PREVENTING SCHOOL BULLYING

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Police Research Group: Crime Detection and Prevention Series

The Home Office Police Research group (PRG) was formed in 1992 to carry out and manage research relevant to the work of the police service. The terms of reference for the Group include the requirement to identify and disseminate good police practice.

The Crime Detection and Prevention Series follows on from the Crime Prevention Unit papers, a series which has been published by the Home Office since 1983. The recognition that effective crime strategies will often involve both crime prevention and crime investigation, however, has led to the scope of this series being broadened. This new series will present research material on both crime prevention and detection in a way which informs policy and practice throughout the service.

A parallel series of papers on resource management and organisational issues is also published by PRG, as is a periodical on policing research called 'Focus'.

Foreword

The work reported upon in this paper is one part of a substantial study commissioned by the Home Office on the prevention of violence. The study took place on two high crime local authority housing estates - one on Merseyside and the other in the East End of London, and was based on the belief that effective strategies for prevention support victims, especially repeat victims. It was also felt that the victimisation of the young people in these areas should be paid particular attention, and a response made to the high levels of bullying which were found in the primary and secondary schools on the estates.

This report describes the extent and nature of bullying in these schools. It outlines a strategy for reducing the incidence of bullying which emphasised the importance of supporting victims so that they 'know' their victimisation will be taken seriously and action will be taken against the bullies. In developing, with the staff <u>and</u> students, procedures and practices which gave victims the confidence to report bullying incidents and gave bullies the clear message that their behaviour was unacceptable, the researchers were able to demonstrate significant reductions in bullying in three of the four schools and some positive progress in the fourth. Interestingly, in tackling bullying, significant reductions were achieved in thefts within the schools.

It is heartening that, given the opportunity, these schools situated in multiply deprived areas with students who are often described as 'difficult', were found to be committed to preventing bullying, had the courage to be guided by the researchers and worked hard to achieve such positive results. This will to stop harassment and violent behaviour should be 'harnessed' so that its full potential can be realised. Without support, young people can find it difficult to make a stand against such behaviour within their schools and in their local community. It is important, therefore, that policy-makers and practitioners develop strategies to assist young people to take such a commendable stand.

The link found, in this study, between bullying in the schools and the violence and anti-social behaviour, including racial tensions, in the immediate location of the schools also suggests that effective prevention work in difficult areas should include work within the local schools. To assist in this process the appendices to the report provide material which schools, youth clubs, youth crime prevention panels and others might use in developing their own local action. I hope that this report will inspire similar preventive action elsewhere.

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Executive Summary

In an attempt to tackle school bullying, prevention programmes were put in place in four schools in two deprived inner-city areas of Liverpool and London. The incidence of violent and anti-social behaviour were, by any standards, high both in the schools and their surrounding areas and students in the schools usually lacked the confidence to report bullying incidents.

The staff, the students and researchers/initiative workers worked together to develop prevention measures relevant to each school. In two years the levels of bullying had significantly decreased in three of the schools and remained about the same in the London secondary school.

This paper describes the good practices which emerged from this project. The eleven appendices outline the main practical elements of the programmes that were adopted.

Section I. This section outlines the strategy adopted by the researchers as the framework for taking preventive action. There were three levels to the intervention: the school; class and individual. Examples from each include:

- questionnaire survey; improved supervision/surveillance of play areas during breaks; confidential contact for victims and others concerning bullying; meetings about bullying between staff and parents;

- class rules against bullying; role-playing and using literature which highlights the plight of scapegoated groups and individuals;

- formal confrontations of students who bully; encouragement of 'neutral' students to help; organising discussion groups for parents of students who bully or are bullied.

Section 2. The 'organisational development' approach to solving the bullying problem is set out in this section. This approach is based on the assumption that policy changes are most likely to be successful if they have the support, and articulate the interests, of those at all levels within an organisation or school. In accordance with this approach the researchers aimed to produce an anti-bullying code of practice and implementation strategy through a consultation process with staff and students to facilitate communication between school members to assist in putting the preventive programme into practice. To this end, the researchers initiated a number of meetings and, for example, set up a staff-student anti-bullying working party to implement and monitor the policy and strategies adopted by staff and students.

Section 3. The high levels of bullying found in the schools - especially the primary schools, are outlined. The preventive programme, and its effects, is then described for each of the schools. Some of the main features are:

In the primary schools -

- workshops of 4 to 6 children were held, using a video, to explore why bullying takes place and how it could be prevented. The children were enthusiastic about role-playing a bullying incident. The video was thought to be a very good medium for opening up a discussion on bullying with young people;

- staff and pupils produced a video on the school behavioural policy to show to new entrants. The production of the video opened new channels of communication and raised some important issues for discussion;

- a programme of peer education was begun. Older pupils worked with younger ones to identify what bullying was, assess feelings about it, and discuss appropriate school rules to stop it. They supported younger pupils who were bullied.

In the secondary schools -

- the staff and initiative worker developed an eight session programme for all students focused on self-esteem, assertiveness, prejudice, stereotyping, conflict and its resolution. This established bullying as part of the curriculum;

- a consultation process was initiated which led to the setting up of a staff/ student working party. The decisions made by the working party led to the following measures being put in place: a 'bully box'; a survey of the school site to identify where students were most at risk; inclusion of bullying-related issues in the curriculum; a half day conference for the whole school to keep the issue of bullying 'alive'; a meeting with the local police to clarify the roles and responsibilities of the police and school, within and outside, the school; and, the preparation of an anti-bullying video by staff and students to show new entrants.

The preventive effect of this work was measured by repeating the initial self-report questionnaire to the students in the schools. In the secondary school and two primary schools where bullying decreased it was found that:

- all types of bullying decreased; including being given dirty looks, racist name calling, being hit or kicked and theft from pupils;

- although the numbers were small, Bengali and black students appeared to be disproportionately victimised. In the London secondary school, where bullying did not decrease, the Bengalis suffered the highest incidence of bullying. In some areas racial bullying may be particularly difficult to prevent;

- a change in the boys' attitudes and behaviour, so that more thought bullying was wrong and fewer admitted to bullying, accounted for some of the reduction in bullying.

Some important factors in reducing bullying were:

- an increase in pupils' willingness to report to teachers;

- an apparent relationship between the pupils[1] perception of the extent to which staff intervened to prevent bullying and a decrease in bullying activity;

- a suggested association between increased pupil confidence and satisfaction with the school and a decline in bullying.

In the London secondary school, where the self-report questionnaire did not indicate a reduction in bullying, a number of counteracting forces were identified. These were:

- racial tensions in the locality which spilt over into the school environment and which 'demanded' allegiances to one's own racial group;

- the background culture of the area which manifested itself in high physical contact, especially boy-to-boy and boy-to-girl;

- a group of ex-students who hung around the school gates and perimeter fences and undermined staff and students' feelings that the school was a safe place.

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1. Introduction

In 1991 the Home Office commissioned a survey into the incidence of bullying in a primary and secondary school in London and a primary and secondary school on Merseyside. The areas were selected because, while levels of criminal victimisation were fairly high, they had not been the subjects of sustained crime prevention initiatives in the recent past. These areas were both characterised by high levels of unemployment and poverty. However, whereas the neighbourhood on Merseyside was almost entirely 'white'[1], the neighbourhood in London was not. Indeed, the London neighbourhood was characterised by a great deal of racial conflict. During the course of the project the number of 'non-white' students in the secondary school was approaching 50%, a level which, in the view of several local agencies, marked the point at which inter-racial conflict would be maximised. The estate on which the two London schools were located was relatively isolated. To the north lay a canal, to the west the Docklands Light Railway, to the east an orbital road and to the south, a major arterial road.

Like its London counterpart, the Merseyside neighbourhood had seen better days. Starting life as a respectable, and indeed desirable, council estate with wide open spaces, it was generally seen to have deteriorated and, like the London neighbourhood, many residents were anxious to leave it. Whereas in London much of the violence in the neighbourhood and in the schools had a racial overtone, this was absent on Merseyside because it was a largely white neighbourhood. However, both were areas in which the violent resolution of conflict was an established feature of local culture which offered a source of prestige to many of the young people in the area.

A bullying assessment questionnaire, drawing on the work of Olweus (1989), was designed by Home Office researchers, and administered to students in each of the four schools in April 1991. The results of these questionnaire surveys confirmed a high level of bullying activity in the four schools. The subsequent report recommended a programme for action against bullying based upon the three level strategy, targeted at the whole school, the class and individual student, devised by Dan Olweus in a national anti-bullying campaign in Norway during the 1980s (see figure 1).

INTRODUCTION

Figure 1: Intervention programme

General prerequisites
 1. Awareness of the problem
 2. Involvement in devising solutions

Measures at school level
 1. Questionnaire survey
 2. Structured school-wide discussion of bully/victim problems
 3. Improved supervision/surveillance of play areas during breaks
 4. More attractive play areas/broader range of break activities
 5. Confidential contact for victims and others concerning bullying
 6. Meetings about bullying between staff and parents
 7. Teacher working parties on strategies for developing positive social
    relationships between students

Measures at class level
 1. Class rules against bullying: clarification of proscribed behaviour, praise
    for non-bullying behaviour and the development of realistic and
    mutually agreed sanctions
 2. Regular class meetings
 3. Role-playing and using literature which highlights the plight of
    scapegoated groups and individuals
 4. Encouraging co-operative, as opposed to competitive learning
 5. Shared positive class activities, Crips, parties etc.

Measures at individual level
 1. Formal confrontations of students who bully
 2. Formal meetings with students'parents
 3. Encouragement of'neutral'students to help
 4. Encouragement of parents to help, through production of informal
    folders, contact telephone numbers e t c . .
 5. Organising discussion groups for parents of students who bully or are
    bullied
 6. Devising clear and quick procedures for a change of class or school,
    should this prove necessary

Subsequently the Home Office commissioned a team from West London Institute to undertake an action research project in each of the four survey schools during 1991/92. This Anti-Bullying Initiative team was to work with students and staff to devise and implement strategies to combat bullying. To monitor the impact of this intervention, the Home Office administered follow-up questionnaires to students in each school. In the case of the two primary schools, the same surveys were undertaken in 1992, upon completion of the action research, and again in 1993, to gauge the durability of any change that may have occurred. In the two secondary schools, one further questionnaire was administered in 1993.

Structure of the report

The first section below describes the anti-bullying initiative in general terms together with its aims and objectives and a short description of the way in which it was introduced. The next section provides, in summary form for ease of reference, some key results from the initial bullying assessment questionnaire. The four schools are described, in turn, in the following section, which also provides data from the follow-up bullying assessment exercises. The conclusions from the research are pulled together in a final short section. Much of the detail on the operation of the schemes is provided in a series of appendices for those wishing to initiate similar activities in their schools.

2. The Anti'Bullying Initiative

The Anti-Bullying Initiative adopted an Organisational Development (OD) approach. OD proceeds from the assumption that the policy objectives of complex 'human service' organisations are most likely to be realised if they win the support, and articulate the interests, of members of that organisation at all levels. This support is gained by a process of continuous consultation and it is this 'process' which holds the key to the success of OD. As Diana Robbins (1989) suggests, the most important aspect of policies will often be the impact that the process of their formulation has on the culture and ethos of the organisation.

The initiative workers believed that OD offered a way of identifying and working with those features of the school which promoted, or inhibited, violent victimisation. Their beliefs about what these features were, derived from their experiences as workers in the justice, care and educational systems, and research evidence about the development and operation of violent subcultures in prisons and residential establishments (Mathiesen, 1964; Jones, 1968; Millham et al, 1975; Millham et al, 1978; Rutter & Giller, 1983; Dennington & Pitts, 1991).

This work suggests that bullying and violent victimisation are most likely to occur in an organisation:

a. where there is an extensive and rigid hierarchy in which information flow from those at the bottom to those at the top of the hierarchy is poor;
b. where individual members of staff, who are the organisation's culture carriers, pursue incompatible goals and espouse or enact conflicting values;
c. where the deployment of rewards and punishments appears to be arbitrary and done without reference to a common standard or set of rules;
d. where staff appear to be indifferent to violent behaviour not directed at themselves, and
e. where there is no expression of warmth between people at different levels of the organisation.

Conversely, bullying and violent victimisation will be least likely to occur in an organisation:

a. where there is a relatively flat hierarchy in which information flow upwards and downwards is maximised and where that information affects decisions made by staff;

h.   where staff, in consultation with other members of the organisation, have regular opportunities to discuss goals and values and participate in policy formulation;

c.   where the deployment of rewards and punishments is seen to he fair and proportional and corresponds with standards or rules to which members of the organisation at all levels can subscribe;

d.   where staff arc actively concerned about violent behaviour, and

e.   where there are frequent, spontaneous expressions of warmth between people at different levels of the hierarchy.

The goal of OD is to facilitate the movement of the organisation along the continuum from the former type of organisational structure, towards the latter. While bullying, and other anti-social behaviour in schools, do not simply originate within the school, research suggests that the structure of a school, and the culture it generates, can either contain and reduce, or exacerbate, such behaviour (Hargreaves, 1967; Power et al, 1972; Rutter et al, 1978). The Anti-Bullying Initiative aimed to contain and reduce this behaviour.

Aims and objectives

Olweus (1989), like many other theorists, practitioners and commentators on interpersonal behaviour in schools, suggests that structure, culture and patterns of communication have a significant impact on the conduct of students (Hargreaves, 1967; Power et al, 1972; Willis, 1977; Rutter et al, 1978). The aims of the initiative reflected this view in that we were concerned not simply to generate new rules or programmes aimed at the modification of individual behaviour, but with organisational and 'cultural[1] change.

The initiative had five broad objectives:

1.   to produce an Anti-Bullying Code of Practice and a Strategy for its implementation through a process of staff/student consultation and collaboration, and as a result......

2.   to increase the awareness and knowledge of teachers and students about bullying in and out of school;

3.   to maximise the involvement of teachers, supervisory staff and relevant local community groups and agencies in the prevention of bullying;

4-   to improve the monitoring and supervision of students by adults, especially in the playground and on the way to and from school in order to deter, and intervene to prevent, bullying;

5.   to maximise support for victims from staff and non-bullying and non-victimised students.

The process

The key elements in the process were to facilitate communication between all members of the school community and to harness their collective resources in combating bullying. Whilst good communication and co-operation arc central features of any organisational task, they are particularly pertinent to an anti-bullying campaign. Bullying thrives in an atmosphere of secrecy; victims and bystanders fear reprisals if they report a bullying incident; without knowledge of the incident, staff cannot intervene to protect the victim, and accordingly, they are not seen by young people as an effective source of help to which they can turn. All members of the school community can easily become trapped in this cycle and become resigned to their powerlessness. It was a priority for the initiative team to create structures which would enable such fatalism to be overcome and, within each school, consultative exercises were designed to enable members at all levels within each school to analyse the problem, and to devise collective responses to it. In this way the strategies which emerged were relevant to the particular circumstances of the school concerned and, importantly, all members of the school community could experience ownership of the endeavour.

In advance of the project the schools involved were sent details of the initiative (see appendix 1).

The subsequent stages involved in the consultation process, outlined below, were broadly similar in the Merseyside schools and the London secondary school. For reasons which will he explained later, intervention in the London primary school followed a different pattern.

i) Discussion with Head/Deputy

Our initial discussions with senior staff in the schools aimed to transmit information about the methods and the techniques that the initiative team would employ and the nature and duration of the involvement of staff and students. The meeting was used to establish a timetable and nominate a senior member of staff who would be the link with the initiative team. It emerged subsequently that the authority ceded by heads to the person occupying this role, their own commitment to the project, and the extent to which they were trusted by staff and students, held the key to effective intervention.

(ii) Introduction to staff group

In their suhsequent meetings with the whole staff group, the project team used a variety of whole-group exercises to establish participants' beliefs, fears and fantasies about their schools, and their knowledge and understanding of the 'official' procedures and practices relating to bullying. (Sample exercises and staff responses are shown in appendices 2 and 3.) At these meetings staff were asked to nominate representatives for a Staff Working Party.

(Hi) Introduction to year groups

The initiative was introduced to the whole school in a series of year assemblies. At these assemblies, the behaviours which constituted bullying, and their consequences for victims were outlined by a member of the initiative team. Students were then asked to nominate two volunteers from each class to join a Year Group Working Party.

(iv) Staff and year group working parties

Two volunteers from each class in each year met for three sessions with a member of the initiative team who acted as a facilitator and recorded the participants' deliberations. Using case study material and age-appropiate exercises, these groups discussed the problems of, and their preferred solutions to, bullying and violence in the school and the local community. (Sample exercises and students responses are shown in appendices 4 and 5.)

In parallel with this, there were three 'problem solving sessions' with the Staff Working Party (see appendix 6 for an account of the themes and issues raised in the Staff Working Party).

(v) Staff-student anti~buRying working party

In the London secondary school, a Staff-Student Anti-bullying Working Party was established. This comprised five students (one from each year), four members of staff, the deputy head and an Initiative worker who acted as secretary. The task of the working party was to operationalise and monitor the anti-bullying policy and the strategies adopted by staff and students.

3. Summary of findings from the initial questionnaire

Students' responses to the initial questionnaire indicated a high level of hullying activity in all the survey schools, with children in the primary schools being the most likely to be victimised.

Table 1: Students who reported being bullied during the preceding three months (percentage figures)				
N = 107	London primary N = 257	Merseyside primary N = 410	Merseyside secondary N = 510	London secondary
Once or twice	29.0	52.5	27.6	27.8
Every week	15.9	3.1	1.5	2.0
Most days	16.8	16.0	5.1	5.7
Total	61.7	71.6	34.2	35.5

Within the secondary schools, the percentage of students who reported having been bullied decreased the higher up the school they were (see figure 2).

Figure 2: Secondary students who reported being bullied by year group

- - - - - = Merseyside secondary school

———— = London secondary school

(NB. Age of entry to year 7 is 11, to year 8 is 12 etc.)
(NB. London School does not have a year 12)
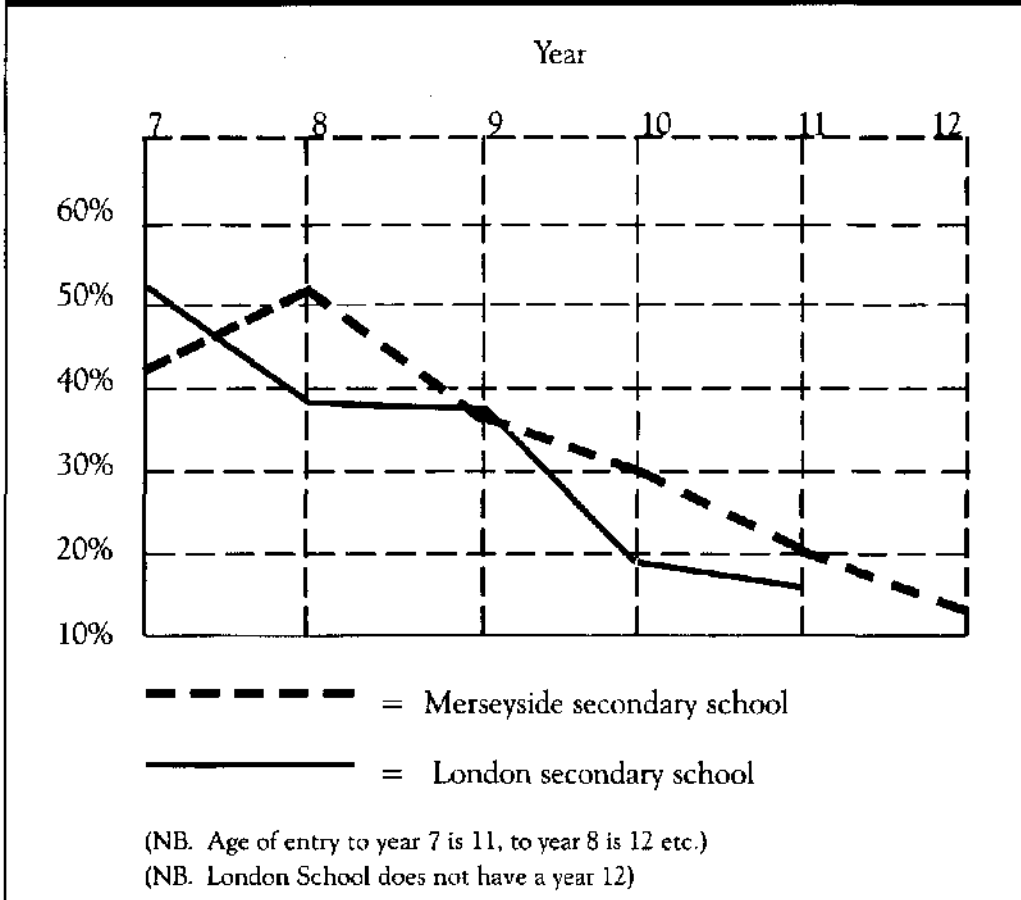
In the secondary schools it appeared that boys were more likely to be victims of bullying than girls, although in the London primary school girl victims outnumbered boy victims by two to one. In the Merseyside primary school boys and girls were victimised equally (see table 2).

	London primary		Merseyside primary		Merseyside secondary		London secondary	
Table 2: Students who reported being bullied during the preceding three months, by sex (percentage figures)								
	Girls N=57	Boys N=49	Girls N=121	Boys N=136	Girls N=198	Boys N=210	Girls N=222	Boys N=283
Once or twice	29.8	14.0	52.1	52.9	25.3	30.0	26.1	29.7
Every week	7.0	12.0	1.7	4.4	1.0	1.9	1.4	2.5
Most days	26.3	6.1	18.2	14.0	1.5	8.1	5.0	6.0
Total	63.1	32.1	72.0	71.3	27.8	40.0	32.5	38.2

Across all the schools, the most common form of bullying that students experienced was name-calling. In London, having your family cussed and racial taunts featured prominently. About half of the primary school students and about a quarter of secondary students were 'hit or kicked[1]. Boys were consistently more likely than girls to have experienced physical violence, while girls were disproportionately likely to have experienced being given dirty looks or having stories told about them. In the London schools however, it is clear that non-white students were disproportionately victimised. This will be discussed in greater detail later.

In responding to the question of how frequently they had been bullied, students were free to apply their own definition of what constituted bullying. Elsewhere in the questionnaire they were presented with a range of bullying behaviours: physical violence; threats; name calling; being ignored; having belongings taken. They were invited to tick a box if they had experienced any of these or, alternatively, to indicate if they had experienced none of them. In all schools, and indeed in all the subsequent questionnaires, the percentage of students who ticked the 'none' box was consistently lower than the percentage of students who indicated that they had not been bullied, according to their own definition (see table 3). This suggests that there were some forms of victimisation which students either do not experience as unduly oppressive, or were not encompassed in the students' concept of bullying. Discussing this phenomenon, Phillips (1991) identified physical violence, threats and verbal abuse as being the core elements of what students regarded as 'bullying'.

Table 3: Students who had been bullied according to their own, and the 'imposed' definition (percentage figures)				
	London primary	Merseyside primary	Merseyside secondary	London secondary
Imposed definition	86.6	86.2	52.8	72.6
Own definition	61.7	71.6	34.2	35.5

Students were also asked if they had bullied somebody else during the preceding three months. Although bullying is by no means an exclusively male preserve, more boys than girls admitted to bullying.

Table 4: Students who admitted to bullying somebody else during the preceding three months (percentage figures)				
	London primary N = 112	Merseyside primary N = 256	Merseyside secondary N = 420	London secondary N = 508
All students	40.2	49.2	24.3	36.5
Girls (as a % of all girls)	34.4	47.9	15.3	18.4
Boys (as a % of all boys)	47.1	50.4	23.0	22.7

Although the majority of students in all schools affirmed that they thought bullying was 'wrong', a higher percentage of girls held this view than boys.

Table 5: Students who thought bullying was 'wrong' (percentage figures)				
	London primary	Merseyside primary	Merseyside secondary	London secondary
Girls	75.4	91.4	92.9	87.4
Boys	72.9	82.2	74.1	78.3

As we have seen, this initial survey showed that there was a significant amount of bullying in all schools with a greater concentration at primary level. There was noticeably more weekly bullying in the London primary school, although what might be called the hard-core of bullying was remarkably consistent at around 16% in both primary schools and 5-6% in both secondary schools.

On a more positive note, the extent of bullying seems to decrease with age - not only is bullying more prevalent in the primary schools, but it appears to reduce as students progress through the secondary school. A significant percentage of students also felt bullying was wrong. This was particularly true of girls, with the exception of those in the London primary school.

4. The schools

The London primary school

This is the smallest of the four schools involved in the project and has a 'familial' atmosphere. Teaching staff work closely with a team of 'helpers' who carry out playground duty and offer additional adult support during lessons. In the early stages of the project, initiative workers spent sessions with the whole staff group. There was considerable debate about the tension staff experienced between administering a set of rules which were fair and consistent and being able to remain responsive to the needs of particular children. Initiative workers and staff spent time attempting to develop systems which accommodated both imperatives.

It became clear, however, that staff, together with some students and parents, had only recently been involved in a consultative exercise aimed at drawing up a behavioural policy for the school. They therefore had little enthusiasm for engaging in further consultation which appeared to duplicate work already undertaken. However, there was interest in exploiting the medium of video in work with children to reinforce their understanding of, and commitment to, the new behavioural policy. This work was undertaken in two stages.

In the first stage members of the initiative team held a series of 'workshops' each with a different group of 4-6 children. Each group was told that it could use video to put together a 'programme' about bullying. Invariably groups chose to construct a role-play featuring a bullying incident. They engaged in this with considerable enthusiasm and required only minimal directorial guidance. Playback of the role-plays allowed opportunity for analysis of how and why the dramatised events had developed in the way they did, and was used to prompt discussion and exploration of such questions as: "What could/should the bully and/or victim have done in that situation?"; "How could that type of situation be prevented?"; "Who has responsibility for preventing bullying?"; "How can victims be better protected?"; "How should people caught bullying be dealt with?" The readiness with which children engaged in these workshops, and their obvious enjoyment in doing so, endorsed our view that video was an ideal medium for opening up discussion about bullying and related issues. The presence of a camera acted as a catalyst in this process.

As a follow-up to this series of workshops, and drawing upon ideas that emerged from them, staff and students worked with the initiative team to produce a video which was to be shown to new entrants to the school to introduce them to the behaviour policy and the anti-bullying elements within it. This involved more considered preparation than the earlier impromptu role-plays. Staff and students collaborated in production *of* a script and rehearsals before scenes

were shot. The material they produced was subsequently edited and has been shown to children joining the school.

The production of the video served as a vehicle whereby new channels of communication could be established and elaborated. It was therefore crucially important that, in producing the video tape, the children engaged in active and frequent consultation with other school students, ancillary and teaching staff and the head in order to agree a script and the ways in which staff responses should be portrayed. The making of the video created a forum for a debate about what action needed to be taken, who should take it and whose interests this action should serve. This mode of intervention was well suited to the primary school in which sustained debate and protracted discussion in working parties, as happened in the secondary school, would not have been appropriate. The video allowed us to concretise crucial questions and engage key people in the organisation in their clarification and resolution. Moreover, it enabled us to do this while according a central role to school students and staying within their experiential world.

Children's responses to the three questionnaires covering the two year period 1991-93, indicated a decrease in the percentage of children who were bullied regularly ('every week' or 'most days') and an increase in the percentage of children who had not been bullied.

Table 6: Students bullied during the preceding three months (percentage figures)			
How often bullied	1991 N = 107	1992 N = 116	1993 N = 73
I haven't been bullied	38.3	43.1	53.4
Once or twice	29.0	34.5	15.9
Every week	15.9	3.4	4.1
Most days	16.8	19.0	9.5
			$p < 0.01$

The smaller percentage of students who were bullied was largely accounted for by a reduction in bullying of girls, over a quarter of whom were bullied 'most days'in 1991.

Table 7: Girls and boys who had been bullied during the preceding three months (percentage figures)					
How often bullied	1991 Girls N=57	Boys N=49	1992 Girls N=59	Boys N=56	1993 Girls N=39	Boys N=34
I haven't been bullied	36.8	40.8	40.7	46.4	61.5	42.9
Once or twice	29.8	28.6	40.7	26.8	23.1	42.9
Every week	7.0	24.5	1.7	5.4	5.1	2.9
Most days	26.3	6.1	16.9	21.4	10.3	8.6

The majority of respondents were white (65% in 1991, 60% in 1992 and 61% in 1993), The other racial groupings represented in the school were Bengali (1991-15%, 1992-14% and 1993-12%) and 'Black[1] (1991-13%, 1992-18% and 1993-16%). Although the numbers of non-white respondents were insufficient to warrant any firm conclusions, it appears that they were disproportionately victimised. In 1991, 46% of the white students said that they had not been bullied, whereas for Bengali and 'Black[1] students the figures were only 28% and 27% respectively. By 1993, 60% of white students said they had not been bullied compared with 22% of Bengali and 50% of 'Black' students.

This overall decrease in reports of bullying was uniformly reflected across all types of bullying activity.

Table 8: Ways in which students had been bullied during the preceding three months (percentage figures)			
	1991	1993	
Called names about my race or colour	25.2	12.2	*
Called names about body or clothes	41.2	24.3	*
Called names in other ways	47.9	20.3	***
I was hit or kicked	49.6	23.0	***
Because I don't speak English very well	6.7	4.1	
I was threatened	25.2	9.5	**
I had money taken from me	14.3	6.8	
I had my belongings taken from me	28.6	6.8	***
No one would talk to me	28.6	18.9	
Others told nasty stories about me	44.5	20.3	***
Other students gave me dirty looks	48.7	17.6	***
My family was cussed	61.3	35.1	***
* = p < 0.05; ** = p < 0.01; *** = p < 0.001			

The trend towards a decrease in bullying was also apparent from the children's responses to the question asking how frequently they had bullied other students during the preceding three months. The number of students who admitted having done so fell from around 40% in 1991 to 25% in 1993.

One factor which seems to be associated with the decrease in bullying activity in this school is the children's perceptions of the extent to which staff intervene to prevent it. Both teachers and ancillary workers (or 'dinner ladies') were seen as much more proactive in this respect in 1993 than in 1991.

Table 9: Responses to the question: 'How often do teachers try to stop bullying when they see it?' (percentage figures)		
	1991 N = 117	1993 N = 74
I don't know	20.5	12.2
Always	26.5	56.8
Sometimes	20.5	17.6
Hardly ever	32.5	13.5
		p = .00023

Table 10: Responses to the question: 'How often do dinner ladies try to stop bullying when they see it?' (percentage figures)		
	1991 N = 116	1993 N = 74
I don't know	29.3	16.2
Always	20.7	51.4
Sometimes	16.4	20.3
Hardly ever	33.6	12.2
		p = .00002

There is no way of knowing whether the relationship between increased intervention by staff and the decrease in bullying is a causal one, although the probability that it may be is increased when we notice that the children's attitudes to bullying have not changed to the same degree. Table 11 illustrates children's views of bullying. It shows an increased disapproval of bullying but the contrast between 1991 and 1993 is less significant than the difference in their perceptions of the staff's responses.

Table 11: Responses to the question: 'What do you think about bullying?' (percentage figures)		
	1991 N = 106	1993 N = 73
It's OK if nobody gets hurt	9.4	4.1
It's good	5.7	0.0
It's wrong	74.5	80.8
Don't know	10.4	15.1
		p = .07801

Children were asked questions which attempted to gauge levels of self esteem and it is interesting to note that, between 1991 and 1993 there was a shift in the self-concept of children in the school (see table 12). In the latter year a higher proportion of children saw themselves as being able to do things 'very well'. Similarly (table 13) a lower percentage of students 'bunked off school'. These factors may be quite coincidental to changes in the incidence and pattern of bullying, but they offer some support for the notion that bullying is less likely to occur when children feel confident in their abilities and when they feel contented in the school environment.

Table 12: Responses to the question: ' When you try to do things, how well do you do them most of the time?' (percentage figures)

	1991 N = 110	1993 N = 73
Very well	37.3	53.4
Well	38.2	30.1
Not very well	19.1	15.0
Badly	5.5	1.3

Table 13: Responses to the question: 'How often do you bunk off school? (percentage figures)

	1991 N = 111	1993 N = 73
Often	2.7	5.4
Once a week	2.7	0
Sometimes	21.6	6.8
Never	78.4	87.0

THE SCHOOLS

The Merseyside primary school

Although this school is somewhat larger than the London primary school, initiative workers found that it shared some of the 'familial' characteristics. Teachers knew the children well, and many parents had themselves previously been students at the school. The school was an established landmark in the local community.

Notwithstanding, at the onset of the project, this school had the highest percentage of children who were bullied of all the four schools (see table 1). Very quickly the initiative workers picked up on the children's sense of distress at the levels of victimisation in the school. A project worker was addressing a whole school assembly to explain the project and talk about bullying, when she was interrupted by a child putting up her hand and saying: "It's happening here...Now.. At this moment." After the assembly, a group of children approached the initiative worker to elaborate upon their concerns. From this, and subsequent small group meetings with students, it was clear that they had much to say about bullying, but lacked the confidence to bring their concerns into a public arena.

Taking a cue from this, and in consultation with staff at the school, the initiative workers set up a programme of peer education in which older students worked with younger ones on questions of what constituted bullying, students feelings about it, their responses to it and the rules and procedures the school had developed to deal with it. Peer education has its origins in the work of Friere and Illich and their attempts to devise a 'pedagogy of the oppressed[1]. It attaches importance to the experiential learning of people in similar situations and the ways in which the experiences of those who have passed through oppressive situations can be reformulated to serve as a support and guide for those who find themselves in similar situations. This process offers benefits to both parties. It offers the mentor an affirmation that s/he has successfully negotiated and survived damaging experiences thus consolidating a positive self image, while for the other participant, the mentor serves as a support and an example that difficulties, that may at that moment seem overwhelming, can be overcome. This mode of learning, which aims to increase communication between, and confidence among, students initially met with some resistance from staff. They said that it was their job to teach and that this role could not, and should not, be handed over to relatively young children. When the idea was presented by the deputy head as a method of developing peer leadership, it was accepted far more readily. It is contradictory to expect children and young people to assume responsibility for their own behaviour and that of others if they are not given the means and the authority to do so. Yet, it is a process

which necessarily requires staff to relinquish some of their own control and autonomy and this can he an anxiety-provoking business. As children gained in confidence, there was greater disclosure of bullying incidents. Table 14 shows little improvement in students' reports of bullying at the end of the first year of the project. It was only in the subsequent year that one can see a substantial decrease in the percentage of victimised children.

Table 14: Students bullied during the preceding three months (percentage figures)			
	1991 N = 260	1992 N = 250	1993 N = 236
I haven't been bullied	28.4	30.5	51.7
Once or twice	52.5	57.8	36.4
Every week	3.1	2.8	2.5
Most days	16.0	8.8	9.3
			p < 0.01

As was the case in the London primary school, the reduced incidence of bullying was reflected in all types of victimisation.

Table 15: Ways in which students had been bullied during the preceding three months (percentage figures)	1991 N = 260	1993 N = 236	
Called names about my race or colour	7.3	2.5	*
Called names about body or clothes	28.1	11.0	***
Called names in other ways	49.0	17.8	***
I was hit or kicked	59.1	24.6	***
Because I don't speak English very well	2.0	0	*
I was threatened	35.0	12.3	**
I had money taken from me	13.5	4.2	***
I had my belongings taken from me	28.6	5.9	***
No-one would talk to me	24.6	3.0	***
Others told nasty stories about me	37.7	11.9	***
Other students gave me dirty looks	45.5	18.6	***
* = p < 0.05; ** = p < 0.01; *** = p < 0.001			

A factor which appears to be closely associated with the reduction in bullying is the increased willingness of students to report to staff that they have been bullied.

Table 16: Bullied students who told the teacher (percentage figures)		
	1991 N = 202	1993 N = 132
Told teacher	43.0	57.5
Did not tell teacher	56.9	42.4
		p< 0.01

There is some support for the notion that the decrease in bullying was associated with this pupil-led initiative in reporting incidents more frequently. In contrast with the other primary school, there was no marked difference between 1991 and 1993 in the frequency with which students perceived teachers intervening to stop bullying.

Table 17: Responses to the question: 'How often do teachers try to stop bullying?' (percentage figures)		
	1991 N = 255	1992 N = 244	1993 N = 235
I don't know	33.3	29.1	26.7
Always	41.2	39.3	37.3
Sometimes	15.3	18.9	24.6
Hardly ever	10.2	12.7	11.0

THE SCHOOLS

The Merseyside secondary school

The initiative worker's notes describe the area around the school as:

" *a large area of Liverpool, built between the wars. There are still people around who remember it as a green and pleasant land, but it is now part of an urban sprawl. It is described by local people as a fairly unremarkable area which fiad a certain respectability which has begun to fade over the years of Thatcherism and increasing unemployment (currently running at 30%). A very strong macho, white working class culture prevails.*"

It took some time in this school for the initiative workers and school staff to find common ground. School staff expected that the initiative workers would prescribe procedural formulae by which bullying could be handled. Initiative workers on the other hand were concerned that 'solutions' should emerge from a consultative process which involved the students.

Eventually the impasse was resolved when staff and the initiative worker undertook joint work on developing an eight-session Assertiveness and Empowerment module for the Personal and Social Education curriculum (see appendix 7).This module was pursued by all students and dealt with self esteem, assertiveness, prejudice, stereotyping, conflict and its creative resolution. Throughout, the course focused on individual, group and class-wide strategies which could be utilised to deal with conflict, allow authentic communication and counter racism, sexism and other forms of prejudice. The positive aspect of this approach to the problem of bullying is that it establishes the issue firmly in the curriculum in a way that all staff and students can use, and provides a vehicle by which channels of staff/student communication can be opened up.

Between 1991 and 1993, the percentage of students who were bullied diminished (see table 18).

Table 18: Students who had been bullied during the preceding three months (percentage figures)		
	1991 N = 410	1993 N = 376
I haven't been bullied	65.9	79.0
Once or twice	27.6	14.4
Every week	1.5	1.8
Most days	5.1	3.4
		p< 0.001

As with the two primary schools, the drop in the percentage of students who were bullied was reflected in the different categories of victimisation.

Table 19: Ways in which students had been bullied during the preceding three months (percentage figures)			
	1991 N = 424	1993 N = 381	
Called names about body or clothes	21.6	5.8	***
Called names in other ways	26.9	8.9	***
I was hit or kicked	17.4	5.5	***
I was threatened	15.5	3.1	***
I had my belongings taken from me	3.9	0.3	***
No-one would talk to me	24.6	3.0	**
Others told nasty stories about me	7.6	1.8	***
Other students gave me dirty looks	16.3	2.9	***
* = p < 0.05; ** = p < 0.01; *** = p < 0.001			

It is shifts in boys', rather than girls', attitudes and behaviour that appear to be associated with this reduction of bullying. In 1991, 74% of boys had expressed the view that bullying was'wrong'. In 1993, 84% did. The percentage of girls with this opinion remained high but relatively static - 93% in 1991 and 90% in 1993. Similarly, the percentage of hoys who admitted bullying others dropped from 33% in 1991 to 25% in 1993. For girls the percentage figures were 15% and 12% respectively.

Since most bullying by boys is against other boys, the reduction in bullying meant that boys were victimised less over the two year period the percentage of boys who were bullied 'mainly by one boy' fell from 10% to 6%. Experience of bullying by 'many boys' fell from 15% to 9% and bullying by a 'gang' from 11% to 5%. The relatively low percentage of girls bullied by 'one' or 'many' boys (about 4%) remained much the same over the period.

The London secondary school

At the inception of the project racial tension and general turbulence at the school were high. For two years there had been a significant increase in the numbers, and the proportion, of Bengali students from outside the local estate entering year 7. Whereas in some local schools Bengali students constituted over 80% of the school roll, for some years the figure had remained at around 40%. In consequence, it had become a 'white flight'[1] school, popular with some influential white residents who saw it as 'their' school, to which, they believed, 'their' children should have a right of access. At the same time, there had been an increase in the proportion of students with 'behavioural problems' entering the school and an already overstretched staff group was beginning to feel the strain. These two factors were compounded by what David Downes (1990) describes as the "background culture of the area" which manifests itself in:

"very high physical contact at all times especially boy-to-boy and boy-to~girl, then girl-to-boy in reaction."

These pressures had led to a feeling amongst staff that the school was no longer a 'safe place'. The most tangible expression of this perceived threat came from a group of adolescents who tended to loiter around the school entrance. Some of them were unemployed ex-students and others were students who had been permanently excluded for violent or uncontrollable behaviour. They were often drunk or 'stoned' and were intimidating to staff and students. It was the belief of some local police officers, local agencies and members of staff that some of these youths were involved, and may well have been the prime movers, in many of the racial attacks and other violent incidents on the estate.

Whatever the reality, their presence as bearers of the culture of violence and as a symbol of divisions and antagonisms in the community, cast an aura upon the school. David Downes (1990) refers to an incident at the school in 1990 in which a fight between a white and a Bengali student erupted into an orchestrated "theatre of violence". The incident culminated in a battle in the local market, but few of the axe and mallet-brandishing protagonists were from the school. Students were aware that, increasingly, violence against the Bengali community was being met by reprisals from groups of young Bengalis known as 'the Rock Street Mafia'. Whether the Rock Street Mafia actually existed, or was simply shorthand for a rising generation of local Bengali young people who fought back, is not clear. Whatever the reality, however, each 'side' demanded racial loyalty. Pupils of all races felt intimidated and under pressure to take sides, even though most of them wanted no part in the conflict.

Inevitably, these pressures from outside the school found expression in behaviour inside the school. Year 7 students, talking to their group facilitators, said:

"People bully mainly because of racist reasons, white boys beat up Bangladeshi boys for no reason other than their skin colour"

Nonetheless, students also talked about the ways in which racism and violence, both within the school and beyond it, could be countered:

"... this led on to a discussion of what the school could do to help young people argue against becoming involved in racial conflict. They felt that they needed ammunition to use against bigots [some of them said that this included their parents]. They said that it was all very well the school having an anti-racist policy that was read out in assembly after an incident had occurred, but what they needed was education about why various groups of people have come to this country and why they have a right to be here. The group concluded that if attitudes were to change, the issues of race and anti'racism must be part of the timetable, not just a policy document or a reaction to an incident." (Martin, Year 9 Group Worker, November 1991)

These comments by students were made during the stage of the process when initiative workers were meeting with groups of representatives from each year. Each year group met on three occasions. Using case study material and other age'appropriate exercises, groups discussed problems of, and their preferred solutions to, bullying and violence in the school. In parallel with this, similar problem-solving sessions with staff were taking place. At the end of this process a staff/student anti-bullying working party was established, its job being to operationalise anti-bullying policies and strategies adopted by students and staff {see Staff/Student Working Party minutes in appendix 8). Key strategies to emerge were:

• a 'bully box' into which students could communicate their concerns about bullying to a named member of staff who would then arrange to meet with them in private (see appendix 9 for 'bully box[1] form, appendix 10 for staff victimisation monitoring sheet);

• a survey of the school site and environment to identify areas where children were most at risk of being bullied. This alerted supervisory staff to places where they needed to be vigilant and led to modifications in buildings so that there were fewer playground areas that were screened from public gaze, and a revised staff playground duty rota;

- a meeting between the staff/student working party and the local police to clarify their respective roles and responsibilities in relation to victimisation, both inside and outside the school;

- inclusion of bullying-related issues within the curriculum;

- organisation of a half day conference for the whole school. This was designed to report back on progress being made and to keep the issues alive in students' minds. A quiz (see appendix 11) was devised as a means of engaging students in this process, and

- preparation of an anti-bullying video by staff and students (this has subsequently been shown to all new entrants to the school and also to feeder primary schools in the area).

Following the launch of these strategies the incidence of reported bullying notified via the bully box rocketed. It was as if the combined impact of these strategies, all of which grew out of a protracted process of consultation had lifted the lid of a Pandora's box of victimisation. Interestingly, once the new climate of openness was established, reports of bullying via the bully box declined a little, whereas face to face reports to, and discussions with, staff increased markedly:

"The *children come and talk to us far more easily, not just about bullying, although that's important, but about all sorts of other things that are happening in and around the school. I think the bullying project has really got us talking to each other, and it's not always easy for us to hear some of the things die children want to say, but it must be better than before"* (Year 11 teacher)

Given the energy and commitment that both students and staff had invested in the project it was both surprising and disappointing that the returns from the questionnaire surveys showed little apparent change in the levels of bullying over the period between 1991 and 1993.

Table 20: Students who had been bullied during the preceding three months (percentage figures)		
	1991 N = 510	1993 N = 575
I haven't been bullied	64.5	60.1
Once or twice	27.8	31.6
Every week	2.0	2.7
Most days	5.7	5.3
Differences between 1991 and 1993 figures are not statistically significant.		

These figures conceal disparities between the experience of white and Bengali students within the school. The three largest racial groupings in the survey population are shown in table 21.

Table 21: Racial groupings		
	1991	1993
White	52.0%	49.4%,
Bengali	18.6%	35.8%
Black	10.9%	9.4%

It can be seen from table 22, that Bengali students suffered higher levels of bullying than either white or black students .

	1991			1993		
Table 22: Students who had been bullied during the preceding three months, by race (percentage figures)						
	White N= 269	Bengali N= 92	Black N= 55	White N = 280	Bengali N = 161	Black N = 50
I haven't been	71.7	37.0	69.1	67.9	40.4	68.0
Once or twice	23.0	52.2	21.8	23.9	47.2	26.0
Every week	1.1	4.3	1.8	2.1	4.3	2.0
Most days	4.1	6.5	7.3	4.6	6.8	4.0

On the face of it, it appears that the initiative in the London secondary school made little impact on levels of bullying. However, there are a number of factors which must be taken into account in order to set these findings in context. The period in which the initiative was undertaken coincided with a marked increase in the proportion of Bengali students in the school and in racial tension in the area, which culminated in the election of a British National Party candidate in the adjacent Isle of Dogs in 1993. The Head of the school was quoted in the local press as attributing racial tension within the school and the neighbourhood to the heightened profile given to race and ethnicity in the protracted and acrimonious run-up to this election. Thus, during this period there was an escalation of racial gang righting in the immediate neighbourhood some of which involved students from the school. Given the circumstances, the fact that the incidence of bullying has remained at a similar level might be interpreted as positive. Indeed there was a modest decrease in the percentage of students who suffered the most serious forms of bullying: for example, the percentage of students who reported being hit or kicked decreased from 17% in 1991 to 14% in 1993. Those abused by racial name calling dropped from 23% to 18%; threats with a weapon from 5% to 3%; theft of money from 5% to 3% and being 'touched up' from 12% to 8%.

These reductions are not statistically significant, but, more encouragingly, when one isolates year 7 students, one finds that the 1993 cohort had to endure significantly less physical violence than their predecessors in 1991. In that year 33% of year 7 students had been 'hit or kicked', whereas in 1993 this percentage

figure was reduced to 18% (p<0.05). In its work in the London secondary school, the initiative team devoted considerable energy to the plight of the youngest and most vulnerable students, and they were closely involved in the project. In a subsequent study (Smith and Pitts, 1994} it emerged that when this cohort of students entered year eight, their 'bullying profile[1] was far lower than expected, suggesting that the initiative may have had a differential impact upon different years of students.

The testimony of those involved in the life of the school suggests that these changes have contributed to changed perceptions of the level of threat and anxiety in the school.

"The *kids are more friendly to each other. There's less bullying. You don't see people getting beaten up - or complaining of having been beaten up.*" (Year 10 student)

"It's *been a lot of hard work, but it's been worth it because we've seen the changes and the improvement"* (Year 11 student (member of staff-student anti-bullying working party))

"There *has been a clear change in students' attitudes, the most important being that they would report incidents of bullying. In the past they thought it wasn't worthwhile. There is more trust between students and staff."* (Deputy Headmistress)

"The *ethos of the school has improved....The atmosphere is noticeably calmer; students' attitudes towards one another appear much more positive with a significant reduction in overt racial tension and sexism."* (Extract from HMI report on the school 1993)

5. Conclusion

The initiative did not aim to prescribe a 'quick fix'. The target of the intervention was the organisational culture of the four schools. The intention was to create the conditions for, and to set in train, change in those organisational cultures. The strategies employed to this end varied from school to school because each school had a different culture, confronted different problems and, in consequence, opted for different 'solutions'. In all four cases, however, a consultative stage preceded the choice of a 'solution[1]. This process, of itself, was probably as significant in its impact upon school culture as the 'solutions' that were eventually selected.

It is evident that the initiative had a significant impact upon the primary schools involved in the project. On Merseyside, participants chose to utilise a child-centred peer education programme and in London the choice was for brief focused work with teaching and ancillary staff and a video dramatisation of the school's behaviour policy. As we have already noted, in the London school the reduction in bullying appears to be related to an increased willingness of teaching and ancillary staff to intervene in bullying incidents; whereas in the Merseyside primary school, the changes appear to be related to the increased confidence of students to report bullying. In both cases, improvements appear to hinge on the development of a shared perception by adults and children of those behaviours which can be tolerated, and those which cannot. For this to happen, communication between people at different levels in the organisation is a key element.

Similarly, in the Merseyside secondary school (through the means of curriculum content which draws upon the lived experience of the children) and in the London secondary school (through the process of engaging all students in democratic decision-making) communication was improved.

Our experience also suggests that simultaneous change in both the physical and social environments of a school is necessary if individual and group behaviour is to change significantly.

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Appendix 1: Introductory letter to schools

HOME OFFICE * BULLYING IN SCHOOLS PROJECT

Introduction

The project outlined here is the second phase of the Home Office Bullying in Schools project. It is an attempt to transform the information gained in the study of bullying, undertaken in April 1991, into a programme for action against bullying. The project is part of a broader Home Office initiative which also aims to reduce domestic violence, neighbourhood conflict (racist aggression and violence in particular) and violence in the street.

The initiative is funded by the Home Office and a number of individuals and institutions arc undertaking different parts of the work. The team, led by John Pitts of the West London Institute, is responsible for the implementation phase of Bullying in Schools.

The project team

John Pitts is Reader in Applied Social Science at the West London Institute of Higher Education. He has worked as a Youth Worker, an Intermediate Treatment Organiser and a Group Worker in a Young Offenders Institution. His research has included studies of the treatment of black and white young people in the juvenile justice system, the management of violent and self-damaging young people in local authority care and a comparison of the French and English child-protection systems. He has acted as a consultant to staff groups in facilities for the young homeless, residential homes and Intermediate Treatment projects. John will be responsible for co-ordinating the project.

Philip Smith works on a freelance basis to produce training materials and video-films for use in social work and education. He has worked as a Probation Officer and as a Lecturer in Social Work. He has a particular interest in group work and has produced videos and training packs for use by social workers and health care staff. He will be making video films for use during and after the project.

Jane Linklater is a freelance Organisational Development Consultant. In this capacity she has recently been working with the South Yorkshire Probation Service and an arts and theatre complex in Sheffield. She has previously worked as Officer in Charge of Childrens Homes, Head of an Alternative to Custody project and as a family therapist.

The project

The project aims to produce an Anti-Bullying Code of Practice and a strategy for its implementation through a process of staff/student consultation and collaboration. As such, it is not simply concerned with the creation of new rules nor the containment of individual behaviour, although this may also be necessary, but with organisational change.

The reason for this is that most researchers seem to agree that 'organisational' change makes more impact on bullying than other sorts of intervention [Rutter et al (1979); Olweus (1989); Smith (1991)]. They suggest that bullying is a behaviour which can be successfully managed or contained by organisations and that such containment can have lasting benefits both for those who are bullied and those who bully. This type of intervention operates at a number of levels and involves all members of the school; teaching staff, students, administrative and ancillary staff.

Below, is an example of an organisational intervention programme based on the one devised by Dan Olweus in Norway in 1989

Intervention programme

General prerequisites
1. Awareness of the problem
2. Involvement in devising the solution

Measures at school level
1. Questionnaire survey
2. Structured school-wide discussions of bully/victim problems
3. Improved supervision/surveillance of play areas during breaks
4- More attractive play areas/broader range of break activities
5. Confidential telephone contact for victims and others concerrned about bullying
6. Meetings about bullying between staff and parents
7. Teacher working parties on strategies for developing positive social relationships between students

Measures at class level
1. Class rules against bullying: clarification of proscribed behaviour, praise for non-bullying behaviour and the development of realistic and mutually-agreed sanctions
2. Regular class meetings
3. Role-playing and using literature which highlights the plight of scapegoated groups and individuals
4. Encouraging co-operative, as opposed to competitive, learning
5. Shared positive class activities, trips, parties etc.

Measures at individual level
1. Formal confrontation of students who bully
2. Formal meeting with student's parents
3. Encouragment of 'neutral' students to help
4. Encouragment of parents to help, through production of information folders, contact telephone numbers etc.
5. Organising discussion groups for parents o(students who bully or are bullied
6. Devising clear and quick procedures for a change oi class or school, should this prove necessary

Clearly such a programme, developed in a different country with a different culture and educational system cannot be translated lock, stock and barrel into Britain. For example, Olweus, in common with many other commentators, fails to deal with the problem of racially motivated bullying or sexual harrassment.

Yet, the three-level structure of the Intervention Programme and some of the programme components appear to have relevance, as does the process of consultation by which an anti-bullying strategy and a code of practice are developed.

How will it work?

On pages 8 and 9 is a proposed programme of work. This programme is designed to cause minimal disruption to the school and to minimise the demands upon an already hard-pressed staff group.

It indicates that the two meetings in November and the one in December are to be conducted in separate staff and student groups and that thereafter groups would be mixed. This has been proposed for a number of reasons:

fa] Staff may have their own concerns about dealing with bullying behaviour both in terms of their own skills and confidence and their need for support from peers and management. To this extent, the staff 'agenda' may be different from that of students.

[b] If staff are in a separate group they do not have to be responsible for students and this may free them to say what they want and ask for what they need.

During these three sessions groupworkers, recruited by John Pitts, from mature student social workers, teachers or other suitable people with experience of working with children and young people, will work with the student working parties. They will take the groups through the materials devised by the project team in consultation with school staff and record their deliberations. John Pitts **will** work with the staff group.

But, you may be wondering:

Won't the students just use this as an opportunity to criticise staff to outsiders?

Isn't breaking up into separate groups divisive?

The groupworkers will be working with the students on a structured programme designed to evoke positive suggestions for organisational change. Obviously, from time to time, students may cite the ways in which particular members of staff have handled particular bullying episodes and this may be easier to talk about if staff are not there. But the group workers are not constructing an anti-bullying staff league table and they are certainly not there to supervise moaning sessions.

Our experience of working in this way has been that students are usually very positive about staff and value their efforts a great deal.

How will the staff working party be recruited?

The staff working party **will** be composed of volunteers. Because the student working parties will be organised on a year basis and that after the first three sessions these will become staff/student groups, it would be administratively tidy if the staff working party were to he composed of ten teachers, two from each year. However, things are seldom as simple as they appear and you may wish to use a different method.

How much time will I be expected to give?

i

If the programme we have devised runs according to plan, staff will be asked to attend the following sessions:

Working Party Members

Nov. 1991	2 X 1 hour sessions
Dec. 1991	1 X 1 hour session
Jan. 1992	1 X 1 hour session
Feb. 1992	1 X 1 hour session
Apr. 1992	1 X 1 hour session
May. 1992	1 X 1 hour session
Jun. 1992	1 X 1 hour session

8 hours

The Whole Staff Group:

Oct. 2nd 1991	1 X 1 hour session
Dec. 18th 1991	1 X 1 hour session
Dec. [end of term]	1 lesson [consultation]
Apr. 1992	1 lesson [questionnaire]

References

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HOME OFFICE - BULLYING IN SCHOOLS PROJECT

Outline of proposed programme of work

Wed. 2nd Oct.	Report back to staff on research findings and introduce proposals for anti-bullying project. Ask for volunteers for staff working party.
Tues 8, Wed 9 Thurs 10 Fri 11 Oct.	Introduce project to student year groups.
Week beginning Monday 14th Oct.	Staff recruit student volunteers [2 per class] for five [year-based] student working parties.
Oct.	J.P recruits group workers.
Nov.	3 meetings of staff and student working parties to formulate proposals for an anti-bullying code of practice and procedures for implementation. West London workers to produce materials/exercises, ES. to video parts of discussions.
	Group workers write-up notes of discussions.
Dec. 18th 3.45-4.45 pm	Draft proposals to be discussed by the whole staff group.
	[West London workers add staff comments to draft proposals]
Dec. [end of term]	Staff and class representatives on working parties present draft proposals to classes for discussion West London workers to produce materials/exercises.
	[West London workers add students comments to draft proposals]
Jan.	Staff/Student Forum: Staff and student working party members get together in mixed groups to discuss and agree code of practice and procedures for its implementation. West London workers to produce materials/exercises.

[West London workers record these deliberations and produce and circulate code of practice, documents on procedures, monitoring materials and publicity materials]

Feb. Apr. June   Joint staff/student working parties meet to monitor the effectiveness of the code of practice/procedures. West London workers to produce materials/exercises.

                      J.E available to work on issues, questions or problems concerning implementation which arise between meetings.

April   Follow-up bullying questionnaire.

May/June   Forum/conference at which staff/students present code of practice, procedures and results and implications of monitoring to governors. West London workers to produce materials/exercises.

                      Forum/conference at which staff/students present code of practice procedures and results and implications of monitoring to parents. West London workers to produce materials/exercises.

Aug.   West London workers produce final report.

Appendix 2: Initial staff consultation exercise

Introduction:

The aim of this session is to generate as much relevant information as possible from you, as quickly as possible.

This is important because we are not the experts on victimisation at this school, you arc. We may, from time to time in our work together, suggest research and theories which may be useful to you in your attempts to devise an anti-bully ing strategy. However, while t'ley may inform your work, and we may facilitate it, the "solutions" will be yours. This is because, we don't understand the unique character of school, its strengths and its difficulties, in the way that the staff and the students do, and this is why the response to these difficulties must be your own.

I hope you will find this exercise interesting and useful. There will be time at the end for you to comment on the exercise and the way we have handled the session.

The exercise aims to elicit from you information about your experience of victimisation in the school:

Information about:

what works	anc	what doesn't work
which rules, practices and taken-for-granted assumptions are clear	and	which are not
what the policy is	and	what it might be

what kinds of support and back-up staff at all levels feel they need in dealing with violence and bullying in the school.

and some indication of the kinds of sanctions, resources and practices which they need to operate effectively at school and class level and with individual pupils.

The information you generate will constitute the basis upon which the staff working party will begin its work and there will be time at the end of the session to recruit members to the working party.

APPENDIX 2

Sheet A. BREAK TIME

It is break time. You are walking in the playground. A fifteen year old boy hits a twelve year old boy very hard, pushes him to the floor and shouts abuse at him. The twelve year old is crying.

What will you say to the fifteen year old?

What will you say to the twelve year old.[7]

What will you do then[7]

What information will you need.[7]

If your answer to any of these questions is "it depends", what does it depend on?

The following day you learn from a number of your pupils that the fifteen year old attacked the twelve year old outside his block of flats that same evening. What do you do?

Sheet B. WHO DOES WHAT?

If the fifteen year old described on sheet A were to continue to bully younger students, what action do you think the following people should take [please be as specific as you can]:

1.   Form Teachers

2.   Year Heads

3.   Deputy Heads

4.   The Head

5.   The parent/s of the bullying pupil

6.   The parcnt/s of the bullied pupils

7.   The school governors?

8.   The local education authority/

APPENDIX 2

Sheet C. SANCTIONS AND RESTRICTIONS

Research indicates that while many students are involved in bullying from time to time, some will persist in this behaviour.

Suggest the penalties or remedies you would consider appropriate in the case of a child who bullies the same younger student three more times after an initial warning.

<div style="text-align: center;">PENALTY   REMEDY</div>

1st. Time:

2nd. Time:

3rd. Time:

Sheet D. SURVEILLANCE AND DIVERSION

Suggest in 2 minutes:

1. As many practical ways as you can in which bullying in the playground
    could be observed more easily.

2. Practical ways in which breaktimes could be made more interesting.

3. Practical ways in which the journey to and from school could be made
    safer.

Appendix 3: Responses to initial staff exercise

Speaking to **the assailant**

> Teachers in playground should stop bullying and be seen by pupils to be expressing disapproval.

> They should explain privately to the assailant why their behaviour is wrong.

> They should, however, try to find the reason for the attack.

> They should identify the names of bullying/bullied students and ensure that the incident is recorded/referred to a senior member of staff.

> Students should be separated and sent, or escorted, to separate locations.

> Staff should calm onlookers.

Speaking to the victim

> Comfort them and escort them to a quiet place; the Medical Room if they are injured. Find a friend for them to be with.

> Ensure they are safe from further attack/taunts and that they feel safe as well.

> Teacher should feel that they can call on extra assistance if they need it [hut who is this and how do you do it?].

What next?

> Complete an incident sheet: [what is it? where is it? where does il go? what use is made of it?]

> Take statements from witnesses [where should they be sent?]

> Inform Parents/Guardians [what will you expect them to do?]

> Use existing procedures [what are they?]

> Call 'On-call' teacher [what will you expect them to do?]

What information is needed?

A School Ami-Bullying Policy [what should it he?]

Witness statements [who investigates, who has the power to act? what action is possible/desirable?]

Background; was this an isolated incident or part of an individual/group pattern [is there a need for centralised information/monitoring?)

What you do depends on ...

Time available; you may he going off to teach a class.

Whether you know the students and their background.

Whether the teacher on call is available.

If the incident develops further outside of school

Inform Head of Year [of bullied/bullying students?!

Check if bullied student is in school.

Complete referral form and pass on information to whoever dealt with original incident.

Inform Head/Community Police/Home'School liason worker [what will you expect them to do/
|NOTE: students identify the continuation of racial incidents beyond school as a major problem]

Appendix 4: Initial secondary school student exercise

BREAK TIME

[note the ages of the members of your group] [. . . . .]

A fifteen year old boy is punching a thirteen year old boy and, shouting at him. The thirteen year old is very frightened and upset but the fifteen year old keeps on hitting him and shouting.

What do you think the other students who are watching this should do?

What do you think you should do?

What do you think the member of staff on duty should do?

What do you think the head or deputy head should do?

WHAT IF IT CONTINUES?

If the fifteen year old is warned but does it again to the same boy the following week what should happen to him?

Who should take the decisions about what happens to the fifteen year old? Think about the good things and bad things about these alternatives.

1. the head or deputy?

2. the class teacher?

3. other members of the boy's own class?

4. people ftom other classes who don't know the boy who was bullied?

5. the boy who was bullied?

What should happen if the fifteen year old kept on bullying people despite what was done?

BEING BULLIED

If you were being bullied when and where would you be most in danger?

If you were being bullied what kind of help would you need/

How could the following people best help you?

    1. Members of your class?

    2. Members of other classes?

    3. The teacher on duty?

    4. Your class teacher?

    5. The head or deputy head?

Appendix 5: Summary of secondary school student working parties themes and issues

1. Penalties: Bullying students could apologise in front of class/year.

2. More emphasis should be placed upon the enforcement of school policy,

3. No racist and sexist name calling by anybody should be tolerated in the school.

4. Girls should have equal status in sport, with mixed sports in general and mixed football teams in particular.

5. We need lunchtime clubs, safe places to sit and activity to divert bullies.

6. Teachers must believe pupils when they say they are being bullied.

7. Bully and victim should not be dealt with together.

8. Suspension is useless, keep punishment visible and in school.

9. Allocate year 7 to small sub-groups within their classes for support and to avoid isolation and hence vulnerability to bullying.

10. Restrict play areas to particular age groups and increase supervision.

11. Give older students more responsibility perhaps by the introduction of a rota,

12. Develop an indoor, staffed year base at lunchtimes which could also be staffed by year 11 students.

13. Students could produce an anti-bullying booklet with a clear statement of policy. This should be given to all students and could include a colour-coded map of danger areas.

14. Students could produce an anti-bullying video.

15. We should find ways for staff and students to share responsibility.

16. Bullying students should be encouraged to take turns on rotas and work on working parties as a way of making a positive response to their behaviour.

17. Anti-Racism should permeate the curriculum because white and black students need a better understanding.

18. Personal and Social Education should be developed to include discussion of Bullying, Racism and Sexism in the school.

19. Representatives should be elected for regular meetings with staff about these issues.

20. Whatever happens after an incident should happen quickly and involve the victim and both sets of parents.

Students' views about future staff/student consultation

1. Confidentiality was most important. Students did not want anything they said to get back to 'the bullies'.

2. Staff could be given a list of the questions that students wanted to ask as a starting point for their discussion.

3. Some younger students did not want to join a group with older students because they might not be able to air their views.

Appendix 6:   Summary of secondary school staff working party themes and issues

Can the curriculum and the style of teaching be developed in such a way that positive relationships between students of different races can be fostered?

Where, when, how and by whom will issues of interpersonal relationships, including violence, racism, sexism, and prejudice be dealt with?

We need a fair, quick, teacher/student'friendly procedure for dealing with bullying.

We need a simple, efficient non-discriminatory bullying/bullied monitoring system which, presumably, links with a range of sanctions and 'helping' interventions.

Exclusion was often counter productive and a more effective response was needed.

Breaktime 'Home Bases' remain a good idea but cannot be resourced at the moment.

The involvement of older students in 'diversion' from, rather than control of, bullying is a good idea.

We should explore the role of a School Council in an anti-bullying strategy.

We need to make the school feel safe again and, for everybody's sake, we have to 'get to grips' with the issue of the gang fighting in the neighbourhood which spills over into the school.

Appendix 7: The Merseyside secondary school personal empowerment programme

Week 1. Communication

Introductions: Who are we? What are our hopes and fears for these sessions, [participants form pairs to identify apprehensions and expectations]

Group Leader draws these issues together and identifies shared and different objectives which participants wish to pursue.

Brainstorm: Ground Rules for Working Together:

           Who talks when?
           Interpersonal behaviour
           Language/Communication

Getting to Know You I. [Communication Exercises]:

Students find somebody in the group they don't know very well and find out as much as they can about them in five minutes.

Pairs return to large group and each introduces their partner to the other members.

Getting to Know You II. [Blocks to Communication]:

What is difficult about getting to know people? "they won't like me", "I won't like them", "they won't listen to me".

Round Up: Go round the group saying, in turn, what you understand about getting to know people that you didn't understand before.

Week 2. Active listening

Teachers remind students about the purpose of the sessions and the ground rules agreed in the previous session.

Game, Fruit Salad   [Listening Exercise]:

All group members sit in a circle and are given the name of a fruit - apple, orange or pear. When the person in the middle calls, for example, "apple" all the "apples" have to run round the outside of the circle. When the central person calls "fruit salad" everybody has to.

Brainstorm: Go round the group and ask how do we know when people are listening to us? How do we know when they are not? What stops people listening? ... they're in a hurry, not interested, too noisy themselves, tired, distracted, believe they know what we are about to say etc.

3X3 [Exercise]   Group divides up into groups of three and one person talks about something they are very interested in for three minutes. One person is instructed to listen carefully for the first minute and then stop listening and the third person is an observer who gives feedback on what happened ... body language, strategics for regaining peoples' interest etc etc.

Round Up: Discuss what group members are going to do in the forthcoming week to improve their listening skills. They are asked to think of somebody they don't always listen to and to think what they can do about it.

Making choices:

Introduction to whole group "Your best friend wants you to do something you don't want to do [eg bunk off school, lend them your pocket money, take drugs, pinch a car] How do you handle it?"

Brainstorm;

"What can you do?"

Teachers group responses under PASSIVE AGGRESSIVE & ASSERTIVE and ask group to, think about the choices they have.

Role Play:

In 3s, two volunteers to play parts of best friends who disagree on a course of action and the strategies they use. Third person acts as observer and reports back to large group. Role players feedback about whether, as best friends, they were able to persuade the other or not and whether they felt able to say yes or no when under pressure. Teachers highlight differences between aggressive and assertive behaviour.

Round Up:

Ask group members to identify a situation in which it felt good to say no.

Week 5. Building self esteem

Teachers remind students about the purpose of the sessions and the ground rules agreed in the first session.

My Personal Shield:

How I defend myself against being hurt. Group members are handed a blank sheet of paper and asked to write down what their shield is. Papers put into a hat and mixed up. Group members take one out of the hat in turn and read them out. All group members who use that strategy are asked to put their hand up.

Teacher disusses the importance of our shields and that we use them to keep feeling OK about ourselves when bad things happen to us or are said about us. Group is asked to identify situations in which one's self-esteem can be damaged.

My Personal Mallet: How I put myself down and deny that I am OK and that there are things that I am good at. Group divides up into pairs and each member tells the other what they think is good about them.

Week **6. Building confidence**

Teachers remind students about the purpose of the sessions and the ground rules agreed in the first session.

Warm-up: Fruit salad [cf week 2.]

Brainstorm: What sort of situations make you feel unconfident: Knowing or not knowing your school, people being nasty to you, when you are frightened, when you have to ask for something from someone who appears to be more confident and powerful than you.

Exercise: Half the class walks around the room in a confident manner. Half the class walks around the room in an unconfident manner. Teachers ask group what it looks like and what it feels like.

Brainstorm: What do confident people look like? What do unconfident people look like.

     Teachers ask "what is the difference between confidence and aggression?

     ["I feel good and you're OK" versus "I feel good because I'm making you feel awful"]

Round Up: How I will try to be more confident in the coming week.

Week 7. Working together

Teachers remind students about the purpose of the sessions and the ground rules agreed in the first session.

Brainstorm: Name all the teams you can think of [not just football teams]. What are the differences between a "good" team and a "bad team". Teachers group responses under CO-OPERATION & COLLABORATION.

Brainstorm: What are the benefits of working together instead of alone: more fun; more ideas; can take on more difficult/interesting tasks; complementary skills and knowledge.

Exercise: In teams of 6, group members use newspaper, cardboard straws etc. to make any object they like.

De-brief: Groups are asked to think and talk about how working together enhanced the task and some of the difficulties, or things that you have to take into account when collaborating with other people.

Round Up: Go round the group saying, in turn, what you understand about working together that you didn't understand before.

Week 8. Summing up

Teachers remind students about the purpose of the sessions and the ground rules agreed in the first session. They say that this session aims to pull together all the learning that has gone on in the previous seven weeks.

Week 1. Communication
Week 2. Active listening
Week 3. Improving perception
Week 4- Aggression or assertion
Week 5. Building self esteem
Week 6. Building confidence
Week 7. Working together

Teachers ask group to divide into seven smaller groups and spend 15 minutes identifying the three most important points that we should remember from each *of* these sessions and one "unanswered question" [on flip-chart paper].

The 21 most important points are then bluetacked to the walls and clarification sought and offered.

The seven questions are then put to the whole group as a basis for discussion and revision.

Round Up: All group members, in turn have an opportunity to
                             bid farewell to the group and offer it a gift in the form
                             of some words of advice or encouragement.

Appendix 8: Minutes of secondary school staff-student anti-bullying working party

1.   Public apologies

It was felt that it would usually be better to confront somebody in front of the class rather than the whole school although it is important that the whole school knows who the persistent bullies are.

It was felt that 'mediation', an opportunity for the two people involved to talk it out with the help of a teacher, was a good idea if both people were willing. This will need to be discussed by staff and could involve some training sessions for staff who are to be involved.

The possibility of a bullying tribunal at which the bullying and bullied pupils and the 'witnesses' appeared separately was discussed. The question of penalties for bullying was raised and this is dealt with under 7. below

2.   School bullying/behavioural policy

It was felt that few students actually knew what the school policy/school rules/pupils rights and responsibilities/code of conduct were. It was felt that not all staff knew them cither, and what they have to do when there is an infringement of them?

It was agreed that there should be a School Policy Study Morning after Easter for years 7/8/9 when years 10/11 are on work experience [provision for years 10/11 to be discussed]. Students could use role play/video to bring issues alive and Mr Smith agreed to get Bullying videos. Anti-racism and anti-sexism policies would also be considered during the Study Morning.

3.   Racist and sexist bullying

It was felt that racism and sexism occupied a more central place in the curriculum three years ago when the staff working parties on these issues were still meeting. There is less 'permeation now , partly because of shortage of time but also, perhaps, because these working parties are no longer there to keep the issues at the forefront. It was felt that, as a result, anti-racist and anti-sexist policies in the school seem to have gone into abeyance. There was a suggestion that the decline in the enforcement of anti-racist and anti-sexist policies had contributed to the school feeling less safe than it used to.

It was agreed that student/staff anti-racist and anti-sexist working parties should be convened and should meet regularly to discuss whether the policies are working, how they can be made to work better and, if necessary, how they need to be changed.

It was felt that although PSE was used to raise these issues it was often difficult for individuals to express what they felt, particularly if the person bullying or intimidating them was in the same class.

The working party felt that there was not enough time for trusting relationships to be made between form teachers and their students. It was agreed that if form teachers were able to take their own form for PSE and use it to discuss issues affecting them this would be better. Longer registration periods in which informal discussions could take place would also help students to feel less isolated and vulnerable. It might be that one period a week could be devoted to 'form rime' or school could finish a bit earlier one day so that students with something on their minds could discuss it with their form teacher or any other teacher that they felt would listen to them.

Were this to happen, it would be very important that all students and staff knew about the procedures for dealing with information about bullying and that the staff implemented them. There was also an important question to be sorted out about what information was confidential and what was not.

There are a number of issues here which will have to be taken to the Head, the Governors and the Staff Group for a decision.

4.   Mixed sports teams

It was agreed that as part of the school's anti-sexist commitment, mixed sports teams should be available to girls who want them; they should not have to ask! It was agreed that a 50/50 Mixed Team Tutor Group Tournament could be organised as part of the programme of lunchtime activities [see 5 below].

5.   Lunchtime activities

It was agreed that a programme of lunchtime activities would help to reduce bullying. There was some concern, however, that if older students were given responsibility for organising this they might abuse their authority and start to bully younger students. It was agreed that they should work under the supervision of a teacher and that only selected volunteers who did it in order to gain accredited youth work/play leadership experience, and whose work would be evaluated, in part, by 'consumers', should be able to do this. John Pitts can approach Youth and Community Work courses which might be interested in involving their students in such a project.

It was agreed that the other side of this initiative was to ensure that the teachers and meals supervisors in the playground were looking out for, and willing to do something about, bullying. It was suggested that meals supervisors might be given

clearer directions about their role in relation to bullying and given an opportunity to read and discuss the policy and procedures for dealing with it.

It was recognised that staff needed time off but, nonetheless, Mr Jones nobly volunteered to do Wednesdays.

It may be that any shortage of adults or particular skills could be made good by approaching the Local Age Concern branch or Trades Unions which are in touch with skilled and experienced people who are currently unemployed.

Activities suggested included: Chess Club, Homework Club, Staffed Year Bases and Tournaments.

6.   Responses to bullied pupils

It was recognised that when staff were under pressure, and even though they usually believed what they were told, it was very easy to let allegations of bullying drift and not to follow the agreed procedures. It was hoped that the School Policy Study Morning (see 2 above) would reinforce the need to 'follow through' on these complaints.

It was agreed that a 'Bully Box' should be constructed so that pupils who are being bullied or intimidated can meet with the teacher of their choice to discuss the problem in confidence, (see Appendix 9)

By regularly collecting the forms staff/students can monitor patterns, and the extent, of bullying in the school and get some idea about whether their other initiatives are having an effect.

It was also felt that some of the older students who had had problems in the school when they were younger, could offer some younger students continuing help and support and it might be that staff might want to suggest this to some of the younger students if they think it appropriate.

7.   Penalties for bullying

It was felt that suspension would only work if the suspended student had to complete a bullying-focussed work book during their suspension. It was felt that any further incidents after this should be dealt with by 'community service', putting something back into the school. This could include cleaning up the play areas after school. It also makes sense to keep a person who has bullied somebody back after school so that the bullied student is not worried about being bullied again on their way home.

8.   Date of next meeting

Appendix 9: Bully box forms

Form for students

Bullying

You have a right to be safe and happy at this school and if you are not we want to hear about it. Just fill in this form and put it through the letter box in your year room.

The teacher you have named wili send you back the tear-off slip at the bottom of this form telling you when and where you can meet them.

NAME

FORM

TEACHER YOU
WISH TO SPEAK WITH

✂ —

STAFF REPLY SLIP

Dear...,

Thank you for your note. I would like to meet you at.........[time]

at.........[place] to talk about it.

Yours......................................

Appendix 10: Victimisation monitoring sheet

STAFF MONITORING SLIP

Student's Form No. . . . . Race   **M/F**

Name/s of alleged perpetrator/s . . . .

What form did the reported bullying take?   Tick if appropriate

Name calling/isolation because of race, colour or culture   ☐

Name calling/isolation because of sex/gender   ☐

Name calling/isolation because of family   ☐

Name calling/isolation because of something else   Please specify

Threats   ☐

Threats with a weapon   ☐

Threats and theft of property   ☐

Property stolen or damaged   ☐

Physical violence   ☐

Physical violence with a weapon   ☐

Sexual molestation or assault   ☐

Other. Please specify . . . .

What action did you take/

Name   Date

Appendix 11: Secondary school quiz

[One point will be awarded to the team for each correct answer]

Q1. Name the Following People:

la] The Head ....

[b] The Deputy Heads ....

[c] Your Head of Year

[d] Your Form Teacher

Q2.

[a] If you are bullied, which of these people should you tell first?

[b] If they are not available, which other person/s should you tell?

[c] Which of them is responsible for investigating your complaint?

Q3. Which of the things in the following list would you describe as bullying?

	[tick]	YES	NO
[a] If you are deliberately left out of games or excluded from your usual group of friends?			
[b] If a friend argues with you?			
[c] If people cuss your parents or your family?			

	YES	NO
[d] If somebody in your own, or a higher year keeps picking on you?		
[e] If somebody in a lower year keeps picking on you.[7]		
[f] If somebody makes racist or sexist remarks to you?		
[g] If somebody touches you sexually against your will?		
[h] If somebody calls you names and makes you fee! that you don't want to come to school?		
[i] If a teacher takes your cigarettes away?		

Q4. Which of the above things do you regard as the most serious?

Q5. Which of these things do you regard as the least serious?

Q6. Whereabouts in the school playground are you most likely to be bullied?

Q7- Whereabouts in the school playground are you least likely to be bullied?

Q8. If you are bullied, the teacher to whom you report it should:

	[tick]	YES	NO
[a] Say "stop telling tales and go and fight your own battles."			
[b] Always accept your word.			
[c] Say "Leave it out! I can't see any blood!"			
[dj] Take you to a quiet and safe place, ensure that you aren't injured and then ask you to explain what has happened.			
[e] Run across the playground and bash the bully.			

Q9. If you are accused of bullying, the teacher to whom it is reported can:

	[tick]	YES	NO
[a] Immediately suspend you from school			
[b] Separate you from the person accusing you and take you to a place where you have time to explain what happened.			
[c] Make you stay after school in order that the bullied person can go home without meeting you			
[d] Give you extra work to do after school			
[e] Report you to the school governors			

Q10. If it is proved that you have been bullying another student which
of the following things can happen/

	[tick]	YES	NO
[a] Exclusion from school			
[b] Expulsion from school			
[cl Prosecution by the police			
[d] A note placed in your file			
[e] A note placed on your Record of Achievement			
[e] A report to the school governors			
[f] Your parents called into school for an interview			

Ql 1. If you put a note into the Bully Box, which of the following things will
happen?

	[tick]	YES	NO
[a] The teacher you chose will contact you quickly			
[b] The head will be informed			
[c] Your class teacher will be informed			
[d] Information will only be given to somebody else with your permission			
[e] Information will only be given to somebody else if you report that a criminal offence has been committed against you.			

APPENDIX 11

ANTI-BULLYING QUIZ ANSWERS

Q1 [a]

[b]

[c]

[d]

Q2	[a]	Form Teacher	Q4		One point - discussion prompt
	[b]	Head of Year			
	[c]	Head of Year	Q5		One point - discussion prompt

Q1	[a]	Yes	Q6			One point - discussion prompt
	[b]	No				
	[c]	Yes	Q7			One point - discussion prompt
	[d]	Yes				
	[e]	Yes	Q8	[a]	No	
		Yes		[b]	Yes	
	[g]	Yes		[c]	No	
	[h]	Yes		[d]	Yes	
	[i]	No		[e]	No	

Q9   [a]   No

    [b]   Yes

    [c]   Yes

    [d]   No

    [e]   No

QIO   [a]   Yes

    [b]   Yes

    [c]   Yes

    [d]   Yes

    [e]   Yes

    [fl   Yes

QH   [a]   Yes

    [b]   No

    [c]   No

    [d]   No

    [e]   Yes

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