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4 Bullying Unit 4.1P	
Title	Including pupils in reviewing a whole-school anti-bullying policy
Level	Getting started
Audience	Pupils
Purpose	This resource supports a school's review of its existing anti-bullying policy. Its aims are to: • assess pupils' knowledge and awareness of the school's anti-bullying policy • ensure pupils have the skills to contribute to the review of the school's anti-bullying policy • ensure that pupils' views of the school's anti-bullying policy are incorporated • suggest 'next steps' for including pupils in the school's anti-bullying policy review and development
Possible use	• To provide pupils with an opportunity to comment on the school's current anti-bullying policy and systems • To provide additional curriculum materials to help pupils develop collaborative skills
Impact can be measured by	• an increase in reported and recorded incidents of bullying as pupils develop an awareness and confidence in the system; • the number of identified opportunities for pupils to participate in reviewing procedures.
Links to other action plan toolkit sections	Everyday policies: rewards, sanctions and the promotion of positive behaviour Pupil support systems
Links to other material in this section	Pupils: Developing good practice 4.2P Developing the pupil role in helping to reduce bullying in school 4.3P Seeking pupils' views on bullying 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: Don't suffer in silence* Part 1 A school policy on bullying, and Part 3 Finding out about bullying in school (DfES 0064/2002) *Bullying – A Charter for Action* (DfES 2003) *Behaviour and attendance training materials: Core day 1* Session 1: Reviewing a behaviour and attendance policy (DfES 0055-2004) www.dfes.gov.uk/bullying www.teachernet.gov.uk www.kidscape.org.uk – anti-bullying policy download and advice for professionals and children, young people and parents/carers www.bullying.co.uk – bullying online charity – advice on anti-bullying policies for staff, pupils and parents/carers

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Including pupils in reviewing a whole-school anti-bullying policy

Introduction

Ofsted reports that the most effective anti-bullying policies are those that involve pupils, where their views are sought and responded to. Effective school leaders know that this is the case for all policy development and have constructed methods of involving stakeholders at the early stages of development. The DfES document *Bullying: Don't suffer in silence,* Part 3, Finding out about bullying in schools, offers advice in this area. Activity 3 of this unit offers suggestions about involving pupils in an anti-bullying policy review.

This is an extremely sensitive area of policy development. It is essential to agree protocols before collecting information from pupils. If pupils who have been bullied are likely to be involved in any data collection, staff must be absolutely sure that there will be no negative impact, especially for pupils who may still be receiving support as a result of being bullied. **The school must ensure that pupils feel able to decline to contribute, and that, if they are involved, they give fully informed consent.**

The following four activities are designed to enable pupils to inform the school senior leadership team about:

- anti-bullying practice;
- their perceptions of the effectiveness of systems to deal with incidents of bullying.

All the activities are group tasks and require a member of staff to act as facilitator. The member of staff could be a teacher, a teaching assistant, a learning mentor or any other appropriate member of the support staff in the school. However, some activities, especially the third, may be more productive with a short introduction from the staff member and light-touch support throughout. Some pupil groups may be able to operate completely independently. Careful consideration needs to be given to membership of the groups: small focus groups will probably be preferable to those with larger numbers such as tutor groups.

What happens when bullying occurs?

The first stage of including pupils in the anti-bullying policy review is to elicit their views on the school's attitude to principles about bullying (as indicated in the policy). The second stage is to elicit pupils' views on how the school responds to different aspects of bullying. The following activities are designed to support and promote this.

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Activity 1

Consider how to obtain pupils' views on the school's attitude towards bullying, as demonstrated in the anti-bullying policy. This could be achieved by either:

- engaging groups of pupils in a discussion about the school's approach and attitude to bullying; or
- carrying out a survey of pupils' views.

For example, after asking pupils to read the policy, or after reading the policy to the pupils, you could pose the following questions:

- Do you think the school's views on bullying are clear?
- Can you explain what the school thinks about bullying?
- What do you think about these views?
- Can you explain what the school thinks the staff should do about bullying?
- What do you think about these views?
- Can you explain what the school thinks should be done to help pupils who are bullied?
- What do you think about these views?
- Do you know what the school thinks should happen to pupils who bully?
- Do you agree with these views?

Having gathered pupils' views on the principles laid down in the anti-bullying policy, it is important to find out whether pupils think their views have made a difference. Activity 2 supports this.

Activity 2

Consider how you might use **Resource sheet 1** to support pupils in giving feedback on how they think the school **actually** responds to a range of bullying incidents. These include considering what happens when:

- someone is bullied?
- someone bullies someone else?
- a pupil reports being bullied?
- a pupil reports someone else being bullied?
- a member of staff witnesses bullying?

Think about the prompts pupils may need in order to elicit their answers.

Pupils can use the scaling technique to reflect how satisfied they are with the current arrangements. This invites them to consider what life in school looks like when they are at the NOT SATISFIED end of the scale and how it will look if they register SATISFIED.

You can explore the scaling model further after all pupils have registered their level of satisfaction on the scale. For example, if you only register halfway along the scale in relation to what happens when a pupil is bullied, what will you expect to see in place in order to register a point further along the scale? It might be useful to record the kind of improved staff actions that will be seen as pupils move along the scale.

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It would be useful to collate the information gathered from activities 1 and 2 to relay back to pupils. This would not only be interesting for them, but it would also help to promote their further engagement in reviewing the policy because they would know that their opinions were listened to and noted. In addition, all information about perceived and required staff action should inform the writing of the policy and enable pupils' perceptions to be used to evaluate the effectiveness of current staff support. This too could be relayed back to pupils so that they know their views have been taken into account when writing the policy.

Activity 3

Consider how pupils might be invited to reflect on what they feel **should** happen after an incident of bullying.

The anti-bullying policy needs to reflect follow-up action and deal sensitively with pupil views of how the person who is bullied, as well as the person who has been doing the bullying, are supported. It may be necessary to reflect on pupil roles and responsibilities considered in the Key Stage 3 National Strategy *Behaviour and attendance training materials: Core day 1*.

Resource sheet 2 provides a way to encourage pupils to discuss approaches, note their views, and record on a scale their responses to the current situation in the school. It is structured to facilitate feedback to pupils on the responses they gave and the actions taken on the basis of their responses in terms of the policy – the same sheet could be used to give summaries of the three main responses to each question and the percentages of pupils who were satisfied and those who were not satisfied. An additional box could be added to the sheet to inform pupils of changes that need to be made to the policy as a result of their views.

The outcomes from these three activities could be analysed in terms of different groups of pupils – are there any differences in perceptions between different groups of pupils? What would this suggest about the style, content and structure of the policy? Senior leadership teams could be encouraged to note and use this information.

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Activity 4
A school charter

Before using this activity it is important to take note of *Bullying – A Charter for Action*, a version of which is provided as part of the materials for Unit 4.1 Staff. After pupils have developed their own charter the structure, format and content of the anti-bullying charter could be shared with them, if it was felt appropriate and did not undermine their efforts.

This is an activity designed to enable pupils to reflect on some of the key words associated with a school that actively promotes an anti-bullying culture. They may be categorised under headings of 'communication', 'action', 'support' and 'beliefs'.

Invite pupils to look at the words on **Resource sheet 3** and add any others that they have thought about.

Resource sheet 3 may be cut up to produce a number of word cards. Use these with groups of pupils to begin to construct sentences to promote the school anti-bullying policy. For example:

- Pupils should always **REPORT** incidents of bullying.
- Staff should **TAKE SERIOUSLY** any pupil who reports bullying.

Pupils should record these sentences on **Resource sheet 4**. They could then be asked to compare them to what they know about the anti-bullying policy and they could be helped to identify changes needed. It would then be important to ensure that any resultant changes to the policy were notified to pupils.

The sentences could be used to help to promote the aims of the anti-bullying policy. They could also be developed into a formal bullying charter, using a similar format to the charter referred to at the beginning of the activity (see also **Resource sheet 5**). By doing this and by linking pupil and staff statements you will be revisiting the rights and responsibilities of staff and pupils in making the school community a safe and 'telling' community. Decide how you will use these statements to promote this idea, both in school and externally, and consider the possible use of the following approaches:

- anti-bullying noticeboards outside the office of each Head of Year;
- anti-bullying display in entrance corridor;
- individual pupil flyers that are handed out before an assembly;
- headline on school website;
- back panel advertisement in school magazine or newspaper;
- used as quotes in letters to parents;
- used to encourage debate in tutorials or during classes.

The inclusion of pupils in policy writing should be a pivotal part of the development process. Senior leadership teams can decide how to monitor the extent of pupil involvement in policy writing and the impact of their views on bullying in school. They can also make sure that appropriate mechanisms are in place to ensure that pupil involvement becomes a matter of routine in the school. Measures linked to pupil confidence and engagement can be evaluated and inform future policy writing. School councils are likely to play a key part in taking their input forward and school governors may be assigned alongside staff representatives to gather pupil views.

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Summary

By the end of this unit pupils will:

- know about the anti-bullying charter;
- be able to express their views about the school anti-bullying policy;
- be able to identify effective staff support and know how staff are used to promote anti-bullying strategies.

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Resource sheet 1

What happens when someone is bullied?

-
-
-

NOT SATISFIED ☐ ——— ☐ **SATISFIED**

What happens when someone bullies someone else?

-
-
-

NOT SATISFIED ☐ ——— ☐ **SATISFIED**

What happens when a pupil reports being bullied?

-
-
-

NOT SATISFIED ☐ ——— ☐ **SATISFIED**

What happens when a pupil reports someone else being bullied?

-
-
-

NOT SATISFIED ☐ ——— ☐ **SATISFIED**

What happens when a member of staff witnesses bullying?

-
-
-

NOT SATISFIED ☐ ——— ☐ **SATISFIED**

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Resource sheet 2

What do you think should happen to help a pupil who is bullied?

-
-
-

How would you rate the current approaches used in school to support a pupil who is bullied?

NOT SATISFIED ☐ ———————————————— ☐ **SATISFIED**

How do you think the policy should be changed?

-
-
-

What do you think should happen to the pupil who did the bullying?

-
-
-

How would you rate the current approaches used in school to support a pupil who has been bullying others?

NOT SATISFIED ☐ ———————————————— ☐ **SATISFIED**

How do you think the policy should be changed?

-
-
-

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Resource sheet 3

REPORT	TALK	LISTEN	RESPECT
TAKE SERIOUSLY	HELP	CONTACT	CONSIDER
REPAIR	UNDERSTAND	ACCEPT	INVESTIGATE
FOLLOW UP	SUPPORT	INFORM	TELL
BE WILLING	REJECT	EXPECT	TAKE ACTION
WORK TOGETHER	RECORD	MAKE A DIFFERENCE	STOP
SHARE	COOPERATE	CHANGE	

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Resource sheet 4

A school anti-bullying charter

Pupils should always:

-
-
-
-

Staff should always:

-
-
-
-

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Resource sheet 5

A school charter

Pupils should:

✓

✓

✓

✓

Staff should:

✓

✓

✓

✓

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4 Bullying Unit 4.2P	
Title	Developing the pupil role in helping to reduce bullying in school
Level	Developing good practice
Audience	Pupils
Purpose	• To help pupils understand the roles they can play in reducing bullying in school
Possible use	• Staff use with groups of pupils, for example on school council or anti-bullying working party, to explore the pupil role in reducing bullying in school • Form tutors or subject teachers use with pupils to reinforce pupils' role in reducing bullying in relation to the anti-bullying charter
Impact can be measured by	• increased pupil participation in anti-bullying roles; • initial increase in the reporting of incidents of bullying.
Links to other action plan toolkit sections	Pupil support systems
Links to other material in this section	Pupils: Developing good practice 4.5cP What can I do if I think other pupils are being bullied? Staff: Developing good practice 4.3S Promoting a climate in and out of class where bullying cannot thrive
Reference to other resources	*Bullying: effective action in secondary schools* (Ofsted 2003) *Bullying – A Charter for Action* (DfES 2003) *Bullying: Don't suffer in silence* Part 1 A school policy on bullying, Part 4 Strategies to combat bullying, and Part 9 Advice for pupils, parents and families (DfES 0064/2000) www.dfes.gov.uk/bullying www.bullying.co.uk – bullying online charity – advice on helping children and young people to understand how they can support the reduction of bullying Curriculum resources – *Speak-up: an anti-bullying resource pack* (Scottish Consultative Committee on the Curriculum (SCCC)/South Edinburgh Crime Prevention Panel 1992)

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Developing the pupil role in helping to reduce bullying in school

Introduction

All schools give clear messages about expected behaviours which are underpinned by moral principles:

- respecting others;
- accepting diversity;
- demonstrating care and courtesy.

The majority of pupils accept and comply with these principles, but how many:

- are frustrated by other pupils who appear not to conform to the above principles?
- lack the self-confidence to challenge a system that allows these pupils to bully others?
- are unclear about the role they could play in their school in reducing bullying?
- are anxious about how their peers perceive them?

In terms of the role that pupils can play, they can make the difference between an anti-bullying policy and/or charter's success or failure, particularly when it comes to developing a 'telling' school.

> *One of the most difficult areas for people being bullied in schools, is telling. Depending on the school, they will have a positive attitude to telling, or a negative attitude. We often hear that those who bully say, 'If you tell what's going on, things are going to get worse'. They nearly always say that. Again, silence is the chief weapon. So if you can make other children, teachers, parents, aware of what's going on...but believe in yourself, particularly when false rumours are being spread and you know you're in the right, it gives you an advantage.*
> (quote from Howard Martin, Kidscape – www.bbc.co.uk/schools/communities/onionstreet/liveguests/interviews).

To begin the process of developing the pupil's role in helping to reduce bullying in school it is important to know about pupils' underpinning knowledge of the policy, which involves an understanding of:

- how does it affect me?
- where do I fit in?
- how do I contribute?
- what is my role?

The following activities support this development.

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Activity 1
Developing the pupils' role

To develop pupils' ownership of the contribution they play in the anti-bullying policy, one strategy is to begin with a pupil survey and then, through a process of feedback, action and review, supported by a solution-focused approach, allow the pupils to define and develop their role.

Consider how you might adopt and adapt the following series of actions in your school. Ensure that pupils are involved in commenting on their role and discussing what it might be. Different pupils will be able to contribute at different levels depending on their personal strengths, resources and skills.

	Action	**Pupils' role**
Step 1	Carry out a pupil survey on bullying. Many schools undertake surveys to become better informed about features and patterns of bullying, for example: cohort, time, location, language used, group or one-to-one, type.	To contribute to the survey. Emphasise to pupils that their contribution to the survey is part of their role and responsibility in helping reduce bullying. This contributes to the creation of a climate in which pupils will want to take greater responsibility.
Step 2	Give feedback from the survey. Ensure the outcomes are accessible to all pupils. Inform pupils about next steps. Include statistics such as: • the number of pupils reporting being bullied in the last month; • how long the bullying lasted; • the type of bullying.	To discuss the results of the survey, to develop their awareness of how bullying manifests itself in school. Use assemblies or form tutor time to feed back the data to pupils and help them to compare results with national data from, for example, *Bullying: Don't suffer in silence* (DfES) and *Bullying: effective actions in secondary schools* (Ofsted). Use this to form part of the discussions, in appropriate pupil groups (e.g. with pastoral tutors, during PSHE or citizenship). **Resource sheet 1** provides an example of how you might give feedback.

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	Action	Pupils' role
Step 3	Use a combination of *solution-focused approaches* with groups of pupils to promote discussion on: • how they would like things to be; • where they think the school is now with regard to bullying; • what systems and structures they feel support the school in getting to this point; • what they feel staff, pupils and parents can do to get to the next stage in reducing bullying; • as an individual, what they see their role as being in reducing bullying.	To take an active role in contributing to solutions. Further reference to this approach can be found in Key Stage 3 *Behaviour and attendance training materials*, *Core day 2* Session 1: Solution focused approaches. *Note:* Some schools have found real benefits from using the 'miracle question' task on **Resource sheet 2** with pupils in a variety of subjects. For example, in English pupils can write prose or poems, in art pupils can produce a visual image, in drama the scenario can be acted out.
Step 4	Use, for example, pupil council or the anti-bullying working party to collate the pupil roles and contributions that are currently making a difference and the suggestions for what is needed next.	To participate in school council or anti-bullying working party activity. It is important to identify new roles and responsibilities the pupils can take on and offer support so that it can happen. Parent council/SLT can identify effective pupil roles and plan implementation or awareness raising, and launch engagement of pupils.
Step 5	Implementation: Implement new strategies. Highlight the roles for staff, pupils and parents/carers.	To contribute to monitoring and evaluation process. Ensure that there are processes for monitoring the actions that are agreed.
Step 6	Feedback and review: Give regular feedback to staff, pupils and parents/carers on the impact on bullying. Keep an open dialogue with pupils, encouraging them to report issues as they arise and support the school with finding solutions. Ask pupils to rank the school again on the scale of 1 to 10 (see **Resource sheet 2**).	To contribute to the 'telling' culture by continuing to report incidents of bullying and support their peers. There may be an increase in the number of reported bullying incidents. This is usual when pupils feel more comfortable with reporting or seeking help. A reduction is also a good sign because more pupils are working together to reduce bullying and therefore there are fewer pupils to bully.

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Schools that have tried the above approach have found that pupils:

- respond positively to having their voices heard;
- feel their views were taken seriously and therefore become more confident in raising issues;
- recognise the importance of talking things through;
- take ownership of the responsibilities and take pride in the fact that they are making a difference.

Activity 2

Pupils often need support in understanding that they also have responsibilities in the school as part of the overall approach to combat bullying. These responsibilities include those listed on **Resource sheet 3**.

Consider ways of using a set of responsibility cards made from Resource sheet 3 with groups of pupils. Encourage pupils to devise their own responsibility cards.

Discuss with pupils the support they think they will need to carry out the roles they have agreed upon and the skills they would need. They could consider the following for each responsibility:

- What do you think you would need to help you carry out that responsibility?
- Who could help you?
- How could they help you?
- What do you think you would need to be able to do so that you could carry out that responsibility?

Summary

By the end of this unit pupils will:

- know what their responsibilities are with regard to reducing bullying;
- understand the role they can play in helping to reduce bullying.

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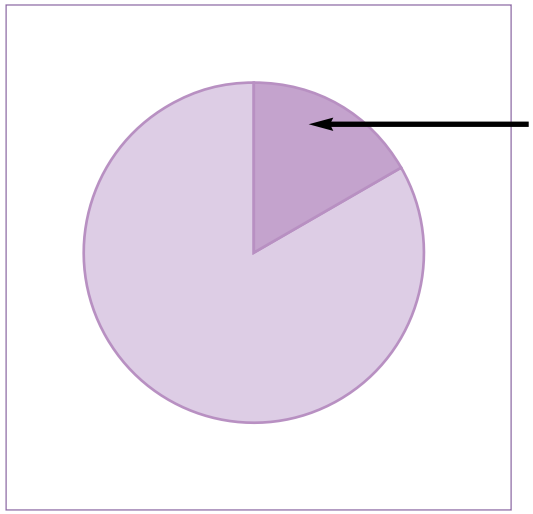
Ways of providing feedback to pupils on bullying incidents

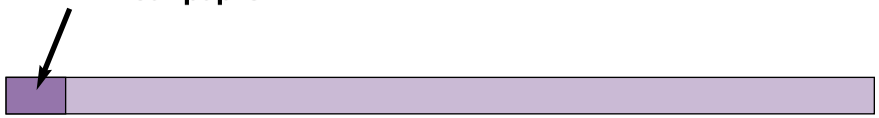
..... School

From our bullying survey we found that:



One in every five of **our pupils** has been bullied once or twice since joining our school

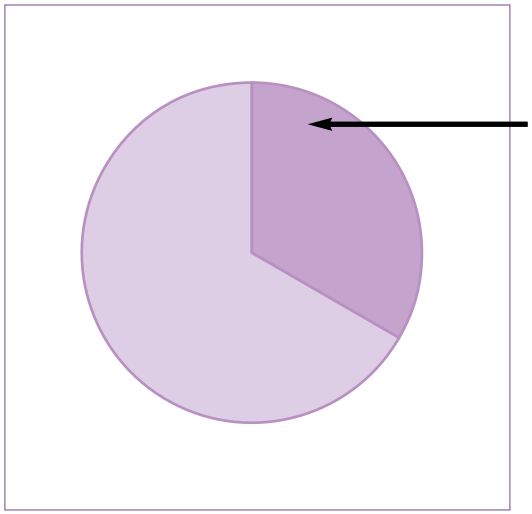
And 7% of **our pupils** are bullied 2–3 times a month



The most common form of bullying reported in our school is name-calling

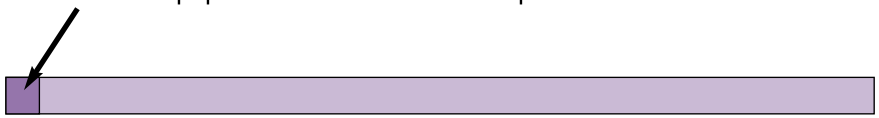
National survey of 2308 pupils

From this survey it was found that:



One in every three of the pupils had been bullied once or twice since joining their school

And 4% of the pupils were bullied 2–3 times per month



The most common form of bullying reported in the survey is name-calling

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Resource sheet 2

Solution-focused approaches

1. The Miracle Question

Imagine that tomorrow morning you wake up as usual and get ready for school. What you don't know is that last night a miracle happened. There is now no bullying in your school.

You leave your house to travel to school as normal:

- What is the first thing you notice that tells you something is different?
- What else do you notice?
- What are other people doing that's different?
- What are other pupils doing that's different?
- What are staff members doing that's different?

You arrive at school:

- What is the first thing you notice that tells you something is different?
- What else do you notice?
- What are other pupils doing that's different?
- What are staff members doing that's different?

School starts as normal:

- Are lessons any different? In what way?
- What is different when you walk down the corridors between lessons?
- Are break and lunchtime any different?
- What is it like in the cafeteria?
- What is it like to walk round school?
- What else is different?

Record and discuss the differences.

2. Scaling

Use the scale of 1 to 10 to record where you think the school is with regard to bullying. 1 is a school where pupils are afraid of being bullied, no one tells or helps each other, and lots of people stay off school. 10 is a school where there is no bullying.

Discuss and agree the level as a group.

1 **10**

As a group look at where the school sits on the scale and discuss:

- Why have you placed the school at this point?
- What happens now to lead you to this conclusion?
- What could we all do to move it to the next level?

Further reference to this approach can be found in Key Stage 3 *Behaviour and attendance training materials: Core day 2*.

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Resource sheet 2 page 2 of 2

Notes

Take each of the proposed suggestions for improvement and expand on them to identify roles and responsibilities for staff, pupils and parents. Develop these roles and responsibilities within the tutor group or class. Give the pupils regular feedback on how they are doing; review how the school is doing and keep trying to move up the scale. Explain to the pupils that if something is not working, you must all stop doing it and try something else. Keep the process fresh and interesting. Above all, pupils need to know that their ideas are taken seriously.

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Resource sheet 3

Pupils have a responsibility to report incidents of bullying (this can be anonymous)	Pupils have a responsibility to look after peers who have been bullied	Pupils have a responsibility not to engage in bullying behaviour
Pupils have a responsibility to try and make all areas of the school safe zones (supported by staff)	Pupils have a responsibility to contribute to questionnaires about bullying to support the anti-bullying campaign	Pupils have a responsibility to follow the anti-bullying policy

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4 Bullying Unit 4.3P	
Title	Seeking pupils' views on bullying
Level	Ready for more
Audience	Pupils
Purposes	This unit supports pupils to: • explore their understanding of bullying and their opinions about it • consider when and where bullying is most likely to occur in their own school
Possible use	• As a self-study exercise for pupils • To promote discussion within a lesson or focus group setting • As discussion material for school council agenda • To enhance in-depth audit exploration
Impact can be measured by	• a reduction in reported incidents of bullying by pupils; • pupils are well informed and able to express clear views and opinions about bullying; • improvements in all aspects of inclusion (as measured by, for example, the index for inclusion).
Links to other action plan toolkit sections	Pupil support systems Out-of-class behaviour
Links to other material in this section	Pupils: Getting started 4.1P Including pupils in reviewing a whole-school anti-bullying policy
Reference to other resources	*Bullying: Don't suffer in silence* Part 2 Bullying: pupils' experiences (DfES 0064/2000) *Bullying – A Charter for Action* (DfES 2003) Booth. T; Ainscow. M; Black-Hawkins. K; Vaughan. M; Shaw. L. *Index for Inclusion*, Centre for Studies on Inclusive Education (CSIE) 2000, ISBN 1 872001 82 3 Citizenship curriculum www.dfes.gov.uk/bullying www.dfes.gov.uk/ibis www.dfes.gov.uk/citizenship/ www.bullying.co.uk – bullying online charity – case studies and reports of children's and young people's views on bullying www.bbc.co.uk/schools/bullying/ – case studies and pupils' views on bullying Curriculum resources – *Speak-up: an anti-bullying resource pack* (Scottish Consultative Committee on the Curriculum (SCCC)/South Edinburgh Crime Prevention Panel 1992)

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Seeking pupils' views on bullying

Introduction

The following are quotes from pupils outlining their views on bullying, taken from *Tackling Bullying: listening to the views of children and young people* (Oliver and Candappa, Institute of Education, 2003).

> *'If the teacher doesn't help you, tell your mum. Then your mum will tell the headmistress. Then the headmistress will go and tell the parents of the bully. And the parents of the bully (pause)…well, some of the parents don't care and just say "don't do it again".'*
>
> *'Bullying is when people force others, usually smaller people, to do what they want.'*
>
> *'At this school, it is ok. We talk about it at assembly and at the school council.'*
>
> *'I don't think the school handles it very well. They say leave it for now, but if it happens again, come back. But when we do that and they say they are working on it, it never gets solved.'*

Pupils are often the best and most reliable source of information concerning bullying. They have information that staff and parents/carers do not have. They are particularly knowledgeable about the times and places bullying takes place. To even the most vigilant staff, information provided by pupils often comes as a surprise. Taking pupils' information into account, and taking it seriously, means that schools will have a rich source of information that could be used to inform anti-bullying policy and procedures and to make the school a safer place.

For pupils to be involved in activities which address bullying issues there must be an anti-bullying culture in the school, as well as:

- **trust** – between the pupils and staff;
- **safety** – from potential reprisals. These activities are intended to identify patterns and trends; they should not be seen as an intelligence-gathering exercise for school staff to identify individual pupils who bully;
- **certainty** – that the pupils' efforts will result in action by staff.

What follows is a series of activities to address and explore the following issues and points in relation to pupils' views on bullying:

- how pupils feel about bullying;
- where and when bullying happens.

These activities can be completed by pupils with teacher support, as part of a whole-class activity, in pairs or small groups, or in more formal groups such as the school council. However pupils' views on bullying are gathered, it is vital that they are explored and that their views can inform and link closely with the anti-bullying policy and the anti-bullying charter.

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Activity 1
Feelings about bullying

Consider how you could use the following approach in a class lesson, form period or with an individual pupil.

First, invite pupils to briefly discuss their view of bullying.

What is it? Invite verbal descriptions, then ask pupils to explain how it makes people feel.

Use **Resource sheet 1** and ask pupils to look at the questions. Using a felt pen or crayon, they should shade in each row indicating their level of agreement with each statement, so a fully shaded row indicates complete agreement. As all the statements are positive, the more the rows are coloured, the healthier the picture will be. The statements may be altered or replaced to reflect local school issues, findings from the behaviour and attendance audit, or the age and ability of the pupils.

As an outcome, convert the responses into a large class chart that is a summary of all pupils' responses.

Next steps:

- What is bullying? (Invite descriptions of bullying behaviours.)
- How does it make people feel? (Explore the range of feelings that might be experienced by both pupils who bully and pupils who are bullied.)
- You could ask pupils to develop visual representations of these feelings using a variety of media, e.g. photographs, newspaper or magazine articles, collages, graphics, as part of an anti-bullying campaign. Discuss the responses with the pupils. Talk through the sections where there is most disagreement, leading, if appropriate, to some honest discussion about why different pupils have differing views of bullying at the school.
- Talk through their feelings about bullying and what can be done to support those who are most affected by it.
- Invite pupils to identify things staff could do to improve the situation.
- Invite pupils to identify things pupils could do to improve the situation.
- Report the findings to the senior leadership team and periodically provide feedback to the class on how the proposals are being acted upon.
- Following a review of progress, ask pupils to add any further suggestions.
- Thank the pupils for their contributions

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Activity 2
Where and when does bullying happen?

Consider how this task might be adapted and carried out:

- in a class lesson;
- in a form period;
- as action research by a small group of pupils;
- as part of an anti-bullying review or campaign.

Use **Resource sheets 2 and 3** to produce the location cards and a time card. Make them as large as possible and place them on the walls of the classroom.

Ask pupils these questions:

Is there a lot of bullying or little bullying in these areas?
Is there a lot of bullying or little bullying at these times of the day?

Give the pupils red and green pens or red and green stickers. Pupils must visit each of the location cards. They should place a red mark or sticker on the location card if they feel there is a lot of bullying in that area and a green mark or sticker if they feel it is an area where little bullying takes place.

They should also visit the time card and repeat the task, indicating which times of the day they feel bullying does or doesn't occur.

You may wish to change the locations and include your own school's 'hot spots'. The questions may also change, for example:

Have you been bullied in these locations and at these times?
Have you seen other pupils being bullied in these locations and at these times?

Next steps:

- Discuss the responses with the pupils. What do the findings tell us about the school?
- For a specific location or time:
  - identify anything staff might do to improve the situation;
  - identify anything pupils might do to improve the situation, e.g. conduct a pupil survey.
- Report the findings to the senior leadership team and periodically provide feedback to the class on how the proposals are being acted on.
- Following a review of progress, ask pupils to add any further suggestions.
- Thank the pupils for their contributions to school policy.

Class suggestions could be referred to the school council and conveyed to the senior leadership team. Following this activity the senior leadership team could consider the following:

- Which of the suggestions could be incorporated into the school policy?
- Which of the suggestions could be piloted until the tasks are repeated?
- How could pupils be informed of any changes, e.g. assemblies, form periods, poster campaigns? Invite ideas from pupils and staff about how the data could be shared across year groups.
- What actions could be taken with individuals and groups of pupils?

Pupils will feel their contributions are valued if these issues are addressed quickly and they receive feedback on progress. This in turn will contribute to the promotion of an anti-bullying culture in school.

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Summary

By the end of this unit pupils will:

- have a better understanding of bullying and be able to express their opinions about reducing its occurrence;
- know when and where bullying is most likely to occur.

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Resource sheet 1

I am a BOY/GIRL (please circle one) in Year _____

How would you describe your culture or race: *Asian/Black/Caribbean/African/mixed heritage/White* (write the word that describes you best) ……

There is only a small amount of bullying in our school.

				I Agree					
10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

Bullying is always dealt with effectively.

				I Agree					
10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

We often talk about bullying in lessons and assemblies.

				I Agree					
10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

There is a only a small amount of bullying outside class.

				I Agree					
10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

There is only a small amount of bullying on the way to school and on the way home.

				I Agree					
10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

If I am bullied I will know what to do and will do it.

				I Agree					
10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

Staff are good at helping pupils who have been bullied.

				I Agree					
10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

Staff are good at helping pupils who bully others to improve their behaviour.

				I Agree					
10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

People who are bullied might feel:

-
-
-

When people bully others they might feel:

-
-
-

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Resource sheet 2

Places where bullying may occur

THE SCHOOL YARD	IN CLASS
ON THE CORRIDOR	OUTSIDE SCHOOL
THE TOILETS	THE CHANGING ROOMS
THE DINING HALL	IN THE LINE WAITING TO GO INTO CLASS
THE SCHOOL FIELD	THE SCHOOL GATES
ON THE BUS	IN AN AFTER-SCHOOL CLUB

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Resource sheet 3

Times when bullying may occur

COMING TO SCHOOL	
BEFORE REGISTRATION	
MORNING BREAK	
LUNCHTIME	
AFTERNOON BREAK	
MOVING BETWEEN LESSONS	
ON THE WAY HOME	
ANY OTHER TIME OUTSIDE SCHOOL	

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4 Bullying Unit 4.4P	
Title	Developing the pupil role in applying the anti-bullying charter
Level	Getting started
Audience	Pupils
Purpose	• To raise awareness of the anti-bullying charter with pupils • To ensure that pupils know that the use of the charter will both protect and support them • To ensure that pupils understand and can carry out their role in relation to the anti-bullying charter
Possible use	• To stimulate pupil discussion on the anti-bullying charter in a range of settings • To inform lesson planning in PSHE or citizenship
Impact can be measured by	• an increase in pupils fulfilling their roles and responsibilities within the anti-bullying charter.
Links to other action plan toolkit sections	Pupil support systems Curriculum
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 guidance on bullying 4.1S Reviewing a whole-school anti-bullying policy 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 and developing an anti-bullying policy
Reference to other resources	*Bullying: Effective action in secondary schools* (Ofsted 2003) *Bullying: Don't suffer in silence – an anti-bullying pack for schools* (DfES 0064/2002) *Bullying – A Charter for Action* (DfES 2003) QCA Citizenship scheme of work www.dfes.gov.uk/bullying www.dontsufferinsilence.com www.dfes.gov.uk/citizenship/ Curriculum resources – *Speak-up: an anti-bullying resource pack* (Scottish Consultative Committee on the Curriculum (SCCC)/South Edinburgh Crime Prevention Panel 1992)

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Developing the pupil role in applying the anti-bullying charter

Introduction

Please note that it is only appropriate to use this unit after unit 4.4S 'Ensuring all staff in school are aware of the anti-bullying charter and guidance on bullying' has been used. Before developing the pupil role, it would be helpful for the behaviour and attendance leader and other staff to reflect back to what was discussed in unit 4.4S. **Resource sheet 1** provides a copy of the *anti-bullying charter* (see www.dfes.gov.uk/bullying) for reference and for use in activities.

Bullying is antisocial behaviour that rarely happens between two individuals in isolation. There are nearly always those who have witnessed bullying behaviour, either as bystanders or as a group who have encouraged the bullying. Bullying, therefore, thrives on an audience. If pupils reject bullying then it cannot continue. It is likely that most pupils will have had some experience of bullying. Schools should use this experience to engage pupils with their role in applying the anti-bullying charter.

A representative of the pupil community may have signed the anti-bullying charter, launched in November 2003. To make this a meaningful activity, all pupils need to be aware of the charter, what it means and how they can contribute to reducing bullying in school.

Introducing the anti-bullying charter

Consider the following:

1. *How will you introduce the anti-bullying charter?*
   The school council is an effective mechanism to ensure all pupils are widely informed about the anti-bullying charter.
2. *How will you ensure continuing publicity for the anti-bullying charter?*
   Depending on the system that your school has in place, the charter can be discussed at a variety of levels including within the tutor group, within the year group and finally as an agenda item at a school council meeting.
3. *How will you decide who will represent the pupils and sign the anti-bullying charter?*
   The chair of the school council is most likely to sign the charter on behalf of the pupils. Other schools may have a prefect system and then the head girl and/or head boy might sign the charter. In other schools a representative from each year group might sign the charter.
4. *Are copies of the charter prominently displayed around the school?*
   Staff and pupils could organise this.
5. *How will you ensure that pupils understand and engage with their role in applying the anti-bullying charter?*
   Schools may use tutor time, assemblies and PHSE/Citizenship lessons to reinforce the messages of the anti-bullying charter and guarantee that it is at the forefront of pupils' thoughts.

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Activity 1
Introducing the anti-bullying charter

Introduce pupils to the anti-bullying charter. A copy is provided on **Resource sheet 1**.

Consider how you can find out from pupils whether bullying is an issue for them in school. Explore ways of discussing definitions of bullying with a random sample of pupils. These might include:

- setting up a check post in the corridor and asking every tenth pupil to write their own definition;
- displaying a poster with a selection of definitions for pupils to indicate their choice;
- providing comment and word walls in tutor times to structure an activity around forming definitions;
- using peer mentors to record pupils' descriptions of bullying. These can then be used in tutorial sessions to analyse most frequently used words and phrases in order to create a definition.

The definition needs to be agreed by all pupils so that they have a shared understanding of bullying behaviours. This could be done through PSHE or Citizenship, assemblies or school council.

Supporting everyone in the school community

Pupils know that issues relating to bullying can affect the whole-school community, and that the effects of bullying can be profound. Many pupils refuse to attend school because they are frightened of being bullied. Other pupils find it difficult to concentrate in class because they are worried about what will happen at breaks and lunchtime. The result of this can be a lack of progress, low levels of achievement, and damaging effects on pupils' emotional health and well-being.

The pupils' section of the charter alerts pupils to those areas of school life where they can make a valuable contribution to reducing bullying in school.

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Activity 2

Look at the questions on **Resource sheet 2**. Consider how you might use this sheet, adapting it as necessary, to indicate how important it is for all pupils to be part of an anti-bullying school. You might consider using this sheet to prompt an open discussion about these issues.

Consider how you might use tutorial time to promote a discussion of features of a safe school. These might include a school that:

- is friendly;
- is welcoming;
- is tidy;
- is attractive;
- has clear rules;
- makes people feel included;
- makes people feel valued;
- celebrates success;
- supports people who are unhappy;
- gives everyone a voice.

Ask pupils to suggest others features of a 'safe school'.

In order to ensure that children and young people are aware that all bullying concerns will be dealt with sensitively and effectively, pupils need constant reminders about how to deal with bullying and where to go for support.

Activity 3

Consider how your school can support individual pupils by ensuring they have the relevant information constantly at hand. **Resource sheet 3** shows an example of a business card approach. The advantages of this are that each pupil has their own personal reference to some key prompts and, more importantly, support and advice.

Examine the information on the card and consider whether there are any other key messages that you would include.

Consider how this card could be distributed and how pupils can access replacements if they lose the information. Pupils will be able to take the cards home and so you will need to consider how the information may be used to support siblings and parents/carers, or whether alternative approaches need to be considered.

Learn from effective anti-bullying work elsewhere. Many large secondary schools are not able to organise a daily assembly for every year group. In these schools there is often a 'theme of the week' that is discussed at assemblies, in form time and in PHSE or Citizenship lessons. The theme of the week can be used to highlight a particular subject for discussion: this would be a valuable way to introduce the anti-bullying charter. Different aspects of bullying can be used as the theme of the week every half-term or every term.

Schools could extend the theme so that it is included in a variety of subjects across the curriculum. Pupils can be invited to take part in a range of creative activities, including designing posters in art, role-play in drama and creating anti-bullying news reports in English.

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Activity 4

Resource sheet 4 includes a poem about bullying. Resources like this can be used either for display throughout the school to draw attention to the situation some pupils find themselves in, or in specific lessons where they can be accompanied by a series of questions to explore feelings and discuss solutions to the situation. There are a number of different sources for such poems – for example, www.bullying.newham.net/poems.htm has a selection of poems about bullying and its effects.

Consider how this poem may be used to promote the pupil role in the anti-bullying charter. What might the outcomes be and how could they be used to inform the role of pupils in a 'telling' school – that is, one where a pupil feels secure in telling another person that they are being bullied?

The anti-bullying charter provides schools with an opportunity to reassess how well pupils understand the issues surrounding bullying. It also initiates discussion and debate around the role of the pupil in reducing bullying and creating a safe environment in which everyone can learn and achieve the very best. The anti-bullying charter should be used to empower pupils to act both for themselves and for others, to ensure that regular attendance, positive relationships and academic achievement are experienced by all.

Summary

By the end of this unit pupils will:

- have a good knowledge of the anti-bullying charter;
- understand that the purpose of the charter is to protect and support them;
- understand what they need to do to carry out their role in connection with the charter.

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Resource sheet 1

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 or 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.

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?

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Resource sheet 1 page 2 of 2

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

- Do we regularly canvass children 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 telephone numbers of helplines in the school's student planners? Do we have an anti-bullying noticeboard? How else do we bring anti-bullying measures to children 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?

Ensure that parents/carers expressing bullying concerns are 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 important is it to be part of an anti-bullying school?

Please answer the following questions.

Please indicate whether you are in Year: 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐

1. **Have you heard about the anti-bullying charter?**

   ☐ Yes ☐ No

2. **Have you ever completed a questionnaire or survey about the extent of bullying?**

   ☐ Never ☐ Once ☐ More than once

3. **Have you ever used the school's 'anxiety box' to raise concerns about bullying?**

   ☐ School does not have an 'anxiety box' ☐ Never ☐ Once ☐ More than once

4. **Are you clear about the sanctions that are used if pupils bully others?**

   ☐ Yes ☐ No

5. **Have you ever been involved in a special anti-bullying campaign in school?**

   ☐ Never ☐ Once ☐ More than once

6. **Is there a peer counselling scheme or buddy system in school for you to use to discuss bullying?**

   ☐ Yes ☐ No

7. **Have you ever used either the peer counselling or buddy system to discuss bullying?**

   ☐ Never ☐ Once ☐ More than once

8. **Are helplines well-publicised in school?**

   ☐ Yes ☐ No

9. **Is there a school council in your school?**

   ☐ Yes ☐ No

10. **Does the school council play an active role in issues relating to anti-bullying?**

    ☐ Yes ☐ No

11. **Do you think pupils who are bullied get enough support in school?**

    ☐ Yes ☐ No

12. **Do you think pupils who bully get enough support in school?**

    ☐ Yes ☐ No

Go back to the beginning and have another look at some of your answers.

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Resource sheet 2 page 2 of 2

Now write down three things you think school can do to involve all pupils more in helping to make the school safe.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

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Resource sheet 3

Business card

Bullying, what is it?

Being:

- threatened
- called names
- left out
- ganged up on
- talked about
- teased
- written about
- made to do things
- sent nasty text messages
- laughed at
- hit
- teased or threatened because of race, creed or culture
- teased or threatened because of perceived sexuality

Why do we do it?

when we know it's wrong!

- to feel powerful
- to hurt someone
- to gain attention
- to express feelings
- to cope with jealousy
- to impress and to join in
- because we've been bullied

Bullying

Our school has signed up to the anti-bullying charter.

This means that we are working together with the whole-school community to create an environment where bullying will not be tolerated.

Remember: if you see or hear anything

be a friend and do something!

Phone contacts:

In school:

National: e.g. Childline

Web contacts:

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Resource sheet 3 page 2 of 2

The reverse of the card

What can I do?

If I am worried about talking to someone I can use the school's anxiety box.

I can go and speak to the peer counsellor or my school council representative.

I can check that I know what to do if I am concerned about bullying.

I can find out if school has a safe place that I can go to at break and lunchtimes.

I can tell someone I really trust.

I will listen to suggestions about how to stop bullying.

I won't blame myself as it could happen to anyone.

I can suggest strategies that I think can help stop bullying.

I won't stand and watch someone being bullied. I will get help.

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Resource sheet 4

Theme of the week: Bullying

This poem was written by a pupil in Year 8.

Why do they do it? It just isn't fair.
They bully and tease people, they don't even care.

They make people's life misery and make their lives hell.
What are their motives I just cannot tell.

They pick on the innocent, the different, the weak.
They scare them so badly they daren't even speak.

For wearing white socks or having red hair,
Whatever the reason they just couldn't care.

Every break time he stands on his own,
Hiding from the bully, playing all alone.

Use the following questions to guide discussion:

- How might pupils who are bullied feel?
- How do you think the pupil who is bullying might be feeling?
- What should the pupil who is witnessing this kind of behaviour do?
- What is available in our school to reduce bullying behaviour?
- How can the anti-bullying charter help us in school?
- What more can we do?

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4 Bullying Unit 4.5aP	
Title	What can I do if I have been bullying other pupils and I want to stop?
Level	Developing good practice
Audience	Pupils
Purpose	• To support pupils in understanding and reducing their bullying behaviour
Possible use	• For pupils to reflect on their behaviour – self-study • To develop empathy in pupils • To provide stimulus for drama lessons
Impact can be measured by	• a decrease in the number of reported incidents of bullying as pupils are empowered to change their behaviour.
Links to other action plan toolkit sections	Pupil support systems
Links to other material in this section	Staff: Developing good practice 4.5aS Understanding and supporting pupils who engage in bullying behaviour
Reference to other resources	*Bullying: effective action in secondary schools* (Ofsted 2003) *Bullying: Don't suffer in silence – an anti-bullying pack for schools* (DfES 0064/2002) *Bullying – A Charter for Action* (DfES 2003) Youth Justice Board – contains information on Restorative Justice in schools www.dfes.gov.uk/bullying www.dontsufferinsilence.com www.youth-justice-board.gov.uk www.kidscape.org.uk/professionals/peersupport.shtml – Information on the aims and purposes of peer support systems and guidance on setting up such a system www.bullying.co.uk – bullying online charity – children's and young people's views on bullying and suggestions for tackling bullying www.bbc.co.uk/schools/bullying/ – case studies and pupils' views on bullying Curriculum resources – *Speak-up: an anti-bullying resource pack* (Scottish Consultative Committee on the Curriculum (SCCC)/South Edinburgh Crime Prevention Panel 1992)

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What can I do if I have been bullying other pupils and I want to stop?

Introduction

There are many reasons why a pupil might engage in bullying behaviour. Childline (www.childline.org.uk) suggests the following:

- They have their own problems – they may feel upset or angry or feel that they don't fit in – perhaps they have problems at home?
- Maybe they get bullied themselves, perhaps by someone in their own family or other adults?
- They're scared of getting picked on so they do it first.
- They want to show off and seem tough.
- Many don't like themselves and so take it out on someone else.

Bully Online (www.bullyonline.org) suggests that pupils who bully may:

- be frustrated, possibly because the source of their difficulty has not been identified;
- have poor or absent role models, and therefore not have had any real opportunities to learn behaviour skills;
- be abused or neglected at home;
- be under undue influence from peers and be afraid to stand up to them;
- have a conduct disorder that may need intervention from a professional with the relevant skills and qualifications.

Some pupils who bully may have a need to dominate their peers and possibly have a need to feel in control. It is important that pupils understand why people might bully and can reflect on what might have led to it.

This information and work to help pupils reflect on their own and others' behaviour could form part of a successful anti-bullying strategy within the school: understanding is more likely to lead to support for pupils who bully and pupils who are bullied than a lack of information and misunderstanding. However, it is important to remember that many pupils will need help with this work, usually working one-to-one with an adult or within a small group. Personal reflection is a starting point and will not be easily achieved by some pupils.

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Activity 1

Review the resources you currently use in school to help pupils develop their skills of self-reflection and consider the following.

- How can these resources be developed?
- What are the most effective resources that are currently used?
- What do pupils find most useful?
- What can the resources in this unit offer in terms of additional support?

Read through **Resource sheets 1, 2 and 3** and consider ways in which you might adapt them for your own school context. Included in these materials are resources to prompt pupils to:

- question themselves about whether they bully other pupils;
- seek advice and support in order to achieve a positive change in their behaviour.

The resources include the following.

1. A self-survey for pupils to take away and respond to privately. The questions will also raise an awareness of actions that pupils might not categorise as bullying.
2. A poster to be displayed in the school. This will give information about next steps for pupils who want to stop bullying.
3. Self-study guidance for pupils on how to stop bullying. Add details of the staff support available in your school.

The aim of these materials is to provide initial ideas that can be adapted to suit the context of your own school. A pupil council or subject teacher may want to use these as the basis of a project.

Using peer support to address bullying

A number of studies (e.g. Naylor, P and Cowie, H (1999) 'The effectiveness of peer support systems in challenging school bullying: the perspectives and experiences of teachers and pupils', *Journal of Adolescence* **22**, 467–479) have suggested that peer support systems can have a significant impact on bullying behaviour. It has been suggested that peer support systems can give pupils support and confidence, create a safer school climate and offer pupils training in providing support and developing empathy and communication skills.

Activity 2

Kidscape (www.kidscape.org.uk) explains that '*peer support is based on the fact that young people most often seek out other young people when they are experiencing some concern or worry*'. This form of support relies strongly on communication to encourage self-exploration and decision making and it requires training to provide a non-judgemental, active approach to listening which encourages others to express and explore their frustrations.

Consider how you could:

- review your current peer support system for pupils who want to achieve a positive change in their behaviour;
- establish a programme of support for these pupils, for example through curriculum work, peer support, group or individual interventions.

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Some schools have established specific approaches such as Restorative Justice or conferencing, where the emphasis is on mediation. More information about Restorative Justice and its effect can be found at (www.youth-justice-board.gov.uk: recommendations for RJ projects in schools).

Summary

By the end of this unit pupils will:

- begin to understand some of the reasons they use bullying behaviour;
- be able to reflect on how their bullying behaviour impacts on others;
- know where to go for advice to support a positive change in their behaviour.

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Resource sheet 1

Thinking about bullying

Answer the questions below by choosing the most appropriate answer. Total up the number of A, B and C responses to find out which description mostly fits you.

1 You see a younger pupil being called racist names by a pupil in your year.
Do you:
A. Wait round, take note of the situation and report it to a member of staff?
B. Walk away, as it is not your problem?
C. Join in by laughing or adding to the name calling?

2 In a science lesson two pupils take a ruler from another pupil. They take his equipment most lessons and everyone can see how stressed the pupil becomes. Today they pass the ruler to you.
Do you:
A. Return the ruler to the pupil?
B. Turn away and find an excuse not to be involved?
C. Laugh at the pupil and pass the ruler to the next person?

3 A new pupil joins the group. He looks different.
Do you:
A. Make him feel welcome (e.g. smile, speak to him)?
B. Ignore him?
C. Choose a nickname for him or join in the name-calling?

4 It is well known that many Year 7 pupils are scared to leave the geography corridor at the change of lessons on a Thursday afternoon. Your group always arrives early from science and several of them kick and trip up the Year 7 pupils as they are leaving.
Do you:
A. Decide this needs to stop and inform either the geography teacher or your science teacher?
B. Stand in the corridor as usual and don't join in?
C. Join in by kicking and tripping any pupil that passes?

5 You are in the toilet when an older pupil comes in and punches a Year 7 pupil, demanding money.
Do you:
A. Tell the pupil you will get help and quickly find an adult?
B. Leave as quickly as you can?
C. Laugh and help the older pupil search the pupil's pockets?

Total up the number of A, B and C responses. Read the summary below that best describes you:

Mostly A
You do not bully other pupils.
You respect the rights of all pupils and do your best to support the school in protecting pupils from pupils who bully.

Mostly B
You do not bully other pupils but you do prefer to put your head in the sand.
If you took on a bit more responsibility to support other pupils in your school you would feel much better about yourself.

Mostly C
You might be someone who could bully other pupils.
You could think about why you might bully and why you feel this way and approach someone who could help you work to change these feelings.

You could begin by reading the leaflet So you want to stop bullying? (Resource sheet 3)

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Resource sheet 2

9 out of 10 pupils who bully would like to

STOP

Are you one of them?

Pick up the guidance leaflet today:

So you want to stop bullying?

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Resource sheet 3

So you want to stop bullying?

The only person who can stop the bullying is YOU.

Parents and other adults can make you aware of the way you are hurting others and the long-term harm you cause. They can even punish you, by grounding you, giving you detentions, isolating you, excluding you from lessons, banning pocket money, etc. – but in the end these won't make a difference unless you want them to.

Work through the following steps and answer the questions honestly.
If you prefer, ask an adult or one of your friends to help.

At the end of the steps think clearly about what you could do:

- straight away;
- the next time you are in the situation.

Good luck

	Actions	**Notes**
Step 1	Describe the type of bullying you carry out, e.g. name-calling, threatening behaviour, leaving pupils out of your activities	
Step 2	Who do you bully? E.g. any Year 7 pupils, one girl in Year 8, most pupils in my form	
Step 3	When you bully someone how do you feel: • straight after? • when the situation has gone away? E.g. powerful, angry, sorry for the pupil, embarrassed, nothing	Straight after I feel: When the situation has gone away I feel:
Step 4	Try to work out when you started bullying and what made you start, e.g. *'In Year 7, I just followed what my mates were doing.'* *'It started about a year ago. My Dad left and I felt really angry inside. I don't care who I hurt when I feel like this.'*	

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Resource sheet 3 page 2 of 2

	Actions	**Notes**
Step 5	Now think about the next time you might be in a situation where you could bully someone. When and where could that be? What do you think you will do? E.g. *'Tomorrow's French lesson. I usually give stress to Joseph about being "gay"'.* Work out some things you can do to stop this happening: *'I could ask my French teacher to sit me with someone else'.*	
Step 6	If you have got to this step then you are doing well. Nobody is saying it is easy to stop bullying. You may need support because of feelings you have inside, e.g. angry or sad. Try to think about an adult who you feel you could talk to about this or try the support advertised in your school.	The feelings I need help with: The person who might help me:
Step 7	List two things you could do: a) now b) tomorrow to support you in stopping bullying. E.g. '*Make an appointment with Miss Ryan, I think she likes me and might be able to help'.* *'Get through one day walking to lessons without pushing pupils in Year 7'.*	

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4 Bullying Unit 4.5bP	
Title	What can I do if I am being bullied?
Level	Developing good practice
Audience	Pupils
Purpose	• To examine ways to support pupils who have been bullied • To ensure that pupils who have been bullied know what to do
Possible use	• With tutor groups to discuss bullying • With school council to promote the notion of a 'telling' school; • With individual or small groups of pupils who are being bullied in school.
Impact can be measured by	• initial increase in number of reported incidents of bullying followed by an eventual reduction.
Links to other action plan toolkit sections	Pupil support systems Curriculum
Links to other material in this section	Staff: Developing good practice 4.5bS Understanding and supporting pupils who are 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) *Bullying: Don't suffer in silence – an anti-bullying pack for schools* (DfES 0064/2002) *Bullying – A Charter for Action* (DfES 2003) QCA Citizenship Scheme of Work Citizenship curriculum www.dfes.gov.uk/bullying www.dfes.gov.uk/citizenship www.bullying.co.uk – bullying online charity – case studies and reports of children's and young people's approaches to tackling bullying Curriculum resources – *Speak-up: an anti-bullying resource pack* (Scottish Consultative Committee on the Curriculum (SCCC)/South Edinburgh Crime Prevention Panel 1992)

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What can I do if I am being bullied?

Introduction

'The extent to which bullying is reported is unknown. Regardless of how often teachers and parents remind pupils that they should discuss any worries with them, some choose to remain silent. Disclosing what is happening runs counter to a culture of not telling tales and it can also risk making things worse.'
Bullying: effective action in secondary schools (Ofsted 2003)

This extract highlights two key points.

- Teachers are not necessarily pupils' first choice when reporting a bullying incident.
- The importance of creating a 'telling' culture.

Don't suffer in silence

It is essential that pupils do not suffer bullying in silence. They need to be helped to understand that being bullied is not their fault and that there are people in school who want to help them.

Effective schools establish a culture where pupils are encouraged to share their worries and talk openly about bullying. This unit provides guidance on practical approaches that will help pupils to develop the skills and strategies needed for this to happen.

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Activity 1

Consider how you could initiate a discussion with pupils using the following statements.

There are many common myths and misunderstandings about the act of bullying. Some of the most common opinions from pupils are listed below.

- You have to learn to stand up for yourself.
- Being bullied is character forming.
- It was just a bit of fun.
- Boys will be boys.
- They got what they deserved.
- People that bully are thick kids from dysfunctional families picking on academic, nerdy kids with glasses.
- We don't have bullying in our school.
- Don't tell the teachers, it will just make it worse.
- The teachers can't do anything about it.
- It's nothing to do with me, I just see it happen. I don't bully anyone.

(extract from www.coastkid.org.uk)

You may wish to add any others that are voiced regularly in your school.

You could use the statements in the following ways.

- Read them out.
- Present them as a handout.
- Record them on tape for pupils to listen to.
- Present them as an 'agree–disagree' continuum where discussion is enhanced as pupils explain their reasons for placing themselves at a particular point along the continuum.

It is important to draw direct links to the key point: '**being bullied is not my fault**'. Consider ways to explore pupils' values and beliefs and explore the idea of the person who is being bullied having to change to prevent further bullying.

Use **Resource sheet 1** to explore some of the true statements that pupils might like to use to dispel some of the myths. Again, the language may have to be adjusted so that it is appropriate for the group.

Copy and cut the statements up and use with pupils as a card sort to pair the statements together and to consider the impact of each of the statements in response to a pupil being bullied.

Draw up a class list of statements that can be incorporated into an advice wall entitled 'Things I can tell myself if I am being bullied'. An advanced discussion may involve prioritising the positive statements and turning them into steps towards action.

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Activity 2

Show pupils the simple poster on **Resource sheet 2**. Encourage pupils to design their own posters, in a colourful way that will have impact. Ask pupils to think of the language that will get the message across simply and yet will not be overlooked as they walk down the corridor. Ask pupils to make sure that they include references on the poster to various sorts of help in the school. This activity could be led or supported by the school council or peer counsellors.

Activity 3

There are a number of practical actions which pupils can take if they are being bullied. The development of a list of practical things to do following an incident of bullying will enable the pupil to focus energy on positive actions.

Consider how pupils can be taken through the steps listed below by an adult and asked to respond to each in turn. The aim is to encourage the pupils to talk about how things will be different when the bullying is not happening and to discuss the best way to achieve this. Structured questions will help the pupil to feel secure and prompt responses that lead to solutions.

It is useful to note that this activity assumes that pupils are operating in the context of a 'telling' culture.

- Ensure that the pupil feels safe.
- Listen and allow the pupil time to explain the situation including how he/she is feeling.
- Explore the pupil's strengths and resources.
- Identify what will be happening when the pupil feels better about the situation; for example, the name-calling has stopped, being able to walk safely through the school gates, having someone to talk to on a regular basis, having a strategy to deal with name-calling, etc.
- Identify actions or support to be taken by whom and when; for example, a group of friends to travel to school with, a named member of staff or peer counsellor accessible when lessons are not taking place, key staff made aware of the situation, confidence that staff are following the school anti-bullying policy.
- Feed back in summary to the pupil.

You could explore these issues with the pupil using solution-focused 'scaling' to identify the small steps towards a solution.

Refer to Key Stage 3 *Behaviour and attendance training materials: Core day 2*, Session 1 'Focusing on solutions' for more information.

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Summary

By the end of this unit pupils will know:

- how to support pupils who are being bullied;
- that it is not their fault if they are bullied;
- about the practical actions thay can take if they are bullied;
- about the range of help available in the school.

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Resource sheet 1

• You have to learn to stand up for yourself	• Sometimes you really need someone to talk to
• Being bullied is character forming	• Being bullied makes me feel worthless
• It was just a bit of fun	• People who bully need to realise how much harm they can do
• Boys will be boys	• Everyone should learn how to respect each other
• They got what they deserved	• Everyone has the right to act freely with dignity
• People who bully are thick kids from dysfunctional families picking on academic, nerdy kids with glasses	• Anyone can bully people
• We don't have bullying in our school	• A lot of bullying operates at quite a low level and sometimes we don't know about it
• Don't tell anyone, it will just make it worse	• Always tell someone if you are being bullied
• The teachers can't do anything about it	• If an adult you like can't help you immediately, they will always put you in contact with someone who can
• It's nothing to do with me, I just see it happen. I don't bully anyone	• You are part of the bullying process if you witness an incident and don't do anything about it

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Resource sheet 2

Being bullied is not your fault.

People will help you!

You can do something to make it stop.

TELL SOMEONE

4 Bullying Unit 4.5cP	
Title	What can I do if I think other pupils are being bullied?
Level	Developing good practice
Audience	Pupils
Purpose	• To ensure pupils understand how they can make a difference • To ensure pupils have the confidence and capability necessary to allow them to take appropriate action when they know other pupils are being bullied
Possible use	• Behaviour and attendance leader supports staff to identify when the materials could be used with pupils
Impact can be measured by	• an increase in the reporting of bullying incidents; • pupils surveyed demonstrate increased confidence and skills in taking action to support pupils who are bullied.
Links to other action plan toolkit sections	Pupil support systems
Links to other material in this section	Staff: Developing good practice 4.5cS Encouraging pupils who witness bullying to respond in line with the school anti-bullying policy and the anti-bullying charter Pupils: Developing good practice 4.2P Developing the pupil role in helping to reduce bullying in school 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) *Bullying: Don't suffer in silence – an anti-bullying pack for schools* (DfES 0064/2002) *Bullying – A Charter for Action* (DfES 2003) *Drama objectives bank* (DfES 0321/2003) www.dfes.gov.uk/bullying www.standards.dfes.gov.uk/keystage3/strands/?strand=english&publication=1 www.bullying.co.uk – bullying online charity – case studies and reports of children's and young people's approaches to tackling bullyingCurriculum resources – *Speak-up: an anti-bullying resource pack* (Scottish Consultative Committee on the Curriculum (SCCC)/South Edinburgh Crime Prevention Panel 1992)

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What can I do if I think other pupils are being bullied?

Introduction

'The best intelligence about bullying in schools comes when pupils are encouraged to let staff know if there are problems, either for themselves or for others, combined with alertness on the part of staff themselves to signs of bullying.'
Bullying: effective action in secondary schools (Ofsted 2003).

The most effective anti-bullying policies encourage pupils to report incidents of bullying. Although this extract refers to 'staff', Ofsted recognises that pupils are much more likely to tell another pupil about bullying than they are to tell staff.

Many schools work hard to develop an ethos that encourages pupil participation in all aspects of school life.

Where staff engage pupils in discussing issues surrounding bullying there is more likely to be a 'telling' and 'listening' culture.

It is important that pupils are comfortable about expressing their views in front of peers, and that the climate within school is conducive to such discussions.

Consider how this is currently being achieved in school, noting specific examples of good practice that you could share with colleagues – these could include examples from other local schools or from the experiences of your staff.

Recognising bullying incidents

Where pupils have a shared understanding of bullying they are more able to recognise when incidents of bullying occur. It is therefore important to spend time on creating this definition together with the pupils. (This is addressed further in Unit 4.6P Developing skills to provide support to other pupils who have experienced bullying.)

Pupils feel most confident talking about bullying within an anti-bullying culture. Pupils who observe bullying behaviour in and around the school have a number of choices regarding the actions they can take. These choices may be influenced by any of the following:

- The ability to identify the behaviour as bullying.
  For example: *'She always calls people names, it's only a bit of fun.'*
- Fear that the person bullying may target them next.
  For example: *'If I try and stop him then it will be me next.'*
- A belief that the pupil being bullied for some reason deserves the punishment.
  For example: *'She gets on everyone's nerves.'*
- There is a gang culture within the school.
  For example: *'You have to put up with that to get into the crew.'*
- High incidence of racism in the school.
  For example: *'But that's how everyone treats them.'*
- Limited knowledge of what can be done by anyone to help.
  For example: *'What can I do about it?'*

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- An unwillingness to get involved.
  For example: *'I don't want to be bothered – nothing to do with me.'*

A small-scale research project carried out in Oxfordshire showed that of the pupils surveyed 79% of those who had witnessed bullying did not report it.

Reasons from pupils included:

- too frightened they would be bullied
  (related to fear and personal risk);
- didn't want to be involved
  (related to the culture of the school);
- didn't know what they could do
  (related to poor understanding and the school's application – or not – of the anti-bullying policy);
- not my problem
  (related to the culture of the peer group and school).

Consider conducting a survey within your own school to explore the influences affecting the actions pupils take following incidents of bullying in and around school. You could use this information to identify action points in relation to the three aspects covered in this unit:

- recognising bullying incidents;
- contributing to a 'telling school' culture;
- taking other actions to support pupils who are bullied.

Pupils' contributions to a 'telling school' culture

Consider these two facts:

- a large percentage of pupils regularly witness bullying;
- bullying is often hidden from adults, who typically identify less than 10% of bullying incidents.

Schools that both recognise and acknowledge this 'silent majority' of pupils as part of a school-wide anti-bullying strategy have found it has had the greatest impact on reducing incidents of bullying and harassment at school.

Consider how this information could be used with pupils through assemblies, tutor groups, school councils or as part of an anti-bullying campaign to establish or publicise the school's peer support systems.

In terms of an anti-bullying campaign, the level of pupil participation can vary depending on the school culture.

Pupils need to feel that:

- staff understand their need to stay safe;
- the information they share will not cause them to lose status in their peer group;
- confidentiality is maintained;
- they have confidence in the school's anti-bullying policy and practice;
- they are valued and included in all aspects of school life;
- they understand the consequences of any actions they might take.

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Activity 1

Consider how you could use tutor time, or PSHE or Citizenship time, or school council meetings to explore with pupils the feelings experienced by those who have or are being bullied. Follow this up with an activity to identify the different types of action pupils feel is supportive when they have been experiencing bullying.

Their initial lists may include the following.

- 'Having someone around at difficult times.'
- 'Support to tell an adult.'
- 'Someone to confront the bully.'
- 'Support to learn to fight back.'
- 'Someone to listen to them.'
- 'Permission to stay at home.'
- 'Move to another school.'
- 'Bullies to be excluded.'

It is useful to explore the suggestions pupils provide, discussing the consequences of each of the actions for all involved. Asking pupils to prepare a short role-play to illustrate the consequence of each action can be a powerful way of exploring these issues.

Pupils could also be asked to turn the information into a guidance leaflet for pupils new to the school. Staff could adapt the guidance for inclusion in the school anti-bullying policy, indicating 'strategies pupils are encouraged to use'.

In using this activity staff should be sensitive to the possibility that some members of the group may be experiencing bullying.

The scenario in **Resource sheet 1** provides a further opportunity for pupils to explore their responses to bullying situations. Consider how you might use this scenario with pupils; for example, they could discuss it in pairs or small groups and then respond to the following questions:

- *What would* **we** *want other pupils to do to support us?* (And then compare this response to the original.)
- *How is this pupil feeling?*
- *How easy would this type of bullying be to spot?*
- *What are all the possible responses and what might the consequences of each be?*
- *What could we do first?*

Drama and role-play

Scenarios such as the example on Resource sheet 1 can be used as the basis for a deeper exploration of pupil roles, responsibilities and feelings in drama or role-play. Pupils can take on different roles and discuss how they might react to the situation and how it might make them feel. Teenage stories in books and magazines often offer a wealth of material that can be acted out by pupils, as do photo stories. These present effective ways of exploring the feelings of the person witnessing the bullying and seeing how these feelings may influence their actions. It can also result in a wish list from the witness of the kinds of things they need in school to support the actions they want to take.

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For further guidance on teaching strategies for drama, you will find the *Drama objectives bank* (DfES 0321/2003) full of useful and practical ideas. Your English department should have a copy; the document is also available on the Key Stage 3 Strategy website.

Activity 2

Consider what guidance might be developed from the role-play to support a pupil who witnesses a bullying incident. **Resource sheet 2** shows an example of a poster that could be used. Suggest pupils develop the ideas in this poster to create one suitable for their own school context. The points on the poster could all be used to stimulate discussion.

Remind pupils that clear messages can also be given regularly through assemblies, poster campaigns, termly bulletins and school magazines about strategies that pupils are encouraged to use if they witness incidents of bullying.

Activity 3

Consider the kind of advice for pupils who witness bullying that could be included in the school pupil handbook. Consider how the information on **Resource sheet 3** could be used to ensure that pupils receive key messages and an anti-bullying culture is promoted in school.

Resource sheet 4 contains an example of a form that can be completed and posted in the bully box ('anxiety box'). Link this form and its use to the anti-bullying charter. Discuss with pupils:

- how the completion of the form relates to the anti-bullying charter;
- how the box can be used to report incidents of bullying.

You may also wish to consider:

- access to the form (for example, spare copies in the classroom);
- how concerns will be followed up with those who complete the proforma, including contact with pupils;
- what feedback there will be to pupils about the effectiveness of the box.

Summary

By the end of this unit pupils will:

- know what to do if they witness someone being bullied;
- know about the range of actions they can take to support someone who is being bullied;
- be more confident about taking actions to prevent bullying and support someone who is being bullied.

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Resource sheet 1

I am being bullied

Two pupils just started calling me names, I don't know why. They always made reference to different parts of my body. They said these things just loud enough for me to hear or would make rude gestures from a distance. They even managed to get hold of one of my exercise books and draw graffiti all over it.

To begin with I took no notice and then I wanted to tell my mates but was worried they might find the names funny and give me a nickname. If I told my Mum she would come up to school and make a fuss. I am quite popular, a good football player and have loads of mates so it wouldn't do my reputation any good. There is no way I am going to a member of staff, I am not that confident. Now it is affecting everything I do. I spend my time looking out for them and I'm not concentrating on my work. I am beginning to believe they are right and there is something wrong with me.

What do I want pupils to do?

1. I would really like someone to spot what is going on … surely there is at least one pupil who has seen or heard the abuse. Hopefully they will talk to me about it, sympathise with me, make me feel better and ask if I am OK. Maybe then if we talk about whether I want to report it, they will come with me.
2. I would really like reassurance from my friends so that I can feel strong enough to ignore the silly remarks about my body.

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Resource sheet 2

If you see a person being bullied please ...

Report the incident to any member of staff as soon as possible

Fill in a bullying incident report form, it will only take a minute

Confide in a friend who you know will do something to help – do it together

Speak to a peer

Tell someone at home about what you have seen

Walk away and get help. Watching is joining in

Fetch an adult immediately

If you do nothing you are part of the bullying!

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Resource sheet 3

Pupil handbook

If you think another pupil is being bullied, you could help the person being bullied by:

- telling any member of staff;
- confiding in a friend who will help you take action;
- completing a bullying incident report;
- speaking to a peer counsellor or peer mentor;
- telling the person who is being bullied that you are going to report it;
- inviting the person who is being bullied to join your group;
- telling someone at home.

Do not become part of the bullying by:

- joining in;
- watching;
- keeping quiet.

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Resource sheet 4

Bullying incident report card

Describe what you saw or heard.

Where?

When?

Who was involved?

Has this happened before?

Has it happened with the same pupil(s)?

If you would be willing to talk to a member of staff about this, please give your details:

Name: .....

Form: .....

Member of staff you would like to see:

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4 Bullying Unit 4.6P	
Title	Developing skills to provide support to other pupils who have experienced bullying
Level	Ready for more
Audience	Pupils
Purpose	• To support pupils in developing skills in dealing with bullying • To help pupils to develop empathy for pupils who have been bullied
Possible use	• To promote reflection and discussion on feelings related to bullying • To provide pupils with strategies and skills to support their peers who are experiencing bullying • To provide materials for focus lessons which enable pupils to reflect on feelings linked to incidents of bullying
Impact can be measured by	• a reduction in repeated incidents of bullying involving the same pupils; • an initial increase in reported incidents of bullying due to increased pupil confidence in the 'telling' school climate; • an improvement in the confidence and quality of advice provided by peer mentors and school counsellors.
Links to other action plan toolkit sections	Leadership and management Pupil support systems Links with partners and other agencies
Links to other material in this section	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) *Bullying: Don't suffer in silence – an anti-bullying pack for schools* (DfES 0064/2002) *Bullying: effective action in secondary schools* (Ofsted 2003) *You can beat bullying! A guide for young people* (Kidscape 2001) www.dfes.gov.uk/bullying or www.don'tsufferinsilence.com www.kidscape.org.uk Resources on emotional literacy • *Moral Dilemmas for Secondary Pupils: Pupil resource* Phil Carradice (Lucky Duck Publishing, ISBN 1 873 942 75 3) • *Heart Masters Green: A Programme for the Promotion of Emotional Intelligence* Andrew Fuller, Bob Bellhouse, Glenda Johnston (Lucky Duck Publishing, 2003, ISBN 1 904 315 01 1) Resources on anger management and on emotional literacy *Anger Management: A Practical Guide for Teachers, Parents and Carers* Adrian Faupel, Elizabeth Herrick, Peter Sharp (David Fulton Publishers, 1998, ISBN 1853465623) www.fultonpublishers.co.uk/resource.asp www.incentiveplus.co.uk/PB_MA.htm www.chalkface.com Youth Justice Board – contains information on Restorative Justice in schools www.youth-justice-board.gov.uk

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Developing skills to provide support to other pupils who have experienced bullying

Introduction

A common factor among schools that create an anti-bullying culture is that they consult pupils about their experiences, through class discussion, school councils, questionnaires and tutor group activities. This consultation will often disclose information not known to adults, due to the supportive and protective relationships that exist among pupils. Pupils themselves have an important role to play in offering sensible and effective support. However, it is important to ensure that pupils have the skills to provide this support to other pupils who are experiencing or who have experienced bullying.

These skills encompass:

- communication – so that barriers are removed and interactions are productive;
- listening and questioning – so that they can provide a non-judgemental, active listening approach, which encourages others to express and explore their frustrations;
- empathy;
- the ability to build positive relationships – so that pupils can create supportive relationships with their peers;
- conflict resolution – so that pupils can support their peers in resolving difficulties.

According to Kidscape (www.kidscape.org.uk), when supporting their peers, pupils may be involved in any of the following:

- helping young people with learning;
- helping younger or new pupils make the transition to a new school;
- assisting with topics of concern to other pupils;
- assisting pupils in resolving disputes;
- helping others to sort out concerns, brainstorming ideas and offering practical help;
- reaching out to lonely or troubled pupils.

Pupils need support to develop these skills, for example through PSHE Citizenship work or programmes involving emotional literacy work, understanding and managing feelings and peer counselling training. It is important for the school to know where resources for this work and training can be obtained. The resources referenced at the beginning of the unit will provide further information and support for those working with pupils to help them to develop skills in supporting their peers. This unit provides some resources to support pupils to develop their skills in peer support.

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What is bullying?

Pupils need to be able to recognise when bullying is taking place in and around school if they are going to be able to offer any support.

Ofsted describes bullying as:

> *… aggressive or insulting behaviour by an individual or group, often repeated over a period of time, that intentionally hurts or harms.*
> *Bullying: effective action in secondary schools* (Ofsted 2003)

Activity 1:
What is bullying?

Consider some further definitions of bullying on **Resource sheet 1**. Consider how to work with pupils to encourage them to devise their own definitions of bullying.

Use the table on **Resource sheet 2** to identify and explore some of the feelings experienced both by pupils engaging in bullying behaviour and by pupils being bullied. Some examples have been provided for you to add to.

You may wish to use the feeling cards on **Resource sheet 2a** to support this activity.

Next consider the impact of the bullying behaviour and the effect it can have on pupils' learning.

Developing pupil skills

Pupils react to being bullied in a number of ways, but generally the reaction is either:

- **passive acceptance**
  where the pupil behaves as if other pupils' rights matter more than his/hers;
- **aggression**
  where pupils behave as if their rights matter more than those of others.

Pupils can sometimes be taught how to respond in an **assertive** manner, showing respect for themselves and others equally.

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Activity 2
Saying no

Resource sheet 3 provides some guidance from Kidscape on how to say 'no'. Consider how you might use this as the basis for a focus lesson with pupils to rehearse different ways of saying 'no'. Begin by asking pupils to suggest some situations in which it would be important for them to have this skill.

Role-play with pupils some simple scenarios where they will find it quite easy to say 'no'.

For example: *Do you want to play football this lunchtime?*

Increase the level of demand in the questions, to make saying 'no' much harder.

For example: *We need you to play football this Saturday. Everyone else is dropping out because we always lose and the other team are brilliant.*

Invite pupils to discuss what it feels like to say 'no' when the pressure is increased. Do they respond sensibly or do they get swayed by what is being said and how it makes them look and feel?

When using this activity it will be important to monitor the climate in the classroom, to be aware of peer pressure and sensitive to the feelings of the pupils taking part.

Conclude the activity by inviting pupils to summarise the feelings and issues involved in saying 'no' and to identify how they could use this particular strategy to support a pupil who may be being bullied.

You could adapt this activity to help pupils consider a range of other strategies they could use to support peers who may have been bullied. These might include:

- being a good friend, making sure pupils are not alone at transition times or travelling to/from school together;
- supporting pupils in reporting an incident of bullying;
- supporting pupils in talking to a mentor or peer counsellor;
- helping a pupil to stay calm and manage their feelings;
- listening and empathising.

Ask pupils to develop their ideas, for example, through the school council, by producing advice leaflets or volunteering as peer counsellors.

Consider how to work with pupils to rehearse and develop any of the strategies.

Additional support

- Develop more detailed scenarios related to bullying in drama lessons or tutorial groups to provide opportunities for pupils to develop these skills.
- Include guidance on saying 'no' in peer mentor or counsellor training to help pupils deal with situations they may find themselves in.

When staff model the required behaviours, pupils are provided with further opportunities to develop their skills.

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Dealing with anger

Activity 3

There are many resources available to support schools in their work on anger management. (Some of these are referenced at the beginning of this unit.) Schools will need to consider more specialist resources if anger management is to be addressed effectively.

You could organise pupils into pairs to work on this activity. The purpose of this paired work is to encourage pupils to focus on the feeling of 'anger' and to consider how they can support their peers when bullying has provoked this reaction.

Begin by exploring with pupils the skills they use in managing their feelings of anger. These might include:

- breathing exercises;
- relaxation;
- counting to ten;
- going for a fast run;
- keeping a diary;
- keeping things in proportion.

Look at **Resource sheet 4** to see how the poster on anger can be used as a stimulus for discussion.

Pupils offering support should be encouraged to guide their peer through a solution-focused approach to improving their anger management skills. This will involve:

- identifying their current skills and confidence in relation to the points in the poster;
- establishing the role of pupil supporter;
- describing what the next step to improving anger management will be. What will the pupil be doing? What will the supporter be doing?
- identifying the support needed to achieve this improvement;
- planning time to rehearse and evaluate skills.

Saying 'no' and recognising feelings of anger are two of the skills which will enable pupils to handle bullying incidents with more confidence. All pupils have the opportunity to help their peers develop these skills and should be encouraged to see this as their responsibility as they move around the school. The simple ideas that have been described here fit comfortably into the peer mentor and counselling role. In some schools this practice is already well established, with evidence of these types of approaches being built into subjects. It is important to ensure that the skills introduced in this unit are followed up and work on them extended using the resources referenced at the beginning of the unit or using others that are available in the school or from other sources.

Summary

By the end of this unit pupils will:

- be able to recognise when bullying is taking place;
- have a greater understanding of the range of skills necessary to provide support to other pupils who have been bullied or who bully;
- know more about how to develop their skills further to help other pupils tackle bullying.

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Resource sheet 1

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, 1989)

'Bullying is when people force others, usually smaller people, to do what they want.' (Boy reported in *Tackling Bullying: Listening to the views of children and young people*, Institute of Education research report, 2003)

'Bullying is unacceptable behaviour which results in somebody feeling hurt, threatened or frightened. This can be physical or verbal and include hitting, teasing, intimidation … damaging a person's property as well as racial, sexual and disability harassment.' (Glover, Cartwright, Gleeson, 1998)

'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, 1999)

'Bullying is when someone picks on someone else because they are different – their race, height, weight, or looks...(it's about) prejudice and discrimination and when someone gets hurt physically or mentally, or when someone is not respected.' (Girl reported in *Tackling Bullying: Listening to the views of children and young people*, Institute of Education research report, 2003)

Your definitions of bullying

Bullying is

Bullying is

Bullying is

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Resource sheet 2

Bullying behaviour	Feelings experienced by pupil engaging in bullying behaviour	Feelings experienced by pupils who are being bullied	Impact on pupil learning
Name-calling	Powerful, in control	Embarrassed, hurt, afraid	Focus on: • avoiding the name-calling, resulting in arriving late to the lesson and missing content of lesson • fear – leading to being distracted in class
Pushing pupils around in the school grounds			
Demanding dinner money from pupils			
Stealing one pupil's personal belongings on a regular basis			
Verbally abusing someone with racist words			
Verbally abusing someone with homophobic words			
Mocking a pupil's religion or culture			

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Resource sheet 2a

Feeling cards

Deflated	Frightened	Powerful	Insignificant
Glad	Worried	Bored	Pleased
Frustrated	Annoyed	Brave	Irritated
Excited	Wonderful	Confused	Proud
Embarrassed	Uncomfortable	Capable	Put down
Encouraged	Trusted	Nervous	Relaxed
Disgusted	Uncertain	Afraid	Surprised
Determined	Sure of yourself	Unfairly treated	Guilty
Discouraged	Shocked	Angry	Grateful
Confident	Satisfied	Unloved	Hurt
Disappointed	Sad	Cross	Important
Comfortable	Relieved	Accepted	Indifferent
Defeated	Rejected	Bad	Loved

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Resource sheet 3

Saying 'No'

- **When you say NO, say it firmly**.
- **Listen to your body and your feelings**. What do you really want to say? What do you really want to do?
- **Try not to become caught up in arguments** and don't become angry or upset if you don't get your own way.
- **If you don't want to do something, don't give in to pressure**. Be firm. Remember, we have the right to say NO.
- **If you are not sure and somebody is bugging you for an answer**, say 'I need more time to decide' or 'I need more information'.
- **Don't make excuses**. Keep your body posture assertive (don't stand all hunched up in victim mode) and look the person in the eye. The other person will know from the decisive way you are speaking and standing that you mean business. (If you find looking people in the eye hard, practise keeping eye contact with your family.)
- **Offer an alternative**: 'No, I don't want to play football. Let's go for a walk instead.'

When we say 'No' to someone, we are only rejecting the request. We are not rejecting the person.

(Source: *You can beat bullying! A guide for young people* Kidscape 2001, www.kidscape.org.uk)

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Resource sheet 4

When you feel angry

Learn to recognise the signs that you are about to 'explode'

What are you going to do next time you feel that you are losing your temper?

- **Get away from the situation or the person that is making you angry** – this is not '*running away*'. This is just the best way of keeping yourself and others from getting hurt either through a fight or through arguments and name-calling.
- **Take several deep breaths and count to ten.**
- **Exercise helps you let off steam** – go for a run or play football.
- **Practise simple relaxation exercises** – anger, stress and anxiety are often related and, if you can learn how to relax, it will be easier to control your temper. Tense every muscle in your body and then slowly relax each individual muscle, starting with your toes.

You may have to pretend a lot at first and act in a way you don't really feel. But eventually the 'acting' will cease and you will become more assertive than you thought possible!

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