



Bullying

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

This pack is based on recent research, relevant experience, and current legislation.
Co-ordinated by Professor Peter Smith
(Goldsmiths College, University of London).

Contact for further information:
Ashley Haworth-Roberts
Tel 020 7925 5637
E Mail ashley.haworth-roberts@dfes.gsi.gov.uk

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Note

References to other parts of the Pack are denoted by square-bracketed numbers in bold. For example, [4-6] means you are directed to parts 4, 5 and 6 for further information.

Part 1

A whole-school policy on bullying

This part provides information on:

- why schools should be concerned about bullying
- establishing a whole-school policy in four stages
- bullying outside a school's premises

Why schools should be concerned about bullying

1. 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.
2. Head teachers will need to satisfy themselves that their policies comply with the Human Rights Act 1998 and the Race Relations Amendment Act 2000. The latter requires schools to draw up a race equality policy and ensure that policies do not discriminate against racial groups.

Establishing a whole-school policy in four stages

3. The policy needs to set out strategies to be followed, backed up by systems to ensure effective implementation, monitoring and review. There are four main stages to establishing a policy.

Stage 1 - Awareness raising and consultation

4. 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.
5. Awareness raising helps people understand the problem and agree a definition of bullying. Though you could use one of the definitions in this pack, developing your own will promote useful discussion. [2]
6. Some schools have found the following approach helpful, with adults and children, in cases where the bullying is of a less severe nature:
 - each person recalls examples of bullying experienced or witnessed
 - they explain why these were 'bullying' rather than other forms of aggression
 - in pairs or small groups they discuss their observations, noting areas of agreement and disagreement about the features of bullying
 - a consensus emerges, and a definition is established

7. Consultation lets everybody say what they think the policy should contain, but it requires careful planning. Back up questionnaires with meetings and opportunities for discussion. Provide pupils with a copy of the draft policy and set questions about it. As part of their homework, they can discuss the draft policy with their parents.
8. A working party can help with formulating the draft policy. Family members, governors, lunchtime supervisors, community police officers, educational psychologists and educational social workers may offer valuable perspectives. Such working parties need careful management and strong leadership. Schools which involve pupil representatives have found their suggestions practical and sensitive to the school's positive ethos. Support is also available through local healthy schools programmes under the National Healthy Schools Standard to develop a whole school approach to tackling bullying.
9. An agreed policy should be short, succinct and written in language that everyone understands. It should include:
 - a definition of bullying, including racist, sexist and homophobic bullying
 - aims and objectives
 - procedures to follow - who to tell, how to record bullying, sanctions
 - intervention techniques, curriculum support, training policy, play policy (depending on resources)
10. The anti-bullying policy should dovetail with the school's behaviour policy. It should be clear what the sanctions are for bullying and in what circumstances they will apply. Strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying.

Stage 2 - Implementation

11. Senior management should give a clear lead so staff know what to do when an incident is reported. They need to act consistently. An anti-bullying launch involving the whole school may help.

12. There are many opportunities to promote the policy: during assemblies and collective worship; tutorials, projects, role plays or stories can indicate what pupils can do to prevent bullying; literature, historical events or current affairs might be chosen to re-inforce the anti-bullying approach.
13. Direct action should remind pupils that all forms of bullying are unacceptable and will not be tolerated. Damage, injury or theft and other incidents demand a serious response. Involving parents early is essential, and they might wish to involve the police as necessary. Keep accurate records of incidents - and the school's response - to help with proceedings and protect the school from legal action.
14. It is essential to follow-up after an incident to check that the bullying has not started again. Do this within about two weeks, and again within the following half term. Immediately after intervention, the bullying is likely to stop. However, research shows bullying can be very persistent and may recur. If pupils expect follow-up, they are unlikely to start bullying again.

Stage 3 - Monitoring

15. Monitoring by a key member of staff identifies progress and enables follow-up, showing whether the policy is really effective. Make clear under what circumstances records should be used for monitoring, how long they will be kept and who should have access to them.
16. It is essential to follow up the launch of a policy with regular reminders. A low-profile policy can be easily forgotten, and in subsequent years, new pupils need to be made aware of the policy.

Stage 4 - Evaluation

17. Use data from monitoring and feedback, which staff, families, pupils and governors provide, to review and update the policy - at least once every school year. A termly

report to governors, parents and staff may be helpful. After one year, schools typically find that:

- staff are 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
18. Sometimes all indicators are positive, sometimes results are mixed. Awareness raising increases pupils' understanding and makes them more likely to report incidents. There may even be a temporary increase in reporting. In primary schools, bullying is usually reduced within the first year of implementation. It may take longer (two or three years) in secondary schools. In the long term, change should be positive if schools continue to work through the process.

Bullying outside a school's premises

19. Schools are not directly responsible for bullying off their premises. A Court judgment ruled that the head's duty of care to prevent bullying generally only applied within the precincts of a school, although exceptionally failure to take disciplinary steps to combat harmful behaviour outside the school might breach the school's common law duty of care (*Leah Bradford-Smart v West Sussex County Council*). A good deal of bullying takes place outside the school gates, and on journeys to and from school. The bullying may be by pupils of the school or pupils of other schools or people not at school at all.
20. A school's anti-bullying policy should encourage pupils not to suffer in silence. Where a pupil tells of bullying off the school premises, a range of steps could be taken:
- talk to the local police about problems on local streets (if necessary seek a police presence at trouble spots);
 - talk to the transport company about bullying on buses or trains;
 - talk to the head of another school whose pupils are bullying off the premises;
 - map safe routes to school, and tell pupils about them (software available from Map IT Ltd 01487 813745);
 - talk to pupils about how to avoid or handle bullying outside the school premises.

Part 2

Bullying: pupils' experiences

This part provides information on:

- the nature of bullying
- who is involved in bullying - and where
- the risks of bullying to the victims
- pupils' attitudes to bullying
- bullying because of race, gender, sexual orientation or disability
- bullying by text messages on mobile phones

The nature of bullying

1. 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
2. Bullying can take many forms, but three main types are:
 - physical - hitting, kicking, taking belongings
 - verbal - name calling, insulting, making offensive remarks
 - indirect - spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e mails or text messages on mobile phones
3. Name calling is the most common direct form. This may be because of individual characteristics, but pupils can be called nasty names because of their ethnic origin, nationality or colour; sexual orientation; or some form of disability. [4]

Who is involved in bullying - and where

4. A survey of 5 primary schools and 14 secondary schools across England in 1997, taking evidence from 2,308 pupils aged 10 to 14 years, showed that bullying is widespread (Fig 1). There was bullying in all schools, although a comparison with earlier work indicates a reduction during the 1990s.

Figure 1: Incidence of bullying in schools

	Not at all	Only once or twice	Sometimes (2-3 times per month)	Once per week	Several times per week
BEEN BULLIED					
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					
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

- Although bullying can occur during the journey to or from school, eg extortion or theft of possessions such as mobile phones, most typically it takes place in school. It is more likely where adult surveillance is intermittent. In primary schools, up to three-quarters of bullying takes place in the playground. In secondary schools, it is also most likely outdoors, but classrooms, corridors and toilets are common sites.
- Both boys and girls bully others. Usually, boys are bullied by boys, but girls are bullied by girls and boys. The most common perpetrators are individual boys or groups of several boys. Children who bully others can come from any kind of family, regardless of social class or cultural background.

7. Usually one pupil starts bullying a victim. There are often other pupils present. These may:
 - help the bully by joining in
 - help the bully by watching, laughing and shouting encouragement
 - remain resolutely uninvolved
 - help the victim directly, tell the bullies to stop, or fetch an adult

8. Any child can be bullied, and although **none** of these characteristics can excuse it, certain factors can make bullying more likely:
 - lacking close friends in school
 - being shy
 - an over-protective family environment
 - being from a different racial or ethnic group to the majority [4]
 - being different in some obvious respect - such as stammering
 - having Special Educational Needs or a disability [4]
 - behaving inappropriately, intruding or being a 'nuisance'
 - possessing expensive accessories such as mobile phones or computer games

9. Some victims may behave passively or submissively, signalling to others that they would not retaliate if attacked or insulted. They may benefit from assertiveness training. [4] Others may behave aggressively, sometimes provoking others to retaliate. Some pupils are both bullies and victims; approximately 20% of victims also act as bullies although tending not to direct their aggression towards their own aggressors. They may come from disturbed family backgrounds and are likely to need special help in changing their behaviour. [4, 5]

10. Verbal bullying is common amongst boys and girls. Boys experience more physical violence and threats than girls, although physical attacks on girls by other girls are becoming more frequent. Girls tend to use indirect methods which can be more difficult to detect.

11. Being bullied tends to decrease with age (Fig 2), probably because older pupils are developing coping skills. In addition, older pupils meet fewer people who are physically stronger than them. However, attitudes to victims tend to become less sympathetic over the age range 8 to 15 years, especially in older boys. Physical bullying declines with age, but indirect bullying increases.

Figure 2: Ages of children involved in bullying '2 or 3 times a month or more often'

	Year 6 (10 yrs)	Year 7 (11 yrs)	Year 8 (12 yrs)	Year 9 (13 yrs)	Year 10 (14 yrs)
BEEN BULLIED	18.7	13.1	12.1	10.5	7.5
BULLY OTHERS	5.3	1.4	2.8	3.6	3.3

The risks of bullying to the victims

12. Victims may be reluctant to attend school and are often absent. They may be more anxious and insecure than others, having fewer friends and often feeling unhappy and lonely. Victims can suffer from low self-esteem and negative self-image, looking upon themselves as failures - feeling stupid, ashamed and unattractive.
13. Victims may present a variety of symptoms to health professionals, including fits, faints, vomiting, limb pains, paralysis, hyperventilation, visual symptoms, headaches, stomach aches, bed wetting, sleeping difficulties and sadness. Being bullied may lead to depression or, in the most serious cases, attempted suicide. It may lead to anxiety, depression, loneliness and lack of trust in adult life.

Pupils' attitudes to bullying

14. Pupils' understanding varies with age. Infants may confuse bullying with fighting and nasty experiences generally; juniors develop a more mature understanding. But difficulties in identifying bullying in 4 to 7 year olds should not prevent schools taking action. [4]
15. About 75-80% of pupils in surveys say they would not join in, or would like to help a bullied child. Fewer say they would actually help. About one fifth of pupils are less sympathetic. Girls seem more supportive of victims than boys, but not necessarily more likely to intervene.
16. Families are told about bullying more often than teachers; older pupils are less likely to tell at all. A 'culture of silence' persists; many victims - a majority of secondary-aged pupils - have not told anyone in authority of the bullying. The 1997 survey found that 30% of victims had not told anyone. Often teachers and parents need to take steps to uncover bullying.
17. Most victims who do tell teachers or parents describe the outcome as positive. Victims need help and support. However, a small minority of victims reported bullying getting worse, especially when teachers were told. It is important that claims of bullying are taken seriously; a half-hearted response might make the problem worse. [1, 4]

Bullying by race, gender, sexual orientation or disability

18. In **racist** bullying, a child 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. 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

19. A range of strategies is available to deal with incidents:

- ensure that the school's anti-bullying policy refers explicitly to racial harassment
- put in place effective recording systems eg an incident book containing the name of perpetrators
- 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

20. **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

21. Useful strategies to help deal with it include:

- refer to it explicitly in anti-bullying policies
- use surveys to find out the extent and nature of the problem [3]
- record incidents in a separate incident book
- 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

22. 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. Factors hindering schools in challenging homophobic bullying include staff inexperience and parental disapproval.

23. Strategies for reducing such 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

24. 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.
25. Strategies include:
- referring to such issues in anti-bullying policies
 - reflecting on how teachers' behaviour might unintentionally trigger bullying
 - avoiding undue attention to differences between SEN children and others
 - making classroom activities sensitive to their needs
 - teaching assertiveness and other social skills
 - peer mentoring
 - teaching victims to say 'no' or get help
 - role-playing in dealing with taunts
 - providing special resource rooms at playtimes and lunchtime

Bullying by text messages on mobile phones

26. Independent research has suggested that this 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.

Part 3

Finding out about bullying in school

This part provides information on:

- survey methods
- interpreting and presenting data

Survey methods

1. Monitoring will help you assess progress and evaluate your anti-bullying policy so you can target action where it will be most needed and most effective. Surveys can reveal:
 - how frequently pupils have been bullied
 - in what ways it has happened
 - how often they have bullied others
 - whom they tell
 - what action was taken and by whom
 - where bullying takes place
2. Schools together with pupils can develop their own questionnaires but there are pitfalls in questionnaire design - including not being able to compare results easily with other surveys.
3. Two examples of standard questionnaires are:
 - *Dan Olweus' questionnaire*: Profiles the nature and extent of bullying over the previous term, analysed by class, year and gender, and allows schools to compare themselves with others. There are junior and secondary versions.
 - *My Life in School*: Identifies levels of bullying within the school for the preceding week. There are infant, junior and secondary school versions. Guidelines are available. [8]
4. A quicker and shorter method is to carry out a sampling survey with particular groups of pupils. This can be helpful if schools decide to focus on a group of pupils, such as a class or year group who are causing concern, or if they want to measure the effect of a particular intervention against bullying.
5. One method of identifying high risk locations is to provide pupils with maps of the school and grounds, and ask them to highlight places where bullying occurs. Pupils can individually sort photographs of locations into 'safe' and 'unsafe' places - 'unsafe' places should be patrolled regularly. This can be especially useful when modifying supervision

arrangements, or planning changes to the playground environment.

6. Interviews may be useful - individually or in small groups - especially for children with moderate or severe learning difficulties. Schools need to think carefully about who does the interviewing, as the pupil-interviewer relationship can affect the honesty of the answers. Do it in private, but where both are visible to others. Children may not like to repeat unpleasant names they have been called, or stories that have been told about them. Making notes during an interview can be distracting, so do them as soon as the interview is over.
7. Confidentiality is a difficult issue. Sometimes interviewers may need to disclose information to others. They should explain to pupils how they might need to use such information. Some children are prepared to write about their experiences in an anonymous questionnaire, but not to talk about them. Even one-to-one interviews are not always reliable in detecting whether particular pupils have been bullied or not.
8. With younger children, photographs or pictures of types of bullying behaviour could be used to show what kind of bullying is occurring and how often. Schools should remember to specify a time limit, for example: 'How often have you been called nasty names this week?'. Wolverhampton LEA have prepared an infant version of the 'My Life in School' checklist for use as an interview schedule. There is also a pictorial questionnaire designed by Smith and Levan. [8]

Interpreting and presenting data

9. Repeat surveys show changes over time in bullying as anti-bullying initiatives are implemented. However, schools can also expect Year 9 pupils' experiences of bullying to reduce compared with those experienced in Years 7 or 8. The amount will vary but (based on average figures) it might reach 15% a year. Make comparisons over time, on a whole-school basis or between the same Year groups. Report changes as percentages if the two groups differ in size.

10. Check trends against any whole-school or part-school surveys. If there is a large discrepancy between levels of bullying reported by pupils and the number of incidents recorded by staff, the school's response system will need reviewing.

Part 4

Strategies to combat bullying

This part provides information on:

- curricular approaches to bullying
- choosing strategies for reducing bullying
- working with victims
- when tougher measures are needed

1. Bullying should be discussed as part of the curriculum, but teachers also need general strategies to deal with the problem. Whilst they should try strategies such as those described below, schools may find that stronger measures are needed in the more serious and persistent cases.
2. **Where other strategies do not resolve the problem, permanent exclusion may be justified in the most serious and persistent cases, particularly where violence is involved.** The Department's updated guidance for local education authority exclusion appeal panels makes clear that pupils responsible for violence or threatened violence should not normally be re-instated.
3. Five key points:

- never ignore suspected bullying
- don't make premature assumptions
- listen carefully to all accounts - several pupils saying the same does not necessarily mean they are telling the truth
- adopt a problem-solving approach which moves pupils on from justifying themselves
- follow-up repeatedly, checking bullying has not resumed

Curricular approaches to bullying

4. The 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

5. 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?

6. There are now many videos that illustrate bullying, for example *Sticks and Stones* (secondary) and *The Trouble with Tom* (primary). Pupils can explore different characters' perspectives and suggest anti-bullying strategies.

7. Many local theatre-in-education groups present workshops, exploring bullying in depth and rehearsing preventive strategies. Some of the many resources available are:
 - the video *Only Playing, Miss* (disability and ethnicity)
 - *The Heartstone Odyssey*, a book with associated training and dance workshops (racist threats and violence)
 - interactive CD-ROMs exploring bullying, posing dilemmas and enabling pupils to try out alternative solutions and see the outcomes of their choices [8]

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. Racially-harassed pupils said that through studying the *Heartstone Odyssey*, friends had begun to talk about their experiences. Bullying dropped by about 60% when such materials were used for 30-60 minutes each week for at least one term. However, without continued re-inforcement it resumed within two weeks.

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

Choosing strategies for reducing bullying

9. 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.
10. 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.

Co-operative Group Work - from age 5

11. 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
12. 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.

13. 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

14. 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. Training and manuals are available. [8]

Circle Time - from age 5

15. 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

16. 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.

17. 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

18. 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. There are some excellent manuals. [8]

Circles of Friends - from age 5

19. Sometimes known as 'Circles of Support', they build relationships around a vulnerable pupil. The method must first be explained to that 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
20. 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. 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)
21. 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.

22. 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. Newton and Wilson give a step-by-step guide to the method and list resources. [8] Training is essential.

Befriending - from age 9

23. 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
24. 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.

Schoolwatch - from age 9

25. A pupil-organised initiative developed by South Wales Police, Schoolwatch now operates in over 100 primary schools in South Wales. It allows pupils to improve their environment by taking responsibility for their behaviour and their actions. A key objective is to prevent

bullying, racism and other forms of anti-social behaviour.

26. Pupils elect a management committee supported by the police and a designated member of staff. They implement activities, such as a 'bully box' to report incidents, playground patrols, a friendship garden, conservation areas and community projects. Different schools exchange ideas and promote friendship.
27. Compared with non-participants, Schoolwatch schools reported declining bullying and pupils feeling happier and more valued - due to the enthusiasm and ownership they felt for their scheme. For further information about Schoolwatch contact your local police Schools Liaison Officer.

The Support Group Approach - from age 9

28. 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.

29. 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. For further information, see the publication by Young. [8]

Mediation by adults - from age 9

30. Methods focus on pupils who have been bullying others regularly for some time, *as well as* those being bullied. The aim is to establish ground rules that will enable the pupils to co-exist at the school. There is a simple script available:
- hold brief, non-confrontational, individual ‘chats’ with each pupil in a quiet room without interruptions - the bullying pupils first
 - get agreement with each that the bullied pupil is unhappy and that they will help improve the situation - if they cannot suggest ways to do this be prescriptive
 - chat supportively with the bullied pupil - helping them to understand how to change if thought to have ‘provoked’ the bullying
 - check progress a week later, then meet all involved to reach agreement on reasonable long-term behaviour - at this stage participants usually cease bullying
 - check whether the bullying starts again or targets another pupil
 - if bullying persists, combine the method with some other action targeted specifically at that child, such as parental involvement or a change of class
31. The approach is successful, at least in the short term, provided the whole process is worked through. Alone, it cannot tackle all forms of bullying, and it may not have long-term success unless backed up by other procedures, including firm disciplinary ones.
32. Staff training is vital and requires practice of the script and process through role play. Training more than one member of staff (including non-teaching staff) enables greater flexibility and avoids one person becoming typecast. Families can be invited to training sessions. See The Method of Shared Concern. [8]

Mediation by peers - from age 9

33. In a structured way, a neutral person helps voluntary participants resolve their dispute. The aims are to:
- enable victim and bully to identify problems and solutions, defusing tension between peers
 - ensure that all involved come away with a sense that the outcome is fair to both sides.
34. Trained peer mediators can solve problems between pupils. The usual process is:
- *Define the problem:* in turn, participants describe their perspectives - without interruption but within set time limits. The mediator clarifies the feelings of each participant and then summarises what has been said
 - *Identify key issues:* listed on paper, divided into conflict and non-conflict issues
 - *Brainstorm possible options:* both parties suggest solutions which are written down. They consider the implications for themselves and each other
 - *Negotiate a plan of action and agreement:* the mediator asks which solutions will most likely satisfy both parties. One solution is identified and a written agreement is made and signed by all participants. Both parties shake hands
 - *Follow-up:* evaluate outcomes
35. Responses are generally positive, resulting in a substantial fall in aggressive behaviour - as the school climate and pupils' relationships improve. Surveys have found up to 85% of disputes resulting in lasting agreements. The necessary training for pupils can take up to 30 hours, including practice. Staff - including lunchtime supervisors - need at least one in-service training session after school, and ideally a full training day. Educational psychologists can help and manuals and materials on both Peer Mediation and Conflict Resolution are available. [8]

Principles of good practice

- the self-esteem of children and young people is promoted
- projects involve the active commitment of more than one member of staff
- confidentiality is observed by all
- clear objectives and ground rules are established for all aspects of the project, through discussion and agreement
- criteria are established for selecting peer supporters
- parents are informed about the project and their children's participation

Active listening/counselling-based approaches - 11 to 18 years

36. These methods combine befriending and mediation with pupils counselling peers in distress. They involve referral by adults, a drop-in service at designated times, work with tutor groups, and observation of vulnerable pupils during lunch hours and break-time. In some systems, pupils operate a telephone helpline. The skills needed are similar to peer mediation.
37. Typically:
- pupils nominate and vote for likely peer supporters (alternatively, teachers can select pupils, thus retaining more control)
 - a panel of adults and existing peer supporters short-list and interview volunteers
 - selected pupils train through role-play, discussion and supervision (often carried out by a qualified counsellor or psychologist)
38. It is more difficult to recruit boys than girls, and their drop-out rate is higher because of peer pressure. Some peer supporters report hoax calls and referrals, adverse comments, jealousy, or doubts expressed about their ability. Where levels of aggression are high, peer supporters may struggle to challenge the culture of bullying. However, where peer support systems are firmly established the climate in schools can improve and victims of bullying find it easier to tell another person.

Quality Circles - 11 to 18 years

39. Quality Circles develop skills directly related to the curriculum while solving problems related to bullying. There are five steps:
- identify and prioritise 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
40. 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.

Assertiveness training groups - primary and secondary pupils

41. In a safe, supportive environment, bullied pupils talk about their experiences, and learn and practise effective responses. They avoid either any use of threats or trying to manipulate or intimidate, and keep responses honest and transparent. Pupils feel more secure and in control, with less anger and despair. Responding in a neutral but direct way takes the heat out of the situation.
42. The younger the pupils, the shorter the sessions and the smaller the group. The optimum time for Year 4 or 5 pupils is 20 minutes with a maximum of six or eight pupils. Secondary groups can work from 45 minutes to an hour and a half. Sitting in a circle without desks, a typical group will learn one technique a session:

- making assertive statements
 - resisting manipulation and threats
 - dealing with name calling
 - escaping safely from physical restraint
 - enlisting support from bystanders
 - boosting self-esteem
 - remaining calm in stressful situations
43. Once a group has begun, no new pupils should be admitted; however, pupils can drop out at any time. Lunchtime groups are viewed more like a club than a withdrawal class, and pupils can be more honest about whether they wish to attend or not. They use their own situations to practise, giving them confidence to use the techniques outside the group and experiment with different strategies.
44. Sometimes it may be better to work with pupils individually than to construct a group involving pupils who have not been badly bullied. Do not mix victims with aggressors. The last meeting should be carefully managed to emphasise the gains the pupils have made from the group, but at the same time to draw the group to an end.
45. This approach can be expensive in terms of time and money. Groups need regular meetings with the same member of staff, books, materials, and a comfortable meeting room - free from interruptions, allowing space for role-play. Educational psychologists and PSHE staff can offer training or referral.

Working with victims

46. The behaviour of certain pupils can contribute to bullying, though this in no way justifies it. Some pupils find it hard to concentrate in class, are hyperactive, or behave in ways that irritate others. They may get angry easily and fight back when attacked or even slightly provoked - and a large number of classmates and adults, including the teacher may dislike them. They may also bully weaker pupils.

47. Parents and teachers should co-operate in identifying such behaviour. The pupil 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.

When tougher measures are needed

48. 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.

Part 5

Working with parents

This part provides information on:

- involving parents
- parents reporting bullying
- parents of bullies and victims

Involving parents

1. 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.
2. However, a significant few do hold unhelpful attitudes saying 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.
3. Useful approaches include:
 - regular consultation and communication
 - providing information about the nature and effects of bullying [2], 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, such as *Only Playing, Miss* [4], or one based on the pupils' own experiences (developed from role-play in drama classes, or survey examples)

Parents reporting bullying

4. 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 disbelief or hostility, or made to feel they are to blame. However, such problems can be avoided.

5. 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

6. 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 and that the school policy has been implemented

7. 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 accept a calm approach, following the agreed guidelines of an anti-bullying policy they are familiar with. This helps to defuse anger and resentment. Specific requirements depend on whether the child in question is the victim or the bully.

Parents of bullies and victims

8. 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.

9. 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.
10. 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 be necessary. This can place strains on continued parental ownership of the policy. Comprehensive consultation, awareness raising and communication are the best preparation for such situations.
11. 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.

Part 6

Beyond the classroom

This part provides information on:

- developing a playground policy
- training supervisors better to identify and help children at risk
- improving the environmental quality and educational use of school grounds
- how to improve the school grounds environment

Developing a playground policy

1. 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.
2. Effective supervision involves moving around the grounds, talking briefly with pupils and anticipating potential difficulties. A suspected problem should be quietly and promptly investigated.
3. 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.
4. 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.
5. Useful strategies include:
 - a teacher 'covering' a lunchtime while supervisors meet the head teacher
 - money found from the school fund to pay for training
 - limited 'flexi-time' enabling supervisors to 'make up' training time
 - a slightly shortened lunch hour
 - trained, experienced supervisors training new recruits

Training supervisors better to identify and help children at risk

6. 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
7. 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
8. 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.
9. 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.
10. 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.

11. 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.
12. Older pupils may be able to help lunchtime supervisors, as in traditional 'prefect' systems, but preferably linked to the development of a *mentoring* rather than a *disciplinary* relationship.

Improving the environmental quality and educational use of school grounds

13. Many schools could improve their environment and reduce bullying. 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
14. 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

How to improve the school grounds environment

15. When resources allow, it is tempting to buy expensive equipment; take time to plan, involving staff and pupils in the process. Books and organisations can help. [8]
16. Some ideas to consider include:
 - *areas for specific activities* - a nature resource area, a ball games area or a covered seating area for conversation or quiet learning in good weather
 - *separating areas* - hedges, low brick or stone walls, fences, planting and changes of level
 - *multi-purpose areas* - with a synthetic surface and a ball-retaining fence, a playground can double as a multi-games pitch
 - *internal paths, routes and trails* - providing for play as well as 'foot traffic'; well-used routes could be broad, smooth and hard paved; occasional routes can be narrower with softer surfacing and stepping stone trails and perhaps through planted areas linking play spaces
 - *varied curriculum-related features* - for specific functions (balancing beam or bar); for incidental or multi-function use (logs); stimulating murals incorporating goals and targets for games practice; playground surfaces with trails, games, maps, rivers, streams and roads for safety drills
17. 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.

Part 7

Case Studies

This part summarises three case studies featuring a primary school and two secondary schools. They are not presented as 'ideal' types but as real examples of progress made and difficulties experienced. The full text, with greater detail, is to be found on the DfES website, at www.dfes.gov.uk/bullying.

Case study 1

1. This medium-sized primary school has twelve teaching staff. Key problems were its under-privileged catchment area, increasing bullying and intimidation, and vandalism. In 1995, after a questionnaire survey of the entire school showed almost half of the pupils had been affected, a co-ordinating teacher led a new whole-school anti-bullying policy.
2. Specific actions included:
 - a parents' meeting
 - a whole-school policy drafted and discussed, and a final version issued by the head and the co-ordinating teacher
 - teachers tackling bullying in class through awareness-raising, Quality Circles, story-writing, drama and literature
 - a whole-day training course held for lunchtime supervisors
3. Bullying decreased, slowly at first, but eventually to more typical levels. Physical bullying dropped from 46% to 5%. Progress was hampered by delays in involving lunchtime supervisors, who initially felt excluded and whose reactions had often been inconsistent with those of teachers. Momentum was lost when the co-ordinating teacher left without passing on the benefits of her training. Whilst still high, numbers of pupils experiencing bullying fell to 38% and those bullying others fell to 18%.

Case study 2

4. This secondary school, with over 1200 pupils aged 11-18 years and 67.5 teaching staff, adopted a proactive approach in 1991 when bullying was not a major issue. Initiatives in a long term and co-ordinated whole-school approach included:
 - a whole-school day workshop, creating a consensus about actions to be taken
 - a comprehensive peer support scheme
 - PSHE and curriculum activities focussing on issues around bullying
 - an anti-bullying working party of teaching and non-teaching staff and pupils

- regular staff and student surveys, involving questionnaires and interviews
5. Pupils are now more likely to report being bullied and there has been a four-fold decrease in 'serious' cases to around one a month. However, some staff members were slow to commit themselves, either because a handful of colleagues took the initiative at first, or through not perceiving a problem.

Case study 3

6. This mixed comprehensive in a disadvantaged city district has some 450 11-16 year-old pupils and 30 teachers. Features of the whole-school policy are:
- a teacher with day-to-day responsibility for management, administration and monitoring, reporting to a deputy head
 - copies of a well-articulated code of conduct and an equal opportunities policy, including bullying, given to all pupils and parents when they join the school
 - an Anti-Bullying Campaign (ABC) peer support system, introduced after wide consultation, and strongly supported
 - regular evaluation through questionnaire surveys and analysis of records
7. Reported victims decreased from 58% in 1997 to 42% in 1999. Given that a higher proportion of victims of bullying were reporting it, the trend is encouraging.

Part 8

Materials

The DfES does not necessarily endorse all the views expressed in these sources of further information.

Guide to available materials

SKINNER A. **Bullying: an annotated bibliography and resources**. Youth Work Press, 17-23 Albion Street, Leicester LE1 6GD, 1992, second edition 1997.

Funded by the Calouste Gulbenkian Foundation (UK Branch), a complete bibliography of research, literature, materials and organisations concerned with bullying, up to 1997.

Thematically organised with cross-referencing. Full references and descriptions.

General handbooks

SCOTTISH COUNCIL FOR RESEARCH IN EDUCATION MATERIALS: **Action against bullying** (1st Scottish pack, 1991), and **Supporting schools against bullying** (2nd Scottish pack, 1993). SCRE, 15 St John Street, Edinburgh EH5 5JR.

The first pack provides guidance on policy development. The second focuses on families, parents groups and non-teaching staff.

SHARP, S. & SMITH, P K (editors). **Tackling bullying in your school: A practical handbook for teachers**. London: Routledge, 1994.

For teachers and school staff. Gives detailed advice on whole-school policy development, curriculum work, training lunchtime supervisors, playground improvements, and working with individuals and groups of pupils. Includes the Anatol Pikas Method of Shared Concern and assertiveness training.

SULLIVAN, K. **The anti-bullying handbook**. Oxford: Oxford University Press, 2000.

Advice on policy development and a wide range of other interventions.

Background information

BESAG, V. **Bullies and victims in schools**. Open University Press, 1989.

A thorough account of the problem of bullying, summarising research into the subject and describing practical strategies for schools.

BBC EDUCATION. **Bullying: A Survival Guide**. P.O. Box 7, London W12 8UD.

A booklet dealing with all aspects of bullying.

DOUGLAS N, WARWICK I, KEMPS S, WHITTY G. **Playing it safe: Responses of secondary school teachers to lesbian, gay and bisexual pupils, bullying, HIV and AIDS, and Section 28**. London: Health and Education Research Unit, Institute of Education, November 1997.

ELLIOTT, M. (editor). **Bullying: a practical guide for coping in schools**. Harlow: Longman, second edition 1997.

KELLY, E & COHN, T. **Racism in schools - new research evidence**. Stoke on Trent: Trentham Books, 1988.

MCLEOD, M & MORRIS, S. **Why Me? Children talking to Childline about bullying**. Childline, Royal Mail Building, Studd Street, London N1 0QW, 1996.

OLWEUS, D. **Bullying at school: What we know and what we can do**. Oxford: Blackwell, 1993.

An account of the research and intervention techniques used with success in the first Norwegian anti-bullying campaign in the 1980's.

RIGBY, K. **Bullying in schools and what to do about it**. London: Jessica Kingsley, 1997.

A clear single-authored overview of the topic.

ROSS, D M. **Childhood bullying and teasing: What school personnel, other professionals, and parents can do**. Alexandria, VA: American Counseling Association, 1998.

An overview with useful information on dealing with teasing as well as bullying.

SMITH, P K & SHARP, S, (editors). **School bullying: Insights and perspectives.** London: Routledge, 1994. An account of the intervention project in Sheffield on which the 1994 version of this Pack was based.

SMITH, P.K., MORITA, Y., JUNGER-TAS, J., OLWEUS, D., CATALANO, R. & SLEE, P. (editors). **The nature of school bullying: A cross-national perspective.** London: Routledge, 1999.

TATTUM, D P (editor). **Understanding and managing bullying.** London: Heinemann, 1993. A collection of contributions from the UK and overseas.

TATTUM, D P & HERBERT, G. **Countering bullying. Initiatives by schools and local authorities.** Trentham Books, Stoke on Trent, 1993. Examples of intervention strategies that schools can employ, and case studies of their use.

TATTUM, D. & TATTUM, E. **Bullying: The early years.** Cardiff: Countering Bullying Unit, 2000. Gives advice for parents, teachers and carers on bullying in young children.

Whole-school policy development

BESAG, V. **We don't have bullies here!**
V Besag, 57 Manor House Road, Jesmond, Newcastle-upon-Tyne NE2 2LY, 1992.

ISLINGTON SAFER CITIES PROJECT. **We can stop it!**
Islington Safer Cities Project, Islington Education Service, Laycock Street, Islington, London N1, 1992

SHARP, S & SMITH, P.K. **Tackling bullying in your school: A practical handbook for teachers.** London: Routledge, 1994. Chapter Three.

TATTUM, D., TATTUM, E & HERBERT, G. **Cycle of violence.** Drake Educational Associates, Cardiff, 1993. (Video)

The above video and resource packs take schools through stages of whole-school policy development and implementation.

THOMPSON, D., & SHARP, S. **Improving schools: Establishing and integrating whole school behaviour policies.** London: David Fulton, 1994.

Describes a process of policy development which schools can apply to bullying as well as other social issues, such as general discipline or equal opportunities.

Curriculum materials

Books, packs and videos for use in the classroom

HEADSTART. **Promoting positive behaviour: Activities for preventing bullying in primary schools.** Headstart-East London, 18 Links Yard, Spelman St, London E1 5LX. Tel: 020 7247 9489.

KIDSCAPE, 2 Grosvenor Gardens, London SW1W 0DH.

Kidscape has a variety of child protection programmes and manuals, including

ELLIOTT, M & KILPATRICK, J. **How to stop bullying: A Kidscape training guide.** Kidscape, 1994.

MOSLEY, J. **Turn your school round.** Learning Development Aids, 1993.

Manual for primary school teachers.

SCCC. **Speak-up: an anti-bullying resource pack.** Scottish Consultative Committee on the Curriculum/South Edinburgh Crime Prevention Panel, 1992.

Video and drama

THE HEARTSTONE ODYSSEY,

Longden Court, Spring Gardens, Buxton, Derbyshire SK17 6BZ. Tel: 0298 72218.

CASDAGLI, P. & GOBEY, F. **Only playing, Miss!** Trentham Books/Professional Development Foundation, 1990.

Script and drama ideas from the Neti-Neti theatre group; for video tel: 020 7483 4239.

CARLTON TELEVISION (FORMERLY CENTRAL INDEPENDENT TELEVISION) **Sticks and stones, The trouble with Tom**

Videos available from Video Resources Unit, Carlton Studios, Linton Lane, Nottingham NG7 2NA, 1990. Tel: 0121 643 9898 (main number in Birmingham).

DIALOGUE PRODUCTIONS **Bullying: The business.**

Twin videos available from Dialogue, 46 Avondale Road, Wolverhampton, West Midlands WV6 0AJ.

Quality circles

COWIE, H, & SHARP, S. **Pupils themselves tackle the problem of bullying.** Pastoral Care in Education, 10, 31-37, 1992.

Working with pupils involved in bullying situations

HERBERT, C. **Sexual harassment in schools.** London: David Fulton, 1992.

Useful advice on coping with issues of sexual harassment.

KIDSCAPE. **Stop bullying!** Kidscape, 2 Grosvenor Gardens, London SW1W 0DH.

PIKAS, A. **A pure concept of mobbing gives the best results for treatment** School Psychology International, 10, 95-104, 1989.

ROBINSON, G & MAINES, B **Crying for help: the No Blame Approach to bullying** Lucky Duck Publishing, 34 Wellington Park, Clifton, Bristol BS8 2UW, 1997

YOUNG, S **The support group approach to bullying in schools** Educational Psychology in Practice, 14, 32-39, 1998

Assertiveness training

McCONNON, S. **Assertiveness: A personal skills course for young people.** Walton-on-Thames: Thomas Nelson & Sons, 1990.

Peer support

BLISS, T. & TETLEY, J. **Circle time.** Bristol: Lucky Duck Publishing, 1993.
Guide to circle time approach.

CO-OPERATION IN THE CLASSROOM: **A project pack for teachers.** Global Co-operation for a Better World, 98 Tennyson Road, London NW6 7SB.
Handbook for facilitating co-operative work in classrooms.

COWIE, H. & SHARP, S. (editors) **Peer counselling in schools: A time to listen.** London: David Fulton, 1996.
Collection including chapter on the Circle of Friends approach.

COWIE, H. & WALLACE, P. **Peer support in action: from bystanding to standing by.** London: Sage, 2000.
Advice on training for a wide range of peer support approaches.

CUNNINGHAM, C.E., CUNNINGHAM, L.J. & MARTORELLI, V. **Coping with conflict at school: the collaborative student mediation project manual.** Hamilton, Canada: COPE Works, 1997.
Training pack for conflict resolution used with success in Canada.

HIGHFIELD JUNIOR SCHOOL. **Changing our school: Promoting positive behaviour.** Highfield Junior School (Torrige Way, Efford, Plymouth, Devon PL3 6JQ) and Institute of Education (20 Bedford Way, London WC1H 0AL), 1997.
Case study of anti-bullying work in a junior school with use of circle time and mediation.

MASHEDER, M. **Let's co-operate: activities and ideas for parents and teachers of young children for peaceful conflict solving.** Peace Education Project, 6 Endsleigh St, London WC1H 0DX, 1986.

MOSLEY, J. **Quality Circle Time in the primary classroom.** Wisbech: Learning Development Aids, 1996.

MOSLEY, J & TEW, M. **Quality Circle Time in the secondary school.** London: David Fulton

NEWTON, C. & WILSON, D. **Circles of friends.** Dunstable: Folens, 1999.

SHARP, S & COWIE, H. (1998) **Counselling and supporting children in distress.** London: Sage. 1998.
Includes chapters on peer support, and victimisation.

STACEY, H. & ROBINSON, P. **Let's mediate.** Bristol: Lucky Duck Publishing, 1997.
Guide to mediation approaches.

WARTON, K & BARRY, S. **Schoolwatch: An evaluation.** Home Office Research, Development and Statistics Directorate, 1999.
This video gives a description of the Schoolwatch project.

Training lunchtime supervisors

BIRMINGHAM CITY COUNCIL/NATIONAL PRIMARY CENTRE.
Practice to share: The management of children's behavioural needs. National Primary Centre, Westminster College, Oxford OX2 9AT, 1990.

KARKLINS, J & KIRBY, P. **Midday supervisors In Service programme: Open learning pack.** Inspection Service and Training Service, Norfolk County Council, Norfolk Educational Press, County In-Service Centre, Witard Road, Norwich NR7 9XD, 1993.

OPTIS, **Lunchtime supervision.** Oxfordshire Programme for Training. Cricket Road Centre, Cowley, Oxford OX4 3DW, 1986.

EDUCATION SUPPORT SERVICE, **The lunchtime solution.** Newcastle Personnel, Civic Centre, Barra Bridge, Newcastle upon Tyne, NE99 2BN, 1994.

MOSLEY, J, **Create happier lunchtimes.** Wiltshire Education Support and Training, County Hall, Trowbridge, BA14 8JB.

Improving playground activities and the school grounds

ROSS C & RYAN A. **Can I stay in today, Miss? Improving the school playground.** Stoke-on-Trent: Trentham Books, 1990.

A practical guide to activities for use with pupils, parents and staff which offers ideas for all aspects of primary school playground development.

Learning through Landscapes publications. Third Floor, Southside Offices, The Law Courts, Winchester, Hants SO23 9DL.

DEPARTMENT OF EDUCATION AND SCIENCE. **Building Bulletin 71, The outdoor classroom: educational use, landscape design and management of school grounds,** HMSO, 1990.

Numerous practical suggestions for schools interested in developing their environment.

Governors

ADVISORY CENTRE FOR EDUCATION. ACE **Bulletin 34, Governors and bullying**, ACE, 1990.

Families

ALEXANDER, J. **Your child bullying: practical and easy to follow advice**. Element Books, 1998.

BESAG V. **Parents and teachers working together**. In ELLIOTT M (editor) **Bullying: a practical guide for coping in schools**. Harlow: Longman, 1991.

ELLIOTT, M. **101 ways to deal with bullying - a guide for parents**. Hodder and Stoughton, 1997.

HARDING J & PIKE G. **Parental involvement in secondary schools. A guide for reviewing practice and developing policy**. ILEA Learning Resources Section, 1988.

KIDSCAPE. **Keeping safe: A practical guide to talking with children**. Kidscape, 2 Grosvenor Gardens, London SW1W ODH, 1990.

LAWSON, S. **Helping children cope with bullying**. Sheldon Press, 1994.

LINDENFIELD, G. **Confident children: A parents' guide to helping children feel good**. Thorsens, 1994.

MELLOR A. **Bullying and how to fight it: a guide for families**. Scottish Council for Research in Education, 15 St John Street, Edinburgh EH5 5JR, 1993.

PEARCE J. **Fighting, teasing and bullying: simple and effective ways to help your child**. Wellingborough: Thorsons, 1989.

TRAIN, A. **The bullying problem: how to deal with difficult children**. Condor Book, Souvenir Press, 1995.

Questionnaires and checklists

- The Olweus questionnaire: Professor Dan Olweus, Vognstolbakken 16, N-5096 Bergen, Norway; e-mail olweus@psych.uib.no
- The 'My Life in School' questionnaire: Dr C.M J. Arora, Division of Education, University of Sheffield, Sheffield S10 2TN; e-mail c.m.j.arora@sheffield.ac.uk
- The booklet 'Bullying Behaviour in Schools', by Sonia Sharp, is in the series Psychology in Education Portfolio, edited by N. Frederickson & R.J. Cameron, NFER-NELSON (tel: 01753-858961). It includes the Life in Schools questionnaire, as well as a pictorial one for infant school pupils (by Smith & Levan). Others are for examining participant roles (by Salmivalli), for investigating attitudes towards bullying (Pro-Victim Scale by Rigby & Slee), and for finding out how pupils define bullying and related terms using stick drawings (by Smith and colleagues).

Helpful organisations

For everybody

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.

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.

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.

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.

For families

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.

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.

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*.

CIRCLES NETWORK, Parnwell House, 160 Pennywell Road, Upper Easton, Bristol BS5 0TX.

Tel: 0117 939 3917.

Supports Circles of Friends activities.

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).

For children

CHILDLINE, Freephone 0800 1111. Freepost 1111, London N1 0BR.
Free, confidential helpline.

For teachers

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.

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.

CD-ROMs about bullying

COPING WITH BULLYING **Version 1 - Primary, Version 2 - Secondary**

Produced by the Rotary Club with Val Besag. Sections: students, parents, teachers.
PO Box 40, Ashington NE63 8YR

Websites about bullying

There are numerous useful sites, for which updated links can be found on the DfES website at www.dfes.gov.uk/bullying or www.dontsufferinsilence.com.

Part 9

Advice for pupils, parents and families

Bullying

Don't Suffer in Silence
- information for pupils

If you are being bullied

- *try to stay calm* and look as confident as you can
- *be firm and clear* - look them in the eye and tell them to stop
- *get away* from the situation as quickly as possible
- *tell an adult* what has happened straight away

After you have been bullied

- *tell a teacher or another adult* in your school
- *tell your family*
- *if you are scared* to tell an adult by yourself, ask a friend to come with you
- *keep speaking up* until someone listens and does something to stop the bullying
- if your school has a *peer support service*, use it
- *don't blame yourself* for what has happened

When you are talking to an adult about bullying, be clear about

- *what* has happened to you
- *how often* it has happened
- *who* was involved
- *who saw* what was happening
- *where* it happened
- *what* you have done about it already

If you find it difficult to talk to anyone at school or at home, ring

ChildLine, Freephone 0800 1111, or write, Freepost 1111, London N1 0BR.

The phone call or letter is *free*. It is a *confidential* helpline.

Bullying

Don't Suffer in Silence

- information for parents and families

Every school is likely to have some problem with bullying at one time or another. Your child's school must by law have an anti-bullying policy, and use it to reduce and prevent bullying, as many schools have already successfully done.

Bullying behaviour includes:

- name calling and nasty teasing
- threats and extortion
- physical violence
- damage to belongings
- leaving pupils out of social activities deliberately and frequently
- spreading malicious rumours

Parents and families have an important part to play in helping schools deal with bullying.

First, discourage your child from using bullying behaviour at home or elsewhere. Show how to resolve difficult situations without using violence or aggression.

Second, ask to see the school's anti-bullying policy. Each school must have an anti-bullying policy which sets out how it deals with incidents of bullying. You have a right to know about this policy which is as much for parents as for staff and pupils.

Third, watch out for signs that your child is being bullied, or is bullying others. Parents and families are often the first to detect symptoms of bullying, though sometimes school nurses or doctors may first suspect that a child has been bullied. Common symptoms include headaches, stomach aches, anxiety and irritability. It can be helpful to ask questions about progress and friends at school; how break times and lunchtimes are spent; and whether your child is facing problems or difficulties at school. Don't dismiss negative signs. Contact the school immediately if you are worried.

If your child has been bullied:

- *calmly talk* to your child about it
- *make a note* of what your child says - particularly who was said to be involved; how often the bullying has occurred; where it happened and what has happened
- *reassure your child* that telling you about the bullying was the right thing to do
- explain that *any further incidents* should be reported to a teacher immediately
- *make an appointment* to see your child's class teacher or form tutor
- *explain to the teacher* the problems your child is experiencing

Talking to teachers about bullying

- *try and stay calm* - bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident
- *be as specific as possible* about what your child says has happened - give dates, places and names of other children involved
- *make a note* of what action the school intends to take
- *ask if there is anything you can do* to help your child or the school
- *stay in touch with the school* - let them know if things improve as well as if problems continue

If you think your concerns are not being addressed:

- *check the school anti-bullying policy* to see if agreed procedures are being followed
- *discuss your concerns* with the parent governor or other parents
- *make an appointment* to meet the head teacher, keeping a record of the meeting
- if this does not help, *write to the Chair of Governors* explaining your concerns and what you would like to see happen
- *contact local or national parent support groups* for advice
- *contact the Director of Education for your authority*, who will be able to ensure that the Governors respond to your concerns
- *contact the Parentline Plus helpline* for support and information at any of these stages
- in the last resort, *write to the Secretary of State for Education and Employment*

If your child is bullying other children

Many children may be involved in bullying other pupils at some time or other. Often parents are not aware. Children sometimes bully others because:

- they don't know it is wrong
- they are copying older brothers or sisters or other people in the family they admire
- they haven't learnt other, better ways of mixing with their school friends
- their friends encourage them to bully
- they are going through a difficult time and are acting out aggressive feelings

To stop your child bullying others:

- talk to your child, explaining that bullying is unacceptable and makes others unhappy
- discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- show your child how to join in with other children without bullying
- make an appointment to see your child's class teacher or form tutor; explain to the teacher the problems your child is experiencing; discuss with the teacher how you and the school can stop them bullying others
- regularly check with your child how things are going at school
- give your child lots of praise and encouragement when they are co-operative or kind to other people

Resources for parents and families about bullying:

ALEXANDER, J. **Your child bullying: Practical and easy to follow advice.**

Element Books, 1998.

ELLIOTT, M. **101 Ways to deal with bullying - A guide for parents.**

Hodder and Stoughton, 1997.

KIDSCAPE. **Keeping safe: A practical guide to talking with children.**

Kidscape, 2 Grosvenor Gardens, London SW1W 0DH, 1990.

LAWSON, S. **Helping children cope with bullying.**

Sheldon Press, 1994.

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Thorsens, 1994.

MELLOR A. **Bullying and how to fight it: A guide for families.**
Scottish Council for Research in Education, 1 5 St John Street, Edinburgh EH5 5JR, 1993.

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TRAIN, A. **The bullying problem: How to deal with difficult children.**
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Organisations who can help:

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Advice line for parents on all matters concerning schools

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Tel: 0207 378 1446 (9.30 am - 5.00 pm).
Advice line for parents and children.

Children's Legal Centre, Tel: 01206 873 820
(Mon-Fri 10 am - 12.30 pm and 2 pm - 4.30 pm).
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