment. So, things like parental resources, a sense of belonging that this young person has in the family experiences of abuse, violence, of trauma and relevant, you know, family history in relation to mental health and physical health.

([00:18:28](#)):
So, I'm also wanting to understand the peer and social context-of school context, sorry. So I'm interested in the experiences that this young person has in these systems day to day, how they experience their own learning and how their parents experience the school systems and their own learning. I'm also checking in around mental state at this point. So I'm thinking about, I'm checking in with this young person about sleep, appetite, I'm looking at how they're dressed, I'm listening to how they're speaking. I'm checking in around self-harm and suicidal ideation amongst other things. I, in this conversation, I'm not collecting this information for myself. I'm collecting this information for this therapeutic relationship because I want this family and this young person to experience my interest in their lives as a whole and all of the things that matter to them. I'm, I'm wanting to start to bring this information forward and start to put together the context in which these concerns exist.

([00:19:24](#)):
So, at this point I'm wanting to start naming and externalising the problem and creating a separation between the child and the problem. And this is really important. This is because problems in, in this case, bullying often have a way of shaping how a young person sees themselves and leaves them feeling like they as a person don't measure up. So when a young, when young people are responding to bullying that's occurred over time, they will usually have been exposed to descriptions of themselves that aren't untrue. And you know, young people often convince this is because they have sort of some character flaw, some personality flaw. They can feel like they are worthless, like they're unlikable or they're not as worthy of care as others. And if I don't provide some distance, it's difficult to research with this young person their own strengths, their own abilities as distinct from the bullying's description of them.

([00:20:19](#)):
So, this approach supports young people to deconstruct the dominant narratives that contribute to bullying. Identify and challenge some of the societal norms and expectations that perpetuate these behaviours and helps 'em to take a position against the bullying rather than going along with the bullying's description of them, or have them feel passive in response to bullying. So if we think about Olivia in our case study, Olivia's already started to develop ideas about herself and her body that the bullying's influenced. She may already be thinking, I'm, I'm not beautiful. If I was skinnier, people would like me more. If I looked different, they wouldn't bully me. All of these things are descriptions, or all of these are descriptions that the bullying has influenced rather than Olivia.

(00:21:05):
Once a separation has occurred it allows us to research the effects of the bullying on the young person and also their family. That's really important. The effects are often broad and include effects on family and peer relationships, effects that the bullying has had on learning on the relationships that this young person has with the things that they enjoy. And of course, the relationship they have with themselves. I find researching what the bullying is getting in the way of what it's taken away, what this family wants to reclaim or take back. I think questions that really help generate some enthusiasm in the conversations.

(00:21:43):
Careful research of the effects of the bullying helps everyone in the family and the school shape their responses accurately. So, in Olivia's case, the bullying's increased her sense of isolation, has her wanting to stay away from schools, created focus on her body, has her restricting what she's eating and thinking about dieting. So,, it's fair to say that the bullying has likely got in the way of Olivia having fun, feeling safe and comfortable at school. Probably got in the way of trying new things and interrupted her learning and academic goals. Understanding in detail, the effects of the bullying is really important and it helps this young person and their family get clear on what's been taken away. And then it sets us up to create a plan on how we're gonna respond to this.

(00:22:28):
So, building agency and creating a plan with the young person and their family. So it's essential that the burden of change when we're talking about bullying doesn't sit with the child alone and the family and the school are involved. In supporting this change agency, we often talk about agency, and I think it's helpful to think about agency as skills and knowledge in action to develop this young person's sense of agency and wanting to research with them and collect evidence for their ability to weaken, to reduce, or to limit the bullying or its effects.

(00:23:03):
So, I like to research the values positions that young people hold and how they've stayed aligned to these values in the face of bullying. Pulling these forward and thinking about how young people are keeping hold of them in this difficult time, I think helps young people to experience themselves as active and contributes to that sense of agency that we want them to have. The plan I am referring to is a collection of skills and knowledge everyone in the family is developed on how to respond to bullying and its effects, and how everyone in the family is gonna put these into action. So this includes the steps, the family, the school a and this young person will take. And this is based on the conversations that we've had.

(00:23:47):
So, and I'll expand a little bit on the plan in our Q and Q. This is a, a few points that I put together that didn't sit anywhere particularly nicely, but I thought were really important to mention. So, I find it really helpful to have a transparent working relationship between the school the family and the therapist. If this, if consent for this is withheld, I, I am really hesitant to pursue therapy in that setting. The

communication with the school doesn't mean that we take steps this young person's not okay with, but it is important that the school who holds duty of care for that young person is provided with the information that they need to respond. And if that's not happening, then some strong advocacy is provided to the school to ensure that those steps have been taken. And over time, I've learned from many young people how important it's to develop my awareness of neuro divergent ways of experiencing the world.

([00:24:39](#)):
And I'm in no way suggesting that every young person that we meet in relation to bullying is neurodivergent. But I, I do hold in my mind a possibility that this might be part of the picture. And I'm particularly thinking about things like autism and ADHD. At times young people who struggle socially can find the language around bullying helpful to describe the experience that they're having. And over time, this narrative can be firmed up by really good, strong attempts to support and advocate for this young person. If the neuro, divergence is part of, or I think it might be part of the picture, I'm having those conversations really openly with families. And then we're, we are weighing up whether or not assessment is helpful.

([00:25:21](#)):
So some of the things that I might be listening for you know, is this young person using social scripts and, and what happens when those don't work? Is this young people, young person able to consider other possibilities and perspectives in relationships? Are they rule bound? Do they experience a relationship injury if a procedural is broken? These are the sorts of things I'm listening for. Lastly, to wrap me up tonight if racism or discrimination or prejudice is part of the bullying that is occurring, it's really important that we name these things specifically. I'm not, I don't wanna pit these experiences against one another cuz they're all really profound. But if we don't, if we're not accurate, then it really limits our exploration of that with the young person and the steps that we're going to take. Thanks Nicole.

Nicole Rollbusch ([00:26:09](#)):
Right, thanks Haley. I, yeah, really interested in that separating the child and the problem and the different descriptions and the description that bullying gives to children as opposed to an alternative description. Yeah, that was fascinating. So thank you for that and the rest of your presentation. And now I'll hand over to Jessica. Thanks Jessica.

Jessica Staniland ([00:26:40](#)):
Thanks so much, Nicole. I too have found it really interesting to listen to Jess and to Haley as well. And just to hear the different perspectives that we take I guess in approaching bullying. So, I thought I might start with just running through, I guess some of the learning outcomes. And I think Haley left things in a really good spot for me to kind of shift into why bullying occurs. I find that for so many of the students that I see in the school setting, they don't actually know why bullying is occurring. And I think providing that information can be really enlightening, it can be reassuring, it can reduce their own sense of self

blame, shame, embarrassment. And I know when Hayley started to talk a little bit about that as well. I think in terms of thinking about externalising, externalising the problem too.

([00:27:35]):
So usually when I'm working with somebody that it has experienced some bullying we'll work together to try and understand, you know, maybe why some of this is happening and maybe, you know, why this person particularly might be engaging in that bullying behaviour towards them or towards others as well. So, some of the things that I might start to think about are, you know, possibly does the bully have an, has experienced some sort of trauma, have they got attachment challenges? You know, perhaps if they have experienced some sort of trauma, you know, maybe they're more hyper aroused they're, they're more easily triggered into reacting. Possibly they have sort of an inhibited sense of emotionality because of the trauma. You know, maybe they've been in really awful social situations themselves in the past and you know, that's, that's led them to, to be in the position that they're in now. Do they have a lack of positive role models at home? Have they got somebody that's you know, modelling positive engagement at school or at previous schools? Have they watched bullying happen? And have they thought, you know, that's a good thing or, or that's a bad thing. You know, are they witnessing people engage in appropriate social behaviour towards one another? Some of the other things are jealousy. Is this person particularly jealous of, of others at school? Are they jealous of their intelligence? Are they jealous of their social abilities? Do they just really want to fit in? And sometimes, you know, they, they think they're being really funny. And misinterpret, I guess you know, people's reaction. Is there contagion effects? I think we see that an awful lot now in, in social media. And I think adolescents are so much more open to influence, particularly online. So, you know, are they copying? And I think that kind of inhibition, particularly when you are in an online setting, if I just type this, it, it almost feels like there's not as much impact as there is face-to-face. Are they trying to, you know, get the upper hand? Are they trying to be in power? Are they trying to get a reaction out of this person? You know, if I push this button, what's gonna happen? If I push this button, how will they respond? How's the person who's engaging in the bullying behaviour like Haley mentioned, have, have they got neuro divergence? Have they got some sort of a DSM diagnosis? You know, are they delayed in their learning and their capacity, or is it that possibly they have, you know, a, a diagnosis, which means that they might struggle a little bit more with their social awareness? They might have trouble reading social cues. And as that led to them being in a situation where perhaps they're engaging in inappropriate behaviour towards others, but maybe even not being that aware that it's happening, and it's, it's having a significant impact on the other person.

([00:30:35]):
And then some of the other things that I like to think about are just broadly, you know, what are some of the other cultural influences? So is there social media? Are there social media kind of models that are modelling inappropriate behaviour, whether that be bullying behaviour or whether it be, as sort of Hayley alluded to before, that racism, that sort of thing. Is it that they're seeing people in the media that they're copying? Is it that there is a culture of turning a blind eye, possibly at school? Like, is it that the expectations are really unclear, it's not been made really concrete that actually bullying is really unacceptable and you know that it won't be tolerated in any way?

(00:31:18):

So, then if we think a little bit more about children or students' experience of bullying and some of the impacts I start to have a think about, I guess how I approach my engagement with students or clients when they do disclose that there's something going on. And I think what I've found is that actually sometimes students reveal things and they might downplay it because they wanna avoid confrontation. Sometimes they don't even know that actually what they're reporting is quite significant bullying that's happening to them, and they're, they're just completely unaware. So I just think our role as practitioners is actually to support and to help children to understand the difference between that appropriate behaviour that happens socially and inappropriate behavioural bullying behaviour and to call it out. So, in terms of my approach with students and even with families, you know, I, I try really hard to approach with a sense of curiosity. You know, I try really hard not to, not to lead a child, not to be leading them down in a direction of, of, you know, did this happen or did it, did you engage this way? Or, you know, did you, I guess, trigger it? I think just try not ask really open-ended questions, reduce that leading again, like Haley said, just echoing a child's language, so they're using certain words echoing that because that has meaning for them. Trying to establish, I guess a bit of a timeline. You know, what, how long has this been going on for? What sort of intensity have we got? Is it happening at school? Is it happening online? Is it happening outside of school? Are they, are they being targeted when they're, you know, at the train station about to get on their train? Is it that they feel frightened to pick up their phone because there'll be something on there? So, trying to get a really broad understanding of when it's happening and where I think the other thing that's really important is that we need to be led by the child and we need to be focusing on building trust with them. Because, so often I find that this is a really hard topic to talk about, and I think it can take time for them to process what's going on, to be able to come out with it, because again, there is that sense of shame, guilt, embarrassment that something's happened. So, it can take time to get all of the information and we need to be we need to be really just careful and cautious and go along and, and follow their lead. I think one of the biggest things is there's always concern that they're gonna be named the snitch or they're gonna get in trouble, or, you know, by them communicating with us, it's going to get worse.

(00:34:01):

So, I think just acknowledging that, like, acknowledging that it's, it's really hard to talk with me. And I know, you know, a lot of people are concerned that by saying something, you are gonna be labelled the snitch. But you know, please let me reassure you that we are here to help and, you know, we'll do everything in our power, obviously, to make sure that that's not the case. As much as we don't wanna say, look, bullying's normal, I think there is some value in us saying, look, you know, one in five people experience bullying. And that's not to make out as though it's okay, but it's simply to say, look, this is something that we're all battling with and you know, we can help you get through it, and I think you, you know, you'll find you probably turn to somebody sitting at a desk next to you and at some point in their life they've probably experienced an uncomfortable or a bullying situation themselves.

(00:34:53):

And sometimes that can be really reassuring. Like, it's not just me. This is not necessarily all about me. You know, how awful or hopeless or worthless I am. The other things that I might look to explore is, you know, who knows that this is happening? Does a friend know? Do the school know? Do your parents know? And if there's really serious concerns around risk, risk of harm, who needs to know? You know, it's really important for us to understand, particularly if there's illegal activity going on, particularly if there's concerns that are reportable. We need to understand, you know, the, the level of bullying and the level of activity that is going on. And I think just considering both minor and major impacts, I think Haley was mentioning before no, actually it was Jess mentioning before that some of the things that can actually lead to bullying are things like non-attendance and, you know, they're looking different, appearing different, where their family comes from. But I also think that we can flip that and realise that actually those can be impacts of bullying too. So, you know, bullying can result in a lot of school refusal, it can result in changes in somebody's appearance. They might dramatically lose weight, they might put on weight you know, they might talk about their family more or less. So, you know, consider impacts in a really broad way.

([00:36:26](#)):
So, that sort of self-blame is a really, really big thing for these kids. And I think one of the really important things for us as practitioners is to try and help reduce that by also increasing their connectedness and making them feel like bullying is not, it's not all them. Like, that's not the whole thing that's taking up their life. I often sort of say, look, we've gotta draw upon the things that they're really good at, draw out their strengths, draw out some positive things that are going on in their life. Draw on their past experiences so that if you look up in the sky, it's not dull or it's not just bullying is the only star that's shining, that's the focus in their life. There should be other things around them that we're able to light up and, you know, make them even brighter than anything else that's going on in their life.

([00:37:19](#)):
So I think, as I said, you know, acknowledging why bullying is occurring is really empowering. That can help with self-blame, but also just drawing upon past experience and their strengths. So, you know, have they recovered from bullying before? You know, do they have other friends? Have they, you know, been able to make other connections in the past? Are they good at certain things? Are there things in their life that they think, gee, yeah, that's a real strength for me. I think you know, for everybody, we all need a sense of accomplishment and achievement to feel good about ourselves. So I think, you know, trying to find some things that we can light up for these students or, or clients is really, really important. And in the case of Olivia, if I was working with her, you know, reviewing and reminding her that she's made friends in the past, you know, and even though she's come to a new school and things have been challenging for her, she's got good friends at Nippers, she had friends at her previous school, she's got a close relationship with her sister.

([00:38:21](#)):
You know, is there anybody else that potentially she can connect with through her sister that might help her to build on that friendship group? Is there anybody else that's outside of this group that's also

feeling targeted that she can align with? You know, that kind of, again, going back to that normalising, is there anybody that she can kind of be aligned with? The other thing is, you know, trying to find activities for her where she feels comfort, comfortable and confident and out of I guess the way of, of bullying situations. Are there groups at school at lunchtime where she can meet other children with aligned interests? Same sort of thing, like their values. And I know Haley touched on that as well and that she can find models where, you know, appropriate friendships are modelled. And then the other thing is just harnessing her strengths and building on her self-worth. So, throwing herself into things that she's really good at and helping her to build that sense of accomplishment and achievement.

([00:39:25](#)):
I'm just in thinking about building a support team when, when a student or a client is experiencing bullying I think the biggest thing for me is, is helping a child to identify people that they feel like they can be vulnerable with. I think there's, you know, I think we can all say, you know, who do you feel can support you? Who can you go to, mom, dad, you know, brother, sister, all of that sort of thing. But it's, I think it's really important to find somebody that you feel like you can be vulnerable with because bully ,bullying does make you feel really, really vulnerable. And I think, you know, we often as make an assumption that we know who might be in the child support team, but the supports are often not who we expect. Sometimes it's an auntie, sometimes it's a neighbour, sometimes it's a, you know, the year seven coordinator that they had three years ago that they feel comfortable with and they feel like they can be vulnerable.

([00:40:17](#)):
So, I guess don't make an assumption that you would know who they feel comfortable going to, because often these kids don't feel comfortable going to their parents or they don't feel comfortable going to their year advisor or, or their house master or whoever it is in whatever school they're at. With Olivia, I guess, you know, again, has she got anybody at Nippers? Has she got past school friends that she feels she can go to? Her sister and her parents? Are they you know, supports for her? Does she feel comfortable speaking with them? If she's struggling to identify, suggest some examples. And that might be, you know, other family members, external friends, therapists, school counsellor, neighbour, cousin, you know, they might be a cousin who's experienced bullying and you know, they've managed to come through it and they've got some ways of coping and you know, they can connect on that.

([00:41:08](#)):
The other thing that I tend to do when I'm working with a young person who's experienced bullying is just to explore what a positive relationship actually looks like. What does Olivia want out of a friendship? I guess what, what would the ideal friendship look like? But also helping her to reflect a little bit on what she considers positive qualities that she has to offer in her friendship too. So helping her to sort of draw out what she'd like those future friendships to look like. And then the last thing is really just exploring when concerns need to be escalated to adults. Cuz that's a really, sometimes that's a really hard conversation to have, but there are times where you know, the situation does need to be escalated because it's resulting in significant impacts for this young person or they're at risk of harm. And at that

point it's really important that we do have that conversation around how we can how we can help facilitate bringing in that person's support network. That's me. Thank you, Nicole.

Nicole Rollbusch (00:42:18):
Thanks, Jessica, for that. I've always really liked your star analogy and using that with kids, I imagine that's quite effective, kind of mapping out their night sky almost. So, that brings us to the Q and A session. We've got a few questions coming through, which is excellent, and we certainly had quite a number of questions coming through at the registration stage as well. So we, we've received quite a few and unfortunately we won't be able to get to all of them but we'll endeavour to answer as many as we can in the time that we have left. And I just wanted to note as well, we had some questions in the registration stage about children who engage in bullying behaviour and supporting them. So, I just wanted to flag that we've got some resources on in the Emerging Minds Resource Library on that specific topic. So if you look at practise strategies for childhood bullying, it's online course, there's a whole module in there dedicated to supporting the mental health of children who engage in bullying behaviour. And we've got a podcast as well which is a conversation between myself and Jessica actually. So, jump on and check those out as well, cuz again, that's, you know, obviously a really important topic to be talking about too.

(00:43:50):
So I wanted to open up the Q and A first. There were a lot of, obviously all of you alluded to the inclusion of parents and carers in the problem and that was a question that came up a lot in registration, but we've also had a few coming through the chat as well around when would you engage a parent in this process and what are some strategies that you might use to engage? I'll start with you Jess, if that's okay.

Jess (00:44:31):
I think for me, coming from the lived experience side of things, I think if it's impacting daily life of either my child or their friends, then I would probably wanna start having those conversations with the school. I think also like the, the risk and the harm and anything physical, anything illegal obviously would be raised much earlier, but I think for me it's more about guiding the child to access that support as well. I think, what was the second part? The strategies?

Nicole Rollbusch (00:45:07):
Yeah, so how might you, what would you suggest I suppose for starting that conversation with parents about bullying?

Jess (00:45:16):
I think pre-warning them that you wanna have a conversation about, say, bullying. I would, I don't, I wouldn't want somebody to just call me up and be like, hey, so because I wanna kind of prepare what I'm thinking about that. I think also face-to-face is better if you can, because I think over the phone it's just really hard to misinterpret and you know, to not get the full message. If you can do it, if it's a casual concern, it's not something that needs to be formalised, can you catch them at the school gate? Can

you, you know, get them to come in to sign a form they have to sign, can you then have that side conversation? But it might mean you have to make some time and that's okay too and it's just about wanting to support the child. I think that's the most important thing. Whether they're the bully or have, have bullied behaviour or are being bullied I think, you know, it's about how do we help the kids be as healthy as they need to be to do the thing they need to do.

Nicole Rollbusch ([00:46:21](#)):
Yeah. Great. Thanks. Thanks Jess. Jessica, did you wanna

Jessica Staniland ([00:46:27](#)):
Yeah, so, I guess I, look, I totally agree with what Jess has said. I think when it's starting to impact their daily life, I think particularly when it's starting to impact a child's mental health or their significant risk of harm, I think it's really important to, to bring parents in. Often parents don't know what's happening. And I think creating a safe space at home by sensitively helping to bring that up. I agree with Jess, I think it's really important to, to try and do that in person if you can. Cuz sometimes it's a shock as a parent, you know, hearing that your child is, is the target of some, you know, inappropriate behaviour is a really hard thing to hear. So I think important to, to make the space and be able to, to deliver that news in person.

([00:47:15](#)):
I think if the child is older that you're working with sometimes they are likely to feel, again, that sense of shame, embarrassment. Perhaps they're reluctant to have the parents involved because they think maybe it'll make it worse. Maybe the parents will be really overprotective, won't let 'em go anywhere, that sort of thing. So I, I find sometimes it's really helpful to have a conversation with the young person about how to break the news to the parents and involve them in that conversation. You know, tell them that it's really important that we bring mom and dad along and, and let 'em know what's going on, but, you know, how do they think it's gonna be delivered best. You know, what sorts of pieces of information are really helpful for them to know. I think in terms of actually working with parents again, like Jess said, I think one of the, the biggest impacts that we can have as practitioners in working with parents who have children who've experienced bullying is helping them to be able to sit with emotions and open the dialogue.

([00:48:14](#)):
I think helping them to find ways of being sensitive, empathic, open with their child so that their child and young person feels comfortable coming to them down the track, so that that line of communication is open for them. They're, you know, capable of having a safe and secure attachment relationship with their child, so that in the future, if anything wants to come up they're gonna be one person that they're gonna reach out to. So, you know, I guess resisting jumping into problem solving, but helping them to be able to sit with emotions and be open to, to be there, their go-to person.

Nicole Rollbusch ([00:48:54](#)):
Yeah. Great. Thanks. Thanks Jessica and Hayley, what are your thoughts on engaging parents?

Hayley Johnston ([00:49:01](#)):
Thanks, Nicole. I'm, I'm largely gonna echo Jess and, and Jessica, and that is, I, I think that earlier that we can bring parents on board, the better. I mean, bullying by its very nature is ongoing. And so this is possibly one of a, of a number of conversations that we're going to have with families. And you know, as Jess and Jessica said, that initial conversation can be really tough, but what is tougher is bringing parents in down the track when they have been sort of excluded from being able to support their young person that, you know, that does not set up a particularly transparent trusting relationship between the parent and the school. So the, the earlier the better, it, you know, that also gives us an opportunity. I think, Jessica, you spoke a little bit about this too, around helping that parent shape their responses.

([00:49:48](#)):
You know, when that child gets home, you know, some parents really need some help around, what am I gonna say when they get home? How am I gonna raise this? These conversations can be really unfamiliar for, for parents and children. So, you know, that initial conversation also gives that parent an opportunity to think about, what am I gonna say when they get home? How am I gonna do this rather than them being sort of thrown in the deep end and, and not having any support around that. So, earlier is always better. I mean, of course you're gonna apply some professional judgement and if bringing a parent in is going to sort of increase risk or harm to that young person in a way that's unacceptable, of course you, you rethink that. But, you know, we can often think that, well, I think it's reasonable to say that parents are often a young person's greatest resource. And so to kind of exclude them from being able to support their young person in responding to this, it's a bit of a waste of that resource.

Nicole Rollbusch ([00:50:43](#)):
Yeah, yeah. Great. Thanks Haley. Yeah, so common theme is not ambushing, <laugh> parents with a conversation I've noticed. I wanted to follow up that question actually. Richard, in the Q and A has asked what, what happens when, or, or what should you do if the family are not particularly supportive or you know, potentially there's things going on at home that might, might be part of the problem. I might just open that up for anyone to jump in to share what they would do in, in that sort of scenario.

Hayley Johnston ([00:51:29](#)):
Do you like me to jump in Nicole? Look, I think that's, that's always a possibility when we take this step and, you know, making, not making assumptions as to why that response is the case I think is really helpful. I think we need to think about this as an initial conversation, and it might be that this family is going to need more than one conversation to help them make sense of this. You know, it might be that this family just can't think about anything else at the moment, but I would really see that as an opportunity to kind of stick in there and stay in there. That young person is going to need a fair bit of advocacy given that that's a response that that family has provided. So, I think we think about it as initial, as an initial conversation and then we, we keep going, we keep sticking at it. If that family are not coming to the table, then we might be starting to think about who else can we pull in for this young person who else in this school setting, who else in this community, who else in this sports clubs, you

know, who else can we get around this young person in the absence of their family having enough resources to do this.

Nicole Rollbusch (00:52:31):
Right? Yeah. Did anyone have anything to add to that?

Jessica Staniland (00:52:35):
No, I think I would, you know, just add I absolutely agree with Haley. I think you know, it, it's the starting conversation that you're having and sometimes you do actually have to just take these families on a journey. It doesn't happen overnight. And I think you know, as you mentioned, there may be other things that are going on at home and perhaps now is not the right time, but perhaps in a couple of months it will be you know, perhaps when they see the impacts that it's having on their child, you know, maybe things will change, but I think that doesn't change. The fact that we will continue to work really hard with that young person, you know, whether or not their parents are on board, I think we still continue focusing on building their resilience, helping them to find coping strategies, helping them, you know, to be able to I guess build on their mental health.

Nicole Rollbusch (00:53:27):
<Affirmative>. Yeah. Great. Great. And I think each of you sort of mentioned this when, when you were doing your presentations is sort of that could think outside the box in terms of those support systems and, and support people or role models as you mentioned, Jess, to build that, that sort of team around the child as well, particularly when there might be some, some issues at home as well, so thank you for that. I wanted to actually ask you a question, Jess. This one's from Andy, she was asking about the green and red flags which I love too. I think that's great, great sort of language to, to open up a conversation. And what sort of, I guess kid friendly language using that in that scenario? What, how do you kind of sort of use that?

Jess (00:54:24):
I'm happy to give an example. So, we talk fairly regularly about pretty much everything, but I try not to bombard her the minute she walks in the door. I normally give her space and her time and then she'll often mention something that's happened at school or like a friendship issue that's going on and she'll tell me about a friend that maybe is ignoring everybody else or should talk about you know, something that happened in class, and somebody got into trouble. And so I just sort of get curious. I'm a big fan of curious questions and I say, oh, I've heard you talk about that friend a little bit. Are you, are you close? And then she'll sort of talk about that and I say, oh, so you've mentioned, you know, that they're ignoring everybody. Do you reckon that fits in the red flag stuff, the green flag stuff for you? Like where, where, what kind of angle do you think it's coming from? And then, you know, I've kind of guided that it's normally read and then I go, can you tell me a bit more about that? Is that something they're normally doing? And then she'll sort of say, oh no, you know, it's a bit off. And I'll say, oh, I wonder what's going on. Like, have, has something happened for them at home maybe, or, you know, did, did you see them have like a blow up with one of the friends? And you know, then she'll sort of start to open that conversation up a bit more. And if, if I can get to that point, we try and then suggest things

that she might do to support that friend. So rather than to then, you know, just give the same back, which then obviously escalates that behaviour into bullying try and, you know, get her to go, what would you do as a green flag for her? How would you come at it so that you kind of try to undo that red flag thing that's happening and then she comes up with the strategies and the things she might do or say, you know whatever she feels comfortable doing in that moment, hopefully that's helpful.

Nicole Rollbusch (00:56:22):
Yeah, so maintaining that curiosity and always supporting her to come up with, with some of those strategies.

Jess (00:56:30):
Yeah, it's really important that she, it feels comfortable doing it if I suggest it. If you've ever met any teenager ever, it'll never happen. But if I kind of guide some of those options for her and it's her idea, of course, then she's much more she's got the buy-in to wanna actually do it then.

Nicole Rollbusch (00:56:48):
Yeah. Great. Thanks Jess. Thanks. I wanted to ask Haley this was something that was interesting. So, it came up a little bit in the pre-registration questions. But Penella popped a question in the Q and A box as well around when children disengage from school, when there's been bullying and what you might be able to do to support re-engagement.

Hayley Johnston (00:57:19):
Mm. This is such a tricky thing for families and I, you know, disengagement in school and refusal can happen really quickly and I think people often underestimate how fast it can happen. It can be, you know, a day off and a day off, and then we can be at school refusal. So, this problem can get really serious really quickly and, and families can often be caught quite off guard, <laugh>. Look, I think it, when we're at the point where there's disengagement, I think it's really important to stop at that point and bring that family and that young person in to meet with the school. We, I, I think at that point we, we really need to come together, and we need to kind of support that young person and the family, and hopefully the school also will participate in putting together a plan that everyone's really comfortable with to support this young person to reengage.

(00:58:06):
As I talked a little bit about earlier, I, I would really want that young person's voice to be at the centre of that plan and I would want that plan to be really detailed down to sort of like, where is this young person gonna sit when they arrive on Monday? Who are they gonna be sitting next to? Have they got peers and allies around them? Did they need kind of a pit stop between arriving at school and actually getting into the classroom? How and what's gonna be communicated to teachers? You know, can that young person co-author that communication to teachers? What is the school gonna do to actually, you know, interrupt this bullying and make it safe for this young person to come back? I think this plan has to be really detailed and everybody has to be really confident in this plan.

Cuz essentially what we're gonna do is ask this family to hold really firm lines around getting their kid to school. And if you know this young person and this mum and dad don't feel like, you know, if I hold this line and I get them there, that they're gonna be safe and okay, they're just not gonna be able to do it in the morning when it gets really tough. So, I think, you know, at the point of disengagement, really stopping, stopping and slowing down, putting together a really detailed plan that everybody's really comfortable with, documenting that plan, working out how we're gonna review that plan, and then stepping into that plan. I think I'm probably making that sound a whole lot more simplified, but essentially that's, you know, the, the process that we wanna follow.

Nicole Rollbusch (00:59:32):
Yeah, and is that, those are the sorts of things that you would include in that plan that you were talking about in your presentation?

Hayley Johnston (00:59:39):
Absolutely. I'd want to have some conversations with a young person around what, what this bullying has interrupted, what, you know, what it's taken away for them from them at school, how we're gonna take some of that back, how we're gonna reestablish that for them. Yeah, absolutely. And, and that would be the same for the family too. The devil's really in the detail. So, down to, you know, if we kind of, you know, work out who are gonna be the key supports around this young person, how are they gonna get to them? How, what, what language are they gonna use to ask for help? You know, and, and it might be that we need rehearsal and we need some practise of this and we need to walk these plans through. That won't be necessary for everybody. But I think being really detailed, so when we get to Monday morning, we ask those parents to hold really firm lines that, that they know that they're a young person, that that plan's really robust and they can lean into that.

Nicole Rollbusch (01:00:29):
Great. Thanks. Did anyone have anything to add to that?

Jessica Staniland (01:00:36):
Well, I think I think Haley's mentioned some really, really good points. I'm just reflecting on sort of what we do at school and I guess that's exactly the case. The return to school plan is so important. I think just having a key support person that they can go to, you know, often somebody who's returned from, you know, having a period of school refusal, I'll have really regular check-ins with them first thing in the morning so that there's a touch point. They know that they're coming straight to see me. And then it's like, as, as Haley indicated, that transition, it's like a pit stop. This is the transition into my office and then from my office into school. So, having that kind of regular check-in I find really helps. If we can get to that point, it's like we can get to the next step as well.

Jess (01:01:24):
The only other thing I would add to that would be both as a youth worker, but as a parent, if you're at the point of school refusal for something just checking in that there's not other stuff going on as well,

because, you know, often the thing that's really obvious is actually hiding some other stuff. And so obviously Jessica and Haley are both professionals. I'm sort of more coming at it from like the parent angle, like I would wanna make sure there's not more going on that I'm aware of as well.

Nicole Rollbusch ([01:01:58](#)):
Yeah. Great. Yeah. Thanks Jess. That's important. Jessica, I wanted to throw question to you, and someone asked in the, the chat about the strategies around increasing self-worth and reducing that self-blame. And if there's else you can sort of add to how you might sort of do that, I suppose.

Jessica Staniland ([01:02:23](#)):
Again, I think I think, you know, starting from a point of trying to understand why bullying is happening, as I said, is really, really important because I think, you know, often it's very easy for us to jump onto blaming it, it's all our fault. But if we can kind of take a bit of perspective and understand that this is not a me thing necessarily, but potentially it's actually more related to what's going on in the life of, of that bully I think that can be really helpful. As I said, again, just trying to build up on, you know, some of the things that are strengths for them and build up on some of their interests is really important. Particularly if you've got a young person that's low in mood or flat in affect, you know, that behavioural activation's really important. You know, finding things that, that they can get out and do so that they have a sense of achievement and accomplishment so that we break that kind of cycle of avoidance and cycle of depression. I think some of the other things that can be helpful just in building self-worth is just doing some work around values, and I know Haley mentioned this too. You know, what, what do they value I think is really important question to ask and really exploring that because I think we can get really caught up in taking on the views of the bully, but sometimes we lose sight of actually what's important to us in our lives. So often I'll do quite a lot of work with young people around their values, what's important, you know, and it might be family, it might be, you know, a sense of accomplishment or it might be achievement, it might be success, it might be, you know, there's a whole range of things that they could really value, but let's not lose sight of those things. I think sometimes this bullying can step in and kind of take over everything, but I think, you know, bringing us back to our values is, is really important. The other thing is, you know if you've got a really strong value around, you know, forgiveness and fairness and justice and all that sort of thing, you know, are your actions aligned with your values? And are your responses aligned with your values? So, you know, can we forgive, can we find a way to get past what's been going on? That sort of thing. So, I think that that can really help build up a person's self-worth and confidence and reduce some of that blame too.

Nicole Rollbusch ([01:04:47](#)):
Yeah. Great. Yeah, thanks. Jessica and I wanted to open up one final question to the panel around the question we got a lot in pre-registration was around moving schools and when that might be warranted and whether it reinforces avoidance if it happens. So, I thought that was a really interesting question and so I wanted to make sure we, we covered off on that tonight. I'll open that up to whoever wants to jump in.

Jessica Staniland ([01:05:23](#)):

I'll, I'll jump in first. I think it's a really interesting question and a really, really valid question. I think it get gets asked an awful lot I think by a lot of parents as well. I would say every case is different, so we have to take it on a case-by-case basis, you know, perhaps a school is not the right fit for a child and would never have been and that might be because it doesn't suit their interest, it doesn't suit their learning style. So, you know, in that circumstance, perhaps changing schools is appropriate, but you know, if the school has plenty on offer to the child and perhaps the bullying is related to some underlying social challenges that the child might have then perhaps engaging in, you know, finding a new school may reinforce that kind of avoidance or the anxiety because perhaps they might actually experience the same thing in another school setting and then, you know, we will be in the same situation again.

(01:06:28):
So, in that circumstance, perhaps, you know, it's more important for us to be focusing on their coping style and, you know, helping them to find an assertive communication style, helping them to be more socially aware, helping them to be able to pick up on social cues, that sort of thing, helping to build their resilience. So, I think it's, it's not a simple question. I think it's one of those things where, you know, it is really case by case. But I think, you know, obviously we don't want students moving from school to school, but if they're really unhappy and the school is not able to meet their needs, then I think you obviously we choose happiness <laugh>.

Hayley Johnston (01:07:12):
Yeah, I, I'd really echo that, that Jessica too, I was reflecting on this question. I I thought it was an excellent question actually. And often when I'm talking with families, I'll bring up ideas or hopes I should say, to give the young person, you know, a clean slate, a fresh start. These are often sort of hopes that families have when we're talking about changing schools. And I think it's really important that we get really clear on what we're actually talking about, because what we're actually talking about is a young person making a whole new set of peer relationships, a whole new set of teacher relationships, learning a whole new school system, things like new computer systems, learning a whole new school culture. So, you know, that is a really big ask for any young person, particularly a young person who's coming into a school setting off of the back of experiences of bullying.

(01:07:59):
So, I think it's really important that if we're leaning into these sort of fresh start clean slate ideas, that we get really clear on what that actually means. I think as you said, Jessica, there's absolutely times when a, a move is warranted, but I would, as you said, really stress that we stick in as long as we can and really exhaust the possibilities to create some change in the school that they're in, of course, within reason. Because that move, when we really think about everything that that move is going to mean for that young person, it's, it's a huge amount of pressure and we wouldn't wanna ask that of a young person unless it was absolutely necessary, because if, if something goes wrong, as you said, Jessica, here, it goes wrong again at the next school, then we've really established a pattern that says to this young person, you are the problem. And that's a really risky space to be in. So, you know, absolutely there's times when it's warranted and families have given that, given everything to those conversations

with the school and, you know, with, with no change. But it's something that needs to be really carefully weighed up.

Jess (01:09:03):
I think I would say it really depends on where it's coming from and how it's gonna be supported. Our situation is obviously quite unique but there was some really deliberate conversations going from primary school to high school that my child requested that we didn't go to a local high school. And the reason for that was because everybody knew her history and she wanted a fresh start. She didn't want anyone to know she was in care and she wanted to keep that confidential. And we had lots of conversations in the lead up as to like what sort of school would work for her and, you know, making sure it's got the academics and the, you know, sport and whatever else. But we really had some honest conversations of how hard that's gonna be to be able to maintain that information. And I guess it depends on, you know, why somebody's being bullied. You know, they may want to go into the next school and start that fresh start, but sometimes, you know, young people are not always good at knowing what information to share and what not to. So we really had some very guided conversations and also included our psychologist with that as well about how she could maintain that and still feel authentic and real and make those friendships. So, I think it really is time and place and it's gotta be supported.

Nicole Rollbusch (01:10:29):
Yeah. Great. Thanks everybody. So really that sort of case by case, isn't it? As you've all alluded to. So I, that cut, that's the end of our Q and A session. I wanted to ask each of you just to give a little, I suppose, summary or your take home message for, for tonight. We've covered a lot of ground. So, Jess, would you like to share your take home message for tonight?

Jess (01:10:59):
Think, get curious with your questions and talk, talk, talk, whether you are a parent, whether you are a professional, whether you are supporting a parent really encouraging genuine relationship with parent and child and those curious questions. How do you do that without sounding like you're interrogating them, but genuine interest? Yeah, talk, talk, talk and curious questions.

Nicole Rollbusch (01:11:29):
Thanks Jess. Haley?

Hayley Johnston (01:11:32):
Thanks Nicole. And you know, I think involving family, you know, as, as much as possible, of course there's gonna be struggles around that at times, but really using that resource to support young people. I think agency, if I could leave people with something, it would be, you know, really make sure that young people are leaving those conversations with you with a sense of agency and that they're developing their skills and knowledge in those conversations and that you are getting really clear on what it is that they're bringing forward and what it is that they're taking out of those conversations. I also just was reflecting on, on Jessica's presentation and I, I really enjoyed, you know, the way that you

were reflecting on, we're reflecting back to young people, why bullying occurs. And I think it's a step that often is missed. You know, I think we make lots of assumptions that young people just get it and they just know why it happens. And I think that's a really, something that's really important and I think a step that can, can often be missed. So that was something I really enjoyed. Thank you.

Nicole Rollbusch ([01:12:32](#)):
Thanks Haley. And Jessica, your final thoughts on tonight?

Jessica Staniland ([01:12:36](#)):
Yeah, look, I probably would say just remember as practitioners, like we play a really, really big role in helping young people to differentiate between appropriate and inappropriate behaviour. So, I think you know, don't make the assumption that young people know that bullying is occurring. I think it's really important for us to be sort of on the lookout and to, to be the ones as adults, I think to be drawing that out. And again, as Haley how mentioned, I think, yeah, the, the understanding why bullying occurs, does often get missed, and I think it's something that is really misunderstood by a lot of young people. So, I think it's a really, really important thing to try and try and cover as much as you possibly can when working with a young person.

Nicole Rollbusch ([01:13:21](#)):
Great, thank you. Thanks to all three of you for your insights tonight. It's been really great. And thank you to our audience for their participation as well. We've had a lot of great questions come through. I'm just sorry we couldn't get to all of them tonight. But, I will ask you if to complete the exit survey and provide some feedback on tonight which helps us to improve these webinars and make sure you are getting what you need out of them and you can click the banner above, scan that QR code or go to that Survey Monkey address. Provided at the end of the webinar, there will be a recording of the webinar as well, so you'll receive some follow up communication from MHPN with the recording and you also get a statement of attendance as well within four weeks. So, look out for that.

([01:14:15](#)):
And just a reminder of our next webinars coming up. So, we've got that one on June the sixth "Decolonising mental health when working with Aboriginal and Torres Strait Islander children and families". And then on Wednesday the 28th, we've got "Supporting the mental health of bereaved parents after miscarriage, stillbirth and neonatal death". And then in August the "Latest innovations to imbed and sustain trauma informed care". So, keep an eye out for those.

([01:14:53](#)):
And so just a reminder of MHPN supporting 350 networks across the country where mental health practitioners either meet in person or online to discuss those issues of local importance. So you can jump on the MHPN website to join, or you can even register your interest in starting a network in your area. And this webinar is co-produced between MHPN and Emerging Minds for the Emerging Minds National Workforce Centre for Child Mental Health. And we're funded by the Australian Department of

Health for the National Support for Children and Mental Health Program. So that's, that's all from us tonight. So thank you so much for joining us. Thanks again to our panellists and goodnight.