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Children's Workforce
Development Council

Back to school, back to bullying?
Taking the policy 'out of the cupboard'

Sharing our experience

Practitioner-led research 2008-2009

PLR0809/037

This report is part of CWDC's Practitioner-Led Research (PLR) programme. Now in its third year, the programme gives practitioners the opportunity to explore, describe and evaluate ways in which services are currently being delivered within the children's workforce.

Working alongside mentors from Making Research Count (MRC), practitioners design and conduct their own small-scale research and then produce a report which is centred around the delivery of Integrated Working.

The reports are used to improve ways of working, recognise success and provide examples of good practice.

This year, 41 teams of practitioners completed projects in a number of areas including:

- Adoption
- Bullying
- CAF
- Child trafficking
- Disability
- Early Years
- Education Support
- Parenting
- Participation
- Social care
- Social work
- Travellers
- Youth

The reports have provided valuable insights into the children and young people's workforce, and the issues and challenges practitioners and service users face when working in an integrated environment. This will help to further inform workforce development throughout England.

This practitioner-led research project builds on the views and experiences of the individual projects and should not be considered the opinions and policies of CWDC.

Back to school, back to bullying?

Taking the policy 'out of the cupboard'

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January 2009

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"Back to School, Back to Bullying." An uphill battle, are we winning?

Abstract

This study explores the view that although research on bullying has grown significantly over the last ten years it still remains a widespread problem in our schools today. The UK's leading charity ChildLine, reported that in 2006 bullying was the main reason children called the helpline and it now accounts for one in four calls made to their 24-hour call centre.

This action research study explores the attitudes and views of key, but marginalized, stakeholders (lunchtime supervisors) and Key Stage 2 pupils in a primary school setting, on the main concerns surrounding the issues of bullying. This study also investigates an economical way of making existing lunchtime supervision on the playground more effective through integrated working and appropriate training.

Lunchtime supervisors participated in an anti-bullying training programme which was already available to the children in Key Stage 2. This research seeks to establish the extent to which there has been a shift in learning and understanding of the problems of the bullying that confronts stakeholders in their everyday work and experiences in the school environment both before and after their training sessions.

The research seeks to identify the importance of integrated working with the children and the lunchtime supervisors. This aims to ensure the school's anti-bullying policy becomes an effective working document throughout the whole school.

The results in this study highlight the necessity of a systemic intervention programme that addresses not only the individual characteristics of bullies and victims, but also the roles of the peer group, teachers and the school.

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"Back to School, Back to Bullying." An uphill battle, are we winning?

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Introduction

My interest in this area has been through my role as Pastoral Manager in a primary school over the last ten years. Throughout this time, an area of constant concern has been the lack of knowledge and understanding among all staff and pupils surrounding the key issues of bullying and the effective implementation and ownership of the school's anti-bullying policy.

Effective policies are those that have the support and interests of those at all levels of the school community. The table in Appendix 1 illustrates some of the ongoing initiatives implemented at the subject school, but none of these strategies can be successful in isolation. From my observations and experience, I was keen to explore one strand of an anti-bullying policy and consider the different interpretations that key stakeholders (lunchtime supervisors and children) have on the definition of bullying, both before and after a training intervention programme. Through integrated working, this research sought to establish to what extent there has been a shift in learning and understanding regarding the problems of bullying that confront the stakeholders in their everyday work and in their experiences in the school environment. The research did not specifically investigate the content of the intervention itself, although an overview of the training sessions for the pupils and lunchtime supervisors is referred to in the appendices (Appendices 2 and 3 respectively).

The aims of this study were to identify some of the issues that appear to prevent a significant move forward in tackling the problem of bullying and to explore the view that through effective integrated working an ethos of care, knowledge and understanding can be created, which are essential elements in preventing the bullying happening in the first place.

Aims of the project

The aims and objectives for this piece of action research were as follows:

- To explore the different interpretations of what key but marginalized stakeholders and children have on the definition of bullying.
- To evaluate the effectiveness of training a key but marginalized group of workers (lunchtime supervisors) and children, to implement some of the subject school's anti-bullying policy.
- To identify any other positive outcomes that may occur as a result of the pupils and lunchtime supervisors participating in the intervention programme.

Context

Bullying is widely recognized as being a fact of life once children start school (Parentplus 2008). To support the methodology of my research, this review will aim to highlight that the most successful solutions to reducing bullying and the problems it causes have come from resources already existing or available in schools. Drawing on the expertise of the children in Key Stage 2 (KS2) and lunchtime supervisors (LS's) will be a constant theme throughout the study. Before we can consider the issue of bullying, we first need to place the subject in an historical context.

Historical context

According to historical records, a Norwegian researcher called Dan Olweus began investigating bullying in 1978. It seems surprising that in the 21st century, despite legislation being regularly updated to eradicate the problem, there appears to have been little progress made, with statistics showing bullying is on the increase (ChildLine 2004).

The government has had a long-standing commitment to tackle the issue of bullying and since 1999 all schools have been required to possess an anti-bullying policy (School Standards and Framework 1998). However, nearly ten years later, the problem remains. At an educational conference in 2003, Ivan Lewis MP used his speech to signal a new government commitment to tackle bullying. He stated,

> 'In my view, we haven't given the issue sufficient priority, or done enough in the past. I am determined to ensure this changes.'

Perceptions of bullying

One of the most widely used definitions of bullying is that of Olweus (1987):

> 'A person is being bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more persons.'

This definition focuses on the repetitive element of bullying behaviour, thus emphasizing the main difference between bullying and other unacceptable behaviours.

However, in their well publicized 'Full Stop' report, the NSPCC states that bullying at school can happen for lots of reasons. They then record a comprehensive list of negative behaviours but fail to clarify that although these behaviours are unacceptable, unless they have a pattern and are planned and repeated, they may not be classed specifically as bullying. Listing any negative behaviour as bullying can be counter-productive, as it dilutes the seriousness of this issue and often results in the incident being dealt with in an inappropriate way (Yates 1998).

To aid the identification of bullying in the subject school, training sessions were devised for children in KS2 (Appendix 2). Through discussion groups with the children, a tool was created for all the pupils to use, to enable them to distinguish between bullying behaviour and other unacceptable behaviours. If the behaviour formed a **P**attern and was **R**epeated and **P**lanned (PRP) then it could be classed as bullying behaviour (Olweus 1978) and the appropriate procedures would be followed. If the behaviour did not fall in to this category, it was dealt with according to the school's behaviour policy. PRP was also part of the lunchtime supervisors' training (Appendix 3) and has now become a central part of the implementation of the school's anti-bullying policy to ensure any bullying behaviour reported meets the PRP criteria.

The anti-bullying policy

The government's requirement for every school to implement an anti-bullying policy can only be seen as a positive development in the process of eradicating bullying. ChildLine (2004) declares that an anti-bullying policy is meaningless until it is put into practice. Ofsted agrees with this statement in their research document Bullying: Effective Action in Primary Schools(2002). This document suggests that from Ofsted's experiences, the effectiveness of an anti-bullying policy is only based on the commitment of headteachers and staff, by making policies work on a day-to-day basis, rather than when serious incidents come to light. This research supports these findings by identifying the importance of ensuring the anti-bullying policy is a working document, that is continually developed and fully understood by all the key stakeholders in the school. (A copy of the subject school's anti-bullying policy can be found in Appendix 4).

Participation of key stakeholders

The reoccurring theme throughout the literature reviewed, was the importance of participation among the children and their parents or carers (ChildLine 2004). There is, however, a significant lack of research to support the idea that with the appropriate training LS's could also play a key role in reducing the amount of bullying incidents reported.

The quality of playtime supervision should be of high importance in ensuring the playground is a safe environment but delivering this service is often not seen as high priority, trusting children to the parenting experiences of the untrained LS (Thompson 1991). During the last few years, school lunchtimes have become a focus of attention in the media. The celebrity chef, Jamie Oliver, has brought about a heightened awareness of lunchtime activities in schools across the UK, with his healthy meals revolution. In a recent edition of the *Daily Mai* , a report stated that as a result of this revolution, many schools have changed the title of dinner ladies to that of lunchtime supervisors. Jenny Wright, director of delivery for the School Food Trust (SFT 2009) stated that the trust welcomed any attempts to increase the role and professionalism of dinner ladies by changing their titles. These initiatives have had a positive impact on the nutritional content of school meals and raising the profile of LS's, but it is disappointing that the same emphasis has not been placed on the importance of the safety of the children during the lunchtime sessions.

This study will endeavour to suggest that the LS's participation, used as a proactive and reactive tool, can be essential to keeping our young people safe. The U.S. Department of Justice (2004) concluded that it is not enough for victims to be encouraged to 'stand up to bullies', without appropriate adult support or intervention. The Every Child Matters agenda (ECM) strongly advocates that staff within the children's workforce work in partnership to 'protect children and young people from harm and help them achieve what they want in life' (DfES 2004).

Prevention strategies

Playgrounds can be used and provide an environment to support a school's broader goals for pupil behaviour and provide a safe learning environment but children often fear playtime as a time when bullying and other forms of aggression often occur, and when adult supervision is limited (Craig et al. 2000). Children's positive experiences on the playground may increase their social competence by providing them with opportunities to practise new skills, interact with other children, learn the art of

negotiation and practise problem-solving in a safe environment (Leff 2003). Unfortunately, children can also find playtime unsafe and frightening due to the bullying behaviour of others (U.S.Consumer Product Safety Commission 1997). These experiences can seriously affect children's physical and emotional wellbeing (Olweus 1993) and, if not dealt with correctly, pupils may be given the message that these anti-social behaviours work. These findings identify the necessity for a systematic intervention programme, that addresses not only the reasoning behind why the bullies bully but also empowers the roles of the children and key members of staff, who are in a position to address these issues during the vulnerable periods in a school timetable.

In conclusion, Ivan Lewis MP states that there has to be zero tolerance of all forms of bullying. This study aims to provide evidence that while many schools have attempted to act upon the government's drive to eradicate this problem, utilizing the existing knowledge and resources of the lunchtime supervisors and the pupils can be an invaluable and manageable tool in supporting an effective anti-bullying policy.

Methodology and design

'Whatever the size of the undertaking, techniques have to be mastered and a plan of action devised which does not attempt more than the limitations of expertise, time and access permit.'

Bell, J. (1999)

Location and background of the project

The location for this research was a mainstream primary school, located on a council estate, in an area of high social and economic deprivation, in the Midlands. All the children are British White. The school accommodates 210 pupils and employs nine teachers, four teaching assistants, four support workers and six lunchtime supervisors.

Sample

The sample used in this study are the 110 pupils in KS2 (Years 3, 4, 5 and 6) and the LS's, who play a key role in this investigation. As a first stage analysis, all of the children in KS2 were asked if they understood what the term 'bullying' meant. A

hundred children answered the question in a written format and returned the answers for the data to be collated.

The core findings of the research were then obtained from two focus groups made up of six children (three girls and three boys to counteract any possible bias) randomly selected from Year 3 and Year 6 respectively. The purpose of these two groups was to discuss the questionnaire in more depth and gain a deeper understanding of the reasoning behind the answers. Although the findings would not be representative of all of the other children, they would be indicative.

As key stakeholders in this study, the six LS's were all invited to complete questionnaires on issues surrounding this subject, both before and after their training (Appendiices 7 and 8). The first questionnaire was completed in school, prior to the commencement of the initial training session, while the second questionnaire was completed one week after the final training session, enabling the LS's to comment on whether the knowledge learned had affected their practice in any way.

Questionnaires

The method of data collection was both qualitative and quantitative as these methods of research may well explore similar subjects but each investigate a different type of question.

The original questionnaire draft was based on the Likert scaling model which uses a series of statements the reader has to respond to, by indicating on a scale of 1 to 5 whether they strongly agree or disagree with the statements (Appendix 5). Two children from Years 3 and 6 were chosen randomly to pilot the draft questionnaire. However, the pilot sessions identified that this format caused confusion among the children and so a revised questionnaire was created (Appendix 6).The revised questionnaire consisted of nine more open questions and allowed for further comment, which was especially important in the smaller focus groups. The questionnaire data were collated and entered onto Excel spreadsheets for analysis.

Table 1A illustrates the different sources of data used and how the information was filtered down from the question asked to the large pool of 210 children in KS2 to the two small focus groups of six children from Year 3 and Year 6.

Table 1A Stages of research

A) Pupils	Number of participants	Question: What does the term 'bullying' actually mean?	Questionnaires	Setting
Pilot study Year 3	2		X	Small group
Year 6	2		X	Small group
First stage analysis **Key Stage 2 (110 pupils)** Year 3, 4, 5 and 6	100* pupils	X		During class
Second stage analysis Focus group Year 3	6		X	Discussion group
Year 6	6		X	
B) Lunchtime supervisors	6		X	Questionnaire completed at home and returned within two days
*10 children were absent				

Methods and sources of data

Design

Children's questionnaires

The data from the KS2 children has been collated and portrayed in pictorial form, either using graphs or charts. This method allows comparison between the data to be analysed with greater clarity. The questions have not been addressed in order, but have been grouped into themes to assist with discussion and the conclusion of the findings (Table 1B). 59

Table 1B

Themes for the questions in the children's questionnaire

Theme	Question
Theme one – The nature of bullying **What** is bullying?	1, 2 and 3
When and **where** does the bullying take place?	4 and 5
Who is the bully?	8
Theme 2 – Policy and support Policy and support	6, 7 and 9

As a participant researcher, my observations and opinions will also be used as part of the report.

The themes for both of the lunchtime supervisors' questionnaires have been categorized into themes and are shown in Table 2A. 37

Table 2A

Themes of the questions in the lunchtime supervisors' questionnaires

Theme	Questionnaires completed **Prior** to training	Questionnaires completed **1 week after** training
The nature of bullying	Questions 1 to 5	Questions 1, 3 and 4
Policy and procedures	Questions 6, 7 and 8	Questions 5 and 6
Training and empowering	Questions 9 and 10	Questions 2, 7 and 8

Ethical issues

The research project was thoroughly discussed and permission sought from the head teacher (Appendix 9). KS2 parents were then informed by letter through pupil post (Appendix 10) and permission was requested for the children to take part in the study. Both the parents and the children were given the opportunity to ask any questions about the documents, prior to the commencement of the study. I then outlined the project to the participating children during a circle time session, which enabled me to have a captive audience.

This is an emotive subject but confidentiality and an awareness of the sensitivity of the subject matter was outlined in the original correspondence, together with an assurance that should there be any immediate concerns around an individual being bullied, they would be dealt with immediately and in total confidence. I also explained that everyone had the right to withdraw from the project at any time. An ethical application form was submitted detailing the project's aims, for formal consideration (Appendix 11).

Findings

Theme One – The nature of bullying Q1–5 and Q8

First Stage Analysis from all the children in Key Stage 2 during a PSD lesson.

Key Stage 2 – 110 children = Years 3, 4, 5 and 6.
100 questionnaires were returned. 10 children were absent.

Question 1 Do you know what bullying means?
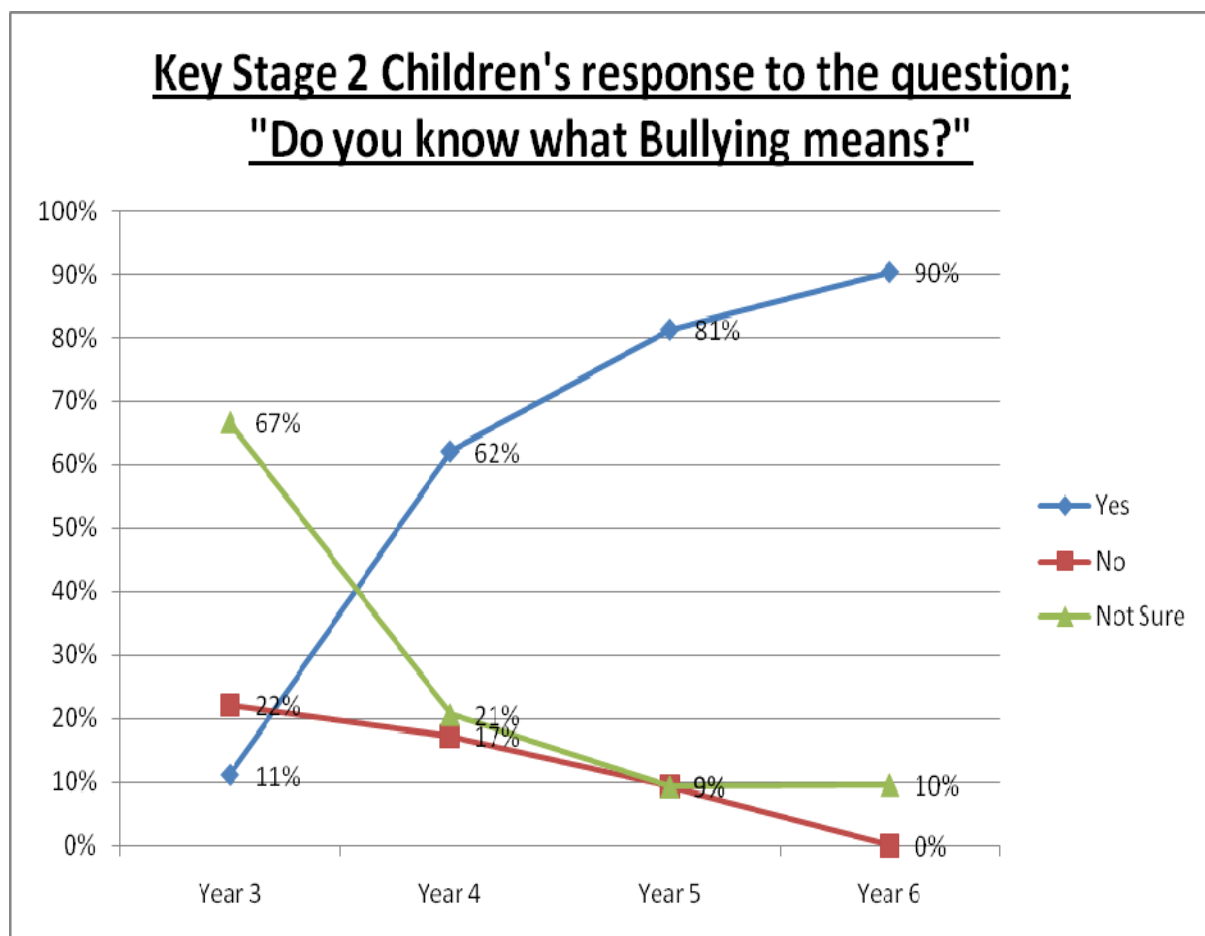
Figure 1

Figure 1 shows the results taken from all the children in the four classes in Key Stage 2. Percentages were used to weight the results as there were different numbers of children in each class. The graph indicates that as children progress through the school, more of them understand what bullying means (or think they know what it means) (blue line); while the number of pupils who do not know or who are not sure what the term means decreases (red and green lines), resulting in 90

per cent understanding the term fully in Year 6. The remaining 10 per cent were three children who were new to the school and had not received the training. Of children in Year 3, 11 per cent felt they had a clear understanding of the term bullying. However, they were unlikely to know the correct definition, as they had not been taught any anti-bullying information in school previously.

Second Stage Analysis – Focus Groups Findings

Data taken from the focus groups consisting of 6 children from Year 3 and Year 6.

Question 3. Place a tick in any box you feel may be bullying behaviour.
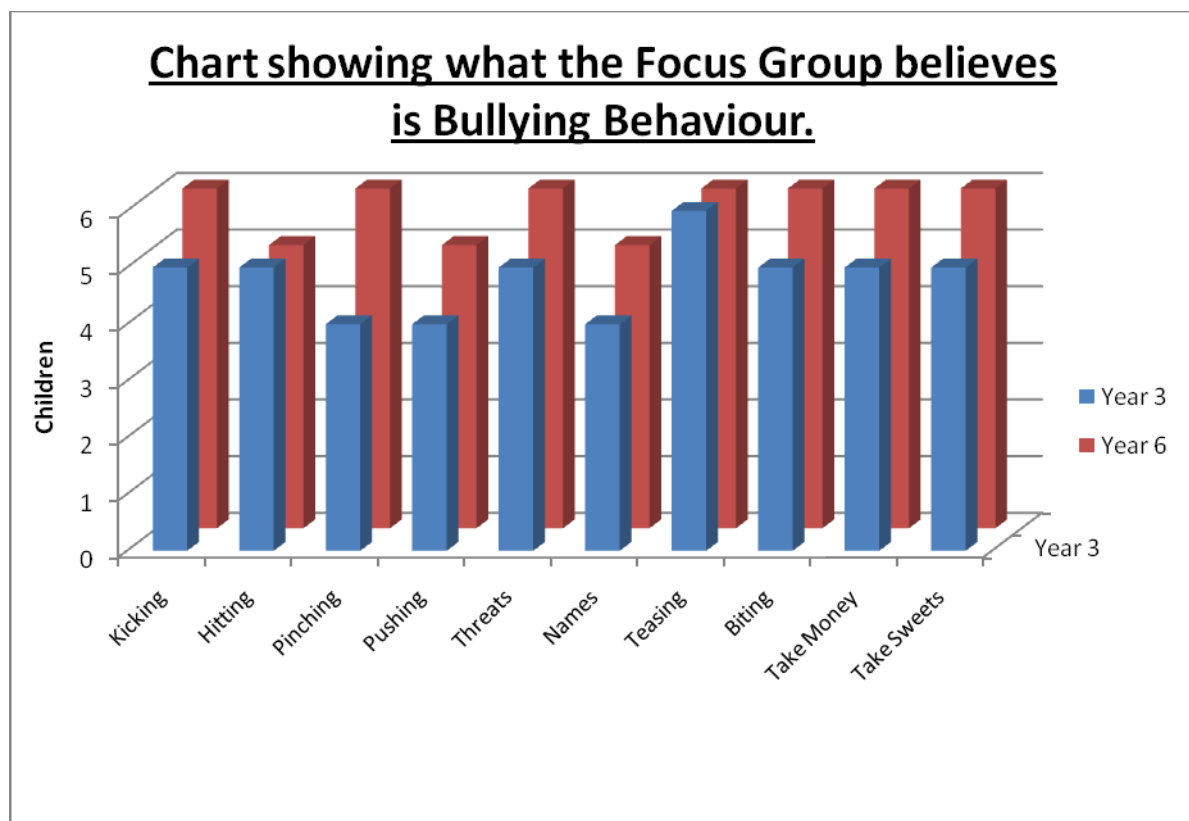
Figure 2

Figure 2 illustrates that from the responses received, every behaviour listed was seen as bullying behaviour by most of the children in both of the focus groups. All of the Year 6 children listed seven of the behaviours as bullying. It should be noted that on their questionnaires, all of the Year 6 children made some mention of the fact that these behaviours were only bullying if they complied with the Pattern Repeated and Planned rule (PRP).

The Year 3 data is more random as the children have no framework in place to judge whether a behaviour is bullying or not and so they class any negative behaviour as bullying. If I was going to ask this question again I would probably create a number of scenarios, illustraiting PRP and single incidents of unacceptable behaviour. This would give a better indication of the understanding the pupils had of each behaviour and the data would be more clear as to whether the behaviour was seen as bullying or not.

Question 4. How many times have you been bullied in the last three months?
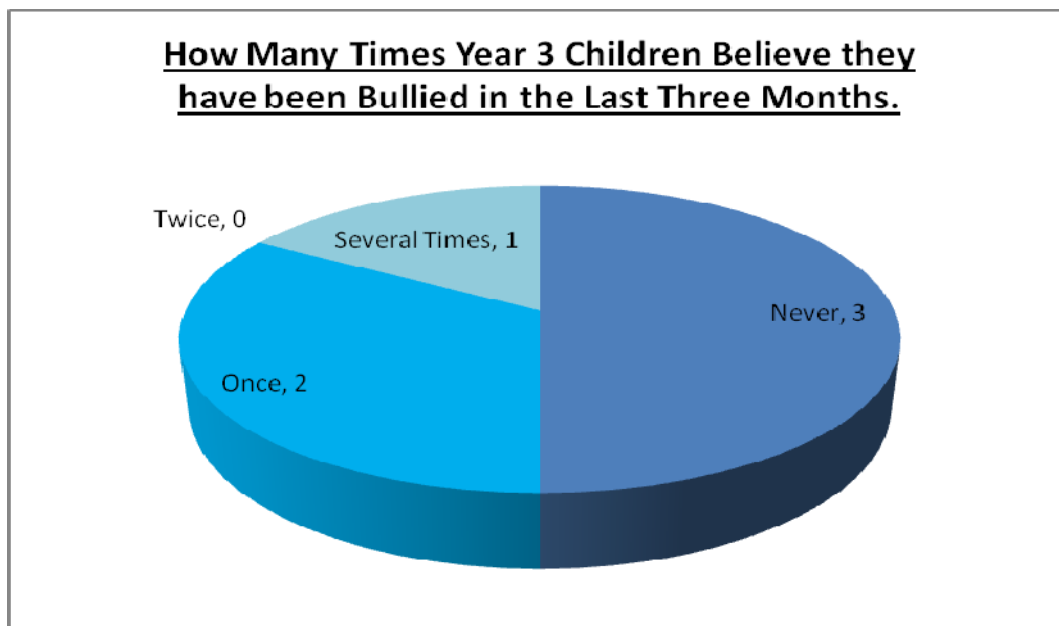
Figure 3
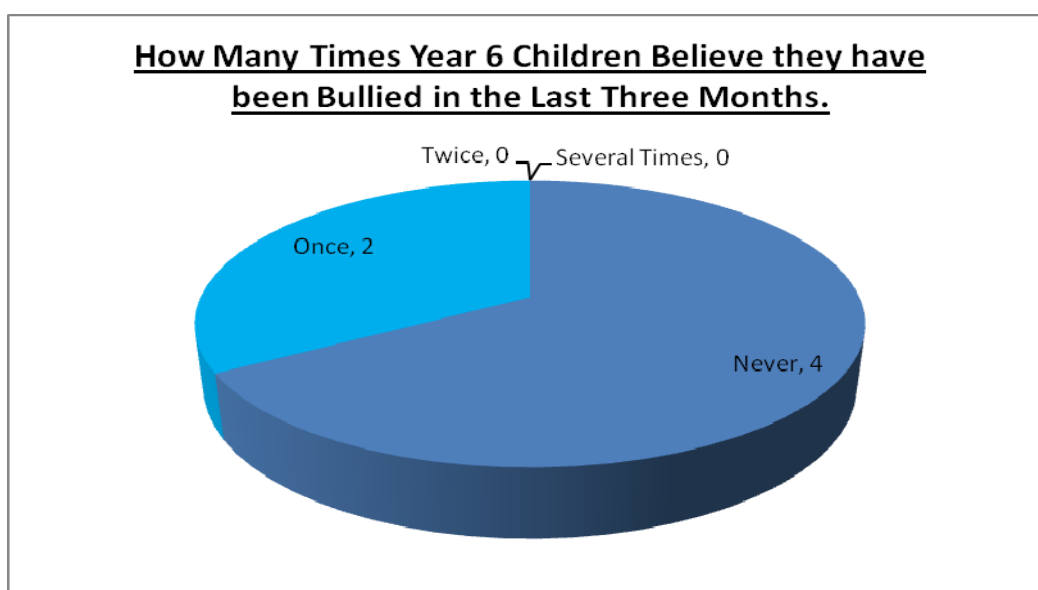
Figure 4

Figures 3 and 4 report experiences of being bullied during the last three months. Firstly, it must be remembered that from previous data, Year 6 should have a greater understanding than Year 3 on what is deemed to be bullying behaviour. The data shows that most children from the focus groups do not believe they have been bullied recently (two-thirds from Year 6 and half of Year 3). In the Year 3 focus group, half of the pupils believe they have been bullied with one believing they have experienced bullying several times. The amount of weight that can be given to this data depends on whether how well the children from Year 3 have the ability to detect bullying is taken into consideration.

Year 6 report two bullying incidents and I would expect them to judge the behaviour quite well. This data could be compromised however, by a pupil who has had some unpleasant behaviour directed towards them which is not bullying but they classify it as bullying because they were upset and angry that it happened to them.

Question 5. Where do you think bullying is most likely to occur during the school day?
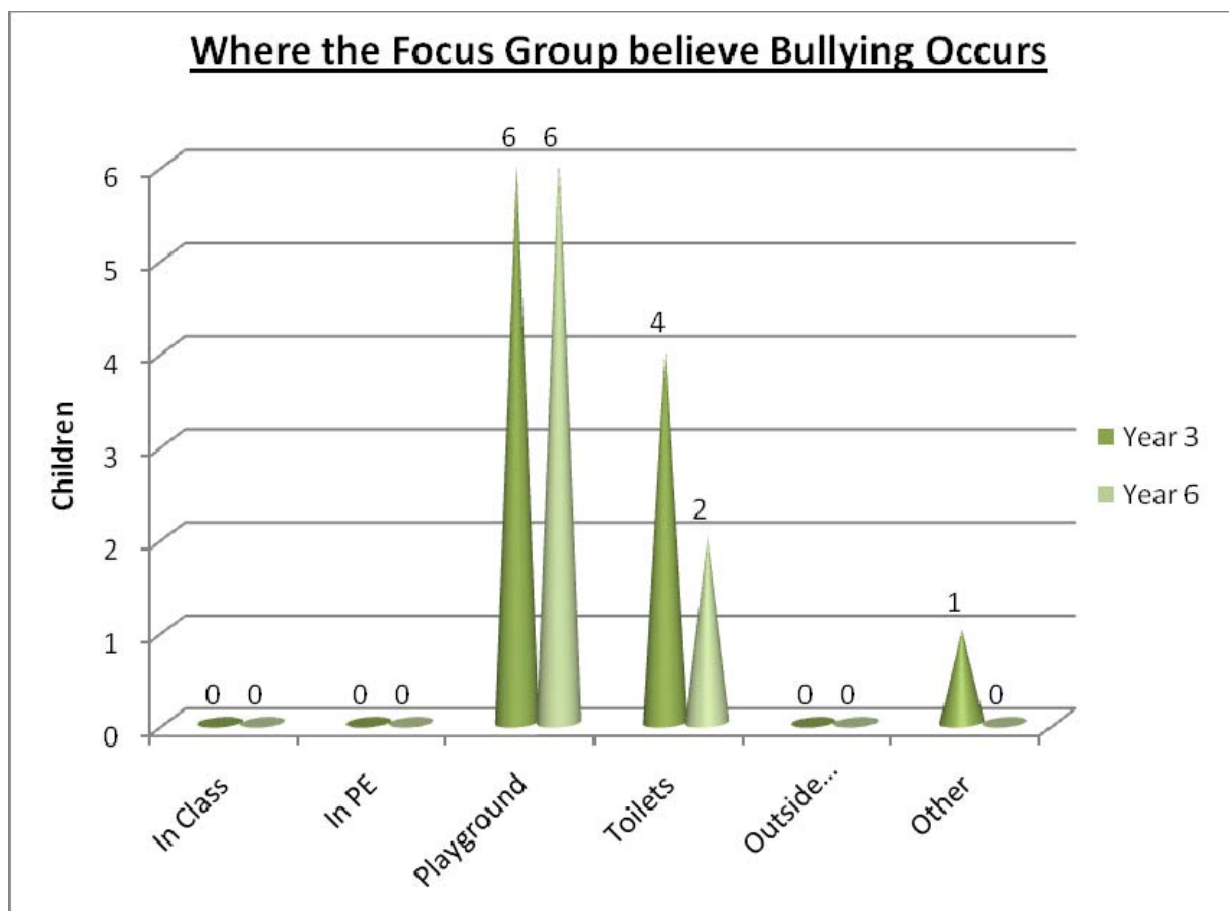
Figure 5

Figure 5 has a major influence on the findings in this research. The data shows 100 per cent of children from both focus groups identify the playground as being a key area where bullying takes place, while 67 per cent of children in Year 3 and 33 per cent of children in Year 6 cite the toilets as the second most common place to encounter bullying behaviour. This data does suggest that the playground and the toilets are places of most freedom and least supervision during a school day, making them a frightening place to be for many children.

Question 8. 'Bullies are usually...'

Children in the Focus Group answering 'Bullies are usually?'
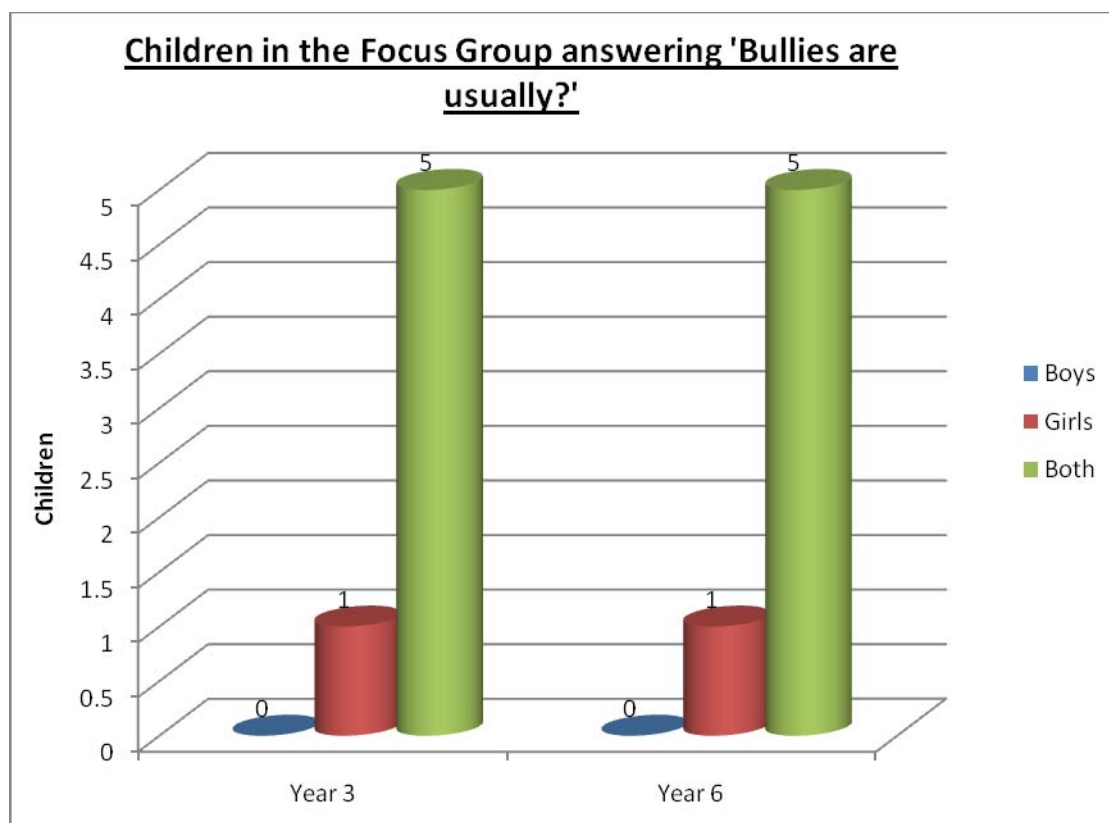
Figure 6

Figure 6 shows the focus groups' responses to which gender they think are more likely to be bullies. The responses are exactly the same in both focus groups, with five children from each group stating that both girls and boys can equally be bullies and one pupil from each group felt that girls are more likely to be bullies. The participants who gave this answer were both girls. These girls may have experienced being bullied by a girl and as a result their perception is distorted.

Theme – Policy and Support

Question 6. 'I know all about the school's anti-bullying policy'

Children in the Focus Group answering 'Are you aware of the school's anti bullying policy?'
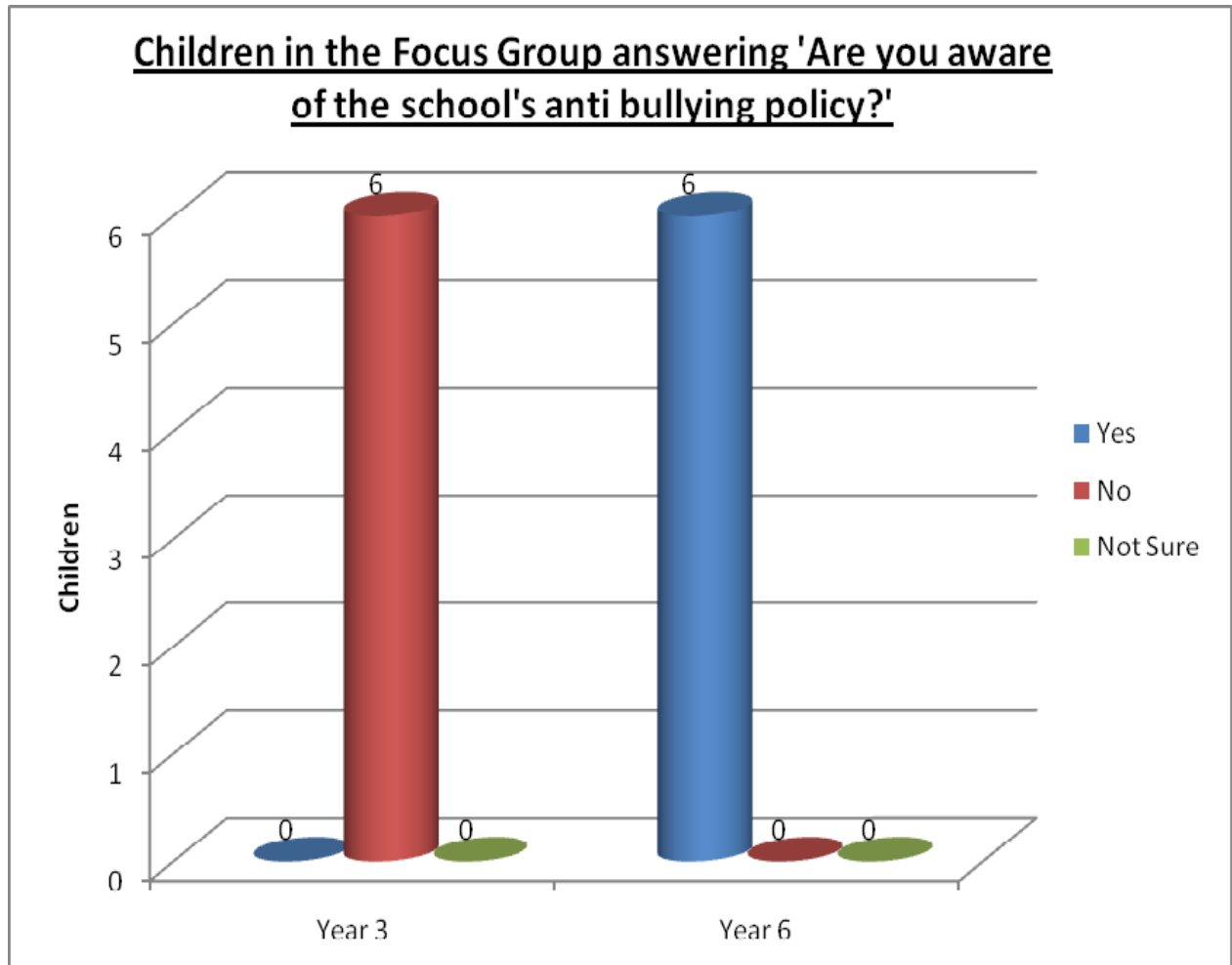
Figure 7

Figure 7 validates the notion that Year 6 have absorbed the lessons they have been taught on bullying. All the children in Year 6 responded they were confident in their knowledge of the anti-bullying policy, while every child in Year 3 disagreed with this statement.

Question 7. 'I know who to talk to if I am bullied'

Children in the Focus Group answering 'I know who to talk too if I am bullied?'
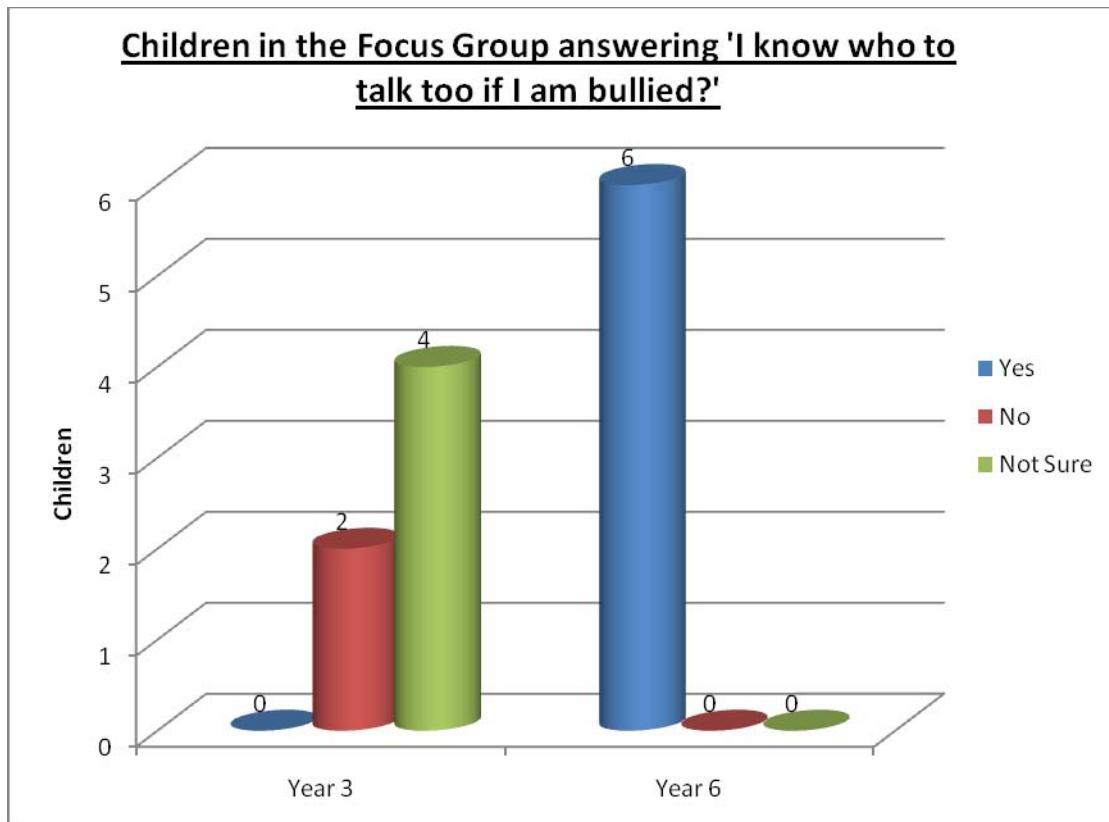
Figure 8

Figure 8 shows that all the children from Year 6 know who to speak to if they were being bullied, while there is a mixed response from Year 3, with four children stating they are not sure who to talk to and two children stating they do not know who to speak to if they were bullied.

Question 9. 'I know what to do if one of my friends is being bullied'
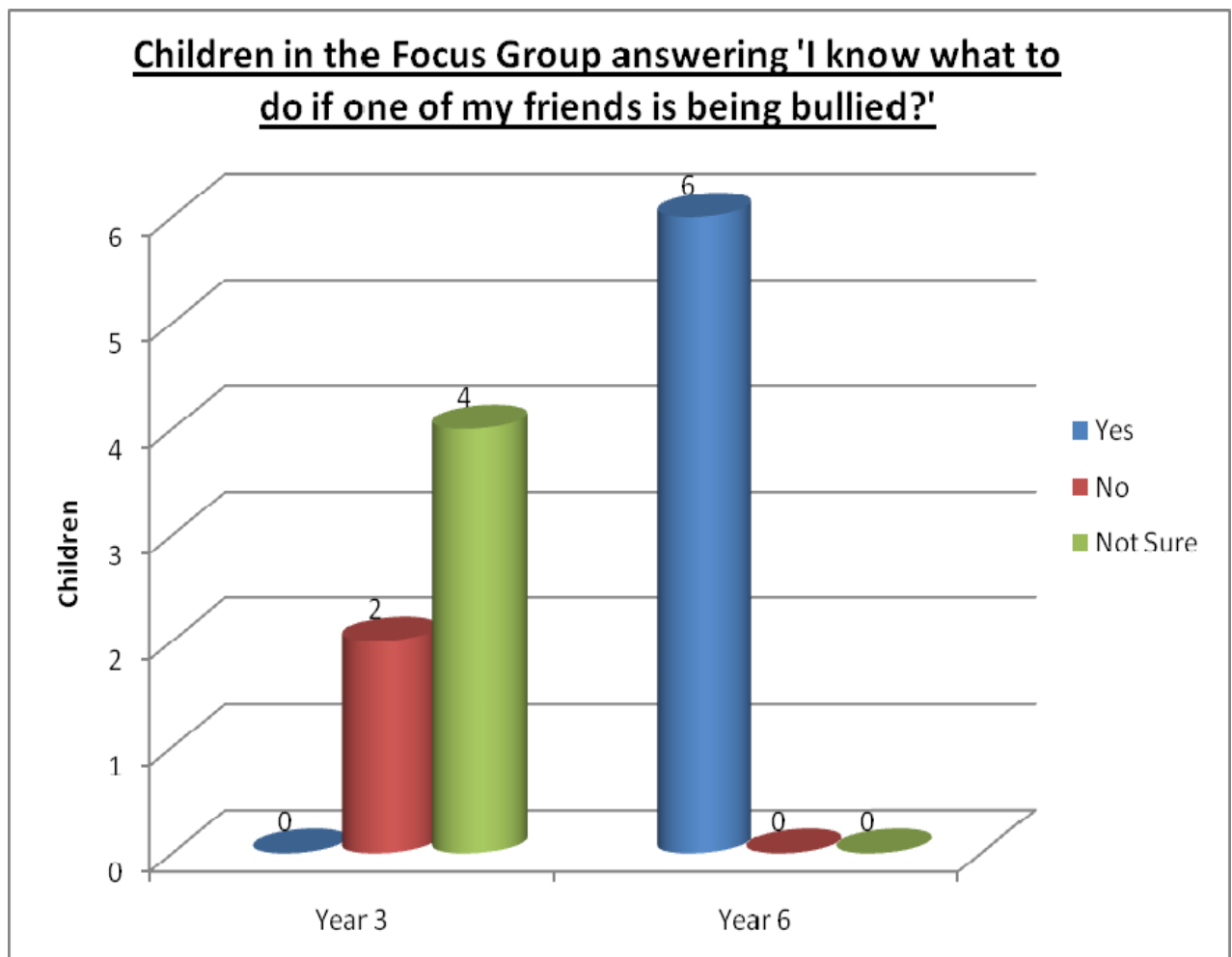
Figure 9

Figure 9 illustrates which children in the focus groups know what to do if one of their friends is being bullied. All of the children in Year 6 agreed with this statement, while four children from the Year 3 group were not sure and two children did not know what to do. One would expect that the training builds on random personal experience and gives a proper framework for procedures to be followed, particularly in the case of a properly identified bullying incident (PRP).

Data collated from the lunchtime supervisors' questionnaires completed prior to the commencement of training

Table 3A collates the data received from the LS's questionnaires. The responses have been organized into themes, which can be easily identified by the headings and with each theme being shown in a different colour.

Table 3A

No	Question	Yes	No	Not sure	Comments
Theme 1)	**The nature of bullying** What behaviour do you regard as bullying?				Name calling, fighting, pushing, pullling, smacking, grabbing, taunting were all behaviours the lunchtime supervisors regarded as bullying
2)	Can you describe what the term bullying means?		3		Two said being pushed and picked on One said being nasty
3)	Do you think bullying occurs in this school?	6			
4)	Are bullies more likely to be girls or boys?				Five stated both genders could equally be bullies One stated girls are more likely to be bullies
5)	How would you describe a typical bully?				Two stated there was not a 'typical bully' Four used a combination of the following words: acts tough, unpopular, a coward or a leader of a group
No	Question	Yes	No	Not sure	Comments

Theme 6)	**Policies and procedures** Have you ever seen a copy of the school's anti-bullying policy?	1	5		
7)	Do you know where the anti-bullying policy is kept?	1	5		
8)	If a child reported a bullying incident to you, do you know the procedure to folllow to ensure it is dealt with properly?			1	
Theme 9)	**Empowerment and training** What do you hope to learn from the anti-bullying training?				Three hoped to learn the answers to the questions in the questionnaire Two wanted to know the procedure to follow should a bullying incident occur One said, 'so that I can see who is being properly bullied and know what to do'

**Data received from the lunchtime supervisors
after they had participating in the training programme**

Table 2.2

Ques No	Question	Yes	No	Not sure	Comments
Theme 1)	**The nature of bullying** Out of the following list, which behaviour do you regard as bullying? *Hitting, swearing, punching,*	6			All participants thought that all the behaviours listed were bullying provided they were PRP

	teasing, kicking, fallling out				
3) 4)	What are the three letters that help to describe bullying and do you know what they stand for?				All the lunchtime supervisors could explain PRP and knew it stood for Pattern, Repeated and Planned.
Theme 5) 6)	**Policies and procedures** Do you know where the anti-bullying policy is kept and what procedure to follow should an incident be reported?	6			The LS's were 'confident' they knew the details of the policy and who to go to if an incident was reported They felt 'proud' the children were pleased and surprised they knew about PRP
Theme 2)	**Empowerment and training** *Did you find the training session useful*? If so, which particular part did you find most helpful?				All the repondents stated they found the sessions useful, three commenting that they found the **PRP** tool very helpful
7)	Have you used your new knowledge of bullying on the playground since you have had the training?	5	1		Two respondents replied 'yes'. Three replied they had used their new knowledge a lot and one stated they had not needed to but thought it would be useful when required
8)	*Would you like more training sessions to support you in your role?*	6			One said 'I would like more information to do with it and other things' and two stated, 'I think more training would be very useful'

Implications for practice

While bullying does not simply originate within a school, research suggests that the structure and culture a school generates can have a marked effect on either reducing, containing or exacerbating bullying behaviour (Hargraves 1967; Power et al. 1972; Rutter et al. 1978). Schools have to ensure that they are not simply generating new rules, policies and procedures but maximizing the involvement of parents, children, teachers and supervisory staff in the process of cultural change and the prevention of bullying.

I believe that bullying and anti-social behaviour is least likely to occur in an organization where everyone is equally valued, where effective integrated working is a natural process and where information flows upwards and downwards and is diseminated and discussed among all levels of staff. In this way, the key elements of the anti-bullying policy are relevant to all members of the school community, enabling everyone to experience ownership of the policy and the necessary procedures it entails.

Children have a perceived understanding of the hierarchy between teachers and support staff and this certainly extends into the playground. As the research illustrates (Figure 5) the playground or toilets are the places of most freedom and least trained supervision in a school day. The quality of playtime supervision is crucial in developing and maintaining a safe playground but understandably this provision is one of the most difficult challenges schools face. The initiatives outlined in this research have had a positive impact, not only in raising the profile and professionalism of the lunchtime supervisors, but this is reinforced when children see adults collectively working together and taking bullying seriously. This produces a more cooperative atmosphere in the school and increases the self-esteem of the lunchtime supervisors.

Lunchtime supervisors have a key role in being responsible for the safety and welfare of children, in vulnerable places like the playground. Connexions Direct (a sub-site of the Department for Education) describes the role as a very intense position, which finds lunchtime staff feeling 'undervalued and unsure of their place within the school' (Connextions website).

As the playground is their domain they should be equipped with the right tools to be effective in their role and to filter out unsubstantiated claims of bullying, thus leaving teachers, who have finite resources, to be better able to deal with true bullying.

The study suggests that the lunchtime supervisors' participation, used as a proactive and reactive tool, can be essential in keeping our young people safe. The U.S. Department of Justice (2004) concluded that it is not enough for victims to be encouraged to 'stand up to bullies', without appropriate adult support or intervention.

The Every Child Matters agenda strongly advocates that staff within the children's workforce work in partnership to 'protect children and young people from harm and help them achieve what they want in life (ECM 2004).

The key elements in the process of training the lunchtime supervisors and the pupils were to facilitate communication between all members of the school community and harness their collective resources in implementing the anti-bullying policy.

Conclusion

Every child has the right to be safe from violence and intimidation, both in the classroom and during break times. An important step is to change the attitude that bullying is socially acceptable and to stop bullying from happening. Those who are victims of bullying should be encouraged to not give up and to believe that bullying is totally unacceptable.

The results in this study highlight the necessity of a systemic intervention programme that addresses not only the individual characteristics of bullies and victims, but also the roles of the peer group, teachers and the school.

The need for the lunchtime supervisors to be empowered with more knowledge is reinforced by their responses in the surveys. When a large number of children of all ages congregate in an area which has limited and untrained supervision problems are bound to occur. Researchers have recognized that boredom, noise levels, unsupervised areas and negative interaction with other pupils all contribute to the playground being a frightening place for many children. Yet little research or resources are readily available regarding this lack of provision. Lunchtime supervisors have a challenging role meeting the needs of all pupils in this environment and are often less likely to notice an unhappy or upset child.

The most important aspect of policies will often be the impact that the process of their delivery has on the culture and ethos of the school. The increased confidence and satisfaction felt among the lunchtime supervisors impacted on the playground, and on relationships between other members of staff and the children.

The tool that was passed onto to the lunchtime supervisors gave them confidence to feel committed to the project and appreciating that they were trusted by staff and pupils. This held the key to the effective interevention of bullying.

No initiative is a quick fix but it was evident that the initiative was a simple cost-effective approach that had a significant impact on the school. The readiness and enthusiasm with which the children and the lunchtime supervisors engaged in the training and which were carried forward after the training had been completed were probably just as significant as the impact the training itself had on the school. For this process to happen, efective communcation between people at different levels in the school is a key element to successful integrated working.

As discussed in the Introduction, this initiative cannot stand alone but must be part of a culture of care and fluid communication between all members of the school community.

I hope that this report will inspire similar preventative action elsewhere, as we all have a responsibility to invest energy and commitment into making sure we do

everything in our power to 'protect children and young people from harm and help them achieve what they want in life' (ECM 2004).

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Environment

• Classrooms
• Playground
• School field
• Toilets
• Hidden areas

Staff / Support staff
• Regular training
• Effective communication

Pupils

• Training
• Circle time
• Playground Mates
• School Council
• Identified MS
• Identified private space

Effective Anti-Bullying Policy

Parents
• Educate
• Inform
• Identified MS
• Transparency

Policy and Procedures
• working document
• Updated regularly
• DT to be responsible
• Regular training for all staff and pupils
• correct model for school

Whole School Policy

Whole school initiatives to combat bullying

- Circle time – review of rules – objective of lesson

- Write / put on board label of BULLYING

- Go through definition and explain

- PRP explain

- Jumble up words and practice till everyone knows the definition
  Remove words one by one etc

- 2 scenarios - when is it bullying and when is it not???

- Go round circle, each saying one word of bullying definition

Circle Time ; names – practise active listening and active speaking.

Review definition of bullying

POWER – Bullies are nearly always more powerful than their victims

SUPPORT-Bullies choose victims usually on their own.

ONGOING- Bullies enjoy worrying or upsetting someone regularly.

PLANNED- They enjoy planning how to upset their victim

It is not usually the action but the plan of the action intended to upset the victim as much as possible.

WHY?

BULLYING IS LEARNED

Home / brothers or sisters / friends

If they see bullying gets results and gives a sense of power they will copy.

Usually inside bullies are weak.

The only way they can feel better is to make someone look and feel smaller than them.

BULLYING OCCURS EVERYWHERE AND TO ADULTS AS WELL AS CHILDREN

Reasonable people become bullies when driving.

May begin with name calling and teasing and then move onto more dangerous things.

Story

Jenny couldn't see the girls yet, but she knew they were there.
The same place every morning. Under the big tree in the school grounds

APRIL , LISA and BETH especially APRIL

Here she comes, April shouted loudly. She was always the one to start it.
Lisa and Beth giggled and laughed.
Jenny stared at the pavement and kept walking.
She's not talking today, April teased. Jenny didn't turn round.

Adjusting her school bag she lent forward and carried on walking.
April continued trying to make horrible comments while the other two girls carried on laughing.

Suddenly. Jenny felt something hit her from behind her as April grabbed her bag and pulled it, making Jenny loose her footing and fall in a heap on the Pavement. The girls rushed off laughing.
Look everybody, said April, she hasn't learn to walk properly yet! And Beth and Lisa fell about laughing.
Jenny stood up, brushed the dirt off her coat, straightened her glasses and began to walk away.

Two boys from her class, James and John were there but they looked embarrassed and backed away. Sue, a really nice girl she sometimes played with in break looked at her with a sad expression, shrugged her shoulders and wandered off.

Jenny stood there wondering why they didn't come and help her
Suddenly she jumped as she felt a hand on her shoulder. She swung round to see Maria, her friend standing there. Maria was the only real friend she had made since coming to the school a few months ago.

Are you ok Jen she said, did you hurt yourself?? Hurt myself said Jen, do you think I did this to myself? Didn't you see them knock me down. No, said Maria, I just saw you sitting here with everyone laughing
Jenny started to cry. I don't know why they hate me so much, I haven't done anything to them.
Don't worry Jen ,it's not you. No one likes April, I've known her for years.

She thinks she's big.
What about Beth and Lisa asked Jenny? They are always so nice on their own
April bosses them around and they do everything she says. They all live in the same block . April invited me over once and I didn't like it at all. Her mom was really mean to me and kept shouting at April all the time. I never went back. I think Beth and Lisa are frightened of April because she lives so close to them.
All day long Jenny felt miserable. She couldn't concentrate on her work.
In lessons she tried not to look at anyone especially, James and John, although they still looked quite embarrassed and tried not to catch her eye either.
She had to work with Lisa in PE and she couldn't understand how she seemed totally different and even a bit apologetic about the morning.

After school Maria came over to Jen. Why don't we walk home together and I'll meet you in the morning on the way to school. Jen looked at Maria Could you she said? Of course I will. You know said Maria, I think we should talk to one of the teachers and see if there is something we can do to help out other children

That evening Jen thought about what Maria had said. She missed her old school but actually safely at home, she felt quite sorry for April. She had hated April being nasty to her for just a minute but if April had to put up with that at home all the time it must be awful. She would go with Maria and talk to a teacher tomorrow and see what they could do to help other children.

But for now she was going to write a poem for her literacy homework.

Hopefully tomorrow will be better and she would get on the school council and see if she could do anything to try and help children who may be in a similar situation to her today

Circle Time Lesson Programme

Autumn Term

DATE	LEARNING OBJECTIVES AND ACTIVITIES	LESSON no	CLASS	EVALUATION
Wk beg 5th Nov 12th Nov	<u>Learning Objectives</u> Pupils will learn the real definition of bullying. PRP They will be able to identify the 3 areas of a bullying situation. Bully- victim-bystander. How they feel and why they act how they do. Jenny's story. Remind children to listen out for names of children and people in story. Read and tell story using book and adding onto points. Discussion points throughout the story. Bullying definition. 3 types of people in the bullying story. Discuss, who was who and how they reacted. Plenary, summing up key points.	1		

Wk beg 19th Nov 26th Nov	*Children will learn why the bully bullies. *Children will understand what to do to avoid being bullied. *Children will understand that bullies may need help themselves Circle time – names – bullying review – definition. ➢ circle time – pretend to be someone else. ➢ Bullies wear a mask. ➢ Who do we talk to if we have a problem HOW DO WE PREVENT OURSELVES OR OTHERS BEING BULLIED – use prompt sheets.			

Appendix 3

Lunchtime supervisors Anti Bullying Training

Autumn Term

DATE	LEARNING OBJECTIVES AND ACTIVITIES	LESSON no	CLASS	EVALUATION
Wk beg 5th Nov 12th Nov	**Learning Objectives** What is Bullying – Brain storm – discussion LS will learn the real definition of bullying. **PRP** They will be able to identify the 3 areas of a bullying situation. Bully- victim-bystander. How they feel and why they act how they do. Jenny's story. Discussion points throughout the story. Bullying definition. 3 types of people in the bullying story. Discuss, who was who and how they reacted. Plenary, summing up key points.	1		

Wk beg 19th Nov 26th Nov	*LS will learn why the bully bullies. *LS will understand what to tell pupils to help them avoid being bullied. *LS will understand that bullies may need help themselves and who to refer them to Circle time – names – bullying review – definition. ➢ Circle time – pretend to be someone else. ➢ Bullies wear a mask. ➢ Who do we talk to if we have a problem ➢ HOW DO WE PREVENT OURSELVES OR OTHERS BEING BULLIED – use prompt sheets.			

Alcott Hall School Anti-Bullying Policy

Definition

Bullying is wrong. There are no exceptions to this statement.

Bullying is any action that hurts or threatens another person, either physically or mentally.

Bullying is done with the intention of causing distress and usually takes place over a period of time.

At Alcott Hall School we will work together to both prevent bullying and deal effectively with those incidents that occur. This reflects the aims of the school.

Responding to Bullying

1) <u>Reporting Incidents</u>

We will encourage pupils to report incidents of bullying by:

a. Maintaining a high level of awareness of issues through regular training for staff and pupils, the School Council, assemblies, workshops, PSD modules, circle time and 'life skills' sessions.
b. Providing systems that make it easy for pupils to report incidents confidentially (member of staff, Inclusion Team, Playground mate, Lunchtime supervisor).
c. Taking seriously and responding quickly to reported incidents.
d. Providing training for staff (teaching and non-teaching, specifically lunch time supervisors) and children to respond appropriately, when incidents come to light.
e. Following training procedures all staff and pupils identifying bullying as **PRP-a Pattern of repeated, Planned cruel behaviour.**

2) <u>Strategies for dealing with Incidents</u>

In incidents of bullying there will be victims and bullies. We recognise that there may also be 'followers and stirrers' who support or provoke bullying behaviour.

When a bullying incident occurs, verbal or written reports will be obtained from those involved, including witnesses. A range of strategies will be considered, according to the particular incident investigated. As a general rule the victim will be involved in decisions about strategies used for a particular incident.

In addition to dealing with the bully in accordance with existing sanctions, we will try and help toward modifying bullying behaviour. When required, a victim support group, run by a member of our Inclusion team, offers help to pupils identified at being at risk from bullying. Specialised Playground Mates also monitor and offer support during break and lunchtime. Lunchtime supervisors will work with the playground mates to ensure specific bullying behaviour is reported correctly.

Recording and Monitoring of Bullying Incidents

All incidents of bullying will be recorded by the Class Teacher or PCW. Serious incidents will be referred to the Head Teacher and when appropriate, reported to the parents.

There will be frequent monitoring of the situation, through the regular Anti-Bullying Campaigns and the School Council.

At Alcott Hall School, we believe that all pupils have the right to feel confident, safe and valued.

Therefore, we all have a responsibility to respect ourselves and others and report all incidents of bullying.

Role Of The Inclusion Team In Relation To A Whole –School Four Stage Response To Bullying.

Members of the Inclusion Team are non-authority figure, using the no-blame approach to resolving incidents of bullying which come to their attention. As a **first stage response** to resolving the conflict, using this model, various options are discussed with the victim. Clarification that the incident is bullying will be sought by using the **PRP** method.

Once confirmed that the incident is bullying, the victim is given the choice as to whether they would like :

- The Inclusion Team worker involved
- other staff involved
- parents involved

The worker in these instances, will support the pupil and take their wishes into consideration. If the pupil would like the worker to resolve the issue, the worker will use the 'No Blame Approach'.

The exceptions to the above are where;

- in the judgement of the worker there have been serious incidents of violence
- there is immediate danger to a pupil
- Child Protection procedures require the case to be referred.

If any of the above are true, the worker will refer the incident to the appropriate person and continue to support the pupil, if necessary.

If having used the 'No Blame Approach', the bullying continues, the worker will refer the case to the appropriate member of staff. The worker will continue to support the victim. **This is the second stage response to a whole school policy.**

Should the bullying continue, the case is then be referred to the Head Teacher, who may notify the parents of the concerns identified. **This is the third stage response.**

The fourth stage response is to exclude the perpetrators of the bullying, with support of the Governing Body.

Dealing with Incidents of Bullying
(Inclusion Team Approach)

A. The Interview

1) Use listening skills to find out exactly what happened.

2) Clarify the incident is **PRP**

3) Complete the bullying report form

4) Ask the victim what their options are at this stage

5) Summarise the options available

6) Ask the victim which option they think would be best

B 'No Blame Approach' when confronting a bully

1) Be friendly and positive. (Let the victim know what is going to happen. Go through the key points. Bully may tell lies. It may appear like you are on their side.)

2) Point out the victim did not want to get them into trouble.

3) Point out the purpose of the meeting is to look for a solution, not dwell on the past.

4) Summarise what you have heard so far.

5) Listen to their side of the story

6) Ask them how they think the victim has been feeling

7) Ask them what they could do to solve the problem

8) Before they leave thank them for their co-operation.

C) Follow Up

1) Monitor the victim regularly and re-visit one week later.

2) Ask them if the situation has been resolved

3) If it is resolved, thank the bully for their co-operation.

In practical terms we have...........

- A Whole School anti-bullying policy.

- Clear definition of bullying for all staff and pupils to use. **PRP** (The behaviour is a **P**attern of **R**epeated, **P**lanned)

- A range of approaches for dealing with incidents.

- Training for all children through circle time

- Training for staff and specific training for Lunchtime supervisors.

- Playground Mates scheme

- Special assemblies.

- Anti-bullying board in the 'Reflection Zone'

- Introducing models of behaviour through the 'SEAL

- Programme' in PSD

- Participate in the national Anti-Bullying week each November

- ➢ An initial point of contact (members of the Inclusion Team)

- ➢ Bullying report form

- ➢ Files for reference, if required at a later date.

Definitions of Bullying

"A person is being bullied when he or she is exposed, repeatedly and overtime, to negative actions on the part of one or more persons."

(Olweus 1987)

"Bullying is any action which hurts or threatens another person, either physically or mentally. Bullying is done with the intention of causing distress and usually takes place over a period of time."

(Alcott Hall School Anti-Bullying Policy 2003)

"Bullying is a Pattern of Repeated, Planned, cruel behaviour." PRP

(KS2 pupil – Alcott Hall School 2003)

"Bullying is when someone is very cruel, to someone else, over and over, again and again.

(KS1 pupil –Alcott Hall School 2005)

Bullying /Incident Report Form

Alcott Hall School

Date..............

Pupils name..   Class.............

Incident reported by pupil ...... Parent .....   Teacher ......   Other......

Name of Member of Staff present..

Definition of Bullying ....   PATTERN, REPEATED, PLANNED **(PRP)**

Briefly describe what happened;

....

....

....

....

....

....

When did it happen..

Where did it happen..

Has it happened before?..

Were there any witnesses ?...

Action required...

....

....

....

....

Signature of pupil..

Signature of Member of Staff present...........................

Review date...

Review comments..

....

....

Bullying /Incident Report Form

Alcott Hall School

Date..............

Pupils name..   Class.............

Incident reported by pupil ...... Parent .....   Teacher ......   Other......

Name of Member of Staff present...

Definition of Bullying ....   PATTERN, REPEATED, PLANNED

Briefly describe what happened;

....
....
....
....
....

When did it happen..

Where did it happen..

Has it happened before?..

Were there any witnesses ?...

Action required...

....

....

....

Signature of pupil..

Signature of Member of Staff present...........................

Review date...

Review comments...

....

....

....

BULLYING REPORT FORM

ALCOTT HALL SCHOOL

DATE..............

PUPILS NAME... CLASS....................

INCIDENT REPORTED BY PUPIL........... PARENT........TEACHER.........

FILLED IN BY ....

DEFINITION OF BULLYING...... PATTERN, REPEATED, PLANNED ?

WHO WAS BULLIED..

WHO WERE THE BULLIES?..

WHEN DID IT HAPPEN?..

WHO WITNESSED IT ?..

HAS THIS HAPPENED BEFORE?..

....

BRIEFLY DESCRIBE THE INCIDENT

ACTION TO TAKE

REVIEW DATE………………

REVIEW REPORT

Appendix 5

Anti-bullying questionnaire

Year _____ Boy   Girl   ☐   ☐

Please tick one box for each statment,
based on whether you agree or disagree

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
	1	2	3	4	5
1) I know what the word 'bullying' means	☐	☐	☐	☐	☐
2) Bullying has not happened in my year during the last 3 months	☐	☐	☐	☐	☐
3) I know about the school's anti-bullying policy	☐	☐	☐	☐	☐
4) Boys are more likely to bully than girls	☐	☐	☐	☐	☐
5) I know who to go to, if i am bullied	☐	☐	☐	☐	☐
6) I know what to do, if a friend is being bullied	☐	☐	☐	☐	☐

7)

I know what happens to bullies, if they are caught

1	2	3	4	5

8)

I understand why bullying is bad

1	2	3	4	5

9)

Children who bully, grow up to be bullies

1	2	3	4	5

10)

Bullying is not nice and makes children sad

1	2	3	4	5

Appendix 6

Children's anti-bullying questionnaire

Please consider the following questions and answer as honestly as you can. Your name does not have to appear anywhere on the form.

1) I am in year............... I am a boy ☐   I am a girl ☐

2) Do you know what bullying means

   Yes ☐   No ☐   Not Sure ☐

3) Place a tick in any box you feel may be bullying behaviour.

   Kicking ☐
   Hitting ☐
   Pinching ☐
   Pushing ☐
   Making threats ☐
   Calling names ☐
   Teasing ☐
   Biting ☐
   Made to give money ☐
   Made to give sweets ☐

4) During the last three months I have been bullied

   Never ☐

   Once ☐

   Twice ☐

   Several times ☐

5) The places in school where I think bullying is most likely to occur would be;

In class ☐   In PE ☐   At playtime ☐

In the toilets ☐   Other.....................

6) I know all about the schools' anti-bullying policy

Yes ☐   No ☐   Not sure ☐

7) I would know who to talk to if I was bullied.

Yes ☐   No ☐   Not sure ☐

8) Bullies are usually

Boys ☐   Girls ☐   Both ☐

9) I know what to do if one of my friends is being bullied

Yes ☐   N ☐   ☐ot sure

Thank you for answering the questions.

Appendix 7

Lunchtime Supervisors Anti-bullying questionnaire

I am currently researching the effectiveness of involving key workers, (lunchtime supervisors) in the implementation of the school's anti-bullying policy. I would therefore, appreciate a few minutes of your time to answer the following questions, prior to receiving the anti-bullying awareness training programme.

1) What behaviour do you regard as bullying?

2) Can you describe what you think the term 'bullying' means?

3) Do you think bullying occurs in this school?

Yes ☐   ☐   Occasionally ☐

4) Are bullies usually boys or girls?

Boys ☐   Girls ☐   Both ☐

5) How would you describe a typical bully?

6) Have you ever seen the school's anti-bullying policy?

Yes ☐   No ☐   Not sure ☐

7) Do you know where the anti-bullying policy is kept?

Yes ☐   No ☐   Not sure ☐

<u>Lunchtime supervisors Anti-Bullying Questionnaire ctd</u>

8) If a child reported a bullying incident to you, do you know the procedure to follow through to ensure it is dealt with properly?

Yes ☐   No ☐   Not sure ☐

9) What do you hope to learn from the anti-bullying training?

10) What would you hope to do with the information you will learn?

Thank you for answering this questionnaire

Appendix 8

School A Lunchtime Supervisors questionnaire after training

I am currently researching the effectiveness of involving key workers, (lunchtime supervisors) in the implementation of the school's anti-bullying policy. I would therefore, appreciate a few minutes of your time to answer the following questions, now you have participated in the anti-bullying awareness training programme.

11) Out of the following list, which behaviour do you regard as bullying? (You may add others if you wish.)

        Hitting   swearing   punching   teasing   kicking   falling out

(please add any other comments)..

12) Did you find the session useful? If so which particular part did you find most helpful?

....

13) What are the three letters that help to describe bullying?

14) Do you know what they stand for?

15) Do you now know where the anti-bullying policy is kept?

Yes ☐   No ☐   Not sure ☐

16) Do you know the procedure to follow if a bullying incident is reported?

Yes ☐   No ☐   Not sure ☐

17) Have you used your new knowledge of bullying on the playground, since you had the training?

Yes ☐   No ☐

Any other comments..

18) Would you like more training sessions to support you in your role?

Yes ☐   No ☐

Any other comments..

Appendix 9

Mrs X   Kivarna Hart
Head Teacher   Extended Services
School A
West Midlands

                                                   15th October 2008
Dear
              As you are aware I am currently involved in a practitioner-led research
project, with the Children's Workforce Development Council (CWDC), researching
the topic of bullying. I would like to study the effectiveness of the schools anti-
bullying policy, particularly the involvement of the lunchtime supervisors and the
training they have received. I would also like to observe the preventative strategies
implemented on the playground and seek the views of 12 children from year 3 and 6.
Therefore I am writing to obtain your consent to undertake the study with the
lunchtime supervisors and the children mentioned.

I will initially send out a covering letter to the parents, explaining the research project
and asking for their permission to allow their children to take part in the study. A copy
of the questionnaire will be enclosed, asking for their comments. Once permission
has been granted, the children will be informed during circle time and given the
opportunity to complete their own questionnaire. You will be regularly updated on the
progress of the research.

Providing you are happy with these proposals, can you please complete the form
below to enable me to undertake the research. Please feel free to discuss with me
any queries or questions you may have.

Yours sincerely

Kivarna Hart (Pastoral and Community Development Manager)
.

:::

Completed Consent form from Head Teacher

Practitioner- research project for Kivarna Hart

Name of Head Teacher...

Yes, I understand and agree to your aims and objectives and therefore I give my
consent to your study to be completed at this school.

Signed.................................   Date...................................

Appendix 10

Subject Primary School

Dear Parent / Carer

I am the Pastoral and Community Development Manager at X Primary School. I am currently involved in a piece of research for the Children's Workforce Development Council (CWDC) and I am presently studying different aspects of the schools anti-bullying policy.

To assist me in my studies, all the children in KS2 will be given a questionnaire (see attached) to complete in class and will be asked their views on all issues surrounding the subject of bullying. Your child has been randomly selected to also be part of a small focus group of 6 children, enabling me to discuss further their feelings on this subject.

The results from the questionnaire will be treated in the strictest confidence and no individuals will be named in my final report. Should your child want to withdraw from the group at any time, they may do so.

Therefore, I would be extremely grateful if you could complete the form below, giving your permission for your child to take part in this study. Please discuss this request with your child and return the completed slip in the sealed envelope provided. Everyone's views will be valued and the information provided is vital for my studies and will benefit the way we continue to develop good practice in the school.

If you would like to discuss and expand on any issues raised in the questionnaire please feel free to contact me at school or fill out your contact details at the bottom of this letter.

Thank you for your time and I gratefully appreciate your assistance.

Yours sincerely,

Mrs K Hart

CWDC- Research in Education 2009

....
Anti- bullying Research project

Name of Pupil..   Class ....

I have discussed the contents of this letter with my child and I give my permission for them to involved in the study. I understand that the questionnaire is confidential and they can withdraw from the project at any time, if they feel so inclined to do so.

Signed...   Date.................

Appendix 11

ETHICS COMMITTEE APPLICATION FORM

This form should be used by students conducting research or investigation as part of an undergraduate programme.

It is essential that this form is completed fully and the relevant enclosures are received.

Please write CLEARLY in black/blue ink.

Checklist:

- Copy of application form
- Participant information sheet(s)
- Consent form(s)
- Copy questionnaire

SECTION 1   DETAILS OF APPLICANT

Full Name: …Kivarna Hart……………………………………………………….

Programme of Study: ………CWDC Research Project………………………

Address: …2 Old Mill Road……………………………………………………………

        … Coleshill…………………………………………..

… Birmingham B46 1BG……………………………………………………….

Tel: 01675 465403………………………………………………………………..

<u>SECTION 2   THE PROJECT</u>

Full Title:

"Back to school, back to bullying! " An evaluative study of the impact of partnership working within one school.

Summary of Objectives:

The study will aim to investigate and explore why bullying is still one of the main concerns for children, their parents and professionals in the children's workforce. The research will consider;

1) Why it is so important to have a full understanding of the true definition of the term, 'bullying.'

2) To evaluate the effectiveness of involving a key but marginalised group of workers (lunchtime supervisors) in the implementation of the school's anti-bullying policy.

3) To identify any other positive outcomes that may occur as a result of the pupils and lunchtime supervisors participating in the intervention programme.

start date: Oct 2008   End Date: February 2009

Where will the study take place and in what setting?

The sample will be taken from 110 key stage 2 children and also a focus group of 12 pupils who attend a primary school in the Midlands and are in year 3 and year 6. The focus groups will consist of 6 children from year 3 and 6 children from year 6. There will be 3 girls and 3 boys in each group. All the children are British white. A majority of the pupils come from the local council estate, which is an area of high social and economic deprivation and is currently in the process of regeneration.

6 Lunchtime Supervisors will also be asked to complete a questionnaire, before and after an anti-bullying training session and a further questionnaire will be completed one month after training.

Supervisor:

SECTION 3   PROJECT DETAILS

Brief outline of the project (what are you going to do, what are you going to measure)

This study will endeavour to explore the view that although research on bullying has grown significantly over the last ten years, it still remains a widespread problem in our schools today. The UK's leading charity ChildLine, reported that in 2006 bullying was the main reason children called the helpline and now accounts for one in four calls made to their 24-hour call centre. The study will research and evaluate a proactive initiative which involves working in partnership with the lunchtime supervisors, to ensure the anti-bullying policy becomes an effective working document throughout the whole school.

I will aim to measure the effectiveness of the anti-bullying policy by sending self-administered questionnaires to a focus group of 6 children in Year 3 and Year 6. The rationale behind using these groups is that the younger children often have a different interpretation of the issue and have not yet completed their anti-bullying training. The year 6 children, however, will have completed their training and should be able to demonstrate a greater depth of understanding in this topic. The focus group will allow for a deeper analysis of the children's views and understanding as to how effective the anti –bullying policy and strategies has been and how they could be developed further.

There will be an opportunity for the lunch time supervisors to meet together as a training group and have the opportunity to complete questionnaires at two key milestones. These will be at the initial training session and one week after. Through these methods, I aim to highlight any confusion surrounding the bullying issue and identify the need for every school to have a clear anti-bullying policy that can be effectively communicated and acted upon by all levels of staff within the school environment.

To support the study, I will observe playground practices both before and after training sessions, to gauge the effectiveness of the strategies put in place.

Procedure which involves subjects participation

Are questionnaires to be used in the investigation?   **YES/NO?** **YES**

if yes, please provide a copy

Are interviews to be used as part of the investigation?   **YES/NO?**   **NO**

if yes, please provide an outline

Your experience of this type of investigation

I have participated in a small scale practitioner research study, for the Children's

Workforce Development Council during 2007.

Potential hazards, degree of discomfort, apprehension, pain or stress for subject

This is an emotive subject and may raise mixed views and feelings amongst the

participants. However, my intention is to complete the study in a sensitive and

appropriate way, using the methodology outlined. If the aims and objectives are

achieved, the outcomes will ensure the school is a more safe and healthy learning

environment.(Every Child Matters 2004) There may be some apprehension

relating to the focus group discussions but confidentiality and an awareness of this

will be outlined in the original correspondence. I will also make it clear in the initial

letter that everyone has the right to withdraw from the project at any time.

How will the subjects be selected, approached and recruited? If by letter please
provide a copy

Initially, the parents and carers of Key Stage 2 will receive a letter outlining the aims and objectives of the research project. I will also request Consent will be sought for the children in the focus groups to participate in the study. (Appendix10) The questionnaire will be distributed to all the children in Key Stage 2 during class and the focus groups will complete their questionnaires during a circle time session. The children will be given the opportunity to ask questions. The lunchtime supervisor's questionnaire will provide the opportunity for them to indicate their wish to participate in the project.

What inclusion and exclusion criteria will be used?

All children in year 3 and 6, will be offered the opportunity to be involved in the study. In the correspondence, it will be made clear that any participant may withdraw at any time and should there be any immediate concerns around an individual being bullied, they will be dealt with immediately and in total confidence.

What age groups?

The children will be aged between 8 and 11 years old, whilst it is assumed the adults taking part, will be 24 years old or over.

SECTION 4   CONSENT

State whether the subject's informed consent will be obtained

Orally   **YES**

In writing   **NO**

In the presence of a disinterested third party　　**NO**

If written consent is necessary you must provide a copy of the consent form.

Normally consent should be given in writing and witnessed by a disinterested third party

Are the subjects in one of the following vulnerable groups?

Children under 16　　　　　　　　　　　**YES**

People with learning difficulties　　　　　　**NO**

Other vulnerable groups　　　　　　　　　**NO**

If yes please state what special arrangements have been made to deal with issues

of consent and provide a copy of any form of consent / assent

SECTION 5　　DECLARATION

Notwithstanding the declaration at the end of this form, has each investigator read, understood and accepted the Liverpool John Moores University Ethics Committee's Regulations and Guidelines?

(Please tick)

yes　[X]　no　[   ]

(The World Wide Web address for guidance is:
　　http://www.livjm.ac.uk/research_and_graduate/regulations/hum_vols/index.htm)

Declaration (to be countersigned by the Director of Studies)

I declare that the proposed investigation described in this schedule will be carried out only as described and that at all times the Regulations and Guidelines of the University's Ethics Committee will be adhered to. Before any deviation from the investigation described or from the Ethical Regulations takes place, the written permission of the University's Ethics Committee will be sought.

Applicant's Signature　　　　　　　　　　　Director of Studies Signature

Date   Date

Appendix 12

Bullying Workshop CWDC April 2009

Preparation

Bring
Resources from school – anti-bullying policy, puppets, photos of bench, playground mate jacket, disk, certificates, posters, displays, bullying report sheets, certificates, bullying box suggestions,

Workshop

Various laminated words that describe different behaviours.
2 large coloured circles. One labelled bullying the other labelled – not bullying.

Ask participants to put the labels in the correct circles – brief discussion.

Discuss problems of bullying being interpreted in several different ways, which led to reviewing anti bullying policy and as a result the topic of my research project.

Use following prompts to identify seriousness of true bullying.

POWER – Bullies are nearly always more powerful than their victims

SUPPORT-Bullies choose victims usually on their own.

ONGOING- Bullies enjoy worrying or upsetting someone regularly.

PLANNED- They enjoy planning how to upset their victim

It is not only the action that is upsetting but the plan of the action is a crucial part of bullying and is intended to upset the victim as much as possible.

<u>WHY?</u>

<u>BULLYING IS LEARNED</u>

- ❖ Home / brothers or sisters / friends

- ❖ If they see bullying gets results and gives a sense of power they will copy.
- ❖ Usually inside bullies are weak.

- ❖ The only way they can feel better is to make someone look and feel smaller than them.

- ❖ May begin with name calling and teasing and then move onto more dangerous things.

<u>BULLYING OCCURS EVERYWHERE AND TO ADULTS AS WELL AS CHILDREN – which it is why it is so important to deal with the issue while children are young.</u>

The Children's Workforce Development Council leads change so that the thousands of people and volunteers working with children and young people across England are able to do the best job they possibly can.

We want England's children and young people's workforce to be respected by peers and valued for the positive difference it makes to children, young people and their families.

We advise and work in partnership with lots of different organisations and people who want the lives of all children and young people to be healthy, happy and fulfilling.

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