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introduction



Head teachers must by law have a policy to prevent all forms of bullying among pupils. Challenging bullying effectively will improve the safety and happiness of pupils, show that the school cares and make clear to bullies that the behaviour is unacceptable



Bullying: Don't suffer in Silence (DfES 0064/2000)

introduction

Research findings have provided a clear rationale for a whole-school approach to the problem of bullying. Wide ranging research discovered that bullying is:

1. A particular persistent pattern of behaviour by a few individuals.
2. Accepted by a significant group of peers.
3. Continuing to exist in a “culture”.

Therefore, as many people need to be involved as possible in tackling it within everyday school procedures.

In many cases support is needed for both the victim and the pupil who is bullying - who may be a victim in another context.

It is also important to remember that bullying is usually a form of aggressive behaviour of which we are all capable. It requires ongoing involvement and vigilance by all concerned to reduce it to a minimum. Preventing bullying is the responsibility of everyone.

Duty of Care. Schools that do not actively address bullying because they consider the problem does not exist in their establishment could be in breach of their duty of care. For details on the position of schools and their duty of care to pupils see Appendix v.

Throughout this document reference will be made to staff within schools who have specific responsibility for overseeing procedures to respond to bullying. In no way should this be interpreted as diminishing responsibility for the rest of the staff – everyone is required to work towards reducing/eliminating bullying in schools.

This guidance is divided into 8 sections:

1. The first is a detailed explanation of the process of producing a whole-school anti-bullying policy, complete with examples of contents, suggestions and ideas and a policy framework.
2. The second section provides information on bullying statistics, research findings and background data.
3. Section Three looks at how the taught curriculum can support the whole-school anti-bullying policy.
4. The fourth section extends this to activities that take place in school, but outside of the taught curriculum.
5. Section five provides materials and ideas to support school INSET around bullying issues.
6. The next two sections provide lists of resources and references to support the work of schools in combating the problem of bullying.
7. The final section contains the appendices referred to throughout this guidance.

writing a whole-school anti-bullying policy

The information is presented in three columns. The left-hand column 'Outline of policy content' indicates how information contained in the policy should be categorised and sub-divided. The middle column gives schools some suggestions for how the information could be presented and proposes ideas for the extent of the content. The right-hand column gives suggested support and cross reference.

Policy

A whole-school anti-bullying policy needs to incorporate the strategies to be followed, backed up by systems to ensure effective implementation, monitoring and review. It should include:

- a definition of bullying
- aims and objectives
- procedures to follow – e.g. who to tell, how to record bullying, range of responses
- suggested intervention techniques, curriculum support, training policy, play policy etc.

The policy needs to be cross-referenced to the school's behaviour policy, equal opportunities policy and personal, social and health education policy and the citizenship policy.

OfSTED

In 2003 OfSTED identified effective action by schools to combat bullying. It reported that the best anti-bullying policies emphasise that a culture of not 'telling tales' or 'grassing' fosters bullying.

These policies specify that:

- the school's aims mean that any kind of harassment is not tolerated
- pupils, parents and staff need to understand what is meant by bullying and to report incidents of it
- there are systems for pupils to report bullying that minimise the risk of making things worse
- all allegations of bullying are investigated and, if confirmed, they are acted upon, with clear procedures and responses specified and applied consistently
- records of incidents and the outcomes of investigations are used to inform review and planning by staff and governors

SECTION ONE

- the means of supporting victims of bullying include the involvement of their peers
- there are procedures to deal with the bullying but also to make sure that the behaviour is not repeated
- the curriculum includes programmes that build self-esteem, self confidence and responsible assertiveness
- the aim of in-service training is to refresh staff understanding of how to manage behaviour generally and to detect and respond to bullying, and this training covers staff new to the school

The OfSTED report goes on to say that the schools that dealt effectively with bullying communicated the policy widely and referred to it regularly in order to keep it alive. The policy became an integral part of general practice in schools and was not just a case of reacting to reported incidents. There is research that recommends the issue is revisited every half term in some form in order to maintain awareness of pupils (and staff) to the topic.

Writing a whole-school policy

The disc in the front of this guidance folder contains an electronic version of an anti-bullying policy framework. (A copy can be found in Appendix I) It provides a structure on which staff can develop a policy that is specific to their school and contains all appropriate information. Although schools do not have to use the framework included, by doing so they will ensure their policy includes all the necessary requirements.

Below is a matrix of suggestions and ideas for completing the policy framework. The first column is taken directly from the policy framework. The middle column describes in more detail the information that needs to be included. The right hand column provides some possible sources of information.

Schools do not have to include all of the suggestions and will no doubt wish to include other information in addition to that suggested.

ANTI-BULLYING POLICY

Outline of Policy Content	Suggested Content/Method	Suggestions/Support
<p>1. OTHER POLICIES:</p> <p>A list of any relevant policy that demonstrates how your anti-bullying policy reflects the overall school ethos and how the culture of the school is developed in line with a wide range of guidance</p>	<p>Cross-reference your anti-bullying policy to relevant school policies, including teaching strategies and any other local, regional or national policies that impact on behaviour in general and bullying in particular</p>	<ul style="list-style-type: none"> ● Behaviour policy ● Race Equality policy ● Equal Opportunities policy ● Health Promoting Schools Scheme ● Health and Safety policy ● BIP (if relevant) ● Playground policy ● PSHE/Citizenship policy ● DfES 'Don't Suffer in Silence' 2003 ● Wirral Anti-bullying Guidance 2004 ● Wirral LEA 'Behaviour Support Plan 2001' ● School Development Plan ● EDP ● School mission statement ● "Teaching styles that have influences on bullying" (page 38)
<p>2. DEFINITION OF BULLYING:</p> <p>A description what the school understands by the term 'bullying'</p>	<p>Provide a statement of the behaviour the school considers as bullying</p> <p>N.B. It is not sufficient to simply 'lift' a definition - it must be appropriate for the specific needs of your school</p> <p>Explain how the definition is produced through consultation with the whole school community</p>	<ul style="list-style-type: none"> ● 'Defining Bullying' (page 14) ● INSET to support the development of the definition ● Consultation with pupils ● Consultation with parents ● Consultation with governors

ANTI-BULLYING POLICY

Outline of Policy Content	Suggested Content/Method	Suggestions/Support
<p>3. WORKING PARTY: An outline of the membership of the working party with responsibility for policy development</p>	<p>Describe the roles (not individual names) of the people who make up the working party and, if appropriate their relationship with the school (e.g. outside visitors)</p>	<ul style="list-style-type: none"> ● Headteacher ● Deputy Head ● Governors ● Parents ● Other teaching staff ● Non-teaching staff (caretaker, cleaners etc.) ● Mid-day supervisors ● Classroom assistants/ learning mentors ● School nurse ● Community Police Officer ● Ed Psychologist ● Youth workers ● School Council representatives
	<p>Explain the responsibilities of those on the working party</p>	<ul style="list-style-type: none"> ● Chair ● Secretary ● Act as channel for communicating with their part of the school community

ANTI-BULLYING POLICY

Outline of Policy Content	Suggested Content/Method	Suggestions/Support
<p>4. RAISING AWARENESS: A description of how the working party raised awareness of the development of the policy with the whole-school community</p>	<p>Explain how all pupils, staff (teaching and non-teaching), governors, parents and members of the wider school community were made aware of the development of the anti-bullying policy</p>	<ul style="list-style-type: none"> ● PSHE lessons ● Assemblies ● Newsletters ● HPSS notice board ● School council meetings ● Circle time ● Parents /staff/governors meetings ● School website
<p>5. CONSULTATION PROCESS: Description of the consultation process; those consulted, methods and outcomes of the consultation</p>	<p>Explain how all pupils, staff (teaching and non-teaching), governors, parents and members of the wider school community were consulted about the anti-bullying policy</p>	<ul style="list-style-type: none"> ● Questionnaires ● PSHE lessons ● Circle time ● School Councils ● Parents meetings ● Discussion/debates ● School website ● Suggestion box ● Staff (teaching and non-teaching) ● Pupils (current and past) ● Parents ● Governors ● School visitors ● Neighbours
	<p>Time scale of consultation process</p>	<ul style="list-style-type: none"> ● Timetable for consulting with different cohorts of school community ● Time allotted to collection and analysis of responses ● Date for final decisions

Outline of Policy Content	Suggested Content/Method	Suggestions/Support
	<p>Those responsible for distribution and analysis of responses</p>	<ul style="list-style-type: none"> ● PSHE/Citizenship/class teachers ● Chair of PTA ● Governor representative on working party ● Headteacher/deputy headteacher ● School council members ● ICT department
	<p>Method of feeding back both to the working party and also those consulted</p>	<ul style="list-style-type: none"> ● Meetings ● Newsletters ● Parents' evenings/letters ● School website ● School council meetings ● PSHE/Citizenship lessons ● Circle time
<p>6. POLICY AIMS: A list of what the policy hopes to achieve</p>	<p>Using the responses from the consultation, develop a list of outcomes expected as a result of the implementation of the policy</p> <p>N.B. It is important that the aims are specific to the needs of your school</p>	<ul style="list-style-type: none"> ● To ensure that all those connected with the school understand what is meant by the term 'bullying' and are made aware that bullying behaviour will not be tolerated under any circumstances ● To prevent and deal with any behaviour deemed as bullying ● To promote a school ethos where bullying is regarded as unacceptable by everyone ● To ensure a safe and secure environment is created in which everyone is able to learn and work ● To nurture the values of responsibility, duty and respect, both for oneself and for others ● To provide a transparent, easily understood system for responding to reported incidents of bullying

ANTI-BULLYING POLICY

Outline of Policy Content	Suggested Content/Method	Suggestions/Support
<p>7. RESPONSES:</p> <p>A description of how the school will respond to bullying</p> <p>An outline of the methods of recording and reporting bullying</p> <p>A list of who has responsibility for all aspects of responding to a bullying incident</p> <p>A list of sanctions the school can impose on perpetrators</p> <p>The support available for victims</p> <p>Transfer of pupil files to other schools including bullying information</p>	<ul style="list-style-type: none"> ■ An unambiguous statement detailing the procedures that are in place to deal with bullying ■ A flowchart detailing the individual actions staff and pupils will be expected to take in response to reports of bullying ■ An explanation of how pupils are informed of both the existence and management of the bullying procedures ■ A list of the responses from which the school can select, to deal with pupils responsible for bullying ■ A list of the responses from which the school can select, to deal with pupils who are victims of bullying ■ An explanation of how parents will be involved in the process of responding to bullying incidents ■ A copy of the proforma(s) for recording bullying incidents and the school's response ■ It is recommended that schools keep copies of any record that involves bullying when pupils transfer between schools (see Appendix III for details) ■ It is recommended that schools keep copies of any record that involves bullying when pupils transfer between schools (see Appendix III for details) 	<ul style="list-style-type: none"> ● PSHE curriculum ● Tutor time ● Quality circles ● Method of shared concern ● Support for victim <ul style="list-style-type: none"> - cross reference pastoral policy - class/form teacher/pastoral staff - circle of friends - Learning Mentor/classroom assistant support - ESW - school nurse - youth worker - buddy system ● Sanctions for perpetrator <ul style="list-style-type: none"> - cross reference behaviour/ discipline policy

ANTI-BULLYING POLICY

Outline of Policy Content	Suggested Content/Method	Suggestions/Support
<p>8. STAFF: A brief description of the roles of staff with responsibility for all aspects of implementing the anti-bullying policy and procedures</p> <p>N.B. This section might be covered as part of the 'Responses' section above; the information only needs to appear once in the policy</p>	<ul style="list-style-type: none"> ■ Outline the roles of the Working Party members who are responsible for introducing the policy to their part of the school community ■ Name the posts of those in the management structure with responsibility for dealing with bullying incidents ■ The pastoral staff with responsibility for dealing with bullying incidents ■ The role of curriculum staff in implementing the policy ■ How non-teaching staff are involved in the implementation of the policy 	<p>This might already have been covered in the 'Working Party' section above</p> <p>A flowchart can demonstrate how the different individuals involved in the management of bullying interact</p> <p>Often the pastoral staff have responsibility for involving parents; this needs to be included here</p> <p>This might include a curriculum audit locating where bullying issues are addressed across the whole curriculum</p> <p>This might show who has responsibility for the training and management of non-teaching staff (in particular mid-day supervisors) or how Learning Mentors are informed about the bullying policy etc.</p>
<p>9. IMPLEMENTATION: A description of the strategies for ensuring the policy is fully integrated into the life of the school</p>	<p>This needs to demonstrate how the policy, once written, is introduced and adopted by the whole school community. Once implemented you need to show you plan to keep awareness raised about the policy and how you will ensure that everyone continues to abide by its procedures</p>	<ul style="list-style-type: none"> ● Assemblies ● PSHE lessons ● Circle time ● Newsletters ● Displays/posters ● High profile response to bullying ● School council meetings ● Induction meetings ● School prospectus ● Homework diaries

ANTI-BULLYING POLICY

Outline of Policy Content	Suggested Content/Method	Suggestions/Support
<p>10. CURRICULUM:</p> <p>An outline of how the anti-bullying policy will be supported through teaching across the whole curriculum, with particular reference to PSHE and Citizenship</p>	<p>A whole school curriculum audit or long-term plan locating anti-bullying issues might be included. Alternatively a description of how circle time/form time/tutorials will be planned to deliver anti-bullying teaching to all pupils might be included</p>	<ul style="list-style-type: none"> ● Literacy/English ● History ● Geography ● PSHE/Citizenship ● RE ● PE ● Circle time/form time ● Tutorials
<p>11. PASTORAL:</p> <p>A description of how the role of pastoral staff is integrated into the procedures for responding to bullying incidents and also in extra-curricular activities, such as school visits</p>	<p>This might have been covered in section 8 'Staff' above. You need to explain how they will respond to and record bullying incidents, how they will involve parents and the range of responses they might use for both bullies and victims</p>	<ul style="list-style-type: none"> ● Early involvement of parents ● 'No blame' approach (page 46) ● Brief therapy theory ● Sample of record sheet ● Checking up on victims after a period of time
<p>12. MONITORING:</p> <p>An outline of how the policy will be monitored and who will have responsibility for the process of monitoring</p>	<p>Include a clear indication of the information that will be used for monitoring bullying. Describe the roles of those responsible for collection and analysis of the data. A statement on sharing of information relating to bullying</p>	<ul style="list-style-type: none"> ● Number of incidents ● Type of incident ● Age of bully/victim ● Location of incident ● First offence/repeat offence ● Senior member(s) of staff ● Who will see the information and how it will be used ● Whether individuals will be named

ANTI-BULLYING POLICY

Outline of Policy Content	Suggested Content/Method	Suggestions/Support
<p>13. EVALUATION: A description of how the effectiveness of the policy will be determined</p>	<p>Once the policy has been implemented it will need to be evaluated to judge its effectiveness. This will need to be carried out by the working party and must involve consultation with the whole school community</p> <p>A description of the criteria by which the success of the policy can be determined</p> <p>A list of those responsible for the evaluation</p>	<ul style="list-style-type: none"> ● Questionnaires ● PSHE lessons ● Circle time ● School Councils ● Parents meetings ● Discussion/debates ● School website ● Suggestion box ● Staff (teaching and non-teaching) ● Pupils (current and past) ● Parents ● Governors ● School visitors ● Neighbours ● Reduction in bullying incidents ● Pupils more prepared to report bullying ● Pupils less accepting of bullying ● Staff more aware of bullying ● Supervision of pupils re-assessed ● Specific members of the working party ● Senior member of staff ● Members of school council ● Parents

ANTI-BULLYING POLICY

Outline of Policy Content	Suggested Content/Method	Suggestions/Support
<p>14. REVIEW: The policy needs to be reviewed on a regular basis</p>	<p>Describe the process of review, including those involved and the methods used</p> <p>Your policy must have a date for the next review</p> <p>The DfES requires an annual review of the policy. However the text of the policy may not need a practical review every year, dependent on the results of the evaluation process</p>	<ul style="list-style-type: none"> ● Level of awareness ● Effectiveness of policy in achieving its aims ● Any areas of weakness and how they will be addressed ● 12 months from first launch ● The anti-bullying policy must appear annually on the Governors agenda

SECTION ONE

The flow diagram on page 89 gives a diagrammatic guide to the creation of a whole school anti-bullying policy. In addition the framework for the development of a policy provides a suggestion of the processes necessary for an effective policy to be produced. The stages from both the flow diagram and the framework are described in detail below.

Stage 1: Definitions of Bullying

There is a wide range of definitions of behaviour considered as bullying. When developing an anti-bullying policy schools may want to consider some of the definitions provided below. However every school will need to eventually produce a definition of bullying for their policy that is specific to the particular circumstances of their own establishment.

It is also vital that schools clarify what behaviour is not classed as bullying. If two young people of equal size and strength have a fight – that is not bullying. School may wish to include a statement to that effect in the definition section of their policy document.

There are many definitions of bullying, but most consider it to be:

- Deliberately hurtful (including aggression)
- Repeated often over a period of time
- Difficult for victims to defend themselves against

DfES 2000 'Don't Suffer in Silence – an anti-bullying pack for schools'

“Bullying is a form of aggressive behaviour which is usually hurtful and deliberate: it is often persistent, sometimes continuing for weeks, months or even years and it is difficult for those being bullied to defend themselves. Underlying most bullying behaviour is an abuse of power and a desire to intimidate and dominate”

S.Sharp 1994 'Tackling Bullying in your School'

Bullying contains seven key features, these are:

- an intention to be hurtful
- this intention is carried out
- the behaviour harms the target
- the bully overwhelms the target with his or her power
- there is often no justification for the action
- the behaviour repeats itself again and again
- the bully derives a sense of satisfaction from hurting the target

K.Rigby 1996 'Bullying in schools and what to do about it'

Definitions of bullying vary, but there are three essential elements that are always present:

- the deliberate use of aggression
- an unequal power relationship between the bully and victim
- the causing of physical pain and/or emotional distress

J.Pearce 1997 'What can be done about the bully?'

"Bullying is when someone picks on someone else because they are different – their race, height, weight, or looks. (it's about) prejudice and discrimination and when someone gets hurt physically or mentally or when someone is not respected."

Girl, Year 8

"Bullying is when people force others, usually smaller people to do what they want"

Boy, Year 5

SECTION ONE

In **RACIST** bullying, a young person is targeted for representing a group, and attacking the individual sends a message to that group. Racist bullying is therefore likely to hurt not only the victim, but also other pupils from the same group, and their families. In the 1999 MacPherson Report, racist bullying was defined as “any incident which is perceived to be racist by the victim or any other person”.

Anti-bullying policies should cover racist bullying and all incidents should be recorded and reported. Incidents can include:

- verbal abuse by name calling, racist jokes and offensive mimicry
- physical threats or attacks
- wearing of provocative badges or insignia
- bringing racist leaflets, comics or magazines
- inciting others to behave in a racist way
- racist graffiti or other written insults - even against food, music, dress or customs
- refusing to co-operate in work or in play

SEXUAL bullying impacts on both genders. Boys are also victims - of girls and other boys. A case of proven sexual assault is likely to lead to the exclusion of the perpetrator.

In general, sexual bullying is characterised by:

- abusive name calling
- looks and comments about appearance, attractiveness, emerging puberty
- inappropriate and uninvited touching
- sexual innuendoes and propositions
- pornographic material, graffiti with sexual content
- in its most extreme form, sexual assault or rape

Sexual bullying can also be related to **SEXUAL ORIENTATION**. Pupils do not necessarily have to be lesbian, gay or bi-sexual to experience such bullying. Just being different can be enough. A survey of 300 secondary schools in England and Wales found 82% of teachers aware of verbal incidents, and 26% aware of physical incidents. Almost all schools had anti-bullying policies, but only 6% referred to this type of bullying. Some of the factors hindering schools in challenging homophobic bullying include staff inexperience and parental disapproval.

Pupils with **SPECIAL EDUCATIONAL NEEDS** or disabilities may not be able to articulate experiences as well as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific difficulties or disability. In an NOP survey of people with a disability commissioned by the Disability rights Commission in 2002, 38% responded that they had been bullied at their last school. Depending on the nature of their disability or special needs, pupils may not be able to articulate experiences as well as other young people. This is particularly the case for pupils with language and communication difficulties. A child struggling with difficulties in one area is potentially at greater risk of the psychological and emotional consequences of bullying.

Independent research has suggested that bullying by mobile phone text messaging may be an increasing problem. Children should be careful who they give their phone number to, and keep a record of the date and time of any offensive message. Teachers need to encourage victims to save messages they are concerned about and let a member of staff see them. When pupils report bullying text messages the school needs to take the complaint seriously; the child's family might also need to contact the police. If such bullying has been carried out by one or more pupils on a persistent basis, or there has been a threat of violence, it will need to be dealt with firmly. The same also applies to malicious e-mails sent by other pupils. Both mobile phone bullying and e-mail bullying are considered by the police to be forms of threatening behaviour. (See Appendix II)

Stage 2: Policy Production

CREATION OF A WORKING PARTY

This group will drive forward the process of policy development and review. They will have responsibility for consulting with all members of the school community, drawing up a draft policy, overseeing the implementation and then monitoring and evaluation once the policy is in place. The working party will need to be familiar with all relevant guidance on bullying and ensure that the final policy is in line with both DfES and LEA guidance.

Ideally this group should include representation from all areas of the school community. Members of the school's Health Promotion Implementation Group would provide the basis of an appropriate working party. Particularly as the process of consultation is an integral element of the Healthy Schools Scheme and the Implementation group will already have forged channels of communication with different groups within the school community. Alternatively, Eco-School staff would be ideal for inclusion in such a group.

When documenting the working party in the policy schools should refer to staff roles or positions, not names of individuals. This then ensures if personnel change the responsibility remains with the holder of the post, not the named person.

Raising Awareness

Once the working party has been established they will need to inform pupils, staff, parents, governors and others linked to the school of the need for an anti-bullying policy and consider how they intend to consult with them. A policy will only be effective if everybody in school has discussed and understood the problem of bullying and agreed on good and bad practice. It will be necessary for the whole school community to agree on a definition of bullying. Although it is possible to use a ready made definition, developing one specific to the school will not only promote discussion around the topic of bullying but also result in a definition to meet the individual circumstances of the school. However, it is vital that the stage one "Definitions of Bullying" above is taken into consideration when developing a school definition.

The whole staff group, both teaching and non-teaching need to be informed of the intention to develop an anti-bullying policy. They will then provide the main method by which awareness is raised in pupils. Assemblies, PSHE lessons, circle time, school councils etc. are all appropriate methods of raising awareness. Informing parents can take place through newsletters, parents' evenings, school websites etc.

Consultation

The OfSTED Framework for Inspection (2003) requires inspectors to report on "The extent to which the school seeks, values and acts on all pupils' views." And also asks, "Are pupils free from bullying, racism and other forms of harassment?" and "How well does the school deal with incidents such as bullying, racism and other forms of harassment?"

This should be the starting point for the development of a whole-school anti-bullying policy. All members of the school community need to be given the opportunity to comment on what they think the policy should contain. This information can be generated using a wide range of consultation processes.

The following people might also be able to offer a valuable insight into the issue of bullying:

- school staff
- family members
- school council
- governors
- past pupils
- lunchtime supervisors
- learning mentors
- classroom assistants
- youth workers
- community police officers
- school travel companies representatives
- ESW officers
- SESS workers, especially educational psychologists
- school neighbours

“Bullying takes different forms. Good school policies and training for staff analyse the different forms of bullying that pupils may experience. Unpleasant territory though it is, understanding bullying is the starting point for effective detection and response. Defining and analysing bullying can help pupils, as well as staff, to combat it.”

OfSTED 2003 ‘Bullying: effective action in secondary schools’

The actual incidence of bullying can be hard to detect. All teachers need to appreciate that bullying will not be obvious or easily witnessed; it is frequently well hidden by both the perpetrator and victim. Information about what actually happens can be collected using a wide range of consultation techniques. The method of collecting information from pupils will depend on the age and ability of the young people involved. Schools need to be aware that research has shown that even very young, pre-school children are capable of bullying. Therefore schools must be prepared to consult with pupils of all ages.

SECTION ONE

Surveys can not only provide information on the school's current position but also help the assessment of progress and evaluation of an anti-bullying policy once in place.

Consultation can demonstrate:

- how frequently pupils have been bullied
- what form the bullying took
- how often they have bullied others
- whom they tell
- what action was taken and by whom
- where the bullying takes place

Confidentiality needs to be considered prior to beginning the process of consulting pupils. Consultation with young people may sometimes produce information that needs to be disclosed to someone else. This must be explained to pupils prior to the consultation. Schools should cross-reference to the Wirral Child Protection Guidance documentation on confidentiality.

Questionnaires have the advantage of being anonymous and therefore encourage pupils to respond honestly. However, schools need to be aware that any specific bullying incidents disclosed through an anonymous questionnaire cannot be followed up. The design of any questionnaire needs careful consideration to ensure that results can be easily compared with other surveys.

Sampling surveys are a quicker method of consultation. Selected groups of pupils only complete questionnaires. Schools can either use a cross-section of the pupil population to achieve a 'snapshot' or focus on specific groups of pupils, such as a class or year group who are causing concern.

School maps can be used to encourage pupils to identify areas of the school where bullying occurs. Alternatively asking pupils to sort photographs of different locations within the school into 'safe' and 'unsafe' places can provide an idea of where staff duties need to be focused.

Interviews with pupils, individually or in groups, can be useful, particularly for pupils with learning difficulties. The choice of interviewer needs to be given careful consideration, as the pupil-interviewer relationship can affect the honesty of the responses. Making notes during the interview can be intimidating, as can an inappropriate venue for the interview. The pupil and interviewer should be visible to others, but not within earshot – pupils may be reluctant to repeat bad language or unpleasant names they have heard.

Discussion

This can take place during PSHE lessons, literacy hour, form time, Circle Time and can provide information about bullying. In particular the use of Circle Time to explore issues of bullying in a safe, secure environment should not be under-estimated. Carefully managed discussions can produce enlightened and insightful views on the topic of bullying. However it must be realised that if the group discussion includes a bully and/or a victim of bullying there are many reasons why they will not necessarily provide accurate responses to bullying issues under discussion. Peer photographs can be used to identify pupils who are considered by others as either bullies or victims. But Schools should consider carefully before embarking on this activity.

Sociometric analysis although not specifically aimed at identifying bullying within a group of pupils, can provide schools with an insight into the popularity of pupils. From the information generated by the analysis it is possible to determine which pupils are socially isolated and therefore potential victims of bullying.

WIDER CONSULTATION

It is vital that schools carry out consultation beyond their staff, pupils and governors and involve the wider community. People who have involvement with the school in a range of capacities need to be involved in the process.

Local shopkeepers, school bus drivers, crossing patrols etc. can all provide schools with important information to support the development of their anti-bullying policy.

Parental questionnaires/interviews can be used to gather opinions from parents/carers about the issue of bullying. This form of consultation does not need an additional meeting/communication with parents, but can be included as part of an existing meeting/newsletter/website. As with pupil consultation it is important that the information is received in a format that is of use to the school, both to inform future practice and to use as a comparison.

Stage 3: Aims

The aims of a whole-school anti-bullying policy should not attempt to provide a procedure for every conceivable incident of bullying, but a generalised response of principle and guidelines. The aims should start with a strong statement of the school's stand against bullying, through the promotion of tolerance and respect, including respect for difference and diversity. The aims contained in the policy should provide answers to the questions – what does the school want to achieve in terms of bullying? What time scale will this require? And, how will the school know when it has been achieved? Therefore the aims will have to be SMARTS*. The framework for writing a policy provides a number of suggested aims, but schools should work at the development of their own set of aims to be in line with their specific organisations.

* Specific, Measurable, Achievable, Resourced, Timed, Shared

Stage 4: Responses

The response of the school to reports of bullying needs to be carefully considered.

A detailed description of the individual procedures the school will follow in response to bullying incidents is vital if the issue of bullying is to be addressed by the whole school. A transparent, consistent system that is understood and accepted by all those in school is needed. Schools need to be aware that they have a duty to ensure all pupils are made aware of both the anti-bullying policy and the procedures the school will follow in response to incidents of bullying.

The support that will be offered to victims of bullying should be clearly stated. A specific timetable of intervention and re-visits can provide those involved with a secure knowledge that the problem of bullying has been taken seriously by the school and that any further incidents will not be tolerated.

The fundamental aim of the policy must be to work towards the prevention of bullying, rather than reacting to incidents of bullying with a list of sanctions. Although bullying behaviour needs to be stopped, punishment is rarely the most effective method of responding to pupils who bully others, there is a very real possibility that the alleged perpetrators will simply transfer their activities. It is important that schools consider a range of responses to bullying and consider each incident individually, rather than stating automatic punishment. Exclusion, while sometimes appropriate, is not always an appropriate response to the problem. In developing their policy schools need to identify a range of responses to incidents of bullying.

The methods of reporting incidents of bullying must be explicit and the person or people responsible for responding to such reports must be known to all.

Procedures for recording bullying incidents within the school need to be stated. If the school uses a proforma this should be included in the policy appendix, if not details of how bullying is recorded must be included. This information will be necessary not only for monitoring the effectiveness of the policy but also for reviewing the policy on an annual basis. Those with responsibility for collating the reports and following them up need to be identified.

Schools must consider how parents will be involved in the process of responding to bullying incidents. Early communication with the parents of those pupils involved in bullying is recommended in order to deal with the problem as soon as possible. It is important that schools carefully consider the involvement of parents. The point at which parents are informed of suspected bullying needs to be clarified. Wherever possible communication with parents should be as positive as possible, with an emphasis on the bullying as a behaviour, not the pupil.

Stage 5: Staff

The roles of staff with responsibility for all aspects of implementing the anti-bullying policy and procedures must be clearly stated. Many of these have been identified in the section above. The roles or positions of staff, not names of individuals, should be used. In that way, if staff move on the responsibility remains with the person occupying that role.

Stage 6: Develop a Draft Policy

Once the outcomes of the consultation are known the working party will draw up a draft policy. Those involved in the consultation process should be given the opportunity to comment on the draft and their responses taken into consideration before the final policy is completed. The policy must dovetail with the school's behaviour policy.

Stage 7: Launch Final Policy

In order to demonstrate the school's commitment to address the issue of bullying, the date the final policy is to be launched should be publicised to pupils, parents, governors and other members of the school community. The launch event should be lead by the senior management team and involve the whole school.

Stage 8: Implementation

Once the policy has been launched the senior management of the school needs to provide staff with a consistent response to any reported incidents of bullying. The policy can be promoted and reinforced through many school activities including tutorials, projects, literacy hour, PSHE lessons, assemblies, playground games etc. By addressing bullying across the curriculum and through extra-curricular activities pupils can be regularly reminded that bullying is unacceptable and will not be tolerated. Investment of time is vital if awareness of the issue is to be maintained. It is recommended that between 2 and 3 hours curriculum time per year is invested in topics related to bullying. Relating teaching directly to bullying can provide opportunities for pupils to consider how bullying can be prevented. Teachers can use literature, historical events or current affairs to reinforce the anti-bullying approach. Including parents in the consultation and launch of the policy should allow schools to involve them at an early stage when responding to incidents of bullying.

Schools must consider the importance of teacher/teacher relationships to ensure that the non-acceptance of bullying message is reinforced throughout the whole pupil population. It is important that young people are provided with positive images and role models of staff interacting with one another.

Information about the school's anti-bullying ethos, policy and procedures should be included in staff induction programmes. Raising awareness of bullying with all staff needs to take place on a regular basis. Ideally every half term there should be some activity that ensures bullying is kept high in teachers' consciousness. Supply staff need to be informed of the school's stance on, and response to, bullying.

Implementing procedures to respond to bullying will require a consistent and serious response. Accurate recording of all incidents and the school's response is vital; not only will records help with proceedings but also protect the school for possible legal action. For more details on schools' legal position in relation to bullying please refer to Appendix II.

Once the incident has been dealt with the school must follow-up to ensure that there has been no repetition of the bullying. This should take place after a week and again within the following half term. Bullying often stops immediately after intervention but can re-occur at a later date. If pupils know that follow-up will take place they are less likely to start bullying again.

Regular 'refreshing' of the policy needs to take place. Unless awareness is raised the policy can be easily forgotten; each year pupils new to the school need to be informed of the policy.

Stage 9: Monitoring and Evaluation

After the launch the school needs to monitor the implementation of the policy to determine if it is really effective in reducing incidence of bullying. Monitoring should be carried out by a key member of staff who needs to clarify the circumstances in which records will be used for monitoring, how long they will be kept and who will have access to them. The transfer of pupils' files needs to be considered. It is recommended that a copy of all information relating to bullying held on a pupil's file be retained by the school if the student transfers to another school. (See Appendix III)

The effectiveness of the policy needs to be evaluated to ensure that pupils are benefiting from its introduction. This can only take place as a result of further consultation with those involved in the initial development of the policy

After a whole year the possible effects might include:

- staff more vigilant and responsive to bullying
- fewer pupils report being bullied or that they bully others
- more pupils say they would not join in bullying someone else
- more pupils would tell a member of staff if they were being bullied

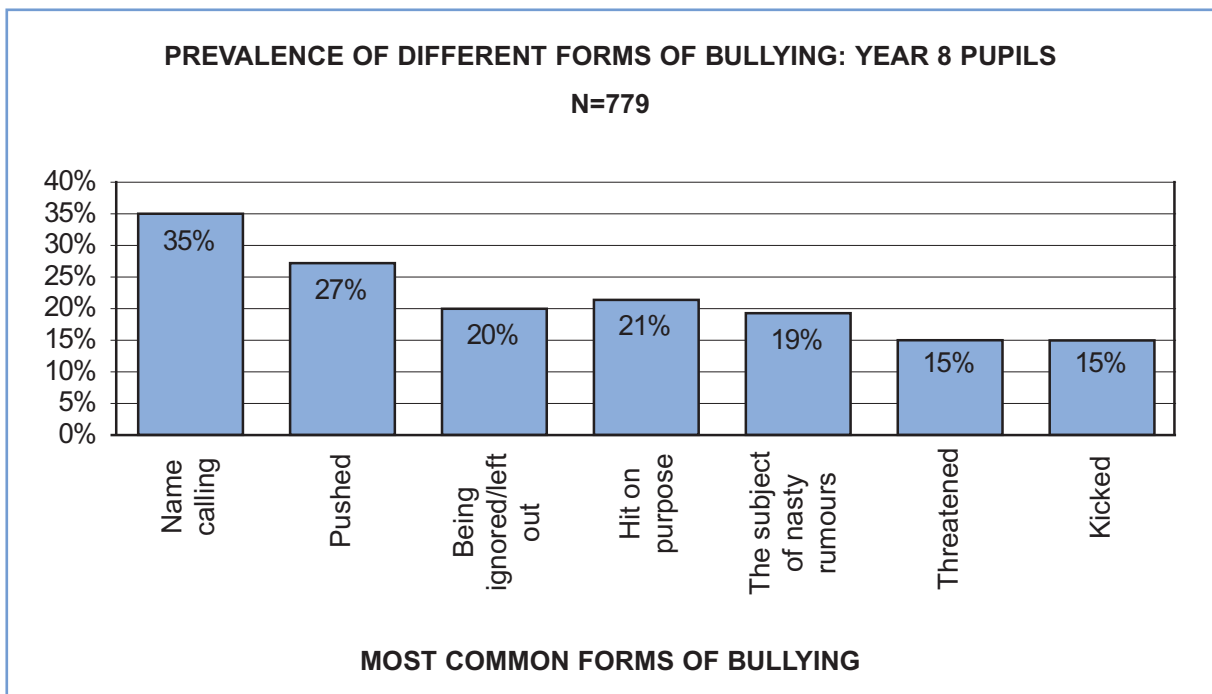
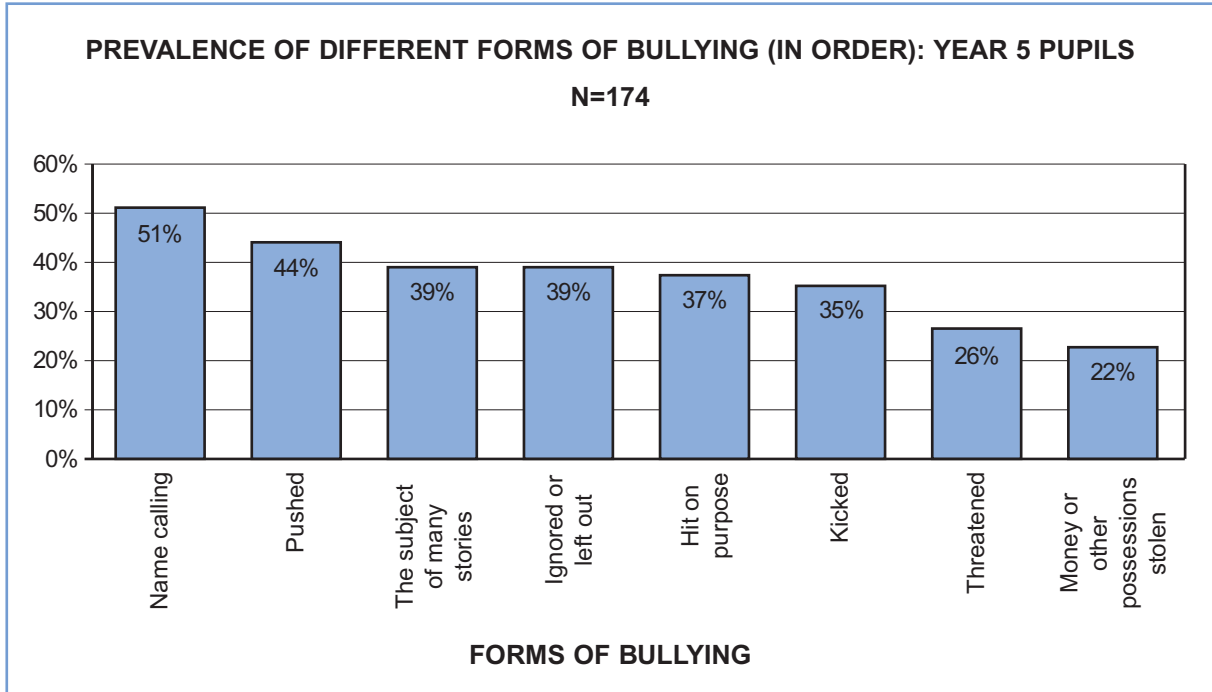
N.B. Immediately after the introduction of a whole-school bullying policy the apparent incidents of bullying can increase alarmingly. This is because pupils are made more aware of bullying behaviours and their unacceptability and are therefore prepared to report them. Reduction in bullying can often take time to achieve, however positive change will take place if schools continue to work through the process.

Stage 10: Review

The school should regularly review its anti-bullying policy and governors should be made aware of any revisions/modifications made. Schools should consider in line with School Self Evaluation reviewing the policy every cycle and must be prepared to adapt their policy in line with any new developments or findings from the process of monitoring and evaluation. In particular, any changes to the Pupil Discipline or Race Equality policies will almost certainly require changes to the anti-bullying policy.

Any review of the anti-bullying policy needs to use information from the monitoring process as well as consultation with pupils, parents and governors to inform any modifications necessary.

statistics, research and background to bullying



“Tackling Bullying: Listening to the views of Children and Young People”

Thomas Coram Research Unit for DfES March 2003

Types of Bullying

Bullying takes a variety of forms. The following covers the most significant of these:

PHYSICAL	Hitting, kicking, taking or damaging belongings
VERBAL	Name calling, insulting, repeated teasing, racist remarks, threats
INDIRECT	‘Psychological’, spreading nasty rumours, excluding someone from groups, moving away as a person approaches, leaving notes, failure to speak to or acknowledge a person
MOBILE PHONES	There has been a rise in mobile phones, in particular text messaging, being used as a form of bullying
E-MAILS	Sending threatening, abusive or upsetting messages by computer
THE “LOOK”	

The legal status of these forms of bullying can be found in Appendix II

Unless checked, “low key” bullying such as shoving or name-calling can escalate if the bully finds that the bullied pupils respond in a particular way.

It is important not to underestimate the significance of the non-physical forms of bullying. Those who have suffered from bullying often report that they recover from any physical injury or pain much more quickly than they get over the feelings of humiliation, anxiety or fear.

Bullying Statistics

In order to persuade members of the school community of the importance of developing anti-bullying policy and strategies, it is useful to discuss its prevalence and distribution in UK schools in recent years. It is also helpful to emphasise issues such as gender differences, the vulnerability of particular groups, such as children with special needs, and the prevalence of bullying amongst primary school children.

In 1997 survey of 2,308 pupils aged between 10 and 14, from 5 primary and 14 secondary schools across England showed that bullying was widespread. Bullying was present in all schools, although compared with research carried out in the early 1990's, there had been a reduction in bullying incidents.

The tables on the next page show results of the survey.

BEEN BULLIED (%)	Not at all	Only once or twice	Sometimes (2-3 times per month)	Once per week	Several times per week
Overall	55.5	32.3	4.3	3.8	4.1
Boys	56.8	30.5	4.9	4.0	3.8
Girls	53.9	34.3	3.7	3.6	4.5

BULLY OTHERS (%)	Not at all	Only once or twice	Sometimes (2-3 times per month)	Once per week	Several times per week
Overall	73.4	23.7	1.3	1.0	0.6
Boys	71.9	24.1	1.7	1.5	0.8
Girls	75.1	23.1	0.9	0.5	0.4

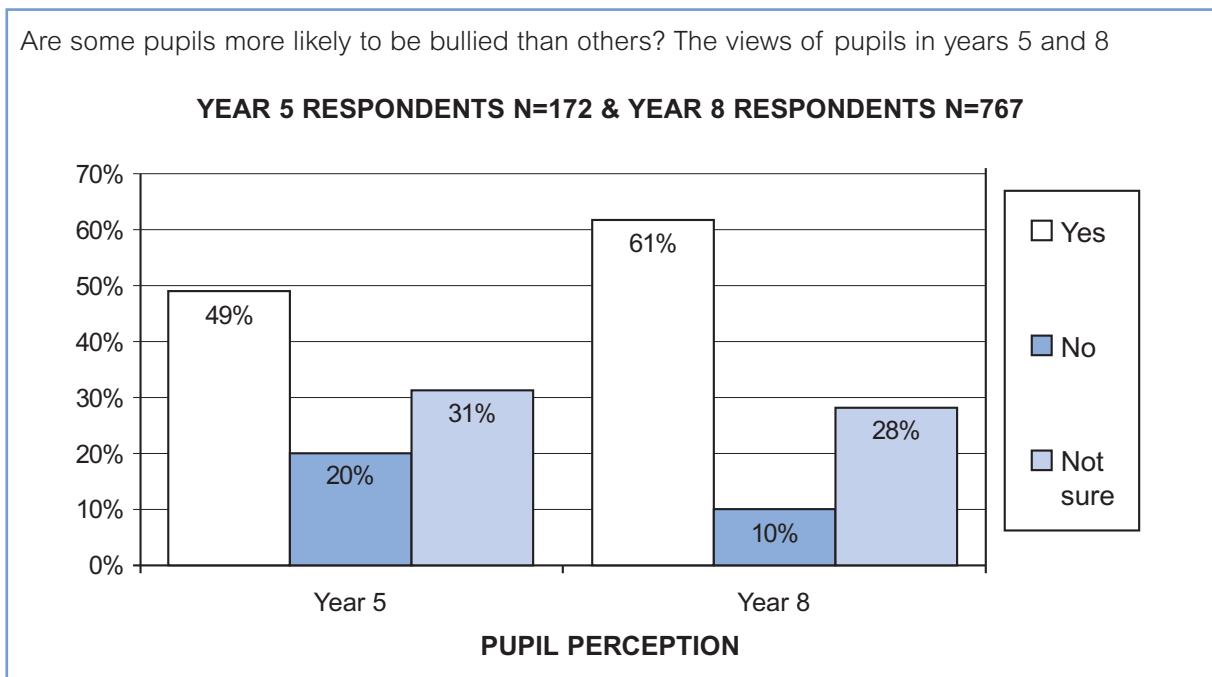
Ages of children involved in bullying '2 or 3 times a month or more often' (%)

BEEN BULLIED

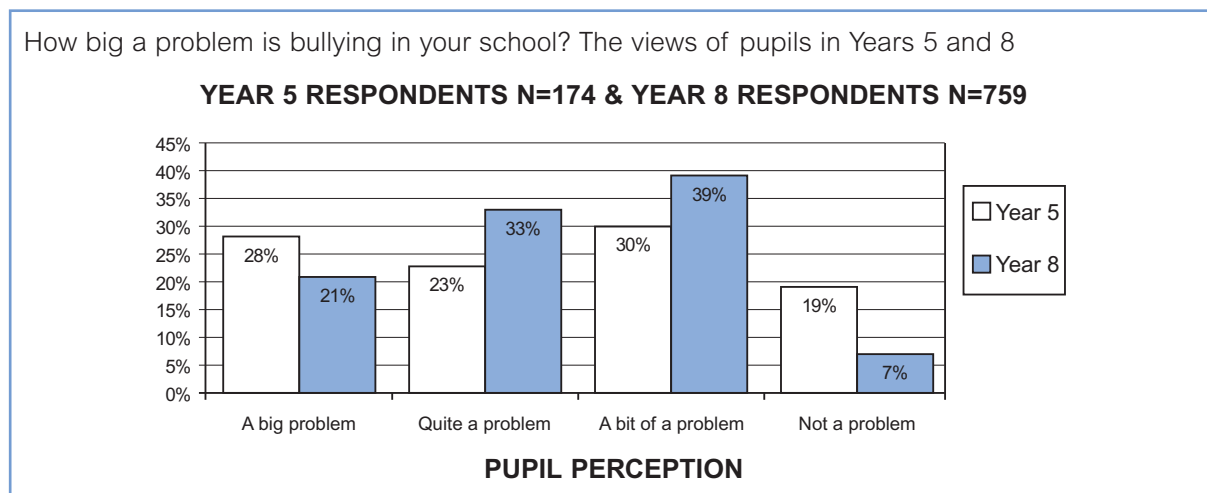
Year 6	Year 7	Year 8	Year 9	Year 10
18.7	13.1	21.1	10.5	7.5

BULLY OTHERS

Year 6	Year 7	Year 8	Year 9	Year 10
5.3	1.4	2.8	3.6	3.3



SECTION TWO



More Statistics

Dan Olweus reports:

SERIOUS

5% victims

5% bullies

OCCASIONAL

10% victims

10% bullies

60% children in Primary Schools felt unsupported by staff.

40% students in Secondary Schools felt unsupported by staff.

PARENTS

30% parents reported feeling anxious about bullying.

40% parents said that they knew how to help.

CHILDLINE

Reported 2,000 calls in 4 months concerning bullying.

60 - 70% of these incidents took place in schools.

GENDER DIFFERENCES

Boys - use more violent means

Girls - covert, ostracism

Boys - bully both sexes

Girls - bully girls

Boys - bully to display power

Girls - bully to emphasis affiliation

Stephenson and Smith 1988

"of 1,000 Cleveland children in Year 6, 23% reported being involved in serious bullying."

Ken Reid 1989

"Bullying and persistent absenteeism"

"15% of persistent absences were said to be due to bullying."

Gender Differences

- there are more boy bullies than girl bullies
- boys are mainly bullied by boys - girls are bullied by both boys and girls
- girls who bully take it in turns
- there is as much bullying of girls as of boys

Boys - tend to use more violent means to display power

Girls - tend to bully to emphasise affiliations - their bullying is often covert, and involves ostracism.

Disclosure

Pupils are more likely to tell someone at home than at school but at least half would not tell anyone.

Children can, and must, be encouraged to disclose.

Location

Sports can be a vulnerable area for physical (male) bullying.

Bullies and victims are almost invariably in the same class - mixed age groups lead to a higher incidence.

75% of bullying takes place in the playground in Primary schools. There is a more even spread at secondary level, although lunchtimes are key times.

There is more bullying in school than on the way to school.

Ages

There appears to be a drop in incidence as pupils get older - decreases by 15% per year on average although at Year 9 (13-14 year olds) there is an increase. Research shows that bullying can occur in very young children. Nursery school pupils have been observed using quite sophisticated forms of bullying against others.

Peak age for bullying - 7-8 years of age.

SECTION TWO

Outcomes from the Sheffield research indicated:

Schools can make a difference. At Primary level there was an 80% reduction in those being bullied after first year of intervention. The change was not as marked at secondary level, although the DURATION of bullying decreased, “nipped in the bud”, and an attitude shift.

- Bullying others found a 14% reduction
- Attitude change
- Would help a victim 14% increase
- Would not join in 20% increase (secondary)
- 8% increase (primary)
- Would tell the teacher 38% increase at secondary

Recent research by Hawker and Boulton was reported in April 1996 to the British Psychological Society. The study looked at nearly 200 children from 6 schools in North Staffordshire - aged 8-9 and 10-11 years. Children were asked to rate what they thought was the more upsetting form of bullying: physical or psychological. Most children thought physical would be worse. However when children who had actually suffered bullying were interviewed, **Social exclusion emerged as the most painful**. Social Exclusion: a refusal by classmates to talk to or play with a child, a refusal to be a child's friend.

Often victims are exposed to all types of bullying e.g. physical, psychological and emotional. Psychological forms of bullying are important and can have long term effects - children who were repeatedly excluded from normal playground activities could develop problems in later life.

Recent Research

School Health Education Unit University of Exeter May 1995 - February 1996. Health Related Behaviour Questionnaire revision included the question "Do you ever feel afraid of going to school because of bullying?" 11,000 Boys and Girls aged 11-16 responded.

There were correlations between Y8 pupils who responded positively and other areas of difficulty. A profile emerged of "the fear of being bullied type" which included the following factors.

Social and Health Relationships e.g.

- poor self esteem
- limited satisfaction with life
- negative attitude towards physical activities
- lack of support at home
- being tall

Worrying about school

Physical and mental health e.g.

- higher than average frequency of illness and disease
- breathing problems - loss of sleep
- ability to share problems with adults (mother and father) contrast this with "bottling up feelings"

Signs and Symptoms

There is no foolproof way of knowing whether a child or young person is being bullied. Bullying is a covert and even secretive activity. Reducing bullying therefore involves effective communication between members of staff and parents as part of a school culture where talking about bullying and asserting one's right to feel safe are viewed as particularly important.

The following are some useful indicators which can lead to a more detailed discussion of what is happening to a young person.

- Unexplained bruises, scratches, cuts, bite marks
- Belongings repeatedly going missing
- Refuses to say why s/he is unhappy
- Distressed at the thought of going to school
- Refuses to go to school
- Reports aches and pains
- Frightened of walking to school alone
- Changes route to school
- Has started taking longer to get home from school
- Seems withdrawn/ unhappy or in a world of his/her own
- Cries at bedtime
- Returns home with torn clothes or damaged schoolwork
- Returns home hungry (lunch/snack money stolen)
- Asks for more money than usual or steals money (to pay off bully)
- Loses interest in schoolwork or finds it harder to concentrate
- Refuses to go out to play or stops going to cubs/brownies in the evenings or at weekends

Effects and Consequences of Bullying

Bullying is frequently an aggressive and abusive activity which is potentially very harmful and dangerous. There is often a need to impress upon members of the school community the serious consequences of letting bullying continue without taking any action.

These effects can be seen at any or all of the following levels:

Individual level - Safety and happiness of pupils

- lives are made miserable - injury
- loss of self confidence - low self esteem increasingly
- isolated as others "move away"
- poor self esteem - self blame
- truancy
- poor concentration affects learning and levels of achievement
- subject options choice to avoid other children
- later adult disturbance/depression, death

Classroom level

- dynamics of the class group can maintain bullying
- bystanders learn that bullying works - they learn "putdowns" and ways of exerting power - "ripple effects"
- disruptions and unease within the classroom
- class "ethos" - research found "hotspots" i.e. high level of bullying in some classes

Systems level

- 20% of those being bullied take time off because of it
- educational achievements
- bullying results in a reputation for being an ineffective, uncaring school
- a school that parents would not opt to send their children to
- provides a poor model of behaviour that affects the ethos of the school

Factors which Influence Children in Becoming Bullies or Victims

Children who Bully

Homes

- Little status gained - little verbal interaction physical/verbal aggression features
- Parent models bullying behaviour - few rewards/praise
- limited interest in the child
- negative sanctions

Individual

- low self-esteem
- low academic attainments
- charisma/dominance
- few positive skills

School

- no rules/boundaries
- intervention
- no policy re unacceptability
- models of teachers bullying - covert support
- opportunities to bully
- geography of the school
- lack of supervision
- poor communication with parents

Children who are Victims

Home

- possibly overprotective - not allowing independence - non assertive models
- lack awareness about growing up
- lack of "street cred" - poor appearance

Individual

- minor disabilities - clumsiness - physical features - lack of assertion - sensitivity, few friends - quiet - problems making retaining friendships
- Low self-esteem - few attributes

School

- No acknowledgement - no security
- No policy - weak pastoral system
- No communication with parents

curriculum

The PSHE and Citizenship curriculum can be used to:

- raise awareness about bullying and the anti-bullying policy
- increase understanding for victims, and help build an anti-bullying ethos
- teach pupils how constructively to manage their relationships with others

Teaching about bullying can take place in any areas of the curriculum. If teachers are addressing issues relating to bullying it could be recorded in their schemes of work or medium term plans.

Through the curriculum it is possible to explore such issues as:

- why do people bully each other?
- what are the effects of bullying on the bullied, on bullies, and on bystanders?
- what can we do to stop bullying?

After using selected materials, up to 60% of primary and secondary pupils said they were more careful in their behaviour towards their peers. Bullied pupils said they were less scared and more likely to tell someone. Others were more likely to support someone being bullied. However, without continued re-enforcement it resumed within two weeks.

Care must be taken to include SEN pupils in curriculum work about bullying in an appropriate way for their individual needs.

Teaching Styles That Have Influences On Bullying

School staff also need to consider the possible influence of their own behaviour towards students. Below is a description of three contrasting styles which lead to different outcomes for students.

Bullying-promoting teaching

- deliberate humiliation (Kitzinger, 1988)
- promoting the message that some people are fair game
- re-definition of bullying - "it was only a joke", "I didn't mean to do hurt their feelings", "It's OK to get pleasure out of a person's discomfort"

Bullying-permissive teaching

- Official approval of status and power as means of control - misuse of power can thrive
- A pronounced hierarchy where the message is "do as I say, not as I do."
- Difficult for pupils to seek help if they are being victimised
- No time to listen to vulnerable pupils

Bullying preventative teaching

- treating pupils with respect
- NOT setting up victims
- presenting good role-models - using power and authority appropriately
- explicitly stating that bullying is NOT acceptable
- active process aimed at changing pupil attitudes

Preventative Strategies

The following paragraphs list some of the **key strategies** schools have used to prevent or reduce bullying; they might not remain appropriate if there has been violence and **tougher measures** will then be needed. Anti-bullying strategies for older pupils can include preparation for adult relationships. Many strategies for older pupils can be used, with adaptation, for younger ones. They can be taught to be assertive and to work co-operatively; some schools have taught mediation or conflict resolution skills to young pupils.

Many schools have found that the best policies usually include a combination of strategies that can be drawn on and adapted to fit the circumstances of particular incidents. A single strategy is unlikely to provide a complete solution on its own to the problem.

GROUP WORK - FROM AGE 5

When this is integrated into normal classroom practice, pupils can:

- explore issues and controversies by considering different points of view
- be more tolerant of others and more willing to listen
- trust those of the opposite gender and those from other ethnic groups
- become better integrated into the peer group

Children work together on shared tasks, involving co-operation and individual accountability. For example, groups of pupils in 'expert' groups research aspects of a topic. The 'experts' then return to the 'home' group to instruct one another and produce a joint piece of work. In a final plenary session, children are debriefed about the task that they have just done, or the way in which they have worked together, or both.

Variants include trust-building exercises, co-operative games, problem-solving activities, discussion groups, role play and simulations.

All share some essential aspects:

- pupils work together and help one another, managing conflicts within the group
- there are tasks needing a group effort
- children share information and divide work towards common goals
- roles vary within groups: leading, minuting, problem-solving, tidying up

Working together as colleagues, relationships sometimes develop into real friendships.

Potential victims of bullying can be drawn into working groups with other children who do not abuse or take advantage of them.

SECTION THREE

Quality Circles aim to involve pupils (from 7 years upwards) in devising practical solutions to the problem of bullying or other social problems. It involves the use of particular techniques and a formal presentation of the action plan.

Quality Circles develop skills directly related to the curriculum while solving problems related to bullying. There are five steps:

- identify and priorities problems · analyse each problem - establish its extent and find possible causes
- develop a solution and an action plan - perhaps trying a small pilot run to see if it works in practice
- present the solution to 'management'
- evaluate the solution, implementing it if possible - if not, 'management' must explain reasons, so the QC can reconsider or move to another area of concern

In three classes using Quality Circles, 69% of pupils said they became more considerate towards peers and less likely to bully. Pupils felt more able to challenge bullying and more aware of the school policy. One QC identified boredom as a major cause of bullying at playtime, so ran a games tournament. Another formulated a playground development plan, costing it, applying for funding and winning support.

Circle Time PSHE activity that can be utilised less formally to explore issues and develop an appreciation of others' needs or views. Children are encouraged to listen to and discuss each other's views regarding personal and social issues in a safe and secure situation, on a regular basis. Time is set aside each week for teachers and pupils to sit in a circle and take part in enjoyable activities, games and discussion. The positive atmosphere generated in the well-managed circle usually spreads into other areas of class activity.

Circle Time:

- creates a safe space to explore issues of concern
- explores relationships with adults and peers
- enhances effective communication
- affirms the strengths and enhances the self-esteem of each member

Circles last for 20-30 minutes, at the beginning or end of a session. Participants listen carefully, making eye-contact with one another and address particular problems – for example, relationships, anger, fighting and bullying.

The teacher and pupils agree on simple, positive rules which encourage the group to:

- focus on their own feelings and those of others
- listen to one another and tolerate others' views
- learn to take turns
- discuss difficult issues using a problem-solving approach

Putting this method into practice needs good organisation and links to other anti-bullying strategies. Staff need training, for example, by educational psychologists or counsellors.

Photosafari Photographs taken of various parts of the school buildings and playground. Children are asked to rate how safe or unsafe they consider each place to be. Children can use an enlarged map to place an 'x' or 'smiley faces' versus 'unhappy faces'.

Circles of Friends - from age 5. Sometimes known as 'Circles of Support', they build relationships around a vulnerable pupil. The method must first be explained to the vulnerable pupil and the parents, whose agreement and support are essential.

Circles aim to:

- improve the level of acceptance and inclusion of the pupil
- help the pupil make friends inside or outside the Circle
- increase insight into the pupil's feelings and behaviour

The class meet with a trained counsellor or an educational psychologist who explains it is unusual to talk in this way about a pupil who is not present, but making clear that the pupil has agreed to the discussion.

SECTION THREE

The class then:

- describe the pupil - only positive things may be said
- list things about the pupil that they find difficult
- discuss how they would feel and behave if they were isolated or socially excluded
- consider how they might help - pupils typically produce two clear solutions: offering friendship and finding ways to keep the pupil on track
- identify what might stop the pupil changing
- volunteer to form the pupil's Circle of Friends (between six and eight pupils)

Soon afterwards, the initial Circle of Friends meeting takes place including the focus pupil. Ground rules are negotiated and aims clarified about helping them to make friends and change any negative behaviour. In turn, circle members explain why they volunteered. The leader asks 'What do we like and value about this person?' and responses are written down. Next, the leader carefully asks about the pupil's negative behaviour. The group brainstorms strategies for helping the pupil which are recorded and then prioritised. Finally, circle members come up with a name for their group, and subsequent weekly meetings of 30 to 40 minutes are set up.

Experienced leaders comment frequently on the extent of the support offered by circle members and their ingenuity in devising practical strategies. Case studies confirm this is a flexible and creative method to form positive relationships with peers.

PSHE Curriculum

- to raise awareness
- challenge attitudes
- maintain profile of the policy

Befriending/buddy systems - from age 9. Befriending involves assigning selected pupil volunteers to 'be with' or 'befriend' peers whom teachers have referred.

Befrienders:

- need friendly personal qualities
- give support with emotional and social problems - newness to a school, difficulty making friends, upset at separation or loss, being bullied or socially excluded
- run after-school clubs offering companionship and activities to peers who would otherwise be miserable and alone
- may share a common difficulty - for example bereavement - perhaps setting up a support group

The befriended feel more positive about themselves having had someone to talk to about their problems. Befrienders feel more confident and value other people more. The school becomes safer and more caring as relationships improve generally. Befrienders need training in active listening, assertiveness and leadership. Educational psychologists, counsellors and PSHE advisers can help.

Peer counselling

Secondary (and a few primary) schools initiative, in which trained pupils in counselling skills offer support to those who are being bullied

Role of the bystander

Those who witness bullying can be mobilised to act in a preventative manner or be enlisted in approaches to resolve incidents.

The Support group Approach – from age 9. A support group is formed for the bullied pupil made up of those involved in the bullying, and bystanders. Responsibility for change lies with the participants in the bullying. The first aim is to get the bully to identify with the victim, and the second to help resolve the problem. There are several steps:

The group's facilitator chats with the victim and a support group of around 6-8 pupils is set up. As well as pupils involved in the bullying, friends of the victim can take part; with the victim's agreement, their own feelings are communicated to the group. The facilitator makes clear that the purpose is to take joint responsibility and find a solution. Suggestions on how to help are sought, but the key aim is a joint commitment to take action; each group member is interviewed individually a week later to review progress and report back on their contribution to resolving the problem. The bullied pupil is also interviewed. Whilst some group members might not have kept fully to their good intentions, the main criterion for success is that the bullying has stopped.

Over a two year period, 80% of cases in primary schools were dealt with successfully without a delay by this method. In 14% of cases, three to five weekly reviews were needed before the bullying stopped. The victim continued to experience bullying only in 6% of cases. Results in secondary schools were similar.

PSHE Curriculum

Raising awareness amongst pupils about bullying behaviour is an essential step if a policy is to be developed successfully. It is vital for introducing new pupils to the policy and for keeping the policy alive throughout the school.

These approaches will help to:

- Challenge attitudes about bullying behaviour
- Increase understanding for bullied pupils
- Help build an anti-bullying ethos

Existing Curriculum

Many subject areas could be used to promote anti-bullying values and co-operative behaviour, e.g. making direct reference to the behaviour of a group as illustrated by an incident in history, current affairs or fictional account.

Selection of curriculum approaches requiring co-operative working with time for personal evaluation as to the effectiveness of interaction with others, e.g. group tasks and experiments.

Videos, plays, poetry and fiction - used as a basis for discussion.

Discussion, drama, role-play and creative writing - art work. Drama is a powerful medium for exploring emotions. Plays can be produced for different audiences, e.g. pupils, parents.

Issues That Can Be Explored Within The PSHE Curriculum

- What is bullying?
- What causes people to bully each other ? Is it something that we recognise as a part of our own personality?
- How does it feel to be bullied/to bully?
- What are the effects of bullying behaviour on bullied pupils, on pupils who bully others, or bystanders?
- What would our school (or our society) be like if bullying behaviour were acceptable?
- Why should we try not to bully each other?
- What can we do to stop bullying?
- Which dilemmas do we face when we encounter bullying behaviour?

Awareness Raising About Bullying And School Policy

This is likely to require 2-3 hours of curriculum time each year. This is likely to be time well spent in terms of raising of students' awareness. Maintenance of awareness and challenge/change behaviour attitudes will need regular reinforcement throughout the school year as an ongoing theme in lessons and assemblies.

alternative approaches beyond the curriculum

Parents and teachers should co-operate in identifying bullying behaviour. The bully needs improved social skills; assertiveness, conflict resolution and stress management are all worth developing. Friends could give feedback on annoying behaviour. Adults can encourage such friendships. Other professionals may work with the pupil or family.

The school needs to become good at using the 'No blame' approach and the 'Shared concern' approach to responding to bullying. These methods should always be considered as first line responses to instances of bullying.

The 'No Blame' Approach

Seven Steps

1. Interview the bullied pupil - listen to and note down the feelings expressed.
2. Meeting for all those directly/indirectly involved, including bystanders.
3. Explain the problem - describe the feelings of the victim - illustrations.
4. Share responsibility - focus on the fact that there is a problem, NOT on who is to blame.
5. Identify solutions - invite suggestions.
6. Encourage the pupils to put their suggestions into action.
7. Meet again - after about a week - ascertain whether bullying is still taking place, and describe how the victim feels better.

The Method Of Shared Concern

This alternative approach, devised by B Maines and G Robinson, is similar to the Pikas method, in that it emphasises a constructive solution through a participative, non-punitive approach, and pupils themselves are involved in resolving the problem. This method, however, focuses more on the feelings and status of the pupils involved.

	Individual Chats	Follow up a Week Later	Half Hour Group Meeting
Bully(ies) first	7 minutes	3 minutes	30 minutes
Victim(s) last			

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Stage 1

- Establish eye contact
- “I hear you have been nasty to X, tell me about it.”
- Let the child talk
- Avoid closed questions
- Don’t question if they complain about the victim

Stage 2

- “So it sounds like X is having a bad time.”
- As soon as they agree, move on to Stage 3
- If they say “It’s his/her fault”, don’t contradict, but point out that they are having a hard time

Stage 3

- “Good, I was wondering what you could do to help improve X’s situation.”
- Accept suggestions
- Don’t bargain or question
- Don’t discuss “How”
- If you have to make suggestions, ask “Would you like me to suggest something first.”

Stage 4

- “OK, I’ll see you next week to find out how you are getting on.”

When Tougher Measures Are Needed

Where pupils do not respond to preventive strategies to combat bullying, schools will need to take tougher action to deal with persistent and violent bullying. As part of their discipline policy, schools should have a sufficient range of sanctions to deal with this type of bullying. Make sure that the whole school community knows what sanctions will be taken. They should be fairly and consistently applied.

Sanctions might include:

- removal from the group (in class)
- withdrawal of break and lunchtime privileges
- detention
- withholding participation in any school trip or sports events that are not an essential part of the curriculum
- fixed period exclusion

Where serious violence is involved, the head teacher can and should normally permanently exclude a pupil. Appeal panels have been told that they should not seek to overrule such a decision on appeal.

Involving Parents

Parental support is often a key to success or failure in anti-bullying initiatives. Though not always apparent, parental approval is important to children and young people of all ages, and some schools have learned to build on this. The majority of parents support anti-bullying measures and are keen to participate. Consultation is important, helping create an ethos in which positive behaviour is encouraged, and bullying considered unacceptable.

However, a significant few do hold unhelpful attitudes claiming that bullying is an inevitable (even desirable) part of growing up and encouraging bullied children to 'stand up for themselves' rather than seek help. While understandable, this conflicts with the aim of most anti-bullying initiatives to encourage children to tell staff about bullying rather than try to fight back.

Useful approaches include:

- regular consultation and communication
- providing information about the nature and effects of bullying, by means of
- posters displayed in the school and information packs presenting the findings of surveys
- advising parents of possible consequences of their children bringing valuable items to school
- putting on a drama to which parents are invited - an existing play, or one based on the pupils' own experiences (developed from role-play in drama classes, or survey examples)

Parents Reporting Bullying

Parents may contact schools, often in some distress, to report that their child has been bullied. Their concerns must be taken seriously. Unfortunately, they may sometimes be faced with busy teachers who do not always react in the most positive way, or made to feel they are themselves to blame. However, such problems can be avoided.

The first point of contact for parents is likely to be the secretary or a class teacher. It is important that all staff know the school policy and when to refer parents to someone senior (usually the Year tutor or someone with specific responsibility for the anti-bullying policy).

Good practice includes:

- recognising that the parent may be angry and upset
- keeping an open mind - bullying can be difficult to detect, so a lack of staff awareness does not mean no bullying occurs
- remaining calm and understanding
- making clear that the school does care and that something will be done explaining the school policy, making sure procedures are followed

When a case is referred to them, senior teachers should also:

- ask for details and record the information
- make a further appointment to explain actions and find out if it has stopped
- follow up with staff to ensure that appropriate action has been taken
- ensure that school policy has been implemented

Many of the same points apply when the school has to tell the parents that their child is involved in bullying. Parents are more likely to respond positively to a calm approach, which follows the agreed guidelines of an anti-bullying policy with which they are familiar. Specific requirements depend on whether the child in question is the victim or the bully.

Parents Of Bullies And Victims

Most anti-bullying policies involve the parents of the (alleged) bully being invited in to discuss their child's behaviour. Such discussions are potentially extremely difficult, and it is better to involve parents constructively at an early stage rather than only as a last resort. Avoid using parents (or the threat of them) as a form of punishment for bullying, as this undermines the co-operative ethos that parental involvement intends to foster.

Often it is helpful to use a problem-solving approach in the first instance: "It seems your son/daughter and (other child) have not been getting on very well lately" rather than "Your son/daughter has been bullying (other child)". Blame is much more likely to make the parent react defensively and make it much harder to reach a resolution.

The parents of a victim are likely to have one main concern: that the bullying stops – but some may also want the perpetrators punished. Strong measures - including exclusion - will sometimes but not always be necessary and parents need to understand. This can place strains on continued parental ownership of the policy. Comprehensive consultation, awareness raising and communication are the best preparation for such situations.

Some claims of bullying may turn out to be false or exaggerated. However, whatever the victim's previous history, all claims of bullying should be treated seriously and not dismissed without further enquiries being made.

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A range of strategies is available to deal with incidents of racist bullying:

- ensure that the school's anti-bullying policy refers explicitly to racial harassment procedures
- put in place effective recording/reporting systems
- be aware that even young children can understand the consequences of their actions
- listen carefully to pupils and provide opportunities for them to express views and opinions
- multi-agency working with police, youth service, housing, and others
- involve parents and the wider community
- use peer mediation to resolve conflict between pupils, and theatre-in-education groups to raise awareness and find solutions

Useful strategies to help deal with sexual bullying include:

- refer to it explicitly in anti-bullying policies
- use surveys to find out the extent and nature of the problem
- record incidents and identify separately
- develop understanding of gender relations and suitable strategies through staff training
- explore sexism, and sexual bullying, through the curriculum
- recognise and challenge sexual content within verbal abuse
- use single-sex groupings to explore sensitive issues
- ensure that the school site is well supervised, paying attention to areas where pupils may be vulnerable - perhaps using CCTV

Strategies for reducing homophobic bullying include:

- including it in the school's anti-bullying policy - so pupils know discrimination is wrong and the school will act
- covering it in INSET days on bullying in general
- guaranteeing confidentiality and appropriate advice to lesbian and gay pupils · challenging homophobic language
- exploring issues of diversity and difference - discussing what schools and society can do to end discrimination
- exploring pupils' understanding of their use of homophobic language - they may not understand the impact

Peer Counselling

Some schools have found it valuable to set up peer counselling services to encourage pupils to tell someone if they were being bullied.

These services offer a support network to pupils who are being bullied - pupil counsellors may, for example, be 'on duty' during lunchtime.

Role Of Pupil Counsellors

Counsellors need opportunities to practice, e.g.

- good listening skills
- paraphrasing what has been said
- being comfortable with silence, anger and tearfulness

Counsellors need to be clear about the extent of their responsibilities - clear guidelines about confidentiality set down:

- They need to consider how far can they help bullied pupils?
- Who is responsible for working with the bullying pupils?
- They will need a script for reporting abuse/harmful activity
- It will be necessary to set up a record-keeping system to monitor the service

Working With Bystanders

Bullying is an activity which almost always takes place within a social context. The role of the onlookers or bystanders is often crucial to initiating and maintaining the bullying behaviour.

Helping potential witnesses of bullying to be clear about their roles and responsibilities in bullying situations is therefore very important if the harmful effects of bullying are to be significantly reduced.

Pupils mainly respond to bullying behaviour in one of four ways.

They can:

- actively encourage the bullying behaviour
- passively support the bullying behaviour
- passively reject the bullying behaviour
- actively challenge the bullying behaviour

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It is important for staff and students to consider what kinds of behaviour might fall into each of these categories.

This can best be achieved by getting students to look at real or imaginary scenarios and follow the instructions given below as part of a classroom activity.

The majority of pupils are likely to know that bullying is happening even though they may not be actively involved. They may disapprove of what is going on, but be unsure of who is responsible for doing something about it. Bystanders may fail to act because they are afraid, uncomfortable or not aware of what to do.

It is essential that staff motivate students to use peer pressure so that an active, assertive, but not aggressive stand can be made.

Students can be encouraged to be ACTIVE bystanders by:

- not allowing someone to be deliberately left out of a group
- not smiling/laughing when someone is being bullied
- telling a member of staff
- telling the bullying pupil to stop
- showing the bullying pupil they disapprove

It is particularly important to emphasise how being passive about bullying behaviour can not only collude with it, but often encourages it.

Taking Action

There follows some examples of strategies which can be used to reduce the duration, intensity or impact of bullying which is already known to be happening.

The method of shared concern and the no blame approach have been outlined, at the start of this section.

Assertiveness Training For Bullied Pupils

Aims to provide a safe, supportive environment for bullied pupils

- to talk about their experiences
- to learn and practice effective responsive behaviour

Assertive behaviour

- to stand up for one's rights without violating the rights of others
- to give clear, direct and honest messages
- the techniques employ a standard formula and provide a clearly defined structure to use in any situation where pressure is exerted
- the script provides a sense of security with a neutral stance that de-escalates the situation
- the pupils feel more control and power - less anger or despair

Structure and content

- used with both primary and secondary aged pupils
- runs for between 6 and eight weeks

Children are taught how to:-

- make assertive statements
- resist manipulation and threats
- respond to name calling
- leave a bullying situation
- safely escape from physical restraint
- enlist support from bystanders
- boost their own self esteem
- remain calm in stressful situations

It is advisable to teach one technique per session, and it is essential to rehearse and practice in real situations. It is important to consider the length of the sessions, the composition of the group and whether it is at lunchtime or in lesson time? Evaluation of this kind of programme has shown that training could boost self esteem and confidence. A repertoire of assertiveness techniques can be helpful for teachers, lunchtime supervisors and parents as well.

Responses When Bullied

Be assertive and not aggressive or passive. Aggression can have its own repercussions.

Enlist support - this is where the 'bystander' intervention comes into place - to focus on 'community' responsibility. What happens 'out of school'? - Attracting attention from the public e.g. shopkeeper.

Escape - rehearse getting out of the situation, without losing face, and telling an appropriate person.

Enlist support to manage the escape.

Verbal script together with correct body language.

1. Saying NO - everyone can learn how to do this. The 'Broken record' plus "no" variation such as 'No - I don't want to' i.e. a small simple sentence that can be repeated, with confidence.
2. Rehearse this in a group, standing or sitting.
3. Broken record - variation - put in another sentence plus 'broken record'.
4. Fogging - being vague and distracting, without contradicting, e.g. "possibly, probably....." "You might think so....". This can be especially useful for name calling.
5. Positive self talk - role play walking through groups of people saying things about themselves that they like - acts as a barrier. this is not walking away but also not ignoring looking in the eye without smiling - challenging the bully non-verbally.
6. Walking away - practice in groups.
7. Practice a script such as "No - I don't want to" - then walk away to the side (this is more assertive than backing away).
8. Pushing through a group - using body strength positively - non-aggressively as a force - look for gaps - push forwards and downwards.

Reducing Bullying In Playground Areas

A poor environment may offer few places for educational, social, physical and creative activities. Common problems are:

- boredom - leading to teasing, fights, or damage to the environment
- crowding - competition for space creating conflicts
- marginalisation - vigorous activities taking up a lot of space - football can cramp other pupils (often girls and younger children)
- isolation - dominant activities exclude other pupils who have little opportunity to engage in smaller games and activities

An improved playground environment should be secure, safe and easily supervised promoting:

- purposeful recreation and reduced boredom
- reduced playground aggression
- increased imaginative play
- improved social skills through provision of meeting places
- more positive relationships and communication between pupils, teachers and supervisors

Playground policies should set out clear guidelines for managing pupil behaviour during breaks and lunchtimes. Involve all staff, especially lunchtime supervisors, as well as pupils.

Effective supervision involves moving around the grounds, talking briefly with pupils and anticipating potential difficulties. A suspected problem should be quietly and promptly investigated.

Schools need efficient communication between supervisors and those responsible for co-ordinating the behaviour policy - and clear definition of roles and responsibilities of supervisors and teachers when on duty.

Supervisors' authority is not always acknowledged, undermining efforts to manage behaviour. They need to operate rewards and sanctions, refer an incident for further action if necessary, and know about follow-up. Teaching staff should fully support them in exercising authority.

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This section is intended to provide some ideas and strategies for staff in schools as to how to reduce bullying in playground situations. These are potentially high risk areas, as there is less supervision in general, and there is usually a less visible presence from teaching staff.

The following are some of the issues which need to be taken into account as part of the policy process:

- Developing a play policy
- Improving playground supervision
- Clarity about the school's behaviour policy and the role and status of supervisors
- a teacher 'covering' a lunchtime while supervisors meet the head teacher
- trained, experienced supervisors training new recruits
- Training in techniques to recognise and manage challenging behaviour
- money found from the school fund to pay for training
- limited 'flexi-time' enabling supervisors to 'make up' training time
- Implication of a poor school ground environment; boredom, crowding, marginalisation, isolation

Training supervisors better to identify and help children at risk. Sometimes adults can only observe pupil interaction - being unable to hear the content of the conversation. Apparent fighting or bullying can simply be rough-and-tumble play or 'play-fighting', which some children enjoy.

Watch for:

- smiling or laughing (but see below)
- 'mock' blows or kicks which do not connect - or do so only softly
- taking turns at being on top - or chasing the other

By contrast, pupils who are being attacked or physically bullied often:

- frown or look unhappy or angry
- try to move away from the aggressor
- do not take turns, the aggressor remaining dominant throughout
- attract other pupils' attention

When primary children incorporate fantasy themes into play-fighting, they commonly adopt angry-looking facial expressions rather than smile. This often leads supervisors to assume they are acting aggressively. Asking participants in a friendly tone about what they are doing should clarify matters. Boys traditionally engage in this more than girls, but the difference may be decreasing and supervisors should avoid assuming that all fighting among girls is aggressive. In most cases, play-fighting does not escalate into aggressive fighting. The majority of children and adolescents appreciate the difference and are skilled at keeping their interactions playful.

Knowing who has persistently been bullied or is bullying can increase vigilance, but avoid labelling individuals with terms like 'bully' or 'troublemaker' since this could lead to incorrect interpretation of incidents or a self-fulfilling prophecy.

Being alone a lot, being over-submissive or disrupting others' games can place some children at greater risk of being bullied. Without attaching blame, recognising this may enable supervisors to help. While some pupils are happy to be alone, others would prefer to join in with activities but lack the skills or confidence. Supervisors should help such pupils get involved, whilst preventing their disruption. This should be done subtly to avoid resentment by pupils whose game may be 'locked' to outsiders.

Supervisors can help pupils without friends form close relationships by providing opportunities to be together and share common interests. In one school this was combined with a project to improve the school grounds, as two initially friendless and bullied.

Supervisors can help pupils without friends form close relationships by providing opportunities to be together and share common interests. In one school this was combined with a project to improve the school grounds, as two initially friendless and bullied children, both known by a supervisor to be interested in wildlife, came together to help create a school garden.

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Colours, textures and patterns stimulate children, as well as aesthetic aspects of outdoor surface materials. The scale of furnishings should be appropriate to pupil numbers.

The following are some strategies which can be used to reduce playground bullying:-

1. Raising the status of lunchtime supervisors with pupils:

- a) consultation between lunchtime supervisors and the headteacher can be followed by formal introductions to the pupils
- b) supervisors are addressed by pupils in the same way as teachers are addressed

2. Building better relationships between supervisors and teachers:

- a) teacher/supervisor shadowing exercise
- b) adopt a "staff is everybody" philosophy
- c) increase liaison between teaching staff and supervisors at the end of the lunch break

3. Training courses for lunchtime supervisors:

- a) enhancing their child management skills
- b) defining and developing knowledge about bullying
- c) correctly identifying bullying on the playground
- d) patrolling "bullying hot-spots"
- e) responding to aggression and resolving conflict
- f) encouraging positive behaviour

4. Improving the quality of play:

- a) providing playground equipment
- b) establishing a games library
- c) theme activity rooms for use at wet playtimes

5. Improving the school ground environment:

- a) participatory design - the users create the design and the process of discussion sharing and co-operation is important to its success
- b) designs should provide in appearance and function maximum diversity possible for play, social, educational, visual and other sensory experiences
- c) the environment should be flexible, safe, easily supervised and to child-scale

inset

A Range Of Ideas And Information To Support Schools In Training Staff Around The Theme Of Bullying

The following exercise is one that has often been used to help individuals or groups of people focus on the essential defining elements of a bullying situation.

Consider the following situations and decide for yourself whether you feel they constitute bullying or not. A working definition of bullying is an essential starting point for a school organisation, so it is worth looking at descriptions of situations like those given below, and trying to decide what are the common features which determine whether it is bullying or not.

1. Every time Joanne walks past Sheila she gives her hair a tweak.
2. Joel kicks Dean's bag over the floor.
3. Tanya and Susan won't let Rachel play with them.
4. Dean's parents have split up. Mark tells everyone else in the class.
5. Rashid and Peter refuse to talk to Ganesh for a week.
6. Jenny tells Tony that if he doesn't give her 5p each week she will beat him up.
7. Peter tells Terry that, if he doesn't do everything he tells him to he will tell the teachers that it was Tony who kicked the ball through the window.
8. Tracey knows that Fatima is afraid of spiders. She puts a spider on her hair.
9. A group of girls sets fire to Zoe's hair because she doesn't fit in.
10. Sarah and her family go to church each Sunday. The other children in her class begin to call her dirty Christian.
11. John has a disability which means that he cannot always control his movements. When he gets excited his hands jerk up. A group of boys mimic him whenever he tries to join in the football game.
12. Diana keeps on telling Susan to wear deodourant.

Questions Relating To Bullying

The following questions are based on 'Stop the Bullying' K.Rigby 2002 and could be used (in part or complete) as part of staff training on bullying.

1. What consequences of bullying concerns you most?
2. How satisfactory is the proposed definition of bullying? Can you improve on it?
3. What power inequalities are acceptable in a school? What power differences in this school might be reduced and thereby minimise bullying?
4. What, if any, expressions of 'forcefulness' in a school should be accepted or at least tolerated?
5. What forms of bullying in this school would you most like to stop? How would you prioritise them?
6. What are the main reasons pupils bully?
7. What specific goals would you like to set for the school regarding bullying?
8. What aspects of the school's anti-bullying policy do you consider as most important?
9. What steps do you think should be taken to get the facts about bullying at this school?
10. Is a policy against bullying justified? If so, what should go into it? Who should be included in helping to develop it?
11. How can teachers be guided and helped to raise the issue of bullying with their classes most effectively.
12. How can the curriculum and lesson content help to raise awareness about bullying and help develop skills to counter it?
13. How can pupils become involved in initiating and taking positive action against bullying? Is forming a School Anti-bullying Committee a good idea?
14. What kinds of resources would support the school in addressing the issue of bullying?
15. Should the severity of the bullying and the reasons for the bullying behaviour be taken into account when dealing with the perpetrators?
16. How can pupils who bully be helped to lead more pro-social lives?
17. How can you ensure the pupils who are repeatedly victimised receive appropriate help, without making matters worse?
18. How can school and parents best work together constructively, when cases of bullying occur and assure the safety of children?

Questions For School Leadership Teams (SLTs)

By considering some or all of the questions below SLTs can identify the major issues relating to bullying in their schools:

1. Is bullying seen as a problem by staff in your school? Do they recognise that it occurs? Do they think anything should be done about it?
2. Do the physical characteristics of the school contribute to bullying? If so, how could they be altered?
3. How and by whom are rules determined in your school? How are rules communicated? Are they applied consistently by members of staff?
4. Is there an efficient communication system between different parts of the school organisation?
5. Are topics such as bullying looked at in PSHE or tackled in a cross-curricular fashion?
6. Are incidents of bullying and how they are dealt with recorded, discussed and evaluated by staff?
7. Are there agreed procedures for dealing with bullying? Are they followed?
8. Does the school inform parents of bullying incidents? How is this done?
9. Are pupils encouraged to 'tell' if they have been bullied or have witnessed bullying?
10. If the school has a whole-school policy on discipline, is bullying mentioned specifically?

SECTION FIVE

Olweus questionnaire

Professor D Olweus, Vognstolbakken 16, N-5096 Bergen, Norway.

e-mail olweus@psych.uib.no

My life in School questionnaire

Dr.C Arora, Division of Education, University of Sheffield, Sheffield S10 2TN

e-mail c.m.j.arora@sheffield.as.uk

Bullying Behaviour in Schools

Sonia Sharp

This booklet is from the series Psychology in Education Portfolio (NFER-NELSON, TEL:01753 858961) includes the Life in Schools questionnaire including a pictorial one for infant school pupils. Others include examining participant roles, attitudes towards bullying and how pupils define bullying.

Bullying: A Whole-School Approach

Amelia Suckling & Carla Temple, Jessica Kingsley Publishers, 116 Pentonville Rd, London N1 9JB

www.jkp.com

In this book can be found a range of materials for use by teachers across a wide age range of pupils. Many could form the basis of training for staff – offering both specific activities and a lot of support information and background to bullying.

Stop the Bullying

Ken Rigby, Jessica Kingsley Publishers, 116 Pentonville Rd, London N1 9JB

www.jkp.com

Ken Rigby offers a comprehensive guide to stop bullying in schools. He provides a detailed section on understanding bullying, much of which could be used to inform INSET, and a section on countering bullying including a number of check lists and questionnaires to assess how adequately schools respond to the issue of bullying.

resources

Bullying Related Websites

Below are listed a number of bullying-related websites. Some provide information and support for staff, others offer activities and ideas for pupils and parents. Many are very large with vast amounts of information. They are all currently fully operational, although there is no guarantee that this will continue to be the case in the future.

Bullying Online

<http://www.bullying.co.uk/>

The Anti-Bullying Campaign website provides help and advice on bullying issues for pupils, parents, governors and teachers. It includes legal advice; school projects and suggestions for work in class and youth clubs.

Don't Suffer in Silence

<http://www.dfes.gov.uk/bullying/>

Produced by the Department for Education Skills, the site aims to provide students, teachers and parents with resources and information to help better deal with bullying. It includes a free anti-bullying pack, and video for use by teachers. Requires Adobe Acrobat and Real Player plug-ins.

Kidscape

<http://www.kidscape.org.uk>

Kidscape is a registered charity that aims to keep children safe from harm or abuse. The site includes advice for young people and parents who are being bullied as well as publications and leaflets produced by the organisation.

NSPCC

<http://www.nspcc.org.uk/html/home/home.htm>

Produced by the NSPCC the site aims to provide news and information on NSPCC campaigns. The NSPCC website has a Kids Zone which contains details of their child protection helpline for young people who have problems at home or are being bullied.

There is also a children's website at www.There4me.com

Child Protection Helpline: 0800 800 500

Freephone 24 hours a day.

Textphone: 0800 056 0566

The Young Minds Web Centre

www.youngminds.org.uk

YoungMinds aims to promote the mental health of children and young people through a parent's information service, training and consultancy, advocacy and publications. Its site provides basic information on a range of subjects including bullying, depression, eating disorders, attention deficit disorder and other aspects of children's mental health.

Selecting Resources

In choosing, using and adapting published resources on bullying the following questions should be considered:

- Does the resource try to do justice to the full range of experiences; emotional, physical and psychological?
- Is the resource accessible in terms of languages, language level and other special needs?
- Is the resource 'closed' or 'open' in the way it allows people to use and interact with it?
- Are cultural differences and diversity of value and beliefs being respected?
- Is the resource suitable on its own? As part of a course? As a response to a specific incident?
- How might the resource be incorporated into the school curriculum? PSHE lessons? Circle Time? etc.

Resource	Date	Publisher Details	Format
'It's Good To Talk'	1999	Wirral LEA	Video
KS3 Strategy B&A Strand	2003	DfES 0628-2003 R	Guidance
'Inspecting Schools - Handbook For Inspecting Secondary Schools'	September 2003	OfSted	Guidance
Headstart Promoting Positive Behaviour: Activities For Preventing Bullying In Primary Schools		Headstart East London', 18 Links Yard, Spelman Street, London E1 5LX	Primary Lesson Activities
Only Playing, Miss!	1990	Trentham Books/Professional Development Foundation Tel: 020 7483 4239	Script, Drama Ideas And Video
Sticks And Stones, The Trouble With Tom		Carlton TV Video Resources Unit, Linton Lane, Nottingham NG7 2NA Tel: 0121 643 9898	Script, Drama Ideas And Video
Michael's Story: The No Blame Approach	1992	Lame Duck Publishing, 34 Wellington Park, Clifton, Bristol BS8 2UW	Video
Bullying: The Business		Dialogue, 46 Avondale Road, Wolverhampton, West Midlands WV6 0AJ	Twin Videos
Pupils Themselves Tackle The Problem Of Bullying	1992	Cowie, H & Sharp S Pastoral Care In Education, 10, 31-37	Circle Time Activities
Psychology In Education Portfolio	1995	NFER-Nelson	Perceptions And Experiences Of Bullying In Younger Children - A Simple Audit For KS1/2 Pupils
Can I Stay In Today Miss? Improving The School Playground	1990	Trentham Books	A Practical Guide To Activities For Use With Pupils, Parents And Staff Which Offers Ideas For All Aspects Of Primary School Playground Development

Helpful Organisations

ADVISORY CENTRE FOR EDUCATION

1C Aberdeen Studios,

22 Highbury Grove,

London N5 2DQ.

Tel: 0207 704 9822 Tel helpline: 0207 354 8321 (Mon-Fri 2-5 pm).

Advice line for parents on all procedural matters concerning schools.

ANTI BULLYING CAMPAIGN

185 Tower Bridge Road,

London SE1 2UF.

Tel: 0207 378 1446 (9.30 am - 5.00 pm).

Advice line for parents, children, teachers. Publishes parents' fact sheet, resource pack.

BRITISH ASSOCIATION FOR COUNSELLING AND PSYCHOTHERAPY

1 Regent Place,

Rugby,

Warwickshire CV21 2PJ

Tel: 0870 443 5252

e-mail: bacp@bacp.co.uk

CALOUSTE GULBENKIAN FOUNDATION, (UK Branch)

98 Portland Place,

London W1N 4ET

Tel: 0207 636 5313 Fax: 0207 637 3421

Has initiated and supported a wide range of anti-bullying projects and publications.

CHILDLINE

Royal Mail Building,

Studd Street,

London N1 0QW

Tel: 0207 239 1000 Fax: 0207 239 1001

Besides the free national helpline for children, has a leaflet for parents: Bullying - What can parents do? and a leaflet for children: Bullying and how to beat it.

CHILDREN'S LEGAL CENTRE

Tel: 01206 873 820 (Mon-Fri 10 am - 12.30 pm and 2 pm - 4.30 pm).

Publications and free advice line on legal issues.

CIRCLES NETWORK

Parnwell House, 160 Pennywell Road,

Upper Easton,

Bristol BS5 0TX.

Tel: 0117 939 3917.

Supports Circles of Friends activities.

COUNTERING BULLYING UNIT

University of Wales Institute,

Cardiff School of Education,

Cyncoed Road,

Cardiff CF23 6XD

Tel: 029 2041 6070 Fax: 029 2041 6788

Resource centre for the study of bullying, and publishes booklets, packs and videos.

DISABILITY RIGHTS COMMISSION

Freepost,

MID02164,

Stratford Upon Avon,

CV37 9BR

Tel: 0845 622 633 Fax: 0845 778 878

e-mail: Enquiry@drc-gb.org

KIDSCAPE

2 Grosvenor Gardens,

London SW1W 0DH.

Tel: 0207 730 3300 Fax: 0207 730 7081

Has a wide range of publications for young people, parents and teachers. Bullying counsellor available Monday to Friday, 10-4.

SECTION SIX

KINGSTON FRIENDS MEDIATION

Quaker Meeting House,
78 Eden Street,
Kingston-upon-Thames,
Surrey KT1 1DJ.
Tel: 0208 547 1197.

Organises courses in mediation and peer support.

LEAP Confronting Conflict

8 Lennox Road,
Finsbury Park,
London N4 3NW.
Tel: 0207 272 5630.

Advises on training in group work methods.

LEARNING THROUGH LANDSCAPES

Third Floor, Southside Offices,
The Law Courts,
Winchester,
Hants SO23 9DL.
Tel: 01962 846258 Fax: 01962 869099
Email: charity@TCP.co.uk

Advice on all aspects of improving school grounds.

MEDIATION UK

82a Gloucester Road,
Bishopston,
Bristol BS7 8BN.
Tel: 0117 904 6661.

Advice and support for mediation approaches.

NATIONAL ASSOCIATION FOR PASTORAL CARE IN EDUCATION, NAPCE

Base, c/o Education Dept,
University of Warwick,
Coventry CV4 7AL.
Tel: 02476 523 810. Fax 02476 573 031
Email: NAPCE@warwick.ac.uk

Holds database of materials and trainers, available for teachers.

PARENTLINE PLUS

520 Highgate Studios,
53-79 Highgate Road,
Kentish Town,
London NW5 1TL.
Tel: 0808 800 2222.

National helpline for parents (Mon-Fri 9-9; Sat 9.30-5; Sun 10-3).

PEER SUPPORT FORUM

Mental Health Foundation,
20/21 Cornwall Terrace,
London NW1 4OL.
Tel: 0207 535 7450.

Holds a database of materials and trainers, and a directory of schools with peer support services. The Peer Support Forum website - www.peersupport.co.uk - gives a list of such training programmes and hosts Peer Support Networker.

STONEWALL

46 Grosvenor Gardens,
London SW1W 0EB.
Tel: 020 7881 9440.

Their publication Safe for All: a best practice guide to prevent homophobic bullying in secondary schools, published in September 2001, is available free to schools from Citizenship 21 at the same address and telephone number. The publication includes a foreword by Baroness Ashton of Upholland which reminds schools of the need to cover homophobic bullying in anti-bullying policies so that pupils understand that such bullying is wrong.

references

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Examples of intervention strategies that schools can employ, and case studies of their use.

TATTUM, D P (editor).

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Gives advice for parents, teachers and carers on bullying in young children.

appendices

Appendix I

FRAMEWORK FOR WRITING A WHOLE-SCHOOL ANTI-BULLYING POLICY

Below is the framework contained on the computer disc included in this document. By opening the program contained on the disc as a word document staff will be able to type in the required details, thereby creating a policy specific to the needs and circumstances of their school.

The support information on pages n to n should be visited when using this framework in order to gain to some ideas and suggestions for what data might be included.

1. OTHER POLICIES:

A list of any relevant policy that demonstrates how your anti-bullying policy reflects the overall school ethos and how the culture of the school is developed in line with a wide range of guidance.

2. DEFINITION OF BULLYING:

A description what the school understands by the term 'bullying'.

3. WORKING PARTY:

An outline of the membership of the working party with responsibility for policy development.

4. RAISING AWARENESS:

A description of how the working party raised awareness of the development of the policy with the whole-school community.

5. CONSULTATION PROCESS:

Description of the consultation process; those consulted, methods and outcomes of the consultation.

6. POLICY AIMS:

A list of what the policy hopes to achieve.

7. RESPONSES:

A description of how the school will respond to bullying.

A outline of the methods of recording and reporting bullying.

A list of who has responsibility for all aspects of responding to a bullying incident.

A list of sanctions the school can impose on perpetrators.

The support available for victims.

Transfer of pupil files to other schools including bullying information.

SECTION EIGHT

8. STAFF:

A brief description of the roles of staff with responsibility for all aspects of implementing the anti-bullying policy and procedures.

N.B. This section might be covered as part of the 'Responses' section above; the information only needs to appear once in the policy.

9. IMPLEMENTATION:

A description of the strategies for ensuring the policy is fully integrated into the life of the school.

10. CURRICULUM:

An outline of how the anti-bullying policy will be supported through teaching across the whole curriculum, with particular reference to PSHE and Citizenship.

11. PASTORAL:

A description of how the role of pastoral staff is integrated into the procedures for responding to bullying incidents and also in extra-curricular activities, such as school visits.

12. MONITORING:

An outline of how the policy will be monitored and who will have responsibility for the process of monitoring.

13. EVALUATION:

A description of how the effectiveness of the policy will be determined.

14. REVIEW:

The policy needs to be reviewed on a regular basis.

Appendix II

BULLYING AND THE LAW

Criminal offence being committed is given for each type of bullying. This information can be used in response to specific instances of bullying, or more generally, within the PSHE/Citizenship curriculum to inform pupils.

SECTION EIGHT

Type of Bullying	Legal Interpretation
Threatening	<p>Section 39 Common Assault</p> <ul style="list-style-type: none"> ● An assault is an intentional or reckless act causing the victim to fear immediate and unlawful violence ● May take the form of threatening acts, words and/or gestures ● No application of force is necessary as long as the perpetrator has the ability to carry out any threat at the time
Hitting, Kicking etc.	Section 47 Assault occasioning actual bodily harm
Damaging Belongings	Section 1(1) Criminal damage to property value unknown
Writing	<p>Section 4 Display, sign etc intending unlawful violence</p> <ul style="list-style-type: none"> ● Distributing or displaying a writing, sign or visible representation which is threatening, abusive or insulting with intent to cause the victim to believe that immediate and unlawful violence would be used them. ● To provoke the immediate use of unlawful violence by others whereby the victim believes that such violence would be used or provoked
Taking possessions	<p>Section 7 Theft</p> <ul style="list-style-type: none"> ● Dishonestly appropriating property belonging to another with intent to deprive
Name-calling, teasing, spreading rumours etc.	<p>Section 2(1) Harassment without violence</p> <ul style="list-style-type: none"> ● Harassment can include alarming or causing the victim distress on more than one occasion (a course of conduct) ● A course of conduct includes speech
Threatening	<p>Section 4 (1) Harassment – put in fear of violence</p> <ul style="list-style-type: none"> ● Harassment can include alarming or causing the victim distress on more than one occasion (a course of conduct) ● A course of conduct includes speech ● The perpetrator knows or ought to know that their course of conduct would cause fear of violence to the victim
Group bullying	<p>Section 7 Harassment – collective harassment</p> <ul style="list-style-type: none"> ● Conduct by one person shall be taken, at the time it occurs also to be conduct by another if it is aided, abetted, counselled or procured by that other person

Appendix III

PUPIL RECORDS AND BULLYING

Section 1 of this document provides suggestions for information to be included within the framework of a whole school anti-bullying policy. On page 9 in the 'Responses' box reference is made to the need for schools to retain pupil records relating to bullying when pupils move from one school to another.

The 'Legal Briefing for Schools Bullying: protect your pupils, protect your school' (Optimus Vol1 No2 2003) provides further guidance on this issue:

"Pupils who change schools, whether at secondary transfer or otherwise, present particular problems as their records move with them. They may be the pupils most likely to bring claims later on – especially if their move was prompted by unhappiness or disciplinary action.

Schools must be aware of their responsibilities to other schools, who will not be best pleased if carefully maintained records go missing.

It is not sensible for schools to copy and keep everything that they send to other schools. Copying 100% for the sake of a 1% chance something may be needed later is a waste of resources. But whenever a pupil leaves a school with a history of bullying or unhappiness or specifically as a response to alleged bullying, the school should copy and keep that pupil's records." (Pages 23 & 24)

Appendix IV

"Inspecting schools - Handbook for inspecting secondary schools"

OfSTED September 2003

"Inspectors may not see evidence of bullying, but must probe what happens when they are not present. Evaluate how safe pupils feel and ask them about any bullying or racism they have experienced or know of. What does the school do about harassment? Look at the school's records. Do parents and pupils feel that the school deals effectively with bullying and racial harassment?"

Features of good practice in combating bullying include:

- a strong ethos in the school that promotes tolerance and respect, including respect for difference and diversity
- effective leadership on how bullying should be dealt with
- an agreed policy, and a planned approach in the curriculum and tutorial programmes, to promoting self-esteem and confident relationships
- staff training to alert them to indicators of bullying and equip them to respond to it
- means of consulting with and listening to pupils
- efficient responses to bullying, and the investigation, recording and follow-up of incidents
- effective vigilance by staff and prefects, and safe areas for pupils who feel threatened
- ways of breaking down age-group stratification, for example through 'buddy' systems, mixed-age tutor groups, and out-of-school clubs run by older pupils for younger ones
- independent listeners, to whom victims of bullying may turn
- the involvement of pupils in procedures dealing with bullying through 'circles of friends', peer mediation and other schemes."

Appendix V

BULLYING AND SCHOOLS' DUTY OF CARE

"The council has a duty of care to ensure the health, safety and welfare of its employees and others who may be affected by its work. All employees have a duty of care for the health and safety of themselves and others who may be affected by their acts or omissions. In addition, teachers are expected to exercise the same standard of care as would be given by a reasonably careful and responsible parent."

Claims for damages arising from bullying require the claimant to show that there has been negligence in the legal sense – which is not the same as in colloquial usage of the term.

Before a negligence claim can succeed, the claimant must show that the school owed him or her a duty of care. Several elements go to make up a duty of care:

Proximity and foreseeability. The claimant must show a sufficiently close relationship between him or herself and the school for the school to realise that if it were negligent, the claimant would suffer as a result. This relationship is what gives rise to the duty of care.

Breach of the duty. Having established the existence of a duty, the claimant must prove the school is in breach of that duty – in other words, that it has failed to meet the required standard of care. The standard to be met is the standard of an ordinary skilled person exercising and professing to have a special skill. If there is more than one way to deal with a situation it is not essential to decide which way is better – as long as the way chosen is one that responsible people would accept as legitimate in the circumstances. So the way a school chooses to deal with a bullying incident may not have been successful but that does not mean necessarily that the school would be negligent. But if the school has not met the commonly accepted standard it will be in breach of its duty.

'Legal Briefing For schools. Bullying: protecting your pupils, protecting your school' Optimus Vol1 No2 2003

Appendix VI

WIRRAL SCHOOL SELF-EVALUATION

Key Questions	Quality Indicators
<p>Has the school effective measures to promote good attendance and behaviour and measure to eliminate oppressive behaviour including all forms of harassment and bullying</p>	<ul style="list-style-type: none"> ● staff give high priority to encouraging good attendance and behaviour ● staff in the nursery work with parents and carers to ensure they bring and collect their children on time ● in assemblies the whole school is reminded about good attendance ● the school's behaviour policy is an effective tool in promoting respect and tolerance towards others ● this policy makes clear the school's intolerance of bullying and racial and sexual harassment ● the school has policies for recording and reporting the pattern and frequency of racial incidents ● staff consistently reward pupils for good work and behaviour in and outside the school ● appropriate sanctions for poor behaviour are used consistently

Appendix VII

KEY STAGE 3 NATIONAL STRATEGY

Below is an extract from the Key Stage Three National Strategy Behaviour and Attendance Strand In-Depth Bullying Audit. It is not suggested that schools attempt this audit in isolation, but as part of their Key Stage 3 Strategy work. However, schools that wish to develop work on bullying could adopt some of the ideas presented.

BEHAVIOUR AND ATTENDANCE STRAND: IN-DEPTH AUDIT FOR SECONDARY AND MIDDLE SCHOOLS

Guidance on using the in-depth audit.

Only use this booklet if you have identified Bullying as needing further Investigation. This booklet suggests a number of ways to proceed and decide on any action required.

There are three elements to the process:

- preparing for the audit
- seeking the views of key parties
- deciding on the action required

Preparing for the audit

There are two aspects to preparation: communication; and collection of key data and information.

1. Communication: it is important to ensure that staff and anyone else involved in the process are briefed about the following:

- the reason for the audit and its specific focus
- who will be involved as well as how others can contribute
- how evidence is going to be gathered
- how the process fits into the school's normal routines
- the proposed time scale including updates on progress, final outcomes, prioritised actions and support programme

2. Collection of key data and information: it is recommended that prior to the audit you:

- study any relevant policy documents
- locate any references to bullying in the most recent Ofsted report or other relevant reports
- gather and analyse patterns in the data about bullying including the nature (racial, homophobic, etc.), distribution, causes, timing, frequency, follow-up and result
- visit any places in and around the school where bullying is likely to take place

SECTION EIGHT

Seeking the views of the key parties

There are three issues to decide:

1. Whose views to seek: decide on which staff to involve, and whether pupils, parents, governors and other groups outside the school should be included. For this in-depth audit, it is recommended that those involved should include:

- a senior member of staff with responsibility for dealing with incidents of bullying
- one or two heads of year or heads of house

(It is recommended that the victims of bullying are NOT interviewed or made to feel exposed in any way during this audit.)

2. How to seek their views: decide whether to use discussion groups, individual interviews and/or questionnaires.

This could include discussion groups and individual interviews as well as questionnaires for pupils and staff. For instance, you might want to conduct individual interviews with those listed above and hold a group discussion with some or all of the following:

- a representative group of teachers with responsibility for dealing with incidents of bullying
- a representative group of Key Stage 3 pupils
- a representative group of Key Stage 4 pupils

These are suggestions only. You will know the right combination of people to involve. In addition, adapt the prompt sheets and questionnaires to suit your circumstances. They are available to download from the Key Stage 3 National Strategy website (www.standards.dfes.gov.uk/keystage3).

3. What protocols to establish: this is a particular issue if your school does not regularly conduct group discussions or questionnaires. You will need to address a number of issues including:

for interviews and group discussions

- deciding who will conduct the interviews and how and who will brief them
- identifying the size and makeup of groups for the discussions
- wherever possible, using normal school routines and time slots

For questionnaires

(NB. only use questionnaires if the interviews and group discussions do not provide the range of views that you need.)

- deciding on the sample size
- considering any changes needed to the questionnaires provided in this booklet
- explaining the use and purpose of the questionnaires very clearly to participants
- explaining any rules that apply, e.g. not to name individuals
- assuring participants of the need for confidentiality
- dealing sensitively with pupils and staff who may have been victims of bullying or harassment
- deciding on the arrangements (i.e. the time scales for completion, when they can be completed, who will collate and analyse the data)

If you also decide to use your normal observation schedule and routines to explore this issue, then a similar set of protocols needs to be agreed including:

- deciding who will carry out out-of-class observations
- considering timing, location and duration of the observations
- ensuring all observers are skilled in observation and giving feedback

SECTION EIGHT

Prompts	Key Points
<p>Reducing low-level bullying:</p> <ul style="list-style-type: none"> ● What form does this bullying take? ● How effective are staff in tackling low-level bullying? ● What are the barriers to reducing low-level bullying? ● How do we know? ● Is the DfES Anti-bullying pack used in school to reduce incidents of bullying? ● What more can be done to improve the situation? 	
<p>Anti-bullying strategies:</p> <ul style="list-style-type: none"> ● What strategies are currently in place? ● How effective are these strategies among different groups of pupils? ● How do we know? ● What more can be done to improve the impact of these strategies? 	
<p>Recording incidents of bullying and harassment:</p> <ul style="list-style-type: none"> ● Which incidents are logged and in what form? ● How are the logs used to identify patterns and trends in bullying? ● What are the strengths and weaknesses in using these logs to inform practice? ● How do we know? ● What more can be done to improve the use of these logs? 	
<p>Recording and analysis by race and ethnicity:</p> <ul style="list-style-type: none"> ● What are the categories that are commonly used across the school? ● Are we using statutory guidelines to inform the way we log incidents? ● Do we analyse this information effectively? ● What are the strengths and weaknesses of this analysis? ● How do we know? ● What can be done to improve the system? 	

Prompts	Key Points
<p>Reporting radical bullying to the LEA:</p> <ul style="list-style-type: none"> ● How regularly are logged incidents passed to the LEA? ● How effective is the LEA in supporting the schools attempts to tackle bullying? ● What impact has the LEA input had on the level of reported incidents? ● How do we know? ● What more can be done to support the school and improve the system? 	
<p>Dealing with incidents of bullying:</p> <ul style="list-style-type: none"> ● Are there effective procedures in place to deal with cases of bullying for all groups of pupils? ● How are these communicated to staff? ● How do we know? ● What more can be done to improve them? 	
<p>Support for pupils experiencing bullying:</p> <ul style="list-style-type: none"> ● What kind of support is available? ● How effective is this support for pupils? ● How do we know? ● What are the strengths and weaknesses of the support? ● What more can be done to improve the support? 	
<p>Briefing pupils and parents/carers on the procedures to cope with bullying:</p> <ul style="list-style-type: none"> ● How confident are parents/carers in initiating the procedures to deal with bullying? ● How confident are pupils in initiating the procedures for dealing with bullying? ● What are the barriers preventing the procedures being effective? ● How do we know? ● What can be done to improve this aspect? 	

SECTION EIGHT

Prompts	Key Points
<p>Opportunities for staff to listen to pupils:</p> <ul style="list-style-type: none"> ● Are pupils encouraged to talk to adults about bullying? ● How are these opportunities promoted or co-ordinated? ● Are they effective? ● How do we know? ● How skilled are staff in talking to pupils about their experiences of bullying? ● How do we know? ● What more can be done to improve the support for pupils? 	
<p>Peer support:</p> <ul style="list-style-type: none"> ● Are these mechanisms in place for peer support? ● Is this pupil-support system promoted within the school? How effective is it? ● How do we know? ● What more could the school do to promote the mechanisms for peer support? 	

Once an in-depth bullying audit has been completed the guidance goes on to explore the next stages a school would need to address.

Bullying: typical common findings and next steps for schools

What are we aiming for?

- A reduction in the number of incidents reported involving low-level bullying
- Effective anti-bullying strategies in operation in and around the school
- Effective systems for recording, monitoring and analysing incidents of bullying and harassment
- Effective implementation of statutory guidelines in relation to race and ethnicity
- Procedures in place to deal with cases of bullying, including support for victims
- Clear communication of anti-bullying procedures
- A range of support mechanisms on offer in the school to support victims of bullying

Examples of common findings	Next steps
Inconsistent application of procedures for dealing with reported cases of bullying.	<ul style="list-style-type: none"> ● Identify staff to model good practice. ● Review school anti-bullying policy. ● Develop school case studies to exemplify good practice. ● Twilight INSET to develop new strategies for use in and out of classes.
<p>Minimal reporting of incidents of bullying and harassment</p> <p>Poor insight into patterns and trends relating to bullying.</p>	<ul style="list-style-type: none"> ● Relocate bullying logs around the school to facilitate recording. ● Trawl current paperwork to show how patterns and trends could emerge. ● Identify a month in the school year where there will be rigorous monitoring of bullying and where data and information will be analysed to inform future practice.
Follow-up action to reported bullying is neglected	<ul style="list-style-type: none"> ● Ensure that all procedures for reporting bullying in schools are reviewed and that actions are highlighted and monitored. ● Provide training in strategies to address specific cases of bullying. Use the DfES Anti-bullying pack to support this.
Inconsistent use of anti-bullying strategies across all support staff.	<ul style="list-style-type: none"> ● Brief support staff on anti-bullying strategies and give them time to reflect on their own practice.
School location has several isolated areas where bullying frequency occurs.	<ul style="list-style-type: none"> ● Identify areas in school which are out of bound. ● Provide more supervision in identified areas.

Appendix VIII

A DEVELOPMENT OF A WHOLE-SCHOOL ANTI-BULLYING POLICY

