Safe from Bullying

training resources

**department for
children, schools and families**

Safe from Bullying Training Resources

These resources support the guidance *Safe from Bullying* [1] and are intended for managers, practitioners and volunteers working in:

- Children's Homes;

- Extended services in and around schools;

- Further Education Colleges;

- Play and Leisure services;

- Youth Activities;

- and those whose work relates to children's journeys.

They can be used as the basis of training sessions or staff discussions around how to tackle bullying in their setting.

Aim:

To support people working with children and young people in settings other than schools to:

- Understand the various forms bullying takes.

- Be able to recognise bullying behaviour.

- Understand what they can do to prevent it.

- Know the steps towards developing an Anti-Bullying Policy.

- Know what should be included in an Anti-Bullying Policy.

- Understand how to identify partners and use procedures.

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1   Available at: http://www.everychildmatters.gov.uk/resources-and-practice/IG00363/

Contents

Item 1 Why should we address bullying in the community?

This section describes how to lead a discussion about bullying in the community and what influences it. There is a briefing for the facilitator (**Item 1a**) giving some messages from research and a diagram (**Item b**) showing how bullying behaviour in schools is influenced by home and family as well as community and neighbourhood issues, and how, in turn, bullying in schools spills back out into the community. This is what we mean by **the 'two-way flow' of influences**. The facilitator should read this briefing before the session.

*After a short discussion looking at the diagram in **Item 1b**, invite the participants to discuss what they see locally that has an impact on bullying.*

1. Where is bullying happening?

2. What are some of the reasons behind this?

3. Are there some local beliefs or patterns that need to be considered?

4. Does bullying spill out of school onto buses and streets after school?

5. Are there local newspapers fanning fears of people who are different?

6. Are there groups of children you feel are at risk?

Then ask:

- How far do you agree with the diagram?

- Could you draw a different one for your local area?

- What ideas do you have to tackle these influences?

- On a scale of 1 to 10, where would you place bullying if thinking about your service?

Mild problem   **Serious problem**

1   2   3   4   5   6   7   8   9   10

Item 1a Why should we address bullying in the community?

Background briefing for the facilitator

Bullying is more than it seems. Far from being simple teasing or banter or even socialising, severe bullying can affect children in numerous ways and these effects can last into adulthood. When children use bullying behaviour it can also be a signal that they may have difficulties in other areas of their lives. If left to develop, victimising behaviour can undermine the achievement of all five outcomes of Every Child Matters and destabilise communities.

Children's wellbeing and happiness is a concern being vigorously debated in England. In this context, a child's feelings of safety and protection from being victimised are two of the foundation blocks of happiness and wellbeing. Until recently most of the efforts to reduce bullying have been focused on schools. But we know that bullying takes place both in school and in other settings. Increasingly everyone working with children is attempting to consider the child's experience in a more coherent way. This discussion aims to explore the impact of bullying on the child and the community itself.

There is a two-way flow of influences on bullying behaviour between the community and schools. For example, bullying in schools is often influenced by factors at home such as parental prejudice or racism. Furthermore, harsh negative parenting or use of violence is linked with both victims and those who use bullying behaviour[2]. Gangs or turf wars within the community can also flow over into bullying in schools. In turn, bullying within schools has an impact on the local community. Bullying therefore cannot be successfully tackled in isolation.[3] Bullying behaviour can spill over into crime and its prevalence in a neighbourhood has a powerful impact on whether or not children and young people feel safe.

Victimization can have lasting detrimental effects[4], while fear of being bullied can be as damaging as being bullied.[5] Bullied children have lower self esteem and a more negative view of their social competence.[6] The emotional distress caused by bullying can prejudice school achievement, cause

2   Katz, A. Buchanan, A & Bream, V. (2001) Bullying In Britain, Young Voice and University of Oxford.
3   National Crime Prevention Strategy, Canada.
4   Salmon, G., James, A., & Smith, D. M,. (1998) Bullying in schools: self reported anxiety, depression and self esteem in secondary school children. *British Medical Journal*, 17, 924-925. Katltiala-Herino, R., Rimpela, M., Marttunen, M., Rimpela, A., & Rantanan, P. (1998) Bullying, depression, suicidal ideation in Finnish adolescents: school survey. British Medical Journal, 319, 348-351.
5   Hawker, D.S.J. and Boulton, M.J. (2000) Twenty years' research on peer victimization and psychosocial maladjustment: A meta-analytical review of cross sectional studies. *Journal of Child Psychology and Psychiatry*, 41, 441-455.
6   Hawker and Boulton (2000).

truancy[7] or influence someone to leave school early.[8] For those with special needs or disabilities, being bullied can exacerbate their isolation and harm the development of social skills – the so called Double Jeopardy effect.[9]

Some young people respond to bullying by taking risky steps, with those who bully (and some victims) being more likely than their peers to carry a weapon.[10] This behaviour is more likely to occur out of school.[11]

An Anti-Bullying Alliance survey (of approximately 1000 pupils) on Bullying in the Community in 2007[12] found that a lot of children thought bullying in schools started outside of schools, while over a third of respondents thought bullying outside of schools was more worrying than bullying in schools because 'adults were not around'.

In addition, various surveys of children's experiences show that children and young people are prevented from playing out or moving around their neighbourhood by fear of bullying, despite wanting to relax, do sport and socialise. Some children do not play out because they are scared of being bullied [13]. In a survey by Young Voice (of approximately 2000 pupils) around a half of respondents who said they had been bullied 'a lot' said they were 'put off' going to places like youth or homework clubs, drama or music, Brownies/Scouts/Guides, weekend or holiday clubs and adventure playgrounds by 'people who bully you'.[14]

Bullying and the fear of it can influence young people's choices, and limit their activities and where they feel safe to go, making them less likely to adopt healthy lifestyles and take up opportunities to play and exercise.[15] In one survey, nearly half of secondary age young people who were badly bullied said they hardly ever use local parks or playgrounds. Children and young people were asked to give reasons why they did not use parks and playgrounds. Among those who reported being bullied 'a lot', 23% of primary age and 15% of secondary age said it is because 'they are scared by people who do go', whilst more than 1 in 5 primary and 1 in 10 of secondary respondents said it was because of being 'chased away or bullied by other children'.[16]

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7   DfEE (1999) Chapter 4 paragraph 29 Handling Signs of Disaffection.
8   Safe To Learn: Homophobic Bullying (2007); Stonewall, The School Report.
9   Mishna, F. (2003) Learning Disabilities and Bullying: Double Jeopardy. *Journal of Learning Disabilities, 36, 336-347.*
10 Young Voice Fitting in and Fighting Back (Bullies: 31% carried a weapon 'to stay safe' vs. 24% of peers).; Fox, J.A., Elliott, D. S. Kerlikowske, R. G., Newman, S. A. Christeson, W. (2003) Bullying Reduction is Crime Reduction, Northeastern University and Inst of Behavioural Science University of Colorado, Boulder, and Invest In Kids Seattle.
11 Hayden, C. (2008) Staying Safe and Out of trouble: University of Portsmouth.
12 Anti-Bullying Alliance 2007 Bullying in the community.1078 respondents.
13 Young Voice for Children's Society (2003) 'Your Space or Mine?' Ages 7-18, 2578 respondents.
14 Islington & You 2002, Young Voice. Katz, A. Stockdale, D. Dabbous, A. Ages 10-16, 2062 respondents.
15 Young Voice (2003) Young Barnet Connects and North London Connects for Connexions, http://www.guardian. co.uk/commentisfree/2008/oct/18/young-people-rowntree.
16 Safe to Play (2008). Survey of 4546 children in Dudley.

One group can come to dominate a territory. 'Territoriality' has recently been identified as a source of social exclusion, and a root of gang activity. It can block access to opportunities and lead to isolation and violence.[17] Long term consequences of bullying have been noted, with the largest effect on children and young people being depression[18].

A child who is bullied a lot in school is also highly likely to be bullied outside school with a possible 'multiplier effect' making the impact even greater.[19] Children in extended services may be particularly vulnerable to this, as they tend to report higher levels of bullying in and out of school and in after school clubs, including exposure to pushing, shoving, threats, kicking, name calling, racism and homophobia.[20]

Bullying can be prejudice-driven, expressing racism and exacerbating local tensions. Homophobia is widespread[21] and less likely to be challenged out of school. It also appears to be used as a proxy for other forms of prejudice- driven bullying, demonstrated by the consultation with young people with special needs for this guidance.

Children and young people with disabilities are extremely vulnerable to bullying. Mencap found that 8 out of 10 had been bullied, 6 out of 10 physically.[22] They are adversely affected by negative attitudes and perceptions of difference and find it more difficult to resist bullies. They may be more socially isolated, may not understand that what is happening is bullying and furthermore may have difficulties telling people and remembering details.[23]

Effective programmes which reduce bullying and aggression have been shown to reduce crime and levels of arrests among young people.[24] Reducing bullying with recognised programmes can lower levels of aggressive behaviour, alcohol misuse and the likelihood of arrest.[25]

17 Kintree, K. et al (2008) Young People and Territoriality in British Cities, Joseph Rowntree Foundation.
18 Hawker, D.S.J & Boulton, M (2000) Twenty Years' Research on Peer Victimisation and Psychosocial Maladjustment: A Meta-Analytic Review of Cross Sectional Studies. Journal of Child Psychology and Psychiatry and Allied Disciplines.4,441-455.
19 Hayden, C. (2008) Staying Safe and Out of Trouble University of Portsmouth; Young Voice for Children's Society (2003) 'Your Space or Mine?'; Katz, A. Finch, S. & McManus, E. (2008).
20 Katz, A and McManus E , Finch, S. (2008) Bullying Beyond School (forthcoming)
21 Stonewall (2008) The School Report.
22 Mencap (2007) Bullying Wrecks Lives.
23 Safe To Learn: Bullying involving children and young people with special needs and disabilities.
24 Fox, J. A. et al Northeastern University (2003) Bullying Prevention is Crime prevention for Fight Crime: Invest in Kids and evaluations of the LIFT programme and others; Blueprint programme Centre for the study and Prevention of Violence, USA.
25 LIFT programme discussed in Fox, J.A. Elliot, D.S et al (2003) Bullying Prevention is Crime prevention.

Due to the finding that those who are severely bullied in school are more likely also to be badly bullied outside school[26] – and the need to approach bullying behaviour across the whole community[27] – it will be constructive to see bullying prevention and reduction as a whole community process and to work with schools, and those agencies and voluntary groups engaged in providing services outside of schools.

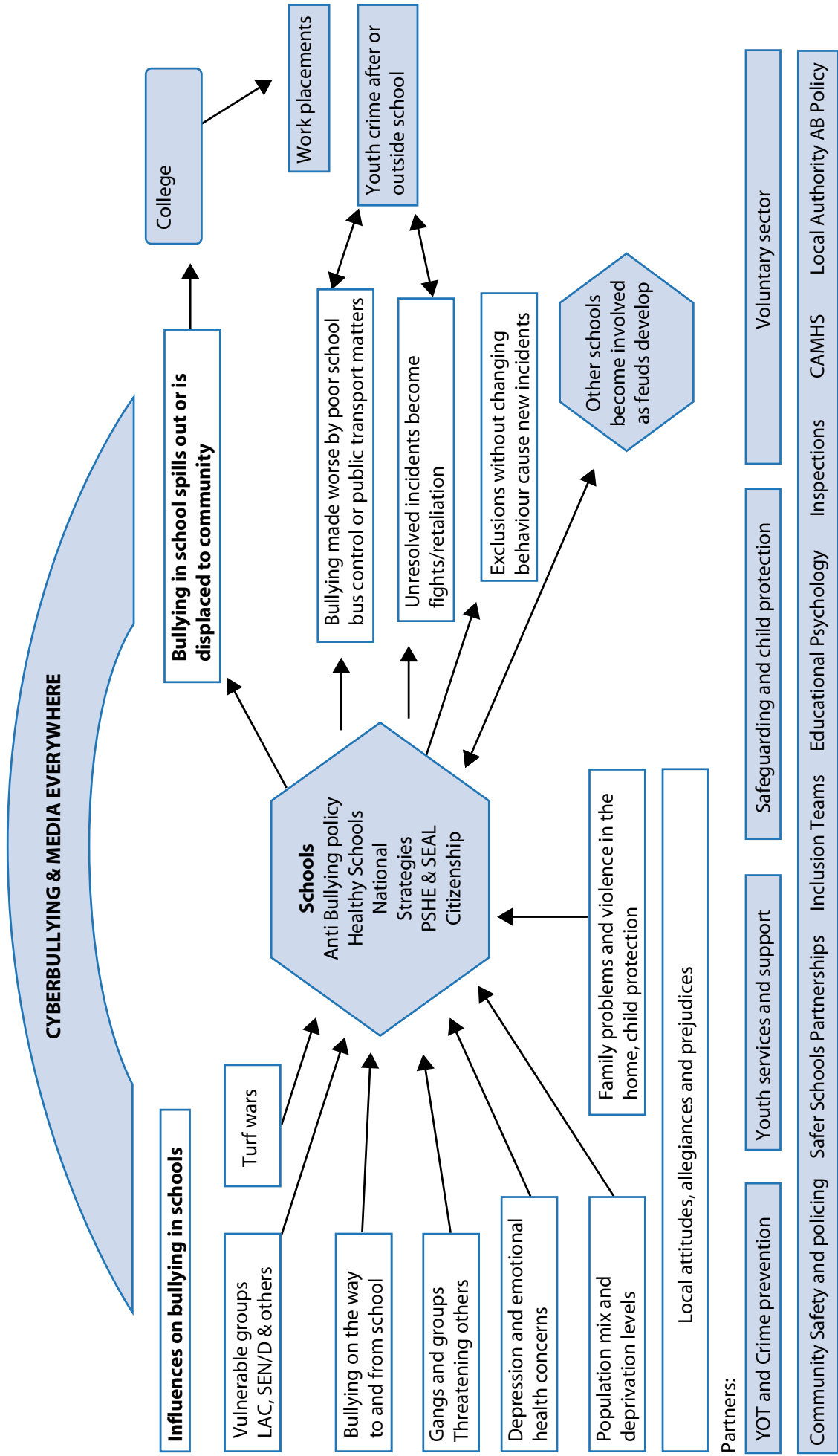Bullying reduction can contribute to the outcomes around wellbeing, safety, attainment and crime reduction.

26 Hayden, C. 2008 Staying Safe and Out of Trouble University of Portsmouth; Young Voice for Children's Society (2003).
27 National Crime Prevention Strategy, Canada.

Item 1b

Influences flow both into school from the community and from school back into the community

CYBERBULLYING & MEDIA EVERYWHERE

Influences on bullying in schools

College

Work placements

Youth crime after or outside school

Bullying in school spills out or is displaced to community

Bullying made worse by poor school bus control or public transport matters

Unresolved incidents become fights/retaliation

Exclusions without changing behaviour cause new incidents

Other schools become involved as feuds develop

Schools
Anti Bullying policy
Healthy Schools
National Strategies
PSHE & SEAL
Citizenship

Turf wars

Vulnerable groups
LAC, SEN/D & others

Bullying on the way to and from school

Gangs and groups
Threatening others

Depression and emotional health concerns

Population mix and deprivation levels

Family problems and violence in the home, child protection

Local attitudes, allegiances and prejudices

Partners:

YOT and Crime prevention

Youth services and support

Safeguarding and child protection

Voluntary sector

Community Safety and policing   Safer Schools Partnerships   Inclusion Teams   Educational Psychology   Inspections   CAMHS   Local Authority AB Policy

Item 2 Developing an Anti-Bullying Policy

1 Agree on a definition of bullying.

'Behaviour usually repeated over time, that intentionally hurts another individual or group, physically or emotionally' *(Safe to Learn, DCSF, 2007)
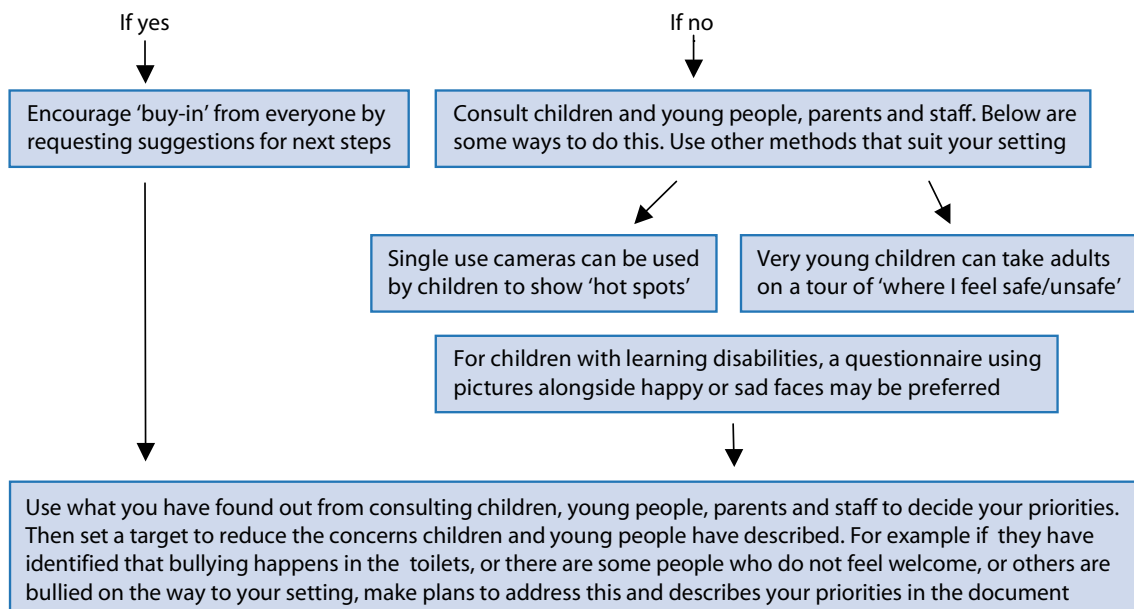
A version for younger children might say:

> Bullying is people doing nasty or unkind things to you on purpose, more than once, which it is difficult to stop.

*Occasionally the behaviour is clearly bullying, even after one incident, and you will feel it is unsafe to wait for it to happen again.

Discuss with colleagues:

- *In what sorts of situations would an intervention be needed at once?*

- *Is this definition one you all agree with?*

2 Do you have information about bullying that takes place in your setting or on the way to it?

If yes

If no

Encourage 'buy-in' from everyone by requesting suggestions for next steps

Consult children and young people, parents and staff. Below are some ways to do this. Use other methods that suit your setting

Single use cameras can be used by children to show 'hot spots'

Very young children can take adults on a tour of 'where I feel safe/unsafe'

For children with learning disabilities, a questionnaire using pictures alongside happy or sad faces may be preferred

Use what you have found out from consulting children, young people, parents and staff to decide your priorities. Then set a target to reduce the concerns children and young people have described. For example if they have identified that bullying happens in the toilets, or there are some people who do not feel welcome, or others are bullied on the way to your setting, make plans to address this and describes your priorities in the document

ACTIONS:

Draft your policy with the participation of every child or adult. **Item 3** outlines the content of a policy.

Provide a child-friendly or easy-read version.

Make sure everyone knows what this policy means.

Ask parents to commit to supporting your bullying prevention efforts.

Display the policy – don't leave it filed away.

Ensure new or short term staff are always shown this policy.

Invite children to design displays or posters to advertise it.

Check with staff it is easy to implement.

Check with children and young people that it is effective.

Revise if necessary.

Item 3 What should an Anti-Bullying Policy Include?

> ## Start with a statement of principle or a vision
>
> 'In this club we want everyone to feel safe to enjoy what we have to offer without fear. That is why we have all agreed that we will have no bullying here.'
>
> OR
>
> 'Sycamore College believes that every student and member of staff has a right to study or teach without discrimination or threat and to be able to fulfil their potential.' (weblink to college policies)
>
> OR
>
> 'In this Scout group we have agreed not to tolerate any form of bullying so that everyone can feel respected and safe.'

Then, using your agreed **definition** (see **Item 2** above), describe what bullying is.

Please include the various types of bullying. There is evidence that once named, there is more likely to be a reduction in that form of bullying.

Bullying can be:

- Physical – Pushing and shoving, tripping up, kicking, spitting.

- Emotional – Humiliating someone, name calling, using insulting names or comments.

- Driven by a prejudice – This might be homophobia, racism, or victimising those who have special needs or disabilities. It may be picking on a looked after child because they are cared for away from home or it may be picking on a child who cares for a sick relative.

- Indirect – Spreading rumours whether true or not.

- Cyberbullying – Any form of bullying using a mobile phone or the internet, chat rooms, social networking sites, instant messaging or email.

It may also be bullying when:

- The same person or group always leaves someone out or shuns them.

- Someone makes threats of violence against someone else.

- Someone damages someone else's kit or clothing deliberately.

- Someone takes someone else's belongings deliberately.

- Someone tries to force someone else to do something they do not want to do.

- Someone tries to force another to do something sexual they do not want to do.

Although all of these actions are serious and adults should always intervene, they may not always be regarded as bullying unless they are part of an ongoing pattern of behaviour against the victim. You should explain this in your policy.

Say what steps will be taken to prevent bullying

These might include:

- Adults will model respectful behaviour.

- Every child or young person will have their rights respected.

- We will work to reduce racism, homophobia, etc.

- We will work to help everyone understand and respect people with disabilities.

- We will set up easy safe ways for children/young people to report bullying.

- We will work with the members of this group to help them build confidence.

- We will work with anyone who bullies to help them change their behaviour.

- We will put in place sanctions to be used as appropriate.

Please put into your policy only those actions that are likely to be carried out in your setting given the resources, the number of staff and the children and young people who use it. These are only a suggestion. Try to come up with appropriate local solutions.

Say what will happen if a child or young person reports bullying

Examples might be:

- We will listen respectfully to the child.

- We will take steps to stop the bullying with the child's permission.

- We will meet with the perpetrator/s and try to resolve the problem.

- We will tell them we have noticed their behaviour is hurtful/unacceptable.

- We will encourage the perpetrator/s to acknowledge the hurt they have caused/damage to the team or club and learn from the incident.

- We will not humiliate or put at risk the child who reported the bullying by making it known that they have done so.

- We will make it clear that persistent or severe bullying can mean the perpetrator cannot remain a member of our club/group.

- We will give the perpetrator opportunities to change but if this fails we will take further steps – outline these – they should be appropriate to your setting. Discuss with adults and children what the steps might be.

- We will monitor and follow up incidents to ensure bullying has stopped.

Give clear guidance for staff

A part of your policy will be for staff only. It will give staff a clear guide to what actions are to be taken and how the procedures will work.

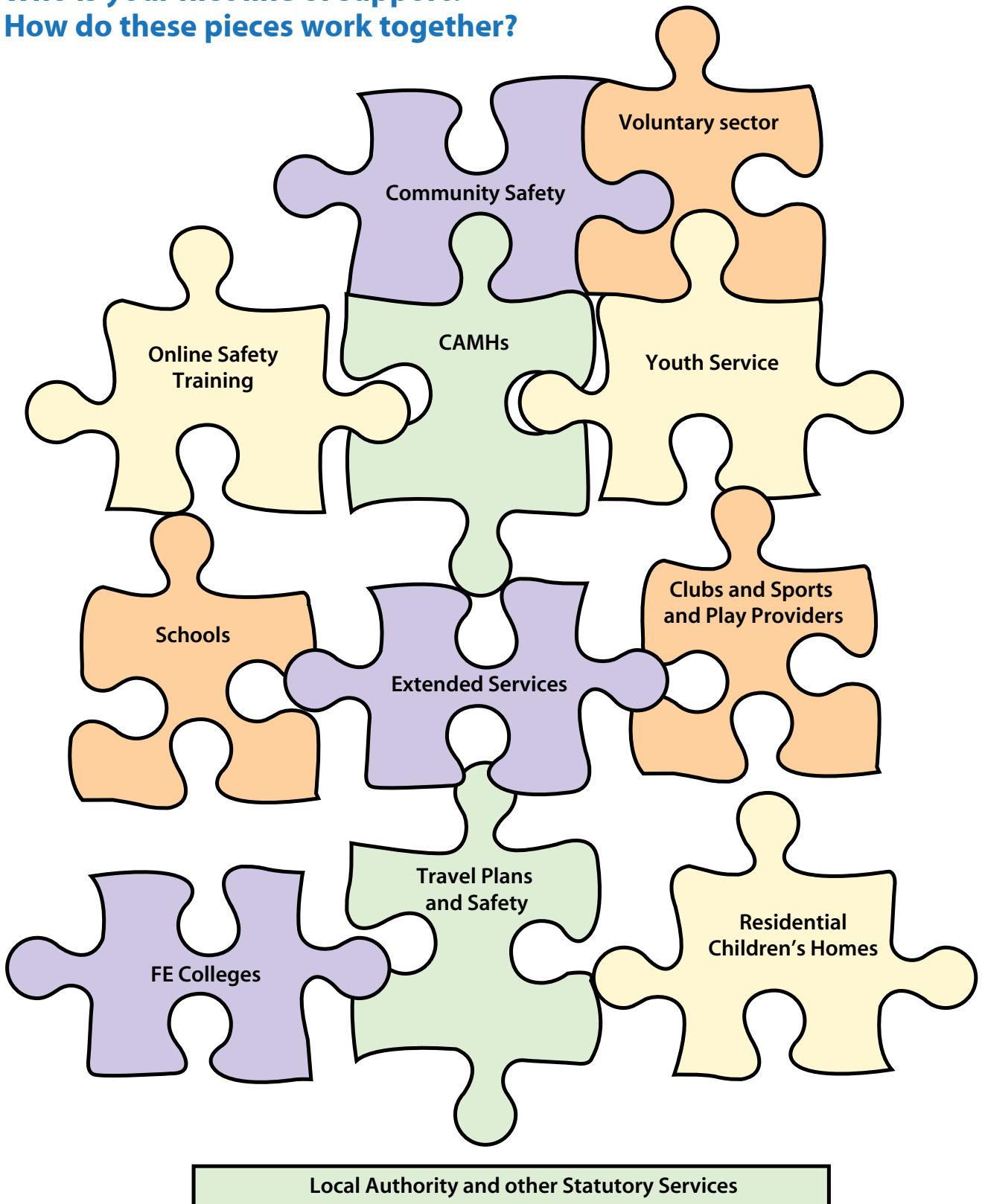*Write a short procedure for staff to follow when incidents occur, for example:*

- *Record the incident.*

- *See the bullying child/children separately and agree what they will do.*

- *Follow up to ensure the victim is safe.*

- *Aim to integrate the bullied child within the group.*

- *Praise the bullying child for positive behaviour in subsequent days.*

- *Track any further actions such as calling in an outside agency, calling or writing to parents, or undertaking any mediation or other meetings.*

- *Report action taken to manager.*

- *If escalating sanctions are used in your setting explain when they are triggered. For example – when is it a yellow card and when does it become a red card?*

Item 4 Mapping Partners

Map your partners – here are a few suggestions
Who is your first line of support?
How do these pieces work together?

Voluntary sector

Community Safety

Online Safety Training

CAMHs

Youth Service

Schools

Extended Services

Clubs and Sports and Play Providers

FE Colleges

Travel Plans and Safety

Residential Children's Homes

Local Authority and other Statutory Services

Item 4a Mapping Partners

Aim:

1. To identify partners and potential partners

2. To plan to make contact with partners

Time: 30 minutes flip chart and post-its.

Looking at the diagram mapping partners, discuss whether these or others are appropriate for your group or service. Consider where they fit in.

Are there other agencies to which you turn for support already?

Ask each person to write the name of one service or organisation on a post-it. They should write down as many as they can think of.

Draw a large jigsaw on the flipchart.

Mark your service or group in the centre piece.

Invite colleagues to place their post-its as close to or far from your service as they wish. Move and group post-its to show how different services might work together.

Discuss:

- Who would you turn to if there was a serious bullying incident?

- Who would you turn to if a young person disclosed abuse or domestic violence during a bullying prevention workshop?

- Who would you turn to if a child who was persistently bullying others appeared to have worsened behavioural difficulties?

- Who might offer your group training in online safety?

- How would you help a parent of a child involved in bullying?

These and other questions should be asked as you map what support is available and who your regular partners might be.

Note: This exercise enables your staff to consider responding to bullying and they should be encouraged to raise any concerns.

Ideas for help:

- Your local authority anti-bullying lead or co-ordinator.

- The local authority multi-agency anti-bullying steering group.

- The Local Safeguarding Children Board.

- Community Safety team.

- Local voluntary sector groups or branches such as NSPCC, Childline, 4Children and national organisations such as those listed in (**Item 10**).

- See The Anti-Bullying Alliance members for further ideas: www.anti-bullyingalliance.org.uk

Action: Plan which agencies to contact. List useful contact details of local agencies.

Item 5 Case studies for discussion

Here are three case studies.

In groups or with a partner please read one case study, with different groups reading other case studies.

After you have worked out what is happening in this case, please consider:

1. What early pointers were missed?

2. Could some preventative work have been done early on?

3. What would you do now?

4. Are there other partners you might involve in a case like this?

When you plan an intervention it should satisfy some key questions if it is to be effective. Some interventions make the victim even more powerless. Others open the victim to a risk of retaliation. Can you suggest actions which will avoid these problems? If there is a prejudice behind the bullying, can you suggest how this should be tackled? What further steps should be taken with the wider group of children or young people? What work is needed with the person instigating the bullying behaviour?

When an intervention has been tried, a follow up is required. Ask of your intervention:

- **Does the victim feel safe?**

- **Has bullying stopped?**

- **What have you learned?**

The answers to these questions should help you reflect on approaches to resolving bullying and act as part of your training and development.

Each group should feed back telling everyone else about their case and then their answers to the three questions.

Case study 1 – Handout

Jade 14

I was new at the youth club 'cos I was moved to this new foster family. At first I thought these girls were being friendly to me. They were also at my school. They let me go around with them and I liked one of them, Alisha. But then this girl Trish tried to make Alisha her friend and turned them all against me. She was like always making fun of my clothes 'cos they weren't the right fashion. She kept telling me I was fat and I looked bad – so every time I ate anything she would roll her eyes and look at the others and laugh. I didn't know what to do, I felt so bad and confused.

It went on for weeks and I stopped eating to try to look better. I ate less and I threw up a lot. But the bullying didn't stop. She made fun of me and how I looked and made other people join in at school and on the bus and at the club. I didn't want to tell my foster family in case I got moved again. They thought it was good for me to go to the club. They wanted me to settle down at school. Some days I didn't go in – I just went round the shops until it was time to go home.

Nobody did anything at school or at the youth club 'cos they thought we was friends. My clothes didn't fit when I got a bit thinner and Trish said I looked worse than before and I starting getting spots. She joked I was dirty 'cos I was in care. I felt there was nothing I could do. I didn't have lots of new clothes.

One Saturday I was with Alisha talking and the others came up and said I could go with them to the shopping centre. I went with them 'cos I wanted it to be over and we could be friends. But when we got there they all made me nick cigarettes from the shop and I was too scared of them not to do it.

When I got caught I was in trouble again. This was bad 'cos I'd been in trouble before. My foster parents asked me about everything and then they went to the school. The school got this youthworker to talk to me – she works in the school and also in the club. At last someone was listening to me. I told her everything and how I felt so pressurised and how they always laughed about me. She asked why I had not told anyone before but I didn't know who to tell and I didn't trust anyone really.

She talked with the other girls a lot and with Trish and her parents. At the club she started some new things for us to do that I liked, like singing 'cos I'm good at that. At first I didn't even want to go but she got Alisha to come and get me. At school this youthworker helped me to do an assembly with some other kids – all about being away from your own family – we got pictures from magazines that we tore up and made into big posters. We showed them at the youth club too. After that lots of people said they were really sorry about what happened to me and they would keep an eye out for me and I could go around with them instead of with Trish and those girls.

The youthworker took me to a dance group and I slowly got fitter and one day I realised I really loved dancing and singing.

Discussion: Please talk this through with your colleagues before looking at the suggested answers.

Case study 1 – Facilitator's notes

What early pointers could have suggested something was wrong?

Jade losing weight, behaviour of the other girls

Could some preventative work have been done early on?

Prepare the group to understand more about being in care and designate a volunteer to befriend Jade from the start. Ensure Jade was fully integrated in activities at the club and at school – research tells us that looked after children can be targeted. Jade says she did not have the right clothes – this in itself can be used as a reason for girls to bully someone. Drama and groupwork on 'slaves to fashion' themes could be helpful. Talk to the foster parents about ways in which they can help build Jade's confidence. Enlist their help to report anything about Jade's emotional state and friendships that worry them. Explain to Jade and everyone else what the club's anti-bullying policy is for all members without explicitly mentioning her.

What would you do now?

- The youthworker has some good solutions – can you think of any others?

- How can the bullying girls make it up to Jade?

- How would you discreetly check with Jade that things are better now?

- Is there other bullying going on and do you know? If you have no way of knowing, consider how you might get this information for example by consulting young people or using bully boxes into which children discreetly put messages abut bullying that is happening.

- How well did the strategies work? Does the anti –bullying policy need revising?

- Is the club liaising with the school?

- Has the bullying on the bus stopped?

Activities the girls might enjoy:

- Hairdressing workshops.

- Resilience building activities.

- Drama.

- Dancing – learning the moves to a well known musical.

- Outings.

- Volunteering to help others together.

- They could design and carry out a small survey on bullying with other club members.

Case study 2 – Handout

Ben 13

I got bullied by this boy Troy and his mates. They spread rumours that I'm gay to the whole year group. For weeks they were teasing me and shouting at me, they pushed me tripped me and grabbed my rucksack. One day they trashed all my books and I got into trouble over it. But the worst was on the bus.

There was no other way to get home so we were all on the bus together. They got me every day. They tore my blazer, jumped on me and kicked me. They spat at me. I tried to wait at school and get a later bus but you all had to be out of there and they locked up the school.

I tried waiting at the shops near the bus stop for them to go but then I got home very late and my mum was worried but I couldn't tell her why. She kept getting cross cos my things were lost or broken. I also got into trouble cos my homework was wrecked.

One day we were all on the bus upstairs at the back and they were shouting at me and grabbing my shirt. They tripped me on the stairs and I fell down them.

The bus driver stopped the bus and made them get off.

A few days later I got called to the headteacher's office. He said the bus company had called him about the fight on the bus and what did I have to say.

I was really scared because I didn't want to be a grass and I was always getting into trouble already about my kit and stuff. Then he told me the bus had CCTV and they had looked at it and found out what happened. Then I told him it had been going on for so long – I gabbled it all out – it was a relief. But I was still scared about what would happen.

They asked me what I thought would help and then they got someone to ride on the bus every day for a few weeks. I think he was a sort of policeman or a kind of warden person. He visited the school and told everyone in assembly that all the buses had CCTV and that they were trying to get people to behave better on the buses. He gave a number people could text if they had a problem.

My mum was shocked when she heard about it all, she hadn't even realised.

Discussion: Please talk this through with your colleagues before looking at the suggested answers.

Case study 2 – Facilitator's notes

What early pointers could have suggested something was wrong?

Ben was getting into trouble on several fronts. If a child's clothing is torn and their homework is damaged these signs should alert teachers and parents that bullying is a possibility. Ben hung back at the end of the school day – this is a clear sign that he might fear something on the journey home.

Could some preventative work have been done early on?

Here are a few ideas, but what else can you think of?

Whole-school work on bullying prevention should make the school's views on bullying known to all. Curriculum work should address bullying behaviour and explore difference, respect and resilience. Homophobia should be addressed as part of bullying prevention. A Safe Travel policy would have helped Ben – especially if it had included an acceptable behaviour agreement with all pupils and numbers to text or call to report bullying on the buses. Where insults are commonly used and never challenged, it can appear to give permission for bullying. Homophobic insults should be challenged.

What would you do now?

The school

The school has powers to act on behaviour outside the school and this episode has been taking place both in and out of school.

The boys who bullied Ben have not yet done anything to compensate for their behaviour. Some Restorative Justice sessions may be possible but only with Ben's consent and if a trained adult is available.

Have some sanctions been applied? How do you know that they understand the seriousness of their behaviour and that they are changing? Work with the whole group (class and school) on homophobia and on bullying in general. Invite young people to develop their own presentations, songs or dramas for assemblies. Encourage peer supporters to spend time with Ben or suggest he joins a lunchtime or after school club to make new friends. Arrange a group he can travel home with, preferably containing some older pupils.

Make it clear to all that bullying will not be tolerated.

Work with the Local Authority Safer Travel team to develop plans to improve behaviour on the buses. Set up a procedure for students to report bullying if it happens to them or if they see it happening to others.

Alert parents to signs of bullying and tell them how they can report bullying if they suspect it.

Involve Connexions if your school has a PA.

The Safer Travel Team and the bus company

Discuss with the school how to draw up a plan for an acceptable behaviour agreement and procedures so that a bus driver or a young person knows what steps to take if bullying occurs. Arrange visits to the school from the community safety team to talk through with young people what makes a safe journey, how they can be contacted and how the CCTV works if a crime is committed. If the bus company is contracted by the local authority to do school runs, a clause can be inserted into the contract to cover procedures to respond to bullying.

Case study 3 – Handout

Jamie 10

There's these boys who always make fun of me – they flick stuff at me with their rulers so it hits the back of my neck. They knee me in the back and knock me over. When they all play football they never let me join in cos I can't run well. I hate it and I feel really upset but if I cry they do it more. I hate the playground now cos if you're a boy and you don't play football there's nothing for you to do. If you play with the girls the boys tease you more.

There's something wrong with my leg – and I wear a special shoe. But I don't want to be always left out. We go to this club after school and these boys are there too. They try to push me off the bus when we go from school to the club. It's really scary and I have to hang on to the rail.

When we are at the club it's in another big school. The thing is I don't really know my way around too well and they get me when the grownups aren't looking. I try and hide from them but they trap me in corners and make me scared. Once they threw food in my face. It's always the same group of boys. They think it's funny.

One lady told me I must ignore it and they will stop. That made me feel I couldn't tell anybody.

It just goes on and on. I think one day they will really hurt me badly. I can't tell mum because she is working and she is so glad I'm at the after school club cos she can fetch me after work and there is nobody at home. She worries a lot and I don't want to make her more worried about me.

Discussion: Please talk this through with your colleagues before looking at the suggested answers.

Case study 3 – Facilitator's notes

What early pointers could have suggested something was wrong?

Jamie said he cried a lot, got kneed in the back and knocked over.

Could some preventative work have been done early on?

After school clubs or extended services should have anti-bullying policies in place. All children and staff should be well aware of this. This policy should be aligned with the policy of the school. School could have alerted the club to problems Jamie was having in school.

Anti-Bullying activities with the children should be a regular feature of the after school club activities. Groupwork, music, role play, artwork such as creating posters and identified peer supporters would all create a safer environment. Bullying of people who are different should be a subject fully embedded within the programme of the club. Staff should have been aware that this boy might be at a disadvantage if he cannot play football or run well. What other activities could have been set up to encourage him to participate?

What do you think the adult could have done instead of saying 'ignore it'?

In what way did this response limit Jamie's actions?

What would you do now?

Discuss your ideas – here are a few:

Ensure that both the school and the club are working together to prevent bullying; is all policy and strategy aligned? Do all staff know about this?

If this bullying campaign went unnoticed, what other bullying could be going on that is not known? Perhaps it would be helpful to consult the children.

Invite an agency (e.g. CHIPS – ChildLine in Partnerships) to come and train some peer supporters or befrienders.

Do some workshops on difference and respect for one another.

Agree clear rules with the children in a democratic process – these will set out what they agree is unacceptable in this community. Ask 'What do we need to do to make this happen?' Have them illustrate this agreement and display it all round the walls. Inform parents.

Item 6 Identifying hotspots

Bullying is secretive and adults often do not know about it.

Aims of this discussion

- To develop ways of enabling children and young people to share their knowledge of where bullying happens

- To find ways to enable all children and young people to take part by planning for those with difficulties

What you need

Flip chart, pens, post-its.

Activities: Discussion and role play with handouts.

1. In groups or pairs discuss methods to use to find out where bullying happens. Write each idea on a post-it note.

2. Please list and sort all the ideas by using post-its on a large flip chart or sheet on the wall. Discuss the age groups for which the ideas are suitable and group them.

3. Discuss whether any of these ideas would need any adjustments in order to enable children with learning difficulties or other disabilities to participate.

Some ideas that have been tried and found successful:

1. A large plan of the building/playground or extended school setting. This can be an architect's drawing (suitable for older age groups) an aerial picture (available online from services such as Google Maps) or a simple drawing. Ask the children/young people to mark in red the places where bullying takes place and in green the safest places. Discuss with young people and staff why those areas encourage bullying behaviour. Could anything be altered? Could supervision patterns change?

2. Ask very young children or those with difficulties participating in a paper-based exercise to take an adult or an older child on a tour showing them where they feel happiest and any places where they feel worried or scared. The accompanying adult or older child notes these down and all the notes are shared.

3. Use cheap single-use cameras and ask children to photograph spots where they feel most safe and spots where they feel least safe. Then make a large collage of the pictures and have some circle time discussions about why these are nominated and what should be done about changing the places where people feel least safe from bullying.

Item 7 Supporting parents and carers

You will need: two flipcharts and pens.

Divide into two groups.

Group A:

On a flip chart write down how you think parents might be feeling when they learn their child is being bullied. Include their reactions if the bullying has not yet been resolved.

Group B:

On a flip chart write down what you think should be done when supporting parents.

Ask for feedback from both groups and then discuss what the aims should be when working with parents in a bullying incident.

Give out and discuss the information below. Then do the role play suggested.

The text below provides ideas for supporting parents in what can be a very distressing time.

Supporting parents and carers – sheet for discussion

Parents/carers who contact you will often be upset and angry. When meeting with them try to put them at ease, talk in a private room or space and make them comfortable. Offer refreshments. Consider whether an interpreter or any other assistance is required. Parents should have received your anti-bullying policy when their child joined the home, group, club, centre or extended service. This will have told them what types of behaviour are considered to be bullying and how they can report it.

The following points have been found helpful in supporting distressed parents:

- Use the parent's name and child's name during the course of the conversation. This will help the parent to feel they are not just a statistic.

- Acknowledge the parent's distress, several times if necessary. For example, by saying … "I can hear you are very upset".

- Listen without interrupting, particularly if they are in full flow.

- Repeat what you can do and what your role is.

- Keep calm! Remember you are only hearing one side of the story and in some cases there are limits to what can be done. It is important to be objective – other partners may have a very different view of the situation.

- Never question or challenge the information given.

- Take notes.

Explain the limits of what you can do in your setting to address the bullying to manage parents' expectations. Also set out what you can do in partnership with other services, such as the school or the police.

You will need to hear the other side of the story and should agree a date when you will get back to the parents/carers.

Your aim should be to get parents signed up to the aims of an effective response to bullying:
- To make the victim safe.

- To stop the bullying, and change the bully's behaviour.

- To make clear to every other child that bullying is unacceptable.

- To learn lessons from the experience that can be applied in future.

Parents/carers should be advised to:
- First, find out what their child wants to happen next and represent their views for them.

- Liaise with the appropriate staff member.

- Try to remain calm in any conversations you may have, as you are likely to achieve a better outcome for your child.

- Be realistic when talking to the staff member as the matter needs to be investigated and the actions the school/club/group or residential setting may adopt could take some time to be effective.

- Try to build their child's confidence and social skills at home and with other young people in new groups away from the bullying.

- Try not to see their child only as a victim – there are many other aspects of this child's personality to focus upon and praise.

- If parents become very upset this can be distressing to their child who may feel everything is out of control.

- Parents should try to distance themselves from their own memories of bullying and stay calm although it is a very upsetting time.

- It is normal for a parent to feel they would like severe punishment for those who bullied their child. However this may not always be the best route to getting their child reintegrated into the social group.

Remember: good communication is the key to resolving the problem

Role play: Practice explaining the limits of what you can do as well as the steps you *are* taking while a colleague plays the role of a distressed or really angry parent.

If you are supporting the parents of a child who has bullied others:
- Use the parent's name and child's name during the course of the conversation. This will help the parent to feel they are not just a statistic.

- Do not say the victim reported it, but that it was noticed by staff or other young people.

- If there was a group of bullies, see them each separately – their roles may be different – there are henchmen and reinforcers as well as those who form an audience.

- Make it clear that this setting does not tolerate bullying or prejudice of any kind and that it is made clear to all who join.

- Be prepared for parents to deny that their child is involved.

- Acknowledge the parent's distress, several times if necessary.

- Praise some aspect of the child's skills – humour, leadership etc.

- Explain that you like the child but dislike the behaviour.

- Ask how you can work together to change this behaviour.

- Try to work towards empathy for the victim and a path towards compensatory actions.

- Aim if possible for the child to come up with suggestions about how to make amends.

- If all efforts fail the child may be asked to leave the group for a while or denied an outing or other privileges.

- Some settings operate a yellow and red card scheme with a warning (yellow) followed by sending off (red).

- In very serious situations the police may need to be involved.

Role Play: practice in pairs with a colleague who plays the role of a parent of a bullying child.

Who in the Local Authority can support parents?

This will vary in different areas. Below are some of the support groups that are known but, by ringing the Local Authority Customer Service number, parents can find out about other local support services:

- Parent Partnership – tend to work with parents of children with SEN.

- Parent Support Advisers – many local authorities now have these and they can give advice to parents.

- Educational Psychologist of the school – every school will have a named Educational Psychologist who might be able to advise where parents can get help.

- Many local authorities offer advice to parents online. Go to your council website.

- Community safety officers and safer school partnership police officers may be able to help both in and out of school.

Can the group think of other partners?

Further ideas can be found in **Item 10** under 'Support for fathers, mothers and carers'.

With thanks to Rita Adair and Samantha Bishop of The Anti-Bullying Alliance for their work from which this was adapted.

Further reading

Bullying in Schools and What to do about it. Ken Rigby 1996 Jessica Kingsley Publishers. Chapters 12 -14. Although written for schools this section is relevant to any setting as it explains the psychology underpinning the approach.

Item 8 Bullying: A charter for action – sample

Setting ....

We are working with staff, children and young people and parents to create a [club/college/home/centre] where bullying is not tolerated.

Our [club/college/home/centre]

Discusses and reviews our anti-bullying policy regularly, at least every two years, with all staff and members.

Supports staff to promote positive relationships and identify and tackle bullying appropriately.

Ensures every member knows that all bullying concerns will be dealt with sensitively and effectively; that children and young people feel safe to play and socialise; and that members abide by the anti-bullying policy.

Reports back quickly to parents/carers regarding their concerns about bullying and deals promptly with complaints. Parents/carers in turn work with the club to uphold the anti-bullying policy we have all agreed.

Wants every child or young person to be able to travel safely to and from this [club/college/home/centre]. We will agree an acceptable behaviour agreement with our members to apply on their journeys to or from here.

Seeks to learn about effective ways of preventing bullying and good practice being used in other places. We will work with local partners to make children and young people feel safe.

Signed..

....

Date ....

*(Use the checklist in **Item 9** to monitor progress.)*

Item 9 Checklist for effective practice

Owning the problem	1. Bullying is secretive but occurs anywhere – action is needed to address it.
	2. Do you know the extent of bullying in your setting?
	3. Does bullying happen on the way to or from your setting?
	4. Do you have an anti-bullying policy agreed by everyone?
	5. Do you have an incident recording system?
Developing a policy	1. Is the policy developed and revised with children and young people?
	2. When was it revised and updated last?
	3. Does it cover cyberbullying, homophobia, racism, sexism and bullying of children with disabilities?
	4. Does it set out how children or parents can report bullying?
	5. Does it outline what staff should do if an incident occurs?
Involving children and young people	1. Do you ask them if your efforts to address bullying are working?
	2. Do they all know that bullying is unacceptable?
	3. Do they all know how to report it?
	4. Are they actively involved in finding solutions?
	5. Are they involved in safe schemes to support one another if they are bullied?
Informing parents and staff	1. Do all parents agree to support the anti-bullying approach?
	2. Is addressing bullying included in staff training?
	3. Do all new, temporary and part time staff know about it?

Preventing bullying	1. Is the environment safe and friendly? 2. Do adults model respectful behaviour? 3. When new people join the club or centre are they told about the anti-bullying approach? 4. Do you offer activities that encourage inclusion? 5. Are children praised according to their effort?
Responding to bullying	1. Listen effectively (see below). 2. Suggest steps to address bullying that empower the young person. 3. Act only with their permission unless it's a child protection matter (sexual bullying, violence or coercion). 4. Be careful not to expose or humiliate the victim by publicising the fact that they have reported it. 5. Encourage peer support/friendliness from other young people for the victim. 6. See the perpetrator/s separately. Do not say it has been reported by the victim. Say, you have noticed that… 7. Try to encourage empathy and resolve the conflict. Some victims want to be friends or to be accepted by the others. 8. If it is persistent and serious (assault or filming a fight on a mobile phone) consider involving other agencies or police. 9. Record all incidents and follow up to ensure it has actually stopped and the victim is safe. (Agree a signal with the victim which could be a hand gesture). 10. Work with the perpetrator/s to change their behaviour or prejudice. 11. Involve parents where necessary. 12. Share information about patterns of bullying with other local partners. 13. If required, ask the local authority anti-bullying lead for advice.

Measuring success	1. Is the victim safe?
	2. Has the bullying stopped?
	3. Has the bully's behaviour changed?
	4. Are other children and young people clear that bullying is unacceptable?
	5. Have we learnt lessons from the experience that can be applied in future?
	## Top skills for effective listening Invite and encourage talk. Consider your body language – sit down, make eye contact. Repeat and clarify what the child tells you. Be comfortable with silence. Summarise the problem. Resist advising or interpreting or being simply reassuring (it can seem to deny the pain they are in). Encourage the child to come up with ideas about next steps.

Item 10 Sources of further information and references

Approaches

For a description of well-used approaches this document is a useful guide, despite being aimed at schools: Tackling Bullying in Schools, Mapping approaches – Anti Bullying Alliance http://www.anti-bullyingalliance.org.uk/downloads/pdf/aba_tackling_bullying_in_schools.pdf

Multi Agency Working

The Every Child Matters website contains information and advice on how front line practitioners and managers can work together to deliver services for children and young people. http://www.everychildmatters.gov.uk/deliveringservices

Checkpoints

Designed for early years and schools this framework has been used by various organisations. Adaptations have been made by the NSPCC, Sport England, the Prison Service, the BBC and Child Protection for International Non-Governmental Organisations. Checkpoints for the Early Years by Sue Finch is available from the National Children's Bureau.

The framework:

- raises awareness

- facilitates institutional self-audit

- provides a model adaptable to each institution's particular circumstances
  (circular, corkscrew and string)

- helps develop a safe environment

Varnava, G (2005) *Checkpoints for Schools: Towards a non-violent society.*
Improving behaviour to enhance learning. London: NSPCC.
Available at: http://www.nspcc.org.uk/Inform/publications/Downloads/checkpointsforschools_ wdf48162.pdf
www.ukobservatory.com

Local Authority Anti-Bullying work

For a detailed toolkit complete with a guide to evaluating local authority anti-bullying work:

Anti-Bullying Alliance Local Authority Toolkit (revised 2009) Guidance, Evaluation and Traffic Lights www.anti-bullyingalliance.org.uk

Working with young people with learning difficulties

DCSF guidance on tackling bullying of children with SEN and disabilities in schools, as part of the Safe to Learn suite, much of which is relevant to non school settings. http://www.teachernet.gov.uk/_doc/12626/7655-DCFS-Anti-Bullying.pdf

Mencap's Don't Stick it, Stop It! campaign contains stickers and useful materials, such as line animations and video clips, which can be used for training/awareness purposes. www.mencap.org.uk/dontstickit

For a description of ways to enable participation for children and young people with special needs by children's charity Young Voice:
http://www.anti-bullyingalliance.org.uk/downloads/pdf/youngvoice_participation.pdf.pdf

Activities or questions which can be used when working with children with special needs, compiled by Emma McManus
http://www.anti-bullyingalliance.org.uk/downloads/pdf/youngvoice_activities.pdf

The Council for Disabled Children www.ncb.org.uk/cdc/

Extending inclusion: access for disabled children and young people to extended schools and children's centres: a development manual
http://publications.teachernet.gov.uk/eOrderingDownload/CDC-00186-2008.pdf

Social stories
Social stories by Carol Gray
http://www.thegraycenter.org/store/index.cfm?fuseaction=page.display&page_id=30

The website offers DVDs and downloadable material to show how to write Social Stories.

A social story is a carefully constructed individual story which describes a situation, skill or concept in a specifically defined format. It allows the practitioner to explore social cues, perspectives and common responses with a child. It aims to share social information in a patient and reassuring way. First developed for use with children with Autistic Spectrum Disorders, the approach is being used more widely with people who have social communication delays and differences as well as those developing normally.

Emotional and social difficulties

Learning to recognise and cope with emotions and anger

- The 5 point scale and anxiety poster can be used anywhere.

- Comes with instructional booklet

The Check-In side allows students to identify at various points of the day the state of their emotions as a means of learning to better self-regulate. The 5-Point Scale is featured with ample white space for writing multiple names, scenarios, various behaviours, etc.

The Anxiety Curve side offers a simple system for visually categorizing the various levels of anxiety and accompanying behaviour. The Anxiety Curve is also a planning tool to combat meltdown and to plot strategies to rebound from the episodes. Clearly defined spaces allow for recording behaviours that may cause meltdown. http://www.asperger.net/bookstore_9023.htm

Racism and prejudice around religion and culture

DCSF guidance on tackling bullying around race, religion and culture in schools, much of which is relevant to non school settings. http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/racistbullying/

Racist Incidents and Bullying in Schools: how to prevent them and how to respond to them. This publication from Robin Richardson and Berenice Miles, is applicable to settings other than schools, available from Trentham Books, ISBN: 978-1-85856-428-9

Race Equality materials developed in Scotland and applicable elsewhere – explains how to address racist incidents
http://www.ltscotland.org.uk/raceequality/

Rewind: For materials and innovative ideas on addressing questions of race: Contains an image gallery, offers diversity training and a range of projects in partnerships.
http://www.rewind.org.uk/

BBC Newsround pages on racism in football and other stereotypes. Up to date stories children will relate to.
http://news.bbc.co.uk/cbbcnews/hi/newsid_4020000/newsid_4025100/4025117.stm

For a creative craft project which aimed to improve understanding of asylum seekers, young people were encouraged to make traditional self portrait figures in traditional national dress or favourite foods from fabric which were mounted onto a quilt complete with flags. Wolverhampton New Citizens, New Futures Project
http://www.nif.co.uk/AsylumSeekers/

Stand Up To Hatred works to tackle hatred anywhere in memory of the holocaust. For resources, advice, posters and reminders of today's world (Bosnia, Rwanda, Darfur) www.hmd.org.uk http://www.workingagainstracism.org/fighting_uk.html

Amnesty International resources: http://www.amnesty.org/

Human Rights: The Equality and Human Rights Commission website offers a useful summary which makes for good discussions with young people, especially the section on 'Being treated fairly and with dignity':
http://www.equalityhumanrights.com/en/yourrights/humanrights/Pages/
Beingtreatedfairlyandwithdignity.aspx

Let's Kick Racism out of Football is an initiative by the FA: http://www.kickitout.org/

'Only Human' an exciting resource and DVD to address racism for Key Stage 2

Essex County Council, Schools Children and Families Directorate. Email:

sais.publications@essexcc.gov.uk or Telephone 01245 436674

Persona dolls

The Persona Doll approach encourages children in Keystages 1 & 2 to develop empathy and challenge discrimination and unfairness. It helps counter the prejudices and misinformation they pick up even if they have no personal contact with Black and mixed parentage families, with lesbian, gay, Traveller, or refugee families or with families in which adults or children are disabled. And they absorb these negative attitudes whether they live in small villages with mainly White adults and children, in middle class leafy suburbs or in run-down inner city areas. DVDs available to explain the approach. Training provided.
http://www.persona-doll-training.org/ukhome.html

Homophobic and transphobic bullying

DCSF guidance on tackling homophobic bullying in schools, as part of the Safe to Learn suite, much of which is relevant to non school settings. http://www.teachernet.gov.uk/wholeschool/
behaviour/tacklingbullying/homophobicbullying

EACH (Educational Action Challenging Homophobia) provides training for local authorities to challenge homophobic bullying: www.eachaction.org.uk. EACH also provides a national helpline for young people experiencing homophobic bullying. Tel: 0808 1000 143.

Coastkid is a website by Brighton and Hove City Council to explore various aspects of bullying www.coastkid.org

Channel 4 LGB Teens – a microsite for young people showing how to respond to homophobic bullying: www.channel4.com/health/microsites/L/lgb_teens/index.html

Find a local LGBT youth group via the LLGS switchboard National Helpline (Tel: 0207 8377324) or on www.queery.org.uk a national search engine. Or for Muslims, www.imaan.org.uk

Stonewall are an LGBT rights charity. Their website includes information as part of their campaign to end homophobia in schools, some of which is relevant to out of school contexts. http://www.stonewall.org.uk/education_for_all/default.asp

Rural Media make films with young people on social issues. _Bleeding Poof_ is a dark, edgy short drama set in a not-so-idyllic community where filthy looks and cruel jibes have some very shocking results. _Sticks & Stones_ brings together isolated young gay men and women in a project that actively challenges homophobic prejudice and bullying. The Rural Media Company, Sullivan House, 72-80 Widemarsh Street, Hereford HR4 9HG, T: 01432 344039 F: 01432 270539 contact@ruralmedia.co.uk

Gender bullying and sexual bullying

With thanks to Lauren Seager of Anti-Bullying Alliance.

Womankind – stop sexual bullying in schools campaign information: http://www.womankind.org.uk/Stop-sexual-bullying-UK.html

Duncan, Neil – _Sexual bullying: gender conflict in pupil culture_ (1999), London: Routledge

Hostile Hallways – Bullying, teasing and sexual harassment in schools, AAUW, 2001. Key research from the US: http://www.aauw.org/research/hostile.cfm

Anderson, E (2006) Recent thinking about sexual harassment: a review essay: http://www3.interscience.wiley.com/cgi-bin/fulltext/118587122/PDFSTART

NSPCC Inform – child sexual abuse publication list. This includes a summary of calls to Childline about sexual abuse and sexual bullying, and a useful article on children who sexually abuse. http://www.nspcc.org.uk/Inform/resourcesforprofessionals/FreshStart/Publications/publications_wda58359.html

Grube, (2003) student to student harassment: the impact of Davis v Monroe http://www.ncl.ac.uk/ecls/research/publication/37675

Timmerman, G (2005) A comparison between boys and girls experiences of unwanted sexual behaviour in secondary schools

http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_
nfpb=true&_&ERICExtSearch_SearchValue_0=EJ721362&ERICExtSearch_
SearchType_0=no&accno=EJ721362

Challenging Girls: Group work materials Addressing Girls' Bullying by Val Besag author of the book: Girls Friendships and Feuds. 2 photocopiable books and CD ROM set out various activities and prompts. www.valbesag.co.uk

Young Voice and Surrey Youth Development Service – 'Where is the love?'
'Where Is The Love' is a project undertaken with young people to address violence and controlling or manipulative behaviour in the dating relationship. Many young people are not equipped to recognise and deal with this behaviour. DVD and group leader's guide booklet.
http://www.young-voice.org/projects.asp?ID=32

Cyberbullying

DCSF guidance on tackling bullying of children with SEN and disabilities in schools, as part of the Safe to Learn suite, much of which is relevant to non school settings.
http://www.teachernet.gov.uk/_doc/12626/7655-DCFS-Anti-Bullying.pdf

Thinkuknow.co.uk: Advice on staying safe online for children and young people of different ages, people who work with children and parents from the Child Exploitation and Online Protection Centre (CEOP). http://www.thinkuknow.co.uk/

Childnet International: For information and materials on a range of online safety aspects such as social networking, being a good digital citizen, and cyberbullying:

http://www.digizen.org/cyberbullying. Childnet also offers kids' activities, posters and materials on: http://www.kidsmart.org.uk/. To view a DVD 'Let's Fight it Together', suitable for ages 11 upwards visit: http://www.digizen.org/cyberbullying/film.aspx

Becta: visit www.becta.org.uk/safeguarding.php, for more information on cyberbullying. More information on the Cybermentors scheme: http://www.cybermentors.org.uk/index.php?option=com_frontpage&Itemid=1

Supporting fathers, mothers and carers

You can help your child with bullying: Parents' Pack contains booklets including parents' stories and fold out handy card with information for parents on bullying:
http://www.young-voice.org/publications.asp#23

Parentline Plus helpline for parents, Tel: 0808 8002222. Social networking site for parents who have concerns about bullying both within and outside school to share experiences and support each other www.besomeonetotell.org.uk . Web page on how parents can deal with bullying http://www.parentlineplus.org.uk/index.php?id=9

Information for parents on sexual bullying: http://www.besomeonetotell.org.uk/index.php?id=209

General information for parents on bullying: http://www.parentlineplus.org.uk/fileadmin/parentline/downloads/Publications/schools-series/00579PAR_be_someone_to_tell.pdf

'Know it all for Parents' is a CD-ROM for parents by Childnet International http://www.childnet-int.org/safety/parents.aspx

Advice for parents from the Child Exploitation Online Centre: http://www.thinkuknow.co.uk/parents/Default.aspx?AspxAutoDetectCookieSupport=1

Knives and the law advice for parents http://www.direct.gov.uk/en/CrimeJusticeAndTheLaw/CrimePrevention/DG_078569

Parent Know How services

ParentlinePlus: Round-the-clock confidential help and advice for all parents and carers. Call 0808 800 2222. Open 24 hours a day, 365 days a year. Textphone 0800 783 6783. Web page on how parents can deal with bullying: http://www.parentlineplus.org.uk/index.php?id=9

ParentlinePlus also provide a social networking site for parents who have concerns about bullying both within and outside school to share experiences and support each other www.besomeonetotell.org.uk

Advisory Centre for Education (ACE): For free independent advice to all parents and carers of children educated in state schools. Call 0808 800 5793. Monday and Tuesday 9:00am to 5:00pm, Wednesday to Friday 10:00am to 5:00pm. www.ace-ed.org.uk

Also provide Ask ACE: SMS text service for parents providing high-quality, accurate and effective legal education advice direct to mobile phones. For answers to questions about any education problem, text ASK followed by a space then your question to 68808. ASK keyword answers are available Monday to Friday 10:00am to 5:00pm; all other options are available 24 hours a day.

Contact a Family: For advice, information and support on any aspect of raising a disabled child. Call 0808 808 3555 Monday to Friday 10:00am to 4:00pm, Monday evening 5:30pm to 7:30pm. Textphone 0808 808 3556. www.cafamily.org.uk

YoungMinds: Free and confidential support for anyone worried about the emotional problems or behaviour of a child or young person. Call 0800 018 2138 Monday to Friday 10:00am to 4:00pm, Wednesday evenings 6:00 to 8:00pm.

Family Rights Group: Advice for parents of children who are involved with or need social care services. Call 0800 731 1696 Monday to Friday 10:00am to 3:30pm.

Gingerbread: Expert information and advice for single parents on child maintenance, benefits, tax credits, education, employment, housing and arrangements with your child's other parent. Call 0800 018 5026 Monday to Friday 9:00am to 5:00pm, with extended opening hours on Wednesday to 8:00pm.

Children's Legal Centre: Provides children, parents, carers and professionals with access to accurate legal advice regarding their rights and support services. Call 0845 120 2948 Monday to Friday 9:00am to 5:00pm. www.childrenslegalcentre.com

Live Talk: An online instant messaging service for all parents, particularly fathers, to engage easily with the relationship support services. www.relateforparents.org.uk

Relate SMS: A free text messaging service for parents who need a fast response on a relationship issue. Mothers, fathers and other carers will now be able to send Relate a text message with their problem and they will receive a quick reply from a trained consultant. Text questions to 60616. Lines are open Monday to Friday: 9:00am to 5:00pm; and Monday, Wednesday and Sunday 7:00pm to 9:00pm. www.relateforparents.org.uk

The Couple Connection: A free self-help website which provides information and resources to parents who want to change their relationship for the better. www.thecoupleconnection.net

Netmums parent supporters: Local network for mums and dads offering information on just about everything, including local places to go and what to cook for tea. Make local friends, chat with mums in our coffee house, or with our parent supporters when you have questions or are facing a challenge. www.netmums.com/support/Netmums_P_S_.994/

Dads-Space: Virtual child contact centre which gives dads a way to stay in touch with their child when away from home, either separated from their partner, working abroad or working long hours. www.dads-space.com

DadTalk: A website where all aspects of fatherhood are promoted, enabling fathers to share ideas, find information and learn about parenting. www.dadtalk.co.uk/index.php

Got a teenager?: A social media site, which recreates the type of supportive 'school gate' community that parents really miss when their children go from primary to secondary school. www.gotateenager.org.uk

One Space: Lively forums, interactive games, video clips, money advice and the latest news affecting single parents. Online support also available from parenting professionals.
www.onespace.org.uk

Help and support for young people

Beatbullying: www.beatbullying.org

ChildLine (advice and support for all forms of bullying) Tel: 0800 1111.
www.childline.org.uk
http://www.there4me.com/home/index.asp

For training in peer support (CHIPS) contact the CHIPS UK programme via ChildLine's headquarters in London. General queries about the programme on 020 7650 3230 or email chips@nspcc.org.uk http://www.nspcc.org.uk/Inform/resourcesforteachers/CHIPS/chips_wda55379.html

Kidscape a charity provides training and offers a range of leaflets on bullying 'Safety On The Bus', one for young people and one for parents.
www.kidscape.org.uk

Red Balloon Learner Centre Group: Offer support and education for the recovery of bullied children who are severely affected. They are also useful for parents, local authorities and schools. Red Balloon Learner Centre Group, 49 New Square, Cambridge CB1 1EZ. Tel: 01223 366052.
www.redballoonlearners.co.uk

Handling difficult situations and resolving conflict

A New Approach to violent and self-destructive children" Cambridge University Press ISBN 0-521-53623-5. This work describes non-violent resistance and ways to avoid escalation of problems – includes a community approach
http://www.cambridge.org/catalogue/catalogue.asp?isbn=9780521536233

Transforming Conflict – for information on restorative practices and training. Transform anger and challenging behaviour, improve emotional and social skills of staff and young people, develop a sense of community and belonging, resolve problems amongst groups of young people or staff, address bullying and gang conflicts with confidence. http://www.transformingconflict.org/

Leap confronting conflict offer training and workshops. Hosts the Academy for Youth and Conflict for formal training leading to qualifications for staff. http://www.leaplinx.com/

Restorative Justice

Restoring The Balance: a guide to restorative approaches to behaviour management in schools. (Can be used in any setting) Two booklets from the London borough of Lewisham describe how this approach can change the culture. The approach is used at multiple levels and can prevent or help avoid more serious conflict as well as help resolve conflict. Lewisham Action on Mediation Project, Fax 020 8690 1133.

Other research on bullying

Talamelli L.,& Cowie, H. *How Pupils Cope With Bullying: Successful and unsuccessful strategies*. 2001

NICE Systematic review of the effectiveness of universal interventions which aim to promote emotional and social wellbeing in secondary schools.
http://www.nice.org.uk/Guidance/PHG/Wave16/1

11 Million, The office of The Children's Commissioner has produced several reports on bullying.
http://www.11million.org.uk/adult/publications/list.cfm#row1

The NSPCC have published a research summary of calls to ChildLine about bullying as part of their Case Notes series. http://www.nspcc.org.uk/Inform/publications/Serials/ChildLineCasenotes/bullying_wda61701.html

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