

Countering bullying:
Guidelines for Jersey Settings

**This booklet is to be read in conjunction with the
Counter-Bullying Policy, 2019**

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Introduction - purpose and scope of guidance

Background

Bullying is nothing new to society, it is not a modern phenomenon borne out of economic crises or the rise in technology, although these clearly play an important part in its presence, prevalence and forms. It is believed that every school anywhere in the world experiences bullying in one form or another. This does not mean that nothing can be done about it. Research shows that schools who have a proactive and overt approach to counter bullying have consistently lower levels being reported. The first step in reducing bullying in school is to acknowledge that it is going on and that it is everyone's responsibility to try to reduce it. This document aims to outline effective approaches in countering bullying in school.

Tackling bullying in school should not be limited to one week in November during anti-bullying week, but can form part of the ethos of the school and cut through everything that is done in school. It is possible to reinforce anti-bullying practices in some form every day of every week. Schools should aim to seek every opportunity to talk about reducing bullying; explore ways of looking after each other emotionally and socially and being kind and respectful to each other. Schools can be proactive in dealing with bullying by supporting the victims and actively engaged in helping those children who bully others to find better ways of addressing some of their problems in a more acceptable way.

This booklet is written as a guide to help practitioners in school develop more overarching and effecting practices in countering bullying in all its forms. It is recognised that most children who are bullied in school are also bullied at home and in the community. Although this guidance acknowledges that schools do not have the jurisdiction or the capacity to address these pervasive elements in society, it is hoped that by challenging how pupils perceive bullying in schools some children who choose to bully will feel less of a need to target others after outside of school.

The use of labels

Children bully others because of an underlying psychological/emotional need to. Bullying is an anti-social mechanism for dealing with difficulties a person may have. In order to address bullying it is important that we separate the child or young person from their behavioural choices or actions. It is therefore better to start by changing the language we use around bullying incidences and stop referring to individuals who bully as a 'bully'. It is encouraged that the language around individuals should be as 'a child/young person who bullies'. The essential difference here is that we see bullying as a choice they make due to a pervasive lack of other ways of dealing with their difficulties.

All children have difficulties but not all children bully. Research shows that up to 33% of pupils have used bullying techniques to help address one need or another at least

once at some point in their life (*Craig, 1998; Field, 2013*). It is likely that at that point they did not feel there were any other options to help deal with their problems and it was, for some pupils, an empowering and easy option. It is important then to explore different ways children who bully can better managing these difficulties.

There is a lot of discussion at the moment in research circles to decide whether the label 'victim' is a helpful one (Rigby 2019- see his webpage for more details). The term victim can suggest that it is a statement of disempowerment. It is also possible to see it as an indication that the children who are being bullied are somehow complicit in this victimisation. It is indeed true to say there are some people who deliberately put themselves in harm's way to entice the child who bullies others to bully them, more of that later. Alternative suggestions to the use of the label 'victim' include, 'Children who have been bullied' and 'recipients of bullying' and 'those exposed'. Although it is important to re-categorise bullies as children who bully, current thinking seems to be less emphatic about the label we use for victims. The only guidance this document will provide on this subject matter is decide how you want to refer to children who have been bullied and maintain this throughout your conversations and paperwork. This may be something you would want to bring to your school council to decide and adopt it as a school approach. For the purpose of this document the term 'victim' will be used to denote the child who is being bullied.

2. The benefits of reducing bullying in schools

Reducing bullying in school can be beneficial to the whole community in a number of ways.

It can help:

- Reduce the psychological distress that young people feel who are either a bully or a victim, or most likely to be both at the same time.
- Support young people who are having difficulties within relationships.
- Young people who are having difficulty managing their emotions (such as anger or anxiety).
- Improve a young person's ability and capacity to study and learn.
- Increase school attendance and improve behaviour.
- Coordinate actions carried out by parents/carers and other outside agencies.

Children who choose to bully others are not limited by any parameter. Bullying occurs across all ages; both male and females bully others (of both sexes); it is neither related to race or cultural background; levels of academic capability or family income. Bullying is represented by every social demographic.

There is a wealth of information to link bullying to times of stress and change, transition for example, as well as social and emotional vulnerability. The vast majority of children who bully are bullied by someone else somewhere in their lives (*Field, 2013; Hazlerr, Carney, Green; Powell & Jolly 1997*).

3. What do we mean by bullying?

DEFINITION

The States of Jersey Education Department adopts the definition of the Anti-Bullying Alliance:

Bullying is a subjective experience and can take many forms. To be classed as a bullying act the perpetrator needs to have a social and premeditated awareness that the act is malicious and will cause physical and or emotional harm. Accounts of children and young people, backed up by research, identify bullying as any behaviour that is:

- Emotionally and Physically Harmful, carried out by an individual or a group
- Deliberate, wilful or persistent
- An imbalance of power, leaving the person being bullied feeling threatened

Children and young people or adults can instigate bullying and each can be bullied, in any combination. Hence educational establishments need to consider potential bullying in relation to child-child; adult-child; child-adult and adult-adult scenarios.

FORMS

Although there are different mechanisms by which children can bully others (see below), there are only two forms by which bullying can take place. It can be either 'direct' or 'indirect'.

Direct

Direct bullying is classed as the process of carrying out an act of bullying as described above. A person can be accused of direct bullying if they proactively engage in acts that deliberately harm another either emotionally and/or physical repeatedly over time. This can take the form of hitting, kicking etc. another person or by intimidation, name calling and posting harmful comments through electronic means.

Indirect

Indirect bullying is by means of incitement and other forms of actual encouragement of others to harm or bully another person. Examples of this include passing on messages, liking on Facebook or other media; watching physical acts without action and any other means of facilitating acts of aggression and harm.

There are many different methods by which a person can bully another person be it through emotionally and/ or physically harmful behaviour. It can include any of the following (although this is not an exhaustive list): name calling, taunting, threats, mocking, making offensive comments, kicking, hitting, pushing, taking and damaging belongings, gossiping, excluding people from groups, and spreading hurtful and untrue rumours. These activities can take place face to face; via third parties or by other means such as text messages and emails. The nature of bullying is changing and evolving as technology develops.

TYPES

Different types of bullying include:

Physical – hitting, kicking, tripping someone up, stealing/damaging someone's belongings

Verbal – name-calling, insulting a person's family, threats of physical violence, spreading rumours, constantly putting a person down

Emotional/Psychological – excluding someone from a group, humiliation, encouraging hate, highlighting differences and highlighting weaknesses

Racist – insulting language / gestures based on a person's actual or perceived ethnic origin or faith, name calling, graffiti, racially motivated violence, use of racial motivated imagery

Sexual – sexually insulting language / gestures, name-calling, graffiti, unwanted physical contact, encouragement of posting inappropriate photographs and other material

Homophobic – insulting language / gestures, name-calling based on a person's actual or perceived sexuality, name-calling, graffiti and homophobic violence

Electronic/Cyber – bullying by text message, bullying on the internet (in chat rooms, on bulletin boards and through instant messaging services), hate websites, using photographs, happy slapping and posting assaults on line, the so called trolling

Creating a bully-free environment

Society and bullying

Despite what the headings says, it is not possible to eradicate bullying entirely from your school. Creating a bully-free culture is an aspiration we should all aim for. It is possible to stop bullying in school for brief periods but it is not possible to stop it for good. In order to create bully-free environments there needs to be a complex network of sustained interventions on a wide range of levels from the individual person, to initiatives at the whole society level often involving more than just the school. Buvinic, Morrison and Shifter (1999) outlined more than 40 different elements from a society to an individual level that affects and maintains levels of aggression and violence in our community. From this standpoint the aggression experienced within a community is then brought into a school environment. Schools do not necessarily create bullying in the first place but they can provide adequate opportunities for it to thrive. Although it is not possible to completely eradicate bullying from a school, it is possible to reduce it to very low levels. This will then provide pupils with an oasis of security and safety for the more pervasive aspects of society that instigates bullying in the first place. It will also ensure that the school environment is acting as a barrier to stop any attempts by other children to increase bullying within the culture. After all bullying, for the child who hurts others, is a mechanism they believe, or more accurately have learned to believe, is a tool that works for them in addressing a need in their lives.

Understanding the bullying circle

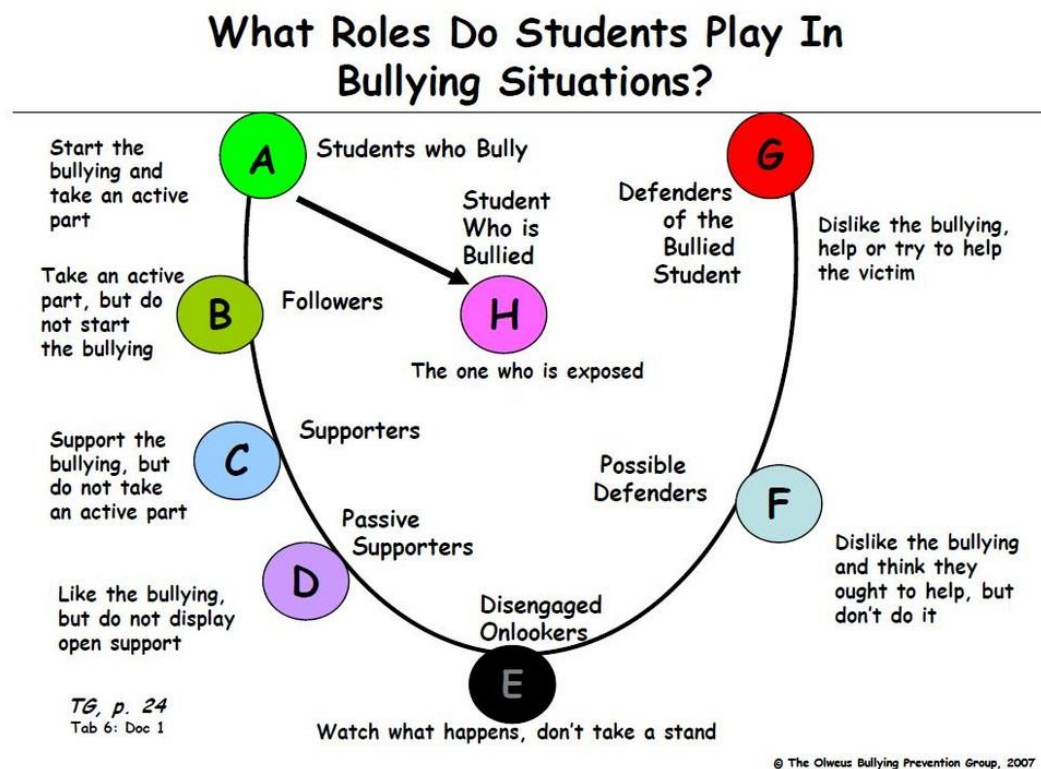
Bullying is often referred to in literature as, "A spectator sport!" It is true that some of the more insidious types of bullying occurs quietly and away from public view and these can lead to significant harm to the victim, but the vast majority of bullying is usually played out for others to see. Indeed this is one of the things the child who bullies others is motivated by. Status as a school bully and a public show of control and power are all motivators for the individual to continue bullying others. It is important to the child who bullies that the event is recognised and endorsed by their peer group. It is a mechanism for maintaining a sense of control and feelings of power and the associated importance of it within the school community. This therefore means it is essential the pupil who bullies others that the pupil culture within the school recognises the importance of bullying as a badge of honour and social merit. The numbers of pupils needed to actively endorse bullying in school does not need to be high, as the number of CYP who sanction the event by non-action and ignoring it provides the necessary balance for bullying to occur.

Research shows that when a bullying event occurs CYP will take one of seven roles in the event. It is important to look at this as not only does it provide information to

understand bullying in a school, but also a framework which can be used to address it.

The seven roles are:

- A. The one who is doing the bullying
- B. Active supporters of the bullying, aka Henchmen
- C. Supporters
- D. Passive supporters
- E. Disengaged onlookers
- F. Possible defenders
- G. Active defenders
- H. The victim



1. The bully

The bully is defined as the person who is actively engaged in the act of hurting or humiliating another person ('H' in the diagram above). In simple physical terms they are the ones who are hitting, kicking or punching the other person. The bully is the one who is making actual physical contact with the victim. However as it is with psychological bullying being a bully does not mean just hitting someone else. A child who emotionally and/or psychologically bullies others are the ones who are verbally abusing the victim or actively inciting other people to abuse and debase them. The bully is the one who will actively discourage others to avoid any social contact with the victim or threaten other people if they intervene or socialise with the victim.

2. The Followers

Followers are more than observers in the act of bullying. These people are the ones who tend to be physically and socially close to the bully. They are part of the bullying social network and act as endorsers in the actions of the bully. Often referred to in research as 'henchmen', these people are the ones who will get involved in the act of bullying either directly by hitting pushing and kicking the victim at the same time as the bully or by name calling and cajoling observers during the act. The followers will also be encouraged to continue the threats and social intimidation even in the absence of the bully. Followers are usually the ones who will encourage active support of the bullying culture by talking about the event or promoting and advertising a future 'incident.'

3. The Supporters

The Supporters are the main reason why bullying is so pervasive in schools. They are also the reason why bullying is known as a 'spectator sport'. Although they do not take part in the act of bullying itself, they are likely to know it is happening and actively encourage by watching and laughing appropriately. Supporters tend to be ones who are networking information around school and will actively engage in the Bully's and Followers' demands to socially isolate an individual. The Supporter will take an active role in using social media to comment and endorse the event. In bullying terms they are guilty of 'indirect' bullying.

4. Passive Supporters

Passive supporters are those who will likely watch an event if it was happening and add to the numbers who are seen to be endorsing the act of bullying. These individuals differ from the supporters above as they will not actively do anything to encourage the bullying, nor will they actively do anything to stop it either. Although most people do not usually identify themselves as passive supporters, research shows that the majority of people fall within this or the next group of respondents. Once again these people support the notion of it being something to watch and are also guilty of engaging in indirect bullying.

5. Disengaged Onlooker

By the description these people will likely notice an event but ignore it. They will either stop to see but will not stay or they will walk away and pretend it is not happening or see it as something they should not get involved with. Although they are not actively engaged in the bullying incident as those above are and therefore cannot be seen as engaged in indirect bullying, their non-actions can add to the school ethos of a sense of helplessness when it comes to dealing with bullying in schools.

6. Possible Defender

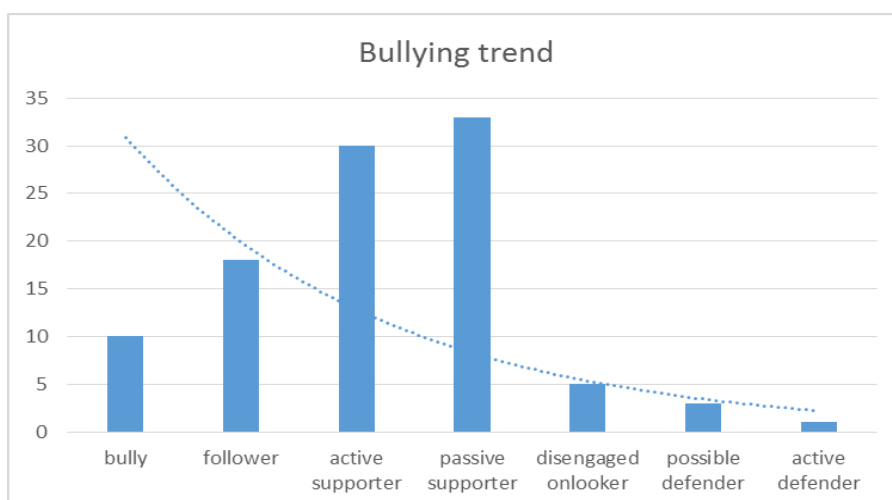
Those who are seen to dislike and discourage bullying in school are known as defenders (to the victim). Although many people will say that they do not like the bullying in school and are against such actions, not everyone will act if a bullying event happens in front of them. These are known as Possible Defenders. They are likely to do one of two things in these situations. They will leave the scene to find help from an adult or encourage someone else to do something about it. Although these actions are seen as acting against an ethos of aggression and violence, their actions do not stop the bullying event from happening in the first place or when it has started.

7. Active defender

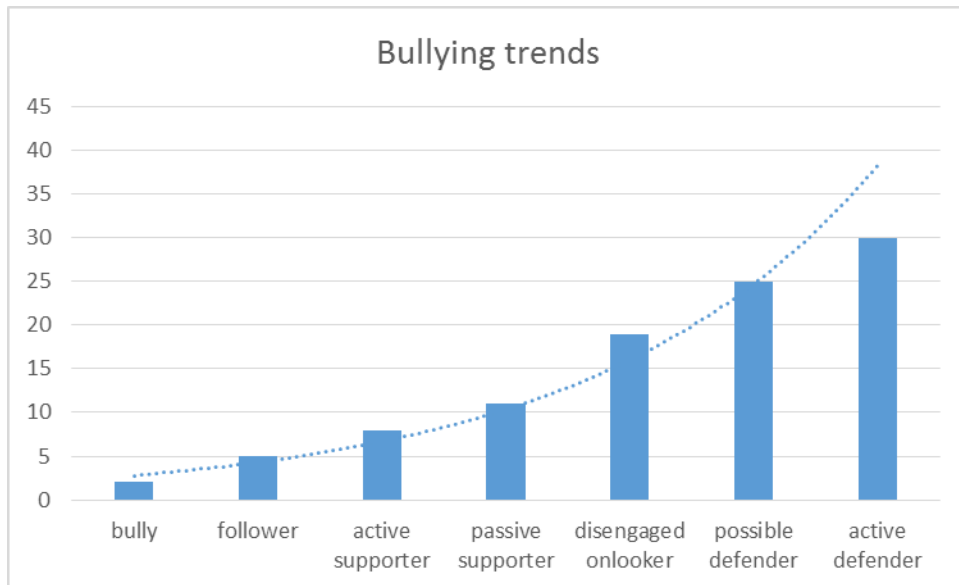
These individuals are those who are seen and heard to intervene in a bullying event. They are as vocal and as active as the bully (and their followers) are, but in defence of the victim. Active defenders are the ones who will physical intervene and put themselves in between the bully and the victim, they will actively encourage others to support the victim and will be proactive in seeking support from staff and developing ways in which other children can help and support victims in school.

Creating an ethos of counter bullying – right respecting agenda

Although it would be impossible to accurately map across a whole school where pupils would be on the seven point bully circle, it is known that schools with high bullying cultures tends to have a social focal point that is weighted towards the bully and the trend is away from the active defenders of the victim. The trend graph below shows that when numbers are highest in the first four categories, the impetus and support to continue bullying in school remains high and for the minority of pupils who bully others facilitates active targeting of victims in school.



Whereas if school was to encourage pupils to take a more active approach to dealing with bullying then the trend towards such actions in school would be towards a greater ethos of support and safety.



There is no simple way of changing this ethos. There are no quick fixes or single intervention that will move a school to a lower bullying culture. Change happens by visible action. It occurs when actions to instigate a lower acceptance of bullying can be seen and experienced by the staff, the pupils and the parents. Not only does change have to be heard in discussions but pupils need to know that something different is happening. The main approach is to build upon the rights respecting agenda which many schools are using in a wide variety of ways and will help to impact the counter-bullying ethos within a pre-existing agenda.

Anti-bullying ambassadors

Anti-bullying ambassadors are relatively new to Jersey and were developed using funding from the Princess Diana Trust in England. Although this is not a Jersey initiative, the ethos and practices around the role of ambassadors is something that complements the whole school approach to dealing with bullying. There is no directive from the States to say that schools can engage with this initiative nor is there one to say not to. The choice to use ambassadors in school should be a personal one based on an understanding of your school structure and need.

Dealing with a bullying event

There is no one definitive way of managing a bullying event. Many of the decisions needing to be made are often situational and driven by context. To this end the following pages are offered as guidelines only and do not constitute a mandatory approach to how you can manage bullying in your school.

Identifying a bullying event

Identifying a bullying event is not easy. Not all thumps, kicks and name calling is bullying. There are times when a child or young person (CYP) will engage in this behaviour as a stressful reaction to something. This may likely be a one off-situation or a reaction to provocation. Although it can be dealt with appropriately and according to the school's behaviour systems, it should not be referred to as a 'bullying event.' In order to classify it as bullying, the criteria in the previous section needs to be examined. As a starting point there are 4 key event indicators that can determine if bullying has taken place. Please note these are broad indicators and further investigation is needed. Given that professional researchers in this area are still trying to agree of what bullying is as against other anti-social acts, the following descriptions are what the research community in UK seems to be focussing upon at this time.

Key indicators are that the event:

- Happened between the same individuals more than once over a short space of time.
- May happen in the same place
- May happen at the same time of day
- May involve the same action(s) i.e. hitting, name calling etc.

It is likely that the bullying event will be brought to your attention in one of three ways.

1. That the member of staff witnesses the event themselves.
2. The event is communicated to staff by the pupils.
3. School is made aware by contact from parents/carers/carers of the victim and from outside agencies.

Each of these sources will need a consistent support plan. Below are guidelines as to how these can be managed.

Witnessed by a member of staff

All members of staff regardless of role and status in school have a duty of care to keep pupils safe in school to the best of their capabilities. This means that if they witness a bullying event they need to take immediate action to stop the bullying. The

first action can be to send a pupil nearby to inform another member of staff (closest) to help. With regard to the decision to actively intervene in the bullying event there are clear health and safety issues that should be adhered to and can be found in the schools Safeguarding Policy. It is important that the adult only intervenes if it is safe to do so, but some action is needed to address the bullying in front of them. Walking away or leaving it to another member of staff is not an option and all staff need to be trained in managing a bullying event. The following guidelines therefore are taken after an assessment that it is safe to do so by the adult in the situation. If the situation is not safe for the adult to intervene then they can remain on site of the event and dissipate the activity and onlookers (if there are any) as much as they can. Physical intervention should only be made as a very last resort and in the imminent risk of a child present being seriously hurt. Safer handling guidelines (e.g. Maybo) should be adhered to at all times.

If it is safe to do so, the adult should aim to calm the situation down by separating the victim from the child who is instigating the bullying. It is likely that the child who is bullying will have some pupils encouraging and supporting the bullying around them, and the priority is to move the victim from the situation as quickly as possible. Do not leave the victim alone at any time during the intervention. If there is another member of staff present, one member should consider removing the victim and the other should aim to establish (if it is not obvious) who instigated the bullying event. If it is obvious good practice suggests that the child believed to be bullying the other is escorted to a different place of safety (but not where the victim is) to calm down. That person will be informed that they will be talked to later. If there is no obvious and apparent instigator, inform the group that some of them will be interviewed later. If an aggressor has been identified consider taking them to the most senior member of staff in charge of dealing with bullying behaviours in school and the victim to another member of the SLT. At this juncture the bullying pathway can be referred to (see page 16)

Pupils reporting the event

It is believed that two-thirds of all victims never report the bullying event. This may be for a number of reasons such as coercion by the bully or by the bully's friend. Other reasons often include shame, guilt and feelings of low self-esteem. It is essential that the school builds and develops a culture of pupil respect and support where CYP feel safe in school to discuss such events and know that they will be supported following the disclosure. Pupils should be encouraged at all times to report a bullying event whether it is them who is the victim or someone they know. Good practice suggests that a reported event should be managed by someone who has management responsibility in school and who has knowledge and experience of supporting emotionally vulnerable pupils. Once a disclosure has been made the bullying pathway (below) can be instigated. Once again this should ideally be as soon as possible following the disclosure.

All reports from pupils about a bullying event must be taken seriously. It is possible that after a thorough investigation of the event it is deemed to be an act of antisocial

behaviour but not classed as bullying. In this event the CYP needs to be informed of the information gathered and the conclusions made and also what actions the school will take to address the issue.

It is important for the member of staff responsible for managing bullying in schools to be aware that a child who is genuinely being bullied may refer to several other anti-social incidences that are not deemed to be bullying as a way of exploring if the bullying disclosure will be handled safely before they reveal the events that are bullying in nature. For some CYP, frequent references to other incidences are a 'rehearsal'. The disclosures however may be a sign of other emotional difficulties such as low self-esteem, anxiety or as a stress response to changes in their lives. This is why, regardless of the number of times disclosures have been made, some support work for the individual should be considered.

Adults outside school reporting the event

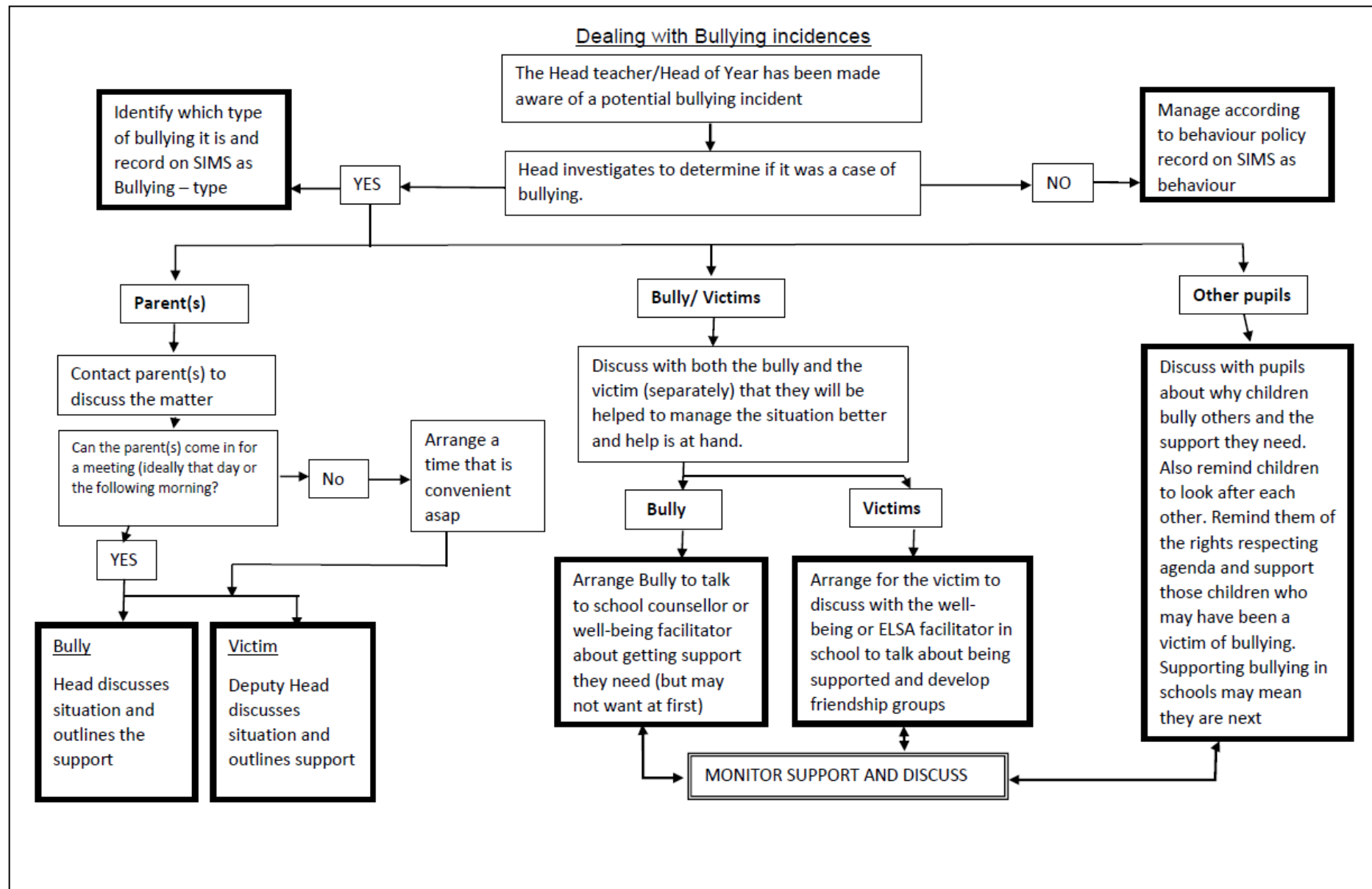
As with pupil disclosures, all reports of bullying from adults outside of school must be taken seriously and explored thoroughly. It is essential that the adults making the disclosure are reassured that the situation will be properly investigated and given feedback at the end. Research shows that adults outside of school perceive the school's management of a bullying event has a large impact on the prevalence and intensity of bullying within (Sullivan, Cleary and Sullivan 2004). Their ecological model of bullying demonstrates that the local community view of the school is a significant factor in pupil confidence of school addressing bullying once it has occurred. It is essential then that the school communicates serious intent to follow up the information given by adults and feedback is given in a timely manner to close down the query brought by the adults. It is also likely that some parents will use the bullying agenda to redress some other issue they have with school and, as with the CYP, it is important that the school shares with the adults a thorough exploration of the event and conclusions made from those investigations.

Confidentiality and information sharing

During the investigation of the event it is essential that as much detail and accurate information is collected and where possible cross-referenced to establish as much corroborated details of the events around the bullying incident. It is therefore essential that information is written down. This will inevitably mean that names of CYP will be important and recorded. If names are recorded it should be for school purposes only. At all times during the discussion both names should be used to avoid confusion. When talking to the pupils involved make sure they use both names as well and encourage them to refer to this whenever they can. However it is important that the conclusions need to be communicated back to the parents/carers/carers of the pupils involved. It is important that during this feedback, other children's names are withheld. Although it is very likely that the CYP will have informed the parents/carers themselves but school should not disclose other children's names to parents/carers other than their own child's name. Guidance on interviewing children can be found below on page 17.

Exploring an allegation of bullying

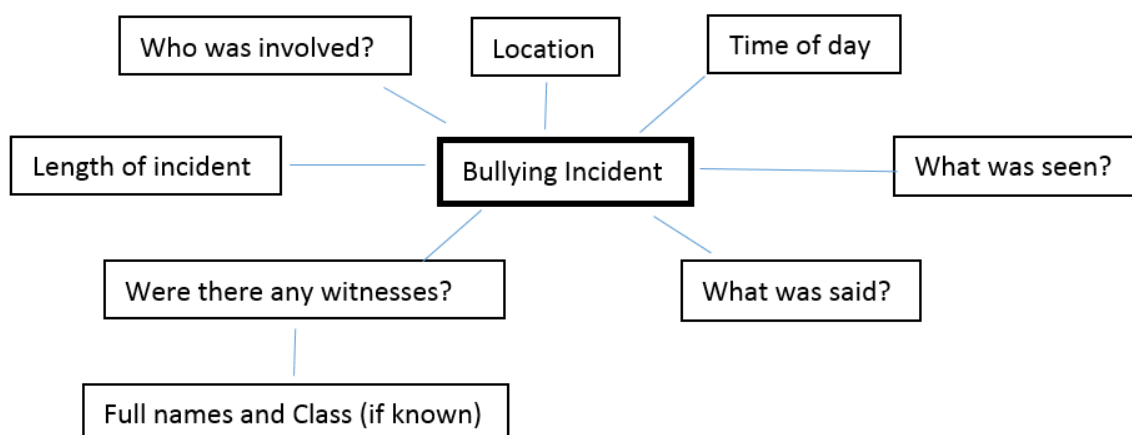
Every school should have a named person whose responsibility it is to deal with bullying situations in school. This person must have managerial responsibilities and be in a position to influence and affect school policy and procedures. Although there will be one named individual, it is important that school identify at least two people to deal with bullying situations as they arise. There are two main reasons for this. Firstly it is important to ensure that following an act of bullying being identified and stopped in school, both the child who has bullied another, as well as the victim of the bullying may need to be managed and supported immediately afterwards. This will mean keeping them separated whilst the investigation is being completed. If the event being reported is historical, then it is possible for one person to complete the following pathway. The second reason for having at least two people being identified is one of logistics, namely that there is someone in school to manage the situation in the absence of the first. It is essential that school is able to provide ongoing support for staff who manage these situations and this will be looked at in more detail on page 20.



Gathering Information

In order to deal with a bullying incident effectively it is important that key information about the event is gathered.

Key information to gather:



Style of questioning

When we talk to CYP about emotional incidences we need to ask them 'what', 'where' and 'when' type questions. It is important to avoid 'why' questions at all times. 'Why' questions refer to opinions and emotional viewpoints which are unhelpful at this stage of the exploration. It is more informative to ask the victim "*What were you doing just before you were hurt?*", than, "*Why do you think they hurt you?*" As you gather information it is important to establish facts about the event and steer away from thoughts and justifications if you can. Whenever possible use the words CYP use in your report rather than your feelings about the event. If you are recording what was said record the statements *verbatim* as this may be useful in corroborating what other witnesses report.

When gathering information aim to use a room that is quiet and will not be disturbed by visitors or witnessed by other pupils as they walk by. It is important to talk to the children on an individual basis as you gather information, do not talk to them as a group. If the victim requests someone to support them then this is okay but it is important that you ask them to remain silent and not interrupt as the victim talks; you will give them an opportunity to have their say later. Talk to the 'victim' first then establish if there were any witnesses. If there were, interview those before you talk to the child being accused of bullying. Establish key facts about the incident (as above) and if it has happened before, although the facts of the current incident need only be dealt with at this time. The fact that this has happened before will help you determine if it was an ongoing bullying event. Reassure the victim that they will be supported in feeling safer in school and the child who is doing the bullying will also be supported to stop.

Once all the facts have been gathered talk to the child who has been accused of bullying someone. Establish from them key facts about the incident 'from their perspective'. Start by asking them to corroborate times, people and location first before establishing any behavioural fact/details about the event. Do not go for an admission of guilt as they are likely to deny it. If they admit to it then this will be helpful in supporting them to change their

behaviour. Try to get details about what was said and what was done. The more detailed the better.

On completion of all the evidence the leading staff member will need to make a decision as to whether it was a bullying incident or not. Whatever the outcome of the investigation is, the decision should be communicated to the child who was accused of the bullying first and then the victim. IT is essential that this is done separately and at the earliest convenience.

Recording on SIMS

Not all acts of aggression can be classed as bullying therefore the school needs to investigate all incidences thoroughly to determine whether it can be recorded as bullying or needs to be recorded under another behaviour category. If it is appropriate to label the incidence as a bullying event there will be drop down boxes in the bullying tab to identify which of the different mechanisms was the main type used.

When should incidences be recorded on SIMS?

As soon as possible after the decision has been made to classify the incident as an act of bullying.

When bullying incidences should be reported to the authority?

One of the essential roles of the Designated Lead for Counter-bullying is being responsible for managing bullying in school to record and report all incidences to the department on a regular basis. It is essential therefore that school maintain up-to-date records of these events on SIMS. The value of doing this is clear. A lot of bullying occurs in patterns and cycles and are often associated with increased stress in school and/or at home. In order to establish if there are any associations with rises and dips in bullying figures, schools will be required to report their bullying figures to the department on a termly basis.

Towards a sustained change in school

If we are to engage the whole school community in managing bullying and changing thinking and practices towards a greater anti-bullying ethos, there are six elements that are important to address.

These are:

1. Policy Documents
2. Policy into Practice
3. Organisational Factors
4. Support Systems for Staff
5. Support Systems for Pupils
6. Data and evaluation systems

1. Policy Documents

There is a policy document that outlines the way in which schools can approach and deal with bullying including the identification and labelling of different types. This hopefully will ensure that for any pupils and families anywhere on island they will experience the same language, management and levels of communication regardless of setting and irrespective of placement and possible change of placement. The aim of the anti-bullying policy is to significantly reduce any differences in opinion within school and between schools as to what actions and behaviour constitute an episode of bullying, and which do not.

2. Policy into practice

This component is developed out of a managerial audit of observing practices in school. This element is the check that practices in school are of the highest quality and most importantly are carried out across the whole school on all levels including all staff and pupils. The aim is to ensure that practices of reporting and managing bullying in and around school is conducive to an anti-bullying ethos and is effective in suppressing further bullying in school. This needs to be the most visible and palpable part of school management of bullying where staff, pupils and parents are all actively contributing to the reduction of bullying in school. All practices should be guided by the policy.

3. Organisational Factors

Bullying is a premeditated act of targeted aggression towards an individual. The act is also facilitated by opportunism, often coming across the victim in corridors, in the lunch hall or transition between lessons. In 2016 an island-wide survey was completed that asked over 1300 pupils and over 500 teachers about their experiences of bullying in schools. One of those questions was to ask those participants if they had been bullied and where it occurred. The responses showed very clearly that the majority of bullying pupils experienced was within the school building. Although some was also reported in school grounds, on the internet and on the way to and from school, the vast majority of respondents stated inside the building itself. This means that school need to be aware of likely areas and times where pupils can muster and are also likely to be either unsupervised by an adult or less likely to be seen. Organisation factors within the bullying context make reference to aspects such as the physical shape of the building and school grounds where

'blind spots' for staff observations are known and where the natural bottlenecks and 'crush' areas are during transition time. Other organisational factors include drop-off and pick-up points and the route between, staff supervision for both morning and evening routines as well as during breaks and transition. These elements can then help to identify likely locations for bullying to occur and the deployment of staff in key areas at key times to mitigate this plus any potential transition practices that could be addressed.

4. Support systems for adults

Support systems for adults falls within two categories, staff and parents.

Supporting Staff

Supporting staff refers to the way in which school development plans aim to train and support staff in managing bullying situations they encounter. The 2016 survey results showed that not all staff felt confident in dealing with a bullying situation if they saw one happening in front of them. School need to be clear that they have a support plan in place to guide staff actions when encountering a bullying event. This is likely to mean all staff engage in mandatory training around managing difficult situations including bullying. The training should include a thorough exploration of the bullying policy and processes to manage a bullying situation. All staff should be clear on what to do, where to go and who needs to know following an incident. There is central training on offer from the department and education department representatives may be able to offer more school based bespoke training on request if needed.

Support for parents

Supporting parents through a bullying event is a necessary component in effective management of bullying in school. This support should aim to provide support for both the parents of the victim and also of the bully. At times it may be necessary to seek support from outside agencies who may be able to offer external (to the school) advice on sanctions and support for the bullying incident. For further information see the section below on the use of external agencies.

5. Support for pupils

The whole school approach to countering bullying means that all pupils involved in a bullying situation should be supported. This includes both the child who has been bullied and the pupil who is doing the bullying. In order to help them stop bullying others, the pupil is likely to need help and support in addressing some underlying issues that create the need to bully in the first place. They will also need to explore alternative ways of managing their emotional and social difficulties. Research shows that in order to effectively address bullying it is necessary to plan for both the victim and the child who bullied to receive support, but this can be done separately in the first instance

Supporting the victim

There are different ways of supporting the child who is a victim of bullying and consideration about which school resources will need to be explored with the child if they are able. However there are some general guidelines that should be adhered to and will be outlined below.

1. Listen and focus on the child. Learn what's been going on and show you want to help.
2. Assure the child that bullying is not their fault.
3. Know that children who are bullied may struggle with talking about it. Consider referring them to a school counsellor or well-being service.
4. Give advice about what to do. This may involve role-playing and thinking through how the child might react if the bullying occurs again. Advice is usually around avoiding places where the bullying occurs if they can and try not to be alone in these situations if need to be in those places. If neither is possible then to ensure if they can that someone is aware of this and can check on the person later to see if things were okay.
5. Work together to resolve the situation and protect the bullied child. The child, parents, and school or organization may all have valuable input. It may help to:
 - Ask the child being bullied what can be done to make him or her feel safe. Remember that changes to routines need to be minimized. He or she is not at fault and should not be singled out. For example, consider rearranging classroom or bus seating plans for everyone. If bigger moves are necessary, such as switching classrooms or bus routes, the child who is bullied should not be forced to change.
 - Develop a game plan. Maintain open communication between pupils, staff, and parents. Discuss the steps that are taken and the limitations around what can be done based on the school policies. Remember, that you should avoid discussing how the bully will be disciplined. This is not helpful as it fosters a culture of retribution. Assure the child that the child who is bullying will be supported to stop.
6. Be persistent. Bullying may not end overnight. Commit to making it stop and consistently support both the bullied child and the child doing the bullying.

Avoid these mistakes:

- Never tell the child to ignore the bullying.
- Do not blame the child for being bullied. Even if he or she provoked the bully, no one deserves to be bullied.
- Do not tell the child to physically fight back against the pupil who is bullying. It could get the child hurt, suspended, or removed from school.
- Parents should be encouraged to resist the urge to contact the other parents involved. It may make matters worse. School or other officials can act as mediators between parents.

Follow-up. Show a commitment to making bullying stop. Because bullying is a behaviour pattern that is often repeated, it takes consistent effort to ensure that it stops.

Supporting children who bully others

This is an area that some people involved in dealing with bullying incidences are likely to find hardest to endorse and support. This is probably born out of the notion of retribution and punishment. Research is clear on this matter than with regards to bullying, punishing

the bully reinforces a negative cycle and does not take away the need of the child who bullies to bully in the first place and in some cases creates a greater need to bully. The ethos for dealing with children who bully needs to focus on consequence and support. It is clear that there needs to be a consequence for the pupil following an incidence which should be moderate in response and follow the behaviour policy in school. What is important in this new approach is that one mandatory consequence is that the child who has been bullying is given emotional and behavioural support to help address the underlying emotional need that feeds the need to bully in the first place. Support around this can be provided for by School Based Counsellors, well-being workers and emotional support systems in school. An extended list of resources and approaches can be found at the end of this document.

It is important to show pupils that bullying is taken seriously. Calmly tell the child that bullying will not be tolerated. Model respectful behaviour when addressing the problem. It is very likely that some pupils doing the bullying will resist any attempt to support and address their needs.

Work with the child to understand some of the reasons he or she has bullied others. For example:

- Sometimes children bully to fit in. These pupils can benefit from participating in positive activities. Involvement in sports and other social clubs can enable them to take leadership roles and make friends without feeling the need to bully.
- Other times pupils act out because something else—issues at home, abuse, stress—is going on in their lives. They also may have been bullied themselves. These pupils may be in need of additional support, such as school counsellors, wellbeing workers and, if acute enough, mental health services.

The use of consequences to teach.

Consequences that involve learning or building empathy can help prevent future bullying. School staff need to consider the guidelines in their student code of conduct and other policies in developing consequences and assigning discipline. For example, the child who bullied can:

- Lead a discussion about how to be a good friend.
- Write a story about the effects of bullying or benefits of teamwork.
- Role-play a scenario or make a presentation about the importance of respecting others, the negative effects of gossip, or how to cooperate.
- Do a project about civil rights and bullying.
- Read a book about bullying.
- Make posters for the school about cyberbullying and being smart online.

Take the long term view

Children who bully need to be taught about the long term consequences of bullying and the effects on their mental health. Research shows that children who persistently engage in bullying behaviours are in the greatest risk group who are likely to suffer from social isolation, peer antagonism and criminal behaviours (eg Arseneault, 2018). If bullying is not

addressed early it can lead to greater problems later. The focus then can look at the benefits of stopping bullying and finding more productive and healthier ways to address the need.

Involve the pupil who bullied in making amends or repairing the situation.

The goal is to help them see how their actions affect others. This is a powerful tool to use if and only if the child who has bullied is 'genuinely' sorry for their actions. However caution must be used for those pupils who are pervasive bullies or and not genuinely sorry for their actions as this process can humiliate the victim or feed the bully's' anger, exacerbating their need to bully more. Following the procedures below if the bully does not want to genuinely change can be a subversive form of bullying as the victim will see the bullying behaviours being endorsed by the adults. Care must be taken with this approach.

If the child who has bullied is genuinely ready to make amends then the following can be useful.

- Write a letter apologizing to the student who was bullied.
- Do a good deed for the person who was bullied or for others in your community.
- Clean up, repair, or pay for any property they damaged.

Avoid strategies that do not work or have negative consequences.

- Zero tolerance or, "three strikes and you're out," strategies do not work (eg: Winter 2016). They do not stop the pupil from needing to bully others. Suspending or expelling students who bully does not reduce bullying behaviour, it just moves it to someone else to deal with. Students and teachers may be less likely to report and address bullying if suspension or expulsion is the consequence. Further to this those pupils who are expelled and or excluded also feel further resentment towards school systems and are more likely to repeat or escalate their behaviours in similar situations even if it is in a different location (ie school)
- Conflict resolution and peer mediation (e.g. The No Blame approach) does not work for bullying. Bullying is not a conflict between people of equal power who share equal blame. Facing those who have bullied may further upset pupils who have been bullied.
- Treating bullies in groups does not work either. Group members tend to reinforce bullying behaviours in each other. Work with the child who is bullying on an individual levels. Encourage children who bully to see that distancing themselves for other bullies will be helpful in changing their behaviour.

Following the initial discussions with the child who bullies, it is important that there are regular meetings (daily for the first week, then weekly for a month and then monthly for two terms.) It is important that after the bullying issue is resolved, continue finding ways to help the child who bullied to seek and maintain alternative ways of dealing with the issues they have and avoiding the need to bully to satisfy that need.

Dealing with indirect bullying

Indirect bullying or passively supporting the actions is the main reason for bullying to continue in a school. In schools with high bullying figures, these indirect bullying behaviours will be the key component within the school ethos. If there is to be a sustained reduction in bullying in school this aspect of the school culture needs to be addressed successfully. In order to deal effectively with indirect bullying there needs to be strategic input on all three levels of intervention; whole school through assemblies; group work through class/form time work and support on an individual or small group level. The important aspect of dealing with bullying on this level is that this ideally needs to be addressed on a regular basis. One of the reasons why 'anti-bullying week' does not have any lasting impact is that it is often seen by pupils as merely a subject for discussion, an awareness raising event rather than an impact intervention strategy. Pupils do not see this week of focused discussions as having any impact on bullying in the longer term as it will simply pass and things continue as before. In order to make a significant impact on whole school levels of bullying, a wholesale change in school practices needs to be understood and seen by all stakeholders within school and from outside.

This will mean keeping the agenda of reducing bullying high on school based discussions, assemblies on bullying and themes of respect and social development need to happen on a weekly basis. Visible actions need to be taken on the corridors, outside and in classrooms to address actions of a bully. School Councils needs to be proactive in developing systems for supporting anti-bullying practices and other pupils need to see change in attitudes for the bully.

Changing attitudes

Schools will only see a long term reduction in levels of bullying if they are successful in changing the whole school's attitudes towards counter-bullying cultures. This will mean ensuring that all staff and most children in school strive to embrace a philosophy of support and respect and this is endorsed by parents and other key stakeholders in school. It will be almost impossible to create an anti-bullying culture if staff are regularly seen and heard using confrontational and aggressive methods of interactions with each other and on pupils. There are strong links in school between adult antagonism and pupil bullying practices (Sullivan, Cleary and Sullivan 2005).

An essential part of this change must come from a developing a notion across the whole school that children who chose to bully others have needs that needs be supported and not condemned as second class citizens. To help foster this more compassionate attitude it is essential that children who bully others are not over punished, isolated and chastised by the school community as this will likely foster a greater propensity to bully. It is also very likely that as the social downgrading of a bully from aggressor to needy it will lessen the social acceptance of bullying as an admirable social trait. The aim of the whole school approach is to downgrade the acceptance and social desirability of bullying. As it was explained above with the bullying circle the attitudinal trend needs be seen as moving away from regarding bullying as a natural part of the school culture.

Support systems for parents/carers

There is a lot of research to show that most (but not all) of a pupil's attitudes towards bullying come from outside of school and are merely played out in school where a captive

audience is readily available and attitudes about bullying within the school are collectively reinforced (Bullivic 2006; Sullivan Cleary and Sullivan 2005; Rigby 2019). In order to sustain a greater resilience to bullying and endorse a more robust attitude of counter-bullying, it is essential that parents endorse the school's approach of supporting the bully to change their ways. It is understandable that the parents of the victim of bullying will want and expect the worst of consequences for the child who has bullied but there needs to be a developing understanding that it is the responsibility of school to address the matter through consequence and support not condemnation and punishment.

As it was outlined at the very beginning of this document there are some bullying type behaviours which have been identified as falling outside of 'normal' bullying and where other policies and procedures take precedence. In extreme cases such as persistent intimidation; assault with a weapon; sexualised attacks or despite intervention, persistent bullying is severely affecting the mental health of the victim, parents need to be informed that this will be dealt with by other means separate to the bullying policy

6. Data and management systems

School Information Management Systems (SIMS) was initially rolled out in 2018 and links up many data systems for schools to use. SIMS is now set up to support the process of managing bullying situations. Drop down boxes are now accessible within the behaviour tabs that will allow the data collection to follow the definitions on pages 5 and 6 to record the different types of bullying outlined in this document ie physical, psychological, electronic/cyber etc. Managers can also record when it is appropriate to do so, the different types of bullying, both direct and indirect, when children were proactively supporting the bullying by inaction or cheering on the event.

As with many of these events it is very likely that more than one mode of bullying was used. For example quite often in an act of physical bullying where the victim is being pushed and thumped, it will be accompanied by verbal taunts, insults and threats. In these cases where 'multi-modal bullying' has occurred it will be necessary to record it as just one and therefore the adult managing the event will need to decide on the type of bullying that was most threatening. In the case above it should be recorded as physical bullying.

Using External Services

As with many behaviour management situations issues are usually best resolved by people within the school and with adults the pupils know best. However there are times when external services can be used to help support work on different levels within the counter-bullying framework.

Whole school level

There are three elements of external support in this area. The first is offering training to schools; the second is by helping to explore the management of bullying using a systemic approach and the third is by working directly with children involved in the bullying situation, whether they are the one doing the bullying or receiving it.

Training around issues with bullying is an area that is regularly delivered centrally and is in the 'Training Offer to Schools booklet.' To book a place on these courses you will need to follow the guidelines and instructions in the booklet. In some cases training can also be delivered as a staff level and this is likely to be through the educational psychology team

and discussed at the Planning and Review Meetings. External agencies such as SEMH, Educational Welfare Officers and Charitable organisations can all support schools in managing change at the whole school level

Group Level

At times it may feel appropriate to support pupils in groups who may want to explore some behavioural emotional implications of bullying. This can be delivered as a social emotional development group or more directly with the School Councils. This work could be looking at ways in which pupils can be helped to better manage bullying situations or more directly about how to develop a greater ethos around counter-bullying practices.

Individual Level

It will be necessary in the new approach to offer individual support work for children who have been established as bullying others as well as those who have been bullied. It is envisioned that the school's internal emotional support team such as ELSA and School Based Counsellors are likely to be the ones best placed to complete this work. However the PARM discussions may also identify external agencies to support either an individual for a short (fixed) period or provide more consultative support work with the school support worker.

Mental health and bullying

Research over the past twenty years (Kumpulainen 2001, Arseneault, 2018) has shown that there is a clear link between bullying behaviours and mental health problems later in life. Of particular note in this respect is that long term mental health problems are most likely to affect the individual who is both a bully and a victim of bullying. This group accounts for two-thirds of all bullies. Indeed the ones who are less likely to suffer long term mental health issues are those who are the victims although their experiences does raise short term mental health problems which cannot be ignored. This data supports the perspective that helping the bully rather than just punishing them will have longer term benefits for the child who bullies as well as improve the overall Mental health of the school as a whole.

Resources

Please note the following resources is not an exhaustive list but can be used as an indicator of what is available. This document is also not endorsing the mandatory use of them but can be used as a valuable source of information and ideas. Most of them are for reference only but many also have some useful activities and lesson plans etc. There are also many resources still available in schools that are quite old but please do not discount these materials. In many of these 'older' resources there are some excellent suggestions and approaches that can be very effective. After all good practice in any discipline often transcends political and social changes over time.

Files and Folders

Keeping T.A.B.S

TABS is an acronym for 'The Anti-Bullying School'. In it, it explores setting up a whole school approach. Sections 4 and 5 looks at both interventions and preventative actions that can be set up on school and the final section looks at how you may want to audit how good your school is in carrying out these actions.

Bullying - don't suffer in silence DFEE folder pack

The contents of this folder is very similar to the one above. In addition however there are case studies and also a thorough list of resources –some of which are now outdated but nevertheless have useful indicators or where you may want to look.

Bullying - don't suffer in silence (pack for schools)

This is a smaller and presented as more of an executive summary of the larger pack

We don't have bullying here

This is a very old and out-dated-looking resource file. However the author, Valerie Besag is a prominent researcher of bullying and despite the look of the file, there are some very good ideas and resources within that will help you to put together packages of support including assemblies and activity plans.

Social Emotional Aspects of Learning

First published in 2005 by the Department for Education and Skills in England. This a resource that is divided into year groups with one overview booklet. The set includes a booklet for guidelines at the Foundation Stage. In each booklet it looks at activities and themes for assemblies that can be delivered building up to a whole school approach to dealing with bullying.

Approaches and interventions

Bullying. No Way!

This is an Australian program that came out in 2019. This is effectively a resource pack that has pulled together a range of what they consider to be useful resources from Australia, America and the United Kingdom. The resources provided in the packs focus on teaching about dealing the bullying in the classroom. Resources and other information can be found on the weblink page below

ELSA

There are many schools across Jersey who now have Emotional Literacy Support Assistants (ELSA). This is a low level and broad based emotional literacy program for pupils between 6 and 16 years of age. There are 5 key programs that can be used with pupils with a range of needs from emotional literacy, to anger management and to friendship skills. This is however a very structured program that can only be delivered by a fully trained and regularly supervised ELSA practitioner.

FRIENDS

F.R.I.E.N.D.S is an Australian program designed by Dr Paula Barrett and is structured around a Cognitive Behaviour Therapeutic model of intervention. It is aimed at children and young people aged between 5 and 18. There are 3 programs for school-aged children separated into three age groups.

- 5-7year olds is called 'Fun Friends'
- 7-11 year olds called 'FRIENDS for Children'
- 11-18 year olds called Youth program

Like ELSA this is a closed program that can only be delivered by a fully-trained and registered FRIENDS practitioner. In Jersey this has been added to the ELSA practitioner's toolbox and can be delivered by your ELSA if they have maintained their registration.

Circle of Friends

This can be completed by your ELSA practitioner, Well-being facilitators or by your Educational Psychologist. CoF puts the child at the centre of an emotional development program and asked for help from the class in forming new relationships and changing some of the behaviours. Circle of Friends is a bespoke package of support and is not right for everyone or every class. A discussion with your educational psychologist would be useful to ascertain if the profile of the pupil or the profile of the class would match the criteria for success. This can be a very powerful tool to use with a child who hurts others or who frequently misbehaves and it utilised the social networking to help address choices some children make.

Peer mediation

Peer Mediation is a process by which older pupils can be trained to help de-escalate low level difficulties amongst peers. This can be used to help monitor lunch and break times and be able to resolve any conflicts that are arising before they become too problematic. There are many different approaches and models to peer mediation but it can be an effective way of enhancing pupils' skill base in managing potentially difficult situations.

School Councils

School councils should be an integral resource in supporting a wide range of issues and agendas in school. School councils have been proven effective in helping to develop narratives and approaches for understanding and managing bullying situations. Although it is clear that a lot more work and research around this is needed, schools should not underestimate the impact that school councils can have in helping manage bullying situations in school

Socially Speaking

Socially Speaking is an approach aimed at the younger end of Primary School. Based on a book by Alison Schroeder, Socially Speaking helps young children learn some of the basics of effective socialisation.

Social Stories

Social Stories can be used in bullying events to help both the child who bullies and the victim on understanding different choices that can be made. Social Stories can be written to address individual circumstances and can be effective for a wide range of needs, in particular those with social communication difficulties as well as those who find navigating social situations hard and where a choice of reactions is required.

Thinking Good, Feeling Better

This is a Cognitive Behaviour Program written by Paul Stallard, based on his well-established thinking good, feeling good program it focuses on changing how children and adolescents are able to re-evaluate their thinking and change how they manage to problem solve social situations.

Anti-Bullying Ambassadors

This is a new agenda that has been driven by the Princess Diana Award Scheme. The scheme involved individual schools identifying a number of pupils to be trained as ambassadors to help support, highlight and manage bullying in schools. Their website describes the following. The peer support system encourages young people to communicate with one another in the 'vernacular', absent from the authoritarian tone that adults may exude, to help resolve their problems together Peer support systems provide young people with a voice and initiatives to take action, enabling them to create emotionally healthy relationships founded on concern for others and empathy for others people's feelings. Perpetrators of bullying are often supported by their immediate peer groups known as 'assistants' and 'reinforcers'. Peer support systems aim to counteract this by turning bystanders into 'defenders'. (Salmivalli et al, 1996).

KiVa

KiVa was developed at the University of Turku in Finland in 2015 with funding from the Finnish Ministry of Education and Culture. Its developers are experts who have been studying the phenomenon of bullying and its mechanisms for decades. KiVa is based on decades of research on bullying and its mechanisms and is aimed as a whole school approach. KiVa is also being developed and promoted in Wales (2018). The program takes a whole school approach to bullying that aims to be delivered every day in one form or another. The program is delivered privately and has to be paid for. However once the school has been privately trained it provides resources both on line and paper based that helps schools develop a range of approaches for pupils and staff.

Useful websites

Once again this list is not exhaustive but provide a list of links the author has found useful. As in many modern approaches you will find

<https://bullyingnoway.gov.au/Resources/TeachingResources/>

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/>

<https://www.bullying.co.uk/advice-for-young-people/5-tips-for-talking-about-your-mental-health/>

<https://bounce-back-from-bullying.childline.org.uk/>

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/building-confidence-bullying/>

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/>

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/>

The Anti Bullying Alliance have a range of resources, including briefing pack on cyberbullying for download that includes research, tips and a poster

<https://www.antibullyingpro.com/>

The Anti Bullying Week website has free posters for download

Beat Bullying offers a range of lesson plans and runs the Cybermentors program which encourages young people to act as peer counsellors

Beyond Bullying

At Bullying UK you can create your own posters, get in The Zone and more

National Anti Bullying Week has a good range of links to websites and resources

Anti Bullying Network offers hints and tips and the 'pick a pal' feature

Direct.Gov has advice and information about dealing with bullying

Act Against Bullying is running the Cyberkind campaign as part of their World Kindness Campaign

Stop Bullying Now tackles the issues through cartoon webisodes and games

<http://www.kenrigby.net/Home>

UK Government Publications

As before this list does not constitute a recommended list of publications but ones that have proven useful to some schools and will undoubtedly add to a practitioners understanding.

Background information

TITLE	AUTHOR	PUBLISHER	DATE	ISBN NO
Bullying - don't suffer in silence	DFEE	DFES Publication	2000	Ref: DfEE 0064/2000
Bullying: effective action in secondary school	HMI	OFSTED Publications Centre	2003	Ref: HMI 465
Improving Attendance & Behaviour in Secondary Schools	HMI	OFSTED Publications Centre	2001	Ref: HMI 242
KS3 National Strategy Behaviour & Attendance: bullying	DFES	DFES Publications	2004	Ref: DFES 0055 2004
Bullies & victims in school	V Besag	Open University Press	1989	0 335 09542 9
Bullying: A practical guide to coping in school (3rd Edition)	M Elliott (Ed.)	Harlow: Longman	2000	0 273 65923 5
Bullying at school: What we know and what we can do	D Olweus	Oxford: Blackwell	1993	0 6311 92417
Bullying in schools and what to do about it	K Rigby	London: Jessica Kingsley	1997	185302 4554
Bullying in schools	D Tattum & D Lane	Trentham Books	1989	0 948080 221
Bullying: The early years	D Tattum & E Tattum	Cardiff: Countering Bullying Unit	2000	
Childhood bullying and teasing	D M Ross	American Counselling Association	1998	
Countering bullying: Initiatives by schools and local authorities	D Tattum & G Herbert	Trentham Books	1993	0 948080 85X
Practical approaches to bullying	P K Smith & D Thompson	London: David Fulton	1991	1 85346 159 8
Promoting children's mental health within early years and school settings	DFES	DFES Publications	2001	Ref: DFES 0112/2001
Promoting children and young people's participation	S Blake & G Frances	Health Development Agency	2004	1 84279 264 4
Racism in schools - new research evidence	E Kelly & T Cohn	Stoke on Trent: Trentham Books	1988	0 948 080205

Primary Classroom Resources

TITLE	AUTHOR	PUBLISHER	DATE	ISBN NO
All Year Round - exciting ideas for peaceful playtimes	J Mosely & G Thorp	2002		1 85503 350X
Bullying Matters	N Wetton & N Collins	Healthwise	2001	1 873460 24 4
Bridging the Circle	A Cowling & P Vine	Positive Press	2001	0 9530122 2 0
Childline - Teachers pack KS2				Tel: 020 7239 1000
Circle time - A resource book	T Bliss & J Tetley	Lucky Duck Publishing	1993	1873 942 559
Dealing With Feelings	T Rae	Lucky Duck Publishing	1998	1 873942 32X
Helping children to build self esteem	D Plummner	Jessica Kingsley Publishers	2002	1 85302 927 0
Positive people - A self esteem course	C Moore & T Rae	Lucky Duck Publishing	1993	1 873 942923
The Emotional Literacy Hour (& video)	Bristol City Council	Lucky Duck Publishing	2000	1 873942 877
The Heart Masters	A Fuller, B Bellhouse & G Johnstone	Lucky Duck Publishing	2002	1 904 315 02 X
Take care (primary)	NSPCC			Tel: 0161 628 4444

PSHE and Citizenship series

TITLE	AUTHOR	PUBLISHER	DATE	ISBN NO
PSHE	J Hill & J Tordoff	Evans Education	1999	0 237 51765 5
Real health for real lives	N Wetton & A King	Nelson Thornes	2003	0 7487 6716 9
Learning for living	Mary Gurney	Grassroots Publishing	2003	0 954470 3 4

Secondary Classroom Resources

TITLE	AUTHOR	PUBLISHER	DATE	ISBN NO
Bridging the circle	A Cowling & P Vine	Positive Press	2001	0 9530122 2 0
Quality circle time in the secondary school	J Moseley & M Tew	David Fulton	1999	1 85364 616 6
PSHE & Citizenship - Your Life series	J Foster	Collins Education	2000	0 003273547
Citizenship & PSHE	D Haydon, P King & C Folens Moorcroft		2000	1 84163 861 7

Packs and videos for training and classroom use

TITLE	AUTHOR	PUBLISHER	DATE	ISBN NO
Bullying: A survival guide (video x 2)		BBC Education PO Box 7, London W12 8UD		
Bullying: The business		Dialogue Productions 46 Avondale Road Wolverhampton West Midlands WV6 0AJ		
Headstart - Promoting positive behaviour: Activities for preventing bullying in primary schools		Headstart		Tel: 020 7247 9489
How to stop bullying - A kidscape training guide	M Elliott & J Kilpatrick	Kidscape	1994	
Only playing Miss		Trentham Books	1990	Tel: 020 7483 4239
Speak up - An anti-bullying resource pack	SCCC	Scottish Consultative Committee on the Curriculum	1992	
Sticks & Stones	Carleton Television	Video Resources Unit	1990	Tel: 0121 643 9898
The Trouble with Tom	Carleton Television	Video Resources Unit	1990	Tel: 0121 643 9898
The Heartstone Odyssey				Tel: 0298 72218
CD ROM Coping with bullying Version 1 - Primary Version 2 - Secondary	Val Besag/Rotary Club			PO Box 40 Ashington NE63 8YR

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