Anti-Bullying
Guidance for Schools

This booklet is designed to supplement the National Healthy Schools Programme publication Guidance for Schools on Developing Emotional Health and Wellbeing (2007) which stresses the importance of emotional wellbeing in schools.

For the purpose of this document we will refer to PSHE. This encompasses the terms Personal, Social, Health Education at key stages 1 and 2 and Personal, Social, Health and Economic education at key stages 3 and 4.

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Foreword

By Professor Sir Al Aynsley-Green, Children's Commissioner for England

"Since becoming Children's Commissioner for England, bullying has been one of my main concerns. Why? Quite simply, because it is one of the problems that children themselves most often raise. Some do this because they are victimised. Many more do it out of compassion for their victimised friends and peers, and a clear sense of right and wrong. Children and young people are asking adults to take bullying seriously, and they want to work alongside us to tackle it.

"Thankfully, this joint work against bullying is happening in schools across the country. No one can doubt that compared to even ten years ago, schools are showing a greater determination to reduce bullying. But are schools actually becoming safer? What do we know from national and international evidence about what is most effective?

"One of the reasons I support the National Healthy Schools Programme is the emphasis it places on evaluation – on giving schools the tools and encouragement to be learning communities in the fullest possible sense. I am therefore delighted to work in partnership with the National Healthy Schools Programme on this guidance booklet. It draws together key research evidence on anti-bullying practice with testimony and reflections from schools themselves. It offers no magic bullets or one-size-fits all solutions, but clearly presents the key elements of successful practice, along with practical suggestions about how you can implement these in your school.

"Bullying can be such a stubborn and covert problem that it tests the patience and skill of schools to the full. With this in mind, I would like to take this opportunity to do two things. Firstly, I would like to thank all of you in schools for what you have done to safeguard the pupils in your care and secondly, I urge you to use this guidance to do more and to do it better. A child's experience of school, their ability to enjoy, achieve, contribute and be healthy, can be blighted by bullying, so this is something we must get right. When we listen to the voices of those who have been affected, we can have no doubt that taking action against bullying must be part of our core business."

Professor Sir Al Aynsley-Green is the first Children's Commissioner for England and leads 11 MILLION. He was appointed in March 2005 to be the independent voice for all children and young people and represent their views, opinions, interests and rights to the people who make decisions that affect them.

Executive summary

Bullying can have a destructive and harmful impact on the lives of children and young people. It not only affects those being bullied but also those who bully and those who stand by without intervening or seeking help. It can lead to feelings of self-doubt, lack of confidence, low self-esteem, depression and sometimes even suicide. It can also affect the ability of a child or young person to enjoy, achieve and to be healthy, both physically and emotionally.

It is important for all schools to recognise that bullying exists and to work to reduce the frequency, severity and likelihood of bullying incidents. The big challenge for schools is that there is no quick fix solution which will suit all. Different approaches are successful in different schools. It is important for schools to constantly review policies and practice and to keep tackling bullying high on the school agenda.

The National Healthy Schools Programme (NHSP), a joint Department of Health (DH) and Department for Children, Schools and Families (DCSF) programme, has worked with 11 Million, the office of the Children's Commissioner for England and the Anti-Bullying Alliance (ABA) to produce this guidance.

The guidance includes details of a literature review, commissioned by the Children's Commissioner for England and conducted by academics at the University of York, with particular emphasis on research reviews and the effectiveness, or otherwise, of different anti-bullying approaches. It combines research with practical advice on how schools can tackle bullying, focusing in particular on preventing bullying and managing bullying incidents.

There are some clear messages to emerge, which are relevant to all schools.

- Bullying is unlikely to be eradicated but schools must try to reduce the frequency, severity and likelihood of it occurring. It is important that everyone in the school community recognises that bullying exists and that they work together to tackle it.
- Establish and understand the needs of your school community. Tailor your Anti-Bullying Policy to these needs. Every school is unique.
- Listen carefully to what children and young people say and believe them. Ask children and young people where and when bullying happens and work with them to find possible solutions.
- Develop a whole school approach where children and young people work with adults to create an environment where bullying is not tolerated.
- Go for a 'drip, drip approach' to raise and sustain awareness of bullying issues and challenge bullying behaviour. A sustained effort over a long period of time is likely to be more effective than a short sharp campaign once a year.
- It is important to evaluate the impact of your actions to assess whether policies and practices have worked. Make sure you measure the difference that developments have made, in terms of emotional health and wellbeing, as well as the feeling of safety.
- Because awareness is raised during the early stage of implementation of an Anti-Bullying Policy, the reported number of bullying incidents may initially go up.
- As children and young people are more willing to report incidents, a school will need to ensure that there are systems in place, so that incidents are managed appropriately and that children and young people grow to trust that this will happen.

If a school successfully tackles bullying, it can have a significant impact on the emotional health and wellbeing of individual children and young people. Being emotionally well is just as important as being physically fit. In the same way as keeping fit physically can help to prevent illness, being emotionally resilient helps prevent emotional difficulties and mental illness, and it can increase the capacity of a child or young person to learn.

Introduction

This booklet is suitable for a wide audience but is written for schools, NHSP Local Programme Co-ordinators and other partner agencies involved in the NHSP.

It has been produced by the NHSP, a joint Department of Health (DH) and Department for Children, Schools and Families (DCSF) programme in partnership with 11 Million (the Office of the Children's Commissioner) and with the help of the Anti-Bullying Alliance (ABA), a national coalition of over 60 organisations working to stop bullying.

This guidance is evidence based. In 2006, academics at the University of York were commissioned by the Children's Commissioner to conduct a review of the literature relating to bullying, with particular emphasis on research reviews and the effectiveness, or otherwise, of different anti-bullying approaches. The review forms the bedrock of this booklet, and key findings are available in Chapter 13[1]. This publication combines academic research with good practice examples and case studies, to encourage schools to take a closer look at their policies and practices. We have chosen case studies which illustrate good practice in several areas of anti-bullying work and these can be found throughout the document. Additional case studies are available on the NHSP website: www.healthyschools.gov.uk

Research repeatedly shows that a whole school approach is most likely to be successful against bullying. For this reason, Chapter 13 organises key research findings against the ten elements of the NHSP Whole School Approach[2]. We also look at how schools can meet the NHSP minimum criteria relating to bullying, under the core theme of Emotional Health and Wellbeing (EHWB).

This booklet includes advice relating to children and young people of all abilities, including the more vulnerable and those with learning difficulties.

It is designed to supplement other NHSP publications, including Guidance for Schools on Developing Emotional Health and Wellbeing[3].

[1]Full findings from the review are incorporated in Bullying Today: a report by the Office of the Children's Commissioner, with recommendations and links to practitioner tools, available for download from www.11MILLION.org.uk. The Anti-Bullying Alliance website - www.anti-bullyingalliance.org.uk - features regular research updates
[2]NHSP (2007) Whole School Approach to the National Healthy Schools Programme
[3]NHSP (2007) Guidance for Schools on Developing Emotional Health and Wellbeing

It also complements the ongoing work of the DCSF on anti-bullying. The DCSF document Safe to Learn: embedding anti-bullying work in schools[4] is the overarching policy document in this area. It includes guidance on racist bullying, cyberbullying, homophobic bullying and bullying of children with disabilities or SEN. It replaces Bullying: Don't Suffer in Silence[5].

The Government has made tackling bullying in schools a key priority and the DCSF has made it clear that no form of bullying should be tolerated. For example, it is now statutory for schools to have measures in place to encourage good behaviour and respect for others and to prevent all forms of bullying.

Anti-bullying work relates directly to the Every Child Matters[6] outcome stay safe, as well as having an impact on the other four outcomes: be healthy, enjoy and achieve, make a positive contribution, and achieve economic wellbeing.

The DCSF's Social and Emotional Aspects of Learning (SEAL) programme[7] for primary and secondary schools establishes strong foundations for work to prevent bullying. When implemented effectively across the whole school, it develops social and emotional skills in children and young people which create a social climate that does not tolerate bullying behaviour. It does this in particular by promoting empathy, conflict resolution, social responsibility and assertiveness. The evaluation of the primary SEAL pilot by the Institute of Education found that it made a positive contribution to reducing bullying[8].

[4]DCSF (2007) Safe to Learn: embedding anti-bullying work in schools
[5]DCSF (2000) Bullying: Don't Suffer in Silence
[6]DCSF (2004) Every Child Matters: Change for Children
[7]Department for Children, Schools and Families (2005) Excellence and Enjoyment: Social and emotional aspects of learning (SEAL)
[8]Institute of Education (2006) Evaluation of the Primary Behaviour and Attendance Pilot

Definition of bullying

Bullying is a subjective experience and can take many forms. For the purpose of this booklet we are using the Anti-Bullying Alliance definition:

"The intentional hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim."[9]

If you ask a child or young person for examples of bullying they are likely to include things like name calling, taunting, threats, mocking, making offensive comments, kicking, hitting, pushing, taking and damaging belongings, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours. These actions can take place face-to-face, via third parties, or via other means such as text messages and emails.

Children, young people and adults can all bully, be bullied or switch roles. They may be bystanders while others are bullied.

Bullying – the extent of the problem

Most self-report studies which ask children and young people about their experiences in school over the last term indicate that between 20 and 30 percent have been victimised. These figures are supported by the recent Ofsted TellUs2 survey of Years 6, 8 and 10 which puts the level of those being bullied within the previous four weeks at 29 percent.

The research suggests that the rate of those being bullied is higher for primary aged children (24 – 50 percent) than for those in secondary schools (10 – 28 percent) (Whitney and Smith, 1999; O'Moore, et al., 1997; Naylor, et al., 2001; Oliver and Candappa, 2003). However, we know that understanding what it is to be bullied and also a willingness to report problems change with age, and so this may affect these figures.

The number of reported incidents is likely to go up initially when a new anti-bullying programme is introduced in a school, according to anecdotal evidence.

How bullying affects children and young people

Evidence shows that bullying has a destructive and harmful impact on the lives of children and young people, not only on those being bullied but also on those who bully and those who stand by. It can lead to feelings of self-doubt, lack of confidence, low self-esteem, anxiety, depression and sometimes even suicide. It can also affect the ability of a child or young person to enjoy and achieve.

- Although most bullying episodes conclude within a week or two, problems persist for a year or more in around 20% of cases (Smith & Shu).

- 5-10% of children and young people are likely to suffer persistent bullying on at least a weekly basis (Sharp, et al., 2002).

- Although short episodes can cause significant distress, in general the extent of health problems suffered by a child or young person is linked with the duration and seriousness of their victimisation (Due, 2005).

- Long term and intense bullying can lead to a variety of post-traumatic stress disorders (Lowenstein, 2002).

- There is a consistent association between bullying and raised scores on measures of psychological distress (Nansel, et al., 2001; Glew, et al., 2000; Hawker and Boulton, 2000; Wolke, et al., 2001).

- The experience of being bullied is correlated with anxiety (Salmon, 1998; Griffin and Gross, 2004) with some research suggesting that girls are more vulnerable to increased levels of anxiety compared to boys (for example, Bond, et al., 2001).

- Indicators of anxiety, such as bed-wetting and disturbed sleep, are more common among children and young people who have been bullied compared to non-bullied children and young people (Williams, et al., 1996).

- Symptoms of depression have been found to be associated with the experience of being bullied, with some studies finding that girls who have been bullied are more likely to score higher on measures of depression compared to boys who have been bullied (Rigby, 2000, 2002; Williams, et al., 1996; Bond, et al., 2001).

- The association between self-esteem and the experience of being bullied is well established, with at least one piece of research identifying a causal link between the experience of being bullied and a lowered sense of perceived social competence (or ability to interact with others) (Egan and Perry, 1998).

- Bullying is implicated in around 15 cases of child suicide every year (Marr and Field, 2001).

- Although suicide is usually the culmination of a number of factors, there is evidence of a relationship between being bullied and thinking about suicide (Olweus, 1993; Kaltialo-Heino, et al., 1999).
- Depression and anxiety are associated with adolescents who bully, as well as with bullied children and young people (Salmon, 1998; Kaltialo-Heino et al., 1999; Rigby, 2002).
- Children and young people who move from being bullied to bullying others are at risk of some of the poorest health outcomes of all groups of children and young people (Cassidy and Taylor, 2005; Bowers et al., 1994; Forero, et al., 1999).

Case Study

Big Wood School, Nottingham

Big Wood is an inner city secondary school. There is a coherent whole school approach to defeating bullying. Our policy is formally reviewed to coincide with Anti-Bullying Week and it is shared with young people, staff, parents/carers and governors.

Young people have a clear and well developed role in monitoring and implementing the policy. The school has an anti-bullying strategy group which contains young people, a governor and member of the Senior Management Team and our lead learning mentor. They meet on a half termly basis in order to identify actions and issues for the Senior Management Team to address at their meeting. This allows the school to engage with the young people in a dialogue on a regular basis, to define hotspots and if required, areas for improvement. Often issues are raised or taken to the year group and whole school councils. The minutes of these are discussed at governors meetings, Senior Management meetings and in all tutor groups.

There is an annual survey of young people's and parents'/carers' views and these are taken into account when year group and School Development Plans are written. This is also undertaken during transition from primary school.

The school has a well-established and high profile Peer Listening Counsellor (PLC) group which is autonomous in planning and delivering the service. These young people can be identified around school by the wristbands that they wear. Young people can confidentially refer to them by use of the school website, slips deposited into a designated box in the school library or via tutors and school staff. The PLC also takes part in termly assemblies.
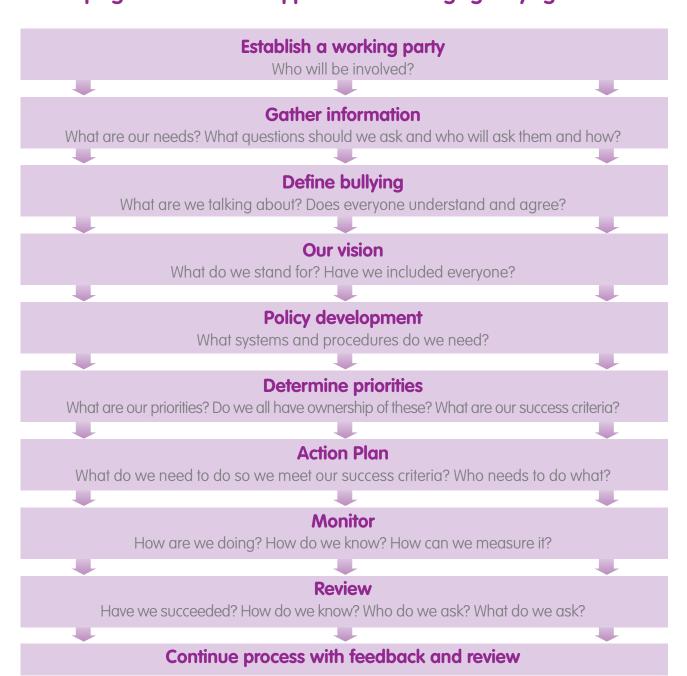
Effective approaches to bullying

There is no single, easy fit solution to bullying which will suit all schools. The schools which are most successful are those where attitudes about bullying have been discussed openly and where vision and outcomes have been agreed by the whole school. Schools should strive for a supportive culture, where there is an emphasis on sharing responsibility and where importance is given to respecting the rights of everyone within the school community.

Listening to children and young people and acting upon what they say, is key. It is also important to evaluate whether interventions and practice make a difference to the emotional health and wellbeing of an individual, a group, class, school and the wider community.

It is also about having a range of strategies, including reporting and listening systems and interventions.

Developing a Whole School Approach to challenging bullying behaviour

Establish a working party
Who will be involved?

Gather information
What are our needs? What questions should we ask and who will ask them and how?

Define bullying
What are we talking about? Does everyone understand and agree?

Our vision
What do we stand for? Have we included everyone?

Policy development
What systems and procedures do we need?

Determine priorities
What are our priorities? Do we all have ownership of these? What are our success criteria?

Action Plan
What do we need to do so we meet our success criteria? Who needs to do what?

Monitor
How are we doing? How do we know? How can we measure it?

Review
Have we succeeded? How do we know? Who do we ask? What do we ask?

Continue process with feedback and review

Central to the NHSP is the Whole School Approach, working with the whole school community, including children, young people, staff, parents/carers, governors and the wider community to secure sustainable improvements. There are ten elements to the NHSP Whole School Approach:

- leadership, management and managing change
- policy development
- curriculum planning and work with outside agencies
- learning and teaching
- school culture and environment
- giving children and young people a voice
- provision of pupil support services
- staff professional development needs, health and welfare
- partnerships with parents/carers and local communities
- assessing, recording and reporting children and young people's achievement.

If a school works through these ten elements as part of the development of anti-bullying practice, it will find the systems and procedures will become embedded into the functioning of the school. This is set out on pages 14 and 15 in the NHSP Whole School Approach document, which is referenced on page 4.

Case Study

Milton Keynes

A pastoral manger of a local secondary school asked the anti-bullying project worker and a youth worker to work with a group of Year 10 girls the school was concerned about. The group of 10 girls had been exhibiting bullying and threatening behaviour in and outside school. A room was set aside for the group to meet weekly with workers. After exploring some of the issues it was clear that the group didn't recognise their behaviour as bullying as they saw themselves as a friendship group who would protect each other 'no matter what' when faced with any problems. The initial sessions were spent on crisis management and enabling the young people to self-reflect on their behaviour, giving them coping strategies and giving them a safe place to talk through situations that were arising. As the sessions progressed the young people identified further issues around personal safety, with young people disclosing that they were involved in fights outside of school, some involving knives.

The group asked the workers if they could do some peer education around these issues. As members of the group were creative and enjoyed music and dance, it was decided they would create an hour long workshop focusing on issues of safety, bullying and gang culture for classes of younger students in another local school.

The girls worked on their session using advice from local organisations such as Victim Support, The Youth Offending Team and Thames Valley Police. The sessions were well received by the students and the young people felt proud of their achievement. Through the intervention of the workers, incidences of bullying surrounding this group dropped, a better relationship with the pastoral manger was created and the girls all successfully completed their GCSEs.

Preventing bullying and managing bullying incidents

There are two areas of anti-bullying for schools to consider:

A. Preventing bullying
B. Managing bullying incidents

A. Preventing bullying

There are a number of key elements which schools should consider when planning preventative anti-bullying work. These include:

- assessing needs
- establishing priorities
- reviewing the Anti-Bullying Policy
- involving children, young people and the wider school community, such as parents/carers
- identifying practice which will work for an individual school, including the possible use of peer support and professional development opportunities for all staff
- clarifying the role of the School Leadership Team in all of the above.

The role of the Senior Leadership Team

The Senior Leadership Team plays an important role in preventing bullying. It will establish priorities for tackling bullying in a school by assessing the risks that children and young people face, including the likelihood of incidents and impact. It will also work with others to revise or develop an Anti-Bullying Policy. We look in more detail at Anti-Bullying policies later in this chapter. The Senior Leadership Team should be aware of the differing vulnerabilities associated with bullying. In the research section in Chapter 13, there are examples of studies which look into the difference between the genders; children and young people in care; those with special needs or ill health; black and minority ethnic (BME) children and young people and homophobic bullying.

The wellbeing of staff will impact on levels of bullying, and the level of bullying will also impact on the emotional health and wellbeing of staff. High levels of bullying can have an impact on staff morale and anxiety and on staff turnover. The Senior Leadership Team should recognise the professional development needs of all staff who have contact with children and young people, including those who transport children and young people to and from school and midday supervisors.

Schools need to consider:

- Has the Senior Leadership Team established an anti-bullying working party, which meets regularly? Does it have budget, time and status?
- Has the Senior Leadership Team had training and received guidance on bullying?
- Do all members of the Senior Leadership Team lead by example and are they seen as good role models?
- Does the school regularly take advantage of INSET and continuous professional development (CPD) opportunities, regarding anti-bullying work?
- Does the school use external agencies to provide expertise in training and support on specific issues around bullying?
- Are there opportunities to develop staff knowledge on specific aspects of bullying, such as homophobic bullying, through CPD?
- Do children and young people report that they feel safe in school?
- How does the Senior Leadership Team know that there has been a positive impact on bullying behaviour?
- Has the school identified success criteria as part of its efforts to measure impact?

Anti-Bullying policies

It is essential for a school to have a shared vision about bullying so that the whole school community knows how to respond fairly and consistently when bullying occurs. A key element of this is a school's Anti-Bullying Policy. This should be a live document which is clearly understood and owned by the whole school community, including children, young people, staff, parents/carers and governors. The whole school community should be familiar with the procedures and practices for managing bullying incidents.

The School Leadership Team plays an important role in the development of an Anti-Bullying Policy. As well as establishing clear priorities for tackling bullying and assessing the risks, they also need to be aware of different types of bullying, such as homophobic bullying and cyberbullying. There is more research, available in Chapter 13, on the different types of bullying. For example, a recent study found that young lesbian and gay young people were 60 percent less likely to have been bullied if their school's Anti-Bullying Policy specified homophobic abuse, suggesting that clear leadership is crucial to preventing bullying of this sort (Stonewall 2007).

The research also emphasises the need to incorporate children, young people and all staff in the policy making process.

The DCSF provides practical guidance documents on how to produce an Anti-Bullying Policy as well as access to regional advisers with specialist expertise on implementation. Information is available on how an Anti-Bullying Policy sits in relation to other school policies. Schools are encouraged to sign up to the Anti-Bullying Charter[10], a statement of commitment to anti-bullying work. For more information on these resources see: **www.dfes.gov.uk/bullying** or **www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying**

Schools need to consider:

- Does the school have a clear, up-to-date Anti-Bullying Policy, which meets the needs of the school? Are all staff aware of the school's Anti-Bullying Policy?
- Does the school regularly review, monitor, and where appropriate, refresh policy and practices to ensure they remain effective?
- Has the school signed up to the Anti-Bullying Charter?
- Is the school involving all children, young people, staff (including teaching assistants), parents/carers, governors and the wider community in policy development and evaluation?
- Do all staff know and understand the Anti-Bullying Policy, including their role within this?
- Are all staff aware of the different types of bullying, including homophobic bullying, racist bullying, bullying of children and young people with special needs and disabilities, including children in care, and cyberbullying?
- Does the policy include information about homophobic and racist bullying in its strategies and practices?
- Has the school used the ABA Audit Toolkit[11] or a similar tool to establish needs and issues around bullying?

[10]DCSF (2003) Bullying: a Charter for Action
[11]The Anti-Bullying Alliance Anti-Bullying Audit Toolkit

The participation of children and young people in developing an anti-bullying strategy

We have already emphasised the importance of giving children and young people a role in identifying need and developing an Anti-Bullying Policy. The benefits of encouraging children and young people to become meaningfully involved in the everyday life of the school are much broader than this. Giving children and young people a voice makes them feel more empowered and better able to manage, report and respond to bullying. It enables them to have an influential say in what happens within the school and a real opportunity to take part. The DCSF document Working Together: Listening to the voices of children and young people[12] sets out five principles of involving children and young people in decision-making, including:

- clear and visible commitment to involving children and young people, with a route map of how to make it happen
- the involvement of children and young people is respected and practically supported
- children and young people have equality of opportunity to be involved
- children's and young people's participation and involvement are continually evaluated and reviewed
- agreed quality standards and codes of conduct, including child protection, confidentiality and data protection.

When developing mechanisms for hearing and acting on what children and young people say, it is important to find out what they all think and not only those who regularly contribute and are most vocal. Schools should consider a range of creative listening systems such as use of email, suggestion boxes, texting and small focus groups, as well as more traditional methods such as the School Council and surveys. Teachers should be consulting with children and young people to help them find ways of improving learning and teaching. This will enhance the participation of children and young people in their own learning as well as in other areas of school life.

Schools need to consider:

- How do children and young people contribute to the development of the learning and teaching methods for anti-bullying?
- Are there a range of listening systems and have children and young people contributed to their design, monitoring and review?
- Are children and young people involved in the development, monitoring and review of anti-bullying strategies?

Developing anti-bullying strategies

Anti-bullying work in schools has traditionally used a wide range of approaches and drawn on the expertise of specialist services in local authorities and the voluntary sector. The evidence in Chapter 13 may help schools decide which approaches are most likely to suit their own organisation, depending on the needs they have identified locally. Many schools find that sharing information on good practice with other schools and the local authority is beneficial to their anti-bullying work.

The evidence suggests that some curriculum approaches such as videos or written materials on their own, are not usually sufficient to reduce the level of bullying and may actually increase incidents of bullying after intervention. Sporadic or partial implementation of an anti-bullying programme also has a strong negative impact on its success. Assertiveness training has been shown to improve the confidence of children and young people, as has the development of social problem-solving skills.

If children and young people feel unsafe at school then their ability to learn will be severely affected. The academic performance of those who bully can also be affected. Evidence points to the fact that some bullying takes place in the classroom, including while a member of staff is present. If this is the case then the school needs to find out when and where this is happening in order to tackle it effectively. Circle time is cited by some research as an effective approach. Peer education is also evidenced as an effective form of learning and teaching.

Schools need to consider:

- Does the school raise awareness of bullying as part of a continuous process rather than a one-off activity?
- Does the school employ a variety of resources to support the anti-bullying programme?
- Is the school proactive in using the expertise of outside organisations such as the Primary Care Trust (PCT), the police and voluntary organisations?
- Has the school considered extending the anti-bullying message across curriculum subjects, for example, using ICT to tackle cyberbullying?
- Is the school using SEAL and other resources to plan a cross-curricular approach to addressing the many aspects of bullying and does this focus on building skills and challenging attitudes?
- Does the school use posters and videos as fully integrated elements of its whole school Anti-Bullying Policy in order to improve awareness, understanding and behaviour?
- Does the school use circle time (primary) or tutor time (secondary) to discuss bullying?
- How involved are children and young people in the design, implementation and review of the curriculum?
- Does the school have a comprehensive programme to develop the social and emotional skills of children and young people to help improve the climate and environment of the school?

Case Study

Birchwood Grove Primary School, West Sussex

Approximately five years ago we undertook a whole school illuminative research survey to review attitudes towards and incidences of bullying. A range of tools were used to gather evidence and they involved every child and adult having an opportunity to have their say about their feelings when they are in school, their understanding of bullying behaviour, and their understanding of how the school responded to bullying. The questions drew out a lot of detailed information about the culture of the whole school and specific issues that needed to be addressed. It was a real eye opener! In our school we found that there were issues around some children not feeling safe in the playground, some children not feeling safe with staff and some children feeling left out and lonely.

After consultation and careful planning we acted on this and addressed the curriculum, the physical environment, staff training issues and resources. We also refreshed our Anti-Bullying Policy. Funding was set aside for this work and many developments took place in consultation with the whole school community.

Two years later we repeated the survey and the results were really encouraging. There had been a dramatic change in how children felt about bullying and how the school kept them safe.

Carrying out the surveys on a regular basis has helped us to keep an eye on things and to measure in a tangible way the difference we are making. It also enables the children to have a voice and know that their feelings and ideas are being heard and acted upon in as proactive way as possible. We are now in the process of piloting an online survey system which will make the analysis of the results much quicker.

We are about to begin building a new school and the School Council members were consulted about what they wanted to put in a time capsule. One of the items was our Anti-Bullying Charter indicating that the children want this to be part of the history of Birchwood Grove School.

Peer Support

Peer support is not only a way to enhance the listening and support schemes in the school but it can also be an effective way to empower children and young people. Peer support is an overarching term and includes peer mentoring, peer mediation, peer counselling, peer listening and peer education. It is imperative that children and young people have appropriate and readily accessible supervision and support, as well as training for these roles.

Schools need to consider:

- Has the school consulted with children and young people to establish need and ideas for peer support?
- Has the school got appropriate peer support systems, which meet the needs of the school community? Are these varied and do they include mentoring, befriending, conflict resolution and advocacy?
- Do children and young people know about the peer support systems in place and do they use them?
- Is the effectiveness and inclusiveness of the peer support system monitored and evaluated?
- Does the peer support system have a good level of supervision from trained staff?
- Does the school have alternative systems in place to support all children and young people, including those with a range of needs?
- Has the school arranged appropriate training for children and young people on the peer support systems, including accessing them?

Case Study

Anti-Bullying DVD and resource pack, Hackney, London

In Hackney, there is a Pupil Participation Panel made up of young people from across the borough. It ensures the views and ideas of young people play a key role in shaping anti-bullying communication and policy in the borough.

The panel joined forces with students who were taking part in anti-bullying workshops and together they created 'Which one are you?, a Hackney Anti-Bullying DVD'. The team of young people worked with a film maker to create characters and bullying scenarios, write scripts and cast young Hackney locals as the film's actors.

The DVD asks the question, 'Who are you?' and focuses on the four main players in a bullying scenario; the bully, the person being bullied, the colluder or the bystander. It has an upbeat style, tone and pace and delivers anti-bullying messages that engage a young audience.

The DVD and accompanying pamphlet form part of a comprehensive anti-bullying teaching resource pack which also includes comic strips, created by young people with the cartoonist Steven Marchant, poems and teaching plans. It is aimed at Key Stage 3 and 4 young people in Hackney schools.

B. Managing bullying incidents

If the whole school community has been involved in developing an Anti-Bullying Policy, has ownership of the policy and is familiar with the procedures and support mechanisms, then managing individual incidents is likely to be more successful.

Schools which succeed in this challenging area of work tend to be those where bullying incidents are openly discussed and where all members of the school community feel empowered to challenge bullying, whether with adults or children and young people.

Reporting

One important aspect of managing bullying incidents is making sure that all levels of bullying are reported and recorded. The DCSF Safe To Learn guidance recommends that schools record all incidents of bullying as best practice and use this data to monitor their anti-bullying policies. The DCSF also recommends they supply this data to their local authority, so that trends across the authority can be identified and area-wide initiatives evaluated. There are various legal requirements on and powers for schools that relate to bullying. These are detailed in section 2 of the DCSF Guidance Safe To Learn. In particular, the Education and Inspections Act 2006 requires that Headteachers must determine measures on behaviour and discipline that form the school's Behaviour Policy, acting in accordance with the governing body's statement of principles in so doing. Measures, in this context, include rules, rewards, sanctions and behaviour management strategies. The policy determined by the Headteacher must include measures to be taken with a view to

"encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils".

The law empowers Headteachers, to such extent as is reasonable, to regulate the behaviour of children and young people when they are off school site (which is particularly pertinent to regulating cyberbullying) and empowers members of school staff to impose disciplinary penalties for inappropriate behaviour. The DCSF has specific guidance for schools on different aspects of cyberbullying including how to deal with incidents. For more information see **www.teachernet.gov.uk/wholeschool/ behaviour/tacklingbullying/cyberbullying/**

Often there is a need to look below the adult radar to check that incidents are not going unreported. Peer support systems can be an effective way of finding out about unreported incidents. This data can also be useful to inform policy review.

It is useful to record information such as:

- the type and pattern of bullying behaviour
- the number of incidents reported
- the time taken and actions taken to resolve incidents
- the number of children or young people reporting that they have bullied others
- who was involved/affected
- why it is bullying
- the actions agreed to be taken
- the outcome.

Schools need to consider:

- Does the school systematically record all incidents of bullying?
- Do children and young people who witness bullying incidents feel confident about reporting them?
- Are children and young people clear on what will happen as a result of them reporting bullying incidents?
- Has the school asked children and young people how they would like to report bullying incidents, for example through peer mentors, anonymous boxes, emails or texts?
- Does the school have a system for monitoring bullying incidents, including follow up with the children and young people involved?
- Is the school confident that all children and young people are reporting all levels of bullying?

Case Study

Banwell Primary School, North Somerset (submitted by children).

At Banwell Primary School in North Somerset we have done a lot about bullying. We've had theatre productions showing what it is like to be bullied so that all the children in the school understand what bullying is and what they should do to stop it.

The School Council talks about bullying. We wrote ideas on a big piece of paper about what bullying is and what we would do if we are bullied. Two members of the School Council met with the learning mentor after the meeting to update the school Anti-Bullying Policy.

In our Anti-Bullying Week we all dressed up in blue and raised money by selling beat bullying wristbands. There were workshops and we had lots of fun.

All the Year 6 children are trained to help younger children in the playground. They call themselves the Problem Police. You can go to them if you have an argument with your friends and they will try and fix it. You can trust them. They won't tell anybody but they will tell your teacher if it is serious.

When I was little, some of the older children were scary and we didn't have Peer Mediators. Now we get on better and we have more friends who are different ages. We don't really have bullying now because it is sorted out before it turns into bullying. Sometimes people lose their temper but we know what to do and who to ask for help.

Responding

The Senior Leadership Team has a specific role to play in ensuring that all staff are supported in managing bullying incidents and are aware of the policy and practice of the school. This includes having the right skills to deal with incidents, including an understanding of the resilience and protective factors in children and young people. It also includes supporting a range of staff, such as those who are responsible for transporting children and young people to and from school and midday supervisors.

When responding to any incident of bullying the intended outcomes should include:

- keeping the person being bullied safe
- reassuring the person being bullied that it is not their fault and they don't deserve this
- changing the behaviour of the perpetrator and making them aware of the impact of their behaviour
- developing skills to manage further situations should they occur
- effective use of sanctions and rewards in line with the Behaviour Policy.

Schools should have a range of support services in place to deal with bullying incidents. A mix of services and approaches will be more effective in safeguarding children and young people from bullying. Different elements of the mix will appeal to different children and young people and their individual needs. For example, boys and girls exhibit different bullying behaviours and respond differently to anti-bullying interventions. The research section in Chapter 13 gives more examples of these differences. Many schools also encourage children and young people to access young people's advocates, Connexions or other counselling services and support services such as helplines, by publicising these within school.

Research demonstrates that bystanders (an onlooker who doesn't intervene or get help) play a significant role in bullying. The challenge is to change the role that witnesses have and encourage them to intervene if it is safe to do so, seek help or walk away. The ABA produces advice on bystanding.[13] This highlights material from SEAL which helps children and young people grow from bystanders to helpers and defenders.

Schools need to consider:

- Do all staff talk openly about bullying and does the school encourage all members of the school community to challenge bullying incidents, whether with adults, children or young people?
- Do all staff feel supported and are they able to identify and manage bullying incidents?
- Are there opportunities through CPD for staff to develop their knowledge on bullying and their ability to manage certain sorts of bullying behaviour, such as homophobic bullying?
- Does the school offer CPD to all staff to help them respond effectively to bullying incidents?
- What strategies are in place to deal with bullying incidents in the classroom while a member of staff is present?

[13]Anti-Bullying Alliance (2006) ABA Bystander teaching activity

- Does the school use circle time (primary) and tutor time (secondary) to respond to bullying incidents?
- Has the school involved children and young people in the choice of strategies to manage and respond to bullying? Has it included a mix of age and gender to ensure that the strategies are age and gender appropriate?
- Do children and young people know about the peer support systems in place and do they use them?
- Does the school provide small group work sessions for children and young people who have experienced bullying or who bully others, to develop their social and emotional skills? Has it considered how opportunities for structured play and positive association through Extended Services could support children and young people to develop these skills?
- Do children and young people have access to staff in the school with specialist anti-bullying training?
- Does the school use interventions designed to improve the assertiveness skills and coping skills of children and young people and has it shared this with parents/carers so that this work can be reinforced at home?

Involving parents/carers and the wider community

Parents/carers may contact their child's school to report bullying. Sometimes they will be distressed. They may also contact the school if they are concerned about their child's progress. It is important that the school takes their concerns seriously. The first point of contact may well be the class teacher or the school reception staff, emphasising the need for all staff, not just the Senior Leadership Team, to be aware of the policy and procedures surrounding managing bullying incidents.

Parents/carers need to know:
• who they should go to and what will happen if they report bullying
• when and how they will be contacted if their child is involved in a bullying incident.

All parents/carers should be aware of the school's Anti-Bullying Policy so they know what to expect if an incident occurs. This will also reassure parents/carers of a consistent approach. Involving parents/carers in this work can have a positive effect as it means that work can be reinforced at home. Many schools support parents/carers of children and young people who are being bullied or who are bullying others through support groups or other mechanisms.

Schools need to consider:

• Do parents/carers know and use the systems for reporting incidents?
• Have parents/carers been involved in the managing of incidents?
• Does the school have a system for reporting back to parents/carers on concerns raised?
• How is the school supporting parents/carers of children and young people who are being bullied or who are bullying others? Has the school set up support groups for such parents/carers?

Impact on the curriculum

Every school will face new issues from time to time so it is important to make sure there is space and time for a responsive curriculum to deal with these problems. It is also important that information from the monitoring of incidents influences changes to the curriculum, to ensure new learning needs are met, as they arise.

Many schools provide small group work sessions for children and young people who need extra support to develop their social and emotional skills. Schools should also take steps to identify vulnerable children and young people and have in place support and resilience building strategies for them.

Schools need to consider:

- Is there the space and time for a responsive curriculum to address new issues and problems that the school community may face?
- Are there small group support sessions that children and young people can access?

Monitoring and reviewing policy

It is important for schools to regularly review, monitor and where appropriate refresh their policy and practices relating to managing bullying incidents.

Schools need to consider:

- Does the school take time to reflect on incidents, including any issues arising from incidents, as part of a continuous review process?
- Has the school involved children and young people in the review of strategies, as a result of bullying incidents?
- Does the school regularly review, monitor and where appropriate refresh practices to ensure they remain effective?

Case Study

La Sainte Union Catholic Secondary School, Camden

In Camden, La Sainte Union has a peer mentoring scheme that takes a preventative approach to bullying. The scheme's aim is to build self-esteem and confidence in young people and encourage more positive participation in school life.

The school has a 36 strong team of peer mentors from Years 11, 12 and 13. Two peer mentors are attached to every Year 7 to 9 form group. They visit their forms at least once a week. Mentors apply for their positions at the end of the school year and are selected through application form and interview by members of the Anti-Bullying Committee and school staff.

Many peer mentors also undertake short term support work with individuals who have been referred by tutors or heads of year. Mentors run at least two PSHE classes a year, including one lesson on assertiveness and conflict resolution. This gives the scheme status and further opportunities for mentors to forge relationships with their form class.

All peer mentors undertake three days residential training at the Southwell House Youth Project. Mentors attend at least one meeting every half term with the scheme manager, deputy head of year and their respective mentor team to discuss issues and concerns.

Meeting the NHSP criteria relating to bullying

In order to achieve National Healthy School Status (NHSS) schools must meet criteria under the four NHSP core themes:

- Personal, Social and Health Education (PSHE)
- Healthy Eating
- Physical Activity
- Emotional Health and Wellbeing.

Under the Emotional Health and Wellbeing theme there are nine criteria and many of these have clear links to bullying. They also include opportunities for children and young people to explore their feelings and to build confidence and self-esteem. The criteria ensure that there is effective support for vulnerable children and young people, that a school works hard to combat stigma and discrimination, and that there is an effective pastoral care system in place.

There is one criterion with a specific link to bullying:

Criterion	Minimum Evidence
4.6 Has a clear policy on bullying, which is owned, understood and implemented by the whole school community	• the school signs the DCSF Anti-Bullying Charter and uses it to draw up an effective Anti-Bullying Policy • staff know and understand the policy on bullying including their role within it • staff feel supported and are able to identify and manage bullying • children, young people and parents/carers know and understand the policy on bullying and feel that they have the opportunity to regularly discuss its implementation • the school has a system that ensures prompt reporting back to parents/carers on any concerns raised • the school has a system for recording bullying incidents and a follow up process to monitor children and young people involved in bullying incidents • children and young people report that they feel safe in school.

It is important that schools consider this criterion alongside the other criteria under the EHWB core theme, as they are closely linked. For example, the general emotional health and wellbeing of children and young people in a school and the training and development of staff in this area can have a significant impact on bullying.

Links with the other core themes of the NHSP

This section is an overview of how bullying links to the other core themes of the NHSP.

Links with PSHE

PSHE includes Sex and Relationship Education (SRE) and Drug Education (including alcohol, tobacco and volatile substance abuse). PSHE contributes to all five ECM National Outcomes for children and young people: being healthy, staying safe, enjoying and achieving, making a positive contribution and economic wellbeing. It provides children and young people with the knowledge, understanding, skills and attitudes to make informed decisions about their lives and this can include decisions surrounding bullying.

Fundamental to PSHE are the knowledge, skills and understanding that will contribute to the self-assertiveness of an individual. Skills developed through PSHE can lead to an increase in a range of protective behaviours, such as the ability to resist peer and social pressure and the assessment and avoidance of risky situations. These skills can influence the way children and young people deal with bullying incidents and the effect such incidents have on self-esteem, confidence, anxiety and depression.

Links to Healthy Eating

Healthy eating and the eating environment can all impact on confidence, self-esteem, promoting inclusion and eliminating stigma. Healthy eating contributes significantly to a happier and healthier child or young person. The criteria within the core theme Healthy Eating not only focus on the standard of the food that is provided but also a range of other elements that influence EHWB. For example, having a welcoming eating environment for children and young people will encourage positive social interaction. The development of social skills and the self-esteem of a child or young person can both have a significant influence on how a child or young person interacts with others and their ability to manage potential bullying incidents. Reducing levels of obesity can promote the self-esteem of children and young people and can result in them being less vulnerable to bullying.

Links with Physical Activity

Physical Activity contributes significantly to the Being Healthy ECM National Outcome for children and young people. As well as contributing to the physical wellbeing of children and young people, it can also have a significant effect on their social and emotional wellbeing. The link between health, Physical Activity and wellbeing is well established and includes decreases in depression and stress, positive self-concept and positive self-esteem (Tortolero, Taylor and Murray (2000), Exercise and Young People, Health Education Journal (2007); 66:153-172).

If a child or young person is physically active their self-esteem and confidence can increase. Social skills can also be improved and encouraged as children and young people embark on new activities, working in teams and being physically active on their own. Physical Activity can also have a significant influence on obesity and reduce the vulnerability of a child or young person.

Links with Social and Emotional Aspects of Learning

When a school implements SEAL effectively across the whole school it establishes strong foundations for its work to prevent bullying. SEAL helps schools deliver the skills element of PSHE, and the social and emotional skills it develops are all important to reducing bullying because high levels of these skills create a social climate that does not tolerate bullying behaviour.

Children and young people are encouraged to develop the skills associated with empathy which drives them to refrain from hurting others and to challenge those that do so. SEAL also encourages children and young people to build a learning community where they feel responsible for including their peers and can develop and practise the skills associated with building positive relationships. Children and young people are supported to learn and practise the skills of assertiveness so that they become more able to resist negative peer pressure. They are also taught strategies to help them resolve conflicts before relationships are damaged or ill feeling escalates into bullying.

In addition SEAL can contribute more explicitly to reducing bullying through specific learning opportunities that are designed to explore and further develop social and emotional skills within the context of a bullying incident. This gives the children and young people a safe place to examine and explore the issues involved and to create a common understanding within the school community. Primary SEAL includes the theme, 'Say no to bullying' and Secondary SEAL is building on good practice in this area to develop the equivalent to use during Anti-Bullying Week[14].

[14]Details on SEAL are available from www.teachernet.gov.uk/seal

The Ofsted Self Evaluation Form

Schools should incorporate the results of evaluation of their Anti-Bullying Policy in their Ofsted SEF.

The most relevant parts of the form are:

Section 4b:
To what extent do learners feel safe and adopt safe practices? Whether learners feel safe from bullying and racist incidents.

The extent to which learners have confidence to talk to staff and others when they feel at risk.

Section 4d:
How well do learners make a positive contribution to the community? Learners' growing understanding of their rights and responsibilities, and of those of others.

How well learners express their views and take part in communal activities.

In order to address these parts of the SEF the DCSF recommends that schools record all incidents of bullying. It has produced information on recording incidents of bullying and data management and this can be found at:
www.teachernet.gov.uk/wholeschool/ behaviour/tacklingbullying/safetolearn/ reportingandrecording/

Schools could include evidence of their Anti-Bullying Policy and how it relates to other policies such as those on Behaviour and Race Equality, as well as evidence of feedback from children, young people, support staff and parents/carers under this section of the SEF. Schools that have enjoyed success in tackling bullying can often point to other successes in the SEF, for example, improved attendance and standards for groups of children and young people.

Evidence

Leadership, management and management change

- A recent study found that young lesbian and gay children and young people were 60% less likely to have been bullied if their school's Anti-Bullying Policy specified homophobic abuse, suggesting that clear leadership is crucial (Stonewall, 2007).
- Teachers have tended to underestimate the frequency and severity of bullying and are not fully aware of different forms of bullying (Boulton, 1997).
- Caution should be exercised in assessing the 'types' of children and young people who are at particular risk of bullying. This may be stigmatising and distract from whole school approaches involving intervention and preventative strategies that are more effective than interventions which simply target high-risk children or young people (Stevens, et al., 2001; Atlas and Pepler, 2002; Garrity, et al., 2002; Larson, et al,., 2002; Skiba and Fontanini, 2000).
- Studies have repeatedly shown that a whole school approach is the most effective in reducing bullying (Vreeman and Carroll, 2007; Mishna, 2003).

- The extent to which a school's Anti-Bullying Policy succeeds in reducing bullying, correlates directly to the level of staff involvement in drawing up and implementing it (Whitney, Rivers, Smith & Sharp, 1994).
- In order to intervene effectively in a specific bullying situation, a tailored approach which takes account of the nature of the bullying, the responses of the child or young person being bullied, and the personalities and abilities of all parties is the most likely to be effective (Toblin et al., 2005).
- Children and young people who are bullied are more likely than their peers to report being unhappy at school, especially those who are bullied frequently (Boulton and Underwood, 1992; Forero, et al., 1999).
- Among those who are bullied, it is the younger girls (less than 13 years) who appear to be most seriously distressed (Rigby, 2002).
- Bullied children and young people are more likely than their peers to be absent from school (Reid, et al., 2004; Rigby, 2002: Kochenderfer and Ladd).
- 26% of secondary age young people consulted in one English local authority said that they were sometimes afraid to go to school because of bullying (Solihull, 2006).
- Being bullied can result in motivational difficulties and lower than expected levels of achievement (Rigby, 2002).

- Although children and young people who bully are extremely diverse, there is some evidence that they tend to perform badly academically (Nansel, et al., 2001).
- Studies suggest that boys are more likely to engage in and be victims of physically bullying, while girls are more likely to be affected by relational bullying (such as manipulation of peer relationships or exclusion) (Olweus, 1994; Oliver and Candappa, 2003).
- Compared to their peers, bullied children and young people are likely to be more cautious, unassertive, have relatively poor communication or problem-solving skills, and have fewer friends (Glew, et al., 2000; Carney and Merrell, 2001; Schubotz and Sinclair, 2006). The experience of being victimised may cause or compound these characteristics.
- 60% of children and young people in care report being bullied in school, and many say that their care status is used against them (Social Exclusion Unit, 2003).
- Children and young people with ill-health, disability or visible medical conditions can be twice as likely as their peers to be targets for bullying behaviour (Carter and Spender, 2006).
- Where BME children and young people experience bullying, there is evidence to suggest that it is twice as likely to be severe (Katz, et al., 2001).

- Research into secondary schools in Northamptonshire in 2003 found that 64% of Year 9 and 10 pupils had seen other young people being bullied homophobically, and 26% had themselves been homophobically bullied (Drake, et al., 2003).

Policy Development

- In 2003, 83% of secondary schools said that they had conducted a survey of the nature and extent of bullying in their schools. 70% of infant schools and 56% of primaries had conducted surveys. It is likely that improved awareness, and new audit tools such as the ABA Audit Toolkit have extended this practice, but statistics are not available.
- Children and young people are likely to have an incomplete understanding of the different forms that bullying can take, and tend to exclude aspects of relational bullying (Boulton and Flemington, 1996).
- Sustained project work to empower children and young people can reveal patterns of low level bullying that are below the radar of some audit and self-evaluation materials administered by adults (Gunter and Thomson, 2007).

- The failure of some schools to incorporate monitoring and review systems into their anti-bullying programmes has been identified as a key factor in their limited success (Carney and Merrell, 2001).
- To be effective, monitoring and evaluation systems must be developed in consultation with children and young people, and reflect their desired outcomes, as well as those of others in the school community (Rigby, 1995; Oliver and Candappa, 2003; Schubotz and Sinclair, 2006).
- The impact of programmes is often not sustained, and after two to three years levels of bullying start to increase. Interventions therefore need to be sustained, refreshed and revised over time (Sharp et al., 2002; Smith and Sharp, 1994; Glover et al., 1998).

Curriculum planning and resourcing, including work with outside agencies

- Sporadic or partial implementation of the agreed elements of an anti-bullying programme has a strong negative impact on its success (Everhart and Wandersman, 2000; Gotsfredson, 1987; Dupper, 2003).
- Awareness raising activities may initially increase recognition and reporting, but cannot be a one-off activity. They need to be part of a continuous process not only serving to remind children, young people and staff about bullying per se but also the school's policies with regard to it (Schubotz and Sinclair, 2006).

- Isolated 'curriculum approaches' such as the use of videos or written materials to teach and engage children and young people in discussions, are not likely to be effective in reducing the level of bullying, and may actually increase victimisation after the intervention (Vreeman and Carroll, 2007).
- Assertiveness training has been shown to improve the confidence of children and young people, to lead to greater use of effective coping strategies and reduce victimisation (Reid, et al., 2004). However, where such programmes have formed the basis of a school's anti-bullying response, levels of bullying do not appear to fall (Vreeman, 2004).
- Techniques such as the Support Group Method, which promote the development of social problem-solving skills, have been shown to have, at least in the short term, a positive effect (Smith, et al., 1994; Young, 1998; Smith, cited Select Committee 2007); but their effectiveness and appropriateness has been challenged on the basis of evidence showing that bullies lack empathy for their victims (Reid, et al., 2004).

Learning and teaching

- Infant and primary schools using DCSF's Bullying: Don't Suffer in Silence resource (the predecessor to Safe to Learn) have reported that 'circle time' is the most effective approach (Smith and Samara, 2003).
- A recent study of bullying across schools in Birmingham has found that 31% of bullied primary age children, and 49% of bullied secondary age young people had been victimised in the classroom while the teacher was present (Shaughnessy, 2007 in press).

- Interventions such as posters and videos are effective in improving the understanding of bullying in children and young people (Cowie and Sharp, 1994; Casdagli and Gobey, 1990; Soutter and McKenzie, 2000).

School culture and environment

- Friendships are a strong protective factor, but once a child or young person is rejected by a peer group, there is evidence that the group retains a perception of the child or young person as rejected, making it difficult for them to regain acceptance (Fox and Boulton, 2006, 2003; Mishna, 2003).
- Peer support systems (including mentoring, befriending, conflict resolution and advocacy) are liked by children and young people and can improve the social climate of the school (Cunningham, et al., 1998; Sharp, et al., 1994).
- The degree to which peer support systems positively affect children's and young people's sense of safety appears to depend largely on the degree to which they are visible and articulated in the Whole School Approach (Cowie, in press 2007).
- The effectiveness and safety of peer support schemes depends greatly on the quality and level of supervision from school staff (Cowie and Olafsson, 1999).
- Typically, over 80% of disputes mediated by peers result in lasting agreements (Cunningham, et al., 1998; Patterson, et al., 1996).
- The majority of bullied children and young people who have used a peer support service say that it helped them, with satisfaction being greatest among girls and primary school users (Cowie, et al., 2002; Smith and Watson, 2004).

- Children and young people in schools with peer support mechanisms may be more likely than children and young people in schools without such schemes, to report incidents of bullying and aggression to peers or families; however, this appears to depend on the degree to which it is visible and articulated in the Whole School Approach (Cowie et al., in press).
- In their current form, peer support schemes are likely to be provided and used primarily by girls and administered by female teachers. There are instances of male peer supporters being bullied on account of assuming such a role (Cowie, 1998).
- There is some evidence that peer mentoring interventions may not reach some groups of disaffected children or young people, and that establishing programmes in schools with high levels of conflict may be difficult (Roberts, et al., 2004; Cowie et al., 2004).
- Although around two thirds of children and young people have witnessed bullying, half of those who see it try to avoid becoming involved. Instead of intervening directly or seeking adult help, they act as bystanders (Smith and Shu, 2000; Carney, 2000).
- Where peers intervene, they can be effective in preventing victimisation in 50-75% of cases (O'Connell, et al., 1999).
- Where peers intervene supportively, they are more motivated by the expectations of their friends than teachers and other adults (McLaughlin et al, 2005).
- The failure to incorporate interventions with peers/bystanders is viewed by some as a major reason for the limited benefits of some anti-bullying programmes (Reid, et al., 2004).

- Between one half and two thirds of children and young people who have been bullied have not told an adult (Ahmed, et al., 1991; Whitney and Smith, 1993; Rigby and Slee, 1993).
- Younger children are more likely to tell an adult than secondary school aged young people (Mishna and Alaggia, 2005).
- Children and young people are more likely to tell their parents/carers than their teachers (Mishna and Alaggia, 2005).
- Higher levels of bullying tend to be associated with schools that have low staff morale, high teacher turnover, a lack of consistent discipline and rules of behaviour, low supervision of children and young people, and a lack of awareness of children and young people as individuals (Mishna, 2003).
- In schools where high levels of bullying are not addressed, researchers have observed an atmosphere of fear and intimidation permeating the entire school (Whitted and Dupper, 2005).

Giving children and young people a voice

- Involving children and young people in the development and choice of policies and strategies is a key way by which the appropriateness and acceptability of the components of an anti-bullying programme can be explored and tested (Schubotz and Sinclair, 2006).
- Involving children and young people is a way of ensuring that interventions address the whole range of bullying behaviours, and are gender and age appropriate (Ahmed and Smith, 1994; Stevens, et al., 2000; Smith and Shu, 2000).

Provision of support services for children and young people

- Good access to non-teaching staff with pastoral and social care skills has been shown to decrease bullying and other aggressive behaviour (Vreeman and Carroll, 2007).
- A survey of 27 Children and Young People's Plans in 2006 found that nearly half of the local authorities had either agreed, or were developing, comprehensive anti-bullying strategies and were drawing on these to co-ordinate specialist support to schools in the form of training, advice and casework support (Childright, 2007).
- Boys and girls use different bullying behaviours and respond differently to anti-bullying interventions. There have been particular difficulties in achieving and maintaining reductions in the level of bullying amongst girls (Carney and Merrell, 2001).

Staff professional development needs, health and welfare

- Staff training and education needs to cover all staff working in the school environment, including those with responsibility for transporting children and young people to and from school (Smith and Sharp, 1994; Smith and Samara, 2003).
- Some research with teachers has suggested that low rates of intervention in bullying situations are evidence of the need for further teacher training (Bauman and Del Rio, 2006; Hazler, et al., 2001).

Partnerships with parents/carers and local communities

- Violence in the local community is likely to increase the level of violence within a school; but it also appears that a violent culture within a school can spill out into its local community (Benbenishty and Astor, 2005; Mateu-Gelabert and Lune, 2003).
- Even in the case of cyberbullying, where geography is no obstacle to victimisation, most victims (59%) appear to know the perpetrator from school, and 49% believe they are in their class or year group (Smith, Mahdavi et al., 2006).
- Interventions designed to improve the assertiveness skills and coping skills of children and young people who have been victimised need to be shared with parents/carers and reinforced at home (Sharp and Cowie, 1994; Sharp, 1996).
- Parents/carers, as well as children, young people and staff, need to be consulted and involved in the implementation of anti-bullying programmes from the outset (Oliver and Candappa, 2003; Smith and Samara, 2003, Whitted and Dupper, 2005; Shubotz and Sinclair, 2006).
- 77% of parents/carers who contact Parentline because they believe their child is bullying also report that their child is experiencing problems at school but only 28% of all calls to the service mention school problems.

Assessing, recording and reporting the achievement of children and young people

- Although DCSF's Bullying: A Charter for Action (launched 2003) draws on lessons from research in recommending that schools record and review all incidents of bullying, this practice does not appear to be rigorously followed. The Children's Commissioner's review of a sample of Children's Plans in 2006 found evidence of clear baseline data in only a small minority of cases (Childright, 2007).
- The level of bullying in schools varies substantially. A study for the DCSF found that in Year 8 the proportion of young people who had been bullied varied by school from 17% to 52% (Oliver and Candappa, 2003).

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Institute of Education (2006) Evaluation of the Primary Behaviour and Attendance Pilot

Anti-Bullying Alliance Statement of Purpose

Department for Children, Schools and Families (2007) Bullying: A Charter for Action

The Anti-Bullying Alliance Anti-Bullying Audit Toolkit

Department for Children, Schools and Families (2008) Working Together: Listening to the voices of children and young people

Anti-Bullying Alliance (2006) ABA Bystander teaching activity

Websites and Resources

Anti-Bullying Alliance (ABA) – A unique coalition of over 60 organisations, working together to stop bullying. ABA runs an Anti-Bullying Week with a focus on schools, in mid-November each year.
Full details of this can be found on their website
www.antibullyingalliance.org.uk

ABA Audit Toolkit
Designed to help schools survey, report and make informed responses to bullying incidents. Consists of a guidance document and questionnaires for children, young people, staff and parents/carers
www.anti-bullyingalliance.org.uk/Page.asp?originx_4237co_4721421398769u17h_2007627412x

ABA Bystander teaching activity
Prepared for Anti-Bullying Week 2006, this teaching activity is for Year 5 upwards and focuses on the role of the bystander and strategies for intervention
www.anti-bullyingalliance.org.uk/downloads/pdf/bystanders_session.pdf

ABA Are you talking to me?
Guidance on how to effectively involve children and young people in anti-bullying work, including models for consultation and participation
www.anti-bullyingalliance.org.uk/downloads/pdf/areyoutalkingtome.pdf

Beat Bullying – Working with children and young people to devise anti-bullying strategies
www.beatbullying.org

Bully Free Zone – Anti-bullying charity committed to peer support approaches
www.bullyfreezone.co.uk

Bullying Online - Advice for children, young people, staff and parents/carers
www.bullying.co.uk

Childline & NSPCC – Information and support on bullying and safety, including the CHIPS national peer mentoring programme
www.nspcc.org.uk

Checkpoints for schools: towards a non-violent society
Designed to help provide a framework for a whole school approach to behaviour and its
relationship to learning
www.nspcc.org.uk/inform/publications/downloads/checkpointsforschools_wdf48162.pdf

Childline in Partnerships (CHIPS) - Promotes peer support in over 700 schools in the UK
www.childline.org.uk/Schools.asp

Children's Legal Centre - Bullying: a guide to the law
www.childrenslegalcentre.com

Department for Children, Schools and Families – Core guidance (Safe to Learn) and supporting
guidance relating to particular forms of victimisation are available for download as complete
documents, and all are designed to be web-accessed in easy to use sections
www.dfes.gov.uk/bullying
www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying

Kidscape - Advice for children, young people and adults
www.kidscape.org.uk

Mencap – The UK's leading learning disability charity, campaigning against bullying
www.dontstickit.org.uk

MissDorothy.Com – Provides a programme to promote personal safety in children aged 4 – 11
www.missdorothy.com

National Healthy Schools Programme
www.healthyschools.gov.uk

Need2know – information and advice for children and young people
www.need2know.co.uk

Parentlineplus – A national charity that works for and with parents/carers, and offers advice and
resources around bullying
www.parentlineplus.org.uk

SEAL
www.teachernet.gov.uk/seal

UNICEF
www.unicef.org.uk/tz/teacher_support/rrs_award.asp

Young Minds - national charity committed to improving the mental health of all children and young people
www.youngminds.org.uk

11 MILLION

How were we established?

11 MILLION is a national organisation led by the Children's Commissioner, Professor Sir Al Aynsley-Green. The Children's Commissioner is a position created by the Children Act 2004.

What do we do?

We have a statutory role to promote the views and interests of children and young people across England. This gives us a unique role in bringing children's and young people's ideas into the centre of the political process.

Meeting the challenges of the Children Act 2004

The Children Act requires the Children's Commissioner to be concerned with the five aspects of wellbeing covered in Every Child Matters – the national government initiative aimed at improving outcomes for all children and young people. It also requires us to have regard to the United Nations Convention on the Rights of the Child (UNCRC). The UNCRC underpins our work and informs the areas and issues on which we focus.

Our long-term goals

- Children and young people see significant improvements in their wellbeing and can freely enjoy their rights under the United Nations Convention on the Rights of the Child (UNCRC).
- Children and young people are more highly valued by adult society.

Violence, abuse and bullying

Children and young people chose violence, abuse and bullying as the main issues that 11 MILLION will work on in 2008/09. For more information, visit: www.11MILLION.org.uk where children and young people will be able to share their stories and experiences with the Commissioner.

Online resources for teachers

Visit: **www.11MILLION.org.uk** for the Journeys series which is aimed at teachers, primary and secondary school students, and shares children's and young people's perspectives on bullying and their ideas for tackling it.

For further copies of this publication please
contact us on telephone number: 0845 601 7848

Healthy Schools
www.healthyschools.gov.uk

For further information...

please contact your Local Programme Co-ordinator. Their contact details and
more information about the National Healthy Schools Programme can be found
on our website **www.healthyschools.gov.uk**

11 MILLION

**department for
children, schools and families**

NHS

The National Healthy Schools Programme is a joint Department of Health and Department for Children, Schools and Families initiative