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## **Beatbullying Toolkit for Teachers (schools)**

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This toolkit is based on a number of recent research projects, Beatbullying's ongoing work with children and young people and current UK and European legislation.

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## Introduction

Beatbullying is an anti-bullying charity. Since 1999, we have been working with groups of children and young people in London boroughs to produce anti-bullying solutions, materials and resources designed by and for children and young people, and train those children and young people in rolling these resources out to their peers in schools, Pupil Referral Units and youth groups. Beatbullying actively strives to work with children and young people who are in danger of or already experiencing social exclusion.

The Beatbullying toolkits for professionals are designed to specifically address the different requirements of those who work with children and young people according to the context in which they see them and the nature of their contact with them. The toolkits are based upon Beatbullying's work with children and young people and aim to fill the huge gap in youth-led anti-bullying guidance for adults by offering practical advice stemming from the experiences of children and young people that we have worked with, as well as offering you guidance on how to include the children and young people that you work with in your anti-bullying work. Beatbullying produces a toolkit for parents and carers and a toolkit for kids as well.

The toolkits are also informed by other current UK and international research and best practice on bullying and related issues, and aim to give professionals an understanding of their responsibilities regarding bullying under the law. We hope that you will find this toolkit useful.

Beatbullying is offering free trainings to partner organisations in the boroughs in which we work. Training sessions will take place on a monthly basis. For more information on this, please contact the Beatbullying offices on 020 8771 3377, email us at [info@beatbullying.org](mailto:info@beatbullying.org), or log onto our website at [www.beatbullying.org](http://www.beatbullying.org).

## Bullying in context

### What is bullying?

There are hundreds of different definitions of bullying in existence, all of which vary in tone, emphasis and breadth of scope, but factors that are common to most of them are:

- An acknowledgement that “bullying” covers a wide range of actions between and across individuals and groups; and that these actions are characterised by physical, emotional, psychological and/or sexual forms of violence and suffering.
- That bullying involves a power differential being recognised and exploited by the individual or group who are bullying;
- That bullying usually involves a systematic campaign to weaken and undermine an individual or group.

Some of the wide range of direct and indirect actions and behaviours that bullying covers are:

- leaving people out of a social circle
- sex discrimination
- sexual abuse
- racist abuse (“racism is common”, “[people are bullied about their] language/culture”)
- homophobic abuse (“called me batty boy”)
- abuse for standing out from the crowd/appearing different (“they called me hippy and freak”)
- insulting family/picking up on real or supposed home situation (“said my mum was a junky”)
- age discrimination
- peer pressure/threats (“had to do stuff against my will or I would get beaten up”)

- taking money/possessions (“nicking my mobile phone”).<sup>1</sup>

### **How widespread is bullying?**

Bullying is extremely widespread amongst young people. Over the last fifteen years or so, numerous research studies undertaken in countries such as Denmark, Holland, Australia, New Zealand, the UK, the United States and Japan, have identified bullying as one of the biggest problems that young people face as they grow up.

According to research conducted in a number of UK schools in 1993<sup>2</sup>:

- 1 in 4 primary aged students and 1 in 10 secondary aged students are bullied at least more than once or twice in any term.
- 1 in 10 primary aged students and 1 in 25 secondary aged students are more frequently bullied, up to several times a week.

Beatbullying’s own pilot research project<sup>3</sup>, conducted in two inner London secondary schools in 1999, provided further evidence that bullying was extremely prevalent. One of the schools was considered extremely successful, with pupils achieving excellent exam results, and the other was considered to be under-performing with a high exclusion rate.

During the course of this research, Beatbullying surveyed 593 children and young people aged 11-16 across the two schools and over one hundred young people took part in focus groups. Of those surveyed:

- 36% reported being bullied at least once a week
- 52% had been bullied during the past month
- 59% had been bullied in the last six months

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<sup>1</sup> Responses in quotation marks taken from Cross, Emma-Jane, 1999 *Beatbullying: Pilot research project*. The study was conducted with 593 11-16 year olds across two inner London mixed state schools. The schools were selected to represent opposite ends of the spectrum – at the first, pupils were achieving high exam results; whereas at the second pupils underachieved, the exclusion rate was above the national average, 82% of pupils were eligible for free school meals and 53% had special needs.

<sup>2</sup> Whitney and Smith, 1993, cited in English National Poster at European Conference on Initiatives to Combat School Bullying, [www.gold.ac.uk/euconf/posters/england.html](http://www.gold.ac.uk/euconf/posters/england.html)

<sup>3</sup> Cross, Emma-Jane, 1999 *Beatbullying: Pilot research project*.

- 58% admitted they had bullied other children and young people.

Further compelling evidence of how high the incidence of bullying really is on a national scale comes from ChildLine, the UK children's charity and helpline. When ChildLine reviewed its records from 1999-2002, they found that bullying was by far the commonest reason for children and young people to call the helpline; and that during the period 2001-2002, almost 20,000 children and young people who used the service stated bullying as their reason for calling.

### **Where does bullying happen?**

Bullying has largely been viewed and researched as a problem that occurs only in school. The majority of anti-bullying initiatives and schemes are designed to be applied within a school environment and the majority of studies into bullying and violence between young people are limited to that which occurs in schools and their immediate surroundings. There is very little information on bullying within other youth settings.

Whilst it is certainly true that many young people do experience bullying at school and it would be both foolish and counter-productive to deny the extent of this problem, the children and young people with whom Beatbullying works consistently identify places where they are less rigorously supervised as being where most bullying occurs. Here are a selection of the most common responses to the question "Where does bullying happen?" in the Beatbullying research study<sup>4</sup>:

#### **Q. Where does bullying happen?**

"the bus", "the train", "on my way to school", "on the way home"

"my bully used to wait at the bus stop"

"at school"

"in the play ground"

"out on the street"

"at home"

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<sup>4</sup> Ibid.

“in the shop”, “down the centre for my phone”

“down my local park”

“my next door neighbour”

“in the lounge, watching the telly” (this young person is living in residential care)

“when I went up to big school”

Even in school, children and young people state that the playground, corridors between lessons and other areas and times where they are under reduced supervision are those where most bullying happens during the school day.

### **What are the obstacles to tackling bullying?**

#### **1. Reluctance to report bullying**

Children and young people tend to be extremely reluctant to report bullying when it occurs. Factors behind this reluctance include previous negative experiences of reporting where adults have failed to listen to, respect and address young people’s individual fears, concerns and experiences of bullying (including a failure to take any action to stop the bullying or taking insensitive action that makes the problem worse for the young person). In Beatbullying’s pilot research project, 87% of the 11-16 year olds interviewed felt that they were not listened to about the issue of bullying.

Organisations and professionals working with children and young people need to take this seriously and work to establish trust through:

- actively consulting children/young people
- listening to children and young people
- publicising procedures for dealing with bullying (which should be developed with reference to children and young people’s experiences)

- dealing with all incidents of bullying in a way that is consistent with those procedures.

## **2. Inconsistency of approach and lack of communication within individual organisations and between organisations**

Where schools and other youth-orientated services do have anti-bullying policies and initiatives in place, there is often the problem of an inconsistency of approach across the organisation. Such policies and initiatives are often designed without reference to the children and young people that the organisation works with; they are not sufficiently promoted within the organisation (so that staff, children/young people and parents/carers are only vaguely aware of them and do not understand what they involve or their respective responsibilities and entitlements under them); and staff do not receive sufficient training to enable them to apply the policy consistently.

Since bullying is a problem experienced by children and young people in a number of different youth-orientated settings, not to mention on the street and on their way to and from leisure and school activities, it is essential that organisations working with children and young people communicate with each other. Bullying also frequently occurs in settings where there is no adult who is directly responsible for overseeing children and young people, e.g. on public transport, in local parks, round local shops. For this reason it is important for organisations who work with specific groups of young people on an ongoing basis (e.g. schools, Pupil Referral Units and youth groups) to form links with local shop-keepers and transport companies, in order to co-ordinate an adequate and intelligent response to bullying.

### **3. Reactive as opposed to preventative approaches**

Anti-bullying policies and initiatives have traditionally been reactive – designed to deal with and penalise bullying behaviour when it happens within an adult-supervised setting. Their only value in preventing bullying is through highlighting the penalties that it will incur. In order to mount an effective response to the problem of bullying, it is essential to incorporate prevention as well as reaction into anti-bullying work.

Bullying has many factors in common with other forms of violent, abusive and anti-social behaviour and has clear links to the problem of social exclusion. It is important that professionals work with young people to understand bullying in this context.

Since bullying happens so often in situations where adult supervision is limited or non-existent, anti-bullying initiatives should seek to build a sophisticated understanding of bullying's causes and consequences, and equip young people with alternatives to bullying and responses to being bullied that are tried and tested and that they can enact themselves in situations where they do not have immediate access to adult help or intervention.

Anti-bullying policies and initiatives that are only reactive reinforce the false belief that bullying is an inevitable part of growing up and a problem that is so deeply rooted in our society that any attempt to reduce it is doomed to failure.

## Bullying and the law

The fact that bullying between children and young people is still generally viewed as a problem for schools alone is highlighted by looking at the relevant legislation in England & Wales and Scotland.

Bullying is specifically legislated against as either a problem experienced by adults in the workplace, or a problem experienced by young people attending a school or other educational establishment.

Schools in England and Wales must have an anti-bullying policy by law. Head teachers are ruled as being in *loco parentis* where their pupils are concerned whilst those pupils are at school. They have a legal duty to ensure that an anti-bullying policy is in place and that any report or incident of bullying is taken seriously and action taken to stop it and prevent further incidents. This responsibility does not extend beyond school premises.

In theory, this is reasonable. School staff cannot supervise pupils at all times in the community for obvious reasons. However, many schools are guilty of not taking sufficiently seriously the problem of bullying experienced by their pupils beyond the school gates. If bullying outside school is affecting a pupil's happiness, health and ability to achieve at school, then it is a school problem and this should be reflected in the school's anti-bullying policy and practice, e.g. through building links with community groups, transport companies and police community safety officers, with a view to enhancing pupil safety off-site before and after school.

The Department for Education and Skills (DfES) published its anti-bullying Charter in November 2003, which goes some way towards ensuring that schools adopt a proactive approach to bullying that involves the whole school community and suggests that schools work with the wider community to deal with bullying that occurs outside school.

The Charter is not legally binding, but it is intended to represent a public pledge on the part of schools to tackle bullying effectively. All schools in England and Wales have received a copy of the Charter for signature by a pupil representative, the Chair of the Board of Governors and the head teacher and have been asked to send a signed copy to both the DfES and the Anti-Bullying Alliance.

In addition, Ofsted (who already inspect schools on the incidence and handling of bullying) will be checking to see how well schools meet their commitments to tackle bullying under the Charter and whether they have responded to the recommendations that it contains. You can view a copy of the Charter at [www.dfes.gov.uk/bullying](http://www.dfes.gov.uk/bullying).

The ultimate legal responsibility for dealing with bullying rests with the head teacher, but no head can successfully implement an anti-bullying policy without the full involvement and backing of their staff.

All schools should have a designated teacher in charge of co-ordinating the school's anti-bullying policy and practice, who should receive appropriate training and co-ordinate training for the rest of the staff. This teacher should be clearly identified to all members of the school community, and should maintain good communication with the designated teachers in charge of child protection, children in need and looked after children, and the Special Educational Needs Co-ordinator.

All teachers should be provided with the training and support to deal with bullying in line with the school's anti-bullying policy, to contribute to the monitoring and evaluation of that policy, and to promote and sustain a culture of tolerance and creativity with their pupils. As a teacher, you have important information about your pupils' academic progress and social and emotional development. If you report bullying-related concerns about a pupil, those concerns should be followed up.

If you feel that any of the above is not happening at the school at which you teach, raise your concerns with the designated member of staff in charge of the anti-bullying policy, and/or the head teacher, pointing out that Ofsted are now auditing schools' handling of bullying with reference to the DfES Charter.

## **Bullying as a Child Protection issue**

Any agency or organisation that works with children and young people should have a detailed Child Protection Policy. Statutory agencies are required to have such a policy by law, and all voluntary agencies should have one as a matter of good practice.

The aim of a child protection policy should be to ensure the welfare and safety of all children and young people that an agency works with and to create an environment where they feel secure, valued, are listened to and taken seriously. Child protection policies exist primarily to safeguard children and young people from experiencing physical, sexual and emotional abuse at the hands of adults.

Bullying shares key characteristics with other forms of abuse:

- It is a behaviour that depends on exploiting a power differential between the victim and perpetrator/s.
- It undermines the emotional, psychological and sometimes physical health of both victims and perpetrators to varying degrees of severity.
- It is often a self-perpetuating behaviour. Evidence suggests that many young people who bully are, or have been, bullied themselves.
- Children and young people who are bullied often display similar physical, emotional and behavioural indicators as young victims of abuse.

For these reasons, it is vital that all agencies that work with children and young people undertake to deal with bullying as part of their child protection duties, and are proactive in seeking to create an environment and culture where victimisation is not tolerated, and where all incidents of bullying are taken seriously and dealt with in a consistent and appropriate manner, as laid out in an anti-bullying policy that is publicised to all staff, users of agency services, parents/carers and partner organisations.

## Bullying as a Human Rights issue

At the root of all types of bullying is the victimisation of usually a single individual by another individual or group who are, for whatever reason, in a more powerful position than their victim. This difference in “power” may exist prior to the bullying (e.g. the victim may be a recent arrival in the community with few friends and little support as a result), or it may be a direct result of the bullying.

All persecution – whether perpetrated by regimes or individuals, on an international, national or domestic scale – fits this profile when it is stripped down to its roots.

This makes bullying a human rights issue and in order to deal most effectively with the problem it should be understood and tackled within a human rights context.

### **Bullying and the Human Rights Act 1998**

The Human Rights Act 1998 is designed to protect the rights of all people resident in countries that are members of the European Union to live their lives free from violence and abuse, to secure their freedom of expression and to ensure that none of these rights are prosecuted to the detriment of others.

The rights covered by the Human Rights Act 1998 include:

- Right to life (Rights & Freedoms, Article 1).
- Prohibition of torture and inhuman or degrading treatment (Rights & Freedoms, Article 3).
- Right to liberty and security of person (Rights & Freedoms, Article 5).
- Right to respect for private and family life; including the right to respect for one’s home and correspondence (Rights & Freedoms, Article 10).
- Freedom of thought, conscience and religion. Freedom to manifest one’s religion or beliefs shall be subject only to such limitations as are prescribed by law and are necessary in a democratic society **in the interests of public safety, for the protection of public order, health or morals, or**

**for the protection of the rights and freedoms of others”** (Rights & Freedoms, Article 9).

- Freedom of expression (Rights & Freedoms, Article 10)
- Prohibition of discrimination “on any ground such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status” (Rights & Freedoms, Article 14).
- Prohibition of abuse of rights by any State, group or person (Rights & Freedoms, Article 17).
- Protection of property (Part II, The First Protocol, Article 1)
- Right to education (Part II, The First Protocol, Article 2)

Bullying is a direct breach of many of these rights and freedoms.

- Most bullying is based on discrimination and involves the victimisation of an individual or group on the grounds of a perceived difference.
- Bullying often takes the form of humiliating and degrading the victim and interfering with his/her property.
- Bullying is experienced as a form of torture by many of the young people who experience it, to the extent that approximately 16 young people each year in the UK alone feel that the only escape is suicide.<sup>1</sup>

In October 2000 the Human Rights Act 1998 became law in the UK. This means that since October 2000, any UK citizen whose rights under the legislation have been breached can have their case heard in a UK court, instead of having to appeal to the European Court of Human Rights in Strasbourg.

This means that schools could have charges brought against them under the HRA 1998, if they allow the rights of the children and young people that they work with to be breached through failing to take bullying seriously. The National Association of Head Teachers has acknowledged this by adding to their guidelines on bullying that head teachers must “satisfy themselves” that

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<sup>1</sup> Statistic taken from *Bullycide: Death at Playtime*, Field, Tim and Marr, Neil, Success Unlimited (2001)

their school's anti-bullying policy complies with the HRA 1998. Head teachers cannot do this without fully involving their teaching staff.

### **Bullying and United Nations human rights legislation**

Although bullying is not explicitly mentioned in either the UN Charter for Human Rights or the UN Convention on the Rights of the Child (which entered into force on 2 September 1990), it is a type of behaviour that contravenes a number of the articles of both documents. In addition, both documents set out the responsibility of member states to safeguard children and young people from such behaviour and to ensure that their methods of safeguarding do not undermine the human rights of those children and young people.

The UN Convention on the Rights of the Child defines a child as “every human being below the age of eighteen years” except in those countries where children attain majority under national law at a younger age. It states that:

- No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, *nor to unlawful attacks on his or her honour and reputation* [Beatbullying's italics].
- The child has the right to the protection of the law against such interference or attacks (Part I, Article 16, paragraphs 1 & 2).

**Bullying can take the form of actions that contravene the first paragraph of this article, e.g. rumour-mongering, targeting children and young people in their homes, and therefore statutory and voluntary bodies have a responsibility to prevent such behaviour.**

- [Member states should] Take measures to encourage regular attendance at schools and the reduction of drop-out rates (Part I, Article 28, paragraph 1(e)).

**Bullying is consistently cited by pupils and teaching staff as one of the main reasons for non-attendance and for dropping out or being excluded from school, therefore educational establishments will not be in full compliance with this article unless they put effective anti-bullying measures in place.**

- States Parties [i.e. those countries that belong to the UN, including the UK and Ireland] shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention (Part I, Article 28, paragraph 2).

**This has implications for schools in designing and implementing their anti-bullying policies, and places the onus upon them to ensure that both young people who are being bullied and those who are bullying are not humiliated as a result of disciplinary action taken in response to the bullying.**

- States Parties agree that education of the child shall be directed to: The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations (Part I, Article 29 (b));
- The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin (Part I, Article 29 (d)).

**Without challenging the social phenomenon of bullying and exploring what underpins it and its relationship to other types of violence and exploitative and discriminatory behaviour, organisations working with children will not be adequately fulfilling these requirements.**

- States Parties shall ensure that no child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment (Part I, Article 37(a)).

**Bullying's relationship to other forms of abuse and degradation has already been pointed out.**

- States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and reintegration shall take place in an

environment which fosters the health, self-respect and dignity of the child (Part I, Article 39).

**There is compelling evidence to suggest that some young people who are consistently bullied by their peers suffer a severe post-traumatic reaction as a result, which can make it difficult and in some cases impossible to meet the requirements of every day life. All too often, young people in this position receive inadequate help and rehabilitation due to the absence of any local multi-agency anti-bullying strategy and provision, e.g. they may be receiving help from the local Child and Adult Mental Health Service, but there is no communication between the CAMHS and the young person's LEA, hence the effectiveness of any help the young person receives to reintegrate them into society is severely limited. This article implies the need for a better system of support for victims of bullying. Since young people who bully experience similar problems of social exclusion and alienation to those who are bullied, Beatbullying would advocate the extension of any such system of support to them also.**

Schools, PRUs and all child and youth orientated services have a legal as well as a moral imperative to treat bullying as a breach of human rights, and deal with it accordingly. As a teacher, you have a key role to play in ensuring that your school meets these imperatives and your input should be actively sought and encouraged by the member of staff in charge of the school's anti-bullying strategy. If you feel that this is not happening, it is important to raise your concerns with them.

## Indicators of Bullying

As a teacher, bullying can be remarkably difficult to detect, particularly if the culture at your school is not yet one where it is considered acceptable to talk to adults when bullying occurs.

However, there are certain physical, emotional and behavioural indicators that young people who are being bullied or are bullying often display and an awareness of these can help you to be alert to young people who are experiencing difficulties in this area.

### Indicators displayed by young people who are being bullied

#### Physical

- Physical injuries that the young person cannot or will not give a convincing explanation for (e.g. cuts and bruises, pain in arms and legs), particularly if the young person is often injured. You may also notice that the young person was uninjured at the start of the school day, but has sustained an injury since arriving at school. Cuts, bruises, bitemarks and cigarette burns can also be the result of self-harming as a response to bullying or child abuse.
- Torn or damaged clothing (for example, clothing that has been soiled or graffitied on). Again, the young person may be unable/unwilling to explain how the clothes were damaged.
- General physical ill-health is often a sign of emotional and psychological stress. Pupils who are being bullied may spend a lot of time off school due to vague illnesses (e.g. tummy-aches, head aches, feeling sick, colds). They may also make regular requests to be excused from lessons or to be sent home due to such illnesses.

#### Emotional signs

- Mood swings or apparent changes in personality. Obviously everybody experiences mood swings, particularly during adolescence, but if you have regular contact with specific pupils you will be in a good position to notice any extreme mood swings or personality changes.

- Constant anxiety/nervousness.
- Depression – you may observe that one of your pupils seems depressed, or a pupil may complain to you of feeling depressed.
- Tearfulness for no apparent reason.
- Lack of confidence and negative self-image. Pupils who are being bullied often put themselves down and devalue their own abilities.
- Hostility and defensiveness. Young people who are being bullied may complain of feeling or seem to feel picked on.

### **Behavioural signs**

The experience of being bullied often causes pupils to have very confused feelings. Pupils who are being bullied sometimes respond by withdrawing into themselves and sometimes by lashing out. Many pupils who are bullied manifest both these behaviours.

### **Withdrawal & self-abuse**

- Being generally withdrawn (including withdrawal from physical contact with other pupils; avoiding eye contact when and general nervousness; reluctance to communicate).
- Less active and effective participation in lessons and after-school activities and/or frequent unexplained absences. Pupils who are being bullied may find it increasingly difficult to focus on both class and homework. They may seem to have opted out.
- An inability to concentrate. The increased anxiety experienced by pupils who are bullied can result in their seeming distracted.
- Eating disorders, e.g. comfort eating or denying himself/herself food. You may notice a pupil's eating habits change, or be aware that he/she has suddenly gained or lost a significant amount of weight.
- Alcohol and/or drug use (this can sometimes be a coping mechanism or a result of peer pressure). Of course alcohol or drug use are unacceptable at school, are listed by the DfEE on the National standard list of reasons for exclusion and have to be dealt with seriously. However, it is important to be sensitive to the reasons that a pupil may be using alcohol or drugs to ensure that you are not simply

penalising him/her and contributing to his/her feelings of exclusion and isolation.

- Self-harming.

### **Lashing out & abuse of others**

- Behaving in a disruptive and challenging way during school time.
- Behaving or starting to behave in a bullying way towards other pupils and/or staff.

### **General**

- The young person may frequently “lose” money, possessions, items of clothing and equipment.
- The young person appears tired and lethargic and may complain of sleep disturbance/insomnia; or alternatively may seem hyperactive with too much energy.

Young people who are experiencing bullying on their way to and from school may go out of their way to avoid other pupils at the beginning and end of the school day. For example, they may start arriving to take part in activities much earlier or later than other pupils, and leaving before or significantly after others, to avoid meeting the pupils who are bullying them.

**A pupil who shows one or more of these indicators is not necessarily being bullied, but these signs are a good indication that something is causing that young person difficulty and distress. You and the school have a responsibility to find out what is bothering that pupil and support them in accessing help.**

Many of the indicators listed above are also common to young people experiencing abuse at the hands of an adult. If, for any reason, you suspect that one of your pupils is a victim of abuse as a result of following up on indicators that you have observed, or if the pupil discloses abuse to you then you must act in accordance with your school’s Child Protection Policy.

## **Indicators displayed by pupils who are bullying**

### **Physical**

- Using physical strength/physical presence to intimidate, influence and impress other pupils.

### **Emotional**

- Refusal/inability to empathise with others.
- Desire to be in control. Pupils who bully often display a need to be in charge of events and an inability to share leadership or work co-operatively with others. They may be able to work with others, but only on their terms.
- Inability/refusal to accept responsibility for actions. In a bullying situation, they often express the opinion that the responsibility for bullying lies with the victim, that it is his/her fault for being weak or not standing up for him or herself.
- A tendency to relate to others in a negative way, e.g. persistently making negative comments about other people's appearance, intelligence, ability, family, behaviour, etc.

### **Behavioural**

- Professing an exaggeratedly high self-opinion. Many young people who bully have a low self-esteem and bully in order to exert their will over others and give themselves a sense of power and superiority. They often brag about their exploits and abilities to cover a low sense of self-worth.
- Professing indifference for areas and activities in which they do not excel. This may involve ridiculing other children and young people who have strengths in these areas.

- Once again, a pupil who shows one or more of these indicators is not necessarily bullying, but they are displaying and supporting behaviours and attitudes that impact on other pupils and themselves in a negative way. It is important that individual teaching staff and the school community as a whole challenge these behaviours and attitudes, both directly (through conversations with the pupil in question) and indirectly (through teaching practice and the content of lessons).

## How to deal with bullying

### **Raising the subject with a pupil you know or suspect is being bullied**

- Find a quiet place where you won't be interrupted to speak to the pupil.
- Tell the pupil that you are worried about them, that you want to help them and that ensuring their health and safety is your main priority.
- Ask them if they are being bullied, and if so to tell you about the bullying that they are experiencing.
- If the pupil informs you that he/she is being bullied, tell them that many people are bullied, but that no one should have to experience that sort of behaviour. Tell them that it is against the policy of the school and that even if it is happening off your premises there are laws to protect people from this behaviour.
- Let them know that if they are experiencing bullying it is their right to get help to stop it, and your school's duty to provide that help or support them in getting it from other agencies. It is important that you make this commitment and honour it.
- Be prepared to listen in a non-judgemental way, and be sensitive to the pupil's needs and fears, e.g. worse bullying from the perpetrators if they discover that the pupil has "grassed them up", or being put in a difficult, shameful, or occasionally dangerous situation with their caregiver at home as a result.
- Whilst you must acknowledge the victimisation of the pupil, it is unhelpful in terms of encouraging their self-esteem to label them "a victim".
- Encourage them to record and report any incident of bullying that they experience.
- Report the bullying to the member of staff in charge of the school's anti-bullying policy.
- Tell the pupil never to endanger himself or herself by standing up to bullies in a situation where he/she is outnumbered. If scared, they should run away and try to alert attention by shouting for help, banging dustbins, etc.
- Be prepared to help them make a safety plan to help minimise the risk of being physically assaulted by planning safe routes from home to school, etc. If they are being targeted by bullies in their home neighbourhood, help

them formulate a safety plan to contact police and get help or get out of the house in an emergency (see **Safety Plans**).

- It is possible that a pupil who shows some of the physical, emotional and behavioural signs highlighted above is experiencing abuse at the hands of an adult. The pupil may disclose this to you during your conversation or you may become concerned that this is the case. If a pupil makes such a disclosure or you have concerns of this kind **you must deal with them according to your school's Child Protection Procedure**.

General guidelines to follow are very similar to those for dealing with bullying:

Record any disclosure or suspicions that you may have in writing.

Report any disclosure or suspicions to the member of staff in charge of your school's anti-bullying policy.

However, where a pupil in your care **discloses** abuse, you must honestly inform them that you cannot keep the conversation just between yourselves and that you will have to take the matter further. Be as clear as possible about the procedure that you will follow and address any fears and concerns that they may have about the consequences of telling. **Be honest about your Child Protection duties, but do not leave the pupil feeling unsupported.**

### **Raising the subject with a pupil who you know/suspect to be bullying**

Note: Whilst there are no excuses for bullying behaviour, there are genuine reasons why the young person may be bullying and you should be open to these and not simply dismiss them. Bullying behaviour can be motivated by a number of factors including frustration as a result of being bullied oneself; frustration with the behaviour of the victim of the bullying; and seeing others – particularly adults – use bullying behaviour to achieve their ends. It is important to explore the reasons behind the bullying with the young person and help them to find alternative ways of expressing frustration/anger, negotiating what they want to achieve, etc. If you punish the behaviour without attempting to address what motivates it, you will only compound the problem.

- Find a quiet place where you won't be interrupted to speak to the pupil.

- Tell them that you believe them to be bullying, that this is unacceptable behaviour and that they will have to change their behaviour. Tell them that it is against the policy of the school and that even if it is happening off your premises there are laws to protect people from this behaviour.
- Ask the pupil why they are behaving in this way.
- Let them know that your school is committed to providing and helping them access services from partner agencies to help them change their behaviour. Negotiate a plan of action to achieve this with the pupil. The plan should be appropriate to their individual case and in line with your school's procedures and guidelines for good practice.
- Be prepared to listen in a non-judgemental way, and be sensitive to the needs and fears of the pupil. Be wary of labelling him/her "a bully" and ensure that you are repudiating their behaviour rather than them as individuals. **This is not in any way to suggest that you excuse the bullying, but you will not be able to deal with it effectively unless you address the reasons why that pupil is bullying, and labelling them a bully can hamper efforts to alter their behaviour.**
- Help them find and put into practice alternative behaviours in situations where they bully.
- Report the bullying to the member of staff in charge of the school's anti-bullying policy.
- Tell the pupil that unless they work to change their bullying behaviour, more serious action will have to be taken. Detail what that action will be.
- It is possible that a pupil who is bullying may be experiencing problems at home, including abuse at the hands of an adult. The pupil may disclose this to you during your conversation or you may become concerned that this is the case. Once again, if the pupil makes such a disclosure or you have concerns of this kind **you must deal with them according to your school's Child Protection Procedure.**

### **What else can you do?**

Here are some positive steps you can take towards promoting an anti-bullying culture within your school:

1. Make sure that your school has an anti-bullying policy that all young people, staff and parents/carers are aware of, committed to and can relate to. The policy must have clear aims and objectives drawn up in consultation with young people, staff and parents/carers. Back it up with monitoring and evaluation systems to make sure that it meets the aims and objectives.
2. Make the anti-bullying message visible through posters and information cards displayed in classrooms, corridors and common rooms (ideally designed by young people) and through your own professional practice. [You can download Beatbullying's posters and information cards, designed by the young people that we work with, from our website at [www.beatbullying.org.uk](http://www.beatbullying.org.uk)].
3. Promote a culture of care and consideration for others and encourage young people to reject and challenge bullying behaviour through your work with them and by your own example. Where appropriate (e.g. in history/literature/social geography/PSHE/Citizenship/drama classes, etc.), make sure that bullying, and the closely related problems of violence and hate crime, are explored as part of the day-to-day curriculum or programme of activities that you run.
4. Challenge stereo-types about people based on things like gender, race, religion, sexuality, disability, age, etc., and encourage the young people that you work with to acknowledge and value the things that are different and unique in other people and themselves, instead of rejecting and fearing them as threats to their identity or things that will cause them to be rejected by others.
5. Teach that bullying others is always a choice and help the young people that you work with find the tools to examine why bullying occurs and to work out alternative and constructive ways to resolve

conflict situations, empower themselves, and deal with feelings of fear, anger and frustration.

6. Encourage your young people to practice co-operation as an alternative to competition at the expense of others.
7. If it is not already in place, insist that your school provides detailed and ongoing staff training on bullying, including: understanding bullying as an issue; learning to recognise potential warning signs that a student may be experiencing bullying; and identifying the resources available to young people who are bullied, young people who bully and their parents/carers and to you and your colleagues;
8. Encourage your school to build close links with a practitioner trained in dealing with bullying in all its different forms and working with both young people who are bullied and those who bully (e.g. a counsellor).
9. Encourage your school to build links and share best practice with other local, youth-orientated organisations that may already have contact with the young people that you work with (e.g. schools/Pupil Referral Units/Youth Service/Connexions/statutory and voluntary youth clubs and out-of-school projects/Youth Offending Teams, etc.).

## **Bullying report form**

You should adapt this bullying report form to suit the circumstances in which it is used, e.g. whether it is used by staff to record details when bullying is reported to them, or whether it is for young people to fill in themselves and post in a Bully Box.



**Age:**

**Sex:**

**Name \*:**

**1. How can we contact you (e.g. at home/at school/email/telephone)?\***

**2. Describe what happened / is happening.**

**3. Where did it happen?**

**4. When did it happen?**

**5. Who was doing the bullying?\***

**6. Did anyone else see it happen, and if so who?\***

**7. Was the bullying a one-off incident or part of a bigger problem?**

**8. How did the bullying make you feel?**

**9. Were you physically hurt during the incident?**

**10. Did you need medical help?**

**11. Have you told anyone else about the bullying?**

**Friend**  **Teacher**

**Brother/sister**  **Youth worker**

**Parent/carer**  **Doctor/nurse**

**Other family member**

**Other (please tell us who) .....**

**12. If you haven't told anybody else, what has put you off doing so?**

**13. What sort of help would you like to stop the bullying (e.g. someone to speak to the bullies and monitor the situation to ensure it doesn't get worse)?**

**14. Do you have any worries now that you have reported the bullying?**

\* You don't have to give any of the information marked with a \* if you don't want to, but if you do give it you will make it easier for us to help you stop the bullying. We promise that any information you give us will be treated responsibly and we will talk to you (if you have given us your name and contact details) before we take any action.

## Steps to putting together an anti-bullying policy that works

An effective anti-bullying policy will act on two levels. Firstly, it will be preventative (designed to reduce bullying generally):

- Raising awareness of bullying throughout the whole school community – all pupils, staff (teaching and support staff) and parents/carers.
- Publicly acknowledging that the school considers bullying to be a problem and is committed to dealing with it.
- Creating and supporting a culture of consideration and care for others.

Secondly, it will be curative (designed to stop specific cases of bullying; to care for and support the pupil who has been bullied; and to address the behaviour of the pupil/pupils doing the bullying, both in the immediate and long term):

- Setting out policies on dealing with incidents of bullying when they are reported.
- Ensuring that all members of the school are aware of the procedures involved.
- Having built-in monitoring and evaluation mechanisms to ensure that it is being consistently applied.

The eight steps outlined below should help your school develop and implement a new anti-bullying policy or revise an existing policy so that it is both preventative and curative and makes a genuine impact.

### **1. Assess your school's needs and goals**

Before embarking on this first step it is important to ensure that a named member of staff has responsibility for co-ordinating work towards producing the school's anti-bullying initiative and that they are fully supported in this by the rest of the staff team, particularly senior staff.

- Circulate targeted questionnaires to the pupils that you work with, all staff and parents/carers to help you gain an understanding of how, when and where bullying takes place. Your school will need to decide whether the questionnaires should be anonymous or not. Whether or not you decide to opt for anonymity, it can be useful to ask pupils to fill out an equal opportunities monitoring form as part of the questionnaire and to give an indication of their age or year group, even if you do not ask them to sign their names. This will help to put your results into context and identify any trends in bullying, e.g. problems affecting particular age, gender or ethnic groups. Sample questionnaires are available in this toolkit.
- Circulate maps of the school buildings and grounds to pupils and ask them to indicate the places where bullying happens most frequently. If there is a place where they know bullying happens that is not shown on the map (even if it is outside your premises) get them to write it down. Once again, there are issues around whether or not you get pupils to put their names on these maps. Whatever the decision, it is important that it is consistently applied.
- On the basis of the information gathered, the member of staff in charge of co-ordinating the anti-bullying initiative should compile a report on the school's needs for more effectively combating bullying.

## 2. **Develop the anti-bullying policy**

- The anti-bullying co-ordinator should be supported in putting together a team of people representing the interests of the whole community that uses and (up to a point) is affected by your school.

The team should include:

- members of staff (teaching & non-teaching; paid & voluntary);
- parents/carers of pupils;
- and, most importantly
- **pupils (depending on the size of**

**your school you should look to have between two and four young people on the team, who are representative of the pupils who attend).**

**In order to have any chance of success, the young people that an anti-bullying policy is aimed at must play a leading role in developing it. Involving pupils in the consultation process and the writing of the policy has a two-fold advantage: firstly, they are more likely to respect something that they have had a genuine say in; and secondly, your school will come up with a policy that is directly relevant to the pupils it is designed to help.**

**If you do not involve pupils, they will almost certainly reject the policy as just another set of rules imposed by adults that has nothing to do with them and bears little relation to their experiences of bullying.**

It is also important to form links with other relevant agencies and organisations within your local community. They may have important knowledge and expertise to contribute to the development of your anti-bullying policy, so it would be a good idea to try and involve some of them at this stage. Individuals and organisations that it would be useful to approach include:

Your local Connexions service

Local healthcare providers

Police Schools Liaison officers & Community Safety officers

Your local Youth offending team

A representative of local Child & Adolescent Mental Health services

key staff at other educational establishments in the area and local

youth groups attended by your pupils

Educational psychologist/child psychologist attached to Youth Service.

Depending on the specific needs of your school and pupils, there may be other groups in your local community that you feel it would be

beneficial to involve. For example, if you have a large number of pupils who are refugees/asylum seekers, it would be a good idea to consult an organisation working specifically with the local refugee population.

- Once a team of people has been put together, you need to develop the anti-bullying policy to address the needs of your school, based on your initial research. The policy should include:
- A clear and agreed definition of bullying, giving examples. It should also state what is not bullying.
- A clear statement that the policy applies to the whole school community: pupils, staff and parents/carers alike.
- Aims and objectives of the policy – both immediate and long-term (e.g. in the immediate term to give staff, pupils and parents/carers a structure within which to deal more effectively with bullying when it happens; in the long term, to increase consideration and care for others both within the school and outside in the wider community).
- A clear and detailed step-by-step guide to how bullying behaviour will be dealt with by the school and what those affected by bullying (i.e. both pupils who are being bullied and those who are bullying, their respective parents/carers and staff) can expect from the school.
- Strategies to encourage and support pupils and parents/carers to report incidents of bullying, whether or not they are directly affected by them.
- It is a good idea to look at and discuss the anti-bullying policies of other relevant organisations in order to help you write your own. A sample anti-bullying policy is included in this toolkit as well as links to and contact details of other organisations whose policies may be of interest. You may want to refer to back to your LEA's own anti-bullying policy and those of other schools in the area. It can also be a good idea to look at anti-bullying

policies of local youth service organisations to help gain an understanding of the slightly different challenges that they face with regard to bullying. **But however good you feel another organisation's anti-bullying policy is, it will only work for you if it is adapted to reflect the specific needs of your school.**

### **3. Provide training and support for all staff**

It is essential to the operation of your new anti-bullying policy that all staff (and that means all) receive adequate training to enable them to apply the policy consistently and responsibly.

- Staff training should not be piecemeal. Where possible, all staff should be trained together, but the individual needs and responsibilities of staff in different roles (e.g. a teacher or teaching assistant, as opposed to a member of the canteen staff) should be addressed specifically. Where training all staff together is not possible, you should organise consecutive training days for different staff groups.
- An initial training to launch the policy should be followed by top-up trainings at regular intervals to ensure good practice is being followed and to update staff as and when the anti-bullying policy is reviewed and updated. A top-up training should take place at least once a year.
- Full training on the anti-bullying policy must be a key feature of induction for all new members of staff on joining the school.
- It may be appropriate to invite professionals from other schools and youth-orientated organisations that you have formed links with to contribute their expertise and skills to the training.
- Dealing with incidents of bullying can be debilitating and harrowing for staff as well as pupils. As part of the training, staff should be made aware of the channels through which they can access support and encouraged to use them when necessary.

- Workplace bullying (where bullying behaviour occurs between staff members) and pupils exhibiting bullying behaviour towards staff are far from unprecedented problems, but there is still a taboo surrounding them. As part of the training, staff should be given information about these forms of bullying, told that any such behaviour will not be ignored by the school and made aware of how to report it if it occurs and the procedures that will be followed to deal with it.

#### **4. Involve your pupils**

- Unless you fully involve pupils in the implementation, operation, monitoring and evaluation of the anti-bullying policy, its effectiveness will be drastically reduced and in many instances it will fail to have any impact whatsoever. Young people will feel betrayed if they are given a voice in the development of the policy, only to have it taken away when it comes to implementation.
- It is a good idea to seriously investigate the range of peer support options that are open to schools and other organisations working with young people (e.g. peer listening, peer mentoring, peer counselling) and to consider whether any of them could work within your school. Evidence taken from studies of schools where peer support programmes are in place suggests that they have an important role to play in helping pupils who are being bullied, detecting incidents of bullying at an early stage and generally improving the environment of the school (see Cowie, Helen and Naylor, Paul, 'Peer Support Challenges Bullying in Schools', Roehampton, University of Surrey, September 2000).
- Ensure that the anti-bullying policy is a living, breathing part of the day-to-day life of your school. It must be part of an ongoing process, not a document that sits on a shelf and gathers dust. You should monitor its effectiveness throughout the year and pupils must be central to the monitoring process. After all, the success or failure of the policy will have the greatest impact on them. The results of your monitoring and evaluation

process should be made available to pupils through meetings/assemblies, newsletters and during relevant activities.

- All pupils newly attending your school should be made fully aware of the anti-bullying policy and what it means to them as members of the school community.

## 5. **Involve parents/carers**

You should seek to involve parents and carers of your pupils from the outset of your anti-bullying initiative. Young people are highly influenced by their home life and it is important that you make the connection with and attempt to gain the support and understanding of the people who care for pupils out of school hours. As with the pupils, this involvement with parents and carers should be ongoing and will enhance the effectiveness of your anti-bullying policy.

- Your school's anti-bullying policy should be clearly explained to parents and carers in terms of what it means to them and the pupils that they care for, e.g. their rights and responsibilities around bullying, encouragement to report bullying and the procedure for doing so and what they can expect to occur once bullying is reported. You should ensure that parents and carers of pupils who are new to the school receive all the necessary information about the policy. **This is particularly relevant when a pupil joins half way through a term or in Year 10, as opposed to Year 7.**
- If bullying is reported, your school should inform the parents/carers of the pupils involved in a sensitive and responsible manner.
- It is not uncommon that one or more of the young people involved in a bullying incident will have no direct connection with your school. For example they may attend another school, Pupil Referral Unit or youth group in the area. In this instance, it is inappropriate to make contact with their parents/carers. Instead, you should report your concerns in a responsible fashion to the school, Pupil Referral Unit, or other agency that

the young person/people in question are known to belong to. If harassment is persistent, you may have to involve the police.

- Involve parents/carers in monitoring and evaluation of the anti-bullying policy. It is important that parents/carers are kept aware of the policy and can see that it is the basis of an ongoing process. You may choose to ask them to complete questionnaires on a termly or annual basis, in order to get their views on the effectiveness of the policy and particular anti-bullying initiatives.
- Ensure that the findings of the annual evaluation are publicised to parents and carers. Of course there are considerations of cost and it is impossible for most schools to supply every parent and carer with a copy of the full evaluation report. It would be more helpful to provide parents and carers with a summary of the report findings and to let them know how to access a copy of the full report, if they wish to.

**6. Identify and publicise resources and channels of help for pupils who are being bullied, pupils who are bullying and concerned family members.**

- This can be done as part of your school's regular curriculum and programme of activities for pupils, and through newsletters, posters and information cards (Beatbullying information cards are available to print from our website or can be ordered on the Beatbullying Resources order form at Appendix A).
- The purpose of identifying alternative channels and resources is to give pupils and parents/carers **additional** options and information about bullying. It is in no way a substitute for ensuring the effectiveness of the anti-bullying policy and this should be made quite clear in the policy itself and in your school's practice. Your school must take appropriate responsibility for bullying that the pupils to whom you have a duty of care experience.

**7. Provide increased supervision in areas where bullying is identified as occurring.**

- By patrolling these areas, or by staff simply remembering to keep an eye out for trouble when passing them, you should find that the situation improves. It is important that staff supervision is not compromised in other areas of the premises as a result, or you may find that the problem shifts to another area.
  
- In addition, ensure that your anti-bullying policy does not ignore what goes on off your premises and that pupils are aware that it is their right to be free from bullying and that they will be held accountable for their behaviour off the premises as well as on.
  - If, during your initial research, pupils indicated that there were particular areas in the locality (e.g. parks, which the young people that Beatbullying works with consistently identify as bullying trouble spots) it is a good idea to liaise with other schools, PRUs and youth-orientated organisations in your area, your Police Community Safety Team, transport companies and local shopkeepers to find a way of tackling the problem.

**8. Integrate anti-bullying policy and initiatives into your school's curriculum or programme of activities**

- One of the stated long-term aims of any anti-bullying policy should be to build and sustain a culture of consideration and respect for others. This aim can be significantly furthered through exploring the wider issues around bullying and drawing out the connections between your anti-bullying policy and every day life in the world beyond the school gates.
  
- Ensure that your anti-bullying policy and any initiatives that you choose to adopt are highly visible through posters and art work displayed

prominently around your premises - ideally posters and art work that have been designed by the pupils that you work with.

- Bullying can be explored as an issue through lessons and activities, e.g. Citizenship and PSHE programmes, history, literature and creative writing, drama, dance, art, music, current affairs.

## Example anti-bullying policy

This is an example of an anti-bullying policy that a school might use. It should be adapted to reflect the context in which you and your colleagues work with children and young people.

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### **Mission statement**

This school is committed to creating and sustaining a safe, positive and inclusive environment for all pupils, staff and parents/carers.

We believe that all pupils, staff and parents/carers have the right to be protected from bullying and abusive behaviour.

### **Who the policy applies to**

This policy was developed and is reviewed and monitored through consultation with the whole school community and applies to all members of that community. Members of the school community are:

Pupils

Teachers (both permanent and supply teachers, and specialist teachers e.g. for music, dance and drama)

Teaching Assistants

Behavioural Support Assistants

The school counsellor/s

The school nurse

Office Staff

School librarian/s

Playground supervisors

Canteen staff

Caretakers

Science and DT laboratory technicians

Parents/carers

School Governors

## **Aims & Objectives**

This policy aims to ensure that all those connected with the school are protected from bullying behaviour.

The ongoing and long-term aim of the policy is to reduce the number of pupils who experience bullying through increasing awareness of this behaviour, its causes and consequences in the pupils, staff, parents and carers who make up the school community, and to help pupils find and put into practice a series of solutions to the problem of bullying.

The policy also aims to ensure that individual cases of bullying will be dealt with consistently and in a constructive and fair manner when they occur. Procedures for dealing with bullying are clearly set out so that all members of the school community know what they can expect from the school and what the school expects of them, with regard to bullying.

## **What is bullying?**

[There are many different definitions of bullying in use, however most agree that the key factors that make behaviour bullying, as opposed to “having a laugh”, venting frustration or a non-bullying incident of physical or verbal violence/aggression are:

- repetition of behaviour, systematically undermining a person over a
- period of time; and
- an imbalance of power between the person on the receiving end of the bullying and the person or persons doing the bullying.

It is a good idea to use a definition that has been developed in consultation with representatives of all sectors of the school community. Below is an example of how such a definition might read.]

Bullying is when one or more people physically, emotionally or psychologically hurt or cause harm to a person who is in a weaker position than him/her/them, and so is less able to defend himself/herself. Bullying usually happens over a period of time, and consists of a series of different incidents.

### **Different types of bullying include:**

**Physical** – hitting, kicking, spitting, tripping someone up, stealing/damaging someone's belongings, etc.

**Verbal** – name-calling, insulting a person's family, threats of physical violence, spreading rumours, constantly putting a person down.

**Emotional/psychological** – excluding someone from a group, humiliation.

**Racist** – insulting language/gestures based on a person's actual or perceived ethnic origin or faith, name-calling, graffiti, racially motivated violence.

**Sexual** – sexually insulting language/gestures, name-calling, graffiti, unwanted physical contact.

**Homophobic** – insulting language/gestures based on a person's actual or perceived sexuality, name-calling, graffiti, homophobic violence.

**Electronic** – bullying by text message, bullying on the internet (in chat rooms, on bulletin boards and through instant messaging services), hate websites.

Bullying is the abuse of power by one person over another.

All of the types of behaviour listed above are unacceptable and will not be tolerated at this school.

### **How we handle bullying at ... School**

- When bullying is reported it will be taken seriously.
- Staff will work with the young person who is being bullied to help them feel safe and find responses to bullying that work.
- Staff will work with the young person or people who are bullying to change the bullying behaviour.
- Wherever possible, staff will work with the parents/carers of any student who is being bullied to support and encourage that student in finding solutions to the bullying.
- Wherever possible, staff will work with the parents/carers of any student who is bullying to support and encourage that student in finding alternatives to the bullying behaviour.
- Staff will try to involve staff from outside agencies (e.g. Connexions, the area Youth Offending Team, etc.) in supporting pupils who are experiencing bullying or who are bullying.

- Excluding pupils from school is a last resort. If particularly serious victimisation, abuse and intimidation, or physical bullying against any other person belonging to the school community is reported, those pupils who carried out the bullying will have to be suspended from school activities while it is investigated and solutions are sought. If the solutions have no effect, or if the bullying was so severe that it would be harmful to the rest of the school community to allow the suspended pupil to return to the school, he/she may have to be permanently excluded, in line with Local Education Authority guidelines.

### **Standing up to bullying behaviour**

This school is committed to stopping bullying behaviour and to do this we need everybody's help. Here are the things that every member of the school community can expect from the school and the things that are expected from each member:

#### **All pupils**

All of us find ourselves in vulnerable positions sometimes, e.g. when we start a new school/job/subject, if we are having problems at home, etc. As part of the school community, you have a responsibility to help combat bullying by supporting other pupils when they are vulnerable. Don't gang up against another pupil in a vulnerable position, try to help him/her feel less vulnerable. Don't join in with making fun of them, even if you don't feel able to challenge the bullying behaviour yourself. And don't turn a blind eye to bullying and victimisation.

Here's what to do if you know that another pupil is being bullied (this could be a friend that you know really well, someone in one of your classes, or someone that you just see around the school and have never even spoken to; and the bullying could be happening at school, or on the way to and from school):

1. Let a member of staff know about the bullying. You can do this in lots of different ways [delete from and add to this list as appropriate, depending on the schemes that your school decides to adopt]:
  - Fill out a bullying report form or just write down the details about the bullying and put it in one of the bully boxes around the school (who is being bullied, how they are being bullied, and when and where the bullying is happening/happened; if you can, write down who is doing the bullying and also your name).
  - Tell a peer supporter, who can advise you how to tell staff and support you in doing so, or tell them for you if you are unable to do so.
  - Find a quiet moment to speak to a member of staff. Members of staff are: teachers, teaching assistants, behavioural support assistants, counsellors, the school nurse, office staff, librarians and playground supervisors. After class can be a good time to approach teachers. You can always pretend that you need help with some work if you are worried that other pupils might hear you ask the teacher for a private word.

When you let staff know about bullying you can expect what you say to be taken seriously and that action will be taken to stop the bullying behaviour. If you choose to tell a member of staff about bullying in person or if you write your name on a bullying report form before posting it in the Bully Box, staff will not name you when they investigate the bullying unless they are forced to because of Child Protection laws, but they will let you know that they have acted on your report.

If you are ever worried for your own or another pupil's physical safety (including if you are afraid that a pupil may harm himself/herself), **do not hesitate to tell a member of staff** so that they can take immediate

action to keep the pupil safe with the help of other staff at the school, parents/carers and the police and ambulance service if necessary.

### **Pupils who are being bullied**

If you are being bullied, you can expect that:

- You will be listened to and taken seriously.
- Action will be taken to help you to stop the bullying.
- You will be involved in the process of deciding what action to take to help stop the bullying and any worries that you may have will be listened to and respected.
- You will be given the opportunity to talk about the way that the bullying has made you feel and to find strategies to deal with these feelings and to understand and cope with bullying behaviour. This means:
  - Your form teacher, head of year and the member of staff in charge of the anti-bullying policy will be told about your situation so that they can help to support you.
  - You will be given the chance to work with them to find strategies to deal with bullying and to talk about any feelings and worries that you may have.
  - You will be offered the chance to talk with staff from other agencies as well, e.g. Personal Advisers from the Connexions service, the school counsellor.
  - Your form teacher will ask to let your parent(s)/carer(s) know what is going on, and to offer them the chance to help support you, too.
  - You will have regular meetings with staff (e.g. every week for a month, a half-term, or a term) to make sure that the action taken to stop the bullying is really working and that you are happy with how things are going.
- If you are ever in fear for your physical safety, staff will take immediate
- action to keep you safe with the help of their colleagues at the school, parents/carers and outside agencies like the police and ambulance service if necessary.

## **Pupils who are bullying**

Bullying behaviour has no place at this school. If you are involved in bullying, you can expect that:

- Your bullying behaviour **will** be challenged.
- You will be treated fairly.
- You will be given the opportunity to change your behaviour and encouraged and supported in doing so. This means:
- You will be expected to work with staff to look at the reasons that you have been bullying and to find and put into practice other ways of behaving.
- You will be offered the chance to work with staff from other agencies who can help you to stop bullying, e.g. Personal Advisers from the Connexions service and the school counsellor.
- Your form teacher will ask to let your parent(s)/carer(s) know what is going on, and to offer them the chance to help support you in changing your behaviour.
  
- You will have regular meetings with staff to review your behaviour (e.g. every week for a month, a half-term, or a term).
- If you don't work at changing your behaviour then staff will have to take more serious action, e.g. suspending you from school activities. At this point the school will have no choice but to involve your parent/carer.
- Our priority is to make this school a safe and positive place for the whole school community. If you take part in a serious campaign of victimisation, abuse and intimidation, or episode of physical bullying against any other person belonging to the school community, you will be instantly suspended from coming to school whilst the behaviour is investigated and you may well be excluded.

## **Staff**

All staff can expect to be properly trained and supported in dealing with bullying.

All staff will be expected to:

- Promote an environment that is constructive and safe for all pupils through their own teaching practice and actions.
- Follow the procedures set out in this policy when they are dealing with bullying.
- Work in co-operation with colleagues, pupils, parents/carers, staff from other organisations in the local community and the school's board of governors to combat bullying.

### **Parents/carers**

All parents and carers can expect to be kept informed of the school's anti-bullying work throughout the school year.

Staff will do their best to address any concerns that you may have about bullying; and you will be asked to co-operate with the school in supporting your child and promoting the message that bullying behaviour is not acceptable.

1. If your child is being bullied, you can expect that:

- You and your child will be listened to and believed.
- Staff will ensure that you are involved in the process of supporting your child in dealing with the bullying.
- Staff will do their best to address any concerns you may have.
- Wherever necessary, the school will put you in contact with outside agencies (e.g. Connexions, counselling services, etc.) that can help to support you and your child in addressing his/her experience of being bullied.

2. If your child is bullying another pupil, you can expect that:

- You and your child will be listened to.
- Your child will be treated fairly.
- Your child will be expected to change his/her bullying behaviour and supported and encouraged in doing so by staff.

- Wherever necessary, the school will put you in contact with outside agencies (e.g. Connexions) that can help to support you and your child in addressing his/her bullying behaviour.

If you have any concerns that another child who attends the school (e.g. a friend of your child) may be experiencing bullying, please do not turn a blind eye but mention this to a member of staff.

### **Governors**

School Governors can expect to be kept up-to-date on the progress of the school's anti-bullying work, and to receive a comprehensive annual report on anti-bullying work.

School Governors will be expected to:

- give feed back on the monitoring and evaluation of the anti-bullying policy and practices in the school;
- publicly support the school's anti-bullying message.

## Safety Plans

Safety plans are used extensively by agencies working with victims and survivors of domestic violence and other hate crimes. Having a safety plan can act as an important emotional and psychological, as well as practical support to anybody who is experiencing victimisation and abuse, and they can be a very effective tool for helping children and young people who are experiencing bullying.

Significant factors in the emotional and psychological stress and anxiety that young victims of bullying feel are not knowing how to get help, believing that no-one can help, and feeling that the bullying may be their fault, resulting from something that they have done wrong or something that is fundamentally wrong with them. Safety plans work to reduce these feelings of powerlessness and isolation through offering practical advice on how to get help and ways to respond to bullying that may help to stop it, in both the immediate and long term.

People who bully tend to derive satisfaction from their ability to induce panic and powerlessness in their victims. In empowering young people who are being bullied, you will be diminishing the satisfaction of those who are doing the bullying. This may result in the reduction, and in a few cases, the end of the bullying. **However, you should never simply assume that bullying will “sort itself out” or advise young people to “just ignore it”. Even if it does cease without intervention by school staff, it is vital that the behaviour of the young person who was bullying is addressed, otherwise they are likely to continue acting out this behaviour on others.**

Here is an example of a safety plan that your school may want to adapt and make available to the children and young people that you work with. If a child or young person reports bullying to you, it is a good idea to work with him/her to tailor the plan to his/her individual circumstances, worries and needs. This will reinforce the safety plan’s effectiveness, both as a practical tool and as a means of empowering the young person and making him/her feel listened to, included and valued.

Where appropriate, (e.g. in the case of children in need and looked after children) an agreed safety plan can also act as a means of raising awareness of the bullying across all school staff and outside agencies, groups and individuals (including parent(s)/carer(s)) who have an input into and interest in the young person's welfare, and can underpin a co-ordinated multi-agency response to the problem.

## Example Safety Plan

Bullying is unacceptable behaviour and will not be tolerated.

If you have experienced or are experiencing bullying, this is a plan to help you stop the bullying and be safe again. It will give you ideas about who can help you and how to get help, and practical things that you can do which may help you to avoid being bullied.

### **Tell somebody**

If you are being bullied it is really important that you tell someone.

### **Things that might stop you telling**

You might be afraid that the bullying will get worse if the people doing it find out that you have told someone. This doesn't have to be true. Nobody needs to know that it was you who reported the bullying and if you don't tell anybody about it, it is likely to get worse because the person or people bullying you will think that they can get away with it.

Maybe you reckon that nobody can do anything to help? This isn't true either, and you have a right to get help to put a stop to the bullying.

People who bully rely on you being too afraid to tell anybody about the bullying and may threaten you to stop you from telling, or say that nobody will believe you or help you. **Don't believe them.** If they are bullying you, they are not your friends and do not have your best interests at heart, so why should you trust them? Especially when they are trying to stop you doing something about their bullying.

### **People who can help, how they can help and ways to tell them**

#### **1. Friends**

A lot of people get bullied – usually when they are children or young adults and often when they are at school. Being bullied can make people feel very lonely. It is a good idea to tell a friend what is happening, if you can. They can give you support in talking to others about the bullying, and may stick up for

you, which can help to discourage the people doing the bullying. It's a good idea to choose a quiet moment to tell a friend about the bullying. Asking if they've ever been bullied or if they know anyone who has been bullied can be a good way to raise the subject.

## **2. People that you live with**

Bullying can have a big effect on how you feel and this can change the way that you act at home. If they don't know what is causing you to act that way, this can make the people that you live with worried about you, confused and angry. If you tell them what is going on, they can support you and help you to stop the bullying and talk to teachers and/or youth workers if necessary.

People at home that you might want to tell could include your parent(s) or carer(s), brothers and sisters, other friends and relations that you live with, or a neighbour. If the bullying is happening at school or at a youth club, somebody from home could help you talk to the staff there about stopping it. Again, you might want to bring up the subject of bullying, by asking if they have ever been bullied themselves.

## **3. School staff and youth workers, etc.**

Schools have a legal duty to protect their pupils from bullying. All school staff – including teachers, lunchtime supervisors, school nurses, school counsellors, caretakers and office staff – have a duty to listen to young people when they tell them about bullying, and to take them seriously. If you are being bullied at school, talk to a teacher or other member of staff that you trust. If you are worried about being seen talking to a teacher, you can pretend that you need to stay after class to talk to them about work and then tell them about the bullying once other pupils have left the room. If you are scared about the bullying getting worse because you have told, let the teacher know this so that they can make sure it doesn't happen.

If the bullying is happening at a youth club, you should tell a youth worker or volunteer about it. They will be able to help you stop it. Again, it is a good idea

to try and speak to them in private. Going to see them in the office, or when they are having a break can be a good way to do this.

Other adults who can help and who you might want to tell include staff at your doctor's surgery, mentors, social workers, Connexions personal advisers, speech therapists and learning support workers.

#### **4. The police**

If the people bullying you are stealing your money or possessions, harassing you with bullying text messages or emails, threatening you with physical or sexual assault or if you have been assaulted, **DON'T BE AFRAID TO CONTACT THE POLICE**. In an emergency, call them on **999**.

Physical and sexual assault, theft and text and email harassment are all serious offences and if you are experiencing bullying that involves any of these things the police can help you to stop it.

#### **What if you're not ready to tell someone face to face?**

You could try writing a note to a trusted teacher, a youth worker, or someone at home. You could leave an unsigned note giving details of the bullying in the school or youth club office, or your school may have a Bully Box where you can post a note about the bullying that you are experiencing.

If you would need help and advice, but are not yet ready to talk about the bullying face to face with somebody who knows you, you can call **ChildLine** on **0800 1111** to speak with a counsellor who will be able to offer you encouragement and support, suggest ways to access help and go through your options with you. **ChildLine** is a free telephone number, so you don't need to pay to call it, and you can speak to a counsellor 24 hours a day.

## **What details should you give about the bullying?**

The most important thing is just to tell someone that you are being bullied. However, the more you can tell about the bullying the more information the person that you tell has to help you stop it. Details that will help them are:

- Where and when you are being bullied.
- How you are being bullied (this might be physical bullying or the threat of it; name calling; deliberately excluding you from games and activities; sending hurtful, threatening or offensive text messages, etc.).
- Who is bullying you (you don't have to give this information, but if you do it will make it easier for the person that you tell to help stop the bullying).
- Who, if anybody, witnessed the bullying including who, if anybody, stuck up for you or encouraged the bullies (again you don't have to give this information, but it can help).
- Any evidence of bullying (e.g. damaged property and/or clothing, copies of nasty e-mails, phone and text messages, notes/letters, etc.).

## **If you are being bullied regularly**

### **Try not to isolate yourself:**

- If you are being bullied at school or at a youth club, try to hang around in places that are public or that are well-supervised by staff.
- If you are being bullied on the street, work out which are your safest routes to and from home, school, work, club, etc. and use them (for example, use busy, well-lit streets where possible, and know where payphones are along your route). Walk with a friend if possible.
- If you are being bullied on public transport on your way to and from school, try to sit near the driver/ticket conductor, or groups of adults. Again, sit with friends where possible.

### **Walk away from potential bullying situations:**

- If you feel that you are in a situation that may lead to your being bullied, trust your instincts and try to avoid it by walking away. This doesn't mean that you are backing down and being weak, you are just

choosing not to get involved and not to take stupid, hurtful and insulting comments seriously.

- Try not to let yourself be provoked into reacting with physical or verbal violence. This will just cause the situation to get more serious, which is often what the people who are bullying you want. If you react violently, you will be in the wrong as well as the people who are bullying you and you could get into trouble with teachers, youth workers, parents/carers and sometimes the police as a result.
- If you feel scared that a situation may lead to your being physically or verbally assaulted, again try to avoid it by walking away. If you are followed, move into a public space. If you are on the street, this may involve walking into a public building like a shop or a library. If the people who are following you will not leave you alone, or you are afraid that they may be waiting for you when you go back outside, ask an adult if you can phone a friend or relative to come and walk with you. If you can't get hold of anybody, ask if you can phone the local police station to report your situation.

### **What to do if you are physically assaulted**

- If you are being attacked, run away towards a public place and try to attract attention by shouting for help, and banging on doors, dustbins, etc. to attract help and attention. If you are afraid that you may be physically assaulted, you could carry a whistle to attract attention.
- If violence is unavoidable, try to make yourself as small a target as possible – dive into a corner if you can and curl up into a ball, protecting your face and with your arms around either side of your head and your fingers entwined. Keep shouting for help.
- If you are injured go to a doctor or hospital for treatment and report what has happened to you. They will make a record of your visit and how you received your injuries and contact your parent(s) or carer(s) and the police for you.

### **What to do if you are being targeted in your home**

- If you are being targeted by bullies in your home, lock your doors and windows, call the police or get an adult that you live with to call the police. Take pictures of any graffiti and keep any hate mail to show to the police. Ask an adult that you live with to make sure that you have a smoke alarm fitted in your hallway (your local council or fire station can help you with this).

## Summary of some existing anti-bullying schemes

There are four main anti-bullying initiatives currently being practised in England and Wales that aim to give young people a voice: Beatbullying's community response model, ChildLine in Partnership with Schools (CHIPS), No Blame and Restorative Justice. All of them are designed to be backed up by a programme to promote respect for others within the community in which they operate (e.g. in a school, PRU or youth group), and the community at large.

### **Beatbullying's community response model**

The Beatbullying community response model was formulated in response to the need for a truly youth-centred and youth-led approach to bullying that involved different organisations and groups within a local area and which viewed bullying as a complex problem, inseparable from issues of social exclusion. The model is designed to benefit all children and young people, but Beatbullying believes that it is particularly important to target young people who are vulnerable to, or already experiencing social, cultural or economic exclusion and who can find themselves further marginalised and silenced by traditional responses to bullying, e.g. physically disabled young people, those from black and minority ethnic communities, faith groups, asylum seekers, young people from travelling communities, lesbian, gay and bisexual young people, and/or young people who are questioning their sexuality and those from economically deprived communities.

The model has five phases and involves working with groups of young people, parents and carers and youth service and education professionals in their local communities.

#### **1. Inter-agency partnership**

Inter-agency panels are established within a Borough. Young people self select or are selected by their school/Pupil Referral Unit, youth group or community organisation to join the panel. Panel members include young people who are bullied, young people who are at risk of

being bullied, those who bully, and those who are perceived as bullies. The panels explore all types of bullying, the different motivations behind bullying behaviour and the effect that bullying has on the quality of their lives and the lives of their peers, as part of an eight month programme of intense creative workshops in art/graphic design/print, drama, creative writing, and IT. The workshops are facilitated by Beatbullying staff who work with the young people to construct an agreed anti-bullying campaign for their borough. The panels will produce:

- Posters, leaflets and information cards
- Poetry, raps, song lyrics and stories
- Films
- Websites (a 6-10 page borough website giving practical help-seeking information, and offering downloads of posters, literature and guidance).
- Anti-bullying policy and practice (including toolkits for their peers and the professionals who work with them, and guidance on both preventative and reactive solutions to bullying).

Once the campaign has been developed and the materials completed they are distributed free of charge to the schools, youth groups, Community Safety Teams and other youth organisations whose young people have been involved in the panels. Each borough will receive a minimum of 8000 pieces of literature designed by the panels for their peers.

The Borough campaign is presented and agreed upon by all partner agencies and is then published locally and presented to the LEA and to Councillors.

## **2. Campaign roll-out**

As part of the eight-month programme, the young people sitting on the panel are trained as Beatbullying ambassadors. When the borough's campaign is completed, Beatbullying staff support the ambassadors in

delivering the programme to the school, PRU, youth or community organisation that they are a member of.

The Beatbullying team, led by the ambassadors and supported by Beatbullying staff, may run an anti-bullying day or a series of anti-bullying workshops in schools or youth groups to publicise and distribute the anti-bullying solutions and information that they have written and designed. Beatbullying will then continue to work with the school/agency in an advisory and support capacity to help them meet their young members needs around bullying and ensure that they have the appropriate evaluation and monitoring mechanisms to back up their anti-bullying practice. For example, after close consultation with teachers, youth workers and the young people who attend the school/agency, Beatbullying may help to organise a miniature anti-bullying campaign for the young people who attend, or set up a mentoring/buddying scheme.

### **3. Inter-agency training of professionals**

As the anti-bullying campaign is rolled out in a borough, free training on how to deal with bullying is provided for nominated staff of partner organisations. The training is facilitated in an inter-agency environment, which ensures that inter-agency anti-bullying networks are established and staff from a variety of disciplines and sectors are better-equipped to respond to bullying in a standardised way.

Professionals from partner organisations also receive a free copy of the relevant Beatbullying toolkit. Bespoke toolkits are available to teachers, teaching assistants, teaching staff at PRUs, behavioural support workers, youth offending team members, personal advisers (connexions), school governors, mentors, parents/carers, youth workers, police community safety officers & schools liaison officers, school nurses, school lunch & break time supervisors, social workers and health care professionals. Toolkits for a variety of other professionals, including prison officers, are currently being written.

#### 4. Sub-regional inter-agency co-operation

The roll-outs of the individual Borough campaigns are planned in clusters, e.g. Lewisham, Lambeth and Southwark campaigns will roll-out at the same time. Once a cluster of roll-outs is complete, Beatbullying facilitates cross-borough initiatives and co-operation on anti-bullying policy, including constructing a sub-regional policy statement/statement of policy expectation. Young people on the Beatbullying panels exchange all results, campaigns, information and solutions that they have produced with their peers in the other boroughs.

#### 5. Mentoring

Young people who become Beatbullying ambassadors are offered the opportunity to go on to become peer mentors. Full training is undertaken with the young people who work with Beatbullying staff as volunteer mentors, guiding and using their experience of the process to assist and mentor other young people who have joined Beatbullying.

### **CHIPS (ChildLine In Partnership with Schools)**

CHIPS is ChildLine's schools' initiative. It was started in 1998 and since then over 1,000 secondary schools have become involved in the project.

CHIPS is based on the idea that kids and young people:

- have the ability to help each other
- can help make changes that can improve their lives and the lives of others
- have a right to be listened to and respected.

#### **How does CHIPS work?**

As the name suggests, CHIPS is mostly based in schools (secondary schools) and works by building up a relationship with young people and the schools

that they go to. CHIPS deals with all sorts of issues including bullying. Here are the services that they provide schools with:

- Information about issues that affect them (e.g. government legislation, schools' statutory responsibilities to their pupils).
- Resources (leaflets, information, lesson plans on different issues including bullying).
- ChildLine staff visiting schools and working directly with pupils and staff (e.g. doing workshops on different issues including bullying).
- Conferences, reports and published articles in local, national and specialist papers that give young people the opportunity to get their opinions heard and acted upon.
- Support and guidance in setting up a peer support scheme in the school to help deal with bullying and other problems that children and young people may face.

Schools that join the CHIPS scheme become part of a national network, where individual schools can share the good ideas and the methods that they find are good for combating bullying with each other. Schools who are part of CHIPS get a regular newsletter and mailings about relevant conferences and events.

ChildLine and the Mental Health Foundation have formed a National Peer Support Forum that represents a growing number of national and local organisations who encourage peer support projects in schools.

### **What is a peer support scheme?**

A peer support scheme is a system where children and young people provide support for those of a similar age. There are different types of peer support schemes: peer education (where young people share information and ideas for dealing with bullying with others at their schools/youth groups), peer mediation (where young people, with the support of teachers or other adults such as counsellors or behavioural support workers, act as moderators where there is a grievance between pupils) and peer listening (where young people

are trained in listening skills, so that others at their schools/youth groups can come and talk to them if they have a problem). For more information about the types of peer support schemes that are up and running around the country, go to [www.mentalhealth.org.uk/peer/forum.htm](http://www.mentalhealth.org.uk/peer/forum.htm).

### **No Blame**

The Avon *No Blame* approach to bullying was developed by George Robinson and Barbara Maines in the West of England in 1994 and is very similar to another strategy to deal with bullying called *Shared Concern* developed by a man called Anatol Pikas in Sweden.

Basically, both *No Blame* and *Shared Concern* make it their priority to stop bullying behaviour by improving relationships between those who are bullying and those being bullied, instead of blaming and punishing the bullies.

*No Blame* is based on the idea that unless staff working with young people encourage them to understand what it is like to be bullied their behaviour and the culture of bullying will never really change, no matter how severe the punishments for bullying are, how well-policed the school/PRU/youth group environment is, or how much those experiencing bullying are encouraged to be assertive.

There are seven steps to the *No Blame* approach:

1. Interview with the young person who has been bullied

Once the teacher finds out that bullying has happened he or she talks to the girl or boy who has been bullied to find out how she/he feels about it. The teacher won't ask for any details about the type of bullying that took place, but will ask for names of the other girls and boys who were involved.

2. Meeting with the other students involved

The teacher will arrange a meeting between him or her and the other boys and girls that the victim of the bullying has named.

These will be the person/people who were directly doing the bullying, as well as anyone who was standing around and egging them on, or just watching it happen. *No Blame* reckons that six or eight people is a good number to have at this meeting.

3. Explain the problem

The teacher will explain to the other boys and girls involved about how the victim of the bullying is feeling (maybe using a poem, story or piece of art to help express this). The teacher does not discuss details of the bullying that took place or blame any or all of the group for the behaviour.

4. Share responsibility

Without blaming the group the teacher states that he or she knows that the group are responsible and can do something about the situation.

5. Ask the group for ideas

The teacher encourages every member of the group to come up with a way that the young person who has been bullied could be made to feel happier. The teacher will give positive responses to ideas, but does not make the group promise to abide by them.

6. Leave it up to the young people

The teacher will arrange to meet the young people individually in about a week's time for an update on the situation. He or she will close the meeting by giving the young people the responsibility to solve the problem.

7. Review meeting

The teacher meets up with the boy or girl who was being bullied and each member of the group individually to discuss how things

are going and whether anything has changed. The idea behind this is for the teacher to monitor the **bullying and to keep the young people involved in the process.**

There are a lot of strong opinions as to whether the *No Blame* approach is effective or not, e.g. Kidscape are very publicly against its use (see [www.kidscape.org.uk/info/noblame.shtml](http://www.kidscape.org.uk/info/noblame.shtml)). There seems to be a general feeling that it may have some value but should not be relied on exclusively and that it is most effective when used with younger children.

### **Restorative justice**

The idea behind restorative justice is to make both young people who bully and young people who are bullied feel part of their communities again, with a voice that will be listened to and rights and responsibilities.

In theory, restorative justice programs hold young people who bully to account and negotiate penalties for their behaviour but avoid excluding them from their communities (school, youth groups, family and friends, their local communities). It also offers young people who are bullied a chance for their voice to be heard and to express their feelings about being bullied in a supportive environment.

One of the ways that restorative justice can work is through a “community accountability conference”. This is a meeting that takes place between the young person/people who have used bullying behaviour and the young person/people who have been bullied. The meeting is chaired by a teacher/youth worker from the school/PRU/community group that the two young people go to. Each of the young people involved is supported at the meeting by the people who care about them, whether that be family/carers/close (adult) friends.

At the meeting, all parties will be given an opportunity to express their feelings. It is made clear that bullying behaviour is not condoned under any circumstances and a penalty is negotiated and given to the young person or young people who were taking part in the bullying behaviour.

Just like the peer mentoring programs that CHIPS supports and the *No Blame* approach, people who believe in restorative justice say that it works best if everyone in the community involved understands the idea of restorative justice for all.

It is important that the school, PRU or youth group encourages and teaches all its members (including the staff) how to build a community based on respect, consideration and participation. This doesn't mean that everybody has to love or even like each other – it's just about respect.

If restorative justice is an approach that your organisation chooses to take, then it's very important to actively work on bullying prevention as well – giving young people skills in understanding conflict, how to avoid it, and how to sort it out when it happens.

## Appendix A: Beatbullying Resources and Order Form

The following resources are available to order from Beatbullying. If you would like to place an order, please fill out the form with the quantity of each item you would like to order and post or fax it back to us (contact details at the bottom of the form). Samples of some of the resources are available for viewing on our website.

**Name:**

**School:**

**Address:**

**I would like to order the following:**

**£1.00 per Poster**

**£0.25p per info-card**

**£7.50 Toolkits**

Item	Price	Quantity
Beatbullying poster		
Beatbullying information cards		
Children and young people's toolkit		
Teachers toolkit (schools) (additional copies)		
Parents & carers toolkit		
School lunch & break time supervisors' toolkit		
Teaching Assistants toolkit (schools)		
School governors toolkit		
Teachers & TAs toolkit (Pupil Referral Units)		
School nurses toolkit		
Behavioural support workers toolkit		
Mentors toolkit		
Social services toolkit		
Police community safety officers & schools liaison officers' toolkit		
Youth workers toolkit		
Health professionals toolkit		
Youth Offending Team toolkit		
<b>TOTAL</b>		

**I enclose a cheque for ..... or**

**I would like to pay by debit card:    Visa Delta        Switch        Solo**

**Card number: ..... Expiry date: .....**

**Name on card: .....**

Please send the completed form along with your payment or payment card details to Beatbullying at 77 Church Road, London SE19 2TA or fax it to us on 020 8771 8478.

## Appendix B: Useful contacts, resources and information

### General

The Anti-Bullying Network, Moray House School of Education, University of Edinburgh, Holyrood Road, Edinburgh EH8 8AQ

Tel: 0131 651 6100

[www.antibullying.net](http://www.antibullying.net)

Scottish anti-bullying forum set up by the Scottish Executive for teachers, parents and young people to share ideas on tackling bullying. A good example of a response to the need to involve a whole community in tackling the problem. However, the Network only deals with school bullying and is designed with the Scottish education system and Scottish legislation in mind. The website features a database of anti-bullying initiatives.

[www.dfes.gov.uk/bullying](http://www.dfes.gov.uk/bullying) - information and guidance around school bullying from the Department for Education and Skills, including *Bullying – A Charter for Action*.

[www.teachernet.gov.uk/management/workingwithothers/safeschools](http://www.teachernet.gov.uk/management/workingwithothers/safeschools) - government website for teachers at schools and pupil referral units. Useful information about forming partnerships to promote a safe and healthy environment for pupils and staff.

[www.bullying.co.uk](http://www.bullying.co.uk) - website called Bullying Online. Separate sections for school bullying and workplace bullying. Offers guidance aimed at children and young people experiencing school bullying and their parents/carers, including sample letters to raise concerns about bullying with a child's school and ensure that action is taken.

[www.gold.ac.uk/tmr/](http://www.gold.ac.uk/tmr/) - information on the European anti-bullying project

[www.youthconsultation.co.uk](http://www.youthconsultation.co.uk) - website offering strategies for involving young people in making decisions about issues that affect them.

[www.nobully.org.nz](http://www.nobully.org.nz) - website giving details of Kia Kaha, the New Zealand anti-bullying programme involving schools and communities.

<http://education.qld.gov.au/corporate/doem/studeman/sm-06000/sections/procedur.htm> - an Australian site giving examples of anti-bullying policies for schools.

[www.eduweb.vic.gov.au/bullying](http://www.eduweb.vic.gov.au/bullying) - Australian site giving information on the whole school approach, examples of best practice in schools, a sample code of conduct for all members of the school community, a sample anti-bullying policy and a resource booklet.

[www.det.nsw.edu.au/antibullying](http://www.det.nsw.edu.au/antibullying) - Australian site outlining common features of successful anti-bullying policies and offering examples of good practice in schools in New South Wales.

<http://www2.vuw.ac.nz/education/anti-bullying> - anti-bullying website put together by Keith Sullivan, Senior Lecturer in Education at Victoria University of Wellington, NZ.

[www.apa.org/topics](http://www.apa.org/topics) - American Psychology Association search facility. You can find some useful articles on bullying by searching for bullying under most of the topic headings, particularly under children. The vast majority of studies and articles relate to school bullying.

### **Information and resources from major statutory and voluntary organisations**

[www.beatbullying.org](http://www.beatbullying.org) - Beatbullying's web-site aimed at parents, teachers, youth workers, etc.

[www.beatbullyingkids.org](http://www.beatbullyingkids.org) - Beatbullying's kids' website (**to be launched in May 2004**).

[www.childline.org.uk/chips](http://www.childline.org.uk/chips) - information on the CHIPS scheme (ChildLine in Partnership with Schools).

[www.met.police.uk/youth/bullying.htm](http://www.met.police.uk/youth/bullying.htm) - resource aimed at young people who may be experiencing bullying, offering advice on how to combat it.

[www.barnados.co.uk](http://www.barnados.co.uk)

[www.the-childrens-society.org.uk](http://www.the-childrens-society.org.uk)

[www.nspcc.org.uk](http://www.nspcc.org.uk)

[www.kidscape.org.uk](http://www.kidscape.org.uk)

Parentline Plus 0808 800 2222 (free)

A helpline giving parents and carers support and information on a range of different subjects including bullying.

### **Useful resources on restorative justice**

[www.csmp.org.programs/rest\\_just.htm](http://www.csmp.org.programs/rest_just.htm) - gives a useful and fairly concise definition of restorative justice (not very balanced, as it's trying to sell consultancy services in this area)

[www.restorativepractices.org/Pages/morrison\\_bullying.html](http://www.restorativepractices.org/Pages/morrison_bullying.html) - very interesting and readable academic paper from an Australian academic, presented at a UNESCO conference in 2001.

[www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)

[www.transformingconflict.org/pdf/Hopkins\\_RJ.PDF](http://www.transformingconflict.org/pdf/Hopkins_RJ.PDF)

### **Useful resources on peer support schemes**

[www.mentalhealth.org.uk/peer/forum.htm](http://www.mentalhealth.org.uk/peer/forum.htm).

[www.childline.org.uk](http://www.childline.org.uk)

[www.teachernet.gov.uk/teachingandlearning/resourcematerials/charities/childline/chips](http://www.teachernet.gov.uk/teachingandlearning/resourcematerials/charities/childline/chips)

[www.leaplinx.com](http://www.leaplinx.com) - London-based agency offering programmes in creative conflict resolution (including training in peer mediation) for young adults.

'Enhancing Children's Responsibility to take Action Against Bullying: evaluation of a befriending project in Italian middle schools', in 'Peer Support Networker, Issue 16, Spring', E. Menesini, E. Codecasa, B. Benelli & H. Cowie

### **Child abuse: help and advice**

NSPCC Child Protection Helpline

Tel: 0808 800 5000 (freephone, 24 hours a day, 7 days a week)

[www.nspcc.org.uk/html/home/needadvice/protectingchildrenfromsexualabuse.htm](http://www.nspcc.org.uk/html/home/needadvice/protectingchildrenfromsexualabuse.htm)

If you are concerned that a child in your care may be being abused by an adult, or if they tell you that they are being abused, the NSPCC's Child Protection Team can give you help and advice. There is also useful information on their website.

### **Self-harming, depression and suicide threats: help and advice**

#### **YoungMinds**

Parent's information service      0800 018 2138 (Freephone)

[www.youngminds.org.uk](http://www.youngminds.org.uk)

YoungMinds is the UK's national child and mental health charity. Operators on the helpline can give parents and carers advice on self-harming and depression if they are concerned about the children that they care for.

**Mind**      0845 766 0163

Can counsel and advise on how to help someone who is feeling suicidal.

**Samaritans**      0845 790 90 90 (UK)

1850 60 90 90 (Republic of Ireland)

Helpline offering confidential emotional support for anyone who is in crisis.

[www.nch.org.uk/selfharm/](http://www.nch.org.uk/selfharm/)

There is a useful leaflet at this web address for parents and carers who are worried about a child who may be self harming and for young people who are self harming.

### **Drug and alcohol abuse: help and advice for parents**

**National Drugs Helpline**      0800 77 66 00 (freephone)

**Release's Drugs In School helpline**      0808 8000 800 (freephone)

Information and advice on everything to do with drug use in school for children and young people, parents/carers, teachers, school governors and other professionals.

**PADA (Parents Against Drug Abuse)** 08457 023 867 (calls charged at local rate)

**Re-Solv** 0808 800 2345 (freephone, 9am-5pm)  
[www.re-solv.org](http://www.re-solv.org)  
Organisation providing help and information on solvent abuse.

**Drinkline** 0800 917 8282 (freephone)

### **Books & Articles**

*Peer support in action: from bystander to standing by*, Cowie & Wallace, London: Sage (2000)

*Bullycide: Death at Playtime*, Field, Tim and Marr, Neil, Success Unlimited (2001)

*Bullying & Youth Violence*, ed. Healey, Justin, Spinney Press, NSW, Australia (c.2001)

*Playing with Fire – Creative Conflict Resolution for Young Adults*, Macbeth, Fiona & Fine, Nic, New Society Publishers (1995)

*OFSTED: Bullying – effective action in secondary schools*, OFSTED (c. 2003)

*Bullying at School*, Olweus, Dan, Blackwells (1993)

*New perspectives on bullying*, Rigby, Ken, London: Jessica Kingsley (2002)

'Young Gay & Bullied', Rivers, I., in *Young People Now* (January, 1996)

*Childhood Bullying and Teasing: What School Personnel, other Professionals, and Parents can do*, Ross, Dorothea M. , Amer Counseling Association (1996)

*Gangs & Bullies*, Life Files series, Stones, Rosemary, Evans Brothers Ltd. (1999)

*The Anti-Bullying Handbook*, Keith Sullivan, Oxford University Press (2000)

'Towards a non-violent society – Checkpoints for Schools' and 'Towards a non-violent society – Checkpoints for Young People', Varnava, George (Forum on Children and Violence Tel: 020 7843 6309). Produced by National Children's Bureau, Tel: 020 7278 9512/ [www.ncb.org.uk](http://www.ncb.org.uk)

*Safe for All – A Best Practice Policy Guide to Prevent Homophobic Bullying in Secondary Schools*, Warwick, Ian and Douglas, Nicola, Education Policy

Research Unit, Institute of Education, University of London, Citizenship 21,  
London (2002)