

Appendix 1

Bullying can take a number of forms, but four main types are:

Physical – hitting, kicking, taking belongings, damaging personal property

Verbal – name calling, insulting, making offensive remarks, emails or writing offensive graffiti

Indirect – spreading nasty rumours, exclusion from social groups

Cyberbullying – bullying by electronic contact for example via text message, email or via instant messaging – see SWGL ref pack.

Name calling is the most common direct form, and may be due to individual characteristics, such as wearing glasses, colour of hair, etc., or because of a pupil's ethnic origin, disability, sexuality, religion, nationality, colour or accent.

Behaviour such as the common use of discriminatory or pejorative language, or the inappropriate spreading of jokes and rumours that derives from a lack of understanding of the implications of such behaviour can be seen as unwitting bullying behaviour. This behaviour is a common contributory factor in the embedding of racist, sexist and homophobic cultures, and the proliferation of this behaviour outside school can make it particularly difficult for schools to challenge. However, effective whole school approaches can reduce bullying and bullying behaviour within the community the school serves.

Cyberbullying

The DfES has issued guidelines to support schools, parents and pupils to tackle cyberbullying.

Cyberbullying is an electronic form of contact, which is consistently repeated over time. There are a number of different forms of cyberbullying: Text messages, Picture/Video clip bullying, Phone calls, Email bullying, Chat room bullying, bullying through instant messaging and bullying via a website.

Schools have a duty to ensure that bullying by mobile phones or the internet is included in their mandatory anti – bullying policies, that they are regularly updated and that teachers have sufficient knowledge to deal with cyberbullying in school.

It is also very important to raise pupil's awareness of cyberbullying; the forms it comes in and how to deal with it. There is advice on-line regarding how to respond to cyberbullying. DfES guidance on cyberbullying can be accessed via the link below.

<http://www.dfes.gov.uk/bullying>

Appendix 2

Who is bullied?

All children are potential victims of bullying.

A victim of bullying is an individual or group who suffers in any way as a direct result of intentional and persistent harassment and/or victimisation by another individual or group where that harassment and/or victimisation is an abuse of power and is intended to frighten, intimidate or harm. Victims commonly find it difficult to counteract bullying behaviour, or to report their experiences to those who may be able to help them.

There are two main types of victims of bullying:

Passive victims: anxious, lacking in self-confidence, physically weak and unpopular, they do nothing to provoke attacks and do little, if anything to defend themselves.

Provocative victims: physically strong and active. They may have problems with concentration, which causes tension and irritation to those around them, provoking other children to turn on them. Adults, including the teacher may actively dislike them, and they may try to bully weaker students.

Bullies

The term bully is certainly more complex than stereotypes imply, as are their victims. One piece of school based research¹ found there were 3 main types of bullies:

Confident bullies: physically strong enjoy aggression, feel secure, average popularity

Anxious bullies: weak academically, poor concentration, less popular, less secure

Bully/victim: bullies in some situations, bullied in others, very unpopular

¹ Smith & Stephenson 1989, Bullying in the Junior School ed Tattum & Lane, Trentham

Appendix 3

Developing proactive approaches to tackling bullying through the curriculum.

There personal, social and health education (PSHE) curriculum.

Not all of PSHE is a statutory part of the curriculum, but it covers topics that are important if we want our children and young people to grow up emotionally and mentally healthy. Some of these topics are very obviously about emotional health and wellbeing – how to express your feelings, cope with family problems, develop self-esteem etc. However, it also includes opportunities for children and young people to develop a range of interpersonal skills necessary for growing up, such as empathy, communicating with each other, making friends, and making informed decisions. This range of skills contributes to keeping children and young people mentally healthy.

There is a great deal to cover in the PSHE curriculum, in very little time. However, there are opportunities to develop, and/or reinforce the various topics across and beyond the curriculum. The following are relevant national curriculum statements for each Key Stage. This information was taken from the National Curriculum website.

Foundation/Key Stage 1

The PSHE curriculum guides students to:

- Recognise what they like and dislike, what is fair and unfair, and what is right and wrong – including inappropriate touching
- Share their opinions on things that matter to them and explain their views
- Recognise, name and deal with their feelings in a positive way
- Think about themselves, learn from their experiences and recognise and enjoy what they are good at
- Realise that people and other living things have needs, and that they have responsibilities to meet them (How they affect other people)
- How to make simple choices that improve their health and wellbeing
- Listen to other people, and play and work co-operatively
- Identify and respect the differences and similarities between people
- Acknowledge that family and friends should care for each other
- Learn about bullying – there are different types, that it is wrong, and how to get help to deal with bullying

There are other opportunities to reinforce these topics across the wider curriculum:

English

- There are opportunities to develop speaking, listening, and group work, and to explore situations and emotions within the English curriculum,

Science

- How to treat animals with care and sensitivity. Link this to how your actions can affect another creature

- Recognise similarities and differences between themselves and others, and to treat others with sensitivity.

PE

- Knowledge and understanding of fitness and health. Include how exercise can help you deal with your stress.. Identify the benefits of being involved in sport for forming relationships, learning interdependence, etc
- Dance activities. Use dance to express and communicate ideas and feelings. Also, cover dance from different times and cultures to explore differences.

ICT

- How to find information. Look for information about emotional health and wellbeing.

Art & Design

- Exploring and developing ideas. A good opportunity to explore and communicate feelings.

Key Stage 1 activities should include the importance of friendship, positive ways of coping with life's ups and downs, recognising that everyone has similar worries, and coping with disappointment. Students could fill in charts, draw, write about or talk through how they feel in a variety of situations, complete stories, make collages or explore ideas further through dance and drama. Older students could draw a cartoon strip or write an article for a magazine. Also try using Welltown, (on www.wiredforhealth.gov.uk) the Healthy Schools interactive site designed for Key Stage 1 pupils. This website includes online and downloadable activities.

Key Stage 2

The PSHEE curriculum guides students to:

- Be able to talk and write about their own opinions, and explain their views
- Being able to recognise self-worth, their achievements, and their good points
- Being able to face new challenges by collecting information, looking for help, making responsible choices and taking action
- Recognise that as they approach puberty, their emotions can change
- How to deal with their feelings towards themselves, their family and others in a positive way
- Realise the consequences of anti-social and aggressive behaviours such as bullying and racism
- What makes for a healthy lifestyle – what affects mental health, and how to make informed choices
- Pressure to behave in an unacceptable or risky way – whether from friends or adults. How to get help, and use basic techniques for resisting pressure
- How their actions affect themselves and others. To care about other people's feelings and try to see their point of view
- Think about the different types of relationships – includes marriage and friendships. Develop the skills necessary for forming relationships
- Realise the nature and consequence of racism, bullying and aggressive behaviours and how to respond to them and ask for help
- Appreciate the differences and similarities between people – can include disabilities, mental health problems, as well as racial and cultural differences
- Where individuals, families and groups can go to get help and support

There are other opportunities to reinforce these topics across the wider curriculum:

English

- There are opportunities to develop speaking, listening, and group work within the English curriculum, and there are opportunities to learn how to read and understand a text. This will help to give students the skills to discuss and reflect on important issues that might come up in their school or private life.

ICT

- How to find information. Find and retrieve information about mental health.

PE

- Knowledge and understanding of fitness and health. Include the place of exercise in helping to deal with stress, and the benefits of being involved in sport for forming relationships, independence, etc.

Key Stage 2 activities should address self-image, friendship, recognising individual resilience and coping strategies, hopes and fears for the future, feelings and emotions. Additionally activities could address difficult situations that children may experience, such a family conflict, bullying, problems with schoolwork, being left out, abuse, and knowing right from wrong. Students could draw, write stories and use drama to explore issues that they may otherwise have difficulty talking about.