

Tackling bullying in schools

A mapping of approaches

A summary based on a literature review by the Anti-Bullying Alliance research group at Goldsmiths College, University of London, October 2008

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Introduction

This mapping document is the Anti-Bullying Alliance's (ABA) response to a series of requests from member organisations, regional partners (including local authorities) and schools for a clear and simple distillation of the range of approaches to bullying currently being applied in English schools.

Its purpose is both to inform and to connect those most closely involved in preventing and responding to bullying with the range of approaches that exist and which may be of further interest to them in their work.

This mapping is not exhaustive, nor is it intended to be definitive. Through undertaking a comprehensive literature review, through working with members, and with the support of the Anti-Bullying Alliance central team, the ABA research group at Goldsmiths College University of London have identified approaches, preventive or reactive strategies that have the most common currency in the field. They have gone on to:

- set the approaches and strategies within the current national policy context
- categorise and describe them
- show (where a rating exists) any effectiveness score attached to the approach according to existing research studies
- provide links to further reading, websites or supporting resources.

The document is organised for simple reference, not for chronological review.

It is important to note that inclusion in this document does not equate with endorsement from the Anti-Bullying Alliance, nor has the ABA conducted any primary research or evaluation of its own into the efficacy of these approaches, methods or methodologies as part of putting together the summary that follows. ABA cannot accept responsibility for the content of websites or supporting resources.

ABA intends that this document should be accessible to the widest possible audience of practitioners. Its focus is on informing and instructing those working in schools and local authority children's services on tackling bullying issues. However, it clearly has relevance for policy makers, for other agencies supporting children, young people and schools, parents and, potentially, children and young people themselves.

This is a working document and ABA members, agencies or organisations using this document are welcome to comment on inclusions or omissions. ABA intends that there will be a regular review of the contents; the first is due in 12 months time and will be undertaken initially by the ABA Advisory Group.

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The national context

There are some key national policies and initiatives that underpin and support school-based anti-bullying strategies and approaches:

- Every Child Matters
- The National Healthy Schools Programme
- The National Strategy for Behaviour and Attendance
- The SEAL (Social and Emotional Aspects of Learning) Programme
- Personal, Social and Health Education (PSHE).

Each section below provides a brief outline of these national approaches, what they are setting out to achieve and how they are delivered on the ground. They also include references and additional sources of material.

Every Child Matters: Change for Children

Details of approach

The Every Child Matters (ECM) policy applies to all schools.

Launched as a new approach to the well-being of children and young people from birth to age 19. Organisations involved with providing services to children and young people – from hospitals and schools, to police and voluntary groups – should collaborate in new ways, sharing information and working together, to protect children and young people from harm and help them achieve what they want in life. Involvement of parents is seen as crucial. The National Healthy Schools Programme initiative is a part of ECM.

Key references

www.everychildmatters.gov.uk

Training and delivery

Senior staff are responsible for delivering ECM in their schools.

Schools are well placed to collaborate with local authorities and children's services to pool resources and support for children and young people.

The ECM website supports frontline practitioners and managers in delivering services directly to children and young people.

Resources available at:

www.everychildmatters.gov.uk/deliveringservices

Evidence of effectiveness

No school rating available.

Expected outcomes

- promotes health and well-being for all children and young people
- promotes safety
- encourages motivation and achievement
- encourages all young people to make a positive contribution
- promotes ways in which young people can achieve economic well-being.

National Healthy Schools Programme

Details of approach

The National Healthy Schools Programme (NHSP) is relevant to all schools.

Launched in October 1999 by the Department for Children, Schools and Families (DCSF) and the Department of Health, the NHSP provides a model of partnership—working between the health service and schools. It offers support for local programme coordinators and provides an accreditation process for education and health partnerships. The Healthy Schools standard covers four key themes:

1. PSHE (including sex and relationships education, and drug education)
2. healthy eating
3. physical activity
4. emotional health and well-being (including bullying).

Key references

www.standards.dfes.gov.uk

www.ofsted.gov.uk

Training and delivery

All staff.

The Subject Leader Mentor Training Programme is based on a course to provide good subject leaders with leadership and mentoring skills.

Resources available at:

www.standards.dfes.gov.uk/sie/si/SfCC/goodpractice/slmt

www.publications.teachernet.gov.uk

www.healthyschools.gov.uk

Evidence of effectiveness

Ofsted (2005) reported from a survey of 72 schools that their lack of knowledge of the DfES guidance results in missed opportunities to improve the quality of provision for pupils with mental health difficulties. The large number of schools visited for this survey that were not working towards meeting the National Healthy Schools Standard (NHSS) was of serious concern. Only just over half were aware that such standards existed. Of these, only a very small minority was working towards or had met the criteria for providing for pupils' emotional health and well-being. One barrier was the low level of awareness of the importance of the issue.

Ofsted (2006) identified 18 schools as demonstrating good practice: pupils felt bullying was usually dealt with effectively. Peer mentoring schemes were used well, but mental health issues were not tackled sufficiently effectively across the PSHE curriculum.

Expected outcomes

- promotes good practice in schools
- promotes physical and emotional health by providing accessible and relevant information and equipping pupils with the skills and attitudes to make informed decisions about their health
- improves the quality of teaching and learning
- develops and strengthens school management and leadership
- improves the conditions for learning
- introduces ongoing school auditing through the use of pupil performance data
- promotes a coherent and holistic message about the importance of a healthy lifestyle.

National Strategy: Behaviour and Attendance Cross Phase

This Strategy applies to all schools and age ranges.

Details of approach

Part of the government's major reform programme to support school improvement. Regional advisers provide support and challenge to local authority (LA) teams to improve behaviour, learning and good attendance for all children and young people. The behaviour and attendance strands make a key contribution in ensuring both LAs and schools work towards achieving the five Every Child Matters outcomes.

Key references

www.teachernet.gov.uk/wholeschool
www.standards.dfes.gov.uk/secondary

HMCI (2007) *The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills. 2006/7*. HC1002. London: Ofsted. Available at: www.ofsted.gov.uk

Ofsted (2006) *Improving Behaviour: Lessons learned from HMI monitoring of secondary schools where behaviour has been judged unsatisfactory*. HMI 2377. London: Ofsted. Available at: www.ofsted.gov.uk

Ofsted (2007) *Developing Social, Emotional and Behavioural Skills in Secondary Schools. A five year longitudinal evaluation of the Secondary National Strategy pilot*. HMI: 070048. London: Ofsted. Available at: www.ofsted.gov.uk

Training and delivery

All staff in children's services and in schools.

Resources include:

- reviewing and implementing whole school behaviour and attendance policies
- developing effective practice across the school
- monitoring whole school practice to promote positive behaviour and attendance
- developing emotional health and well-being.

Audit toolkits, including anti-bullying resources, can be used with staff, children and young people, and parents/carers.

Evidence of effectiveness

Six weekly reports from National Strategy senior advisors to the DCSF indicate a reduction in the number of schools judged to have inadequate behaviour by Ofsted. Improvements in attendance of those pupils described as persistent absentees. Increased use of the principles of the Anti-bullying Charter to inform effective anti-bullying policy and practice.

Expected outcomes

The Strategy aims to ensure that:

- schools focus on behaviour and attendance in their school improvement cycles, which includes a leadership role within the senior leadership teams and pupil tracking
- schools are able to demonstrate a rigorous process that has resulted in the development of an anti-bullying policy, which includes all types of bullying, informs effective practice and which is based on the DCSF anti-bullying guidance and the principles of the DCSF Anti-bullying Charter
- schools take responsibility for a whole school approach to attendance and have appropriate strategies in place to address persistent absence.

The LA supports and challenges schools to:

- improve behaviour where it is identified as a key issue by Ofsted
- make effective use of network meetings to share and disseminate good practice
- reduce incidents of bullying through guidance for policy development, recording and monitoring incidents
- develop partnerships of schools that work collaboratively to support each other in improving behaviour and attendance.

The SEAL Programme

A whole school approach to developing social and emotional skills and to promoting positive behaviour, attendance, learning and well-being. It provides a framework with a built-in progression for each year group within a school. The curriculum is based on five domains of social and emotional development, including self awareness, managing feelings, social skills, empathy and motivation.

Primary SEAL

Details of approach

Based around seven themes, one of which is '*Say No to Bullying*'. Each theme includes an overview, assembly and suggested follow-up activities in all areas of the curriculum. The anti-bullying theme focuses on: what it is; how it feels; why people bully; how schools can prevent and respond to it; and how children can use their social and emotional skills. The theme is structured over a week and is linked to the annual National Anti-Bullying Week.

Key references

www.dfes.gov.uk

Training and delivery

All staff – teachers, teaching assistants, midday supervisors.

Themed resources include materials for staff, pupils, small groups and parent/carers. The ideas are revisited yearly, so that by Year 6 a child who entered the school at the Foundation Stage will have experienced each theme at the appropriate level each year.

Resources available at:

www.bandapilot.org.uk

Evidence of effectiveness

The external evaluation of the Primary SEAL pilot by the Institute of Education (Hallam and others 2006) found that it had a major impact on children's well-being; confidence; social and communication skills; relationships, including bullying; behaviour and attitudes towards school. There were also perceived improvements to the learning climate and some improvements in attainment.

For information on effectiveness see:

<http://www.dcsf.gov.uk/research/data/uploadfiles/RR717.pdf>

Expected outcomes

- supports the development of social and emotional skills in a whole school climate
- develops social and emotional skills in the domains of self-awareness, managing feelings, empathy, motivation and social skills
- uses skills to address bullying and helps promote positive relationships
- helps develop an understanding of some of the issues around bullying
- encourages a safe environment and respect for others
- enables effective and successful learning
- promotes self-motivation
- helps make and sustain friendships
- develops strategies that help children to deal with and resolve conflict effectively and fairly
- promotes strategies to solve problems with others or by themselves
- helps manage strong feelings such as frustration, anger and anxiety
- develops skills to promote calm and optimistic states that promote the achievement of goals

- develops strategies that help children to recover from setbacks and persist in the face of difficulties
- develops working cooperatively
- promotes the recognition and confidence to enable children to stand up for their own rights and the rights of others
- promotes tolerance and an understanding of differences and commonalities between people, respecting the right of others to have beliefs and values different from their own.

Secondary SEAL

Details of approach

Secondary SEAL is for the 11–16 age range.

It has four key elements:

1. creating the climate and conditions to promote the skills
2. learning opportunities for whole classes and as part of focus group work
3. use of supportive learning and teaching approaches
4. continuous professional development for all staff.

The Programme includes a Year 7 learning and teaching resource, which has four themes:

1. A place to learn (setting the context for learning)
2. Learning to be together (social skills and empathy)
3. Keep on learning (motivation)
4. Learning about me (understanding and managing feelings).

Materials for Years 8 and 9 are planned, along with brief guidance on anti-bullying.

Training and delivery

All staff.

In-school professional development, delivered either by staff themselves, with the Behaviour and Attendance Consultant, with other members of children's services or with an outside trainer. Professional development might focus on the benefits of developing the social and emotional aspects of learning, and how to do this across the curriculum and the whole school. Secondary SEAL materials include a guidance booklet and a wide range of additional resources on the website and CD-Rom.

Resources available at:

www.bandapilot.org.uk

<http://publications.teachernet.gov.uk>

Evidence of effectiveness

An Ofsted (2007) pilot of 11 secondary schools implementing the SEAL curriculum found the greatest impact was on teachers' attitudes towards the idea of social, emotional and behavioural skills and on their understanding of how to develop these skills systematically within subject lessons. In nine of the 11 schools there were improvements in teachers' skills in developing pupils'

social, emotional and behavioural competencies. Where the pilot was most effective, teachers adjusted their teaching methods to take account of the pupils' specific needs.

The external evaluation of the secondary pilot by The National Foundation for Educational Research (NFER) found that three-quarters of staff interviewed thought the pilot had a considerable or some impact on pupils' behaviour, emotional well-being, and teaching and learning (Smith and others 2007).

Expected outcomes

Primary and Secondary SEAL share the same expected outcomes, see above.

PSHE (Personal, Social and Health Education)

Details of approach

PSHE is appropriate for all school settings.

Provides school staff with a clear opportunity to work on bullying, particularly within the sections on citizenship, emotional health and well-being, and safety. Within the National Curriculum for PSHE, pupils should be taught at Key Stages that:

- there are different types of teasing and bullying; that bullying is wrong; how to help to deal with bullying
- the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities; the nature and consequences of racism, teasing, bullying and aggressive behaviours; how to respond to bullying and ask for help
- the effects of all types of stereotyping, prejudice, bullying, racism and discrimination, and how to challenge them assertively
- to challenge offending behaviour, bullying, racism and discrimination assertively; to take the initiative in giving and receiving support.

Key references

www.healthyschools.gov.uk

Training and delivery

All staff.

Training and resources available at:

www.teachernet.gov.uk/PSHE

Evidence of effectiveness

Ofsted (2007) recommended that sufficient time is allocated to PSHE and that good use is made of it. Too many schools do not base their PSHE curriculum sufficiently on the pupils' assessed needs. The area recruits few teachers with directly relevant qualifications. Three-quarters of secondary schools have developed specialist teams of teachers to teach PSHE successfully, but in some schools it is taught by non-specialists, and too much of this teaching is unsatisfactory. Assessment continues to be the weakest aspect of teaching.

Expected outcomes

- develops awareness of different types of bullying
- raises awareness of the consequences of bullying and anti-social behaviour
- promotes assertiveness in challenging and coping with the effects of bullying
- develops confidence in coping with bullying, and giving and receiving support
- promotes understanding of children and young people's human rights and how rules and laws affect us all
- develops strategies for conflict resolution
- develops skills for participation
- challenges racism and discrimination.

References and sources of further information

Every Child Matters

www.everychildmatters.gov.uk

National Healthy Schools Programme

Ofsted (2005) *Healthy Minds: Promoting emotional health and well-being in schools*. HMI: 2457. London: Ofsted. Available at: www.ofsted.gov.uk

Ofsted (2006) *Healthy Schools, Healthy Children? The contribution of education to pupils' health and well-being*. HMI: 2563. London: Ofsted. Available at: www.ofsted.gov.uk

www.standards.dfes.gov.uk

National Strategy Behaviour and Attendance Cross Phase

HMCI (2007) *The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills. 2006/7*. HC: 1002. London: Ofsted. Available at: www.ofsted.gov.uk

Ofsted (2006) *Improving Behaviour: Lessons learned from HMI monitoring of secondary schools where behaviour has been judged unsatisfactory*. HMI: 2377. London: Ofsted. Available at: www.ofsted.gov.uk

Ofsted (2007) *Developing Social, Emotional and Behavioural Skills in Secondary Schools. A five year longitudinal evaluation of the Secondary National Strategy pilot*. HMI: 070048. London: Ofsted. Available at: www.ofsted.gov.uk

www.standards.dfes.gov.uk

Primary SEAL programme

DfES (2005) *Social and Emotional Aspects of Learning: Say no to bullying*. London: DfES Publications. Available at: www.bandapilot.org.uk (All SEAL materials can be downloaded from this website).

Hallam, S, Rhamie, J and Shaw, J (2006) *Evaluation of the Primary Behaviour and Attendance Pilot*. Ref: RR717. London: Institute of Education/DCSF. Available at: <http://www.dcsf.gov.uk/research/data/uploadfiles/RR717.pdf>

www.bandapilot.org.uk – DCSF guidelines and resource packs.
 www.teachernet.gov.uk/teachingandlearning/socialandpastoral/sebs1/seal –
 Outlines SEAL in primary and secondary schools.
 www.standards.dfes.gov.uk – DfES Standards Site accesses reports and
 publications about SEAL.

Secondary SEAL programme

Ofsted (2005) *Healthy Minds: Promoting emotional health and well-being in schools*. HMI: 2457. London: Ofsted. Available at: www.ofsted.gov.uk

Ofsted (2007) *Developing Social, Emotional and Behavioural Skills in Secondary Schools. A five year longitudinal evaluation of the Secondary National Strategy pilot*. HMI: 070048. London: Ofsted. Available at: www.ofsted.gov.uk

Smith, P and others (2007) *Secondary Social, Emotional and Behavioural Skills (SEBS) Pilot Evaluation*. DCSF-RR003. Nottingham: DfES.

www.bandapilot.org.uk – DCSF guidelines and Year 7 resource packs.

[http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails
 &PageMode=publications&ProductId=DFES%2f0110%2f2005&](http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DFES%2f0110%2f2005&)

Resource includes DCSF guidelines and Year 7 resource packs.

PSHE (Personal, Social and Health Education)

Blake, S and Muttock, S (2004) *PSHE and Citizenship for Children and Young People with Special Needs: An agenda for action*. London: National Children's Bureau.

Kerr, D and Cleaver, L (2004) *Citizenship Education Longitudinal Study: Literature Review – citizenship education one year on – what does it mean? Emerging definitions and approaches in the first year of the national curriculum citizenship in England*. London: DfES.

Kerr, D, Cleaver, E, Ireland, E and Blenkinsop, S (2003) *Citizenship Education Longitudinal Study: First cross-sectional survey 2001–2002*. London: DfES.

Kerr, D and others (2002) *What Citizenship and Education Mean to 14-year-olds: England's results for the IEEA citizenship education study*. London: DfES/NFER.

Ofsted (2006b) *Towards Consensus? Citizenship in secondary schools*. HMI: 2666. London: Ofsted. Available at: www.ofsted.gov.uk

Ofsted (2007) *Time for change? Personal, social and health education*. HMI: 070049. London: Ofsted. Available at: www.ofsted.gov.uk

www.healthyschools.gov.uk – DCSF guidelines and resources, under 'Themes' section.

www.teachernet.gov.uk/PSHE – DCSF training and resources.

School-based anti-bullying strategies

The most recent DCSF guidance on bullying in schools – *Safe to Learn* – states that the aims of school anti-bullying strategies and intervention systems are to:

- prevent, de-escalate and/or stop any continuation of harmful behaviour
- react to bullying incidents in a reasonable, proportionate and consistent way
- safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil
- apply disciplinary sanctions to the pupil causing the bullying and ensure that they learn from the experience, possibly through multi-agency support (*Safe to Learn 2007*).

The section below provides an overview of a wide range of anti-bullying strategies currently being used in schools. The strategies have been categorised as follows:

- Whole school approaches
- Proactive strategies in the classroom
- Proactive strategies in the playground
- Reactive strategies
- Peer support
- Responses to specific types of bullying

For each of the strategies we have included details of the approach, how the strategy is delivered, the expected outcomes and any evidence of effectiveness. Where available, the evidence of effectiveness tables include a school rating from 1–5 derived from the *Evaluation of the DfES Anti-Bullying Pack* (Smith and Samara 2003).

Whole school approaches

A whole school approach to tackling and preventing bullying in schools involves working with children and young people, parents, school staff and the whole school community to provide a solid foundation from which to embed developments and improvement in a systematic way.

Name of strategy, age range/ child suitability and key reference(s)	Details of approach	Training and delivery	Evidence of effectiveness	Expected outcomes
<p>Whole school policy</p> <p>All schools and age ranges.</p> <p><i>Safe to Learn</i> (2007) available free at: http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/</p> <p>Suckling and Temple (2002)</p>	<p>Involves the whole school community – pupils, teachers, learning mentors, school support staff, governors, parents/carers – and is based on the explicit development of shared values, beliefs and attitudes that inhibit bullying. Provides a framework for any anti-bullying interventions. The DfES recommends establishing a whole school approach policy in four stages: awareness and consultation; implementation; monitoring; and evaluation. If properly implemented, will reach all pupils in the school and most members of the school community.</p>	<p>Headteachers and governors.</p> <p>Headteachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and bring those procedures to the attention of staff, parents and pupils.</p>	<p>School rating: 3.9 out of 5.</p> <p>In Welsh schools, a significant association was reported between lower levels of bullying, and pupils reporting that the school had clear rules on bullying (Lambert and others 2006).</p> <p>Woods and Wolke (2003) found few associations between policy scores and measures of bullying in 34 English primary schools.</p> <p>Smith and others (2007), in a study of 142 anti-bullying policies in English schools, argued that schools would benefit from more encouragement and guidance in maximising the effectiveness of their policies.</p>	<ul style="list-style-type: none"> ensures the whole school community understands what is meant by bullying makes it clear that bullying of any kind will not be tolerated creates a culture and systems that enable children to report bullying incidents without feeling they are 'telling' and possibly making the situation worse ensures that all incidents and allegations are taken seriously, investigated and, if necessary, acted upon, with clearly defined procedures and consistently applied sanctions provides a thorough and systematic recording procedure for incidents, so that their nature, prevalence, investigation and outcome can reliably inform a review and evaluation of the policy.

Name of strategy, age range/child suitability and key reference(s)	Details of approach	Training and delivery	Evidence of effectiveness	Expected outcomes
<p>School councils</p> <p>All schools and age ranges. www.schoolcouncils.org</p>	<p>Pupils – usually elected representatives – meet regularly with members of school staff to discuss and decide on policy issues; this can include issues of bullying.</p>	<p>Pupils/teaching staff. One-day regional training days by School Councils UK.</p>	<p>No school rating.</p> <p>The London Secondary School Councils Action Research Project (2007) found that:</p> <p>65% of teachers thought that the school councils made a positive impact on teaching and learning compared to 39% in schools without teaching and learning sub-councils.</p>	<ul style="list-style-type: none"> • sends a clear message to pupils that their views are welcomed and are considered important • provides an arena where information and views about bullying can be gathered and pupils can be involved in policy development, increasing their sense of ownership of the policies • encourages problem-solving and increases student councillors' sense of involvement.
<p>Checkpoints</p> <p>All schools and age ranges. Shaughnessy and Jennifer (2004) Varnava (2005) www.ukobservatory.com</p>	<p>A diagnostic process that raises awareness, provides an auditing tool and encourages a whole-school commitment to violence prevention. The Checkpoints are a framework representing the main aspects of school life.</p> <p>Each checkpoint consists of 10 statements that represent the different aspects of school life, illustrated in the form of a web.</p>	<p>All staff.</p>	<p>No school rating.</p> <p><i>Evaluation of Checkpoints for Schools</i> (Shaughnessy and Jennifer 2004) identified institutional 'readiness' as a significant factor in a school's capacity to introduce and sustain a non-violence intervention strategy. Checkpoints provide a catalyst for change in schools ready to change. Expected outcomes were verified, with the exception of 'providing guidance'.</p>	<ul style="list-style-type: none"> • raises awareness • facilitates institutional self-audit • provides a model adaptable to each institution's particular circumstances (circular; corkscrew and string) • develops a safe environment for learning and teaching • provides a positive schooling experience for children and young people.

References and sources of further information

DCSF (2007) *Safe to Learn: Embedding anti-bullying work in schools*. Ref: DCSF-00656-2007. London: Department of Children, Schools and Families. Available at: <http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00656-2007&>

Whole school policy

Besag, V (1992) *We Don't Have Bullies Here!* Newcastle upon Tyne: Calouste Gulbenkian Foundation.

Cowie, H. and Jennifer, D (2007) *Managing Violence in Schools: A whole school approach to best practice*. London: Paul Chapman Publishing.

Cowie, H and others (2007) *School Bullying and Violence: Taking action*. This is an e-book that is the outcome of the VISTA project. It is being designed in an e-book format by Infoart and is available freely at: www.vista-europe.org

Lambert, P and others (2006) 'The social context of school bullying: Evidence from a survey of children in South Wales', *Research Papers in Education*.

Sharp, S and Thompson, D 'How to establish a whole-school anti-bullying policy', in Sharp, S and Smith, PK (1994) *Tackling Bullying in Your School: A practical handbook for teachers*. London: Routledge.

Smith, PK and others (2007) 'A content analysis of school anti-bullying policies: Progress and limitations', *Educational Psychology in Practice*, 23, 381–394.

Suckling, A and Temple, C (2002) *Bullying: A whole-school approach*. London: Jessica Kingsley Publishers.

Thompson, D and Sharp, S (1994) *Improving Schools: Establishing and integrating whole school behaviour policies*. London: David Fulton.

Woods, S and Wolke, D (2003) 'Does the content of anti-bullying policies inform us about the prevalence of direct and relational bullying behaviour in primary schools?', *Educational Psychologist*, 23, 381–402.

www.teachernet.gov.uk/wholeschool – Advice on whole-school issues, including behaviour, health and safety, special educational needs, child protection and sexual health and sexual orientation.

www.healthyschools.gov.uk – Promotes a whole-school approach to physical and emotional well-being, focused on four core themes: personal, social and health education (PSHE); healthy eating; physical activity; and emotional health and well-being, which includes bullying.

School councils

Ajegbo, K, Kiwan, D and Sharma, S (2007) *Curriculum Review: Diversity and citizenship*. London: TSO.

Bragg, S (2007) *Consulting Young People: A review of the literature*. London: Creative Partnerships.

Breslin, T and Dufour, B (2006) *Developing Citizens: A comprehensive introduction to effective citizenship education in the secondary school*. London: Hodder Murray.

Cleaver, E and others (2005) *Citizenship Education Longitudinal Study, Second Cross-sectional Survey 2004: Listening to young people – citizenship education in England*. Slough: NFER.

Cotmore, R (2004) 'Organisational competence: the study of a school council in action', *Children and Society*, 18, 53–65.

Davis, L and Yamashita, H (2007) *School Councils – School improvement*. The London Secondary School Councils Action Research Project. London: School Councils UK. Available at: www.schoolcouncils.org

Ellis, A (2005) *Active Citizens in School: Evaluation of the DfES pilot programme*. DfES Research Briefing. London: DfES.

Fergusson, A and Lawson, H (2003) *Access to Citizenship: Curriculum planning and practical activities for pupils with learning difficulties*. London: David Fulton.

Primary School Councils Toolkit (2000) 'School councils for all, including disabled pupils and pupils with special educational needs'. London: Schools Councils UK. Available at: <http://www.schoolcouncilshop.org/s.nl?sc=2&category=&search=toolkit>

Rowe, D (2003) *The Business of School Councils in Schools*. London: Citizenship Foundation.

Secondary School Councils Toolkit (2001) 'School councils for all, including disabled pupils and pupils with special educational needs'. London: Schools Councils UK. Available at: <http://www.schoolcouncilshop.org/s.nl?sc=2&category=&search=toolkit>

Simon, J and Stone, J (2005) *School Councils for All: Including disabled pupils and pupils with special educational needs*. London: SCUK.

Taylor, M and Johnson, R (2002) *School Councils: Their role in citizenship and personal and social education*. Slough: NFER.

Welsh Assembly Government (2005b) *The School Councils (Wales) Regulations*. Cardiff: Department of Training and Education. Copies can be obtained from the Schools Management Division of the DTE, Welsh Assembly Government, Cathays Park, Cardiff, CF10 3NQ Available at: www.legislation.hms.gov.uk/legislation/wales/wsi2005/20053200e.htm

Whitty, G and Wisby, E (2007) *Real Decision Making? School councils in action*. London: Institute of Education/DCSF.

Young, H (2002) *Citizenship Education for Young People with Special Educational Needs*. London: Institute for Citizenship.
Available at: www.citizen.org.uk/education/sen/download.html
School councils section: www.citizen.org.uk/education/sen/pdf/school_cncl.pdf

www.schoolcouncils.org – Resources, training and support for running effective school councils.

Checkpoints

Shaughnessy, J and Jennifer, D (2004). *An Evaluation of Checkpoints for Schools*. Roehampton: University of Surrey.

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

Proactive strategies – in the classroom

Proactive strategies rest on the development and maintenance of a positive, supportive and inclusive learning environment. Relationships – among pupils – and between pupils and teachers – should be based on mutual respect. Such relationships can be encouraged through an emphasis on positive attitudes and personal skills.

Name of strategy, age range/child suitability and key reference(s)	Details of approach	Training and delivery	Evidence of effectiveness	Expected outcomes
<p>Curricular materials/ approaches</p> <p>All schools and age ranges, although puppets and dolls only prove useful in early years.</p> <p><i>Safe to Learn</i> (2007) available free at: http://publications.teachernet.gov.uk</p>	<p>Can be used to tackle issues associated with bullying. Has the advantage of ensuring that the issue is introduced progressively in an age, gender and culturally appropriate way. Allows pupils to make use of preferred and appropriate learning styles and can include the use of:</p> <ul style="list-style-type: none"> • literature • audiovisual materials/videos • drama/role play • music • debates • workshops • puppets and dolls • group work. 	<p>All staff.</p>	<p>Where available a 5-point evaluation from school (1 = not at all satisfied to 5 = extremely satisfied).</p> <p>School ratings:</p> <ul style="list-style-type: none"> • Video: 3.4 out of 5 • Literature: 3.5 out of 5 • Drama/role play: 3.7 out of 5. <p>After using selected materials, bullied pupils said they were less scared and more likely to tell someone. Others were more likely to support someone being bullied.</p> <p>However, effects are only temporary if curriculum materials are not backed up by continuing anti-bullying work and policy (Smith and Sharp 1994).</p> <p>A single viewing of a video increased secondary school students' awareness of different types of bullying, but did not change attitudes or behaviour (Boulton and Flemington 1996).</p>	<ul style="list-style-type: none"> • develops skills which address bullying • raises awareness of bullying and strategies which tackle it; and of the school's anti-bullying policy • enhances positive and supportive relationships • develops empathy and support for victims • encourages appropriately assertive behaviours.

Name of strategy, age range/ child suitability and key reference(s)	Details of approach	Training and delivery	Evidence of effectiveness	Expected outcomes
<p>R Time 3–13 year olds. www.rtime.info</p>	<p>R Time is based on random pairing to practise relationship skills. Takes 15 minutes, one day a week. Almost all resources are to be found in the classroom. R Time for SEAL is based on the 7 themes (see above).</p>	<p>All staff.</p>	<p>No school rating. As yet, no evidence of effectiveness.</p>	<ul style="list-style-type: none"> • improves self-esteem • enhances student communication • cooperative working/sharing in groups • improves conflict resolution and social skills • increases empathy • provides opportunities for new friendships • promotes and enhances relationships.
<p>Beatbullying All schools and age ranges. www.beatbullying.org</p>	<p>UK children's charity: organises campaigns; supplies different types of training for young people and professionals; provides anti-bullying toolkits; produces publications and educational materials; and promotes best practice anti-bullying models to educators, youth workers and community leaders.</p>	<p>All staff and pupils. Offers range of support and advice services which recognise the need to introduce into the mainstream anti-bullying principles in such a way that young people, professionals working in the area, guardians, parents and carers benefit from shared culture and values.</p>	<p>No school rating. New Philanthropy Capital (2006) state that Beatbullying's work in schools reduced bullying by 39%, increased reports of bullying by 60%, changed young people's attitudes to bullying by 78%, increased peer support by 79%, helped young people to stop bullying by 61% and increased the confidence and self-esteem of the young people being bullied. Evidence also cited on website. However, no details of samples or methodology cited.</p>	<ul style="list-style-type: none"> • increases reporting of bullying by young people • decreases bullying of young people • improves knowledge of bullying and anti-bullying strategies by young people, professionals, parents and carers • increases confidence and self-esteem of young people affected by bullying • empowers often socially excluded young people to develop solutions to bullying based upon their experiences and needs • standardises response to bullying within and across sectors.

Name of strategy, age range/ child suitability and key reference(s)	Details of approach	Training and delivery	Evidence of effectiveness	Expected outcomes
<p>Cooperative group work All schools and age ranges. Cowie and others (1994)</p>	<p>Mainstream curriculum material is taught via groups of pupils working cooperatively, sharing tasks and helping each other learn and complete group assignments.</p>	<p>Training teachers is helpful.</p>	<p>School rating: 3.8 out of 5. In disadvantaged classrooms Cooperative group work was found to help victims of bullying integrate better, but some bullying children can resist and disrupt cooperative activities.</p>	<ul style="list-style-type: none"> • integrates children at risk of bullying into classroom structure • encourages creative responses • promote cooperative working and sharing in groups.
<p>Quality circles All schools and age ranges. Sharp and Smith (1994)</p>	<p>Pupils are formed into small groups for regular classroom sessions. Groups problem-solve particular issues – such as bullying – through standard procedures, including information gathering, and presenting findings to wider audience. NB: Not Circle time – see below.</p>	<p>Trained facilitator, educational psychologists (EPs) /class teachers. School and class teachers need to be committed to enabling the pupils to take a participative role, and be prepared to share power and decision-making with pupils by respecting and recognising the value of their solutions.</p>	<p>School rating: 3.3 out of 5. In a survey of 57 primary pupils' attitudes towards participation in Quality circles, 95% liked the experience and felt that the Quality Circles had worked well together. Over half stated that they had become more aware of bullying and that they now tried to stop it; 69% said they were more careful about what they said and did to others at school (Smith and Sharp 1994).</p>	<ul style="list-style-type: none"> • raises awareness of the problem of bullying • enables pupils to explore issues meaningfully • provides a clear structure to formulate and implement their own solutions • identifies solutions for specific problems • opens channels of communication between peers and adults • increases friendship opportunities • allows pupils to organise themselves and helps individuals to feel valued • encourages creative responses.

Name of strategy, age range/ child suitability and key reference(s)	Details of approach	Training and delivery	Evidence of effectiveness	Expected outcomes
<p>Assertiveness training</p> <p>All schools from Years 4 and 5 upwards.</p> <p>www.kidscape.org.uk/zap/zapindex.shtml</p>	<p>Through regular in-class or after school sessions, pupils (often selected) learn specific strategies for dealing with difficult situations – such as attempts to bully them – in assertive rather than passive or aggressive ways. They can talk about their experiences, and learn and practise effective responses.</p>	<p>EPs, PSHE staff, school staff with input from anti-bullying team.</p> <p>Can be expensive and time consuming in school as groups need regular meetings with the same member of staff, books, materials, and a comfortable meeting room.</p>	<p>School rating: 3.2 out of 5.</p> <p>Has been shown to help victims develop useful strategies; it works best with periodic refresher sessions. It does not solve bullying on its own (Smith and Sharp 1994).</p>	<ul style="list-style-type: none"> • boosts pupils' self-esteem • develops assertive behaviours • helps pupils stay calm in stressful situations • avoids the use of threats or manipulative behaviour • develops strategies around name calling • promotes getting help from bystanders.
<p>(Peer) Massage in Schools Programme (MISP)</p> <p>4–12 year olds.</p> <p>www.massagineinschools.com</p> <p>www.misa.org.uk</p>	<p>A relatively new initiative in the UK. It is a child-to-child massage with an ethos of mutual respect as all pupils gain permission from each other before they start. The message routine lasts 5–10 minutes, usually at the beginning of each school day and involves children learning simple massage strokes over school uniform on backs, arms, and heads and shoulders.</p>	<p>Training courses for instructors are organised throughout the country, by LAs, charities and MISP trainers (experienced instructors who, after successful application, have undergone further extensive training and assessment).</p>	<p>No school rating.</p> <p>No substantial evidence concerning bullying.</p> <p>A small study (Hart, Field, Hernandez-Reif and Lundy 1998) found peer massage to be an effective tool in promoting child mental health and improved cognitive performance.</p>	<ul style="list-style-type: none"> • helps children recognise 'good' and 'bad' touch • enables children to become calmer and have improved concentration • teaches children to respect others and leads to social inclusion • results in less fighting and fracas in the playground • improves emotional health • improves children's motor skills, especially those with Attention Deficit Hyperactivity Disorder.

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Headstart (1997) *Promoting Positive Behaviour: Activities for preventing bullying in primary schools*. East London: Headstart (18 Links Yard, Spelman St, London E1 5LX; 020 7247 9489.)

Elliott, M and Kilpatrick, J (1994) *How to Stop Bullying: A Kidscape training guide*. London: Kidscape. Available at: www.kidscape.org.uk

Police Community Clubs of Great Britain (PCCGB) *Barney and Echo: A friendship made*. Chester: Safelink Resources. Email orders: <http://policecommunityclubs.org>; Reorder line: 01276 489776.

www.dfes.gov.uk/bullying – 'Bullying: Don't suffer in silence'

www.kidscape.org.uk – A range of workshops teaching practical ways of coping with bullying (e.g. setting up a 'telling environment').

Theatre and workshops

National:

www.actionwork.com – Actionworks film; theatre and education.

www.boxclevertheatre.com/site – Box Clever Theatre: Key stages 3 and 4.

www.londonbustheatre.co.uk – The London Bus Theatre drama workshops for Key stages 1 to 4.

www.cragrats.com – CragRats for upper primary and secondary pupils.

www.redrosechain.co.uk – Red Rose Chain for secondary pupils.

www.roberthiggs.co.uk – Robert Higgs for secondary pupils.

www.saltmine.org – Saltmine Theatre Company.

Regional:

www.blackcattheatre.co.uk – Black Cat Theatre Company: Norfolk and East Region for Key stages 1 and 2.

www.futurestheatrecompany.co.uk – Futures Theatre Company: London and the South East for Years 6 to 8.

www.oddtheatrecompany.co.uk – ODD Theatre: Manchester and Sheffield for girls aged 9 to 16.

www.theatreactive.com – Theatreactive: Essex for Key stages 2 to 4; also staff training.

Puppets and dolls

www.persona-doll-training.org – Training and advice on the use of dolls in the curriculum to challenge discrimination and racism.

R Time

www.rtime.info – Training, resources and support.

Beatbullying

New Philanthropy Capital (2006) *Beatbullying Report*. London: NCP. Available at: www.philanthropycapital.org

www.beatbullying.org – Beatbullying promote a range of anti-bullying strategies created by young people for young people.

Cooperative group work

Cowie, H and Berdondini, L (2001) 'Children's reactions to co-operative group work: strategies for enhancing peer relationships among bullies, victims and bystanders', *Learning and Instruction*, 11, 517–530.

Cowie, H and others (1994) *Cooperation in the Multi-ethnic Classroom*. London: David Fulton.

Quality circles

Cowie, H and Sharp, S 'How to tackle bullying through the curriculum', in Sharp, S and Smith, PK (1994) *Tackling Bullying in Your School: A practical handbook for teachers*. London: Routledge.

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Assertiveness training

Sharp, S and Cowie, H 'Constructive conflict resolution, peer counselling and assertiveness training: Empowering pupils to respond to bullying behaviour', in Smith, PK and Sharp, S (1994) *School Bullying: Insights and perspectives*. London: Routledge.

Sharp, S, Cowie, H and Smith, PK 'How to respond to bullying behaviour', in Sharp, S and Smith, PK (1994) *Tackling Bullying in Your School: A practical handbook for teachers*. London: Routledge.

www.kidscape.org.uk/zap/zapindex.shtml

(Peer) Massage in Schools Programme

Diego, MA and others (2002) 'Aggressive adolescents benefit from massage therapy', *Adolescence*, 37, 597–607.

Hart, S, Field, T, Hernandez-Reif, M and Lundy, B (1998) 'Preschoolers' cognitive performance improves following massage', *Early Child Development and Care*, 143, 59–64.

Field, T and others (1998) 'Adolescents with Attention Deficit Hyperactivity Disorder benefit from massage therapy', *Adolescence*, 33, 103–108.

Field, T (1999) 'American adolescents touch each other less and are more aggressive toward their peers as compared with French adolescents', *Adolescence*, 34, 753–758.

www.massageinschools.com – MISP programme provides training and advice.

www.misa.org.uk

Proactive strategies – in the playground

Strategies to prevent bullying in the playground require specific measures as part of the implementation of a whole school approach to bullying.

Name of strategy, age range/ child suitability and key reference(s)	Details of approach	Training and delivery	Evidence of effectiveness	Expected outcomes
<p>Playground policy</p> <p>All schools and age ranges.</p> <p>www.kidscape.org.uk/assets/downloads/ks20waysaferplayground.pdf</p>	<p>Includes a strategy for appropriate behaviour in breaks and playtimes, liaison between teaching staff and lunchtime supervisors, encouraging pro-social playground games and activities.</p>	<p>All staff and students.</p>	<p>School rating: 3.7 out of 5.</p> <p>A peer mediation scheme in three Canadian primary school playgrounds reduced physically aggressive playground behaviour by over a half (Cunningham and others 1998).</p>	<ul style="list-style-type: none"> • raises status of playground staff in school • improves liaison between lunchtime supervisors and teaching staff.
<p>Improving the playground environment</p> <p>All schools and age ranges.</p> <p>Sharp and Smith (1994)</p> <p><i>Learning through Landscapes</i></p> <p>National School Grounds Survey</p> <p>www.ltl.org.uk</p>	<p>An improved playground environment includes structuring or redesigning the playground to provide more creative opportunities for pupils during break and lunch times. Should involve pupil consultation. Strategies include playground design exercises, mapping existing use, identifying danger areas and bullying hot spots.</p>	<p>All staff and students.</p> <p>Participatory and inclusive process; resultant changes will take time and resources.</p>	<p>School rating: 3.8 out of 5.</p> <p>Improvement to school grounds resulted in 64% reduction in bullying (<i>LTL National School Grounds Survey 2003</i>).</p>	<ul style="list-style-type: none"> • reduces boredom • increases play opportunities • increases positive social interaction • reduces bullying.
<p>Training lunchtime supervisors</p> <p>All schools and age ranges.</p> <p>Blatchford and Sharp (1994)</p> <p>Mosely (2001)</p>	<p>Training sessions that provide lunchtime supervisors with additional skills in organising games, recognising bullying behaviours, interviewing pupils and dealing with bullying and conflict situations.</p>	<p>Lunchtime supervisors and playground staff.</p> <p>Training particularly important to enable supervisors to distinguish bullying from playful fighting.</p>	<p>School rating: 3.5 out of 5.</p> <p>Trained lunchtime supervisors brought about a clear decrease in bullying in the playground in primary schools (Sharp and Smith 1994).</p>	<ul style="list-style-type: none"> • increases effectiveness of playground staff at organising productive play, and in recognising and dealing with bullying situations • raises self-esteem of playground staff.

References and sources of further information

Playground policy

Blatchford, P (1998) *Social Life in School: Pupils' experiences of breaktime and recess from 6 to 16*. London: Routledge.

Cunningham, C E, Cunningham, L J, Martorelli, V, Tran, A, Young, J and Zacharias, R (1998) 'The effects of primary division, student-mediated conflict resolution programs on playground aggression', *Journal of Child Psychology and Psychiatry*, 39, 653–662.

Mosley, J and Thorp, G (2002) *Peaceful Playtimes*. Cambridge: LDA.

www.kidscape.org.uk/assets/downloads/ks20wayssaferplayground.pdf

Improving the playground environment

Blatchford, P and Sharp, S (eds) (1994) *Breaktime in the School: Understanding and changing playground behaviour*. London: Routledge.

Blatchford, P and Sumpner, C (1998) 'What do we know about breaktime? Results from a national survey of breaktime and lunchtime in primary and secondary schools', *British Educational Research Journal*, 24, 79–94.

Higgins, C 'How to improve the school ground environment as an anti-bullying strategy', in Sharp, S and Smith, PK (1994) *Tackling Bullying in Your School: A practical handbook for teachers*. London: Routledge.

Ross, C and Ryan, A (1990) *"Can I stay in today Miss?" Improving the school playground*. Staffordshire: Trentham Books.

Smith, N (2002) 'Transition to the school playground: an intervention programme for nursery children', *Early Years: An International Journal of Research and Development*, 22, 129–146.

www.kidscape.org.uk/assets/downloads/ks20wayssaferplayground.pdf 20 – Practical ways to a friendlier playground.

www.ltl.org.uk – *Learning through Landscapes: National School Grounds Survey* (2003).

Training lunchtime supervisors

Blatchford, P and Sharp, S (eds) (1994) *Breaktime in the School: Understanding and changing playground behaviour*. London: Routledge.

Boulton, M 'How to prevent and respond to bullying behaviour in the junior/middle school playground', in Sharp, S and Smith, PK (1994) *Tackling Bullying in Your School: A practical handbook for teachers*. London: Routledge.

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Mosely, J (1989) *Guidelines for Primary Midday Supervisory Assistants*. Trowbridge: WEST Publications.

Mosely, J (2001) *Create Happier Lunchtimes: Ideas for primary midday supervisors*. Trowbridge: WEST Publications.

Reactive strategies

Rigby (1996) describes three typical responses to bullying: moralistic, legalistic and humanistic. One review, which examined the balance between punitive/exclusionary and therapeutic/restorative positions, concluded that policy choices exist not simply within an education policy and practice setting, but emerge from national and local government decision-making. They correlate with national indicators of punitiveness in the criminal justice system and the scale of inequalities tolerated (Parsons, 2005).

Name of strategy, age range/ child suitability and key reference(s)	Details of approach	Training and delivery	Evidence of effectiveness <i>Where available a 5-point evaluation from school (1 = not at all satisfied to 5 = extremely satisfied).</i>	Expected outcomes
<p>Direct sanctions</p> <p>All schools and age ranges.</p> <p><i>Safe to Learn</i> (2007) available free at: http://publications.teachernet.gov.uk</p>	<p>Sanctions may vary in severity and be used on a graded scale if bullying persists. They can range through reprimands and/or serious talks involving parents or carers; temporary removal from class; withdrawal of privileges and rewards to disciplinary measures (detentions) and punishment (litter-picking/ school clean-ups), through to temporary or permanent exclusion.</p> <p>Boys comprise 83% of permanent exclusions; girls, 17% (Osler and others 2002).</p> <p>DfES (2006) reported that black, dual-heritage and young people living in poverty were three times more likely to be excluded than other groups.</p>	<p>All staff for milder sanctions, but only the head and deputy headteachers can implement temporary and permanent exclusions.</p>	<p>No school rating.</p> <p>No evidence of the effectiveness of milder sanctions and a small amount of evidence of the effect of exclusion.</p> <p>Case studies of hard-to-reach children and young people who had been excluded from school concluded that there are no 'quick fix' solutions' (Frankham and others 2007).</p>	<ul style="list-style-type: none"> • impresses on the perpetrator that what he/she has done is unacceptable • deters him/her from repeating that behaviour • signals to other pupils that the behaviour is unacceptable and deters them from doing it • increases understanding of limits of acceptable behaviour • cessation of bullying behaviour • demonstrates publicly that school rules and policies are to be taken seriously • provides an occasion for pupils who bully to account for their behaviour • gives an opportunity for pupils who bully to face up to the harm they have caused and to learn from it • provides a chance for the pupils who bully to put right the harm they have caused.

Name of strategy, age range/ child suitability and key reference(s)	Details of approach	Training and delivery	Evidence of effectiveness <i>Where available a 5-point evaluation from school (1 = not at all satisfied to 5 = extremely satisfied).</i>	Expected outcomes
<p>Restorative justice approaches</p> <p>All schools and age ranges.</p> <p>Hopkins (2004) www.transformingconflict.org</p> <p>Warren (2004)</p>	<p>A range of flexible responses, ranging from informal conversations through to formal facilitated meetings.</p> <p>Restorative approaches work to resolve conflict and repair harm. They encourage those who have caused harm to acknowledge the impact of what they have done and give them an opportunity to make reparation. They offer those who have suffered harm the opportunity to have their harm or loss acknowledged and amends made (RJC 2005).</p>	<p>All staff.</p> <p>Formal meetings need to be run by properly trained staff, but the use of day-to-day restorative language can be easily learnt by all staff. This helps to create the 'whole school restorative environment' so crucial to the approach's success.</p>	<p>No school rating.</p> <p>Tinker (2002) evaluated 105 conferences carried out in Nottingham schools; 78% finished fully successfully, with a further 16% partially successful. A pilot evaluation in Lambeth schools found conferences showed promising signs of resolving serious incidents (Edgar and others 2002). A national evaluation found that 92% of conferences were resolved successfully, and three months later, 96% of agreements remained intact (Youth Justice Board 2004). Most school staff reported that their school had benefited, although no general improvements in pupil attitudes were found at a whole school level.</p> <p>A Scottish study indicated that restorative justice 'can offer a powerful and effective approach to promoting harmonious relationships in school and to the successful resolution of conflict and harm' (Kane and others 2007).</p>	<ul style="list-style-type: none"> • seeks to involve all those affected by a bullying incident in a facilitated meeting, including (in more serious cases) the parents/carers of the young people, in which everyone gets a chance to talk about the incident, express how they feel, how they have been affected and what needs to happen to move on • requires those who have been bullying to become fully accountable and to take responsibility for repairing the harm they have caused • addresses the issue in a way that leaves those bullied feeling heard and feeling safer, and those who bully feeling better about themselves and able to make different choices in the future without stigma • assists the recovery of those bullied and enables all parties with a stake in the process to participate in it, so developing the restorative and conflict management skills of all involved.

Name of strategy, age range/ child suitability and key reference(s)	Details of approach	Training and delivery	Evidence of effectiveness	Expected outcomes
<p>Shared concern (Pikas method)</p> <p>All schools, although not suitable for children under the age of 9.</p> <p>Pikas (2002) www.education.unisa.edu.au/ bullying/concern.html</p> <p>DVD available from: www.readymade.com.au/method</p>	<p>A counselling-based approach for situations in which a group of pupils have been bullying. The bullying children are seen individually and encouraged to recognise the suffering of the bullied and a positive way forward is suggested. The bullied child or young person is also seen; if a provocative victim (one whose own behaviour contributes to the bullying), encouraged to modify his/her behaviour. Works towards a group meeting of bullies and bullied and an agreed way of coping. With some follow-up.</p>	<p>All staff.</p> <p>Training necessary for implementation by class teachers and counsellors.</p>	<p>School rating: 3.5 out of 5.</p> <p>Found to be effective in two-thirds of cases (Sharp and Smith 1994).</p> <p>Opposed by some experts (Olweus 1999).</p> <p>In severe cases or where individuals do not respond to Shared concern, further action may be needed (McGrath and Noble 2004).</p>	<ul style="list-style-type: none"> • sensitises bullies to the harm they are doing to the bullied, enabled by a lack of a hostile blaming attitude on the part of the interviewer • encourages positive behaviours in the bullied • encourages provocative victims to change their behaviour in positive ways.
<p>Support group method (Seven Steps approach)</p> <p>All schools; from age 9 upwards.</p> <p>Robinson and Maines (2007) www.luckyduck.co.uk</p>	<p>A child suspected of being involved in bullying others is not directly accused of this or sanctioned, but is introduced to a process of understanding the feelings of the bullied and finding ways to improve the situation. A group-based process which brings together non-involved children with those suspected of being involved in bullying. Sue Young approach is very similar.</p>	<p>All staff.</p> <p>Delivery by trained teachers. Training by Maines and Robinson; Young, or other approved trainer or approved materials.</p>	<p>School rating: 3.5 out of 5.</p> <p>Many LAs rate approach as 'satisfactory' and many schools (especially primary) as 'very satisfactory'. Satisfaction highest following personal training. Method often used in combination with others, and sometimes adapted considerably with unknown consequences (Smith and others 2007).</p>	<ul style="list-style-type: none"> • works on premise of lasting change rather than retribution • develops emotional awareness, peer support and social skills, and empathy of pupils involved.

Name of strategy, age range/ child suitability and key reference(s)	Details of approach	Training and delivery	Evidence of effectiveness	Expected outcomes
<p>Bully courts/Tribunals</p> <p>All schools and age ranges.</p> <p>Kidscape produces guidelines for setting up a student tribunal/bullying court: www.kidscape.org.uk</p>	<p>An elected court of pupils meets after an alleged incident has occurred; all concerned interviewed, including witnesses, and decision made about what punishment (if any) is appropriate. A school staff member chairs the court.</p>	<p>Elected pupils/school staff.</p> <p>Training can be provided by Kidscape.</p>	<p>School rating: 2.6 out of 5.</p> <p>Claimed that in eight schools, reports of being bullied dropped from 70% to 6% (Elliott, 1991), but not publicly documented (Smith and Sharp 1994).</p> <p>Case study of a secondary school found evidence for effectiveness in lower years when combined with a peer mentoring support scheme (Mahdavi and Smith 2002).</p>	<ul style="list-style-type: none"> • increases pupil participation in the processes dealing with bullying • improves group problem-solving skills.
<p>Anger management</p> <p>All schools and age ranges.</p> <p>Training: www.behaviouruk.com</p> <p>Books: www.incentiveplus.co.uk www.luckyduck.co.uk</p>	<p>Session-work with small groups of children or young people, focusing on developing and exploring their own behaviour and developing specific relationship skills and managing potential conflict.</p>	<p>Behaviour support workers/EPs.</p>	<p>No school rating.</p> <p>As yet, no evidence of effectiveness.</p>	<ul style="list-style-type: none"> • pupils (including potential bullies) are better able to manage aggressive feelings and deal with provocations and conflicts in non-aggressive ways.
<p>Kidscape ZAP courses</p> <p>All schools and age ranges.</p> <p>Can be used with children with learning disabilities.</p> <p>www.kidscape.org.uk</p>	<p>Trains and supports the bullied child to be better able to deal with being bullied. Gives follow-up support via email, phone, helpline and written materials.</p>	<p>Courses are delivered by Kidscape professionals.</p> <p>Kidscape offers ZAP sessions, all of which are free to individual pupils.</p>	<p>No school rating.</p> <p>Follow-ups on ZAP found 70% of children who attended the courses stated that bullying had stopped; 61% stated that ZAP helped (Astbury 2006).</p>	<ul style="list-style-type: none"> • increases self-confidence and self esteem of vulnerable pupils • enhances assertive body language • makes pupils aware of the anti-bullying strategies available to them • reduces truancy and self-harm • helps reduce the impact of bullying.

References and sources of further information

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Bully courts/Tribunals

Brier, J and Ahmad, Y 'Developing a school court as a means of addressing bullying in schools', in Smith, PK and Thompson, DA (1991) *Practical Approaches to Bullying*. London: David Fulton.

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www.kidscape.org.uk – Kidscape produces guidelines for setting up a student tribunal/bullying court.

Anger management

www.behaviouruk.com – Anger management training courses.

www.incentiveplus.co.uk – Comprehensive range of publications.

www.luckyduck.co.uk – Training, workshops and range of resources.

Kidscape ZAP courses

Astbury, R (2006) *Kidscape National Programme Out and About 11: Report on developing monitoring and on evaluation of ZAP courses*. London: Kidscape. Charities Evaluation Services.

www.kidscape.org.uk/download/download.shtml – Workshops, reports and resources.

Peer support

Using the knowledge, skills and experience of children and young people in a planned and structured way to understand, support, inform and help develop the skills, understanding, confidence and self-awareness of other children and young people with whom they have something in common. Peer support methods include both pro-active and reactive strategies. Reviews of peer support schemes (Naylor and Cowie 1999; Cowie and Wallace 2000; Smith and Watson 2004) find definite benefits both for peer supporters and improvements in school ethos. Reductions in bullying identified for particular cases, but not yet substantiated at a broad level. Selection and training of peer supporters are crucial issues, as is recruiting boy as well as girl peer supporters. (See <http://peersupport.ukobservatory.com>)

Name of strategy, age range/child suitability and key reference(s)	Details of approach	Training and delivery	Evidence of effectiveness	Expected outcomes
<p>Circle time</p> <p>All schools and age ranges. Can be used with children with learning disabilities.</p> <p>www.circle-time.co.uk</p>	<p>Weekly meetings lasting half an hour during which children sit round in a circle. Only one person speaks at a time in a friendly, open forum.</p>	<p>Class teacher.</p> <p>Teachers need sufficient training by either an educational psychologist/counsellor or in Circle-time inset days.</p>	<p>School rating: 4.1 out of 5.</p> <p>Pupils largely positive to Circle time, in terms of learning about and expressing feelings and solving problems. Circle time can be problematic if teachers have no serious training or experience of good practice (Taylor 2003).</p>	<ul style="list-style-type: none"> • affirms self-esteem and builds positive relationships • improves listening and communication skills • teaches pupils to take turns • allows pupils to explore their own and others' feelings about difficult issues • reduces anxiety and social isolation.
<p>Circles of friends/Circles of support/Supportive friends</p> <p>All schools and age ranges. Until recently technique confined to primaries; more secondaries now using it.</p> <p>Childline in Partnership with Schools (CHIPS) scheme: www.childline.org.uk/Schools.asp</p> <p>www.inclusive-solutions.com</p>	<p>Volunteer pupils are trained to befriend and support other pupils who are identified as isolated or rejected by their peers and hence vulnerable to bullying.</p>	<p>LA EPs or behaviour support teams provide training for pupils and supervising teachers. Agreement and support of parents is essential (Teachernet).</p>	<p>School rating: 3.5 out of 5.</p> <p>Ofsted (2003) reports significant effects; pupils feel less isolated in the knowledge that peers would not remain passive if they are intimidated or troubled. Friendship group breaks down isolation of victims and helps them to belong.</p>	<ul style="list-style-type: none"> • produces ingenuity in devising practical strategies • develops a flexible and creative method to form positive relationships with peers • supports victims and increases empathic skills of befrienders • supports those who bully as a result of feeling isolated and rejected themselves.

Name of strategy, age range/ child suitability and key reference(s)	Details of approach	Training and delivery	Evidence of effectiveness <i>Where available a 5-point evaluation from school (1 = not at all satisfied to 5 = extremely satisfied).</i>	Expected outcomes
<p>Befriending</p> <p>All schools and age ranges.</p> <p>Youth peers trained by CHIPS scheme: www.childline.org.uk</p>	<p>Peer supporters trained to offer support and friendship to peers in everyday situations.</p> <p>Some schemes are based on playground buddies (clearly identifiable by special caps/clothing) helping lonely or bullied children.</p> <p>Other schemes focus on organising playground games, or on running lunchtime clubs which are open to all but offer companionship to lonely pupils.</p>	<p>Same age or usually older peers supported or supervised by school staff.</p> <p>Befrienders need training in listening skills, confidentiality issues, assertiveness and leadership.</p> <p>Training by EPs, counsellors and PSHE advisers.</p>	<p>School rating: 3.6 out of 5.</p> <p>Playground buddy schemes can be helpful but may be underused if users feel exposed or stigmatised and buddies may be teased about special cap/clothes. Running lunchtime activities can avoid these problems (Smith and Watson 2004).</p>	<ul style="list-style-type: none"> introduces a safe place for the lonely or bullied pupil improves quality of peer relationships improves the interpersonal skills of the befriender befriended feel more positive about themselves.
<p>Peer mentoring, peer counselling</p> <p>All schools and age ranges.</p> <p>Cowie and Wallace (2000)</p> <p>CHIPS scheme: www.childline.org.uk</p>	<p>A supportive relationship between two pupils, which combines friendship, practical advice and encouragement. Especially useful for supporting a pupil at challenging times, e.g. joining a new school, bereavement or bullying.</p> <p>In best practice, pupils make themselves known to rest of school (assemblies/PSHE) and are contactable via 'bully box', school intranet or referral by member of staff.</p>	<p>Same age or usually older peers supported or supervised by school staff.</p> <p>In secondary schools, older pupils can help train younger pupils (Ofsted 2003). Training by EPs, counsellors and PSHE advisers.</p>	<p>School rating: 3.9 out of 5.</p> <p>Effective when agreed ways of working are clear and there is good staff supervision and support of the mentors (Cowie and Wallace 2000).</p>	<ul style="list-style-type: none"> helps vulnerable pupils feel safe and supported by other pupils in the school improves skills and self-esteem of peer mentors.

Name of strategy, age range/ child suitability and key reference(s)	Details of approach	Training and delivery	Evidence of effectiveness	Expected outcomes
<p>Peer mediation</p> <p>All schools and age ranges.</p> <p>Cowie and Wallace (2000)</p> <p>Baginsky (2004)</p> <p>www.peermediationnetwork.org.uk for best practice guidelines.</p>	<p>A problem-solving process which encourages pupils to: define the problem; identify and agree key issues; discuss and brainstorm possible options; negotiate a plan of action and agreement; and follow-up and evaluate outcomes. Pupil mediators are trained in conflict resolution and in helping individuals resolve disputes.</p>	<p>Same age or usually older peers supported or supervised by school staff.</p> <p>Training for pupils can take up to 30 hours, including lunchtime including practice. Staff, supervisors, need at least one in-service training session after school and, ideally, a full training day.</p>	<p>School rating: 3.5 out of 5.</p> <p>Surveys found up to 85% of mediated disputes resulted in lasting agreements.</p> <p>Important that projects involve the active commitment of staff; clear objectives and ground rules are established for all aspects of the process through discussion and agreement (Teachernet).</p>	<ul style="list-style-type: none"> • defuses tension between peers • enables both bullying and bullied pupils to identify problems and solutions, such that all involved come away with a sense that the outcome is fair to both sides • promotes pupil's self-esteem.

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Taylor, MJ (2003) *Going Round in Circles: Implementing and learning from Circle Time*. Slough: NFER.

www.circle-time.co.uk and www.jennymosley.co.uk – Information; publications and training.

Circles of friends/Circles of support/Supportive friends

Barratt, W and Randall, L (2004) 'Investigating the Circle of Friends approach: Adaptations and implications for practice', *Educational Psychology in Practice*, 20, 353–368.

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www.childline.org.uk/Schools.asp – Childline in Partnership with Schools (CHIPS) scheme.

www.inclusive-solutions.com – Training, workshops and resources for team building in particular types of peer support.

Befriending

Cowie, H and Wallace, P (2000) *Peer Support in Action – From bystanding to standing by*. London: Sage.

Smith, PK and Watson, D (2004) *Evaluation of the CHIPS (Childline in Partnership with Schools) programme*. Research report RR570. London: DfES.

www.nas.org.uk/befriending – Training for befrienders of people with autistic spectrum disorder.

www.childline.org.uk – Youth peers trained by Childline-CHIPS scheme.

Peer mentoring, peer counselling

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Peer mediation

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Cowie, H and Wallace, P (2000) *Peer Support in Action – From bystanding to standing by*. London: Sage.

www.childline.org.uk/Schools.asp – Childline/CHIPs Scheme is an outreach programme to children and young people in schools which promotes peer support.

www.crispuk.org – CRISP (Conflict Resolution in Schools Programme) provides training for primary and secondary peer mediators using assemblies, lesson plans, training packs, active consultation and ongoing support.

www.nspcc.org.uk/Inform/resourcesforteachers/resourcesforteachers_wda48932.html – Reports and research.

<http://www.teachernet.gov.uk/teachingandlearning/socialandpastoral/mentoring/> – Resource pack for schools developed by the Mentoring and Befriending Foundation and the DfES.

Responses to specific types of bullying

Cyberbullying: Bullying by electronic means, including text message bullying; picture/video clip bullying (via mobile phone cameras); phone call bullying; email bullying; chatroom bullying; bullying through instant messaging; and bullying via websites.

Bias or prejudice-related bullying: Bullying that is based on prejudice against gender, race, religion or culture, sexual orientation, disability, or other group-based characteristics, such as appearance or health conditions. Bias bullying can also be related to home circumstances (e.g. young carers, looked-after children or children with traumatic and unstable homes).

Name of strategy, age range/ child suitability and key reference(s)	Details of approach	Training and delivery	Evidence of effectiveness	Expected outcomes
<p>Cyberbullying</p> <p>All schools, from age of 9 upwards, but mainly in secondary schools.</p> <p>New DCSF guide lines available at: http://publications.teachernet.gov.uk www.cyberbully.org</p>	<p>Should be included in anti-bullying policies and information regularly updated in line with technological updates.</p> <p>All e-communications used by the school should be open to monitoring, and internet blocking safeguards should be in place.</p>	<p>All staff should be trained on how they should tackle this type of bullying, via workshops and inset days.</p> <p>Give cyberbullied pupils a named contact who is able to give them support and confidential advice.</p>	<p>Where available a 5-point evaluation from school (1 = not at all satisfied to 5 = extremely satisfied).</p> <p>Little evidence as yet of strategies used to combat this form of bullying.</p>	<ul style="list-style-type: none"> increases awareness of the nature and forms of cyberbullying makes it clear that this type of bullying will not be tolerated provides cyberbullied pupils with knowledge and skills on how to protect themselves and cope with unwanted communications through email, MSN and mobiles; and how to deal with abusive websites.

Name of strategy, age range/ child suitability and key reference(s)	Details of approach	Training and delivery	Evidence of effectiveness	Expected outcomes
<p>Sexist or sexual bullying</p> <p>All schools and age ranges.</p> <p>www.dfes.gov.uk/bullying</p> <p>WOMANKIND Worldwide (2007). Report available at: www.womankind.org.uk</p>	<p>Refers to bullying and harassment of a sexual nature, either verbal or physical. Boys may be victims as well as girls, and both sexes may be victims of their own sex.</p> <p>Sexist or sexual bullying should be included in anti-bullying policies in secondary schools; and issues explored through the curriculum. The school should address the use of sexist bullying (verbal or physical) and give appropriate advice and support to those who have been sexually bullied.</p> <p>Pupils identifying as transgender or experiencing gender dysphoria can also be targeted by bullies.</p>	<p>All staff.</p> <p>Workshops and inset days to promote awareness and recognition of sexual bullying.</p>	<p>Little evidence as yet of strategies used to combat this form of bullying.</p>	<ul style="list-style-type: none"> • increase awareness of impact of sexist or sexual bullying • pupils should understand the effect of sexist and sexual language and behaviour • ensures that everyone in the school community feels safe, valued and respected, and able to participate irrespective of their gender • encourages language and behaviours that support diversity and inclusion and challenge stereotypes

Name of strategy, age range/ child suitability and key reference(s)	Details of approach	Training and delivery	Evidence of effectiveness	Expected outcomes
<p>Bullying related to race, religion or culture</p> <p>All schools and age ranges.</p> <p>www.teachernet.gov.uk/racistbullying</p> <p>www.kidscape.org.uk</p> <p>BeatBullying is undertaking a project on faith bullying, which will result in the production of guidelines for schools:</p> <p>www.beatbullying.org</p>	<p>Refers to bullying or harassment of someone because of their race, skin colour or ethnicity, or harassment of someone because of their perceived or actual religious and/or spiritual beliefs or affiliation, and/or associated religious-cultural practices. It can also be directed towards people of no faith.</p> <p>Should be included in a school's anti-bullying policy, and the PSHE and citizenship curricula. Prevention measures need to be inclusive of religious/spiritual practices beyond the traditional 6 world faiths.</p>	<p>All staff. Training/professional development through courses, meetings, policies and classroom activities.</p> <p>Workshops and inset days to promote awareness of bullying related to race, religion or culture, particularly in relation to demographics of local area.</p> <p>Staff training in relation to this type of bullying is both important and difficult.</p> <p>Should also involve and empower parents.</p> <p>Some curriculum materials and videos available (see References).</p>	<p>Racially harassed pupils said that through studying and using a story-based approach, bullying dropped by about 60% (Smith and Sharp 1994).</p> <p>Staff may have to come to terms with their own prejudices, and may have to change or modify deeply held views of themselves and their professional behaviour.</p>	<ul style="list-style-type: none"> • increases awareness of impact of bullying related to race, religion or culture • pupils should understand the effect of language and behaviour that discriminates against pupils of different cultures • ensures that everyone in the school community feels safe, valued and respected, and able to participate irrespective of their race/ethnicity • encourages language/behaviours that support diversity/inclusion and challenge stereotypes.

Name of strategy, age range/ child suitability and key reference(s)	Details of approach	Training and delivery	Evidence of effectiveness	Expected outcomes
<p>Bullying related to sexual orientation</p> <p>Secondary schools (but awareness should begin in primary schools).</p> <p>New DCSF guidelines available at: www.teachernet.gov.uk</p>	<p>Refers to bullying and harassment of someone because of their perceived or actual sexuality. Bullying of this kind should be included in a school's anti-bullying policy, and issues should be tackled through the curriculum.</p> <p>Schools need to implement confidential advice for gay and lesbian pupils/staff.</p>	<p>All staff.</p> <p>Training, workshops and inset days to promote awareness of differences in sexual orientation.</p>	<p>Little evidence as yet of strategies used to combat this form of bullying.</p>	<ul style="list-style-type: none"> • increases awareness of the impact of bullying related to sexual orientation • pupils should understand the effect of language and behaviour that discriminates against those with a different sexual orientation from themselves • ensures that everyone in the school community feels safe, valued and respected, and able to participate irrespective of their sexual orientation • encourages the school community to challenge bullying related to sexual orientation • encourages language and behaviours that support diversity and inclusion and challenge stereotypes

Name of strategy, age range/ child suitability and key reference(s)	Details of approach	Training and delivery	Evidence of effectiveness	Expected outcomes
<p>Bullying related to special educational needs (SEN) and disabilities</p> <p>All schools and age ranges, including specialist schools.</p> <p>Disability Discrimination Act 2005 requires schools to proactively promote SEN and disability equality and eliminate disability-related harassment.</p> <p>The DFES launched the Disability Equality Scheme in 2006.</p> <p>SEN Code of Practice available at: www.teachernet.gov.uk/_doc/3724/SENCodeOfPractice.pdf</p>	<p>Children with special educational needs and disabilities are particularly at risk of bullying in schools, and experience greater rates of victimisation than non-disabled pupils.</p> <p>Bullying related to SEN and disabilities should be included in a school's anti-bullying policy, and issues should be tackled through the curriculum.</p> <p>Pupils with SEN and disabilities need training and encouragement to help them become actively involved.</p>	<p>All staff.</p> <p>The SEN Code of Practice provides practical advice for LEAs and schools to enable them to identify, assess and provide for pupils with special educational needs.</p> <p>An audit tool has been developed to help teachers identify specific training needs in relation to SEN (Teachernet).</p> <p>Teachers and parents need to learn how to involve pupils.</p>	<p>Where available a 5-point evaluation from school (1 = not at all satisfied to 5 = extremely satisfied).</p> <p>Within the Sheffield Project, Smith and Sharp (1994) identified particular strategies as being effective for SEN children, including proactive, inclusive, whole school curricular interventions (videos/drama workshops), coupled with individual assertiveness training and a special lunchtime room for disabled pupils. Specific interventions such as Quality circle work or Pikas method had to be adapted to be fully inclusive.</p>	<ul style="list-style-type: none"> • increases awareness of the impact of bullying related to special educational needs and disabilities • pupils should understand the effect of language and behaviour that discriminate against those with SEN or a disability • ensures that everyone in the school community feels safe, valued and respected, and able to participate irrespective of their SEN or disability • encourages language and behaviours that support diversity and inclusion and challenge stereotypes.

References and sources of further information

Cyberbullying

DCSF (2007) *Cyberbullying Guidance: Summary leaflet*. Ref: DCSF-00685-2007. London: Department for Children, Schools and Families. Available at: <http://publications.teachernet.gov.uk/eOrderingDownload/Cyberbullying-leaflet.pdf>

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Smith, PK and others (2006) *An Investigation into Cyberbullying, its Forms, Awareness and Impact, and the Relationship Between Age and Gender in Cyberbullying*. DfES Research Brief No. RBX03-06. London: Department for Education and Skills. A fuller version of the report is available at: http://www.anti-bullyingalliance.org.uk/downloads/pdf/cyberbullyingreportfinal230106_000.pdf

Willard, NE (2006) *Cyberbullying and Cyberthreats*. Eugene, Oregon: Center for Safe and Responsible Internet Use.

www.becta.org.uk – British Educational Communications and Technology Agency (Becta) has invaluable information on setting up school Internet safety policies and how to communicate them to parents.

www.childnet-int.org – Childnet International advises on Internet safety and has a range of leaflets for children and parents, available in a number of languages, including Hindi, Punjabi and Maltese.

www.cyberbullying.org – The world's first website dedicated to cyberbullying. Has plenty of useful advice on combating cyberbullying, including how to take screenshots of online bullying for evidence.

www.cybersmartcurriculum.org – Has lesson plans for teachers on dealing with online bullies.

www.getsafeonline.org – Helps you protect yourself and your family against Internet threats.

www.internetsafetyzone.co.uk – Has useful information for parents, teachers and children on cyberbullying and how to tackle it.

www.thinkuknow.co.uk – Information from the Child Exploitation and Online Protection Centre on how to stay safe online.

www.wiredsafety.org – The world's largest online safety and help group has tips on how to stop cyberbullying, along with information on popular sites such as bebo.com.

Sexist or sexual bullying

Duncan, N (1999) *Sexual Bullying: Gender conflict and pupil culture in secondary schools*. London: Routledge.

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www.eoc.org.uk – Equal opportunities website.

www.respect4us.org.uk – Interactive, informative website for young people to explore issues of violence that surround them.

www.womankind.org.uk/uk-schools.html – Campaign to stop sexual bullying; with lesson plans and assemblies.

Bullying related to race, religion or culture

Cowie, H and others (1994) *Cooperation in the Multi-ethnic Classroom*. London: David Fulton.

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www.britkid.org – Discusses race and racism.

www.childline.org.uk/pdfs/info-racism.pdf – Racism information sheet.

www.kidscape.org.uk/download/download.shtml – Preventing racist bullying: what schools can do.

www.nasuwat.org.uk/Templates/Internal.asp?NodeID=73002 – General guidelines on faith-based bullying with workshops, training and resources.

<http://www.parrotfish.co.uk/> – Information about the connection between bullying and racism.

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www.eachaction.org.uk – Charity for children and adults affected by homophobia, offering training and consultancy.

www.kidscape.org.uk/professionals/homophobicbullying.shtml – General information and links.

www.schools-out.org.uk – Provides a support network for those wishing to raise issues of homophobia, transphobia and heterosexism in education.

www.stonewall.org.uk/information_bank/education/homophobic_bullying/default.asp – Advice and resources for combating homophobic bullying.

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www.ace-ed.org.uk The Advisory Centre for Education publishes information sheets on bullying and runs a general advice line: 0800 800 5793, Mon–Fri, 10am–5pm.

www.actionwork.com Actionworks: film, theatre and education.

www.anti-bullyingalliance.org.uk Anti-Bullying Alliance (ABA) was established by the NSPCC and NCB, brings together 65 organisations to reduce bullying and create safe environments where children and young people can live, grow, play and learn.

www.beatbullying.org Beatbullying promotes a range of anti-bullying strategies created by young people for young people.

www.childline.org.uk/extra/bullyingindex.asp Childline's *Top 10 tips for beating bullying* includes information for all pupils, parents and teachers and other professionals.

www.childrenslegalcentre.com An independent charity committed to promoting the rights of children in the UK and worldwide, the Children's Legal Centre provides free legal information, advice and representation to young people, parents, carers and professionals.

<http://11million.org.uk> Office of the Children' Commissioner: Resources available include reports on bullying and information booklets for children and teachers. These include: *Journeys – primary age children talking about bullying*; *Journeys – children and young people talking about bullying*; *Journeys – Teacher briefing: children's views and experiences of anti-bullying strategies*.

www.healthyschools.gov.uk The National Healthy Schools Programme is a long-term initiative to help young people and their schools to be healthy. Resources provide guidance on teaching and learning, effective practice and school policy.

www.kidscape.org.uk Kidscape was the first charity in the UK that was established specifically to prevent bullying and child abuse.

www.ofsted.gov.uk Reports available on bullying and relationships.

www.ukobservatory.com The UK Observatory for the promotion of non-violence is a national initiative committed to addressing the key issues of aggression, bullying, anti-social behaviour and violence among children and young people.

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