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4 Bullying Unit 4.1S	
Title	Reviewing a whole-school anti-bullying policy
Level	Getting started
Audience	All staff
Purpose	To support schools to: • review school policy in light of guidance from the DfES • ensure that all aspects of bullying that may occur within the school are addressed within the policy • align the anti-bullying policy to other school policy documents
Possible use	The behaviour and attendance leader or other member of the senior team can use this unit to: • reflect on the school's knowledge and understanding of the guidance on bullying; • review the school's current anti-bullying policy with regard to anti-bullying guidance and the charter.
Impact can be measured by	• an initial rise in the number of reported incidents of bullying prior to a reduction in incidents; • an increase in the number of staff who effectively engage in the procedures adopted for dealing with incidents of bullying.
Links to other action plan toolkit sections	Leadership and management Links with partners and other agencies
Links to other material in this section	Staff: Getting started 4.4S Ensuring all staff in school are aware of the anti-bullying charter and the guidance on bullying Pupils: Getting started 4.1P Including pupils in reviewing a whole-school anti-bullying policy Parents/carers: Getting started 4.4PC Enabling parents/carers to understand and work within the school anti-bullying policy 4.1PC Including parents/carers in reviewing a whole-school anti-bullying policy
Reference to other resources	*Bullying: effective action in secondary schools* (Ofsted 2003) HMI465 *Bullying: Don't suffer in silence – an anti-bullying pack for schools* (DfES 0064/2002) *Bullying – A Charter for Action* (DfES 2003) www.dfes.gov.uk/bullying/pack/CharterPoster_A4.pdf *Tackling Bullying: Listening to the views of children and young people*, Institute of Education, 2003; available from www.dfes.gov.uk/bullying www.dfes.gov.uk/bullying www.dontsufferinsilence.com Human Rights Act 1998 Race Relations Amendment Act 2000 School Standards and Framework Act 1998, Sections 61/62 Besag, Valerie E *We don't have bullies here* (V Besag Publications 1992) ISBN 0952023709 Olweus, Dan (*Bullying at school: what we know and what we can do* (Blackwell, Oxford, 1993) ISBN 0631192417

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Reviewing a whole-school anti-bullying policy

Introduction

Ofsted indicates that the effectiveness of a school's anti-bullying policies is based on the commitment of the headteacher and all staff to maintaining a high level of attention to the issue. Effective schools concentrate on making policies work on a day-to-day basis, rather than acting only when serious incidents come to light. (From *Bullying: effective action in secondary schools*)

All schools have access to the DfES publications *Bullying: Don't suffer in silence* and *Bullying – A Charter for Action*. **Resource sheet 1** lists the contents of *Bullying: Don't suffer in silence*, as a reminder, and also gives a version of the charter. The guidelines in *Bullying: Don't suffer in silence* make it clear that all staff in school have a duty to promote a safe environment for learning and to set out and work within strategies and systems to 'ensure effective implementation, monitoring and review' of the school's anti-bullying policy.

Why do we need an anti-bullying policy?

Before reviewing the anti-bullying policy, it is important to consider why it is needed.

Schools must, by law, have in place measures to prevent all forms of bullying among pupils. Effective challenging of bullying will improve the safety and happiness of pupils, show that the school is caring and make it clear that bullying behaviour is unacceptable. Policies should 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.

Activity 1

Consider the aspects of school life that may be improved by having an anti-bullying policy.

A whole-school anti-bullying policy can contribute to:

- establishing and maintaining a positive school ethos;
- ensuring regular attendance;
- raising attainment or meeting attainment targets;
- creating a positive teaching and learning environment;
- ensuring the school is a safe place;
- promoting equality (including race equality and tackling homophobia).

A policy document is most effective when staff and pupils have a clear understanding of its underlying principles. Ask staff to consider the points above before developing the policy. Also use the activity on **Resource sheet 2** to discuss how anti-bullying links to other school policies.

Explain to staff that the activities in this section have drawn on the Human Rights Act 1998 and the Race Relations Amendment Act 2000 to inform the discussion.

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Findings from Ofsted

During spring 2003, Ofsted produced a report based on visits to six local education authorities (LEAs) where discussions took place with LEA officers about the support given to schools to help them address bullying and to find out what use LEAs had made of the DfES guidance. Two-day visits were made to 15 schools and additional evidence was taken from the Ofsted school inspection database, identifying schools that were judged to have effective anti-bullying procedures.

Activity 2

Resource sheet 3 gives the main findings from this report. They provide an excellent starting point for senior leadership teams to review policy content and anti-bullying practice in the school. Look at resource sheet 3 and suggest how it might be used to inform the contents of the school anti-bullying policy.

Some examples might include:

- identifying the key idea in each paragraph and matching it to a section in your policy;
- trimming each paragraph to produce a headline which can be used in the policy;
- using the findings to produce ten key messages for the school to launch the whole-school anti-bullying policy.

Consider how else the Ofsted findings could be used to inform the process of developing policy and practice. You may wish to develop some specific questions based on the Ofsted findings that have particular relevance to the school. Emphasise that it is important for schools to work together to develop policies, but they should take account of the advice of DfES and Ofsted.

Activity 3

Resource sheet 4 shows the key elements of an effective anti-bullying policy drawing on Ofsted evidence.

Consider these key elements in relation to your own policy and note any areas for further development.

Developing a definition of bullying

Before reviewing policy, it is important to have a shared view of bullying. An anti-bullying policy is most effective if the whole school community has participated in discussing all the issues relating to bullying and has come to a shared understanding of what this means in their own school. A useful approach might be to begin by discussing the definition of bullying with the whole school community.

Adopting a definition from existing information is possible but developing your own will raise whole-school awareness, promote essential discussion, engender a sense of ownership and promote a whole-school approach.

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Activity 4

Consider characteristics typically associated with the words 'bully' and 'victim'. Use **Resource sheet 5** to make brief notes under the two headings.

Note that the terms 'bully' and 'victim' are used here to illustrate the importance of being clear about the impact of the words we use – hence they are in inverted commas. This is important because bullying does not come about as a result of fixed personality traits in pupils, leading them to become a 'bully' or a 'victim' – both terms which imply a permanence and resistance to change. Indeed, research suggests that many 'popular' pupils use bullying behaviours on occasions and many are unaware of the devastating impact their behaviour has on the pupils they target.

Use the lists on resource sheet 5 as a basis for a discussion about possible stereotypes relating to bullying (e.g. all bullies come from troubled families; victims are quiet, shy, easy to spot and so on). Encourage staff to talk about the emotional impact of bullying, inviting them to reflect on their personal experiences.

Discuss the impact of stereotyping:

- the impact of such views on all involved;
- how it might feel to be a 'bully' and a 'victim';
- the importance of using the terms 'pupils who bully' and 'pupils who are bullied', instead of 'bully' and 'victim', to separate the behaviour from the person.

What makes bullying different from other anti-social behaviour?

Consider what differentiates bullying from other kinds of anti-social behaviour. Think of single words and phrases which could be used to describe bullying and add them to the list below.

Bullying is:

- intentional
- intended to hurt or cause a reaction
- relentless
- verbal, physical or psychological
- repeated

Activity 5

Look at the definitions on **Resource sheet 6**. Use these definitions and the words you have collated in the list above to construct your own definition of bullying.

Consider how you might use this definition to help you review your school anti-bullying policy. Remember that some of the best definitions of bullying, and the feelings it evokes, will come from people who have been bullied.

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Anti-bullying: school aims and intentions

Activity 6

Consider the statements below.

Our school will:

- support staff to identify and respond to bullying;
- make pupils aware that we listen and all bullying concerns will be dealt with sensitively and effectively;
- work towards creating an anti-bullying culture;
- ensure that parents/carers expressing concerns about bullying have them taken seriously;
- learn from effective anti-bullying work elsewhere;
- discuss, monitor and review incidents of bullying.

Add any other statements to your list to describe what your school intends to do to tackle bullying. Try not to make the list too long as it needs to remain focused on priority areas for development in school with all staff, pupils and parents/carers.

Activity 7

Look at the descriptions on **Resource sheet 7**. Against each of the statements in activity 6, a series of descriptions have been written to describe practice in school at a number of different stages:

- Introduction
- Consolidation
- Embedding practice
- Sustaining practice

Add your own statements to this table and describe what you will see in school at each of these stages.

Use the table to identify emerging good practice within your school and to identify the next steps that the school will need to take to move forward (that is, to move from Introducing to Consolidating or in some areas from Consolidating to Embedding).

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Reviewing the policy document

The anti-bullying policy should be:

- a living, working document;
- known, understood and communicated to all members of the school community;
- referenced whenever possible and appropriate;
- regularly reviewed.

(Assemblies, curriculum activities, newsletters home and parents' evenings are good ways to inform people about the policy review and to keep it alive.)

Activity 8

Look at **Resource sheet 8** which gives an example of a bullying policy. Identify the strengths and weaknesses of this policy and compare with your own. Discuss where the strengths of your policy can be built on and how the weaknesses can be improved.

Mobile phones

The increase in use of mobile phones has led to bullying by text and voicemail, and to phone theft as an act of bullying. **Resource sheet 9** outlines the latest DfES advice on mobile phone bullying and may need to feature highly in your own policy (from *Bullying: Don't suffer in silence*, page 16). It may be useful to raise the issue with the school council, and ask them to advise pupils about responding to text and voicemail bullying. Resource sheet 9 also provides an example of advice for young people about how to respond to mobile phone bullying (from Bullying Online).

Off-site bullying

Off-site bullying commonly occurs in surrounding streets or on school buses, but there may be other areas near your school. Although these incidents occur outside school, they are still relevant to the health and welfare of pupils when they return to school, and should be taken into account. Use **Resource sheet 10** to confirm this point. It quotes from *Bullying: Don't suffer in silence* and emphasises that although schools do not have a direct responsibility to deal with this, 'failure to take disciplinary steps…might breach the school's common law duty of care'. The guidance goes on to suggest a variety of steps a school could take.

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Schemes of work

There are many opportunities within the subject curriculum to address bullying in a constructive way. PSHE, English and drama, for example, offer contexts to discuss, role-play or problem-solve difficulties that arise in relationships.

Consider how you might review what is already being done through the curriculum, and how you can identify places in the curriculum where bullying could usefully be addressed. You may, for example, invite curriculum leaders to hold discussions with their teams to undertake this task.

Activity 9

Discuss **Resource sheet 10** which outlines DfES guidance on 'Establishing a whole-school policy in four stages'. (Although the notes refer to 'establishing' a policy, the principles are similar for the process of reviewing a policy.) Also discuss **Resource sheet 11** which gives guidance on the composition and remit of a working group.

Using resource sheets 10 and 11 as guidance, discuss and make decisions about the following issues.

- Who will take the lead in reviewing and redrafting the policy?
- Who else should be involved?
- What will be the composition of the working group?
- What will be the remit of the working group and the responsibility of individual members?
- When should meetings take place and how does this fit with the whole-school meeting schedule?
- How will we ensure that all those who need to be involved are involved?
- How will we disseminate information effectively and feed back the work of the group to inform practice?

Produce a detailed plan, including timescales and identified roles and responsibilities, to review the current bullying policy and make appropriate improvements.

Summary

By the end of this unit:

- staff will have a better knowledge and understanding of current guidance from the DfES on dealing with incidents of bullying;
- staff will know about the range of bullying incidents that may occur within the school;
- issues of consistency between the anti-bullying policy and other school policy documents will have been explored and necessary action identified.

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Resource sheet 1

Contents of Bullying: Don't suffer in silence		Page
Part 1	A whole-school policy on bullying	3
Part 2	Bullying: pupils' experiences	8
Part 3	Finding out about bullying in school	17
Part 4	Strategies to combat bullying	21
Part 5	Working with parents	35
Part 6	Beyond the classroom	39
Part 7	Case studies	44
Part 8	Materials	47
Part 9	Advice for pupils, parents and families	61

Bullying – A Charter for Action

(A designed version of this can be downloaded from www.dfes.gov.uk/bullying)

We are working with staff, pupils and parents to create a school community where bullying is not tolerated.

Our school community:

- discusses, monitors and reviews our anti-bullying policy on a regular basis;
- supports **staff** to identify and tackle bullying appropriately;
- ensures that **pupils** are aware that all bullying concerns will be dealt with sensitively and effectively;
- reports back quickly to **parents/carers** regarding their concerns on bullying;
- seeks to learn from anti-bullying good practice elsewhere and utilises the support of the LEA and relevant statutory/voluntary organisations when appropriate.

Ideas for schools to consider

These ideas about responding to the bullying that children and young people experience summarise the findings in the Ofsted report on good practice and in the DfES pack *Bullying: Don't suffer in silence*. Both of those documents draw on the effective practice that already exists in many schools. The Ofsted report contains much detail on effective practice in a range of individual schools.

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Resource sheet 1 page 2 of 3

Discuss, monitor and review

- Do we hold discussions on bullying and its definition involving staff, children and young people, governors and parents? (Suggested definitions can be found in the Ofsted report and in the DfES pack.)
- Do we keep a record of the incidence of bullying, according to our agreed definition, and analyse it for patterns – people, places, groups?
- Do we ask ourselves what makes an anti-bullying school?
- Many analyses state that bullying can be a result of feeling powerless. What is our school doing to ensure that our children and young people do not feel powerless in the school community?

Support everyone in the school community to identify and respond

- Do we work with all staff and outside agencies to identify different sorts of bullying, including homophobic and racist bullying, and bullying of children and young people with disabilities or special educational needs?
- Have we considered all the opportunities where the different sorts of bullying can be tackled – through the curriculum, through corridor displays, through the school council, through peer support, through recording and reporting processes?
- Do we create 'special safe spaces' targeted at vulnerable children and young people? Do we train lunchtime staff, learning mentors, LSU staff to identify bullying and follow school policy and procedures on anti-bullying?
- Do we use the DfES anti-bullying public information film as a prompt for class and staff discussion?

Ensure that children and young people are aware that all bullying concerns will be dealt with sensitively and effectively

- Do we regularly canvass children's and young people's views on the extent and nature of bullying? Do we have a secure anxiety box for safe complaining?
- Do we ensure that all children and young people are aware of the range of sanctions which may be applied against those engaging in bullying?
- Do we involve children and young people in anti-bullying campaigns in school?
- Do we demonstrate that we are aware of the power of peer support? Have we created and publicised schemes of peer mentoring or counselling; buddying or mediation, for example?
- Do we include the phone numbers of helplines in the school's student planners? Do we have an anti-bullying notice board? How else do we bring anti-bullying measures to children's and young people's attention?
- What role does our school council already play in our anti-bullying policy? How might that involvement be enhanced?
- Do we offer sufficient support to children and young people who have been bullied?
- Do we work with children and young people who have been bullying in order to address the problems they have?

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Ensure that parents/carers expressing bullying concerns have them taken seriously

- Do parents know whom to contact if they are worried about bullying?
- Do parents know about our complaints procedure and how to use it effectively?
- Do we work with parents and the local community to address issues beyond the school gates that give rise to bullying?

Learn from effective anti-bullying work elsewhere

- Have we invited colleagues from a school with effective anti-bullying policies or LSU experience to talk to our staff on an INSET day, for example?
- Have we involved the voluntary sector in any way?

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Resource sheet 2

How a whole-school anti-bullying policy may contribute to other aspects of school life

Use discussion to help you complete the table.

Aspect of school life	How the anti-bullying policy contributes	Links to other school policies
A positive school ethos	• Indicates the responsibility of all staff and pupils • Makes the school a safer place • Identifies the rights of all individuals to be different	Curriculum policy Equal opportunities policy
Regular attendance		
Raising attainment or meeting attainment targets		
Teaching and learning environment		
The school as a place of safety		
Equality (including race equality and tackling homophobia)		

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Resource sheet 3

Main findings

- Without reliable local or national means of analysing the incidence of different types of bullying in schools, it is not possible to say whether bullying is on the increase, but better research and publicity are bringing more evidence to light. Surveys of children and young people suggest that bullying in schools is more common than adults sometimes think.
- The schools visited in this survey demonstrated how practical action founded on clear moral principles and the active involvement of pupils and parents can combat bullying and challenge a culture that accepts it as inevitable. The level of reported and confirmed bullying in the schools visited was low, and serious incidents were very rare, but the schools were not complacent about the issue.
- Procedures for dealing with bullying were generally very good in schools with a strong ethos, where teachers, parents and governors share consistent expectations, reinforced on a daily basis, about attitudes and behaviour. A positive approach to building a sociable atmosphere and confident relationships among pupils made a powerful contribution.
- Schools' policies on bullying varied in coverage and depth, although they were generally good. Their effectiveness was based on the commitment of headteachers and staff to keeping the level of attention to the issue high and making policies work on a day-to-day basis, rather than only when serious incidents come to light.
- DfES guidance about bullying was used well by all the LEAs in the survey to help schools to develop policies and procedures. Training provided by the LEAs and supported by other agencies brought together expertise from across the country to assist schools to review and improve their practice.
- Most of the schools visited made good use of the guidance and training provided to raise staff awareness, revisit their policies and strengthen their procedures. They were also helped by material from voluntary organisations and sometimes their direct involvement. Anti-bullying work in schools supported by specially funded short-term projects often had value, but sometimes not enough was done to sustain its value after the projects came to an end.
- Schools with the most successful approaches to bullying canvassed and took full account of pupils' views and they dedicated curriculum and tutorial time to discussing relationships and matters like bullying.
- Other features of good practice included the efficient checking of the school site, setting up safe play areas or quiet rooms, and close supervision at the start and finish of the school day.
- The schools had sound procedures for the reporting and the prompt investigation of indications or allegations of bullying and spent a considerable amount of time investigating concerns when they arose. Communication with parents was an important and sometimes difficult part of the process. Most of the schools had adequate systems to record incidents of bullying so that analysis of patterns could inform policy and practice.
- Follow-up action to ensure that the confidence of bullying victims was restored and bullying did not recur was good or very good in nearly three-fifths of the schools, but was always not comprehensive enough or well enough sustained in other schools. Where used, 'circles of friends', peer counselling, learning mentors and outside agencies often proved effective in supporting victims, in modifying the behaviours of bullies and affecting the culture of the school.

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Resource sheet 4

The best anti-bullying policies emphasise that:

- any kind of harassment will not be tolerated;
- pupils, parents and staff need to understand what is meant by bullying and to report incidents of it;
- there are systems for pupils to report bullying that minimise the risk of making things worse;
- all allegations of bullying are investigated and dealt with effectively and sensitively;
- records of incidents and the outcomes are used to inform review and planning by staff and governors;
- the means of supporting those who are bullied include the involvement of their peers;
- there are procedures to work with pupils who bully to ensure that behaviours are not repeated;
- the curriculum includes programmes that build self-esteem, self-confidence and responsible assertiveness;
- the aim of in-service training for all staff is to refresh understanding and skills in managing behaviour generally and to detect and respond to bullying effectively and sensitively.

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Resource sheet 5

Characteristics typically associated with the word 'bully'	Characteristics typically associated with the word 'victim'

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Resource sheet 6

Some definitions of bullying

'Bullying is a behaviour which can be defined as the repeated attack – physical, psychological, social or verbal – by those in a position of power, which is formally or situationally defined, on those who are powerless to resist, with the intention of causing distress for their own gain or gratification.' (Besag, Valerie E *We don't have bullies here*, V Besag Publications 1992)

'A student is being bullied or victimised when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students.' (Olweus, Dan *Bullying at school: what we know and what we can do*, Blackwell, Oxford, 1993)

'Bullying is unacceptable behaviour which results in somebody feeling hurt, threatened or frightened. This can be physical or verbal and include hitting, teasing, intimidation, ostracising, damaging a person's property as well as racial, sexual and disability harassment.' (Glover, Cartwright, Gleeson *Towards Bully-free schools: interventions in action,* Open University Press, 1998)

'Bullying is violence, physical, verbal or psychological, conducted by an individual or a group and directed against an individual who is not able to defend him/herself in the actual situation. It can be of longstanding or of shorter duration. Bullying may be part of competitive socially acceptable behaviour, which makes some people feel inferior or cause distress. Part of the victim's distress is caused by anxiety about future attacks.' (Adapted from joint Norwegian and British research)

'Bullying is making someone feel unhappy by causing physical and/or emotional pain resulting in the need to avoid a place or person(s). Bullying is intentional, deliberate and repetitive and is a wilful act to diminish one person to the advantage of another. Bullying is a conscious abuse of power.' (Partnership of a secondary school and its feeder primary schools, Oxfordshire LEA, Oxfordshire, 1999)

'Bullying is when someone picks on someone else because they are different – their race, height, weight or looks' – girl in Year 8. (*Tackling Bullying: Listening to the views of children and young people*, Institute of Education, 2003; available from www.dfes.gov.uk/bullying)

'Bullying is when people force others, usually smaller people, to do what they want' – boy in Year 7. (*Tackling Bullying: Listening to the views of children and young people*, Institute of Education, 2003; available from www.dfes.gov.uk/bullying)

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‘Bullying is intentionally causing physical or mental damage to others, like attacking them for no reason frequently, teasing them frequently, or even sexually’ – girl in Year 9. (*Tackling Bullying: Listening to the views of children and young people*, Institute of Education, 2003; available from www.dfes.gov.uk/bullying)

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Resource sheet 7

	Introduce	Consolidate	Embed	Sustain
Discuss, monitor and review incidents of bullying	• Member of staff is identified to coordinate anti-bullying strategies in school. • School begins rolling programme of INSET for all staff on monitoring incidents of bullying. • School invites parents/carers to series of workshops on recognising bullying. • School identifies opportunities for school 'bullying sweeps'.	• Identified member of staff feeds back to SLT on weekly basis. • Tutor/pastoral group time includes opportunities for staff to talk to pupils about bullying. • Parents begin to use school hotline to report incidents of bullying. This is often followed up by personal visits from school staff. • School holds meeting for members of the community to identify their role in alleviating bullying. • School bullying audit undertaken and patterns and trends identified.	• Review of bullying is fixed agenda item for weekly SLT. Teacher responsible, pupil council representatives and school governors regularly feed back. • Subject-specific incidents of bullying discussed at fortnightly heads of department meetings. • Patterns and trends from termly bullying audit used to target action. • Curriculum reviewed to identify opportunities to teach positive behaviours and to discuss how to cope with bullying. • Regular communication with whole school community is established through appropriate means, e.g. newsletters, notice boards, meeting cycles with staff and parents.	• Monitoring and review systems for bullying clearly identified in staff, pupil and parent/carer handbooks. • Monitoring and review of bullying included in all new staff induction programmes. • LEA link advisers provide annual feedback to SLT on school anti-bullying strategies. • Identified members of the community liaise regularly with school staff on bullying in the community.

	Introduce	Consolidate	Embed	Sustain
Support staff to identify and respond to bullying	• Member of staff identified to coordinate anti-bullying strategies in school. • School begins rolling programme of INSET to help staff spot signs of bullying. • School begins rolling programme of INSET to help staff to respond correctly to incidents of bullying.	• School audit undertaken and findings used to identify key areas in school where bullying takes place. • Identified member of staff visible in these areas and available to offer support. • Checklists for spotting signs of bullying posted on the staffroom noticeboard. • Procedures for dealing with bullying posted in staff meeting areas and distributed as handouts to all school staff. • Working party set up to meet regularly, chaired by member of SLT.	• Regular reporting from pupil and parent/carer hotline to relevant members of staff team. • Working party established and includes members of the school community. • All staff becoming increasingly confident in managing situations themselves.	• Bullying hotspots clearly identified and staffed throughout school. • Corridors well supervised between lessons and at beginning and end of the day. • Checklists and posters in evidence to support pupils and make school community aware of responsibility.

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Resource sheet 7

	Introduce	Consolidate	Embed	Sustain
Make pupils aware that we listen and all bullying concerns will be dealt with sensitively and effectively	• Set up school council sub-group to focus on bullying. • Identify pupil from group to liaise regularly with identified member of staff for anti-bullying. • Identify opportunities in the curriculum to provide time to listen to pupils.	• Use school council to feed back results of school audit and ongoing monitoring of school bullying. • Provide a room/space for pupils to talk to identified staff members before and after school and during all breaktimes. • Use assemblies to discuss how pupils can seek help in school. Provide examples of how staff support can improve difficult situations.	• Identify pupils who can be used as mentors to younger pupils who have experienced bullying. • Procedures in place to deal effectively with all incidents of bullying and to feed back to pupils within set period of time. • School environment clearly used to promote support available for pupils who may experience bullying.	• Identified staff in each year group available every day to listen to pupils who may experience bullying. • Incidents of bullying begin to reduce as pupils become more confident in managing being bullied. • Identify a week each term dedicated to re-awakening awareness about issues relating to bullying.
Ensure that parents/carers' concerns about bullying are taken seriously	• School invites parents/carers to series of workshops on recognising bullying.	• Parents begin to use school hotline to report incidents of bullying. This is often followed up by personal visits from school staff.	• Regular communication with parents/carers is established through appropriate means, e.g. newsletters, noticeboards, meeting cycles with staff and parents. • Regular agenda item at governors' meetings. • Parents/carers show they are confident with follow-up procedures.	• Monitoring and review systems for bullying are clearly identified in staff, pupil and parent/carer handbooks. • Parents can identify key staff in school who can offer support to pupils.

	Introduce	Consolidate	Embed	Sustain
Learn from effective anti-bullying work elsewhere	• Introduce library of resources to support pupils being bullied. • Network with partner schools and other agencies.	• Identified staff member provides regular briefings in developments in anti-bullying strategies. • School pupil council and school governors trial new materials/procedures and use findings to inform practice.	• Regular monitoring by external LEA staff indicates that practice is good and that it is making a difference.	• New practice is automatically considered as part of the regular agenda that informs the school improvement plan. • Developments are prioritised and budget made available. • Key staff member is also a member of the SLT.

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Resource sheet 8

An example of an anti-bullying policy
Fictional school 'Middlebrown High School'

ANTI-BULLYING POLICY

WHAT IS BULLYING?

Any repeated words or actions, which are aimed at causing someone to feel frightened, miserable and helpless in school.

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

- Deliberately hurtful;
- Repeated over a period of time;
- Difficult for victims to defend themselves against.

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.

(Taken from *Bullying: Don't suffer in silence* DfES September 2002)

- Everybody has a right to come to school and be safe from unkindness, threats and violence
- People who bully need to be stopped and made to understand that this behaviour is unacceptable
- People who are bullied need to learn how to avoid it happening to them
- At school we can only help if people are willing to talk to us about bullying
- In this document we will explain to students, parents and staff what we will do when someone talks to us about bullying

As a school we are committed to not only dealing with bullying but to do all that we can to prevent it happening in the first place. We seek to build self-esteem in students and to develop tolerance of others. We use curriculum time during Personal, Social and Health Education (PSHE) lessons to explore issues around bullying and consider other people's points of view. Our aim is to raise awareness about bullying, our anti-bullying policy and the strategies of support we have in school. We also teach all students assertiveness skills and how to manage their relationships with others.

Our anti-bullying policy encourages students to speak to an adult in school if they are being bullied and promises that the disclosure will be taken seriously and acted on.

If they are approached by a student, all adults have the responsibility to listen and pass on details to the relevant Head of Year. The Head of Year will then investigate and follow up. They will keep all the appropriate people informed during the period of investigation and follow-up. Once the investigation has been completed the action that is required will be determined and communicated to all appropriate people.

Some of our most serious sanctions including exclusion may be used in cases of severe and persistent bullying.

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STUDENTS:

If you are being bullied in school:

- **Talk to** an adult in school that you trust, and take a friend if it helps. Or use the student listening service run at lunch time.
- **DON'T** listen to the bully when they say that you will be in trouble if you **TALK TO SOMEONE** You aren't doing anything wrong – **THEY ARE**
- What you say will be passed on to your Head of Year. **YOU WILL BE TAKEN SERIOUSLY**
- If you need somewhere to be safe, there will be a place for you to go while the problem is being sorted out. Your Head of Year will organise this for you.

If you see someone being bullied at school:

- The best thing you can do to help is to **TALK TO SOMEONE**
- **DON'T** listen to the bully when they say that you will be in trouble if you **TALK TO SOMEONE**. You aren't doing anything wrong – **THEY ARE**

Use the student listening service at lunch time!

IF YOU ARE NOT OPEN THE BULLY HAS ALL THE POWER

STAFF:

If a student comes to us and says they are being bullied in school:

- **LISTEN** to what they have said
- **TAKE IT SERIOUSLY**
- **RECORD** what they have said
- Pass the information on to the student's Head of Year
- Encourage the student to use the student listening service at lunchtimes
- Make it clear that they have made the **RIGHT** decision to tell. They have done nothing wrong – the bully **HAS**
- It may not necessarily be possible to keep everything we are told a secret
- Offer the support of a safe room/area if it is necessary
- Monitor those students involved in the future

PARENTS:

If your child is being bullied or is bullying in school:

- We can help
- Contact the school and ask to speak to the form tutor or Head of your child's Year
- Talk over the problem with the teacher. Be sure of your facts. In particular, children who are being bullied can become upset, anxious and confused about what has actually happened
- Encourage your son/daughter to use the student listening service, that is why we have set it up
- **DON'T** let your child talk you out of contacting school. If the problem is to be solved, you need to be **OPEN**

Guidance should also be sought from the Race Equality and the Positive Behaviour Management policies.

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Resource sheet 9

This handout is taken from *Bullying: Don't suffer in silence – an anti-bullying pack for schools* (DfES 2002), page 16, and from Bullying Online (www.bullying.co.uk).

Bullying by text messages on mobile phones

'Independent research has suggested that this may be an increasing problem. Children should be careful whom 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 one or more pupils on a persistent basis have carried out such bullying, 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.' (DfES)

Advice on protection from mobile phone bullying 'How to protect yourself'

'Be careful when giving out your telephone number. Mobile phones are relatively inexpensive and if you start getting abusive calls or text messages then it might be better to get another phone than to keep using one which is causing you distress, unfair though this may be.

'Keep a note of the times and dates of abusive messages and always tell the police.' (Bullying Online)

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Resource sheet 10

This handout is taken from *Bullying: Don't suffer in silence – an anti-bullying pack for schools* (DfES 2002), page 7.

Bullying outside a school's premises

Schools are not directly responsible for bullying off their premises. A Court judgement 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.

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., tel. 01487 813 745).
- Talk to pupils about how to avoid or handle bullying outside the school premises.

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Resource sheet 11

Establishing a whole-school policy in four stages

(From *Bullying: Don't suffer in silence*, pages 4–7)

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

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. 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.

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.

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.

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.

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).

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.

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Stage 2 – Implementation

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.

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 reinforce the anti-bullying approach. 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.

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

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. 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

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.

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Resource sheet 12

Guidance on composition and remit of a working group to take policy development forward and support monitoring and evaluation

The group may be made up of all or some of the following:

- Member of SLT
- School counsellor, if appropriate
- Parent/carer representative
- Representative from the governing body
- Pupil representatives from each year group
- Representative from across the whole staff team
- Member of staff with responsibility for citizenship
- Personal adviser, Connexions, if appropriate
- Other staff members who have expressed particular interest
- Representatives from local communities who may be vulnerable to racist or homophobic bullying

In your school you may wish to invite representatives from services contributing to multi-agency advice to attend all or some of your meetings.

The remit of the group may include some of the following:

- Organising specific awareness-raising activities
- Curriculum development
- Workshops for parents
- Conducting surveys and questionnaires
- Analysing data
- Ensuring the school community is kept up-dated on national developments
- Organising inservice training for staff
- Monitoring incidents and using the information to evaluate and adjust policy
- Ensuring the school newsletter is used to keep awareness of anti-bullying work alive
- Organising the use of suggestion boxes to ensure staff and pupils feel they can have regular input
- Support with observations of ‘hot spots’
- Monitoring of school absences and its relation to anti-social behaviour
- Monitoring of the physical environment and its impact on anti-social behaviour
- Maintaining a resource library for staff to access to do specific work on anti-bullying with pupils

Add or delete suggestions depending on the context and experience in your school.

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4 Bullying Unit 4.2S	
Title	Establishing the staff role in helping to reduce bullying in school
Level	Developing good practice
Audience	All staff
Purpose	• To support all staff, particularly duty teams, to maintain a relaxed but vigilant approach to supervision by a review of current supervision arrangements in school, out of school, in the wider environs and on school transport
Possible use	The activities can be used together or individually to: • review current supervision systems and their effectiveness; • gather the views of staff to effect an improvement in the current systems of supervision; • assess staff confidence in dealing with incidents of bullying. Action points arising from this unit may well form the basis of practical action afterwards.
Impact can be measured by	• an initial rise in the number of incidents of bullying reported as staff awareness is raised; • increased staff presence in bullying hotspots during duty times; • increased staff presence in corridors and other movement areas at transition times around the school during lesson changes.
Links to other action plan toolkit sections	Leadership and management Pupil support systems Out-of-class behaviour Attendance
Links to other material in this section	Pupils: Developing good practice 4.2P Developing the pupil role in helping to reduce bullying in school Parents: Developing good practice 4.2PC Developing the parent/carer role in helping to reduce bullying in school Staff: Ready for more 4.3S Promoting a climate in and out of class where bullying cannot thrive
Reference to other resources	*Bullying – A Charter for Action* (DfES 2003) www.dfes.gov.uk/bullying/pack/CharterPoster_A4.pdf *Bullying: Don't suffer in silence – an anti-bullying pack for schools* (DfES 0064/2002) *Bullying: effective action in secondary schools* (Ofsted 2003) HMI465 www.dfes.gov.uk/bullying www.dontsufferinsilence.com *Behaviour Management: Introductory training for school support staff* (DfES 0460/2003) *Behaviour and attendance* training materials (DfES 0055-2004), Core day 2, Developing effective practice across the school

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Establishing the staff role in helping to reduce bullying in school

Introduction

'Most recent figures show that over 20,000 calls were made to Childline about bullying last year. That's 17% of all of their calls and the single most frequently cited issue.' (*Bullying: Don't suffer in silence*)

Bullying may be endemic in many organisations where there are hierarchical and power differentials. Schools are no exception, particularly where many members of the community exert little power over the content and organisation of its main activities.

Comments sometimes heard by people include the following.

- *Groupings are made for convenience and can seem arbitrary.*
- *The timetable suits the needs of the whole organisation rather than those of the individual.*
- *There is a premium on compliance and social control.*
- *Inequalities exist among the members of the community, e.g. between adult and pupil, older pupils and younger pupils.*
- *The environment does not suit everyone – space, heat, light and ventilation are fixed.*
- *The facilities such as toilets and eating areas deprive people of privacy.*
- *Social time is often experienced in barren environments and sometimes in inclement weather.*
- *The food on offer does not cater for different dietary needs.*

You could discuss whether staff in your school have similarly negative perceptions and ask them how resolving such problems would contribute to reducing bullying.

If people feel these conditions exist, it is inevitable that issues of power and control become magnified. In bullying, these issues are played out when pupils build their own sense of power by belittling, dominating or controlling others. They commonly exploit vulnerabilities based on the following (but there are, of course, others):

- physical size;
- intellectual ability;
- age differentials;
- gender difference;
- ethnic origin;
- sexual orientation;
- perceived positive relationships with other staff;
- use of extra support to access the curriculum;
- perceived differentials in clothing, appearance and hygiene;
- disability;
- family culture.

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Staff roles to promote the school anti-bullying policy

The emotional health and well-being of the school, and by implication the capacity of pupils to learn and progress, depends on the capability and commitment of all staff that work there. All adults in school should be mindful of their duty to offer a safe and secure environment for children.

All staff have a responsibility to watch for and respond to incidents of bullying, though some will have specific responsibilities for particular groups, areas or activities. Responding to bullying cannot be the job of one person or even a team. It must be pursued by all.

Schools generally know where bullying trouble spots are and make appropriate supervision arrangements, especially during pre- and post-school periods, lunchtimes and breaks: all staff can contribute to the provision of a tidy, safe and attractive learning environment.

Activity 1

Design a process which seeks the contribution of all staff to improvements in the school environment, particularly focused on reducing bullying and building a positive atmosphere.

To start, ask staff to list the features of an environment which is conducive to a supportive, 'telling' community where pupils are able to focus on their learning and look forward to school. For example:

- well-supervised, tidy corridors;
- secure rooms where adults can provide support;
- senior staff visible on the corridors at break times;
- plenty of clean toilets with easy access and close supervision;
- positive relationships and staff with good interpersonal skills.

You may reflect on why it is that most items in the list include an adult role.

Next, consider the level and nature of supervision.

- List the full range of supervision jobs within your school and for each one consider the three main skills needed to perform them.
- Consider what training has been provided in relation to these skills. What further training is necessary?
- Not all supervision jobs are the same; some are more demanding than others. Why is that?
- Should the supervision rota be changed to indicate the level of skill required in each area?
- Are there 'no go' areas that need careful planning?

Finally, ask staff to focus on a particular area of school over a few days and then share observations and ideas on ways to improve it.

Effective supervision

Ofsted suggests that close and effective supervision outside the classroom should include:

- efficient patrolling by staff and prefects of the school site, especially toilets, lunch queues and secluded areas, and their presence at the school gates at the beginning and end of the school day;
- safe play areas or quiet rooms for younger pupils or those who feel threatened at break times.

(From *Bullying: effective action in secondary schools*)

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Activity 2

Use the checklist on **Resource sheet 1** to review the current supervision arrangements. Ideally, the checklist should be completed by different groups of staff, such as lunchtime supervisors. This will reveal different perspectives that are not always visible to senior managers.

Invite staff to:

- use the scale indicated to measure the strengths and resources to support the current situation;
- indicate who in the staff team can currently support the particular activity described;
- consider what action is necessary to move one point along the scale, that is, to improve the support available.

Further information on scaling techniques can be found in *Behaviour and attendance training materials, Core day 2*, Developing effective practice across the school.

An effective review may lead you to:

- strengthen supervision in particular areas of the school;
- reposition staff to have greater surveillance and impact;
- pair inexperienced supervisors with experienced ones for informal on-the-job training;
- define what level of skill and experience is needed in different areas;
- train staff in dealing with awkward situations;
- open new areas for pupils to sit or gather more safely;
- enhance certain areas to make pupils feel valued and positive about school;
- create activity opportunities so that pupils' energies are channelled in their spare time.

Activity 3

St Marcus Secondary School introduced an 'anxiety box' for pupils to use over a year ago, following increased incidents of bullying. The purpose of the box was explained in assemblies, tutor times and through the school council. This system is now valued by most pupils and staff and is a well-used feature of school life. Pupils use the box to share their worries and concerns about bullying.

Resource sheet 2 features vignettes of pupils' experiences that were found in the anxiety box. Consider your immediate response to each of the situations and suggest what skills you would need to help the pupils in these situations.

Use **Resource sheet 3** to record important issues and suggest solutions.

(See *Bullying – A Charter for Action* for further information on anxiety boxes)

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Spotting incidents of bullying in school

Bullying thrives on secrecy. All staff need to be alert to signs of bullying. These may include:

- sudden changes in the behaviour or demeanour of pupils nearby;
- sudden gatherings or flow of pupils in one or two directions;
- sudden dispersal of groups when staff approach;
- untidy clothes following a scuffle;
- increased evidence of heightened tension, embarrassment, shouts, poor eye contact and wariness of staff.

Needless to say, the signs can be difficult to spot, and concerned pupils may be wary of telling all staff. Staff can make it easier for them by asking if they are feeling ok. It is not unusual, either, for staff to remember in retrospect that a pupil dropped a hint or said something casual or cryptic that they did not pick up at the time.

It is always right to pursue such comments, even if they lead to nothing. Pupils need to know that all their worries, however small, will be taken seriously and will not be regarded as 'telling tales'. Even after an incident, this message can be reinforced by explaining that the incident is being followed up. Pupils then know that telling leads to positive outcomes.

Sometimes, suspected bullying turns out to be something quite different. However, in schools which promote an anti-bullying culture all reported incidents of bullying are investigated.

Activity 4
A profile of Tom

Look at the description of Tom's behaviour on **Resource sheet 4**.

- How would you describe Tom's behaviour?
- What explanation might there be for Tom's behaviour?
- How could you find out?
- What steps might you take to support Tom?
- What role can be played by different staff in the school in relation to Tom's situation?

Consider how easy it is to make assumptions based on a small amount of knowledge, and examine the additional information that is required to make a true assessment of the situation.

Summary

By the end of this unit:

- staff will have a better knowledge and understanding of the supervision arrangements for duty teams both in and out of school and on school transport;
- staff, and particularly those involved in duty teams, will be better equipped to supervise bullying hotspots.

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Resource sheet 1

Review of school site supervision

Activity	Strength of current provision	Role of staff offering support	Action necessary to improve support
Sufficient staff on duty before the start of the school day	0 10		
Staff supervise the corridors at lesson changes	0 10		
Staff stand at their classroom doors waiting to greet pupils as they arrive for lessons	0 10		
Duty teams provide supervision at breaks and lunchtime	0 10		
Duty teams meet regularly to discuss issues relating to supervision	0 10		
Work of the duty team is monitored	0 10		
Staff members are made aware of potential bullying hotspots	0 10		
Arrangements are made for an indoor place of safety/ sanctuary where vulnerable pupils can go at breaks and lunchtime	0 10		
All areas of the school are supervised at breaks and lunchtime	0 10		
Supervised clubs and activities are available at breaks and lunchtime	0 10		
Duty teams provide supervision at the end of the school day	0 10		
All staff have regular training in being vigilant and in dealing with difficult behaviour	0 10		

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Resource sheet 2

‘Often when I go into the boys’ toilets the same group of boys in Year 9 chase me out saying that they’ll put my head down the toilet if I go in there again. They say I should use the girls’ toilets because I’m more like a girl anyway. They said that if I tell they’ll find out and beat me up.’

‘I’m getting really unhappy about coming to school in the mornings. There are these two girls who wait for me round the corner from my house and follow me to school whispering things behind my back. The first couple of times it happened I wasn’t too bothered, but it goes on day after day and it’s really upsetting me now. I don’t know who they are. I think they might be laughing because I dress differently because of my religion.’

‘I am going to stop going to my history lessons. When we are lining up outside the door I am jostled and pushed by the same group of boys. I have tried telling the teacher but he just says I should stop telling tales, ignore it and get on with my work.’

‘Some girls who travel on the same bus always sit behind me and whisper names and pull my hair. If it goes on for much longer I am just going to stop coming to school. I’ve tried talking to the bus driver but he doesn’t care and says it’s not his problem. Anyway, the other pupils don’t listen to him. There’s no point in telling the teachers as they won’t do anything either.’

‘There are these girls who won’t let me into the cafeteria at break or lunch times. They call me names and say I’m fat enough so don’t need to eat or drink during the day. I end up feeling really irritable in the afternoon and am beginning to get into trouble in some of my lessons.’

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Resource sheet 3

Responding to pupils' experiences

Boys' toilets	Issues	Solutions
Coming to school	Issues	Solutions
Corridor	Issues	Solutions
On the bus	Issues	Solutions
Lunchtime	Issues	Solutions

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Resource sheet 4

Profile of Tom

Tom often arrives late for school. His clothes can be dishevelled as he enters the classroom and on a number of occasions he has had patches of grass and mud on his clothes. Last week he arrived with a large rip in his coat. When asked, Tom always says he was just playing or messing around on the way to school. Tom has attended well up until the last term where he has had three blocks of time off school with minor complaints such as stomach pains, a cold and headaches.

Tom is a hard worker who gets on well with staff. He often stays behind in lessons to chat about the subject or to discuss what is happening in the local community in which he plays a very active role. Tom is always keen to help out in school and can often be found doing odd jobs at break, running errands and helping out in the school shop.

Tom is currently considering his options and is caught between clashes in subject blocks, which is causing him some anxiety. Tom is aware that his science subjects are not as strong but he is keen to pursue a career that requires at least one science. He has discussed this with staff and has spent more time on his science studies, especially his coursework. The English teacher is slightly disgruntled about this and has reported that Tom has now failed to complete his English homework on five occasions, which is totally out of character.

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Resource sheet 4 page 2 of 2

The following questions are often asked when staff are concerned that a pupil is being bullied.

- Does the pupil arrive unusually early or late for school?
- Is attendance poor with a particular pattern?
- Have some members of staff noted a delay in the pupil leaving lessons?
- Does the pupil often ask if they can do any jobs for staff at break and lunchtimes?
- Does the pupil often walk around with the lunchtime supervisor at these times?
- Have some members of teaching staff complained that the pupil is not handing in homework?
- Have any members of staff expressed concern about a change in the pupil's attitude to school and work?
- Has the pupil truanted from any lessons?

Consider the following questions.

Do you think that Tom is a pupil who might be being bullied? If so, what is your evidence?
How will you find out?
What will you do next?

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4 Bullying Unit 4.3S	
Title	Promoting a climate in and out of class where bullying cannot thrive
Level	Ready for more
Audience	SLT, all staff
Purpose	• To help schools develop an anti-bullying culture in school by reviewing the coordination in support and reflecting on good practice
Possible use	• Behaviour and attendance leader, pastoral head and heads of year should review existing systems and strategies and evaluate their impact. • Follow-up actions include: – reviewing the school behaviour and attendance policy; – agreeing roles and responsibilities; – agreeing on necessary support for staff.
Impact can be measured by	• a reduction in the number of reported incidents of bullying; • pupils reporting less concern about bullying and greater consistency by staff in dealing with incidents.
Links to other action plan toolkit sections	Everyday policies Pupil support systems Classroom behaviour Out-of-classroom behaviour
Links to other material in this section	Staff, Pupils, Parents/carers: Getting started 4.1S Reviewing a whole-school anti-bullying policy Staff: Developing good practice 4.2S Establishing the staff role in helping to reduce bullying in school
Reference to other resources	*Teaching and learning in secondary schools: Pilot* (DfES 0367/2003), Unit 9, Improving the climate for learning *Bullying: Don't suffer in silence – an anti-bullying pack for schools* (DfES 0064/2002) *Behaviour and attendance training materials: Core day 1* (DfES 0392-2003) *Behaviour and attendance training materials: Core day 2* (DfES 0055-2003) Developing effective practice across the school

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Promoting a climate in and out of class where bullying can't thrive

Introduction

A positive, caring culture in school is the best protection against bullying. This culture reflects the values, principles and beliefs that the school holds dear. It is manifested in:

- attitudes
- relationships
- environment

When pupils feel they belong, are valued and do not fear being bullied, then they are more likely to attend and more likely to reach their potential. A positive ethos creates the optimum conditions for learning. Yet the ethos of a school community is not confined to classrooms; it pervades the physical environment and the values, beliefs, relationships and interactions that take place regularly between all the individuals who make up the school community.

Applying principles

Activity 1

Resource sheet 1 contains a list of principles underpinning one school's anti-bullying policy. Consider and add to them any that have influenced work in your school.

- How do principles of this sort influence classroom practice?
- How do principles of this sort influence out-of-class practice?
- How do principles of this sort become 'embedded' practice?
- Suggest practical steps that would ensure that a statement of principles will lead to genuine shifts in practice.

In *Behaviour and attendance training materials, Core day 2*, Maslow's hierarchy of needs is offered as a tool for reviewing the school's response to bullying. It is also useful for assessing whether the classroom climate makes it easy for pupils to report all incidents of bullying.

Where pupils are **physiologically satisfied**, where they are **secure** and have a **sense of belonging** and the opportunity to grow in **confidence**, **independence** and **self-esteem** through achievement, there is every likelihood that they will go on to seek the intellectual satisfaction provided by school. This is the vital link between a pupil's personal well-being and their capacity to learn.

Activity 2

Look at the descriptions of pupils in **Resource sheet 2**, and use them to gauge pupils' sense of belonging in your own school.

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When the shared values, principles and beliefs of the whole school community are congruent, and when everyone is focused on promoting a positive climate in and out of the classroom, then bullying cannot thrive. Schools that create a strong sense of security and belonging satisfy the primary needs outlined in Maslow's hierarchy. They enable pupils to move on from their growth needs to self-fulfilment and learning needs.

Schools that have endeavoured to create this positive climate find that after a year:

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

(From *Bullying: Don't suffer in silence*)

Activity 3

Consider the following scenario.

The school has advertised for a new head of science. Candidates have received the school prospectus and the behaviour, attendance and anti-bullying policies as part of the application pack. The school is described as a 'telling' school where behaviour for learning is taught and attendance is the responsibility of all staff and pupils. Candidates have been invited to visit the school as part of the interview process.

- What questions might you wish to ask candidates about the issue of bullying?
- What questions would you anticipate from them after their visit?
- What insights might a visitor or a new member of staff have to offer to the anti-bullying strategy of the school?

Many schools have gone a long way already to establish a positive climate and have put in place robust procedures for responding to incidents of bullying. An important stage comes when the groundwork has been done, the key decisions have been taken and the policies have been shared. At this time, it can feel as though everything is in place, when really it is time to secure it in action and make it a living policy.

Activity 4

Use **Resource sheet 3** to plan ways of taking forward agreed policies to establish them as active day-to-day policies.

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Key characteristics of schools with secure values, principles and beliefs

Schools that have successfully secured their shared values, principles and beliefs display some common characteristics, listed in **Resource sheet 4**. You will see that they refer to both the physical and human dimensions of climate.

Activity 5

Consider the characteristics of an effective school listed in resource sheet 4.

Rate current practice in your school on a scale of 0–10.

Identify the evidence for your views and reach a shared agreement on the rating.

Agree key actions to improve any aspects that could be developed further.

Securing consistency

School climate is not unchangeable. Successful schools regularly review practice to maintain and improve it. Consistency is crucial, because inconsistencies among staff soon undermine routines and lead to pupil insecurity. As staff leave and arrive, there is always a risk of slackening practice because newcomers do not carry with them the ready-made history of commitment to policies which were formed before they arrived. Commitment has to be sought, renewed and sometimes regenerated.

An effective policy expresses common values and supports consistent application, and it can be observed in practice.

Activity 6

Use the outcomes from the following activity to plan how to develop the anti-bullying culture in your school.

Review evidence from the most recent cycle of school observations and estimate:

1. The level of consistency in applying procedures for dealing with reported cases of bullying
   For example:
   – *trawl current paperwork to expose patterns and trends;*
   – *ensure that all procedures for reporting bullying in schools are evaluated.*
2. The extent to which staff help to develop and implement policy
   For example:
   – *ask the school working party to consider section 3 of the initial review policy checklist;*
   – *provide opportunities for staff to share anti-bullying strategies and school case studies, which exemplify good practice.*
3. The extent to which SLT know where the best practice lies in their school, and where they might look to discover more
   For example:
   – *conduct a sampling survey of particular groups of pupils to identify where and when the school succeeds in creating good relationships;*
   – *provide pupils with maps of the school and grounds and ask them to highlight places where bullying occurs. Use the information to modify supervision.*

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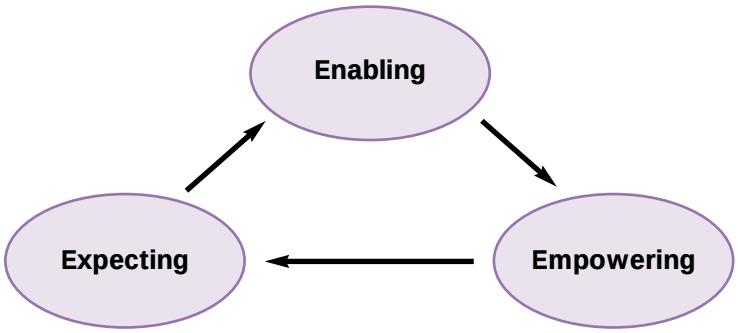
Supporting staff

In effective schools all staff and pupils contribute to promoting a positive climate and managers think strategically about how to maximise this contribution. Professional development, for example, is a key mechanism for securing their commitment, even in the most challenging circumstances. Staff need to feel both supported and supportive. Consistency can be achieved through:

- staff training;
- reviewing, agreeing and clearly communicating procedures;
- peer support and coaching;
- senior staff support.

Schools have found the following diagram useful when developing models of support.



Activity 7

Consider the three aspects:

- Enabling
- Expecting
- Empowering

Use **Resource sheet 5** to determine what actions could be planned to strengthen staff roles.

Finally, think about all your plans. Will they contribute to the kind of climate that has been promoted in this short section? Your anti-bullying strategy will not survive long in a vacuum. It needs to infuse all your policies if it is to be believed.

In your own actions, model the kind of behaviours expected in the rest of the staff, by resolving now to:

- treat everyone with respect;
- celebrate the achievements of all pupils and staff;
- express positive attitudes and constructive behaviour;
- expect an atmosphere conducive to learning.

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A coordinated support service on site

People involved in supporting pupils and their families can be more effective if they work together. It is increasingly the case that schools become the focal point and even the home of pupil support services. This makes them more accessible, better coordinated and more readily responsive.

But support services can be focused on casework; in this unit we are considering how policies, experience and contributions can be harnessed together to prevent problems.

Activity 8

Read the case study on **Resource sheet 6** which describes the work of a BEST team in Birmingham. It focuses in particular on the bearing of their work on bullying.

Discuss your own situation and how best you can draw on the skills of the agencies involved to move towards a more coordinated and integrated service. In particular, invite staff to focus on the key features on page 2 of the case study; ask them how the Holte experience of working with agencies compares to their own.

Summary

By the end of this unit staff will:

- have a clear understanding of how the school's anti-bullying culture can be improved;
- be better informed about the good practice that already exists in the school;
- know about the steps being taken to improve the coordination of support procedures.

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Resource sheet 1

The principles that inform anti-bullying practice in our school

In our school:

- all pupils have the right to feel safe and secure. They should feel free from any threat of bullying and know where to go and to whom to speak if bullying occurs;
- all complaints of bullying will be treated seriously and will be acted upon in accordance with practice agreed by the whole school community;
- no complaints of bullying will be regarded as telling tales;
- we will act promptly when bullying occurs and records will be kept of all incidents for a limited period of time;
- we will develop pupils' awareness of issues relating to bullying through the curriculum;
- assemblies will be used to reinforce the fact that bullying will not be tolerated;
- all members of the school community will be informed of what to do and who to go to should they observe incidents of bullying or have it reported to them;
- staff will ensure they provide good role models for pupils in their everyday work with colleagues and pupils;
- this policy will be monitored and reviewed annually with appropriate changes made in consultation with the whole school community;
- the anti-bullying charter is an important guide to support our policy into practice.

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Resource sheet 2

Developing a sense of belonging

A pupil who has a good sense of belonging:

- enjoys friendship and cooperates well;
- communicates well and is comfortable with others;
- knows that his or her opinions are listened to and that he or she is appreciated;
- is empathic, compassionate and sensitive.

A pupil with a poor sense of belonging:

- is uncomfortable with others and may withdraw and refuse to take part in group work;
- may always demand attention;
- communicates badly, either with reluctance or at inappropriate times;
- relies on shyness or boasting to gain approval;
- feels undervalued so will reject others and be insensitive to their needs;
- is struggling, either through aggression or withdrawal, to be respected by others;
- rejects school policies/practice;
- does not reach learning potential and is not motivated.

A pupil with a good sense of security:

- feels safe enough to take limited risks and explore new ideas and places;
- has a secure, strong relationship with a significant other;
- is at ease and is comfortable with others;
- is calm;
- can cope with change;
- is confident;
- responds with a challenge – works hard to achieve.

A pupil with a poor sense of security:

- is unhappy with new experiences and situations;
- is withdrawn and dislikes too much contact with others;
- is looking for someone to trust and depend on;
- is often fearful and anxious;
- seeks safety by having clear boundaries;
- lacks confidence and trust.

Questions for you

- Does your part of the school create a climate of safety and belonging?
- Can you identify pupils who have or lack a good sense of security and belonging?
- What might you need to change to achieve an environment conducive to a sense of security and belonging for all pupils?

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Resource sheet 3

Aspect of the policy	Actions to ensure policy is embedded	Further action needed
Awareness raising and consultation	• Agreed definition of bullying • Working party with agreed responsibilities • Bullying is a regular theme on school curriculum	
Policy refinements	• Policy is reviewed annually • Termly surveys of parents/ carers, pupils and staff	
Policy promotion	• Regular theme for assemblies and tutorials • Termly enrichment activities for the whole school • Induction for new staff, pupils and parents/carers	
Monitoring and evaluation	• Key member of staff (chair of working party) given time to identify progress and follow up • Regular surveys of whole school community	

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Resource sheet 4

Characteristics	Scale 0–10	Evidence	Key points for action
Ethos built on the belief that everyone is valued	0–l–2–3–4–5–6–7–8–9–10		
Recognition by pupils that staff treat them fairly and are committed to teaching them	0–l–2–3–4–5–6–7–8–9–10		
Effective and consistent routines, such as the way pupils move around the school and the way lessons begin and end	0–l–2–3–4–5–6–7–8–9–10		
Concern that pupils should feel secure, both in terms of the physical environment and emotionally	0–l–2–3–4–5–6–7–8–9–10		
Clear partnership between school, pupils and parents/carers	0–l–2–3–4–5–6–7–8–9–10		
Displays which support learning, celebrate success and encourage and motivate pupils to make progress and achieve more	0–l–2–3–4–5–6–7–8–9–10		
Effective and consistent routines and supervision at the start and end of the school day	0–l–2–3–4–5–6–7–8–9–10		

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	Staff training	Reviewing, agreeing and clearly communicating procedures	Peer support and coaching	Senior staff support
Enabling How do we create a climate which encourages possibility?	INSET to develop new strategies for use in and out of class	Develop school case studies to exemplify good practice		
Empowering How do we encourage and facilitate staff and pupils to act more effectively?			Identify staff to model good practice	Relocate bullying logs around the school to facilitate recording
Expecting How do we encourage staff to strive for better outcomes?		Identify a month in the school year where there will be rigorous monitoring of bullying and where data will be analysed to inform future practice		Provide more supervision in isolated areas of the school

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Resource sheet 6

Case study: A coordinated professional team in the City of Birmingham

Background

This case study describes the operation of a BEST team that works with the Holte cluster, which comprises Holte Secondary School and four contributory primary schools: Heathfield, Lozells, Westminster and Anglesey. It is offered as a practical example – certainly not the only one locally or across the country – of a cluster with good vision, strong operational features and real achievements, and looking to improve further. The area is one where the aspirations of the community face high crime and considerable challenge, including a strong gang culture and much drug-related activity.

The BEST cluster team is a key part of an overall strategy for social inclusion. It is a fully devolved model, set up with the objectives of offering:

- early intervention with vulnerable and at-risk pupils;
- in-school multi-agency support for inclusion of pupils and families most at risk of disengagement;
- support to improve attendance and punctuality;
- support in the reduction of truancy, street crime and exclusion;
- the promotion of emotional well-being, positive mental health and well-being for every pupil.

The team have their operational base in Holte school, where the headteacher and the deputy head (who is also the behaviour and attendance leader), team members, school leaders and staff throughout the cluster share and promote a clear vision of how school life might need to change to secure real improvements in engagement and achievement.

The team

The team comprise:

- 2 FTE **home–school liaison workers** with a main focus on attendance and parental involvement;
- an **attendance support worker** (FT) with a main focus on attendance, morning punctuality, breakfast club and home–school links;
- a **social worker** (FT) with a main focus on direct work with young people, links with agencies that offer support to parents/carers and/or young people and communication between mentors and pastoral leaders;
- an **educational psychologist** (0.5) with a main focus on liaison with the EPS and EBD issues, individual case advice, statementing, counselling and support of staff who work with challenging children;
- a **child and adult mental health worker** (0.5) with a main focus on breaking cycles of disruptive behaviour, behavioural targets, mental health, and family support;
- a **school-based police officer** (FT) with a main focus on crime prevention and detection, accelerated access to police support at times of need, restorative justice, casework and mediation;
- a **behaviour consultant** (0.5) with a main focus on staff training, policy review, support for behaviour and attendance leaders, classroom management;
- a **team secretary** (FT) with a main focus on coordination of work, diary management, administrative support and the monthly pupil award scheme.

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Key features

With regard to bullying, the following priorities have contributed to a better climate, a coordinated and preventive approach, and a reduction in bullying. This list does not contain everything the BEST team do, but it does give a flavour of how they combine forces on bullying.

The team support the development of a positive climate

- Developing the culture within school as a positive supportive environment for families, pupils and students – with staff modelling positive attitudes, fairness and consistency, giving encouragement and praise where it is due.
- Celebrating individual improvement, with certificates for students who make improvements after difficulties related to social, emotional, behavioural or attendance issues.

The team actively review provision and look for ways to refine it

- Using the behaviour audit to inform the training agenda.
- Use of the Sleuth ICT system for logging, tracking and following up behaviour-related incidents, trends and patterns. This informs the deployment of staff, the construction of groups and the training of staff.

The team maintain high levels of liaison about bullying issues

- Regular meetings between the BEST team members and the behaviour and attendance leaders from all schools in the cluster to review progress and plan developments.
- Dissemination of a team leaflet describing role and function, contact details and pen portraits of team members.

The team contribute to the development of pupil skills

- The team contribute to programmes in citizenship and thematic days for developing emotional literacy.
- Careful and imaginative use of the Learning Support Unit (LSU) and learning mentors to support and observe pupils and students in lessons, prior to entry to the LSU.

The team contribute to and engage in training

- Half-termly focused meetings between BEST team members and school staff who have an 'inclusion' focus.

The team support families and maintain a presence among them

- At school parents' meetings, the team have a specific table. They also issue reminders to particular families to secure the best possible attendance at parents' evenings.
- The team arrange parent support groups which target families of vulnerable pupils. They suggest strategies for parents and children to engage more positively. This group operates in four community languages.
- A parent event at the end of a day to celebrate the richness of achievement, diversity and culture and also to enable parents/carers to get more information, talk to staff and see the range of support available.
- The development of breakfast clubs.
- Casework is well coordinated and adds value to work being carried by other professional workers beyond the BEST team.

The team support pupils at transfer

- Supporting primary pupils as they approach transfer, actively addressing anger management, social and behavioural skills and techniques.
- Ensuring that detailed information is given to subject staff about social issues and academic potential, and support in placing pupils effectively in sets, tutor groups and support classes.

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Resource sheet 6 page 3 of 3

Benefits and achievements

- Accurate information across the cluster on every vulnerable and at-risk pupil and student, and focused support for them.
- Parental support and confidence in schooling and in the schools has risen substantially.
- Substantial increase in parental attendance at parents' evenings.
- Substantial rises in attendance in every school.
- A full academic year with no permanent exclusions.
- Substantial rise in attainment, achievement and engagement levels among pupils (GCSE 5 A–Cs rose by 5%).

Further information

For further information or discussion, please contact:

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4 Bullying Unit 4.4S	
Title	Ensuring all staff in school are aware of the anti-bullying charter and guidance on bullying
Level	Getting started
Audience	All staff
Purpose	• To raise awareness of the anti-bullying charter • To provide information on the guidance on bullying
Possible use	The behaviour and attendance leader or other member of the senior team can use this unit to: • reflect on the school's knowledge and understanding of the guidance on bullying; • support staff discussion groups to reconcile current practice with the anti-bullying charter. This can be conducted as part of the usual meeting cycle; • gather the views of staff about what more needs to be done to implement the charter.
Impact can be measured by	• more staff discharging their responsibilities in relation to bullying (evident from observations by SLT, subject leaders and heads of year); • more staff engaging in informed discussion about bullying in meetings; • a reduction in the number of reported incidents of bullying.
Links to other action plan toolkit sections	Leadership and management Links with partners and other agencies
Links to other material in this section	Staff: Getting started 4.1S Reviewing a whole-school anti-bullying policy Pupils: Getting started 4.4P Developing the pupil role in applying the anti-bullying charter 4.1P Including pupils in reviewing a whole-school anti-bullying policy Parents/carers: Getting started 4.4PC Enabling parents/carers to understand and work within the school anti-bullying policy 4.1PC Including parents/carers in reviewing and developing an anti-bullying policy
Reference to other resources	*Bullying: effective action in secondary schools* (Ofsted 2003) HMI465 *Bullying: Don't suffer in silence – an anti-bullying pack for schools* (DfES 0064/2002) *Bullying – A Charter for Action* (DfES 2003) www.dfes.gov.uk/bullying/pack/CharterPoster_A4.pdf Human Rights Act 1998 Race Relations Amendment Act 2000 Circular 10/99 Social Inclusion: Pupil Support, available at www.dfes.gov.uk/publications/guidanceonthelaw/10-99 www.dfes.gov.uk/bullying www.dontsufferinsilence.com

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Ensuring all staff in school are aware of the anti-bullying charter and guidance on bullying

This unit explores staff feelings and perceptions about bullying in school. It is assumed that behaviour and attendance leaders will have previously worked with staff on unit 4.1S, Reviewing a whole-school anti-bullying policy.

Introduction

All schools will have received a copy of the anti-bullying charter. (A non-designed copy is included as resource sheet 1 in unit 4.1S.) The anti-bullying charter is not a statutory requirement. However, schools are being encouraged to sign up to the charter to demonstrate that everyone in their school community has expressed a commitment to promote an anti-bullying culture in their school. Schools were asked to indicate that they had adopted it. Where they adapted it, they were asked to send a copy to the Anti-Bullying Alliance. The charter is a powerful tool for schools to use to reinforce the unacceptable nature of bullying behaviour.

The anti-bullying charter

The anti-bullying charter was launched in November 2003 and was distributed to schools through a series of regional conferences. It is supported and endorsed by a variety of organisations including the professional associations.

It is recognised that the charter, on its own, will not eradicate bullying in schools. Rather, it is a commitment to an ongoing process of creating a community where bullying will be dealt with effectively and with sensitivity. Signing up to the charter gives a very clear message to the whole school community that your school is prepared to start on that journey.

The anti-bullying charter supports schools in assessing whether they have in place a series of actions that are most likely to contribute to a climate in which bullying is seen as being anti-social. Schools are most likely to prevent bullying when they:

- discuss, monitor and review their anti-bullying policies on a regular basis;
- support staff to identify and address bullying issues;
- ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively;
- report back quickly to parents/carers regarding their concerns on bullying;
- seek to learn from anti-bullying good practice elsewhere and utilise the support of the local education authority (LEA) and relevant statutory and voluntary organisations when appropriate.

On the reverse side of the charter is a list of ideas and strategies for schools to consider. This list synthesises good practice that exists in schools around the country and draws on the findings of the Ofsted report *Bullying: effective action in secondary schools* and the anti-bullying pack *Bullying: Don't suffer in silence*.

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Consider the following:

- Do you have a copy of the anti-bullying charter in your school?
- Has the anti-bullying charter been used to support review of practice in your school?
- Has the charter been discussed and shared with all staff, pupils and parents/carers?
- Have you signed the anti-bullying charter?
- Are copies of the charter displayed prominently in different areas around the school?

Activity 1

Use **Resource sheet 1** to consider where your school is in relation to the expectations in the anti-bullying charter. Focus initially on the strengths and resources in the school and then identify where there might be need for further development.

Responses may vary from different staff and between different staff roles. Discussion of these differences and any underlying reasons may add value to this activity.

The feedback from this activity will enable the SLT to promote good practice and start to plan and develop further actions in school.

(For information on solution-focused techniques refer to the *Behaviour and attendance training materials, Core day 2,* Developing effective practice across the school.)

The following activity will help to highlight which groups of staff need further support in implementing anti-bullying approaches.

Activity 2

Resource sheet 2 is taken from the anti-bullying charter and offers schools a range of ideas to support them in working toward a school free from bullying. **Resource sheet 3** contains the cards Always, Sometimes and Never. Use these cards as headings under which the cards from resource sheet 2 can be grouped to indicate how often the actions apply in your school. Alternatively, the cards can be organised hierarchically or placed on a continuum to indicate their current standing in your school or their priority in your planning. You may wish to add other cards that apply to your school.

Consider using this activity with different groups in school, to highlight the range of opinion and perception. This arrangement is helpful in identifying relative training needs. The Key Stage 3 behaviour and attendance consultant will be able to support you with this.

Guidance on bullying

'Schools must by law have a policy to prevent all forms of bullying among pupils.' (From *Bullying: Don't suffer in silence*, page 4)

'Headteachers will need to satisfy themselves that their policies comply with the Human Rights Act 1998 and the Race Relations Amendment Act 2000.' (From *Bullying: Don't suffer in silence* DfES 0064/2002)

The Race Relations Amendment Act of 2000 requires schools to have a policy on race equality.

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Where bullying leads to exclusion

Schools are not generally expected to report all incidents of bullying to their LEA, although they should keep careful records themselves. However, where a pupil has been excluded as a result of bullying this should be recorded and forwarded to the LEA in the way that all exclusions are reported.

Racist bullying

'The school should record all racial incidents, and parents and governors should be informed of such incidents and the action taken to deal with them. Governing Bodies should inform LEAs annually of the pattern and frequency of any incidents. Pupils who have suffered racial harassment, at or outside school, may need support.' (From Circular 10/99 *Social Inclusion: Pupil Support*)

LEAs have devised their own protocols and forms to help schools in responding to such incidents.

For example, one LEA held a conference to launch its anti-racist policy and informed schools about procedures to report incidents to the LEA. In this LEA, schools are expected to keep three kinds of records:

1. An internal report that records minor, one-off incidents
2. A record of serious incidents that are repeated and which should be sent to the LEA immediately
3. A summary of all incidents that should be forwarded to the LEA termly.

Where there is racist bullying, schools are expected to work with the police and other agencies, including the youth service, and the wider community to develop and implement a strategy for reducing and eliminating racist incidents.

Homophobic bullying

Homophobic bullying is when a pupil is targeted because of his or her perceived sexuality. There is no specific legislation that addresses homophobic bullying. However, any pupil targeted in this way is being bullied, and the situation should be dealt with in the same way as other incidents of bullying.

Activity 3

Consider the type of incidents that might be construed as either racist or homophobic bullying. **Resource sheet 4** provides some examples that can be added to and used to promote discussion in school.

The in-depth audit on bullying will have highlighted those areas of guidance that may not be familiar to some members of staff. Particular attention should be given to whether support staff, for example, administrative staff, midday supervisors and site staff, are clear about guidance and their responsibility in being vigilant concerning bullying behaviour.

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How to inform new staff about the guidance on bullying

Activity 4

Review which staff in your school know that you have to have an anti-bullying policy by law and are familiar with it.

Consider how this is addressed in:

- the staff handbook;
- the induction arrangement for new teaching staff;
- the student and NQT programmes;
- the rolling programme of training for all staff;
- your induction arrangements for teaching assistants and support staff.

For staff who have been familiarised with the policy, what measures are taken to maintain a high level of vigilance and care for the anti-bullying policy?

Ask staff to consider the actions they will take to sustain good practice in relation to all measures to prevent bullying.

Next steps

The materials in this toolkit, and the support of the behaviour and attendance consultants, may help you to refresh tacit policies.

You might mobilise the support of:

- various team leaders who can use their meeting times to clarify, renew and recommit to the anti-bullying policy;
- regular staff briefings which update colleagues about emergent trends and incidents.

You might also use:

- prominent posters which summarise the policy and steps to take. They can be displayed in different areas of the school, for example, the staff room, school office and reception;
- postcard or pocket-sized laminated versions of the posters;
- a dedicated page in the staff planners that are distributed at the start of the school year. See **Resource sheet 5** for an example;
- a focus on school observation sheets used in staff reviews and performance management.

Putting the policy in place is the first step. The challenge lies in maintaining the policy in daily action, and the creation of a school ethos and environment in which bullying is unlikely to occur.

Summary

By the end of this unit staff will have increased knowledge and understanding of:

- the anti-bullying charter;
- current guidance on bullying.

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Resource sheet 1

Use this resource to assess current practice against the anti-bullying charter and what schools need to consider in terms of further developments.

Anti-bullying charter

Our school community…	**Indicate how well this is done in school 1 – – – – – – – – – – 10**	**Evidence to support this scaling**	**Other comments What next?**
…discusses, monitors and reviews our anti-bullying policy on a regular basis			
…supports staff to identify and tackle bullying appropriately			
…ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively			
…reports back quickly to parents/carers regarding their concerns on bullying			
…seeks to learn from anti-bullying good practice elsewhere and utilises the support of the LEA and relevant statutory/ voluntary organisations when appropriate			

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Resource sheet 2

Photocopy the following descriptions of positive actions onto card and cut them up for use as a card sort.

We involve staff, pupils, governors and parents/carers in discussions about bullying and its definition.	We keep a record of bullying incidents, according to our agreed definition, and analyse it for patterns such as people, places, groups associated with bullying.
We discuss what makes an anti-bullying school.	Many analyses state that bullying can be a result of feeling powerless. We ensure that our pupils do not feel powerless in the school community.
We work with all staff and outside agencies to identify different sorts of bullying, including homophobic and racist bullying, and bullying of pupils with disabilities or special educational needs.	We consider all the opportunities that exist to tackle different sorts of bullying, e.g. through the curriculum, corridor displays, the school council, peer support, and recording and reporting processes.
We create special safe spaces targeted at vulnerable pupils.	We train all support staff to identify bullying and to follow policy and procedures on anti-bullying.
We use the DfES anti-bullying public information film as a prompt for class and staff discussion.	We reassure pupils that all bullying concerns will be dealt with sensitively and effectively.
We regularly canvas pupils' views on the extent and nature of bullying, e.g. through a secure anxiety box for safe complaining.	We make sure all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
We involve pupils in anti-bullying campaigns in school.	We make good use of peer support in cases of bullying, e.g. peer mentoring, peer counselling, buddying or mediation.
We make sure pupils know where to get help, e.g. helplines are advertised in the school's student planners; there is an anti-bullying notice board.	We offer excellent support to pupils who have been bullied.
We work with pupils who have been bullying in order to address the problems that give rise to that behaviour.	We ensure that concerns expressed by parents/carers are taken seriously.
We indicate who parents should contact if they are worried about bullying.	We inform parents about the complaints procedure and how to use it effectively.
We work with parents and the local community to address issues beyond the school gates that give rise to bullying.	We invite experienced colleagues from other schools or sectors to share with us their success in tackling bullying.

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Resource sheet 3

Use this with resource sheet 2

ALWAYS
SOMETIMES
NEVER

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Resource sheet 4

Racist bullying might include:

- Making racist jokes
- Mocking colour, customs, language, or accent
- Wearing racist badges and symbols
- Sending racist text messages
- Writing racist graffiti
- Excluding people from social groups because of prejudice against their race or culture
-
-
-

Homophobic bullying might include:

- Picking on someone because they are perceived to be gay or bisexual
- Making fun of an individual or group because they do not conform to what most people think girls or boys ought to do
- Putting individuals down for looking or behaving in a certain way and pressurising them into behaving or dressing differently
-
-
-

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Resource sheet 5

Our school will not tolerate bullying of any kind, including racist and homophobic bullying

We have an anti-bullying policy in accordance with the law

We have a duty to report any incident of bullying we see or hear about

(Make sure you know and understand the systems we use for reporting incidents of bullying)

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4 Bullying Unit 4.5aS	
Title	Understanding and supporting pupils who engage in bullying behaviour
Level	Developing good practice
Audience	All staff
Purpose	• To explore staff beliefs about pupils who bully • To develop staff awareness of the reasons why a pupil might bully • To emphasise how staff should be able to separate the bullying behaviour from the actual person • To review existing systems for supporting pupils who bully and consider how these and other systems can be developed
Possible use	• Whole-staff briefing to explore beliefs and develop an improved understanding about why a pupil might bully. • Behaviour and attendance leader can work with a cross-section of staff on reviewing existing systems to support pupils who bully, and in particular how the school helps them to learn more appropriate behaviours.
Impact can be measured by	• more staff showing by their actions that they can separate bullying behaviour from the person engaged in it; • more staff actively involved in resolving incidents of bullying.
Links to other action plan toolkit sections	Attendance Rewards and sanctions Leadership and management
Links to other materials in this section	Pupils: Developing good practice 4.5aP What can I do if I have been bullying other pupils and I want to stop? Parents/carers: Developing good practice 4.5aPC Accessing support and advice if I think my child is bullying other pupils
Reference to other resources	*Bullying: effective action in secondary schools* (Ofsted 2003) HMI465 *Bullying – A Charter for Action* (DfES 2003) www.dfes.gov.uk/bullying/pack/CharterPoster_A4.pdf *Bullying: Don't suffer in silence – an anti-bullying pack for schools* (DfES 0064/2002) www.dfes.gov.uk/bullying www.dontsufferinsilence.com Citizenship curriculum Teachernet: www.teachernet.gov.uk Coastkid: www.coastkid.org

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Understanding and supporting pupils who engage in bullying behaviour

Introduction

Ofsted indicates that although bullying can take many different forms, there is a common factor running through most cases.

'The common factor is the intention to undermine and degrade the individual by picking on vulnerability or making difference a fault. Those who bully aim to hurt by means of force, intimidation or ridicule in order to control others, or perhaps to inspire a reaction that escalates the situation.' (From *Bullying: effective action in secondary schools*)

Any long-term resolution to bullying behaviour must address its root causes, and help the pupil who engages in bullying to find a better way to deal with negative feelings. Staff also need to understand that bullying behaviour is symptomatic of other issues, and that it is important to move beyond condemnation to understanding and constructive guidance.

Staff who are involved in resolving bullying issues need to be supported by:

- their knowledge of the school's anti-bullying policy;
- a school policy which is clear in its expectations;
- consistency in application of procedures following an incident of bullying;
- some understanding of the possible reasons why a pupil might behave this way;
- personal commitment to the school's belief that pupils who bully need support.

Activity 1

Select a sample of staff, pupils and parents/carers to test out whether the current policy with regard to pupils who bully is fully accepted and understood. Ask the chosen sample to consider these questions:

- Why do pupils engage in bullying behaviour?
- Should pupils who bully receive support?
- What should be the consequences for pupils who bully?

Record the responses on a scale of 1–10 to indicate how certain each group is about the reasons for bullying and the strength of feeling about support for those who bully. Use the results to direct the most urgent work.

Understanding pupils who engage in bullying behaviour

A good starting point is to ask staff to reflect on their own feelings about the bullying behaviour. You could ask them to consider:

- their own experiences of bullying behaviour;
- the impact of bullying behaviour on teaching and learning;
- the impact of bullying behaviour on the pupil who bullies;

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- the impact of bullying behaviour on the confidence of all pupils, especially their ability to engage confidently in their learning;
- the impact of bullying behaviour on emotional well-being.

The aim of your discussions should be to lead staff to a realisation that bullying behaviour needs to be resolved. A more complex approach is required for a longer-term solution and this is not achieved by rejection and punishment.

In developing this discussion, it is important to distinguish between bullying behaviour and an outright condemnation of the whole person. Bullying behaviour is often an expression of inward distress, the passing on of negative behaviour, confusion about one's own worth or an extreme need to bolster self-esteem. To condemn or dismiss the whole child is to confirm these extreme anxieties. Complete rejection offers no ways forward. It exacerbates rather than resolves. This would make the situation worse rather than improve it.

It is widely understood among professionals that the correct course is to distinguish between the behaviour and the person. Although this can feel counter-intuitive at first, it does leave you free to explain why the behaviour is unacceptable without branding the entire child as 'unacceptable'. It allows you, without seeming hypocritical, to extend support, hope and a constructive way forward for the child. Hence it would be possible to say:

'You are a confident and sometimes a kind person, so this behaviour is out of character and, as you know, it is unacceptable.'

'I am wondering what has led you to behave in this unacceptable way? I know you are well liked by your friends and you have an outgoing personality, so it is surprising to hear that you have joined in with hurtful comments. Is there anything behind it?'

You will be trying to get the child to acknowledge and accept their bad behaviour and leave the door open for:

- attention to specific problems which led to the incident;
- attention to the background problems which set the scene for bullying behaviour;
- help to avert any new incidents in a heated situation;
- longer-term help to channel frustration and meet personal needs through more constructive behaviours.

Activity 2

Read the scenario about Brendon on **Resource sheet 1**, part 1.

Respond to the questions on the sheet, then share and compare your feelings and views. Note any consensus or variations.

Discuss how well your collective views chime in with the school's anti-bullying policy.

Now read about some of the reasons for Brendon's behaviour in resource sheet 1, part 2.

- Does this change your feelings towards him?
- How can Brendon be supported?
- Will this support prevent him from bullying more pupils?

Finally, you will wish to discuss points such as:

- Is Brendon aware of the situations he is involved in?
- Does Brendon want to change?
- Does the school use solution-focused talking as part of the anti-bullying strategy?

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Schools have found that exploring the issues behind bullying behaviour in this way has led to heightened awareness of lasting solutions to bullying. The outcome is an increase in:

- the number of parents/carers who contact school with concerns about their child bullying;
- the number of pupils informing on pupils who bully because they now recognise they need support;
- the number of pupils who acknowledge that they have bullied and recognise the reasons why;
- staff recognising and being able to identify those pupils who engage in bullying behaviour.

When staff acknowledge the needs of pupils who engage in bullying behaviour, it leads to improvements in the way we interact with pupils. Body language, facial expression and tone communicate our deepest feelings towards people, and raised awareness makes us more supportive, constructive and empathetic in our responses.

Supporting pupils

Activity 3

Start by discussing possible approaches to supporting pupils who bully and helping them to change. Ideas might include:

- developing curriculum approaches, including:
  - anti-bullying modules for pupils at Key Stage 3 – PSHE curriculum;
  - form tutor time;
  - schemes of work with drama;
  - PE – team building;
  - assemblies;
  - humanities (anti-racism);
- accessing outside support;
- support to develop social, emotional and behavioural skills;
- praise and support for the things they do well;
- access to an outside adult, to talk to and advise;
- involvement with peer supporters.

Resource sheet 2 describes some common reasons why pupils turn to bullying.

In the circles on the resource sheet, add six selected approaches to supporting pupils, from the list generated above.

Consider the following:

- Are there specific strategies which would provide improved support to specific groups of pupils?
- Are there any strategies that would prove to be effective but are not currently in place?

Use the outcome of this exercise to support staff in raising awareness of why pupils bully and to reflect on current support available to all.

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Summary

By the end of this unit staff will:

- have shared their views about pupils who are bullied;
- be more aware of the range of reasons why a pupil might be bullied;
- be able to separate bullying behaviour from the person engaged in it;
- have reviewed existing support systems for pupils who bully and drawn up an action plan for any necessary development.

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Resource sheet 1

Brendon: Part 1

Brendon is a Year 8 pupil who on the surface appears to have a large circle of friends. He shows little respect for the school environment and often uses graffiti to insult staff and pupils. He has a good sense of humour but this is often used at the expense of his peers. His reputation is based largely on his brother's exploits (a past pupil who was permanently excluded) and this is used to intimidate his peers into action. Homework is completed by one of three pupils he can call on at any time, PE kit and books are carried round by 'friends' and he often extorts money and equipment from the Year 7 group who get registered near his form room.	Record your feelings about Brendon What would you like to see happen?

Cut here

Brendon: Part 2

Brendon is the youngest of a family of four boys. The family environment is very competitive with no respect shown for personal property. Brendon's mother has indicated to the school that Brendon hides personal belongings he doesn't want his brothers to take. Conversations often include some form of put-down or insult. Brendon's 'friends' never contact him at home and never call round. They always find an excuse. Brendon doesn't enjoy home life. When he started at the secondary school many of the staff commented negatively, e.g. 'Oh no, not another Higgins boy' and many pupils tried to avoid him out of fear. To gain attention and what he perceives to be respect he has resorted to copying his brothers' behaviours. Brendon doesn't like himself but can't see how he can change.	Does understanding Brendon's situation change your views? How can Brendon be supported to change his behaviour? How does Brendon feel about himself and what has contributed to this?

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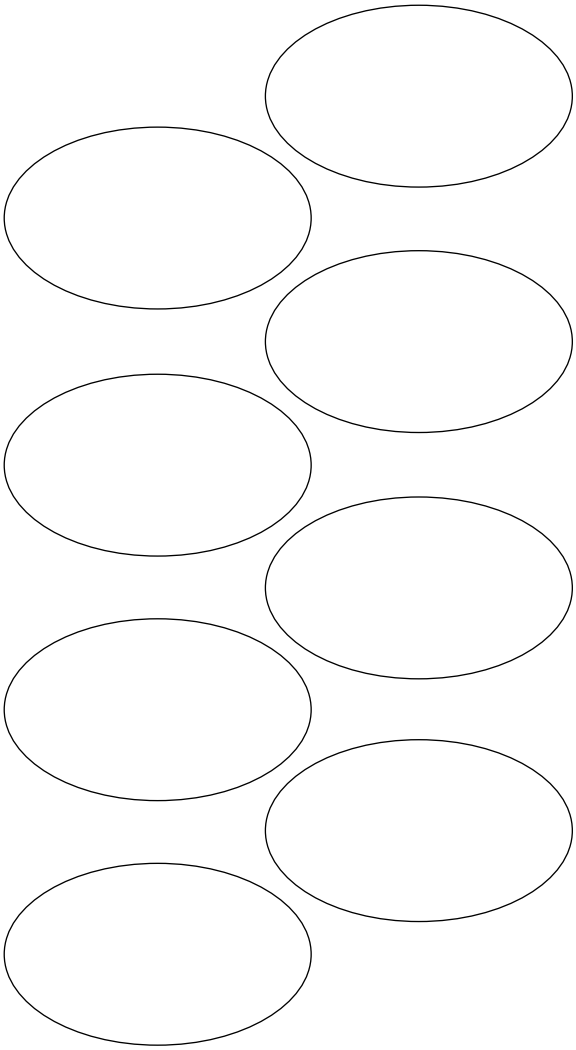
Resource sheet 2

The boxes describe some common reasons why pupils turn to bullying. In the circles, add six selected approaches to supporting pupils, from the list generated during your discussions. Consider the pupils described on the left side of the sheet and link them with a line to the solution bubbles on the right-hand side that might help them to resolve the problems that led to bullying behaviour.

A has been bullied in the past, so being a bully seemed like a normal, even a fair development. It's his turn now to be the bully.
B's friends see bullying as evidence of personal prowess, and a way to gain attention and respect. B bullies to impress them.
C was full of good intentions after her exclusion from school, but nothing had changed. She soon fell into the same patterns of behaviour.
D is under pressure. There is personal unhappiness at home which manifests itself in aggressive behaviour at school.
E has few friends and poor social skills. He adopts the role of bully because it's simple and it gets him noticed.
F lacks self-esteem and feels useless. Bullying is a way of gaining attention and feeling in control.



See further references on www.teachernet.gov.uk, www.coastkids.co.uk and the DfES website.

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4 Bullying Unit 4.5bS	
Title	Understanding and supporting pupils who are bullied
Level	Developing good practice
Audience	All staff
Purpose	• To explore staff beliefs about pupils who are bullied • To develop staff awareness of the reasons why a pupil might be bullied • To review existing systems for supporting pupils who are bullied and consider how these and other systems can be developed
Possible use	• Whole-staff briefing to explore beliefs and develop an improved understanding about why a pupil might be bullied. • Behaviour and attendance leader can work with a cross-section of staff on reviewing existing systems to support pupils who are bullied.
Impact can be measured by	• more staff showing by their actions that they can separate the bullying behaviour from the person engaged in it; • more pupils reporting that they are satisfied with how the bullying behaviour has been dealt with and the support they have received.
Links to other action plan toolkit sections	Attendance Rewards and sanctions Leadership and management
Links to other materials in this section	Pupils: Developing good practice 4.5bP What can I do if I am being bullied? Parents/carers: Developing good practice 4.5bPC Accessing support and advice if I think my child is being bullied by other pupils
Reference to other resources	*Bullying: effective action in secondary schools* (Ofsted 2003) HMI465 *Bullying – A Charter for Action* (DfES 2003) www.dfes.gov.uk/bullying/pack/CharterPoster_A4.pdf *Bullying: Don't suffer in silence – an anti-bullying pack for schools* (DfES 0064/2002) Smith, Peter K *The nature of school bullying: a cross-national perspective* (Routledge 1999) www.dfes.gov.uk/bullying www.dontsufferinsilence.com Citizenship curriculum Kidscape: www.kidscape.org.uk

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Understanding and supporting pupils who are bullied

Introduction

Surveys of young people tell us that they see bullying as more widespread than do school staff and other adults. One survey reported by PK Smith *et al*. in *The nature of school bullying: a cross-national perspective* (Routledge 1999) indicates that 10% to 20% of pupils interviewed in England had been bullied in the six months prior to the survey. Of these pupils, 65% said it lasted for only a week or a month, 13% said it continued for a term, 9% said it continued for a year, and 13% said it continued for several years.

If staff are to help pupils who are bullied, they need to recognise the most common signs that a child is being bullied. In *Bullying: effective action in secondary schools*, Ofsted identifies these as:

- anxiety and depression, which can lead to intermittent and long-term absence from school, physical illness or psychosomatic complaints;
- poor self-esteem, which inhibits pupils from forming positive relationships, leads to feelings of worthlessness and betrayal, and causes some to lower their expectations and standards of work;
- withdrawal, which may lead to low participation in school and other activities, isolation or self-harm.

Very few pupils will experience all of these symptoms, but combinations of them, at various different levels of severity, will affect how they view school and themselves and their emotional health and well-being. Nonetheless, it is not always obvious to the adults in school when a child is being bullied. Indeed, some children do put the experience behind them, or detach themselves from the experience.

The key is to look for unaccountable changes in behaviour. A concerned and caring community is well-placed to pick up the signs of personal anxiety and the telltale drop in self-confidence. Not every case investigated will reveal bullying at its root, but all changes deserve attention and other causes may be just as pressing.

It is never good to be on the receiving end of bullying behaviour. For some pupils, it has a major effect on their lives. Staff vigilance, concern and action are important for the pupil's sense of being cared for and valued, and are integral to the school's values and beliefs.

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Staff knowledge of pupils is crucial

The best intelligence about bullying in schools comes from pupils who feel confident to tell about problems. If they do not, it is the responsibility of staff to be vigilant for signs which indicate a problem.

Activity 1

Consider the general level of information all staff have about pupils in your school. This information will include things like:

- pupils' level of attainment;
- their position in the family in relation to older and younger siblings;
- family circumstances;
- social relationships in school;
- level of confidence in new situations;
- ability to communicate with adults and peers;
- special needs;
- social skills;
- patterns of attendance.

Add any other information which you could reasonably expect all staff to know about pupils, then consider which member of staff is best placed to watch for changes in a pupil's profile.

In most schools the role of the form tutor is central. Effective form tutors have insight into the social dynamics of their groups, and they have the daily opportunity to talk to and listen to pupils informally. But they are not the only staff who may notice changes. Anyone who comes into reasonably regular contact with a pupil may detect changes of routine, behaviour and demeanour. For example:

- learning mentors;
- teaching assistants;
- administration staff who register non- or late attendance;
- lunchtime supervisors;
- after-school and before-school club staff;
- timetabled subject staff;
- library staff.

Individually, staff will have a useful perspective on particular pupils, but together they may help you to build up a picture of changing behaviour. It is also important to note that some staff may also have contact with pupils outside of the school day, through community projects or out-of-school activities. This can add to the information available about pupils.

Compile a list of 'informed' adults who can be briefed and encouraged to share their emergent concerns. It is remarkable to note the range of adult relationships that pupils develop in school, and you will often be surprised at the positive picture of relationships that are constructed in the wider community. This watchful and caring community will be useful later to keep watch over a pupil rebuilding his or her confidence after an incident of bullying. But most importantly, the support of a wide range of caring adults is a reassurance and an insurance against bullying. Even new staff can contribute. They may not know pupils in the way that longer-standing members of staff do, but they do know people to check with.

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Checklist for signs of bullying

A checklist might usefully be included in the staff handbook and in induction training for new staff.

Activity 2

Use **Resource sheet 1** to compile the contents of your checklist.

- Use the blank spaces at the bottom to add any other signs you have noted.
- Use the right-hand column to suggest immediate follow-up actions. Start with information-gathering to establish whether bullying lies at the root of the changed behaviour.

Supporting pupils being bullied

Once staff recognise the signs of bullying, consider the kind of support they could offer. Examples of different measures that schools use when responding to bullying are signposted in *Bullying – A Charter for Action* and include creating safe places, training and deploying learning mentors and LSU staff, and working with outside agencies.

It is vital that the support given is appropriate to the individual and that schools have a mechanism to ensure that support options are flexible enough to meet a range of individual needs, within a set framework.

Ofsted reports:

'Investigation of allegations of bullying from pupils or parents can take up a great deal of time, tying up senior staff for many hours. Staff experienced in these matters were clear about the necessity and the value of finding the time for fast investigation of all reported incidents as a means of demonstrating to all that the school means what it says about not tolerating bullying.' (From *Bullying: effective action in secondary schools*)

Time is clearly an issue. But it is less of an issue if action is swift, the routines are well understood and the response is efficient and sufficient. Swift action is reassuring and it is a sign of the importance a school places on individuals, fair play and its anti-bullying ethos. Invest in the design of speedy procedures that lay out how to act once an allegation has been made, for example, instigating immediate enquiries, informing parents and setting up counselling. Many schools now have a named member of staff on call for such eventualities.

The other necessary investment of time is that given to the pupils who have been bullied. Perfunctory or superficial treatment can compound a sense of worthlessness and make it harder for them to open up the full facts. An on-call member of staff is an asset, but if you cannot manage this, a peer counsellor might well be appreciated in the first few hours. SLT needs to determine what is the best way to deploy resources, ensuring an appropriate balance of resources between the pupil who has been bullied and the pupil who bullied.

After the immediate response, it will take some time for findings to emerge and action to be taken. For the pupil who has been bullied, this period feels like one in which nothing happens and others have forgotten. It is therefore worthwhile giving them frequent updates on progress, however brief, to make them feel completely supported.

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Activity 3

Consider the statements on **Resource sheet 2** which describe actions to support a pupil who has been bullied.

- Add any further statements that could be successfully applied in your school – consider actions for different levels of bullying.
- Indicate the order in which actions could be taken and identify any actions you may choose to leave out.
- The statements can also be used as a card sort to prioritise the sequence of actions.
- Consider any circumstances in which the order of actions would be different. Identify the trigger that would justify such a change (e.g. the severity of an incident).
- Use the statements and your surrounding discussion to produce an outline for a consistent and coordinated approach to supporting pupils who are bullied.

Standardising practice for all staff

During the school anti-bullying policy review, staff will have explored their understanding of what it is like to be bullied. It is useful to re-examine those feelings at this point.

Staff attitudes will vary. Some people think that the pupil who has been bullied ought to change their behaviour in order to deter further incidents. Such views need careful handling, because while a change in behaviour may be desirable, it also inadvertently places the blame for bullying on the pupil who experienced it.

Other common responses include a natural preference for measures that work inside one's own family but not for others, for example, being over-protective or, at the other end of the scale, demanding a stiff upper lip. There is an art in taking one's cue from the pupil.

Activity 4

Use **Resource sheet 3** to reflect on a recent bullying incident in school. Consider your responses to this incident and discuss any changes which would enhance your systems.

Supporting pupils who have been bullied

The immediate support that is available to pupils who have been bullied is a critical part in the process of making all pupils feel safe and secure in school. Establishing the truth of what has happened is the first step towards providing support. But for the child who has been bullied, that is not the end of the matter.

Pupils respond to the experience of being bullied in a number of different ways. Some will:

- bounce back;
- bottle it up;
- retaliate;
- pretend it never happened;
- enter a long period of poor self-confidence;
- become depressed;

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- start missing school;
- resort to self-harm as a way of eliciting sympathy of those who bullied them.

Continued contact and opportunities for discussion are the best response to all of these.

Activity 5

Consider and add to the following list for determining the type of support to give to a pupil who has been bullied.

Type and level of support will depend on:

- how long the bullying has been happening;
- the type of bullying;
- the friendship groups available to the person being bullied;
- the support from parents/carers;
- whether the person (or persons, bystanders or witnesses) who was doing the bullying is still in school;
- the cooperation of any bystanders.

Ofsted reports that in those schools inspected as part of the 2001/02 focus on strategies to reduce incidents of bullying, the extent to which follow-up action was undertaken appeared to vary in the schools.

'Follow-up was consistently good or very good in nearly three-fifths of the schools, with much depending on the thoroughness of the tutor or head of year involved.' (From *Bullying: effective practice in secondary schools*)

Specific strategies for support

Strategies for support will be examined more closely in unit **4.6S** of this toolkit. They include:

- peer counselling
- bully lines
- buddy systems

Activity 6

Consider what other systems or contacts you have to support pupils who are bullied and add them to the following list.

- pupil support services
- educational psychology service
- Connexions
- voluntary organisations such as Childline, the Anti-Bullying Alliance and NSPCC
- child protection team
- parents/carers
- learning mentors.

Include them on resource sheet 3.

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Summary

By the end of this unit staff will:

- have shared their views about pupils who are bullied;
- have better knowledge and understanding of the range of reasons why a pupil might be bullied;
- have reviewed existing support systems for pupils who are bullied and established plans for necessary development.

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Resource sheet 1

Identified sign of bullying	Immediate action taken to investigate
Previously extrovert pupil becomes withdrawn	• Have a simple conversation with the pupil or close friend to establish if everything is OK • Check with other staff to see if this behaviour is more widespread across the school day • Note down the behaviours being exhibited • Report to pupil's tutor
Pupil isolated and disengaged from the class, for example, unwilling to participate in group work	
Unusual patterns of non-attendance	
Cuts, bruises and torn or dishevelled clothing at the beginning or in the middle of the school day	
Damage to books and other property	
Unaccountable and possibly repeated loss of bags, books, equipment or dinner money	
Looks worried, anxious and tearful	
Withdrawal from clubs	
Arrives late at school, leaves early	

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Resource sheet 2

Some approaches to supporting a pupil who has been bullied

Invite the pupil who has been bullied to suggest an adult he or she could talk to. Arrange this meeting and allocate appropriate time.
Provide time and encouragement to the pupil who has been bullied, to cooperate fully in identifying the pupils involved in the bullying incident. Assure the pupil that he or she will be kept safe as part of this process.
Establish with the pupil, as precisely as possible, how the bullying started, how it then developed and how he or she is feeling. Establish names of any peers or adults who the pupil feels has been of support so far.
Ask the pupil who has been bullied what he or she would like to happen next: • so that they don't experience this again; • so that it doesn't happen to others.
Interview all pupils individually where allegations have been made in a group. Ensure the interview follows an agreed structure, enabling all pupils to voice their opinions where they feel safe and supported.
Ask pupils to make a written record of what has happened to them. This allows them to think through the incident clearly and to refocus on how it started and how they feel. Provide support if this would be difficult for them.
Bring together the pupil who has been bullied with the pupil who has bullied (need to consider how safe pupils feel in this situation). A meeting would only happen with the permission of the pupil who has been bullied and with explicit guidance for staff that supports them in every stage of this process.
Make it clear to the pupil who has been bullied that close supervision will be maintained to ensure he or she feels safe.
Involve the parents of the pupil(s) who has bullied, both to provide further support and to question their child about their role in the alleged incident.
Involve the parents of the pupil who has been bullied in order to explain the actions the school is undertaking and role they can play in providing support for their child.
Do not make promises that cannot be kept, to staff, pupils or parents/carers.
Ensure the pupil understands what will happen next, what support they will receive, who they should go to if worried and when they will receive an update on the situation.

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Support sheet following allegation of bullying

Incident	What did you do?	Which member of staff?	How were parents involved?	What happened?	What will you do next time?
1	Identified member of staff for pupil to talk to	Year 8 tutor	Standard letter was sent home with follow-up phone call to parents planned for 5pm	Pupil felt supported and was able to talk openly with member of staff	To speak to 'buddy line' manager to identify appropriate buddy
2					
3					
4					
5					
6					
7					

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4 Bullying Unit 4.5cS	
Title	Encouraging pupils who witness bullying to respond in line with the school anti-bullying policy and the anti-bullying charter
Level	Developing good practice
Audience	All staff
Purpose	• To support pupils who may experience a range of bullying incidents • To give pupils confidence to take appropriate action when they know other pupils are being bullied • To make pupils aware of the role of the bystander
Possible use	• Behaviour and attendance leader can use the material to discuss pupil responsibility in relation to the role of bystander in bullying incidents. • Whole-staff INSET on the role of staff in identifying all pupils involved in incidents of bullying. • Posters could be used to prompt discussion in tutorial groups and PSHE lessons.
Impact can be measured by	• an initial increase in the number of reported incidents of bullying; • more pupils reporting observed incidents of bullying; • more pupils showing active support to their peers in cases of bullying.
Links to other action plan toolkit sections	Pupil support systems
Links to other materials in this section	Staff: Developing good practice 4.2S Establishing the staff role in helping to reduce bullying in school Pupils: Developing good practice 4.5cP What can I do if I think other pupils are being bullied? Parents/Carers: Developing good practice 4.5cPC Helping my child if they have witnessed other pupils being bullied
Reference to other resources	*Bullying: effective action in secondary schools* (Ofsted 2003) HMI465 *Bullying – A Charter for Action* (DfES 2003) www.dfes.gov.uk/bullying/pack/CharterPoster_A4.pdf *Bullying: Don't suffer in silence – an anti-bullying pack for schools* (DfES 0064/2002) Smith, Peter K *The nature of school bullying: a cross-national perspective* (Routledge 1999) www.dfes.gov.uk/bullying www.dontsufferinsilence.com Smith, Peter K, *Practical Approaches to Bullying* (David Fulton, 1991) ISBN 1853461598 The Chalkface Project: www.chalkface.com The National Mentoring Network: www.nmn.org.uk Citizenship curriculum

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Encouraging pupils who witness bullying to respond in line with the school anti-bullying policy and the anti-bullying charter

Introduction

International research carried out by PK Smith *et al*. (*The nature of school bullying: a cross-national perspective*, Routledge 1999), indicated that between 10% and 20% of pupils interviewed in England had been bullied in the six months prior to the survey. Of these pupils, 65% said it lasted for only a week or a month, 13% said it continued for a term, 9% said it continued for a year and 13% said it continued for several years. (From *Bullying: effective action in secondary schools*)

Bullying takes place in schools all over the country and although at times it can be quite surreptitious and subtle, it is often witnessed by pupils, who then require support to know what action to take and encouragement to follow this through. Schools that develop an ethos that encourages pupils to feel comfortable about reporting what they see have most success in addressing bullying issues. Where all adults are approachable, relationships are positive and staff engage pupils in discussion, there is more likely to be a 'telling' and 'listening' culture.

Helping pupils to recognise when bullying is taking place

A proactive staff role in supporting pupils who witness bullying is more likely to have a long-term effect than does a reactive role. After the incident has taken place, time and effort is likely to be focused on the pupil who has been bullied and the pupil who engaged in the bullying activity.

It is important to recognise the role of the witness or bystander. Proactive schools encourage pupils to understand how important it is to respond in the spirit of the school's anti-bullying charter or policy when they witness bullying. Schools do not always include the witness in the category of 'bully' although by watching and accepting what is happening the 'bystander' or 'witness' may be contributing to the problem.

Pupils need to be able to recognise that an act of bullying has taken place and to be aware of the impact it may have. This includes the impact it has on:

- self-image and confidence;
- emotional health and well-being;
- attendance at school or in certain lessons;
- social groupings and friendships;
- physical health;
- ability to learn and make progress.

It is important to encourage pupils to empathise with the person being bullied and to explore the feelings involved.

It is important that pupils understand what is meant by the term 'bullying' and understand what is in the school anti-bullying policy and charter. This will enable them to identify more accurately when they have witnessed an incidence of bullying and to respond appropriately.

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Activity 1

Consider how you might create a drama opportunity to explore these feelings. Focus on the role of the pupil who witnesses the bullying.

- How do they feel if they don't report the incident?
- How do they feel if they do report the incident?

Explore how the pupil who has been bullied feels when they know the incident has been witnessed.

- How do they feel if the incident is not reported as a consequence?
- How do they feel if the incident is reported?

Be aware of the sensitive nature of this activity; pupils in the group may be experiencing or have witnessed bullying.

Supporting all pupils to respond appropriately when witnessing bullying

Activity 2

Read the case study on **Resource sheet 1**. This describes a school that has tried to encourage a shared responsibility in all pupils and also to provide skills to enable pupils to take an active role in combating bullying in school.

- Highlight the strengths which currently exist in this school.
- Identify any gaps you feel are in their system.
- Identify the key staff and their role in establishing current practice.
- Indicate the next steps the school may wish to take.
- Who will need to be involved?
- What outcomes can they expect?
- How can this practice be embedded in school life and maintained across all incoming staff and pupils?

Schools who connect with this 'silent majority' of pupils within the context of a school-wide anti-bullying policy have found it has had the greatest impact on reducing incidents of bullying and harassment at school.

Schools have found that the level of pupil participation in a campaign against bullying will vary. Once pupils are mobilised to take action against pupils who bully, they must feel secure that staff understand their need to stay safe. For some pupils this means ensuring the information they share will not cause them to lose status in their peer group. Confidentiality must be maintained in order for the pupils to believe in the policy and to continue working within it. Those schools which are developing an anti-bullying culture emphasise the inclusive nature of the school where everyone looks after each other. Pupils need to understand how to be good citizens.

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Reporting incidents of bullying

Schools need to find as many strategies as possible to enable pupils to report what they have seen.

Activity 3

Consider the structures that you have in school to report incidents of bullying. These may include things such as:

- bully lines;
- peer mentors;
- anxiety boxes;
- peer counsellors.

Add any additional systems that you know of and/or exist in your school.

Consider now how each of these systems is managed and the procedures that are set in place following a report of bullying.

- Do all pupils know about these procedures?
- Are these secure?
- Are they well-used, with positive results?

Identify the weaknesses of your current systems and see if there are implications for:

- training staff;
- training pupils;
- revising systems;
- evaluating current practice further.

Identify actions to take to ensure that staff responses are consistent and effective.

Summary

By the end of this unit staff will be:

- better equipped to support pupils who are bullied;
- able to provide the support and advice needed for pupils to actively support their peers who are being bullied;
- able to provide clear guidance for pupils on the role of the bystander.

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Resource sheet 1

Case study

An inner city secondary school with over 1200 pupils aged 11–18 years and 67.5 staff adopted a proactive approach in 1991 when bullying was not a major issue. The school was keen to follow on from work that had been undertaken to review the behaviour policy in the school. All year groups had identified tutorial time to focus on the rights and responsibilities of individuals in and around the school. They decided that one of the key rights was that all pupils had the right to learn in a safe environment and that it was the responsibility of all staff and pupils to create a caring, supportive environment where that could happen effectively.

The school first identified the types of behaviours that were not conducive to learning. This included bullying. As a spin-off from this work, the school council decided to come to an agreement about a definition of bullying and to create a mission statement that identified the kinds of behaviours that would fall under the heading of bullying. The school council then worked with members of the senior leadership team to identify a course of action that they would take:

- if a pupil was bullied;
- if a pupil was bullying others;
- if a pupil witnessed an incident of bullying.

The school decided to focus their attention on creating a peer mentoring programme to support the final group of pupils who witnessed bullying. Work began on developing skills that would enable all pupils to take an active role in supporting their peers and school staff. This programme involved pupils developing assertiveness skills, and also developing strategies to promote ownership of the school environment. For further information on peer mentoring programmes, refer to the links in the resources section.

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4 Bullying Unit 4.6S	
Title	Establishing and developing approaches such as bully lines, peer counselling, buddy systems and restorative justice
Level	Ready for more
Audience	All staff
Purpose	• To develop peer support systems that will help to support a proactive approach to bullying
Possible use	The behaviour and attendance leader and the anti-bullying working group can use this unit to: • help consider peer counselling and other systems of peer support that might be workable in school; • identify staff and services who could support a new approach to bullying; • decide on the actions needed to set up peer support services.
Impact can be measured by	• increased use by pupils of peer support; • pupils, when asked, say that bullying is taken seriously in the school; • initial increase in the number of reported incidents of bullying followed by a gradual decrease.
Links to other action plan toolkit sections	Pupil support systems
Links to other materials in this section	Pupils: Developing good practice 4.2P Devloping the pupil role in helping to reduce bullying in school 4.5aP What can I do if I have been bullying other pupils and I want to stop? 4.5bP What can I do if I am being bullied? 4.5cP What can I do if I think other pupils are being bullied?
Reference to other resources	*Bullying: effective action in secondary schools* (Ofsted 2003) HMI465 *Bullying: Don't suffer in silence – an anti-bullying pack for schools* (DfES 0064/2000) *Bullying – A Charter for Action* (DfES 2003) www.dfes.gov.uk/bullying/pack/CharterPoster_A4.pdf www.dfes.gov.uk/bullying www.dontsufferinsilence.com www.dfes.gov.uk/behaviourandattendance Smith, Peter K *The nature of school bullying: a cross-national perspective* (Routledge 1999) Besag, Valerie E *We don't have bullies here* (V Besag Publications, 1992) ISBN 0952023709 The Chalkface Project: www.chalkface.com The National Mentoring Network: www.nmn.org.uk

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Establishing and developing approaches such as bully lines, peer counselling, buddy systems and restorative justice

Introduction

Research indicates that pupils are more likely to confide in their peers and families about issues relating to bullying than in staff in school. (See Smith, PK *The nature of school bullying: a cross-national perspective*, Routledge 1999.) Within school, pupils may be more likely to confide in support staff than in teaching staff. These findings were confirmed in a small-scale survey in one local education authority (LEA), carried out in 1999, which revealed that pupils who did tell about incidents of bullying preferred to talk to their friends rather than staff (particularly teachers). It is important, therefore, for schools to consider the peer support available to pupils and its effectiveness.

Consider the following case studies and explore whether a similar peer support system might enhance your school's anti-bullying strategy. Ask staff to consider what might need to be in place before the system could be successfully implemented.

Case study 1
Acland Burghley School, Camden LEA

In 1993 Acland Burghley School (ABS) pioneered and piloted the use of student counsellors and peer supporters. Initially developed to address bullying through individual counselling, the scheme has evolved and created opportunities for students and staff involvement through a range of activities. The scheme is proactive and has made a major impact on the culture of the school.

ABS peer supporters offer a confidential counselling service to any student wishing to talk about bullying or other peer relationship issues. It works on the principle that young people can be trained and empowered to help their peers find solutions to their problems.

ABS peer supporters are also trained to lead drama workshops and circle time activities in local primary schools and with Year 7 students, thereby playing a major role in helping to smooth the transition from primary to secondary school.

Work at the school features in the video accompanying the DfES anti-bullying pack.

'I'd much rather speak to somebody in my year or a year older than me than a teacher or a parent because you think they could relate to you more because they've been where you were but only a short time ago.' (Mia, Year 9 peer supporter)

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Case study 2

Frederick Gough School, Scunthorpe, North Lincolnshire LEA

This is an 11–16 comprehensive school with 1,200 students on roll. Trained student mentors (in Year 10) are available to listen and advise younger victims of bullying as an extra strand of help to that already offered by adults at the school. Originally starting with four mentors in 1998, the system has gone from strength to strength and from September 2003 has 18 mentors (male and female), two per Year 7 form. Mentors have out-of-school training over ten weeks with a professional counsellor. They are taught listening, coping and negotiating skills, as well as being given strict boundaries as to issues they can and can't deal with. Mentors are also used to help in Year 6 transition work; they visit the feeder primary schools in the summer term and spend a lot of time in 'their form' in September. Mentors themselves also gain, with many hoping to use their skills in future jobs. The system is reviewed annually by outgoing mentors, their trainer and the teacher leading them in school.

Discuss how such systems might have supported the pupil in **Activity 1**.

Activity 1

Consider a Year 8 pupil who is being bullied by three girls in his year. They often extort pocket money and question his sexuality by using insulting language. The pupil wants to confide in someone but:

- finds it difficult to speak to adults;
- is worried about other pupils knowing he is being bullied by girls;
- is concerned that he would not be able to repeat the name-calling without becoming upset;
- is questioning whether the girls are right about him.

Consider the systems and support that might be on offer for this pupil in your school.

- Would this pupil ask for help?
- How would the systems work to support him?
- What might be the responses of other pupils witnessing this type of bullying?
- How effective is current support in preventing repetition of such incidents? How would you work in partnership with his family and friends?
- How might your systems address the bullying behaviour?

There is a range of recognised peer support systems in use in schools around the country. They include:

- bully hotlines – a telephone line staffed by pupils at certain times to take confidential or anonymous calls about bullying;
- peer counselling – a confidential service offered by pupils who have been trained to listen to and support pupils with bullying;
- buddies – named pupils who are allocated to pupils at vulnerable times such as transition, through a personal crisis or following bullying. Buddy systems are also used to support learning –'study buddies'.

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Where pupils are involved in these ways there is a greater sense of bullying as an issue for the whole community. Ofsted credits schools for their attempts to cultivate pupils' personal development and their involvement in developing a positive school environment.

Pupil support systems

Activity 2

Use **Resource sheet 1** to help you to:

- review existing support systems;
- estimate your need and capacity to introduce new systems;
- understand what will be involved in making it work;
- identify what needs to be done.

Many schools and LEAs have well-established programmes for training pupils in peer support. There are existing publications which schools can use to help them set up systems (see the resources section). The values, principles and beliefs that a school has agreed will inform the way in which peer helpers are recruited and how they are trained. Find further help in *Behaviour and attendance training materials, Core day 1*, and note that *Core day 2*, Developing effective practice across schools, gives advice about fostering counselling skills among pupil volunteers.

Activity 3

Resource sheet 2 offers advice on recruiting and training peer counsellors for those schools that have considered the issues involved in establishing and maintaining such a system. These issues include:

- How might peer counselling enhance the current system of pastoral care?
- How might the system be integrated into current pastoral structures?
- What is the school's capacity to provide the training and support that pupil counsellors will need?
- What might be the role of the peer counsellor in school?
- What might be the advantages for the pupil counsellors themselves?
- What practical issues need to be considered, such as pupil and staff time and suitable rooms?
- How might the system be introduced to parents/carers, monitored and reviewed?

Begin by exploring these or other issues which might be raised. Emphasise that peer systems that are embedded within the wider framework have a much greater chance of success. Reflect on the way pupils in your school support others in cases of bullying, and whether this can be enhanced using some of the ideas here.

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Bully lines

Some LEAs have set up local bully lines to support pupils who find it difficult to ask for support from their school or family. You could consider a school version of such a helpline. These helplines are commonly open early morning, during breaks and at lunchtime. Discuss with your LEA how your school might be able to provide a dedicated helpline to support pupils and their parents/carers regarding bullying issues.

Using **activity 4**, explore whether a bully line would be suitable for your school.

Activity 4

- Will school provide a dedicated number?
- How will this be advertised to pupils and their families?
- When will it be available?
- How will it be staffed?
- What will the answerphone message say?
- What are the training implications for those receiving and listening to calls about bullying issues? Do we need to bring in outside experts?
- What fact finding and research might be needed?
- How do we involve the whole school, including others apart from teachers?
- What are the issues for resources, such as rooms, dedicated time and publicity (leaflets, etc.)?
- How do we undertake a detailed evaluation of its impact?

Case study 3
Bully line

One school in a small unitary LEA has set up a dedicated helpline that is operational every lunchtime and after school for one hour. The member of staff on duty logs each call. Calls can be (and often are) anonymous.

Each head of year takes it in turn to be available to talk to concerned pupils or parents/carers. Heads of year have worked closely with the behaviour support service and school psychological service and have also received support and training from local voluntary agencies.

Monitoring and evaluation processes are in place to measure impact on incidents of bullying and pupil attendance. These include:

- monitoring calls;
- case reviews;
- monitoring incidents;
- attendance.

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Restorative justice

Activity 5

Read the case study on **Resource sheet 3**. It describes the development of a restorative justice system in Lewisham schools.

Discuss whether you think it might work in your school and, if so, how you might go about setting it up. Factors to consider include:

- bringing in outside experts to work with school staff;
- fact finding and research about the threats and opportunities of such approaches;
- involving the whole school community, and other services supporting vulnerable pupils;
- practical issues such as suitable rooms, staff time and how you will inform parents of the approach;
- ways of monitoring the impact of this approach.

Summary

By the end of this unit staff will:

- know about the school's strategies for developing a more proactive approach to bullying;
- know and understand their responsibilities in relation to the peer support systems that are to be established or developed.

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Actions	Considerations	Good practice	Notes to inform actions
Review existing systems for supporting pupils who are being bullied	• Do these systems cater for pupils and their families who find it difficult to approach staff about their problems? How do you know? • Do these systems involve using pupils as peer support?	• Schools have a combination of systems to cater for all pupils. • Assemblies, form tutor time and subjects such as drama and PSHE have curriculum time dedicated to exploring different types of bullying and explaining where pupils can go for help. • Clear messages about responsibility are regularly reinforced with staff and pupils, parents/carers. For example, *'If you know someone is being bullied then tell someone'*. • **The school's clear message to the whole school community is that asking for support in any area is not seen as a weakness** (*Behaviour and attendance training materials, Core day 1*, session 1). • Seeking help can mean confiding in any school staff, parent/carer or pupil. They will then continue to give support, while following the school's anti-bullying procedures as outlined in the policy.	

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Resource sheet 1

Actions	Considerations	Good practice	Notes to inform actions
Developing approaches such as peer counselling and buddy systems	• Are we building on existing good practice? e.g. older pupils attached to lower school tutor groups • Have we carried out a survey to explore pupils' ideas about peer counselling and buddy systems? • Which pupils should be involved? • How are they selected? • Who will train the pupils? • How long is the training? • What is the scope of the training? • What are the resource implications? • Which staff will oversee the system? • How will they be introduced to the rest of the school? • Would the school ethos support these systems?	• Peer counsellors/buddies are often trained with the support of LEA staff or voluntary organisations. • The pupils make themselves known to the rest of the school via assemblies and PSHE lessons. • Peer counsellors are often on duty at break and lunchtime and can be contacted in person, via a 'bully box' or at a teacher's suggestion. • Some peer counsellors are asked to work with individual pupils. • Buddies are assigned to pupils who: – have experienced bullying; – may need additional support, for example after an absence; – have requested a buddy. • A member of staff supervises the pupil support systems, and pupils are trained in issues about confidentiality and how to manage this.	

Actions	Considerations	Good practice	Notes to inform actions
Supporting the process	• How are peer counsellors/the buddy system presented to the whole-school community? • What plans are in place to ensure the cycle of recruitment, induction, development and refresher training takes place? The school needs to ensure resources are available to train new pupils as well as giving opportunities for existing peer counsellors/buddies to further develop their skills. • How will you know that the system is fully embedded in school practice and having a positive impact on reducing bullying and supporting pupils in their learning?	• A wide range of pupils from all age groups and backgrounds can be trained to act as buddies, although peer counsellors are usually older pupils working with younger pupils. • Pupils are well trained and have a clear understanding of their role. Pupils are given time to carry out their role and have access to regular supervision. • Pupils talk about the value this support has for them and others. • Parents are informed about the system via letters, at parents' evenings and during the recruitment and pupil induction process. • Parents/carers are supportive of the system and register their support, e.g. acknowledging it through dialogue with form tutors and heads of year. • Older pupils discuss and advise younger counsellors in regular meetings where anonymous or fictional cases are discussed. • There is ongoing supervision and training for pupil counsellors and buddies.	

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Resource sheet 1 page 4 of 4

Actions	Considerations	Good practice	Notes to inform actions
Monitoring and evaluating	• Peer counsellors/buddies need to have an opportunity to talk about their successes, worries and concerns in relation to their work. • Pupils' reports of bullying need to be logged and analysed. • Is the number of incidents rising or falling? • Does the pupil questionnaire on bullying indicate that these systems are making a difference? • What else can the school do?	• Regular consultation with pupils about their experiences, through class discussions, school councils, questionnaires, or a combination of these. • Listening to feedback from the peer counsellors/buddies about the impact they feel they are having and how the system could be improved. • An initial rise in the number of incidents reported because pupils feel more confident about seeking support from peers, followed by a reduction as incidents of bullying are tackled effectively. • Pupil counsellors complete incident record sheets, when meeting with pupils, which are monitored by the peer counsellor supervisor(s). • Reflection of school system for monitoring and recording; inclusion of support staff in this system.	

Guidance on procedures to identify and train pupils as peer counsellors

Start by informing all pupils about the purpose and organisation of the proposed system, and describe the role and responsibilities of peer counsellors. Initial information could be provided through assemblies and tutorials. Invite interested pupils to come to a briefing to find out more.

At the meeting of interested pupils, describe in more detail how the peer support system will work, the responsibilities of a peer counsellor and the skills they will need. Also explain that they will need the consent and support of their own parents/carers. Be aware that a number of pupils will realise that the role is not one they wish to undertake and will withdraw at this stage for good reasons. These pupils should be supported in their decision to not progress further.

Invite pupils who are interested to fill in an application form. Here is a simple model.

Application form for peer counselling

_____ **SCHOOL PEER COUNSELLING SERVICE**

Application form

Name ……Age ……

Tutor group ……..

Why have you decided to apply to be a peer counsellor?

Why do you think you will be a good peer counsellor?

Do you have any experience that you think will help you as a peer counsellor?

Please complete this form and return it to …… by …….

I give permission for my son/daughter to be involved in the peer counselling initiative at school.

Signed…… Date……

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Resource sheet 2 page 2 of 3

Next, interview applicants. Decide in advance who will be on the interview panel. It may be useful to include the trainer, the staff member who will supervise the programme and an existing pupil counsellor. The following questions are offered as an example of what you might want to ask.

Questions for a peer counsellor interview

- What do you enjoy most about school?
- What do you enjoy doing outside school?
- What do you think are the main issues that worry young people in our school?
- What do you understand by the word 'bullying'?
- What would you do if you saw a pupil bullying another?
- If another pupil wanted to talk to you about a problem in one of their lessons what would be the most important thing you could do?
- How would you make people feel comfortable about speaking about personal matters?
- What kind of questions might help to draw someone out gently?
- How might you behave if someone began to cry?
- How will you deal with issues of confidentiality?

The next step is to provide training and identify how the counsellors will be supported in their role.

Training for peer counsellors

Some schools use a six-week programme of one hour per week.

Training might include:

- active listening skills;
- questioning skills;
- trust-building exercises;
- an ability to reflect back and paraphrase;
- applying these skills in role-play;
- general communication skills including use of body language;
- confidentiality and sharing of information.

Typically, training is delivered by the member of staff who has pastoral responsibilities in school, often with the guidance and support of an outside agency.

Those schools with established peer counselling systems involve existing peer counsellors at every stage.

A certificate is awarded at the end of the training.

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Now confirm the roles and responsibilities of counsellors:

- running a drop-in room – allocate a specific room for the sole use of the peer counsellor, so that pupils can 'drop in' if they want to talk to someone or make appointments to see a peer counsellor;
- responsibilities for a specific tutor group;
- responsibilities for liaison with primary schools;
- responsibilities for vulnerable pupils;
- regular mentoring of individual pupils.

You also need to decide how you will supervise, monitor and support peer counsellors. Support meetings should:

- take place at least once a fortnight, as a joint or individual activity;
- offer plenty of time and opportunity to talk about issues and challenges;
- not be rushed, as pupils may be carrying burdens of confidence and be in need of support themselves;
- involve ongoing training;
- be mindful of confidentiality and child protection procedures.

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Resource sheet 3 page 1 of 2

Case study: Using restorative justice to improve behaviour in schools

Objectives

As part of its aim to improve behaviour, Lewisham LEA is promoting the use of restorative justice (RJ) techniques for the management of student behaviour. Evidence from abroad and from schools in this country has shown RJ to be highly effective in managing incidents and persuading young people to be more accountable for their actions.

Lewisham has four secondary and 16 primary schools involved in the Behaviour Improvement Programme (BIP). It has provided RJ training to over 70 school staff and is developing a guide on RJ for use by all those working in schools to improve behaviour for learning. RJ is being introduced to Lewisham schools to help reduce incidents of disruptive or violent behaviour, to give pupils who suffer as a result of this behaviour a voice and to obtain an apology, and to reduce the need to exclude pupils from school.

Solution

RJ can be summarised as a process whereby all the parties with a stake in a particular incident come together to resolve collectively how to deal with its aftermath and its implications for the future.

RJ recognises that some students do not understand the link between their misdemeanours and the punishment they receive; some use anti-social behaviour as an expression of their unhappiness with some aspect of their school situation; and others are provoked into behaviour they do not know how to resolve.

As a first step, Lewisham commissioned some research on the use of RJ in Australian schools and how it might be developed within the borough. This research was led by Marg Thorsborne, a recognised expert in RJ and community conferencing in Australia where these techniques are increasingly used to improve behaviour. Marg was invited by Lewisham LEA to share her experiences and to help school staff develop the skills needed to facilitate a community conference.

These conferences bring together the people affected by the behaviour that has caused harm and are shown to have real benefits when used in a school setting. The conference provides a forum in which pupils who misbehave, pupils affected by the behaviours and their respective supporters (parents/carers, friends, social workers, key workers) can seek ways to make amends, to repair the damage caused by the incident and to minimise further harm.

During the training, teachers and other partners in the LEA learned more about the principles of RJ and conferencing techniques. The training was very well received and the principles of RJ gained the full support of other behaviour improvement partners including the police. Many of those who attended the training are now building on the restorative practices that they have already adopted in school and are adapting or developing this approach to deal with a range of incidents such as bullying and conflict.

To ensure that school staff are given the necessary support following this training, a working group on restorative justice, which includes members from the LEA school improvement team, LEA legal services, Youth Offending Teams, police, Crown Prosecution Service and schools, has been established to assist in the development of guidance and protocols on the use of RJ in Lewisham schools.

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Benefits and achievements

With support from the Children's Fund, a full-time restorative justice worker (seconded from the Youth Offending Team) is working in Crofton secondary school. The RJ worker assists in reducing conflict and improving behaviour in and around school; improving attendance in Years 7 and 8; reducing exclusions; and reducing crime and anti-social behaviour by and against pupils. In the first five months, the involvement of the RJ worker has avoided the exclusion of four pupils, seen the return to school of four persistent truants, and resolved a significant number of conflicts around the school.

Feedback from students, staff and parents/carers who have participated in RJ interventions has been very positive. Parents/carers have said: *'The conference was a good way to deal with the bullying and I am glad I had the chance to meet the other student's parents'* and *'My son has come back to school and is happier'.* Pupils commented: *'I didn't realise the effect I was having on the other student and that he was so unhappy'* and *'It was good to be listened to and for everyone to have their say'*. And teachers too were positive, saying: *'That group of students are behaving much better in my class now…they now understand better the effect on me of their actions'* and *'Their apology meant something to me'*.

Caroline Newton, the RJ worker at Crofton, said: *'Ensuring that the victim's voice is heard, and obtaining an assurance directly to the victim from those that have caused harm that the behaviour will not happen again, is a very important and essential ingredient of RJ interventions'*.

Costs, remaining issues and risks

The authority is committed to building on the current work around RJ so that it is embedded in schools. Some schools reported on the resource implications, both in time and staff, in setting up a full conference. Consequently, using the funding made available through the Children's Fund, Lewisham has increased the support available to secondary schools that want to use RJ approaches by engaging LAMP, a local mediation service. LAMP is available to facilitate conferences, to mediate disputes and is providing training on peer mentoring.

It is important too that all staff in schools are aware of the principles behind RJ and how it can be used in improving behaviour and in resolving conflict. A lack of whole-school understanding can undermine the RJ approach. To minimise this risk, Lewisham has also established an RJ working group to oversee the development of guidance for use in schools and further training is being planned in conjunction with the Key Stage 3 behaviour and attendance strategy, again with some support from the Children's Fund.

Wider application

The use of RJ techniques is potentially of interest to any school or group of schools wishing to develop a whole-school approach to improving behaviour which is less reliant on a regime of sanction and punishment and which seeks to tackle and mitigate the causes of poor behaviour.

Further information

Information about the Crofton School Project can be obtained from Caroline Newton on 020 8690 1114 or by e-mail (carolinefn@hotmail.com).

A fuller description of restorative justice, including evidence of its use in schools in Australia, can be found in a paper prepared for Lewisham LEA by Denise Lynn-Nicholson. This is reproduced, with the kind permission of Lewisham LEA and Ms Lynn-Nicholson, on www.dfes.gov.uk/behaviourimprovement.

Other useful websites: www.transformingconflict.org; www.thorsborne.com.au

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