

Respecting Others: Anti-Bullying Guidance

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Welsh Assembly Government

RESPECTING OTHERS: ANTI-BULLYING GUIDANCE

Audience: Schools, local education authorities, parents, families, pupils and school governors. Social workers, health professionals and voluntary organisations involved with school children.

Overview: This guidance is meant as a source of information for all involved in tackling bullying in schools. LEAs and schools should find it useful in developing strategies and dealing with specific incidents and information is provided for pupils, parents and families on how best to respond to bullying.

Action required: For use in developing anti-bullying policies

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Related Documents: National Assembly for Wales, Circular 3/99: Pupil Support and Social Inclusion. (Due for amendment in 2005)

Respecting Others: Anti-bullying guidance

SUMMARY

This guidance aims to provide information on tackling bullying in schools. It offers direct practical solutions to both prevention and dealing with incidents of bullying and gives the legal background and an explanation of the roles of all involved in preventing and dealing with bullying. The main areas covered are:

- The need for school-based policies and the methods for developing these.
- The legal responsibilities of schools.
- Types of bullying, why it happens, the risks to pupils and pupils' attitudes.
- Gathering and using information on the incidence of bullying.
- Strategies for combating bullying, which can include use of the curriculum, the development of specific strategies, working with victims and deciding when it is appropriate to take tougher measures.
- Ways of working with parents to gain their support to a whole-school approach and to deal appropriately with cases of bullying whether they be parents of the bully or the victim.
- Dealing with bullying and its prevention outside the classroom, which involves considering the supervision and environment of playgrounds and school grounds.
- Tackling the difficulties of the key transitions which children face: the move from home to compulsory schooling, the transition from primary to secondary school and the difficulties of changing schools mid-term.
- Case studies from 3 schools as examples where progress has been made in tackling difficult bullying problems.
- A list of potentially useful sources to help inform anti-bullying strategies.
- Advice for pupils, parents and families on how to deal with bullying incidents and information and contact details.

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PART 1

A whole-school policy on bullying

This part provides information on:

- Why schools should be concerned about bullying
- Establishing a whole-school policy in four stages
- Bullying outside a school's premises

Why schools should be concerned about bullying

1. Head teachers and governing bodies must, by law, have a policy to prevent all forms of bullying among pupils. Challenging bullying effectively will improve the safety and happiness of pupils, show that the school cares and make clear to bullies that such behaviour is unacceptable.
2. Head teachers and governing bodies will need to satisfy themselves that their policies comply with the Human Rights Act 1998 and the Race Relations Amendment Act 2000. The latter requires schools to draw up a race equality policy and ensure that policies do not discriminate against racial groups. It also places a duty on schools to 'promote race equality and good race relations'.
3. Policies should also comply with the Disability Discrimination Act Part 4 (as amended by the Special Educational Needs and Disability Act 2001). This requires the responsible body of a school to make reasonable adjustments to policies, procedures and practices that place disabled pupils at a substantial disadvantage in comparison with their non-disabled peers.

Role of local education authorities

4. Clear guidance from local education authorities (LEAs) will help in ensuring that all schools have policies in place and are applying these consistently and effectively.

Establishing a whole-school policy in four stages

5. The policy needs to be both preventative and reactive and should set out strategies to be followed, backed up by systems to ensure effective implementation, monitoring and review. The more time and effort that is put into drawing up a whole-school anti-bullying policy, the more impact it is likely to have. Efforts should therefore be made to ensure that all staff and pupils in the school, as well as parents and governors, are involved in developing the policy. It is good practice to give a senior teacher the overall responsibility for both managing the anti-bullying policy and dealing with incidents of bullying, once the policy is established.

6. At the outset, it is important to recognise, when establishing a whole-school policy that a number of children and/or their parents will require additional language support whether this is Welsh or other languages. It is necessary to show sensitivity regarding linguistic and bilingual matters when dealing with bullying in schools. Any anti-bullying policy drawn up by schools will need to conform to the Welsh Language Act and should ensure that consideration is given to the linguistic needs of pupils where English is not their first language or not the first language of their parents.

7. There are four main stages to establishing a policy:

Stage 1 – Awareness raising and consultation

8. A policy will only be effective if everybody in school has discussed and understood the problem of bullying, and agreed on good and bad practice.

9. Although the main focus of this guidance is on bullying between pupils, a whole school approach should acknowledge that bullying could take place between staff and pupils, between members of staff, between management and staff and between parents and staff. The school policy should therefore include policies to tackle bullying at all levels and to ensure that support is available for all pupils and staff involved with the school who may experience bullying. Such an approach will also help to ensure that staff model good practice.

10. Awareness raising helps people understand the problem and agree a definition of bullying. Though you could use one of the definitions in this guidance, developing your own will promote useful discussion [see Part2].

11. Some schools have found the following approach helpful with adults and children, in cases where the bullying is of a less severe nature:

- each person recalls examples of bullying experienced or witnessed
- they explain why these were ‘bullying’ rather than other forms of aggression
- in pairs or small groups they discuss their observations, noting areas of agreement and disagreement about the features of bullying
- they draw the ‘no-go’ areas of the school both in terms of locations and behaviour
- a consensus emerges, and a definition is established.

12. Consultation lets everybody say what they think the policy should contain, but it requires careful planning. Views can be obtained through focus-groups and questionnaires and through organising special meetings to discuss the policy. School councils will be a vital forum for obtaining pupils views [see Part 4]. A copy of the policy should be readily accessible to all staff and pupils and opportunities should be found to discuss it – where possible in more informal and supportive settings, where respondents feel comfortable to respond. It should be possible for pupils and staff to respond either verbally or in writing (e.g. through a suggestion box).

13. A working party can help with formulating the draft policy. Family members, governors, lunchtime supervisors, community police officers, educational psychologists, school counsellors, school nurses, voluntary organisations and educational social workers may offer valuable perspectives. Such working parties need careful management and strong leadership. Schools that involve pupil representatives, or who link to school awards, have found their suggestions practical and sensitive to the school's positive ethos. School councils have an important part to play in this aspect.

14. An agreed policy should be short, succinct and written in language that everyone understands. It should include:

- a definition of bullying
- aims and objectives
- whole-school preventative measures, intervention techniques, curriculum support, training policy, play policy (depending on resources)
- procedures to follow – who to tell, how to record bullying (including possibly providing a system for pupils to inform confidentially), sanctions

15. The anti-bullying policy should dovetail with the school's behaviour policy and in fact may be a sub-section. It should be clear what the sanctions are for bullying and in what circumstances they will apply. Strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying. However, this should only be an option after every attempt has been made to determine accurately the causes of unacceptable behaviour and to provide suitable support for both the bully and victim. In many cases bullies may themselves be victims of bullying and every attempt should be made to discover the underlying reasons why children are bullying.

16. For severe cases of bullying, particularly those involving sexual harassment or aggression, child protection may be an issue. The links between the anti-bullying policy and the child protection policy will therefore also need to be clear.

Stage 2 - Implementation

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

18. Training of all school staff will be an essential part of ensuring that the policy is taken forward by the whole school. This will be particularly important in the case of newly qualified teachers and other new staff.

19. There are many opportunities to promote the policy: during assemblies and collective worship; tutorials, projects, role-play or stories can indicate what pupils can do to prevent bullying. The PSE framework and other parts of the curriculum are a vital medium for discussing the issues surrounding bullying; literature, historical events or current affairs might be chosen to re-enforce the anti-bullying approach [see Part 4]. Home-school agreements could be used to highlight the existence of a policy and its essential principles.

20. Direct action should remind pupils that bullying is unacceptable and will not be tolerated. Damage, injury or theft and other incidents will often require a serious response. Involving parents early is essential, particularly in more serious cases, and it is important to bear in mind that they may wish to involve the police as necessary. Keep accurate records of incidents – and the school’s response – to help with proceedings and protect the school from legal action.

21. It is essential to follow-up after an incident to check that the bullying has not started again. Do this within about two weeks, and again within the following half term. In many cases, the bullying is likely to stop immediately after intervention. However, research shows that bullying can be very persistent and may recur. If pupils expect follow-up, they are unlikely to start bullying again.

Stage 3 – Monitoring

22. In monitoring the policy, a key member of staff identifies progress and enables follow-up, showing whether the policy is really effective. Make clear under what circumstances records should be used for monitoring, how long they will be kept and who should have access to them.

23. It is essential to follow up the launch of a policy with regular reminders. A low-profile policy can be easily forgotten, and in subsequent years, new pupils need to be made aware of the policy. Schools should be aware of the temptation of using the existence of an anti-bullying policy to deny the existence of bullying. In monitoring the policy’s effectiveness, the views of the pupils should be sought on how well the policy is working. Any areas where problems persist, and where further work may be needed, should be identified.

Stage 4 – Evaluation

24. Use data from monitoring and feedback, which staff, families, pupils and governors provide, to review and update the policy – at least once every school year. A report each term to governors, parents and staff may be helpful. After one year, schools typically find that:

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

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

Bullying outside a school's premises

26. Schools are not directly responsible for bullying off their premises. A Court judgement in 2000, ruled that the head's duty of care to prevent bullying generally only applied within the precincts of a school, although exceptionally failure to take disciplinary steps to combat harmful behaviour outside the school might breach the school's common law duty of care (*Leah Bradford-Smart v West Sussex County Council*). A good deal of bullying takes place outside the school gates, and on journeys to and from school. In light of the rural nature of much of Wales, and the wide catchment areas of many schools, many pupils take buses into schools, which gives greater potential for bullying to take place outside school. Perpetrators of the bullying may be pupils of the school, pupils of other schools, or people not at school at all.

27. A school's anti-bullying policy should encourage pupils not to suffer in silence. Where a pupil tells of bullying off the school premises, a range of steps could be taken:

- talking to the local police about problems on local streets (if necessary seek a police presence at trouble spots)
- talking to the transport company about bullying on buses or trains and provide advice to drivers on how to report incidents
- allocating senior pupils to a bus close to where they live
- operating a bus buddy system whereby senior pupils report incidents to designated members of school staff
- considering involving parents or members of the local community
- talking to the head of another school whose pupils are bullying off the premises
- mapping safe routes to school, and tell pupils about them (software available from Map IT Ltd 01487 813745)
- talking to pupils about how to avoid or handle bullying outside the school premises.

PART 2

Bullying: Pupils' experiences

This part provides information on:

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

The nature of bullying

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

- deliberately hurtful (including aggression)
- repeated often over a period of time (whilst recognising that even a one-off incident can leave a pupil traumatised and nervous of future recurrence)
- difficult for victims to defend themselves against

Individual pupils' perspectives on what constitutes bullying is also a key element to take into account.

2. Bullying can take many forms, but three main types are:

- physical – hitting, kicking, taking belongings, sexual harassment or aggression
- verbal – name calling, insulting, making offensive remarks
- indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones

3. Name-calling is the most common direct form. This may be because of individual characteristics, but pupils can be called nasty names because of their ethnic origin, nationality or colour; sexual orientation (or perceived); or some form of disability [see Part 4]. Harassment can also include bullying of children who are from other parts of the United Kingdom, or even other parts of Wales. Name-calling can also occur where a pupil has a different dialect or accent from the majority in the class or school.

4. Any child can be bullied, and although **none** of these characteristics can excuse it, certain factors can make bullying more likely:

- lacking close friends in school

- being shy
- an over-protective family environment
- behaving inappropriately, intruding or being a 'nuisance'
- having a precocious talent
- being different in some obvious respect – such as stammering
- having Special Educational Needs or a disability
- physical, mental or sensory impairment
- scarring or disfigurement on the face or body
- mental illness
- having a long-term medical condition such as diabetes or asthma
- physical characteristics, such as 'thinness' or obesity. Different stages of puberty can mean individuals may be early or late developers. Being different from the perceived norm of the peer group may mean you are seen as a target for bullying.
- being from a different racial or ethnic group to the majority [see Part 4]
- religious affiliation
- speaking a different language from the majority of the pupils
- coming from a small village to a city school or from a city to a small town or village school
- possessing expensive accessories such as mobile phones or computer games (or conversely not possessing these)
- a knowledge or perception that a child has a sexual orientation which is different from the majority
- having physical characteristics or traits which do not conform to recognisable traditional forms of masculinity or femininity
- coming from a different social class than that of the majority of the pupils
- evidence of poverty
- clothing
- being from a family with unorthodox or 'different' family structures
- Looked After Children or young carers.

Who is involved in bullying – and where

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

Figure 1: Incidence of bullying in schools (percentages)

BEEN BULLIED	Not at all	Only once or twice	Sometimes (2-3 times per month)	Once per week	Several times per week
Overall	55.5	32.3	4.3	3.8	4.1
Boys	56.8	30.5	4.9	4.0	3.8
Girls	53.9	34.3	3.7	3.6	4.5
BULLY OTHERS					
Overall	73.4	23.7	1.3	1.0	0.6
Boys	71.9	24.1	1.7	1.5	0.8
Girls	75.1	23.1	0.9	0.5	0.4

6. Although bullying can occur during the journey to or from school, eg, extortion or theft of possessions such as mobile phones, most typically it takes place in school. It is more likely where adult surveillance is intermittent. In primary schools, up to three-quarters of bullying takes place in the playground. In secondary schools, it is also most likely outdoors, but classrooms, corridors and toilets are common sites.

7. Both boys and girls bully others. Usually, boys are bullied by boys, (although this is not always the case and boys shouldn't be made to feel they are "inadequate" in any way if they are bullied by girls) girls are bullied by girls and boys. Children who bully others can come from any kind of family, regardless of social class or cultural background.

8. Usually one pupil starts bullying a victim. There are often other pupils present. These may:

- help the bullying by joining in
- help the bully by watching, laughing and shouting encouragement
- remain resolutely uninvolved
- help the victim directly, tell the bullies to stop, or fetch an adult

However bullying does also frequently happen away from other pupils and every attempt should be made to find ways of detecting these incidents.

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

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

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

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

BEEN BULLIED					Percentages
Year 6 (10yrs)	Year 7 (11yrs)	Year 8 (12yrs)	Year 9 (13yrs)	Year 10(14yrs)	
18.7	13.1	12.1	10.5	7.5	

BULLY OTHERS				
Year 6 (10yrs)	Year 7 (11yrs)	Year 8 (12yrs)	Year 9 (13yrs)	Year 10(14yrs)
5.3	1.4	2.8	3.6	3.3

The risks of bullying to the victims

12. Victims may be reluctant to attend school and are often absent. This is evidenced by a study of 128 persistent school absentees from two inner city schools in South Wales in which 14.8% gave bullying as the reason for initially missing school, while 18.8% gave bullying as a reason for their continued absence (Reid, 1983). A recent meta-analytic study has shown that while victims are indeed generally and socially anxious and have low global and social self-esteem, they are even more strongly characterised by feelings of loneliness and depression (Hawker & Boulton, 2000).

13. Victims may present a variety of symptoms to health professionals, including fits, faints, vomiting, limb pains, paralysis, hyperventilation, visual symptoms, headaches, stomach aches, bed wetting, sleeping difficulties, self-harm and sadness (Sato et al, 1987). Being bullied can result in the referral of the victim to specialist child and adolescent mental health services. Bullying has been shown to be a factor in the presentation of 38% of adolescents to psychiatric services, with depression being the diagnosis in over 70% of these cases. Half of the bullied depressed adolescents also had a history of deliberate self harm (Salmon et al, 2000).

14. Depressed young people very commonly have suicidal thoughts and some make suicidal attempts. Being bullied has in fact recently been reported as one of the stressors most strongly associated with suicidal behaviour in adolescents, being experienced by 22% of a group of adolescents assessed following an episode of deliberate self harm in Ireland (Davies & Cunningham, 1998). Further, the risk of completed suicide is significantly higher for depressed children than

anxious controls. There is also some evidence to suggest that bullying can have long term mental health effects. A follow-up study showed that former victims were more likely to be depressed and have low self-esteem at the age of 23, than non-victimised peers (Olweus, 1993).

Pupils' attitudes to bullying

15. Pupils' understanding varies with age. Infants may confuse bullying with fighting and nasty experiences generally; juniors develop a more mature understanding. But difficulties in identifying bullying in 4 to 7 year olds should not prevent schools taking action [see Part 4].

16. About 75-80% of pupils in surveys say they would not join in, or would like to help a bullied child. Fewer say they would actually help. About one fifth of pupils are less sympathetic. Girls seem more supportive of victims than boys, but not necessarily more likely to intervene.

17. Families are told about bullying more often than teachers; older pupils are less likely to tell at all. A 'culture of silence' persists; many victims – a majority of secondary-aged pupils – have not told anyone in authority of the bullying. A 1997 survey found that 30% of victims had not told anyone. Provision of counselling services may help pupils to talk earlier. Often teachers and parents need to take steps to uncover bullying.

18. Most victims who do tell teachers or parents describe the outcome as positive. Victims need help and support. However, a small minority of victims reported bullying getting worse, especially when teachers were told. It is important that claims of bullying are taken seriously; a half-hearted response may make the problem worse. Training may be required for teachers involved in handling incidents of bullying [see Parts 1 and 4].

Bullying because of race, gender, sexual orientation, disability or long-term health condition

19. **Racist** bullying is bullying of children on the grounds of their race, colour, nationality, ethnic or national origin and includes bullying of Roma Gypsy children, children who are Travellers of Irish Heritage, children from Scotland, England and Ireland. In racist bullying, a child is targeted on the basis of their colour or ethnic origin. Bullying of an individual child can have a negative impact on other children of a similar colour or ethnicity, who may perceive themselves as potential targets of similar bullying within the school. Racist bullying is therefore likely to hurt not only the victim, but also other pupils from the same group, and their families.

20. It is important however that all school staff are aware that racism is not the same as bullying. Racism is much broader and takes many forms of which bullying is just one. Anti-bullying policies should cover racist bullying and schools should also have a Racial Harassment policy and set of procedures for dealing with all forms of racist incidents. In the 1999 MacPherson Report, a racist incident was defined as "any incident which is perceived to be racist by the victim or any other person". All instances of racism, whether or not they are classified as bullying,

should be recorded in a racist incidents register, dealt with according to the set procedures and reported to the relevant person at the LEA.

Strategies to deal with instances of racist bullying include:

- ensuring that the school's anti-bullying policy refers explicitly to racial harassment and is consistent with the school's policy on this area
- putting in place effective recording systems, e.g., an incident book containing the names of perpetrators, details of the incident and action taken
- being aware that even young children can understand the consequences of their actions
- supporting the victims
- listening carefully to pupils and provide opportunities for them to express views and opinions
- multi-agency working with police, youth service, housing, health professionals, race equality organisations and others
- involving parents and the wider community
- nominating a member of staff to have main responsibility for dealing with racist incidents and making pupils aware of who that person is

21. **Sexual** bullying impacts on both genders and it is important to recognise incidents involving same sex as well as cross-sex behaviour. It is important that schools' anti-bullying policies link in with their child protection policies and that all school staff are alert to the signs of abuse and neglect and are aware that they should report concerns to the designated teacher for child protection.

22. A case of proven sexual assault is likely to lead to the exclusion of the perpetrator. However, where the perpetrators are young children, this form of bullying may indicate particular problems [see Part 4 paragraph 53 and 54 below]. In general, sexual bullying is characterised by:

- abusive name calling
- looks and comments about appearance, attractiveness, emerging puberty
- inappropriate and uninvited touching
- sexual innuendoes and propositions
- pornographic material, graffiti with sexual content
- in its most extreme form, sexual assault or rape

23. Useful strategies to help deal with it include:

- referring to it explicitly in anti-bullying policies and linking to child protection policies
- using surveys to find out the extent and nature of the problem [see Part 3]

- recording incidents in a separate incident book
- developing understanding of gender relations and suitable strategies through staff training
- exploring sexism, and sexual bullying, through the curriculum
- recognising and challenging sexual content within verbal abuse
- using single-sex groupings to explore sensitive issues
- ensuring that the school site is well supervised, paying attention to areas where pupils may be vulnerable – perhaps using CCTV

24. In **Gender**-based bullying, a boy or a girl is targeted if they step outside traditional gender stereotypes or boundaries. Although there is no single way of becoming a girl or a boy, research has shown that children will punish those that do not conform to traditional gender stereotypes (Renold 2002). For example, boys can receive gendered insults like ‘sissy’ or ‘girl’ and sometimes physical threats or attacks if they do not want to play football or rugby and/or if they are quiet, studious and pro-school.

25. Gender, racial and sexual bullying often come together in particular ways. For example Connolly (1998) describes how some South Asian boys are often ‘feminised’ and some Afro-caribbean boys are overtly ‘sexualised’. Research suggests that gender and sexual bullying often intersect where homophobic insults are used to police traditional gender roles.

26. Useful school-based strategies to ameliorate gender-based bullying include:

- making specific reference to it in anti-bullying and equal opportunity policies.
- keeping a running record (with children) of all the gendered insults witnessed and disclosed in one week as a basis for raising awareness and as a starting point for discussion and policy formulation.
- exploring issues of diversity, difference, sexism and discrimination throughout the curriculum (PSE, and in particular Sex and Relationships Education).
- avoiding focusing exclusively on one gender or gender category (e.g. tomboy). Gender is relational and any gender equity programme must focus on all boys and girls, dominant and subordinate masculinities and femininities.
- examining what images of masculinity and femininity children themselves are bringing into the school and dominant gender images that the school itself reflects to the pupils (e.g. effect of boys’ monopolisation of football/rugby upon all children).
- encouraging children to question gender categories and the costs and consequences of dominant categories (e.g. explore with boys the knock-on effect of ‘macho’ forms of masculinity upon themselves, other boys, girls etc.) through single-sex friendship group discussions or through fiction and role-play.
- investigating and creating activities and spaces which promote opportunities for children to have the freedom to engage in a variety of masculinities and femininities.

27. Sexual bullying can also be related to **sexual orientation**. Pupils do not necessarily have to be lesbian, gay or bi-sexual to experience such bullying. Just being different can be enough. A survey of 300 secondary schools in England and Wales found 82% of teachers aware of verbal incidents, and 26% aware of physical incidents. Almost all schools had anti-bullying policies, but only 6% referred to this type of bullying. Factors hindering schools in challenging homophobic bullying include staff inexperience and parental disapproval.

28. Strategies for reducing such bullying include:

- referring to it explicitly in the school's anti-bullying policy – so that pupils know discrimination is wrong and that the school will act
- covering it in INSET days on bullying in general
- guaranteeing confidentiality (including from parents) and appropriate advice to lesbian, gay and bisexual pupils and those pupils who are unsure of their sexuality
- exploring issues of diversity and difference – discussing what schools and society can do to end discrimination
- exploring pupils' understanding of their use of homophobic language – they may not understand the impact.

29. Pupils with **Special Educational Needs** or **disabilities** are often at greater risk of being bullied, both directly and indirectly. In an NOP survey of people with a disability commissioned by the Disability Rights Commission in 2002, 38% responded that they had been bullied at their last school. Depending on the nature of their disability, pupils may not be able to articulate experiences as well as other children. This is likely to be a particular difficulty for children with language and communication difficulties. A child struggling with difficulties in one area is potentially at greater risk of the unfortunate psychological and emotional consequences of bullying.

30. Strategies include:

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

31. Pupils with **long-term health conditions**, such as diabetes or asthma may be susceptible to bullying, as the different lifestyles and practices that they have

to adopt to deal with their condition may isolate them or make them appear different. For example, in the case of diabetes this may mean that pupils occasionally have to eat during lessons or leave the classroom to inject themselves with insulin. Raising awareness of such conditions should include discussion of the needs of pupils.

Bullying by text messages on mobile phones

32. This is an increasing problem and is difficult to trace, requiring schools to be particularly vigilant and innovative in finding solutions. Children should be careful who they give their phone number to, and keep a record of the date and time of any offensive message. Teachers need to encourage victims to save messages they are concerned about and let a member of staff see them. When pupils report bullying text messages the school needs to take the complaint seriously; the child's family might also need to contact the police. If such bullying has been carried out by one or more pupils on a persistent basis, or there has been a threat of violence, it will need to be dealt with firmly. The same also applies to malicious e-mails sent by other pupils.

PART 3

Finding out about bullying in school

This part provides information on:

- Survey methods
- Interpreting and presenting data

Survey methods

1. Monitoring will help you assess progress and evaluate your anti-bullying policy so you can target action where it will be most needed and most effective. Surveys can reveal:

- how frequently pupils have been bullied
- in what ways it has happened
- how often they have bullied others
- whom they tell
- what action was taken and by whom
- where bullying takes place

2. Schools together with pupils can develop their own questionnaires but there are pitfalls in questionnaire design – including not being able to compare results easily with other surveys.

3. Two examples of standard questionnaires are:

- Dan Olweus' questionnaire: Profiles the nature and extent of bullying over the previous term, analysed by class, year and gender, and allows schools to compare themselves with others. There are junior and secondary versions.
- **"My Life in School"**: identifies levels of bullying within the school for the preceding week. There are infant, junior and secondary school versions. Guidelines are available [see Part 9].

4. A quicker and shorter method is to carry out a sampling survey with particular groups of pupils. This can be helpful if schools decide to focus on a group of pupils, such as a class or year group who are causing concern, or if they want to measure the effect of a particular intervention against bullying.

5. One method of identifying high-risk locations is to provide pupils with maps of the school and grounds, and ask them to highlight places where bullying occurs. Pupils can individually sort photographs of locations into 'safe' and 'unsafe' places – 'unsafe' places should be patrolled regularly. This can be especially useful when modifying supervision arrangements, or planning changes to the playground environment.

6. Interviews may be useful – individually or in small groups – especially for children with moderate or severe learning difficulties. Schools need to think carefully about who does the interviewing, as the pupil–interviewer relationship can affect the honesty of the answers. Do it in private, but where both are visible to others. Children may not like to repeat unpleasant names they have been called, or stories that have been told about them. Making notes during an interview can be distracting, so do them as soon as the interview is over.

7. Confidentiality is a difficult issue. Sometimes interviewers may need to disclose information to others. They should explain to pupils how they may need to use such information. Some children are prepared to write about their experiences in an anonymous questionnaire, but not to talk about them. Even one-to-one interviews are not always reliable in detecting whether particular pupils have been bullied or not.

8. With younger children, photographs or pictures of types of bullying behaviour could be used to show what kind of bullying is occurring and how often. Schools should remember to specify a time limit, for example: How often have you been called nasty names this week? Wolverhampton LEA have prepared an infant version of the ‘My Life in School’ checklist for use as an interview schedule. There is also a pictorial questionnaire designed by Smith and Levan [see Part 9].

Interpreting and presenting data

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

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

PART 4

Strategies to combat bullying

This part provides information on:

- Whole-school approach
- Curricular approaches to bullying
- Choosing strategies for reducing bullying
- Working with victims
- Working with external agencies
- When tougher measures are needed

Whole-school approach

1. Bullying should be dealt with as a whole-school issue. Research carried out with over 2,000 pupils in Sheffield in 1994 concluded that the schools which were most successful in reducing bullying were those where a multi-faceted whole-school approach was adopted. This included: awareness-raising, actively involving pupils in drawing up definitions and seeking solutions, curricular work and work on the school environment and acceptable and unacceptable behaviours (Sharp and Smith, 1994). Where a raft of preventative measures are adopted and a climate of positive concern is promoted, bullying can be greatly reduced, although never completely eliminated. Schools will also need to have a reactive policy in place, which should be clear, effective and well-publicised.

2. Bullying should be discussed as part of the curriculum, but teachers also need general strategies to deal with the problem. It should be made clear to pupils that they have a right to be listened to and what they should do if they have a problem. School notice boards may be a useful tool in this regard. Whilst they should try strategies such as those described below, schools may find that stronger measures are needed in the more serious and persistent cases.

3. Certain key points should be followed:

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

4. Pupils who persistently bully may need additional help or treatment [see Working with External Agencies at the end of this Part]. However, where other strategies do not resolve the problem, permanent exclusion may be justified in the most serious and persistent cases, particularly where violence is involved.

Curricular approaches to bullying

5. Bullying and its effects may be exemplified and reinforced through many areas of the curriculum. Personal and Social Education is a key area but others include: Welsh, English; Drama; History; Religious Education.

The main objective being to:

- Raise awareness about bullying and the anti-bullying policy
- increase understanding for victims, and help build an anti-bullying ethos
- teach pupils how to manage their relationships with others constructively.

6. Through the curriculum, it is possible to explore such issues as:

- Why do people bully each other?
- What are the effects of bullying on the bullied, on bullies, and on bystanders?
- What can we do to stop bullying?

However, as well as using the curriculum to explore bullying and its effects, other formal and informal opportunities can be taken to raise awareness about these issues. For instance, the morning assembly can be an effective forum for awareness raising.

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

8. Many local theatre-in-education groups present workshops, exploring bullying in depth and rehearsing preventative strategies. Some of the many resources available are:

- the video "Only playing, Miss" (disability and ethnicity)
- "The Heartstone Odyssey", a book with associated training and dance workshops (racist threats and violence)
- interactive CD-ROMs exploring bullying, posing dilemmas and enabling pupils to try out alternative solutions and see the outcomes of their choices [see Part 9].

9. After using selected materials, up to 60% of primary and secondary pupils said that they were more careful in their behaviour towards their peers. Bullied pupils said that they were less scared and more likely to tell someone. Others were more likely to support someone being bullied. Racially-harassed pupils said that, through studying "The Heartstone Odyssey", friends had begun to talk about their experiences. Bullying dropped by about 60% when such materials were used

for 30-60 minutes each week for at least one term. **However, without continued re-enforcement, it resumed within two weeks.**

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

Choosing strategies for reducing bullying

11. Many schools have found that the best policies usually include a combination of strategies that can be drawn on and adapted to fit the circumstances of particular incidents. A single strategy is unlikely to provide a complete solution on its own to the problem.

12. The following paragraphs list some of the **key strategies** schools have used to prevent or reduce bullying; they may not remain appropriate if there has been violence. In these cases an assessment needs to be made on a case-by-case basis as to whether tougher measures are needed. Anti-bullying strategies for older pupils can include preparation for adult relationships. Many strategies for older pupils can be used, with adaptation, for younger ones. They can be taught to be assertive and to work co-operatively; some schools have taught mediation or conflict resolution skills to young pupils.

Co-operative Group Work – from age 5

13. When this is integrated into normal classroom practice, pupils can:

- explore issues and controversies by considering different points of view
- be more tolerant of others and more willing to listen
- trust those of the opposite gender and those from other ethnic groups
- become better integrated into the peer group

14. Children work together on shared tasks, involving co-operation and individual accountability. For example, groups in 'expert' groups research aspects of a topic. The 'experts' then return to the 'home' group to instruct one another and produce a joint piece of work. In a final plenary session, children are debriefed about the task that they have just done, or the way in which they have worked together, or both.

15. Variants include trust-building exercises, co-operative games, problem-solving activities, discussion groups, role play and simulations. All share some essential aspects:

- pupils work together and help one another, managing conflicts within the group
- there are tasks needing a group effort
- children share information and divide work towards common goals
- roles vary within groups: leading, minuting, problem-solving, tidying up

16. Working together as colleagues, relationships sometimes develop into real friendships. Potential victims of bullying can be drawn into working groups with other children who do not abuse or take advantage of them. Training and manuals are available [see Part 9].

Circle Time – from age 5

17. Time is set aside each week for teachers and pupils to sit in a circle and take part in enjoyable activities, games and discussion. The positive atmosphere generated in the well-managed circle usually spreads into other areas of class activity. Circle Time:

- creates a safe space to explore issues of concern
- promotes an environment where positive relationships are affirmed and developed
- explores relationships with adults and peers
- creates an atmosphere where sensitive issues can be discussed
- affirms the strengths and enhances the self-esteem of each member

18. Circles last for 20-30 minutes, at the beginning or end of a session. Participants listen carefully, making eye-contact with one another and address particular problems – for example, relationships, anger, fighting and bullying.

19. The teacher and pupils agree on simple, positive rules which encourage the group to:

- focus on their own feelings and those of others
- listen to one another and tolerate others' views
- learn to take turns
- discuss difficult issues using a problem-solving approach.

20. Putting this method into practice needs good organisation and links to other anti-bullying strategies. Staff need training, for example, by educational psychologists or counsellors. There are some excellent manuals [see Part 9].

Circle of Friends – from age 5

21. Sometimes known as 'Circles of Support', these build relationships around a vulnerable pupil. The method must first be explained to that pupil and the parents, whose agreement and support are essential. Circles aim to:

- improve the level of acceptance and inclusion of the pupil
- help the pupil make friends inside or outside the Circle
- increase insight into the pupil's feelings and behaviour.

22. The class meet with a trained adult, for example a counsellor or an educational psychologist who explains that it is unusual to talk in this way about

a pupil who is not present, but makes clear that the pupil has agreed to the discussion. The class then:

- describe the pupil – only positive things may be said
- list things about the pupil that they find difficult
- discuss how they would feel and behave if they were isolated or socially excluded
- consider how they might help – pupils typically produce two clear solutions: offering friendship and finding ways to keep the pupil on track
- identify what might stop the pupil changing
- volunteer to form the pupil's Circle of Friends (between six and eight pupils).

23. Soon afterwards, the initial Circle of Friends meeting takes place including the focus pupil. Ground rules are negotiated and aims clarified about helping them to make friends and change any negative behaviour. In turn, circle members explain why they volunteered. The leader asks 'What do we like and value about this person?' and responses are written down. Next, the leader carefully asks about the pupil's negative behaviour. The group considers strategies for helping the pupil which are recorded and then prioritised. Finally, circle members come up with a name for their group, and subsequent weekly meetings of 30 to 40 minutes are set up.

24. Experienced leaders comment frequently on the extent of the support offered by circle members and their ingenuity in devising practical strategies. Case studies confirm that this is a flexible and creative method of forming positive relationships with peers. Newton and Wilson give a step-by-step guide to the method and list resources [see Part 9]. Training is essential.

Buddying (or Befriending) – from age 9

25. Buddying involves assigning selected pupil volunteers to 'be with' or 'befriend' peers whom teachers have referred. Buddies:

- need friendly personal qualities
- give support with emotional and social problems – newness to a school, difficulty making friends, upset at separation or loss, being bullied or socially excluded
- run after-school clubs offering companionship and activities to peers who would otherwise be miserable and alone
- may share a common difficulty – for example bereavement or disability – perhaps setting up a support group. For example, deaf children may be brought together to use and develop their signing skills.

26. The befriended feel more positive about themselves having had someone to talk to about their problems. Buddies feel more confident and value other people more. The school becomes safer and more caring as relationships improve generally. Buddies need training in active listening, assertiveness and leadership.

They will also need support from trained adults such as educational psychologists, counsellors and PSE advisers to ensure that they are not traumatised by what they hear or learn.

School councils – primary and secondary school pupils

27. The purpose of school councils is to enable pupils to discuss any matter on the running and day to day management of the school which interests or concerns them, as well as problems and conflicts which may need to be resolved. They also have a wider value in response to Article 12 of the UN convention on the Rights of the Child in ensuring that children and young people have a right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account. They therefore have a vital role to play in developing schools' anti-bullying policies - in both primary and secondary schools.

28. An additional benefit of school councils is the confidence which individuals may gain from being a part of a council and the experience of active citizenship and realistic decision making. This may help develop self esteem and social skills to avoid their being victims of bullying or alternatively raise their awareness of the needs of others to help and support those who may be bullied.

The Support Group Approach – from age 9

29. This is also known as the 'No Blame' approach. A support group is formed for the bullied pupil, made up of those involved in the bullying, and bystanders. Responsibility for change lies with the participants in the bullying. The first aim is to get the bully to identify with the victim, and the second to help resolve the problem. There are several steps:

- The group's facilitator chats with the victim and a support group of around 6-8 pupils is set up. As well as pupils involved in the bullying, friends of the victim can take part.
- With the victim's agreement, their own feelings are communicated to the group. The facilitator makes clear that the purpose is to take joint responsibility and find a solution. Suggestions on how to help are sought, but the key aim is a joint commitment to take action.
- Each group member is interviewed individually a week later to review progress and report back on their contribution to resolving the problem. The bullied pupil is also interviewed. Whilst some group members may not have kept fully to their good intentions, the main criterion for success is that the bullying has stopped.

The facilitator will need to have appropriate training and skills to conduct the discussions in an appropriately sensitive and effective manner.

30. Over a two-year period, 80% of cases in primary schools were dealt with successfully, without a delay, by this method. In 14% of cases, three to five reviews were needed before the bullying stopped. The victim continued to experience bullying only in 6% of cases. Results in secondary schools were similar. For further information, see the publication by Young [see Part 9].

Mediation by adults – from age 7

31. Methods focus on pupils who have been bullying others regularly for some time, as well as those being bullied. The aim is to establish ground rules that will enable the pupils to co-exist at the school. There is a simple script available:

- hold brief, non-confrontational, individual ‘chats’ with each pupil, in a quiet room, without interruptions – the bullying pupils first
- get agreement with each that the bullied pupil is unhappy and that they will help improve the situation – if they cannot suggest ways to do this, be prescriptive
- chat supportively with the bullied pupil – helping them to understand how to change, if thought to have ‘provoked’ the bullying
- check progress a week later, then meet all involved to reach agreement on reasonable, long-term behaviour – at this stage participants usually cease bullying
- check whether the bullying starts again or targets another pupil
- if bullying persists, combine the method with some other action targeted specifically at that child, such as parental involvement or a change of class.

32. The approach is successful, at least in the short term, provided that the whole process is worked through. Alone, it cannot tackle all forms of bullying, and it may not have long-term success unless backed up by other procedures, including firm disciplinary ones.

33. Staff training is vital and requires practice of the script and process through role play. Training more than one member of staff (including non-teaching staff) enables greater flexibility and avoids one person becoming typecast. Families can be invited to training sessions. See the Method of Shared Concern [see Part 9].

Mediation by peers – from age 7

34. In a structured way, a neutral person helps voluntary participants resolve their dispute. The aims are to:

- enable victim and bully to identify problems and solutions, defusing tension between peers
- ensure that all involved come away with a sense that the outcome is fair to both sides.

35. Trained peer mediators can solve problems between pupils. The usual process is as follows:

- Define the problem: in turn, participants describe their perspectives – without interruption, but within set time limits. The mediator clarifies the feelings of each participant and then summarises what has been said.
- Identify key issues: listed on paper, divided into conflict and non-conflict issues

- Discuss possible options: both parties suggest solutions which are written down. They consider the implications for themselves and each other.
- Negotiate a plan of action and agreement: the mediator asks which solutions will most likely satisfy both parties. One solution is identified and a written agreement is made and signed by all participants. Both parties shake hands.
- Follow-up: evaluate outcomes

36. Responses are generally positive, resulting in a substantial fall in aggressive behaviour as the school climate and pupils' relationships improve. Surveys have found up to 85% of mediations result in lasting agreements. The necessary training for pupils will need to be built into plans at an early stage as this can be quite significant, particularly when allowing time for practice. Staff – including lunchtime supervisors – need at least one in-service training session after school, and ideally a full training day. Educational psychologists and school counsellors can help, and manuals and materials on both Peer Mediation and Conflict Resolution are available [see Part 9].

37. The following principles of good practice should be observed:

- The self-esteem of children and young people is promoted
- Projects involve the active commitment of more than one member of staff
- Confidentiality is observed by all
- Clear objectives and ground rules are established for all aspects of the project, through discussion and agreement
- Criteria are established for selecting peer supporters
- Parents are informed about the project and their children's participation.

Peer support - primary and secondary school pupils

38. These methods combine buddying and mediation with pupils offering advice to peers in distress. They involve referral by adults, a drop-in service at designated times, work with tutor groups, and observation of vulnerable pupils during lunch hours and break-time. In some systems, pupils operate a telephone helpline. The skills needed are similar to peer mediation.

39. Typically:

- awareness-raising about the nature of the scheme takes place with staff and pupils
- a needs analysis takes place to find out what specific issues the scheme should address
- a recruitment and selection process for peer supporters takes place. This can include peer nomination, and / or a mixture of volunteering and interviews / selection. For a consideration of the pros and cons of different selection methods see Cowie and Wallace (2000) [see Part 9]

- the selected peer supporters undertake training, including listening and communication skill, techniques for helping others, confidentiality and role-play. Training should take at least a day, and should be undertaken by an appropriate person such as a qualified counsellor or psychologist – although members of staff within the school can acquire training skills.
- the service is advertised widely throughout the school, in assemblies, on notice boards, etc.
- peer supporters have a regular opportunity to debrief in supervision sessions with a member of staff who has overall responsibility for the running of the system.

40. Some schools have reported finding it more difficult to recruit boys than girls, and their drop-out rate being higher because of peer pressure. Some peer supporters report hoax calls and referrals, adverse comments, jealousy, or doubts expressed about their ability. Where levels of aggression are high, peer supporters may struggle to challenge the culture of bullying. However, where peer support systems are firmly established, the climate in schools can improve and victims of bullying find it easier to tell another person.

41. The latest thinking amongst some experts in the field is that due to the problems highlighted above, the approach should only be adopted at primary school level, from the age of 9.

Quality Circles – 11 to 18 years

42. Quality circles develop skills directly related to the curriculum, while solving problems related to bullying. There are five steps:

- identify and prioritise problems
- analyse each problem – establish its extent and find possible causes
- develop a solution and an action plan – perhaps trying a small pilot run to see if it works in practice
- present the solution to ‘management’
- evaluate the solution, implementing it if possible – if not, ‘management’ must explain reasons, so the quality circle can reconsider or move to another area of concern.

43. In three classes using quality circles, 69% of pupils said they became more considerate towards peers and less likely to bully. Pupils felt more able to challenge bullying and more aware of the school policy. One quality circle identified boredom as a major cause of bullying at playtime, so ran a games tournament. Another formulated a playground development plan, costing it, applying for funding and winning support.

Assertiveness training groups – primary and secondary pupils

44. In a safe, supportive environment, bullied pupils talk about their experiences, and learn and practise effective responses. They avoid either any use

of threats or trying to manipulate or intimidate, and keep responses honest and transparent. Pupils feel more secure and in control, with less anger and despair. Responding in a neutral but direct way takes the heat out of the situation.

45. The younger the pupils, the shorter the sessions and the smaller the group. The optimum time for Year 4 or 5 pupils is 20 minutes, with a maximum of six or eight pupils. Secondary groups can work from 45 minutes to an hour and a half. Sitting in a circle without desks, a typical group will learn one technique a session:

- making assertive statements
- resisting manipulation and threats
- dealing with name calling
- escaping safely from physical restraint
- enlisting support from bystanders
- boosting self-esteem
- remaining calm in stressful situations.

46. Once a group has begun, no new pupils should be admitted; however, pupils can drop out at any time. Lunchtime groups are viewed more like a club than a withdrawal class, and pupils can be more honest about whether they wish to attend or not. They use their own situations to practise, giving them confidence to use the techniques outside the group and experiment with different strategies.

47. Sometimes it may be better to work with pupils individually than to construct a group involving pupils who have not been badly bullied. Do not mix victims with aggressors. The last meeting should be carefully managed to emphasise the gains that the pupils have made from the group, but at the same time to draw the group to an end.

48. This approach can be expensive in terms of time and money. Training may also be required for teachers taking these sessions. Groups need regular meetings with the same member of staff, books, materials, and a comfortable meeting room - free from interruptions, allowing space for role-play. Educational psychologists and PSE staff can offer training or referral.

Working with victims

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

50. Parents and teachers should co-operate in identifying such behaviour. The pupil needs improved social skills; assertiveness, conflict resolution and stress management skills are all worth developing. Friends can give feedback on annoying behaviour. Adults can encourage such friendships. Other professionals may work with the pupil or family.

Working with external agencies

51. Where pupils do not respond to preventative strategies to combat bullying, it may be necessary to consider whether they have additional social, emotional, physical or mental health problems that need to be addressed by external agencies. Early involvement of school counsellors or health professionals will be helpful in early identification of problems. The school nurse in particular can play a vital role in this aspect as they are seen in a neutral role within the school. An important process within their role is the High School Health Review carried out in year 7 where pupils are asked how they have settled into school and if there are any problems with regard to their welfare in school. In addition, school nurses will have information from Accident and Emergency departments of actual physical or emotional injury to children and young people as a result of bullying. The school nurse's role is to follow-up these children in the school setting ensuring that they are fully supported and that the problems have been addressed by the school.

52. If students show continuing upset and lowered mood after recurrent bullying, consideration should be given to referring them to the school counsellor, school nurse or general practitioner for assessment.

53. One form of bullying which is often indicative of problems requiring urgent attention is evidence of sexually harmful behaviour, including sexual assault, displayed by young children. The sooner this problem is identified and addressed, the greater the likelihood of enabling children to overcome it. Local education authorities (LEAs) should agree with their local area child protection committee (ACPC) the range of behaviours that should be recognised for immediate referral to social services as a child protection issue. They should also work with schools and designated child protection teachers to ensure that child protection policies reflect the agreement and in turn link with the schools' anti-bullying policies.

54. All school staff need to remain alert to evidence of sexually inappropriate or abusive behaviours and act promptly where concerns are evident. Any indicators of such behaviour should be discussed immediately with the designated child protection teacher as set out in the school's child protection policy. The designated teacher should then, in association with the nominated officer within the LEA, consider the need to refer concerns to the social services department in line with the procedure agreed with the ACPC. Nominated officers in LEAs should be aware of the range of specialist agencies that support individuals demonstrating inappropriate behaviours and the procedures for accessing that support together with the role of the ACPC in such cases.

55. Racist bullying is another form of bullying where the involvement of external organisations at an early stage can help avoid escalation of a situation, particularly one which may involve the wider community or disputes between families or other groups. Race equality organisations such as the Commission for Racial Equality and Race Equality Councils can offer support and legal advice and advise on approaches. In some cases police involvement may be necessary.

When tougher measures are needed

56. If all efforts to help pupils to stop bullying fail, schools will need to take tougher action to deal with persistent and violent bullying. As part of their discipline policy, schools should have a sufficient range of sanctions to deal with this type of bullying. They will need to make sure that the whole school community knows what sanctions will be used. They should be fairly and consistently applied. A possible graduated approach suggested by Suckling and Temple in their publication "Bullying: a whole school approach" (Jessica Kingsley, 2001) is as follows:

- logical consequences. Students need to be made aware that their behaviour is related to an outcome, and has consequences for themselves and others
- time-out. Removing the student from the group, not so much as a punishment, but rather as a time when he or she can think about their behaviour and offer a solution
- denial of privileges, with the opportunity to redeem one's self
- individual student management plan [ref: pastoral support programme]
- parental involvement
- counselling
- removal of bully away from the victim (e.g. into another class)

57. If all steps fail it may be necessary to exclude a pupil for a fixed period or, particularly where serious violence is involved, the head teacher has the option of permanently excluding a pupil. This should not, however, be a standard course of action and each case should be considered separately.

PART 5

Working with parents

This part provides information on:

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

Involving parents

1. Parental support is often a key to success or failure in anti-bullying initiatives. Though not always apparent, parental approval is important to children and young people of all ages, and some schools have learned to build on this. The majority of parents support anti-bullying measures and are keen to participate. Consultation is important, helping create an ethos in which positive behaviour is encouraged, and bullying considered unacceptable. Methods of communication also need careful consideration particularly where the parents' first language is not English or Welsh.
2. However, a significant few do hold unhelpful attitudes, saying that bullying is an inevitable (even desirable) part of growing up and encouraging bullied children to 'stand up for themselves' rather than seek help. Whilst understandable and a recognition that bullying happens is to be welcomed, this conflicts with the aim of most anti-bullying initiatives to encourage children to tell staff about bullying rather than try to fight back.
3. Useful approaches include:
 - regular consultation and communication
 - providing information about the nature and effects of bullying [see Part 2], by means of posters displayed in the school and information packs presenting the findings of surveys
 - advising parents of possible consequences of their children bringing valuable items to school
 - putting on a drama to which parents are invited - an existing play, such as "Only Playing, Miss" [see Part 4], or one based on the pupils' own experiences (developed from role-play in drama classes, or survey examples).

Parents reporting bullying

4. Parents may contact schools, often in some distress, to report that their child has been bullied. Their concerns must be taken seriously. Unfortunately, they may sometimes be faced with disbelief or hostility, or made to feel that they are to blame. However, such problems can be avoided.

5. The first point of contact for parents is likely to be the secretary, receptionist or a class teacher. It is important that all staff know the school policy and when to refer parents to someone senior (usually the Year tutor or someone with specific responsibility for the anti-bullying policy). Providing training in conflict management may help equip staff for dealing with parents. Good practice in dealing with incidents includes:

- recognising that the parent may be angry and upset
- keeping an open mind - bullying can be difficult to detect, so a lack of staff awareness does not mean that no bullying occurs
- remaining calm and understanding
- making clear that the school does care and that something will be done
- explaining the school policy, making sure that procedures are followed
- making a clear record of the conversation and of the details about the incident(s) reported by the parent, including where the bullying took place, when the incident(s) occurred, who were involved and what led to the incident(s)

Full allowance should be made for the fact that parents may be distressed, upset, or angry. However, it is not acceptable for parents to threaten or assault staff. If this does occur, they should be asked to leave the premises.

6. When a case is referred to them, senior teachers should also:

- ask for details and record the information
- where bullying has occurred, make a further appointment to explain actions and find out if it has stopped
- follow up with staff to ensure that appropriate action has been taken and that the school policy has been implemented
- where bullying has taken place, keep clear records about the bullying incidents and the follow-up actions that have been taken
- where the bullying allegations have not been substantiated, it is nonetheless essential that a clear record of the investigation is kept.

7. Many of the same points apply when the school has to tell the parents that their child is involved in bullying. Parents are more likely to accept a calm approach, following the agreed guidelines of an anti-bullying policy with which they are familiar. This helps to defuse anger and resentment. Specific requirements depend on whether the child in question is the victim or the bully.

8. Parents who are unhappy over the way in which a school is investigating an alleged incidence of bullying or is failing to implement the schools' bullying policy have a right to complain to the governing body.

Parents of bullies and victims

9. All children should be aware that if they are involved in bullying in school, their parents will be contacted. Where the parents of the (alleged) bully are invited in to discuss their child's behaviour, such discussions are potentially extremely difficult. It is, therefore, better to involve parents constructively at an early stage than only as a last resort. Avoid using parents (or the threat of them) as a form of punishment for bullying, as this undermines the co-operative ethos that parental involvement intends to foster.
10. Often it is helpful to use a problem-solving approach in the first instance: "It seems that your son/daughter and (other child) have not been getting on very well lately" rather than "Your son/daughter has been bullying (other child)". Blame is much more likely to make the parent react defensively and make it much harder to reach a resolution.
11. The parents of a victim are likely to have one main concern: that the bullying stops - but some may also want the perpetrators punished. Strong measures - including exclusion - will sometimes be necessary, but it should be clear in school policies that this is very much a last resort. As it is not always possible to follow parents' wishes, comprehensive consultation, awareness raising and communication can help alleviate strains on continued parental ownership of the policy.
12. Where victims are clearly severely affected by the bullying incidents, perhaps showing signs of depression or refusing to attend school, it may be appropriate to suggest to the parents that they may wish to discuss with the school nurse, school counsellor or General Practitioner whether more specialist help may be required. Where school attendance is a problem LEAs' education welfare services will have a key role in identifying problems and solutions and making the appropriate link to other agencies.
13. Some claims of bullying may turn out to be false or exaggerated. The existence of false claims and the need not to accuse others falsely of bullying should be included in general discussions on bullying and the means of dealing with these should be covered in the school's policy. Whatever the victim's previous history, all claims of bullying should be treated seriously and not dismissed without further enquiries being made.
14. In dealing with parents the confidentiality of pupils' disclosure (e.g. about sexual orientation) must be preserved.

PART 6

Beyond the Classroom

This part provides information on:

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

Developing a playground policy

1. Playground policies should set out clear guidelines for managing pupil behaviour during breaks and lunchtimes. Involve all staff, especially lunchtime supervisors, as well as pupils.
2. Effective supervision involves moving around the grounds, talking briefly with pupils and anticipating potential difficulties. A suspected problem should be quietly and promptly investigated.
3. Schools need efficient communication between supervisors and those responsible for co-ordinating the behaviour policy - and clear definition of roles and responsibilities of supervisors and teachers when on duty.
4. Supervisors' authority is not always acknowledged, undermining efforts to manage behaviour. They need to operate rewards and sanctions, refer an incident for further action if necessary, and know about follow-up. Teaching staff should fully support them in exercising authority.
5. Useful strategies include:
 - money found from the school fund to pay for training
 - limited 'flexi-time' enabling supervisors to 'make up' training time
 - a slightly shortened lunch hour
 - trained, experienced supervisors training new recruits
 - training supervisors better to identify and help children at risk
 - inviting supervisory staff, especially in primary schools, to join teaching staff at morning assemblies and other formal gatherings to emphasise their status in the school.
6. Sometimes adults can only observe pupil interaction - being unable to hear the content of the conversation. Apparent fighting or bullying can simply be rough-and-tumble play or 'play-fighting', which some children enjoy. Watch for

- smiling or laughing (but see below)
 - 'mock' blows or kicks which do not connect - or do so only softly
 - taking turns at being on top - or chasing the other.
7. By contrast, pupils who are being attacked or physically bullied often:
- frown or look unhappy or angry
 - try to move away from the aggressor
 - do not take turns, the aggressor remaining dominant throughout
 - attract other pupils' attention.
8. When primary children incorporate fantasy themes into play-fighting, they commonly adopt angry-looking facial expressions. This often leads supervisors to assume that they are acting aggressively. Asking participants in a friendly tone about what they are doing should clarify matters. Boys traditionally engage in this more than girls, but the difference may be decreasing and supervisors should avoid assuming that all fighting among girls is aggressive. In most cases, play-fighting does not escalate into aggressive fighting. The majority of children and adolescents appreciate the difference and are skilled at keeping their interactions playful.
9. Knowing who has persistently been bullied or is bullying can increase vigilance, but avoid labelling individuals with terms like 'bully' or 'troublemaker' since this can lead to incorrect interpretation of incidents or a self-fulfilling prophecy. Where bullying is taking place, supervisors may wish to issue yellow and red cards, as in sport, to send pupils to a designated area – a "sin bin".
10. Being alone a lot, being over-submissive or disrupting others' games, can place some children at greater risk of being bullied. Without attaching blame, recognising this may enable supervisors to help. While some pupils are happy to be alone, others would prefer to join in with activities but lack the skills or confidence. Supervisors should help such pupils get involved, whilst preventing their disruption. This should be done subtly to avoid resentment by pupils whose game may be 'locked' to outsiders.
11. Supervisors can help pupils without friends form close relationships by providing opportunities to be together and share common interests. In one school this was combined with a project to improve the school grounds, as two initially friendless and bullied children, both known by a supervisor to be interested in wildlife, came together to help create a school garden.
12. Older pupils may be able to help lunchtime supervisors, as in traditional 'prefect' systems, but preferably linked to the development of a mentoring rather than a disciplinary relationship.

Improving the environmental quality and educational use of school grounds

13. Many schools could improve their environment and reduce bullying. A poor environment may offer few places for educational, social, physical and creative activities. Common problems are:

- boredom - leading to teasing, fights, or damage to the environment
- crowding - competition for space creating conflicts
- marginalisation - vigorous activities taking up a lot of space - football can cramp other pupils (often girls and younger children)
- isolation - dominant activities exclude other pupils who have little opportunity to engage in smaller games and activities.

14. An improved playground environment should be secure, safe and easily supervised, promoting:

- purposeful recreation and reduced boredom
- reduced playground aggression
- increased imaginative play
- improved social skills through provision of meeting places
- more positive relationships and communication between pupils, teachers and supervisors.

How to improve the school grounds environment

15. When resources allow, it is tempting to buy expensive equipment; take time to plan, involving staff and pupils in the process. Books and organisations can help [see Part 9].

16. Some ideas to consider include:

- *areas for specific activities* - a nature resource area, a ball games area or a covered seating area for conversation or quiet learning in good weather
- *separating areas* - hedges, low brick or stone walls, fences, planting and changes of level
- *multi-purpose areas* - with a synthetic surface and a ball-retaining fence, a playground can double as a multi-games pitch
- *internal paths, routes and trails* - providing for play as well as 'foot traffic'; well-used routes could be broad, smooth and hard paved; occasional routes could be narrower with softer surfacing and stepping stone trails, perhaps leading through planted areas linking play spaces
- *varied curriculum-related features* - for specific functions (balancing beam or bar); for incidental or multi-function use (logs); stimulating murals incorporating goals and targets for games practice; playground surfaces with trails, games, maps, rivers, streams and roads for safety drills.

The development of any new areas should include safe access for pupils with disabilities. Also, separate areas should be carefully designed as these could potentially create isolated locations which may support bullying behaviour.

17. Colours, textures and patterns stimulate children, as well as aesthetic aspects of outdoor surface materials. The scale of furnishings should be appropriate to pupil numbers. Research has shown that colour affects children's behaviour. Red engenders aggression, while blue is calming. These observations apply to the use of red on walls, both inside and outside school buildings. Moreover, many schools have enjoyed significant success in improving pupil behaviour through changing their school uniform colours.

PART 7

Transition

This part provides information on the key transitions that pupils face and on making them less threatening for children. Information is provided on:

- the transition from home to compulsory schooling
- the transition from primary to secondary school
- the difficulties around mid-term transfers.

From home to school

1. Progress from home to compulsory schooling is a significant event for children, for whom it means new experiences and new relationships. When infant teachers list the characteristics of the children who have least problems, they invariably list social and emotional skills among others. The skills include the ability to:

- mix with other children;
- share toys and equipment;
- be independent at the toilet;
- follow instructions from an adult;
- share thoughts and ideas;
- control temper outbursts.

2. There is therefore a lot that parents can do to assist their child to cope more easily with the demands of starting school, and whilst the school has expectations, so have other children in the class. Children come from a range of backgrounds. Some have been taught to care and show compassion, whilst others come from more abusive and aggressive backgrounds. The school may create the potential for bullying to take place.

3. During the term before they start school, children and their parents should be invited to an induction day where they are made to feel comfortable, happy and familiar with the school and teacher. Parents should be given a pre-school pack containing activities that help prepare children for the kind of work that they will be doing, and especially the kind of social and emotional skills referred to earlier.

School to school

4. This too is a major adjustment for year 6 pupils, which they face with a mixture of excitement and apprehension. They are hesitant about leaving the familiar, small school for the much larger secondary with all its challenges. In all research into the anxieties of transfer at eleven, bullying is listed as a major concern.

5. Secondaries and their feeder primaries should co-operate in devising a preparatory and settling in programme, which could include some of the following:

- induction day in July or September;
- secondary subject teachers and/or pastoral care staff visiting primaries;
- staggered start of the day and lunchtimes;
- map of school issued to newcomers;
- inclusion of school policy on bullying in prospectus to new parents;
- establishment of a "buddy" system, involving senior pupils. To assist this, year 6 pupils could be asked to write a profile of themselves listing interests, sports and pets, which could be displayed in their tutor rooms.

Mid-term transfers

6. Pupils may arrive after term has started, when friendships have been consolidated and their very newness and isolation may make them potential targets for bullying. This a particular problem for Looked After Children who may experience a number of placements along with changes in school. The following actions may help to reduce the risk of bullying:

- prepare the class for acceptance of new pupil;
- find out pupils' interests and hobbies;
- issue specially prepared induction booklet;
- appoint reliable pupils as "secret friends", to keep a discreet, watchful eye.
- the use of Personal Education Plans for Looked After Children to plan and monitor their progress [see National Assembly for Wales Circular 2/2001: 'Guidance on the Education of Children Looked After by Local Authorities']

PART 8

Case Studies

This part summarises three case studies, one featuring 2 primary schools and two featuring secondary schools. They are not presented as 'ideal' types but as real examples of progress made and difficulties experienced.

Case study 1

1. A playground peacemaker peer mediation scheme was introduced into two primary schools with the support of the local social inclusion team. Pupils were trained in mediation skills and squabble busting techniques.
2. Teachers reported positive changes in pupil behaviour and also reduction in the need for them to resolve playground issues after each break-time, leading to an immediate return to teaching and learning situations. Positive changes in school ethos and climate were measured by a bullying checklist and the "My Life in School" checklist completed by 200 pupils.
3. Those reporting being hit or kicked in school in the past week, fell from 74% to 42% and the number of girls reporting being frightened in the past week fell from 42% to 26%.
4. Those reporting being treated differently or unkindly fell from 34% to 22% Those upset about coming to school because of bullying fell from 39% to 31%.

Case study 2

5. This is a large primary school which has over 400 pupils taught in six infant and eight junior classes. The two departments are administered separately and physically divided by a large hall. Catchment is from an area of mostly owner-occupied detached and semi-detached houses with a large proportion of parents having business or professional backgrounds. There are about 60 pupils for whom English is an additional language.
6. The initiative to tackle bullying was inspired by two sources. Firstly, in discussion with Year 6 pupils, staff learned that bullying was a major concern about their forthcoming transfer to secondary school. The second stimulus came from the headteacher who was helping to produce a series of videos on bullying.

Pupils in the school face three major transitions:

- From home to school
 - From infant to junior department
 - From junior to secondary school
7. The deputy headteacher invited teachers of classes in Years 2,5 and 6 – six teachers in all- to a meeting to plan the proposed project. This early planning

avoided duplication and allowed for a wide range of ideas to be implemented. Interestingly, staff saw most areas of the curriculum being involved.

- English (poetry, story writing and drama)
- Maths
- Design and Technology
- Art
- Religious Education

8. In summary, the contribution of each class was to be: -

Year 2	Class 1 Class 2	Story writing and telling, Drama and Artwork.
Year 5	Class 1 Class 2	A school survey in bullying, Preparing a morning assembly for the whole school.
Year 6	Class 1 Class 2	Poetry and story writing, Ideas about stereotypes of bullies and victims. A board game based on bullying.

9. The value of the project was in both its cross-curricular approach and the fact that it affected every child in the school. For some it generated a great deal of work; for others it meant involvement in a large scale and detailed survey of their opinions and experiences. For many weeks, the one topic of conversation "bullying" was common in playground and staffroom. Finally, staff realised that the project had raised awareness of bullying and strongly influenced the ethos of the school.

Case study 3

10. This mixed comprehensive has some 1,000 pupils on roll. A large proportion of its intake is from small rural schools and in total has twelve 'official' feeder schools. The school and its cluster of primaries are well served by a committee comprising their headteachers and a deputy headteacher. The committee adopted a high profile on the National Curriculum and also in terms of pupil welfare. It was therefore no surprise when the suggestion of a 'Cluster Policy' on bullying was well received by all in the school.

11. A questionnaire was distributed to Years 5 & 6 of the cluster primary schools and Years 7, 8 & 9 of the secondary school. All pupils completed the questionnaire without prior discussion so they did not hold preconceived ideas of what their teachers thought bullying was. This would provide the schools with base line data against which to compare subsequent findings.

12. The school also developed an action plan:
- (a) Issue a questionnaire to collect data on the scale of the problem.
 - (b) Write a school policy on bullying to be issued to teachers, parents, non-teaching staff, lunchtime supervisors and governors in each of the schools
 - (c) Methods in implementing the policy:
 - (i) Playgrounds needed looking at. More areas for children to play and benches for them to sit.
 - (ii) Staff training needed.
 - (iii) A counsellor in the secondary school.
 - (iv) Photographs of all staff, including non-teaching staff and Lunchtime supervisors.
 - (v) Supervisory assistants involved in a training day.
 - (vi) Classroom rules to be written by pupils and prominently displayed.
 - (vii) Poster campaign to be launched-
We don't tolerate bullying. It's OK to tell.
 - (viii) Involve student council.
 - (ix) Assertiveness training for victims.
 - (x) Bullying to be given a high profile in every school.

13. Since the anti-bullying policy is predicated on courtesy, consideration for others and the belief that everyone in each of the schools has an important role, its condemnation of bullying is both implicit and explicit. Bullying is discouraged by the promotion of a school ethos where the reporting of bullying is not seen as telling tales. Acting on school council suggestions many of the schools provided a quiet area during breaks as some pupils disliked the noise and activity of the playground. Assertiveness training courses were organised. The six one-hour sessions started with a session on self-worth, in which pupils shared and praised one another's achievements. The staff see the way forward in continuing awareness-raising as Key Stage 3 pupils and extending this throughout the secondary school.

PART 9

Materials

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

Guide to available materials

SKINNER A. **Bullying: an annotated bibliography and resources.** Youth Work Press, 17-23 Albion Street, Leicester LE1 6GD, 1992, second edition 1997. Funded by the Calouste Gulbenkian Foundation (UK Branch), a complete bibliography of research, literature, materials and organisations concerned with bullying, up to 1997. Thematically organised with cross-referencing. Full references and descriptions.

General handbooks

DENBIGHSHIRE COUNTY COUNCIL: **Anti-bullying Pack. Safer Schools - Safer Communities** (2000).

This publication is available in both English and Welsh.

PERRY J. & CARRINGTON G. **Counter bullying. A Resource Pack** produced by Gwent Educational Psychological Service.

SALISBURY J. & JACKSON D. **Challenging Macho Values: practical ways of working with adolescent boys.** London: Falmer. 1996

This book is a balance between theories on boys/masculinities and classroom practice. Each chapter has a thematic introduction, a series of classroom strategies and an "in the classroom" section which includes a short account of working with boys on some of these themes in an inner-city comprehensive school.

SCOTTISH COUNCIL FOR RESEARCH IN EDUCATION MATERIALS. **Action against bullying** (1st Scottish pack, 1991), and **Supporting schools against bullying** (2nd Scottish pack, 1993). SCRE, 15 St John Street, Edinburgh EH5 5JR. The first pack provides guidance on policy development. The second focuses on families, parents groups and non-teaching staff.

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

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

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

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

Background information

BESAG V. **Bullies and Victims in Schools.** Open University Press, 1989.
A thorough account of the problem of bullying, summarising research into the subject and describing practical strategies for schools.

CONNOLLY P. **Racisms, gender identities and young children.** London.
Routledge, 1998

This book offers an account of the significance of racism in the lives of five and six year old school children. It graphically highlights the understanding that these children have of issues of race, gender and sexuality and the active role they play in using and reworking this knowledge to make sense of their schooling experiences.

DAVIES M & CUNNINGHAM G. **Adolescent parasuicide in the Foyle area.**
Irish Journal of Psychological Medicine, Davies , 16: 5-9. 1998

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

DUNCAN N. **Sexual Bullying: gender conflict and pupil culture in secondary schools.** Aimed at professionals, to explore and develop explanations for sexualised bullying in schools. Routledge, London (1999)

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

HAWKER D & BOULTON M J. **Twenty years research on peer victimization and psychosocial maladjustment: A meta-analytic review of cross-sectional studies.** Journal of the Association of Child Psychologists and Psychiatrists, 41, 441-455. (2000)

KATZ A, BUCHANAN A & BREAM V. **Bullying in Britain. Testimonies from Teenagers.** Young Voices, London, 2001.

A study of 7,000 young people and their views and experiences of bullying

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

MACNAUGHTON P. **Re-thinking gender in early childhood education.** London: Paul Chapman, 2000

Offers valuable strategies for developing gender-relevant programmes in the primary and early years sector.

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

OLWEUS D. **Bullying at school: What we know and what we can do.** Oxford: Blackwell, 1993. An account of the research and intervention techniques used with success in the first Norwegian anti-bullying campaign in the 1980's.

O'MOORE M. (ed) **Bullying Behaviour in Schools**. Irish Journal of Psychology, Vol. 18 No. 2, 1997.

A comprehensive review of initiatives and research in the UK, Republic of Ireland and Europe.

REID K. **Retrospection and persistent school absenteeism**. Educational Research, 5(2), 110-115. (1983)

RENOLD E. **Presumed Innocence: (hetero)sexual, heterosexist and homophobic harassment among primary school girls and boys**, Childhood, 9 (4) pp. 415-434, 2002

This academic article examines the neglected area of primary school children's experiences of different forms of sexual and gender-based bullying. The rich empirical data (interviews and observations) can be drawn upon as a starting point to raise awareness and generate discussion amongst staff and pupils.

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

A clear single-authored overview of the topic

ROBINSON S, LEIGH & MAINES, **No Bullying starts Today** - Awareness Raising Days on Bullying.

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

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

SALMON G, JAMES A, CASSIDY E C & JAVALOYES A. (2000) **Bullying a review: presentations to an adolescent psychiatric service and within a school for emotionally and behaviourally disturbed children**. Clinical Child Psychology and Psychiatry, 5(4), 563-579.

SATO K, ITO I & AKABOSHI K. (1987) **Neuroses and psychosomatic syndromes of the bullied children**. Japanese Journal of Child and Adolescent Psychiatry, 28, 110-115.

SKELTON C. **Schooling the boys: masculinities and primary education**. 2001 Offer valuable strategies for developing gender-relevant programmes in the primary and early years sector.

SMITH P K & SHARP S, (editors). **School bullying: Insights and perspectives**. London: Routledge, 1994.

An account of the intervention project in Sheffield on which the 1994 version of the DfES' anti-bullying pack was based.

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

SOUTH GLAMORGAN PSYCHOLOGICAL SERVICE: **Managing Behaviour in Primary Schools** (1992)

This publication includes a section on bullying.

TATTUM DP (editor). **Understanding and managing bullying.** London: Heinemann, 1993.

A collection of contributions from the UK and overseas.

TATTUM DP & HERBERT G. **Countering bullying. Initiatives by schools and local authorities.** Trentham Books, Stoke on Trent, 1993.

Examples of intervention strategies that schools can employ, and case studies of their use.

TATTUM DP & TATTUM E. **Bullying: The early years.** Cardiff: Countering Bullying Unit, 2000.

Gives advice for parents, teachers and carers on bullying in young children.

TATTUM DP & TATTUM E. **Bullying: Home, School and Community** (1997)

Gives advice on how home and school can work together on smoothing the transition from home to school for children entering the school system for the first time.

TATTUM DP & TATTUM E: **Social Education and Personal Development** (1992)

This deals with the transition from primary to secondary school.

Whole-school policy development

The following take schools through stages of whole-school policy development and implementation.

BESAG V. **We don't have bullies here!**

V Besag, 57 Manor House Road, Jesmond, Newcastle-upon-Tyne NE2 2LY, 1992.

INTER-AGENCY ANTI-BULLYING GROUP: **Put a Dinner Lady on the Roof, Pack.**

Produced on behalf of Swansea and Neath Port Talbot local education authorities with assistance of DYNAMIX LTD.

ISLINGTON SAFER CITIES PROJECT: **We can stop it!**

Islington Safer Cities Project, Islington Education Service, Laycock Street, Islington, London N1, 1992

ROBINSON & MAINES. **Safe to Tell producing an effective anti-bullying policy in schools** (2001)

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

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

TATTUM DP, TATTUM E & HERBERT G. **Bullying: A Positive Response Advice for Parents, Governors and Staff in Schools** A New Edition 2003

THOMPSON D & SHARP S. **Improving schools: Establishing and integrating whole school behaviour policies.** London: David Fulton, 1994. Describes a process of policy development which schools can apply to bullying as well as other social issues, such as general discipline or equal opportunities.

Curriculum materials

Books, packs and videos for use in the classroom

ACCAC (QUALIFICATIONS, CURRICULUM AND ASSESSMENT AUTHORITY FOR WALES), COMMISSION FOR RACIAL EQUALITY, DISABILITY RIGHTS COMMISSION, EQUAL OPPORTUNITIES COMMISSION. **Equal Opportunities and Diversity in the School Curriculum**, ACCAC publications, PO Box 2129, Erdington, Birmingham, B24 ORD, 2001.

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

INTER-AGENCY ANTI-BULLYING GROUP. **Happy Suns and Sad Sheep: An Anti-Bullying Pack for Use with the Under 5s**

Produced on behalf of Swansea and Neath Port Talbot local education authorities by DYNAMIX LTD

KIDSCAPE, 2 Grosvenor Gardens, London SW1W 0DH. Kidscape has a variety of child protection programmes and manuals, including ELLIOTT M & KILPATRICK J. **How to stop bullying: A Kidscape training guide**. Kidscape, 1994.

MOSLEY J. **Turn your school round**. Learning Development Aids, 1993. Manual for primary school teachers

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

Video and drama

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

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

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

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

DIALOGUE PRODUCTIONS, **Bullying: The business**.

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

THE HEARTSTONE ODYSSEY,

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

Quality circles

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

Working with pupils involved in bullying situations

HERBERT C. **Sexual harassment in schools.** London: David Fulton, 1992.
Useful advice on coping with issues of sexual harassment.

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

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

Peer support

LUCKY DUCK PUBLICATIONS. **All for Alex**
This publication examines the "Circle of Friends" approach.

CARDIFF ADVISORY SERVICE FOR EDUCATION. **6 years of Circle Time**, Lucky Duck Publishing Ltd.

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

GLOBAL CO-OPERATION FOR A BETTER WORLD: **CO-OPERATION IN THE CLASSROOM: A project pack for teachers.** 98 Tennyson Road, London NW6 7SB.
Handbook for facilitating co-operative work in classrooms.

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

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

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

HIGHFIELD JUNIOR SCHOOL: **Changing our school: Promoting positive behaviour.** Highfield Junior School (Torridge Way, Efford, Plymouth, Devon PL3 6JQ) and Institute of Education (20 Bedford Way, London WC1 H 0AL), 1997.
Case study of anti-bullying work in a junior school with use of circle time and mediation

MASHEDER M. **Let's co-operate: activities and ideas for parents and teachers of young children for peaceful conflict solving.** Peace Education Project, 6 Endsleigh St, London WC1 H 0DX, 1986.

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

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

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

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

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

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

Training lunchtime supervisors

BIRMINGHAM CITY COUNCIL NATIONAL PRIMARY CENTRE:

Practice to share: The management of children's behavioural needs. National Primary Centre, Westminster College, Oxford OX2 9AT, 1990

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

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

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

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

Improving playground activities and the school grounds

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

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

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

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

Numerous practical suggestions for schools interested in developing their environment.

Governors

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

Families

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

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

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

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

KIDSCAPE. **Keeping safe: A practical guide to talking with children.** Kidscape, 2 Grosvenor Gardens, London SW1W 0DH, 1990.

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

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

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

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

TATTUM D & TATTUM E. **Bullying: The Early Years,** 2000

TATTUM D & HERBERT G. **Bullying: A Positive Response.** Advice for parents, governors and staff in schools. UWIC, Cardiff, 2003

This booklet was sent to every school in the UK and the first edition was part of the first national anti-bullying campaign. It is also available in Welsh.

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

Questionnaires and checklists

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

Helpful organisations

For everybody

ANTI BULLYING CAMPAIGN, 185 Tower Bridge Road, London SE1 2UF.

Tel: 0207 378 1446 (9.30 am - 5.00 pm).

Advice line for parents, children, teachers. Publishes parents' fact sheet, resource pack

BRITISH ASSOCIATION FOR COUNSELLING AND PSYCHOTHERAPY,

1 Regent Place, Rugby, Warwickshire, CV21 2PJ.

Tel: 0870 443 5252 bacp@bacp.co.uk

CALOUSTE GULBENKIAN FOUNDATION, (UK Branch), 98 Portland Place, London W1N 4ET

Tel: 0207 636 5313 Fax: 0207 637 3421

Has initiated and supported a wide range of anti-bullying projects and publications.

COMMISSION FOR RACE EQUALITY WALES, 3rd floor, Capital Tower, Greyfriars Road, Cardiff CF10 3AG

Tel: 02920 729 200 Fax: 02920 729 220

COUNTERING BULLYING UNIT, University of Wales Institute, Cardiff School of Education, Cyncoed Road, Cardiff CF23 6XD

Tel: 029 20 416781 Fax: 029 2041 6986

Resource centre for the study of bullying, and publishes booklets, packs and videos

DISABILITY RIGHTS COMMISSION, Freepost, MID02164, Stratford Upon Avon, CV37 9BR

Tel: 08457 622 633 Text Tel: 08457 622 644 Fax: 08457 778 878

(Mon – Fri 8am to 8pm)

Enquiry@drc-gb.org

KIDSCAPE, 2 Grosvenor Gardens, London SW1W 0DH.

Tel: 0207 730 3300 Fax: 0207 730 7081

Has a wide range of publications for young people, parents and teachers. Bullying counsellor available Monday to Friday, 10am-4pm

NATIONAL CONFEDERATION OF PARENT TEACHER ASSOCIATIONS,

18 St John's Hill, Sevenoaks, Kent, TN13 3NP

Tel: 01732 748850 Fax: 01732 748851 info@ncpta.org.uk www.ncpta.org.uk

A registered charity providing advice and support for PTAs and other home school associations on a range of issues including fundraising and education issues such as bullying.

NATIONAL SOCIETY FOR THE PREVENTION OF CRUELTY TO CHILDREN,

Weston House, 42 Curtain Road, London, EC2 3NH.

NATIONAL SOCIETY FOR PREVENTION OF CRUELTY TO CHILDREN, WELSH HELPLINE, providing professional advice and counselling to young people and adults: 0808 100 2524. This service is located in Bangor and is bilingual, but calls are diverted to London between 5 p.m. and 9 a.m. An Asian Helpline is also available

For families

ADVISORY CENTRE FOR EDUCATION, 1C Aberdeen Studios, 22 Highbury Grove, London N5 2DQ. Tel: 0207 704 9822
Tel helpline: 0207 354 8321 (Mon-Fri 2-5 pm).
Advice line for parents on all procedural matters concerning schools.

ANTI-BULLYING CAMPAIGN, 185 Tower Bridge Road, London, SE1 2UF.
Tel: 0207 378 1446 (9.30 am - 5.00 pm)
Advice line for parents and children

CHILDREN'S LEGAL CENTRE,
Tel: 01206 873 820 (Mon-Fri 10 am - 12.30 pm and 2 pm - 4.30 pm).
Publications and free advice line on legal issues.

CHILDLINE, Royal Mail Building, Studd Street, London N1 0QW
Tel: 0207 239 1000 Fax: 0207 239 1001

CHILDLINE CYMRU/WALES, Royal Alexandra Hospital, Marine Drive, Rhyl LL18 3AS Tel: 01745 345111
9th Floor, Alexandra House, Alexandra Road, Swansea SA1 5ED Tel: 01792 480111
Besides the free national helpline for children, has a leaflet for parents: Bullying - What can parents do? and a leaflet for children: Bullying and how to beat it

CIRCLES NETWORK, Parnwell House, 160 Pennywell Road, Upper Easton, Bristol BS5 0TX. Tel: 0117 939 3917.
Supports Circles of Friends activities

COUNTERING BULLYING UNIT, University of Wales Institute, Cardiff.
Tel: 02920 416781 (Monday-Thursday 08.30 am - 12.30 pm and 2.00 pm - 5.00 pm - on Fridays 08.30 am - 12.30 p, and 2.00 pm - 4.30 pm)

KIDSCAPE, 2 Grosvenor Gardens, London, SW1 0DH.
Tel: 0207 730 3300 Fax: 0207 730 7081
has a wide range of publications for young people, parents and teachers. Bullying counsellor available Monday to Friday, 10 am - 4 pm.

PARENTLINE PLUS, 520 Highgate Studios, 53-79 Highgate Road, Kentish Town, London NW5 1TL . Tel: 0808 800 2222.
National helpline for parents (24 hours, 7 days a week)

For children

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

NSPCC Welsh Helpline, Freephone 0808 800 5000. Free, confidential helpline, which is also bilingual, operating between 9.00 a.m. and 5.00 p.m.

For teachers

ARAD GOCH, Stryd y Baddon, Aberystwyth, Ceredigion, SY23 2NN.

Tel: 01970 617998 Fax: 01970 611223 post@aradgoch.org

Theatre company which runs Welsh language workshops in schools around the subject of bullying.

ASSENT DISPUTE RESOLUTION, 13 Windsor Place, Cardiff, CF10 3BY

Tel: 029 2076 3366 info@assentdr.co.uk

A firm specialising in mediation, conciliation and counselling services.

KINGSTON FRIENDS MEDIATION, Quaker Meeting House, 78 Eden Street, Kingston-upon-Thames, Surrey KT1 1 DJ. Tel: 0208 547 1197.

Organises courses in mediation and peer support.

LEAP Confronting Conflict, 8 Lennox Road, Finsbury Park, London N4 3NW.

Tel: 0207 272 5630.

Advices on training in group work methods

LEARNING THROUGH LANDSCAPES, Third Floor, Southside Offices, The Law Courts, Winchester, Hants S023 9DL.

Tel: 01962 846258 Fax: 01962 869099 Email: charity@TCP.co.uk

Advice on all aspects of improving school grounds

MEDIATION UK, 82a Gloucester Road, Bishopston, Bristol BS7 8BN.

Tel: 0117 904 6661.

Advice and support for mediation approaches

NATIONAL ASSOCIATION FOR PASTORAL CARE IN EDUCATION, NAPCE Base, c/o Education Dept, University of Warwick, Coventry CV4 7AL.

Tel: 02476 523 810. Fax 02476 573 031 Email: NAPCE@warwick.ac.uk

Holds database of materials and trainers, available for teachers

NATIONAL SOCIETY FOR THE PREVENTION OF CRUELTY TO CHILDREN,

Education Adviser, NSPCC Wales / Cymru, Unit 1, Cowbridge Court, 60 Cowbridge Road West, Cardiff, CF5 5BS. (029) 20 563421.

The Education Adviser can give advice and support to schools in formulating, implementing and evaluating their whole-school policy and also provides training to staff and pupils.

PEER SUPPORT FORUM, Mental Health Foundation, 20/21 Corn 40L. Tel: 0207

535 7450. Holds a database of materials and trainers, and a directory of schools with peer support services. The Peer Support Forum website -

www.peersupport.co.uk - gives a list of such training programmes and hosts Peer Support Networker.

POWYS MEDIATION, Sefton House, Middleton Street, Llandrindod Wells, Powys
LD1 5DG

Tel: 01597 825123 mediation@powys.org.uk

www.pco.powys.org.uk/powysmediation

A registered charity working with schools to change the general culture from confrontation to reliance on self-help and awareness of the needs of others.

CD-ROMs about bullying

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

Produced by the Rotary Club with Val Besag. Sections: students, parents, teachers.

PO Box 40, Ashington NE63 8YR.

PART 10

Advice for pupils, parents and families

Bullying

Respecting Others - information for pupils

If you are being bullied

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

After you have been bullied

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

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

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

If you find it difficult to talk to anyone at school or at home, ring **ChildLine**, Freephone 0800 1111, or write, Freepost 1111, London N1 0BR. The phone call or letter is free. It is a confidential helpline

NSPCC Welsh Helpline, Freephone 0808 800 5000

The phone call is free and is confidential – it is also bilingual and operates between 9.00a.m. and 5.00p.m.

Bullying

Respecting Others - information for parents and families

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

Bullying behaviour includes:

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

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

- First, discourage your child from using bullying behaviour at home or elsewhere. Show how to resolve difficult situations without using violence or aggression.
- Second, ask to see the school's anti-bullying policy. Each school must have an anti-bullying policy, which sets out how it deals with incidents of bullying. You have a right to know about this policy which is as much for parents as for staff and pupils.
- Third, watch out for signs that your child is being bullied, or is bullying others. Parents and families are often the first to detect symptoms of bullying, though sometimes school nurses or doctors may first suspect that a child has been bullied. Common symptoms include headaches, stomach aches, anxiety and irritability. It can be helpful to ask questions about progress and friends at school; how break times and lunchtimes are spent; and whether your child is facing problems or difficulties at school. Don't dismiss negative signs. Contact the school immediately if you are worried.

If your child has been bullied:

- Calmly talk to your child about it
- make a note of what your child says - particularly who was said to be involved; how often the bullying has occurred; where it happened, when it happened and what happened
- it is very important that accurate records are kept of the incidents of bullying and of the action taken when the bullying was reported

- reassure your child that telling you about the bullying was the right thing to do
- explain that any further incidents should be reported to a teacher immediately
- make an appointment to see your child's class teacher or form tutor
- explain to the teacher the problems your child is experiencing.

Talking to teachers about bullying

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

If you think your concerns are not being addressed:

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

If your child is bullying other children

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

- they don't know it is wrong
- they are copying older brothers or sisters or other people in the family they admire

- they haven't learnt other, better ways of mixing with their school friends
- their friends encourage them to bully
- they are going through a difficult time and are acting out aggressive feelings.

To stop your child bullying others:

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

Resources for parents and families about bullying:

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

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

KIDSCAPE. **Keeping safe: A practical guide to talking with children.** Kidscape, 2 Grosvenor Gardens, London SW1W 0DH, 1990.

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

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

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

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

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

Organisations who can help:

Advisory Centre for Education, IC Aberdeen Studios, 22 Highbury Grove, London N5 2DQ.

Tel: 0207 704 9822 Tel helpline: 0207 354 8321 (Mon-Fri 2-5 pm).

Advice line for parents on all matters concerning schools.

Anti-Bullying Campaign, 185 Tower Bridge Road, London SE1 2UF.

Tel: 0207 378 1446 (9.30 am - 5.00 pm).

Advice line for parents and children.

Childline, Royal Mail Building, Studd Street, London N1 0QW

Tel: 0207 239 1000 Fax: 0207 239 1001

Childline Cymru/Wales, Royal Alexandra Hospital, Marine Drive, Rhyl LL18 3AS

Tel: 01745 345111

9th Floor, Alexandra House, Alexandra Road, Swansea SA1 5ED Tel: 01792 480111

Besides the free national helpline for children has a leaflet for parents: *Bullying - What can parents do?* and a leaflet for children: *Bullying and how to beat it.*

Children's Legal Centre, Tel: 01206 873 820

(Mon-Fri 10 am - 12.30 pm and 2 pm - 4.30 pm).

Publications and free advice line on legal issues.

Circles Network, Parnwell House, 160 Pennywell Road, Upper Easton, Bristol

BS5 OTX. Tel: 0117 939 3917

Supports Circles of Friends activities

Countering Bullying Unit, University of Wales Institute, Cardiff, Tel: 029 20 416781

(Mon-Thursday 08.30 am-12.30pm and 2.00 pm-5.00pm-on Fridays 08.30-12.30pm and 2.00pm-4.30pm)

Kidscape, 2 Grosvenor Gardens, London SW1W 0DH.

Tel: 0207 730 3300 Fax: 0207 730 7081

has a wide range of publications for young people, parents and teachers. Bullying counsellor available Monday to Friday, 10-4.

Parentline Plus, 520 Highgate Studios, 53-79 Highgate Road, Kentish Town,

London NW5 1TL. Tel: 0808 800 2222.

National helpline for parents (Mon-Fri 9-9; Sat 9.30-5; Sun 10-3).

Further copies of this document available from:

Department for Training & Education
National Assembly for Wales
Cathays Park
Cardiff
CF10 3NQ

Phone: 02920 821556
Fax: 02920 801044
E-mail: rachel.pass@wales.gsi.gov.uk

