

# WOODLANDS SCHOOL

## ANTI-BULLYING POLICY AND PROCEDURES

### ***Procedure/Guidance***

***Policy Issued: Sept 2017***

***Policy Author: B Gandhi-Johnson***

***Reviewed by: B Gandhi-Johnson***

***Date Reviewed: March 2019***

*This policy has been written in line with Welsh Government circular 23/03 'Respecting Others: Anti-Bullying Guidance and 'Respecting Others Overview Guidance document 050/2011, 'Respecting Others – Children and Young People 11-18 (draft) Guidance Document 243/2018', Respecting Others – Schools, (draft) Guidance Document 246/2018'.*

### **Introduction**

Despite work by schools, other services as well as government initiatives bullying remains a desperately worrying problem for many. Online spaces and social media have provided new tools and opportunities to bully others.

Bullying can also lead to children becoming lonely and socially isolated. The growing evidence on Adverse Childhood Experiences (ACEs) demonstrates the ways in which childhood experiences can have significant impacts on a person's ability to form and maintain relationships in childhood and with long lasting impacts into adulthood. This is why it is so important to ensure children have positive relationship experiences.

In July 2018, the NSPCC reported that Childline had carried out 4,636 counselling sessions for loneliness in 2017-18: a 14% increase on the previous year. Girls received almost eight out of ten of the counselling sessions. The most common reasons cited for their increased feelings of loneliness were bullying, mental health issues and social media use. This can be seen also in the 2018 UK Youth report A Place to Belong which noted that when asked to identify the major causes of youth loneliness . . . one of the top three answers provided by youth workers was bullying (83%).

The United Nations Convention on the Rights of the Child (UNCRC) is a list of rights for all children. No matter who you are, where you live, what you believe in, what your parents/carers do, what language you speak, what sex you are, whether you have a disability or not, or whether you are rich or poor, all children should be treated fairly on any basis. These rights apply to you up to the age of 18.

The UNCRC lists 42 articles – rights that children have, to be safe, healthy and happy. These include:

- you have the right to be protected from being hurt and mistreated, in body or mind
- you have the right to a good-quality education
- you have a right to practice your religion
- your education should help you use and develop your talents and abilities. It
- should also help you learn to live peacefully, protect the environment and respect

- other people
- you have a right to a safe environment.

To enjoy your rights, you also have a responsibility to respect the rights of others and not do anything which stops them from having those rights too. Everyone should learn in a respectful culture that celebrates all our differences and promotes equality. Everyone is different and we can learn about and from each other to help us understand the world and our part in it.

In 2011 we (the Welsh Government) decided to take an extra step and make the UNCRC law in Wales.

This law is called the Rights of Children and Young Persons (Wales) Measure 2011. The Measure has changed the way we work. It means we have to consider children's rights in everything we do.

The law changes the way we and the staff who help us do our job (like schools), think about children's rights and how the things we do affect your rights.

The Measure says all ministers in Wales have to think about children's rights when making decisions. This is called 'due regard'. The decisions can be about anything, from deciding on how schools treat children to building roads.

Schools must have in place a plan to encourage positive behaviour and challenge bullying. They must have a written document (called a policy) explaining how this is being done.

Schools should consult with you about their anti-bullying policy and activities. They should make you aware of the policy and you should act and behave as the policy says.

### **1.0 Purpose of policy**

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a

TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

## **2.0 What Is Bullying?**

There is no legal definition of bullying.

Many people think they know what is meant by 'bullying' but one person's idea might be different from someone else's view. In this guidance, bullying is defined as a behaviour that:

- happens on purpose
- happens more than once
- is meant to hurt or upset someone
- the targeted person feels powerless to stop.

There are many different ways people can be bullied. This could include:

- being called nasty names, teased, made fun of, threatened or put down
- being hit, kicked, punched, tripped up or knocked over
- having belongings stolen or damaged
- having rumours or gossip spread about you or people talking about you behind your back
- being left-out, excluded or isolated
- being forced to do something you don't want to do or know that is wrong.

Online bullying is bullying behaviour that happens through technology such as mobile/smart phones or the internet. This could include:

- hurtful, embarrassing or threatening material posted online (for example on social network websites)
- nasty messages sent as texts, e-mails or via other websites or apps
- being excluded from an online game
- fake profiles on a social network that make fun of others
- any misuse of intimate, explicit images of the person targeted.

Identity-based bullying is when the bullying is focused on what is different about a person's identity. It can be targeted at one or a whole group of people because they are thought to be different, whether this is true or not. This is known as prejudice.

Prejudice-related bullying involves aspects of a person's identity such as:

- race, religion or culture or your family background
- any special need or disability
- gender identity – the way you look or act
- sexual orientation – who you are attracted to (whether you are heterosexual, gay, lesbian or bisexual)
- sexism – because of your gender (often in the form of harassment).

Prejudice and stereotypes may be learned from what children see and hear around them. They may not always understand the deep hurt their words or actions have caused. Prejudice-related bullying is wrong and should not happen. All prejudice-related behaviour or discrimination should always be challenged.

### Is it banter or bullying?

People often try to excuse bullying by saying it was only a joke or banter. Those who bully (perpetrators) tend to say the targeted person simply cannot take a joke. It is banter when it is clearly understood by all those doing and receiving it and everyone finds it funny, for example when close friends regularly joke together, tease and enjoy it.

It is probably not banter if one person or a group is hurt or humiliated by it and/or if it is making fun of your identity (basic things about you which you cannot change). There is a boundary when banter becomes bad behaviour and, if it happens often, bad behaviour becomes bullying.

### When it is not bullying

The following examples are bad behaviour but not usually acts of bullying:

- a fight that happens once

- banter between you and your friends that goes wrong, but is not repeated
- an argument between you and someone else of equal power, such as with your friend
- a friendship problem. One person does not want to be friends any more.

The above examples might be the start of bullying if nothing is done to stop it. If you have found it scary or distressing and you have not sorted it out between you, it might be helpful if you tell someone so that your school can do something to stop it right away.

### When should you report an incident?

All bad or harmful behaviour should be reported whether it is bullying or not. It should be dealt with under your school's behaviour policy. If it seems minor at first, you may be able to sort it out on your own by finding the right time to discuss it calmly with the people who did it. You should be confident and firm, and explain to them how it made you feel and why you didn't like it. If you do not feel safe, do not take this step without the support of friends, a teacher or in a group activity aimed at dealing with bullying arranged at school. The following behaviours should always be reported to your school:

- all violence
- any unwanted sexual behaviour
- any racism
- any discriminatory behaviour which focuses on your identity – this describes who you are or your background, for example your race, religion, gender, sexual orientation or social status (such as if you are rich or poor)
- any bullying of people with special needs or disability
- any behaviour that threatens you or makes you feel scared
- anything that happens online that could harm you.

### Bullying can be physical, verbal, indirect:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence

- Racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet, such as email & internet chat room misuse
- Mobile threats by text messaging & calls
- Misuse of associated technology, i.e. camera and video facilities
- Sexist and transphobic bullying

### The power of language

There is a debate about the language used when talking about bullying behaviour. Using language that includes bullying or aggressive words such as 'stamp out', 'kick out' or 'combat' bullying has been challenged. It has not been shown to reduce bullying effectively. Instead it entrenches the notion that the powerful have power over the weak, leading learners to aim to be one of the 'powerful' rather than a 'weak' group. This can encourage weaker members of a group to begin bullying others weaker than themselves to assert some ascendancy. In contrast, the aim is to create a respectful community whose members learn to live alongside one another with aggression reduced.

Referring to the roles played in bullying incidents it is preferable not to label children and young people as a 'victim' or 'bully' because:

- learners are often encouraged to 'hate bullying' which can then translate into hating individuals who bully. It is a label a child or young person can internalise and live up to, or it can impede their ability to change their behaviour. By not labelling someone a bully, space opens up to help them change their unacceptable behaviour and use their power or leadership in other ways. It is helpful to separate the person from the behaviour to allow the person to change. Their behaviour is disliked or unacceptable, but they are not hated as individuals
- similarly, labelling learners 'victims' can entrench their 'otherness' and ensure they are not accepted by their peers. They are seen as weak and many children avoid them for fear of being seen in the same way. Some targeted children begin to believe it is their fault they are bullied and see themselves

as a victim.

### **3.0 Prevention**

We will use proven methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of school rules
- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays (or using KIDSCAPE role-plays)
- having discussions about bullying and why it matters
- help pupils to understand what constitutes bullying in its different forms; its impact and the roles of those involved in bullying behavior including bystanders
- Develop personal and social education skills that help protect pupils from bullying and develop positive peer relationships.
- Address online safety with pupils and parents/carers
- Recognize and celebrate diversity
- Activities and events including Anti-Bullying Week
- Engaging with parents/carers through information held on the school website and school prospectus.
- Ensuring that parents/carers understand that complaints regarding bullying can be addressed through the school's Complaints Policy.

### **4.0 Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. We have a responsibility to respond promptly and effectively to issues of bullying. All pupils have the right to learn in a safe environment and at Woodlands we will do our best to ensure that everyone is able to maximize their learning.

At Woodlands School we celebrate inclusion and diversity through Themes of the Week and assemblies. We recognise and value the differences of everyone and understand that it is these differences that give Woodlands our unique richness and warmth.

### **5.0 Objectives of this Policy**



- All governors, teaching and non-teaching staff, carestaff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

## **6.0 Signs and Symptoms**

A child may indicate by signs or behaviour that he is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- changes their usual routine
- is unwilling to go to school
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has monies continually "lost"
- has unexplained cuts or bruises
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone when permitted to do so.
- is nervous & jumpy when a cyber-message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

## **RESPONSIBILITIES OF ALL STAKEHOLDERS.**

### **The Responsibilities of Staff**

Our staff will

- Foster in our pupils self-esteem, self-respect and respect for others
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a teacher about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to (the Head Teacher or to our designated teacher for child protection James Hughes) and your account will be recorded in the Bullying log book.
- Head teacher or Deputy head teacher to follow up any complaint by a parent/carer about bullying, and report back promptly.  
and fully on the action which has been taken to the.
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

### **The Responsibilities of Pupils**

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.

### **Anyone who becomes the target of bullies should:**

- Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.

### **The Responsibilities of Parents/Carers**

We ask our parents/carers to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising their children to report any bullying to the Head Teacher or James Hughes and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
- Advising their children not to retaliate violently to any forms of bullying.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
- Keep a written record of any reported instances of bullying

Informing the school of any suspected bullying, even if their children are not involved;

- Co-operating with the school, if their children are accused of bullying, try to ascertain the truth. And point out the implications of bullying, both for the children who are bullied and for the bullies themselves.

### **The Responsibilities of All**

Everyone should:

- Work together to combat and, hopefully in time, to eradicate bullying.

### **7.0 Procedures**

1. Pupils, carers /parents are to report bullying incidents to staff and they will be recorded in Daily Handovers via the Bullying log book to inform care and therapy staff.
2. In cases of serious bullying, the incidents will be recorded by staff in the Incidents Book and House Manager informed. It would also be added into the Monthly record sent to social worker by the child's link worker.
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem.
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the bully (bullies) change their behaviour and support given to the victim through therapy.
7. Procedures for reporting to pupils/parents/carers bullying incidents are through meetings with parents/carers and pupils involved. Outcomes and actions are also agreed.

8. The school will also respond to incidents that happen out of school and liaise with parents/carers.
9. Strategies are used to engage those who have bullied to acknowledge their responsibility to recognise harm caused and to support them to change their behaviour.
10. Bullying log to record incidents and actions to be presented at each Full Governors' Meeting.

### **8.0 Outcomes**

The bully (bullies) may be asked to genuinely apologise. Other consequences may take place which would be decided using the Behaviour Policy.

1. If possible, the pupils will be reconciled
2. After the incident / incidents have been investigated and dealt with, each case will be monitored by staff to ensure repeated bullying does not take place.

### **9.0 Training and Support**

- Staff to have training updated annually at INSET days (usually September INSET Day)
- Assemblies and activities to cover anti-bullying awareness and support.
- Anti-bullying flowchart to be display around school and a copy in pupil planners.

### **10.0 The law Relating to Bullying**

There is no legal definition of bullying but broader legislation can be applied to address certain acts of bullying.

Legislation applies in Wales, the UK and internationally which aims to protect the rights of children and young people to a life free from abuse and harm including bullying. Existing legislation and international conventions with relevance to bullying in Wales include:

- Protection of Children Act 1978 (as amended)
- Malicious Communications Act 1988
- Criminal Justice Act 1988
- Children Act 1989
- Protection from Harassment Act 1997
- Human Rights Act 1998

- Education Act 2002
- Sexual Offences Act 2003 (as amended)
- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Disabled Persons
- Education and Inspections Act 2006
- Learner Travel (Wales) Measure 2008
- Equalities Act 2010
- Rights of Children and Young Persons (Wales) Measure 2011
- Social Service and Well-being (Wales) Act 2014
- Serious Crime Act 2015
- Counter-Terrorism and Security Act 2015.

### United Nations Convention on the Rights of the Child

In 2004, the National Assembly for Wales adopted the United Nations Convention on the Rights of the Child (UNCRC) as a basis of all policy making for children and young people in Wales.

### Rights of Children and Young Persons (Wales) Measure 2011

In 2011, the National Assembly for Wales passed the Rights of Children and Young Persons (Wales) Measure ('the 2011 Measure'), which strengthened and built on the rights based approach. It placed a duty on Welsh Ministers to have due regard to the requirements of the UNCRC when exercising any of their functions.

The 2011 Measure underpins the framework and values for education settings. Children have a right to be safe and a right to an education.

Public authorities have duties that contribute towards the realisation of the right of children and young people stated in the UNCRC and 2011 Measure.

### Education Act 2002

The Education Act 2002 places a legal duty on maintained schools and local

authorities to safeguard and promote the welfare of children.

### Education and Inspections Act 2006

Under section 89 of the Education and Inspections Act 2006 ('the 2006 Act') the headteacher of maintained schools is required to determine measures to encourage good behaviour and prevent all forms of bullying amongst learners. Some schools choose to include this information in an anti-bullying policy whilst others include it in their behaviour policy. The 2006 Act requires that all schools must, by law, have a behaviour policy.

Headteachers can regulate the conduct of learners when they are off-site or not under the control or charge of a member of staff. This is of particular significance to online bullying which often takes place out of school but can impact very strongly on the school life of those learners involved.

The 2006 Act also provides a defence for school staff in confiscating items, such as mobile phones, from learners if they are being used to cause a disturbance in class or they are being used to contravene the school behaviour and/or antibullying policy.

School staff may request a learner reveal a message or show them other content on their phone for the purposes of establishing if bullying has occurred. A refusal to comply might lead to the imposition of a disciplinary penalty for failure to follow a reasonable instruction. Where the text or image is visible on the phone, staff can act on this. Where the school's behaviour policy expressly allows it a member of staff may search\* through the phone themselves where the learner is reasonably suspected of involvement.

*\*Advice is never to do so without another appropriate staff member present. This is best done with the designated safeguarding lead or the ICT manager and a careful written note taken of the date, time, who was present and the purpose of the search and any evidence that it was necessary. It is vitally important that these matters are well covered in your school's anti-bullying and/or behaviour policy.*

### Learner Travel (Wales) Measure 2008

The headteacher must require learners at the school to comply with the Statutory

Travel Behaviour Code (the Travel Code) made by the Welsh Ministers under section 12 of the Learner Travel (Wales) Measure 2008. The Travel Code sets out specific requirements regarding the behavioural conduct of learners when travelling. The Travel Code requires all learners to “never bully other learners”.

The Travel Behaviour Code applies to all learners aged five to 19 years (or over 19 if they started their educational course before reaching 19). It applies to all modes of travel to and from education institutions. This includes contract buses, public buses, public trains, walking, taxis, scooters and motorbikes, cycling and journeys in cars.

### The Equality Act 2010

The Equality Act 2010 (‘the 2010 Act’) requires schools to:

- eliminate unlawful discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

between people who share a protected characteristic and those who do not.

The characteristics which are protected by the 2010 Act are:

- age
- disability
- gender reassignment
- marriage or civil partnership (in employment only)
- pregnancy and maternity
- race (including nationality and ethnic origin)
- religion or belief and
- sex.

The public sector equality duty applies to schools. To fulfil the three aims of the general duty, schools have three sets of specific duties which are to:

- collect, analyse and publish information about their progress in achieving the three aims of the 2010 Act

- decide on certain specific and measurable objectives that they will pursue over the coming years to achieve the three aims and publish these objectives

and when undertaking the first two sets of specific duties to:

- engage with people who have a legitimate interest – including all staff, all parents, carers and learners, and local groups, organisations and individuals as appropriate.

### Criminal offences legislation.

Some online bullying activities could be criminal offences under a range of different laws, including the Malicious Communications Act 1988 and the Protection from Harassment Act 1997.

Under the Protection of Children Act 1978 (as amended) and the Criminal Justice Act 1988 it is illegal to make, circulate or possess indecent images of a child under the age of 18 years.

Section 67 of the Serious Crime Act 2015 inserts a new offence into the Sexual Offences Act 2003, at section 15A, criminalising sexual communication with a child.

Under the new law, it is illegal for anyone over 18 years of age in England and Wales to send a sexually explicit message to a child or attempt to encourage the child to send something explicit themselves.

If school staff or parents/carers feel that an offence may have been committed they should seek assistance from the police.

Chapter 5.5 of the All Wales Child Protection Procedures<sup>15</sup> covers indecent images of children and the internet.

### Counter-Terrorism and Security Act 2015

The Counter-Terrorism and Security Act 2015 places a duty on schools in relation to



the Prevent agenda. Schools will need to demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies in place to identify children and young people at risk and intervening as soon as possible. This is relevant in the context of bullying because children who are isolated victimised or who otherwise feel they do not belong can be more likely to fall prey to recruitment and grooming.

Schools should have clear safeguarding procedures which deal with matters linked to Prevent.

### **Useful 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. & JACKSON D. **Challenging Macho Values: practical ways of working with adolescent boys**. London: Falmer. 1966

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** (1<sup>st</sup> Scottish pack, 1991), and **Supporting schools against bullying** (2<sup>nd</sup> 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 is 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 professional, 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 & BREAN 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 school – 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 Adolescence 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 in which the 1994 version of the DfES' anti-bullying pack was based.

SMITH P K, MORITA Y, JUNGER-TAS J, OSWEUS 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 0RD, 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 Neat Port Talbot local education authorities by DYNAMIX LTD.

KIDSCAPE, 2Grosvenor 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 by standing 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 OAL), 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 ODX, 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.

**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.** Thorsnes, 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](mailto: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](mailto: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 and 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: 0207378 1446 (9.30am – 5pm).

Advice line for parents, children, teachers. Publishers 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](mailto:bacp@bacp.co.uk)

**BULLIES OUT**

[www.bulliesout.com](http://www.bulliesout.com)

e-mail: [mail@bulliesout.com](mailto:mail@bulliesout.com)

Anti-bullying charity based in Wales that works with individuals, schools, colleges, youth and community settings. Their e-mentors offer online support.

**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**, 3<sup>rd</sup> 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](mailto: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](mailto:info@ncpta.org.uk) [www.ncpta.org.uk](http://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 5pm and 9am. 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 2-5pm).

Advice line for parents on all procedural matters concerning schools.

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

Tel: 0207 378 1446 (9.30am – 5pm)

Advice line for parents and children

**CHILDREN'S LEGAL CENTRE**,

Tel: 01206 873 820 (Mon-Fri 10am – 12.30pm and 2pm – 4.30pm).

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

9<sup>th</sup> 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.

**COUNTEING BULLYING UNIT**, University of Wales Institute, Cardiff.

Tel: 02920 416781 (Monday – Thursday 08.30am – 12.30pm and 2.00pm – 5.00pm on Fridays 08.30am – 12.30pm and 2.00pm – 4.30pm).

**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, 10am – 4pm.

**PARENTLINE PLUS**, 520 Highgate Studios, 53-79 Highgate Road, Kentish Town, London NW5 1TL. Tel: 0808 800 2222.

National helpline for parents (24hours, 7 days a week)

*For children*

**CALL**, [www.callhelpline.org.uk](http://www.callhelpline.org.uk)  
Community Advice and Listening Line.

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

**KOOTH**, [www.kooth.com](http://www.kooth.com)  
Counselling service.

**Meic**, [www.meiccymru.org/](http://www.meiccymru.org/)  
Information advice and advocacy for young people.

**NSPCC Welsh Helpline**. Freephone 0808 800 5000. Free, confidential helpline, which is also bilingual, operating between 09.00am and 5.00pm.

*For teachers*

**ARAD GOCH**, Stryd y Baddon, Aberystwyth, Ceredigion, SY23 2NN.  
Tel: 01970 617998 Fax: 01970 611223 [post@aradgoch.org](mailto: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 1DJ. 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.  
Advises on training in group work methods.

**LEARNING THROUGH LANDSCAPES**, Third Floor, Southside Offices, The Law Courts, Winchester, Hants SO23 9DL.  
Tel: 01962 846258 Fax: 01962 869099 Email: [charity@TCP.co.uk](mailto: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](mailto: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 school with peer  
support services. The Peer Support Forum website – [www.peersupport.co.uk](http://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](mailto:mediation@powys.org.uk)  
[www.pco.powys.org.uk/powysmediation](http://www.pco.powys.org.uk/powysmediation)

A registered charity working with school 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.

**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 09.00am and 5.00pm.

## **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 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 not 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 2-5pm).

Advice line for parents on all matters concerning schools.

**Anti-Bullying Campaign**, 185 Tower Bridge Road, London Se1 2UF.

Tel: 0207 378 1446 (9.30am – 5.00pm).

**Advice line for parents and children.**

**Childline**, Royal Mail Building, Studd Street, London N1 OQW

Tel: 0207 239 1000 Fax: 0207 239 1001

**Childline Cymru/Wales**, Royal Alexandra Hospital, Marine Drive, Rhyl LL18 3AS  
Tel: 01745 345111

9<sup>th</sup> 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 10am – 12.30pm and 2pm – 4.30pm).  
Publications and free advice line on legal issues.

**Circles Network**, Parnwell House, 160 Pennywell Road, Upper Easton, Bristol BS5 0TX.  
Tel: 01179393917  
Supports Circles of Friends activities

**Countering Bullying Unit**, University of Wales Institute, Cardiff, Tel: 029 20 416781  
(Mon-Thursday 08.30am – 12.30pm and 2.00pm – 5.00pm on Fridays 08.30am – 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: [racel.pass@wales.gsi.gov.uk](mailto:racel.pass@wales.gsi.gov.uk)

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I can confirm that I have read and understood this policy.

Signed:	Directors	Date
	Chair of Governors	Date
	Headteacher	Date

**I can confirm that I have read and understood this policy (school staff).**

**Name (print and sign):**

**Date:**

