



ANTI-BULLYING POLICY

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Protecting children should be the duty of us all. Staff have a responsibility to work with parents / carers and children to create a culture and atmosphere in which children are listened to. Where the problems that children have, whether perceived or real, are dealt with sympathetically and with understanding, and where bullying is openly and actively condemned, incidents are reduced and long term effects are minimised.

Stourport Primary Academy:

- Promotes an atmosphere where everyone feels cared for and valued for what they can bring to the whole community;
- Is clear what is meant by bullying and conveys this to all members of the community, including parents / carers.
- Listens to children.
- Encourages all members of the community to take personal responsibility to report bullying whenever and wherever they observe it.
- Where a third party makes a disclosure of a bullying incident we have a duty of care to investigate and take appropriate action.
- We promote positive attitudes through the curriculum and seek to explore issues concerning bullying. Subjects that are particularly useful mediums are, Drama, Art, Creative Writing and PSHE and C (Personal, Social, Health Education and Citizenship).

This Policy will only be effective if it is embraced by all and a culture of respect and empathy for others is engendered.

A clear policy, made known to all staff, children, parents/carers and governors facilitates consistency of management of incidents of bullying. This will provide support for victims, increased awareness of circumstances which may induce such incidents and encourage positive and courteous social interaction.

The Law

Some forms of bullying are illegal and should be reported to the police. These include:

- Violence or assault
- Theft
- Repeated harassment or intimidation, eg, name calling, threats and abusive phone calls, emails or text messages
- Hate crimes.

What is meant by Bullying? Why define it?

It is important to define bullying because all members of the community should be able to consistently identify bullying when it occurs, but not confuse it with other acts of aggression, which may be isolated occurrences.

All stakeholders contributed to forming and agreeing our definition of bullying:

'A bully is someone who hurts someone on purpose over and over again.'

This includes all forms of bullying:

- Bullying related to race, religion, or culture;
- Bullying related to SEN or disabilities;
- Bullying related to appearance or health conditions;
- Bullying related to sexual orientation;
- Bullying of young carers or looked-after children or otherwise related to home circumstances;
- Sexist or sexual bullying;
- Bullying of young carers or looked-after children or otherwise related to home circumstances.

This includes all groups.

Bullying of pupils or staff whether by other pupils, staff or parents.

Bullying is an abuse of power - that is, a more powerful person or group will be intentionally causing harm, physically, emotionally or psychologically, to a less powerful person or group. It is generally agreed that a single incident of verbal or physical aggression is not necessarily considered to be bullying - there needs to be evidence of persistent victimisation over a period of time.

It can include one or more of the following:

- Being hit, kicked, pinched, spat at or threatened
- Being called names
- Making a fool of someone
- Teasing or sending nasty message
- Spreading rumours and malicious gossip about someone
- Deliberately destroying another person's property
- Repeatedly excluding a child / young person by not talking to them, or not letting them join in
- Locking someone in a room
- Malicious texting, emailing etc.
- Hurtful remarks about people's sexual orientation

BUT it is not bullying when two children of approximately the same age and strength have the occasional fight or quarrel.

Factors which contribute to bullying behaviour

These fall into two main categories:

- Within-child characteristics - personality, temperament, ability, self-perception
- Environmental factors from home and at the school which may include:
 - parental attitudes
 - poor level of achievement
 - low self-esteem
 - lack of clear boundaries, expectations of behaviour, and undifferentiated consequences for unacceptable behaviour
 - lack of support for victims of bullying - e.g. a culture of 'not telling'
 - the bully's own experience - possibly having been bullied or abused
 - the consequences of his/her bullying behaviour e.g. gaining status within a peer group, feeling powerful, being the dominant person in the group

Factors which reduce the likelihood of bullying behaviour

Being popular and having social skills, such as an ability to communicate, helped diminish the likelihood of being bullied. It is therefore suggested that children with some of the following characteristics are less likely to be bullied if they are:

- physically robust
- extroverted
- socially sensitive
- unselfish
- flexible
- conforming to group norms
- give of themselves
- non-aggressive
- non-attention seeking
- modest

This is an important list, because if we can enhance some of these characteristics in children and young people who have few of them, then we will lessen the chance of them being bullied.

Procedures for Dealing with a Bullying Incident

Your Aim Following a Bullying Incident

The aim is not to rescue the victim or punish the bully, but to help them both to gain insight into their behaviour and to consider ways of avoiding or resolving the difficulties they are experiencing and / or presenting.

The behaviour patterns of victims and bullies have often been established as a consequence of their values and experiences, so support is needed which is informed by the individual's needs.

Key Action Following a Report of a Bullying Incident

1. Begin to complete the Bullying Incident Record (see Appendix 1)

Do this as soon as the incident is reported.

2. Discuss the incident with those involved

Support the victim by:

- Ensuring that he or she feels listened to
- Assuring them that all incidents of bullying are taken seriously
- Reassuring them by explaining how:
 - he or she will be supported
 - the incident will be dealt with.

Ideally the victim should be supported by the member of staff in whom he or she has confided. The disclosure will usually have occurred as a result of the victim identifying someone who cares or can help, you should respond to this trust and confidence.

Ensure the bully is dealt with fairly by:

- Describing the reasons for your meetings with the bully (at the same time, do protect the victim and the identity of any witnesses).
- Remaining calm and non-judgmental in order to ensure the bully feels that he or she is listened to.
- Assuring the bully that all incidents of bullying are taken seriously and that, regardless of the reasons, the Academy disapproves of all acts of bullying.
- Explaining how:
 - he / she will be supported
 - the incident will be dealt with

Attempt to help both the bully and the victim to:

- See the situation from another perspective;
- Explore the causes and effects of the incident;
- Identify how the situation could have been avoided or resolved (i.e. how to be assertive rather than aggressive or submissive);
- How they can resolve the present conflict.

3. Consider seeing both the bully and victim together for a mediation session (unless taking a 'no-blame' or 'Pikas' approach)

At this meeting do the following:

- Remain calm and non-judgmental when they talk through their understanding of the problem;
- Listen more than you speak. Don't assume that you know how they feel or anticipate what they want to say. They are more likely to reflect on their behaviour if they feel they are being listened to rather than spoken at;
- Paraphrase what has been said. It is how they perceive the situation which is important, not how you perceive it;
- Encourage them, through your questions, to reflect on their behaviour and the factors which may have influenced the behaviour of others. When appropriate, encourage empathy;
- Encourage them to identify how they can resolve current difficulties and avoid the problems from recurring.

Explain that the Bullying Incident Record will record:

- The details of the incidents;
- Their future conduct, as identified and agreed by all parties in the meeting;
- The monitoring agreements for ensuring that the problems don't happen again;
- The further actions that will be taken if the problems do occur again
- The date when these arrangements will be reviewed (usually after two weeks).

The advantage of the Bullying Incident Record is that it helps to:

- Set clear and consistent procedures for dealing with incidents of bullying;
- Monitor the progress of individuals;
- Monitor and review its Anti-Bullying Policy;
- Make sure that everyone directly concerned with the victim's welfare is made aware of what has happened and how it is to be addressed;
- Decide at this stage what, if any sanctions are appropriate.

4. Hold a review meeting after about two weeks

Repeat the initial procedures (i.e. interview those involved individually before you all meet up). This is less threatening for both parties and is more likely to result in a frank and open discussion.

- **If no further incidents are reported**

If the matter is successfully resolved by the time the review occurs, put copies of the Bullying Incident Record in the files of both the bully and the victim.

- **If there is evidence of further bullying or provocation**

Arrange to meet with the parents / carers of those involved to discuss the nature and level of the support the setting intends to make and identify how they might help you to

meet the individuals' needs. You can then agree on and implement appropriate sanctions and support strategies. When you call in parents / carers make sure you are well prepared with records of concerns and actions taken to support the individuals and that you can identify constructive options to resolve the problems successfully.

5. Meet the parents / carers

Make sure that the parents or carers are:

- Aware of your concerns.
- Aware of your Anti-Bullying Policy and the rationale behind it.
- Encouraged to support their children in modifying their behaviour in a way which is consistent with the setting's approach.

6. Once the incident has been successfully resolved, unless there is a further occurrence of bullying, don't refer back to it.

Strategies and Resources for creating a "Bully-free Zone"

- The fact that incidents of bullying have not been reported to staff should not be interpreted as meaning that they are not happening. We acknowledge that problems do exist and that bullying occurs everywhere. To tackle this issue, we have a coherent strategy on dealing with bullying. It is only by putting the policy into practice that a change of culture will be promoted.

Preventative Measures

- Be aware that bullying happens everywhere at some time, and be vigilant.
- Spot checks in toilets and secluded locations are very effective.
- Make it clear that bullying is not tolerated, and ensure that everyone (professionals, children and young people, parents / carers, governors etc) knows about it.
- Have a 'catchphrase'
- Re-evaluate the policy regularly; reminders from time to time - e.g. an occasional class/assembly topic,
- Annual Anti-Bullying day including all stakeholders signing an annual anti-bullying charter.
- Teach children and young people how to challenge bullying behaviour.
- Use PSHE sessions to discuss issues, and techniques such as Circle Time and Circles of Friends to strengthen social relationships and social responsibilities.
- Ensure that everyone knows they will be listened to if they report they have been bullied, or have seen bullying taking place.
- Identify those who are potentially vulnerable or isolated and try to encourage others to include them. For example, teachers can 'engineer' social situations via seating and grouping arrangements.
- Have training for all staff;

- Improve the environment, and provide some structured and supervised activities in out-of-classroom and leisure time.

Preventing bullying becoming an issue rather than it being a reaction to an established problem:

- Not leaving groups unattended, and arriving in classrooms or playground before the pupils;
- Children know what the policy is through lessons and assemblies and our ethos;
- Make the policy known to all stakeholders;
- Have clear procedures on dealing with bullying and the consequences;
- Opportunities for communication to staff are made easily available. Children can share worries via 'Think Book' for Y5/6, 'Think Box' for Y3/4 and Think Together for YR/1/2. They are trained to use these methods in PSHE. Children know who they can talk to including the Head, the DSL and the Inclusion Manager who have an open door policy;
- Complaints are dealt with immediately and effectively.

Roles and Responsibilities of Staff

- Staff need to be aware that they are adult role models to children and young people. The way they behave and respond is likely to be copied. Some of the traditional styles of discipline in the past have included shouting, not allowing an opportunity to offer an explanation, reprimand and humiliation in front of others, name-calling or 'put-downs'. All of these are themselves characteristics of bullying behaviour, and are likely to result in resentment, and to maintain the cycle of bullying behaviour and create an ethos in which bullying and intimidation is acceptable.

Staff can help by:

- identify times and places where bullying may occur and arrange for spot-checks to be carried out frequently e.g. in corridors, toilets, cloakrooms, at the beginning and end of the day
- encourage children to report incidents of bullying by listening carefully, and follow up by appropriate action - we are a 'listening Academy'
- being on the alert for behaviours which may indicate that a child is being bullied, and investigating more carefully (see section on 'some indicators that bullying may be taking place')
- supporting victims of bullying
- helping children with bullying behaviour by encouraging them to change their behaviour, using good role models in drama and PSHE, and discussion in Circle Time
- Discussing the problem with other staff to ensure a consistent approach.
- liaising with parents

- creating 'safe areas' at break times - library, art room, alternative programmes, activities

Some Indicators that bullying may be taking place

- change in behaviour e.g. uncharacteristic withdrawal, moodiness, tearfulness, depression, secretiveness - reluctance to offer reasons for this
- items of clothing, property, children's work etc damaged or lost
- deterioration in attainment
- reluctance to attend
- money going missing at home/at the Academy
- sleep problems / nightmares
- coming home hungry (extortion of dinner money)
- frequent injuries - bruises, cuts
- running away or absconding
- increased levels of anger or aggression
- headaches, stomach aches, reporting feeling unwell
- wanting to change normal daily routines unexpectedly
- increased internet / mobile phone use may indicate on-line / text bullying

When Bullying has happened

We aim to make the bully consider the effects and consequences of their actions, both for themselves and the victim, helping them to engage in more constructive social relationships.

NB Please remember to complete the Bullying Incident Record. (See Appendix 1)

Support for Victims

• Self-Esteem

Research consistently suggests that victims of bullying have low self-esteem. The debate of whether this is a result of the bullying or the contributing factor is redundant. What is important is that a victim has a low opinion of his/her self worth. The more the bullying and as a consequence the lowering of self-esteem, the less effective the victim will be in dealing with the aggression. It is therefore of great importance that efforts are made to raise the victim's self-esteem and thereby in some way produce a more robust individual. As well as published schemes aimed at raising self-esteem, membership of quality circles and the like are effective in helping victims achieve a higher opinion of themselves. A system which enhances the self worth and confidence of all its community by rewarding all achievements other than just academic ones is crucial in achieving this aim.

• Peer Mentoring

Peer mentoring is highly successful. It involves pairing up vulnerable children with others who are more confident.

Activities which can be used to explore issues of bullying

- **Art**

Art is a subject which is particularly useful. Younger children can paint or draw pictures depicting bullying incidents. Others may be able to use drawings to represent the emotion. Older children could contribute to raising awareness by drawing posters or painting pictures that can be used to stimulate discussion. Posters displayed prominently give clear and permanent reminders that bullying is something which is not tolerated in your setting.

- **Drama**

Drama can help focus the mind on the behaviour associated with bullying. Both victims and bullies can play both the victim and bully roles. This allows each to see the behaviour from the others point of view. To some extent solutions to bullying can be explored through role play.

- **Creative Writing/English**

This area creates opportunities to express feelings and experiences very powerfully. The poems or stories can be used in newsletters, displays or the basis for discussion. Opportunities exist for children to comment on difficult times of the day or problematical areas.

- **Dance**

This is a popular area for self-expression. It can create opportunities for exploration of issues and feelings.

- **Assemblies**

This is an important avenue for delivering consistent messages concerning the Academy's attitude to behaviours such as bullying. Bullying / anti-bullying could be used as a theme for class or year group productions as in the SEAL* element of the primary national curriculum.

- **Circle Time**

This is an activity frequently used to share feelings and as a forum for conflict resolution. As part of a daily routine it can greatly enhance the feeling of belonging and mutual respect.

- **Personal, Social and Health Education**

Finding avenues for pupil voice through Academy councils, pupil discussions, questionnaires, etc. allows them to be involved in raising concerns and formulating solutions.

SEAL = Social and Emotional Aspects of Learning

Dissemination of the Policy

To be of benefit the policy needs to be pro-actively managed and publicised.

Anti-Bullying Leader - Pam Newton

It is important to ensure that everyone becomes thoroughly familiar with the policy. It is a requirement in the School Standards and Framework Act, 1998, that Head Teachers publicise anti-bullying measures to their community.

Those to be informed include:

staff	-	staff meetings
Parents / Carers	-	parents' meetings and letters home
Children	-	assemblies, classroom discussion
Governors	-	Whole Governor meetings inclusion of the policy in the
Prospectus	-	given to all new pupils

Monitoring Incidents of Bullying

All alleged incidents of bullying are recorded and monitored.

Help and advice

Anti-Bullying Alliance

Bullying UK

Childline

NSPCC

Equality Statement

At Stourport Primary Academy we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the Academy, irrespective of race, disability, sex, sexual orientation, gender reassignment, religion or belief, pregnancy and maternity, and age (for staff only). We will adhere to the legal definitions of these protected characteristics as set out in the Equality Act 2010.

We aim to develop and maintain a culture of inclusion and diversity, in which all those connected with the Academy feel proud of their identity and able to participate fully in Academy life.

Review and Evaluation of policy

In line with good practice the policy should be reviewed annually, adapted and modified as necessary. Consistent implementation of the policy is vital to its success. To this end the leadership is receptive to feedback from all members of the community.

To find out whether children feel safe from bullying and racist incidents, and the extent to which children have confidence in talking to staff and others when they feel at risk. Evaluation of reported incidents of bullying in the last 12 months should form the basis of the review of the policy.

Appendix 1 Bullying Incident Record

Appendix 2 Some Tried and Tested Approaches

Appendix 3 Bullying around Racism, Religion and Culture

Appendix 4 Being a Bully and Being a Victim

Appendix 5 Assertiveness Training - Supporting the Victim

Appendix 6 Quality Circles

APPENDIX 1

Bullying Incident Record for Stourport Primary Academy

Date report filed:			Name of person reporting incident:					
Date/Location of Incident:								
Details of People Involved:								
Name	DOB	NC Year	Gender M/F	Ethnic origin	In care	Role of Incident (ringleader, witness, assistant, Bystander, Victim)	*Level Of Involvement	Involved in previous incident Y/N/ Don't know
*Levels of involvement: 1= very involved; 2= involved; 3 = slightly involved; 4 = only indirectly involved.								
Details of Alleged Incident (including views of those involved and event leading up to the incident).								

Stourport Primary Follow-up Review

Date:
Person responsible:
Child being observed:
Further incidents:

Resolution:

Signed parent: Print Name:

Class teacher: Print Name:

DSL:

APPENDIX 2

Some Tried and Tested Approaches

1) Restorative Justice

Restorative Justice is an approach used to address harmful behaviour and conflict in a community. The approach sees wrongdoing as essentially a violation of people and relationships.

The principles of Restorative Justice are that the victim's needs are addressed, bullies are encouraged to take responsibility for their actions and all those affected by the incident are involved in the reparation process.

Understanding the idea of 'harm' is important to understanding 'Restorative Justice.' Restorative Justice approaches are a positive way of dealing with inappropriate behaviour including bullying. Rather than using blame and punishment, those involved in a situation where harm has occurred are able to look at what harm has been caused and how people have been affected. Those involved are then able to look at what needs to be done to put things right.

In situations where bullying has occurred, whether we have been harmed or have caused harm to others, we have needs. Identifying what these needs are and getting them met is more likely to help resolve the situation satisfactorily. For example: -

What I need when I have been harmed:

- Someone to listen.
- Space to think about the event and to calm down.
- A chance to ask 'Why me?' 'What did I do to deserve it?'
- If external agencies are involved or formal investigation is being undertaken, I need to be kept informed of progress.
- I want the person who has caused the harm to understand and acknowledge the effect of their actions on me and anyone else affected.
- A sincere, spontaneous apology.
- If possible, for things to be put right.
- Reassurance that it won't happen again.
- A sense of justice.
- A sense of being able to put it behind me and of feeling more in control of my life.

What I need when I have caused harm to another person:

- Time to think.
- For someone to listen to my story.
- To be able to explain to myself and the other person why I did what I did.
- A chance to apologise.
- To be able to put things right.
- Reassurance that the matter is finished and that I can move on.

For the Restorative Justice approach to work certain guidelines need to be adhered to. These are:

- All people should be treated with respect.
- Feelings, needs and rights should be considered.
- The importance of communication is recognised.
- There is a willingness to listen to another's viewpoint or perspective.
- The focus is on solving problems.
- All those affected by an incident are involved in a decision about the way forward.
- As far as possible, the physical and emotional harm is repaired.

Restorative Justice is one approach that can be used effectively in bullying situations. The aim is to teach the young person to take responsibility for the impact of their behaviour on other people.

For more information about this approach look up the Restorative Justice Consortium website (see Appendix 6)

2) No Blame Approach

Step One - interview with the victim

When the member of staff finds out that bullying has happened s/he starts by talking to the victim about their feelings. S/he does not question them about the incidents, but need to know who was involved.

Step Two - convene a meeting with the people involved

The member of staff arranges to meet with the group of pupils who have been involved. This will include some bystanders or colluders who joined in but did not initiate any bullying. We find that a group of six or eight young people works well.

Step Three - explain the problem

The staff member tells them about the way the victim is feeling and might use a poem, piece of writing or a drawing to emphasise their distress. At no time does s/he discuss the details of the incidents or allocate blame to the group.

Step Four - share responsibility

The staff member does not attribute blame but states that s/he knows that the group are responsible and can do something about it.

Step Five - ask the group for their ideas

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The member of staff gives some positive responses but s/he does not go on to extract a promise of improved behaviour.

Step Six - leave it up to them

The staff member ends the meeting by passing over the responsibility to the group to solve the problem. A further meeting is arranged to see how things are going.

Step Seven - meet them again

About a week later the staff member discusses with each student, including the victim, how things have been going. This allows them to monitor the bullying and keeps the young people involved in the process.

APPENDIX 3

Bullying around Racism, Religion and Culture

Five key principles

1) Acknowledge that racism exists in wider society, and that it can lead to racist bullying in schools

- Take the results of research and what pupils are telling you very seriously.
- Make sure that your records, reports and takes action on racist incidents. Include bullying in your Academy self-evaluation, audits, monitoring and pupil and parent surveys. Analyse trends and use the information to inform planning.
- Bear in mind that some pupils have the constant experience of racism and bullying outside the Academy, and that they may be affected daily by racist graffiti, name calling or intimidation on their journeys to and from Academy.

2) Let the pupils know where you stand

- Make sure that pupils know you will not tolerate racism or bullying and that you will always deal with it.
- Be approachable and available.
- Reinforce this principle through displays, newsletters, noticeboards and published information to parents and pupils.

3) Listen to children and young people

- Never dismiss their experiences of bullying and racism, or put them down as unimportant. Acknowledge their feelings.
- Give them enough time to tell you everything they need to. It is often difficult for a hurt person to talk about what has happened to them. If a witness or a participant in the bullying is willing to talk to you, that child will also need enough time to explain and to be heard.
- Cultivate the environment of 'the listening Academy'.
- Ensure the Academy community — staff, students, parents, governors, — have a shared clarity of understanding about the nature of racist bullying and where the Academy stands on the issue.
- Provide training and professional development through courses, meetings, policies and classroom activities.

- Establish shared responsibility and strong leadership. Countering racist bullying is the responsibility of the whole Academy community and everybody must know what their role is.
- Involve and empower parents.

4) Involve children and young people in solutions

- Children and young people have substantial insight into their experiences and those of their peers. They also have a sense of what works. Profit from and use their expertise.
- Involve and empower children and young people, through individual and group activities and through structures such as Academy councils.

5) Implement strategies for both prevention and intervention

- Ensure that the Academy ethos is inclusive, and that the community feels safe, valued and respected.
- Ensure that the curriculum is inclusive, and that the PSHE and citizenship curricula address issues of racism and bullying.
- Ensure that policies for bullying and discipline cover the procedures for addressing racism and bullying.
- Never turn a blind eye to or an incident, or consider it too insignificant to follow up. Always take action when an incident occurs, using the most appropriate of a range of strategies.

APPENDIX 4

Being a Bully and Being a Victim

- **Who is likely to be bullied?**

Research identifies children who are "different", socially, culturally, physically - anyone who has characteristics which are different from the majority, or who may be defined as an outsider.

Typical victims may be taller or shorter than average, have very high or very low ability, have a speech impediment or different accent, have physical attributes such as red hair/freckles, be children and young people in the looked after system, be loners.

- **Who is likely to bully?**

Characteristically bullies are bigger and stronger than their peers, may be older than their victims, are impulsive, and have a need to dominate others and control social situations. They are often anti-social in school and the community, and are aggressive generally with peers and adults, including parents.

Parents'/carers' attitudes are a significant factor in whether or not a child is likely to bully - maternal depression leading to poor attachment and rejection, and / or punitive or abusive parenting correlates with aggressive behaviour in children.

- **Classification of 'Bullies' and 'Victims'**

In many ways the above descriptions are not helpful as the terms tend to label the whole person, rather than just the behaviour. As such it is a label that can stick with a person for life, making it harder for them to change their attitude to themselves, as well as other people's attitude towards them. There are probably several different combinations of behaviours linked to *bullies* and *victims* which are useful to describe:

- **Passive Victims** - The majority of victims fall into this category. That is, they tend to be passive, weak and ineffective individuals lacking in self-confidence.
- **Provocative Victims** on the other hand, are rated as being more active, assertive, confident and physically stronger than other victims. They are not only easily provoked, but also provoke others. Usually most passive victims actively avoid aggressive situations, whilst these individuals will deliberately seek them out. In addition, they often complain to adults that they are being bullied.

- **The Bully tends to have the following characteristics:**
 - Confident
 - Assertive
 - Physically strong
 - Reasonably popular

Remember the bully isn't necessarily a bully all of the time. Their behaviour towards others may be a reflection of a difficult episode at home.

- **The Anxious Bully** is less common and is greatly lacking in self-confidence. More of these children and young people are reported to have problems at home and they are less popular with their peers than other bullies. In the setting teachers describe them as having fewer likeable qualities than the other groups, and they also tend to have the poorest attainments and poorest class concentration.
- **Bully/Victims** are rated by other children and young people to be the least popular people. They both bully others and are themselves bullied. Coercion by the bully can result in the victim joining in another bullying episode, often as part of a gang, or the victim feels such anger and frustration that they in turn pick on someone else they perceive to be psychologically weaker.

- **Bystanders**

Children/young people and/or adults who observe bullying often find it very distressing, but feel powerless to do anything about it, for fear of being bullied themselves. They may even be perceived to be colluding with bullying or ignoring it. A setting which encourages an active stance against bullying can provide clear guidelines for children and young people and adults who witness such behaviour. In schools children and young people can be empowered by giving them opportunities for discussing strategies in various situations such as PSHÉ assemblies, circle time etc. In care settings this can be achieved through resident or family meetings, or one to one discussions with children.

APPENDIX 5

Assertiveness Training - Supporting the Victim

Victims of bullying need reassurance, they want to be believed and they want the bullying to stop. Not only do they need support from others (making sure they are not isolated, and have someone to socialise with and sit next to); they may need to develop skills to deal with, and to avoid bullying situations. They may need to be tactfully made aware that sometimes their own behaviour may be a factor encouraging bullying behaviour.

Many young people become highly defensive when teased. They strongly deny accusations or taunts and become very upset. This is understandable but this kind of reaction is often rewarding to the bully and may simply encourage the verbal bully.

A 'keep your cool' strategy can be helpful here and this involves helping children or young people to give a strong and confident message to the bully, empowering the victim to deal with the situation themselves without necessarily having to have an adult intervene.

Showing children how to look more confident - 'standing tall', and looking someone in the eye can in itself induce a feeling of confidence, and raise self-esteem. Discussing with them forms of response which can include humour and pride, which generally take the bully by surprise, and helping them to practise these will make the victim feel able to manage some situations for themselves.

The exact words will depend on the issues involved and need to be something the victim feels comfortable with. It should not be a denial of what has been said by the bully, nor a similarly insulting comment, but a 'topping' of the remark.

E.g.

- (wearing glasses, 'four eyes') "Yeah, I can read your mind with these".
- (size) "All the best things come in small packages"
- (general comments) - "I love you too".
"D'you know any words with more than four letters".
"You could win prizes for the stories you make up".

After the response it is best to move away confidently in the direction of an adult, without seeming to hurry. The bully may want to retaliate, but it might take him/her some time to think of something, so moving away is usually effective.

For children who are very withdrawn and lacking in confidence, with very low self-esteem, this strategy is not recommended, as they need considerably more adult support and protection.

APPENDIX 6

Quality Circles

Quality circles were first introduced into Japanese industry in the 1950s and are now used worldwide by major companies. They have been transplanted with little modification to the field of education, where they have been used successfully by groups of teachers, and recently by groups of primary children.

Quality circles should not be confused with circle time. The essential features of a quality circle, established to address the problem of bullying in a primary school, are as follows:

- It consists of volunteers
- It meets regularly to propose ways of improving the Academy's approach to bullying
- It has a trained leader
- It is small; about 5-8 members
- Its aims are to solve problems related to bullying and effect change

Through being involved in a quality circle, pupils get the chance to use their experience and knowledge for the Academy's benefit. Pupils are often able to provide management with information about bullying (including information about racist remarks and / or attacks) which otherwise might not be known to them.

A school needs to plan and introduce quality circles on a step-by-step basis. In the early stages the leader will be the teacher, but once established, he or she can, by agreement, withdraw. If the teacher does withdraw care should be taken to ensure there is no leadership vacuum as the role of leader / facilitator is vital to the success of the group. The leader has the important functions of:-

- Keeping the programme going
- Encouraging the group
- Ensuring that management is informed of decisions.

It is essential that before a quality circle is established the members are taught systematic problem solving techniques. Teaching members to pursue solutions through asking a stream of 'how' and 'why' questions is an appropriate way of progressing.

One important and positive spin-off from quality circles is that through being members, children will be encouraged to develop a sense of responsibility which should be of benefit to them throughout their school careers.

Quality circles work best when only genuine volunteers are involved - no conscripts! Practically, therefore, the quality circle members will need to meet during a lunch break, or even after school.

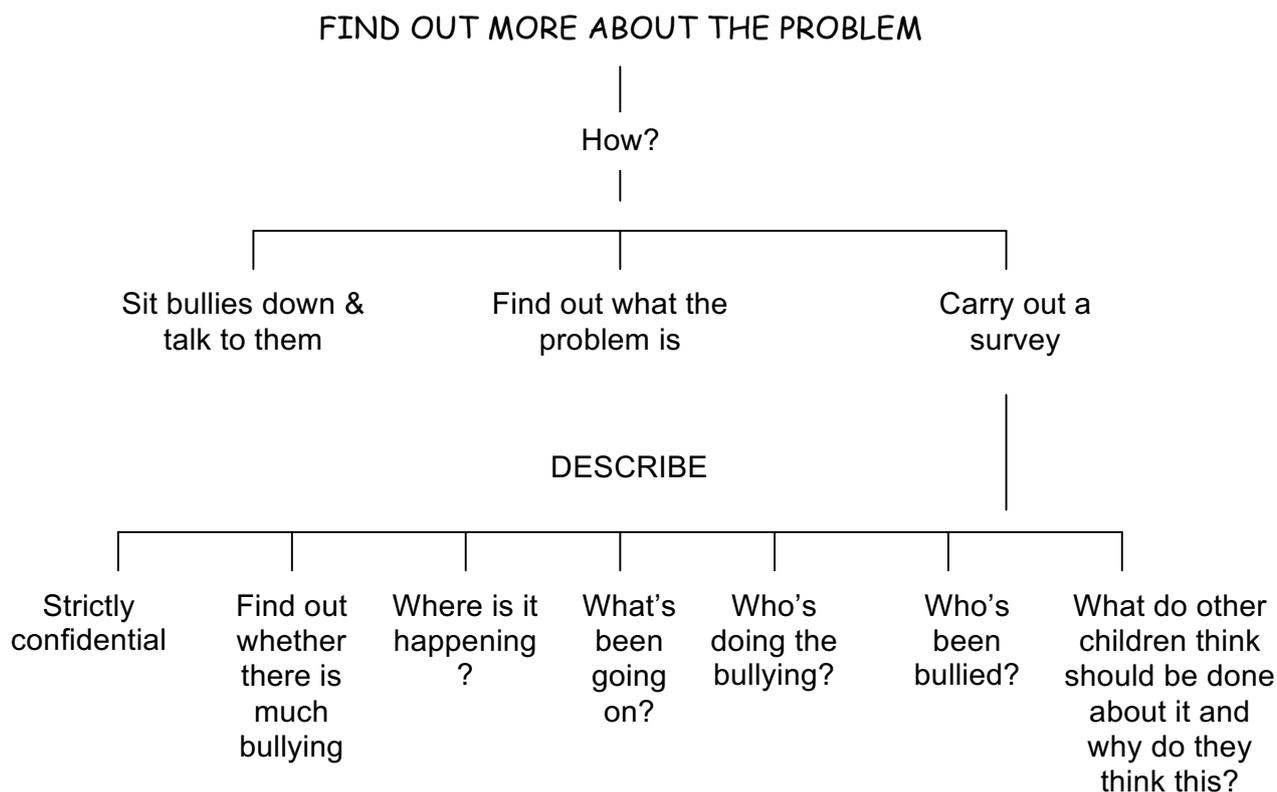
Example

A quality circle of 5 volunteers, aged 10 and 11 years, met under the leadership of their Headteacher to look at the issue of bullying in the school. During the first session the question, "How can we stop bullying in our school?" was posed. This produced the following responses from the children.

- Find out more about the problem.**
- Get children to tell.**
- Give bullies a task.**
- Put bullies and bullied in a room together.**
- Make bullies do other things**
- Counselling**
- Talk to the bullies.**

It was decided by the group to consider in detail the response - "Find out more about the problem".

The development of the session can be shown diagrammatically, as follows:



The session ended with the Head teacher/leader agreeing to devise a questionnaire based on the group's suggestions and this would be filled in by all children who wished to do so. The results were to form the basis of a discussion for the next meeting of the quality circle.