



**ANTI BULLYING WEEK;
PROMOTING POSITIVE RELATIONSHIPS**

RESOURCE PACK

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CONTENTS

WHAT SCHOOLS CAN DO:

Bullying; A teachers role	04
Bullying; A whole school approach	07
Your anti- bullying Policy	09
Top Tips	10

A CHILD'S ROLE:

Are you a good Friend?	12
Have your say	14
Friendship Motto	15
Be a Buddy	16
Question Time	17
Useful Links	19

About Bigfoot	20
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WHAT SCHOOLS CAN DO:



BULLYING: A TEACHERS ROLE

It can be a difficult and daunting task as a teacher to be responsible for recognising and responding to bullying in the correct and most accurate way. How do we know that what we see is bullying rather than playful behaviour? It is our role to intervene, but at what stage do we inform another member of staff and/or the parents/guardians of the bully or victim? What strategies can we use to combat bullying and promote positive relationships?

WHAT IS BULLYING?

Bullying can mean many different things. These are some ways children and young people have described bullying:

- being called names
- being teased
- being pushed or pulled about
- being hit or attacked
- having your bag and other possessions taken and thrown around
- having rumours spread about you
- being ignored and left out
- being forced to hand over money or possessions
- being attacked or teased or called names because of your religion or colour
- being attacked or teased or called names because of your sexuality

WHAT DOES IT FEEL LIKE TO BE BULLIED?

Bullying hurts. It can make a child feel scared and upset. It can make them so worried that they can't work well at school. Some children skip school to get away from it. It can make them feel that they are no good, that there is something wrong with them. Bullies can make them feel that it's their fault.

WHAT SHOULD WE DO AS TEACHERS?

The most effective thing that a school can do to reduce bullying is to have a policy outlining how the issue is raised within the curriculum, and how incidents are dealt with after they have happened i.e. the policy must acknowledge the need for both pro-active and re-active strategies. But no school has the answer to every problem, and no single method can be used to deal with all bullying incidents.

The way in which adults react to bullying contributes to the ethos of the school and can help to make it more or less likely that bullying will happen in future. Ignoring the problem encourages it to flourish. A heavy-handed approach can drive it underground. However, a positive, open response will encourage young people to speak up about matters that concern them and will improve the learning environment by promoting more caring and responsible patterns of behaviour. Always assess the true nature of an incident before applying any strategy. Group bullying or "mobbing" needs to be handled differently from, for example, problems created by an individual who persistently bullies others. Such a person's bullying may be merely one manifestation of a plethora of problems.



TEACHER STRATEGIES FOR DEALING WITH BULLYING:

Schools are getting better at dealing with bullying but it will be some time before a quick resolution of all incidents can be guaranteed. Sometimes all that is needed is a simple word or two from a teacher to make children realise that what they are doing is wrong. At the other extreme, some bullying remains intact able.

The following teacher strategies have been collated and developed by the Anti-Bullying Network, based at Edinburgh University. The list is not exhaustive as there are consistently new and, sometimes more appropriate, methods of approaching and dealing with bullying being developed by schools and teachers all the time:

- **Punishments** such as suspension or expulsion can mark the seriousness with which an episode of bullying is viewed and can also help to provide a safer environment for victims. It also has to be recognised that some types of bullying are crimes. Schools are subject to the law of the land so the possibility of punishment in response to very serious incidents cannot be denied. However, the great majority of bullying goes unpunished so some new ways of helping the thousands of hidden victims of bullying are needed.
- **Assertive discipline** - a method developed in the United States which involves a rigid system of rewards and sanctions consistently applied by all teachers in a school. It is claimed that this method helps to motivate learning and to reduce the level of classroom indiscipline, but its effectiveness in coping with bullying is not clear.
- **Bully boxes** - a simple method whereby students can put their concerns on paper and post them in a "bully box". What happens to these notes is the key to the success or failure of this technique. Can genuine comments be distinguished from frivolous or malicious ones?

- **Bully courts** - the idea that young people should play a part in making school rules and in deciding what should happen to those who break them is not new. Some progressive schools introduced councils to do this over fifty years ago. More recently a few schools have tried to establish courts or councils solely to deal with cases of bullying. However, the principle that young people should sit in judgement on their peers, and punish wrongdoers remains controversial. What is clear is that adults must play an active and guiding role in such proceedings in order to protect the welfare of all the young people involved.
- **Counselling** - a teacher or another adult may have the skills and time to offer support to young people involved in bullying. Both bullies and victims can benefit from this process. The main problems are that it is time consuming, the youngsters must take part voluntarily and there is a lack of trained counsellors in schools.
- **Mediation** - some schools have introduced schemes where two parties to a relationship problem agree that a third person, who may be either an adult or another young person, helps to negotiate a solution. This seems to be helpful in many situations, especially where there is not too large an imbalance of power between the protagonists - but not in all cases of bullying. A bully may refuse to take part because he or she has no interest in ending the bullying. A victim may feel that a negotiated solution is not appropriate when it is the other person who is entirely in the wrong.
- **Peer counselling** - a small number of secondary schools have used older teenagers as peer counsellors. Good training and continuing support is vital if these young volunteers are to be able to help victims who may be quite seriously distressed.



BULLYING: A TEACHERS ROLE CONTINUED

- **The 'no blame' approach** - a step by step technique which allows early intervention because it does not require that anyone should be proved to be at fault. A group of young people, which includes bystanders as well as possible bullies, is made aware of a victim's distress and is asked to suggest solutions. This approach is particularly useful in dealing with group bullying and name-calling, when it may be difficult to use more traditional remedies.
- **The 'shared concern' method** - a Swedish technique which has much in common with the "No blame" approach, although it has not been widely used in Britain, perhaps because it is more elaborate and time consuming. Both of these methods have been criticised for failing to allocate blame but both aim to encourage bullies to accept responsibility for their actions as well as bringing the bullying to an end.
- **"Solution focused approaches"** share much of the philosophy of the previous two strategies but can be applied to problems other than bullying. This is helpful because the task of finding out the facts of an incident and then of making a judgement about whether it should be called bullying or not is sometimes impossible. Relationship problems amongst a group of children can be very complicated indeed. They can also be very damaging to the personal development and education of some of the individuals involved. Being able to intervene without wasting too much time trying to untangle emotional knots has obvious attractions for busy teachers.
- **Reporting systems** - it is most important that schools should have efficient ways of recording reports of serious bullying so that a check can be kept of patterns of behaviour. This can also help to ensure that incidents are not overlooked.
- **"Safe rooms"** have been set up in some schools at break and lunch times as a refuge for bullied children. Although this may provide safety in the short term, it could have the effect of making the rest of the school seem even more hostile to the children who use it.
- **Telephone help lines** - services such as ChildLine provide valuable support to children who are afraid to speak out about bullying. However, the fact that they exist is a signal that some schools are failing to provide conditions in which children are able to discuss their problems openly. One or two schools have set up their own internal help lines in an attempt to increase the opportunities for worried children to seek help.
- **Talk** - no strategy will be effective unless all members of the school community, pupils, parents, teachers and others, are prepared to talk about bullying openly and seriously.



BULLYING; A WHOLE SCHOOL APPROACH

WHAT SCHOOLS CAN DO...

There are many steps that schools can take in order to implement a safe, effective and, above all, workable model for tackling bullying. The most important aspect of addressing bullying is to put measures in place so that children can participate in forming and implementing anti-bullying strategies, for example through school councils and the curriculum. The following tasks and activities are intended to provide schools with some practical examples of how we can ensure that students' voices are heard and, therefore, that they understand they have a role in making their school a better place to learn and play!

HAVE YOUR SAY

It is important that all students have the opportunity to have their views and opinions heard and discussed with regard to how bullying is dealt with in their school. Encourage your students to write a letter to their Head Teacher, or to draw a picture, explaining what they think are good ways to addressing and tackling negative behaviour in school.

FRIENDSHIP MOTTO

Hold a competition on your school to encourage students to think up a friendship motto that will promote positive relationships in their school. Students could also design a poster with the motto clearly stated to remind them what they need to remember to do to make their school as friendly and caring as possible.

BE A BUDDY

One of the simplest ways to ensure that your students have the support and encouragement they need in which to thrive is for you to build on friendship networks to create peer support, befriending and buddying programmes.

Many students are eager to have the responsibility of looking after and caring for another student, especially those younger than themselves. It is important, however, that these students don't feel pressurised into giving this support and that they are keen to take on their new role willingly. Invite students to apply for a mentor/buddy position by telling you why they think they will be a good candidate.

QUESTION TIME

In order for your anti bullying policy to be effective, you need to take into consideration how much bullying actually goes on in your school. A good way of doing this is to get together a group of students and teachers and organise regular anonymous questionnaires about bullying in order to map the problem and develop a positive school ethos (you can make sure that no-one reads the individual answers by putting them in a locked box). Once you have received all the answers, you can write up a short report for everyone to read.

To write an effective Questionnaire, you need to remember the following:

- Keep it short
- Be rigorous about collecting only the information that you really need rather than that which would be merely 'interesting'
- Only include questions which have clear meanings and which can be easily analysed



EXTENSION TASK

BREAK TIME

There are a number of different systems you can put in place in order to ensure that a positive attitude is maintained inside and outside of the classroom. Follow the guidelines below to make break time and lunch time a more pleasant experience for ALL children:

- Conduct a survey of the children to discover if there is a problem on the playground
- Work with the children to make up a list of playground rules and use an assembly to enable the children to present the rules
- Stagger the times the children play, if necessary
- Have different parts of the playground set out for games, quiet activities, playing with balls, etc. Much trouble arises because children run into each other while playing. Perhaps some activities, such as clubs, could be set up with parent helpers during playtime so that not all children would have to go out on the playground
- Children need to feel safe at break time and lunchtime in the playgrounds - are there lots of things to do and supervisors around?
- Ensure that the playground supervisors understand that they have a role in monitoring children's behaviour
- It is important to have clear procedures for the supervisors to report such incidents



YOUR ANTI- BULLYING POLICY

All schools, by law, must have a policy to prevent all forms of bullying among pupils. By implementing an effective anti- bullying policy, schools ensure the safety, happiness and performance of all pupils whilst making clear that bullying behaviour, whatever the form, is not tolerated. Also, by opening challenging bullying, the performance and attendance of vulnerable pupils is improved, whilst simultaneously providing guidelines and controls for pupils whose behaviour is a concern.

Your Anti Bullying Policy MUST:

- Be Preventative: It should raise awareness of bullying in all staff and pupils and publicly acknowledge that the school considers bullying to be unacceptable.
- Be Challenging: It should set out clear procedures for dealing with incidents when they are reported, ensure all members of the school community are aware of the procedures involved and have built-in monitoring and evaluation mechanisms
- Ensure a named member of staff has responsibility for co-ordinating work towards producing the anti-bullying policy, and that they are fully supported by senior staff.
- Use only POSITIVE instruction terms, i.e. no DON'TS
- Reflect strategies in place to empower pupils, e.g. Peer group mentoring buddy schemes, etc and consider pupil and staff training opportunities
- Identify problem areas around the building – e.g. bike sheds, toilet blocks, stairwells, changing rooms and arrange close monitoring of these areas, as well as consider positive changes that need to be made in and out of the school, e.g. playground developments, supervision on buses, after- school activities.
- Arrange supportive liaisons with outside agencies, e.g. other phase schools.
- Give a clear and agreed definition of bullying, giving examples, along with a clear statement that the policy applies to the whole school/ institution.
- Provide a clear and detailed guide to how the bullying will be dealt with by the school/institution.
- Implement strategies to encourage pupils and other stakeholders to report incidents of bullying
- Provide training and support for all staff. It is essential to the operation of an effective anti-bullying policy that all staff receives adequate training to enable them to apply the policy consistently and responsibly.
- Involve pupils fully in the implementation, operation, monitoring and evaluation of the policy and investigate the range of peer support options that are available, and train suitable pupils accordingly.
- Involve parents/carers and establish communication channels that are easy to access, and allow issues to be dealt with pro-actively and tactfully., as well as make sure that parents are given clear information as to their rights- and responsibilities



TOP TIPS

The following TOP TIPS for teachers are based on guidance provided by Child Line as to how to address bullying behaviour within their schools:

DISCUSS

Ask your pupils what they feel constitutes bullying. Discussions about what is and is not bullying can help form the basis for the school's anti-bullying policy.

SUPPORT

Establish support mechanisms to help children who are being bullied. Young people need to know they can rely on support from a source they feel comfortable with. This could be a nominated group of staff members or a group of pupils formed through a peer-support scheme.

DEVELOP

Tailor your anti-bullying strategy to your school's needs. Every school is different and what works in one may not work in another. For different approaches see the DfES pack 'Bullying: don't suffer in silence'.

APPROACH

Develop a 'whole-school approach' in which children and adults work together to create an environment where bullying is not tolerated.

ACKNOWLEDGE

Acknowledge that bullying doesn't end at the school gates. Try to work with the local community, perhaps through the police or the local youth services. For further information contact Crime Concern.

INVOLVE

Involve young people in anti-bullying work, as this is far more likely to succeed than ideas that are imposed on them. For further information on involving young people in decision-making, contact School Councils UK.

RECOGNISE

Recognise that bullying often takes place in groups. Children have a choice of watching from the margins, joining in, trying to remain uninvolved or trying to help those being bullied. Acknowledge and reward children who help prevent bullying.

ENCOURAGE

Set up support schemes that encourage children to make friends. Having friends is one of the best defences against bullying — but not everyone has the right social skills to make friends easily. Teaching assertiveness skills and confidence-building to the class may be a way to help more children make friends.

STRATEGIES

Set up a peer-support scheme. This could involve buddying, peer listening or peer mediation. These schemes can create a happier, friendlier environment and offer much-needed support to children who have problems.

ORGANISE

Organise a project on bullying for individual classes or the whole school. This can be a good way to generate awareness and discussion about bullying and what to do about it.



A CHILD'S ROLE:



Answer the questions as honestly as you can to find out if you are a good friend:

QUICK QUIZ

1) Your friend asks you to play a game that you don't really like. What do you say?

- A. I'm sorry, I'm busy at the moment
- B. If you really want to play it, then we I suppose we can
- C. I'll play your game if we can play mine after
- D. I hate that game- no way!

2) Your friend isn't very popular at the moment and keeps being teased. They come up to you when you are playing with another group of children. Do you....?

- A. Ignore them
- B. Politely ask them to wait until you've finished playing
- C. Invite them to join in the game
- D. Stop the game and laugh at them

3) You've promised your friend that you will sit with them at lunch, but another friend invites you to sit at their table. What do you do?

- A. Sit with your friend
- B. Tell your friend that you are sitting with someone else, but invite them to come too.

- C. Pretend that you have forgotten your promise
- D. Tell your friend that you've had a better offer

4) What is your favourite thing about your friend?

- A. Their loyalty and sense of fun!
- B. The fact that they've got lots of cool toys
- C. You can't think of anything
- D. They help you out a lot

5) Your friend is struggling with their work. Do you:

- A. Offer to help them
- B. Laugh at them
- C. Just ignore it
- D. Tell another friend and hope that they might help them

6) Your friend tells you a secret and has asked you not to tell anyone else. What do you do?

- A. Tell everyone in your class
- B. Tell just one person and hope it doesn't spread
- C. Keep the secret
- D. Tell them that you'll keep their secret, but if it's really serious, you may have to tell an adult



7) You hear a gang of children being horrible about your friend. What do you do?

- A. Keep quiet
- B. Join in with them
- C. Confront them and tell them not to be so nasty.
- D. Tell a teacher and/or adult about what you've heard

8) Your friend has been really unhappy recently, but won't tell you why. What do you do about it?

- A. Nothing- what can you do?
- B. Encourage them to talk to you about what is worrying them
- C. Stop playing with them- they're being really boring lately
- D. Tell a teacher or adult that you're worried

RESULTS

Now add up your score to see if you're a good friend:

	A	B	C	D
QUESTION 1	2 Points	3 Point	4 Point	1 Point
QUESTION 2	2 Points	3 Point	4 Point	1 Point
QUESTION 3	4 Point	3 Point	2 Points	1 Point
QUESTION 4	4 Point	1 Point	2 Points	3 Point
QUESTION 5	4 Point	1 Point	2 Points	3 Point
QUESTION 6	1 Point	2 Points	3 Point	4 Point
QUESTION 7	2 Points	1 Point	3 Point	4 Point
QUESTION 8	2 Points	3 Point	1 Point	4 Point

29 - 32 POINTS

Well done! You are obviously a really good friend. You always make sure that you look after, respect and help your friend as much as you can.

25 - 28 POINTS

Very good! You look out for your friend and try to help whenever you can. Sometimes you may make the wrong decisions, but you are never deliberately nasty or selfish.

20- 24 POINTS

Okay! You could probably make a lot more effort though to help and encourage your friend. Sometimes your actions may hurt their feelings and, if you're not careful, they may not want to be friends with you anymore. Try to think of something nice you could do to show them that you care.

8- 19 POINTS

Oh dear! It seems like you really don't value your friends at all! By being nasty to your friend, and encouraging others to do so you are in fact bullying them. Speak to a teacher or adult about keeping friends and ask about ways you could do something nice for a friend to show them that you care.



HAVE YOUR SAY

No-one likes to see someone upset or angry as we all want our school to be as fantastic as possible!

- Draw a picture showing your Head Teacher one way that you could stop bullying in your school OR
- Write a letter explaining how you think your school should stop bullying

Dear Head Teacher,

We are writing to let you know our ideas about how to stop bullying.....



FRIENDSHIP MOTTO

Example:



You have been asked to design a poster to advertise your new school 'Friendship Motto'.

- You need to make sure your poster:
- Clearly states your motto
- Has a colourful and bright picture
- Is bold and eye catching



BE A BUDDY

Do you think you would make a good 'Buddy' and be able help other children in your school?

Fill in the form below to tell us why you think you should be considered as a 'buddy':

I would like to be a 'Buddy'

NAME:

YEAR GROUP:

ARE YOU A GOOD LISTENER?

YES / NO

ARE YOU KIND?

YES / NO

ARE YOU CARING?

YES / NO

ARE YOU A GOOD FRIEND?

YES / NO

DO YOU ENJOY HELPING OTHERS?

YES / NO

LIST THREE REASONS WHY YOU WOULD BE A GOOD BUDDY OR PEER MENTOR:

.

.

.



QUESTION TIME

Try to think carefully before answering each question...

What is bullying? (Put a circle around as many sentences as you like)

- Teasing someone
- Deliberately leaving someone out
- Spreading rumours in person
- Spreading rumours online
- Threatening to do something to someone else
- Calling someone names
- Hitting someone
- Using the internet or text messages to be nasty

Have you ever been worried about being bullied? **YES / NO**

Do you think you have ever been bullied at school or online before? **YES / NO**

If so what happened?

Do you think you have ever seen someone else being bullied at school or online? **YES / NO**

If so what happened?

Do you think you have ever bullied someone else at school or online? **YES / NO**

If so what happened?

Has anyone else ever told you that they have been bullied? **YES / NO**



QUESTION TIME CONTINUED

Are there any areas of the school that you are scared to work/play?

YES / NO

Have you ever been afraid to come to school?

YES / NO

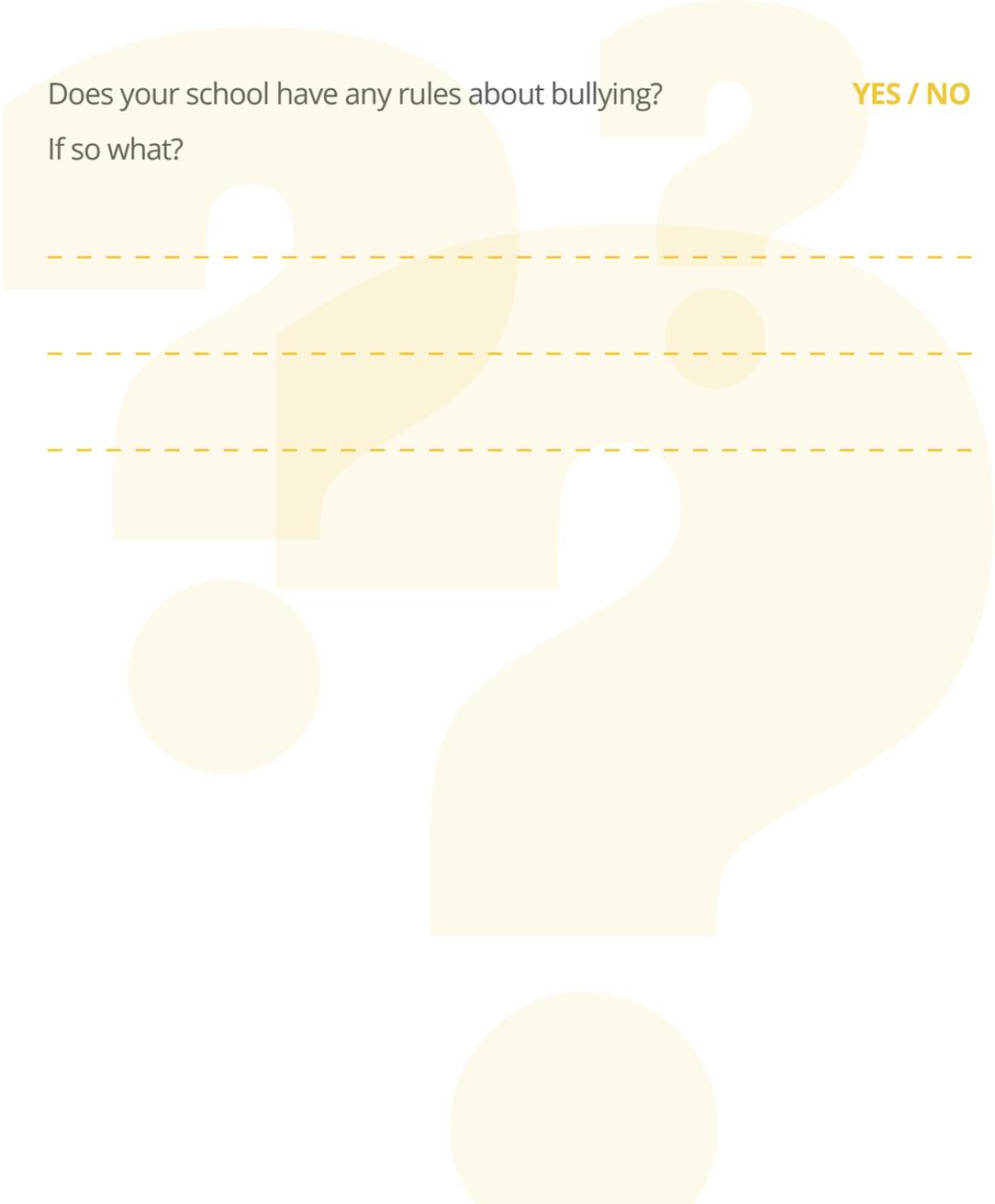
If so, when?

Who would you tell if you thought you were being bullied?

Who would you tell if you thought someone was being bullied?

Does your school have any rules about bullying?
If so what?

YES / NO



USFUL LINKS

There is a range of information to be found online about a variety of bullying issues.

Below is a selection of useful websites:

FOR YOUNG PEOPLE:

<http://www.kidscape.org.uk/advice/advice-for-young-people/>

<http://www.antibullying.net/youngpeople.htm>

<http://www.childline.org.uk/explore/bullying/pages/bullying.aspx>

FOR PARENTS AND FAMILIES:

<http://www.kidscape.org.uk/advice/advice-for-parents-and-carers/>

<http://www.antibullying.net/parentsamilies.htm>

<http://www.bullying.co.uk/advice-for-parents/>

FOR SCHOOLS:

<http://www.kidscape.org.uk/advice/advice-for-professionals/>

<http://www.antibullying.net/adultsinschools.htm>

<http://www.bullying.co.uk/advice-for-schools/>

ADVICE SPECIFICALLY ABOUT CYBER BULLYING:

<http://www.kidscape.org.uk/advice/facts-about-bullying/what-is-cyber-bullying/>

<http://www.bullying.co.uk/cyberbullying/>

<http://www.childline.org.uk/explore/bullying/pages/online-bullying.aspx>

Please note that Bigfoot Arts Education is not affiliated with any of the above websites and all information is the property and responsibility of each organisation.



ABOUT BIGFOOT

All of Bigfoot's programmes are delivered by specialist creative arts practitioners, who we call Bigfooters. Each Bigfooter has been handpicked and trained by us and comes equipped with the expertise needed to inspire your pupils to be courageous learners through using their unique range of drama, dance, music, art or filmmaking skills. So when you book us to come into your school you are without a doubt buying the best possible creative education service on offer!



OUR CORE PROGRAMMES

Creative Days:

Planned teacher absences and 'supply' cover, topic introduction days, or a class treat...Bigfoot's here to help! Select either our 'Go Mantle' or 'Buzz' experience days designed to enthuse your students about a chosen topic or theme in the most creative way possible.

Creative Residencies:

From running weekly lunch time or after school clubs, to helping create school plays, exciting assemblies and ambitious art installations, as well as covering PPA time and assisting with small and large group topic work, our practitioners are here to help your whole school be part of the Bigfoot experience.

Curriculum Enrichment:

Choose from a wide range of performance and workshop programmes designed to explore key school celebrations and events, such as Black History Month, Anti Bullying Week, World Book Day, Road Safety Week, and Secondary Transition, along with a vast range of age specific PSHCE topics. We are also proud partners of Change4life with a selection of dance, drama and yoga focused healthy schools programmes to choose from.

Bigfoot Pantomime:

Our unique Christmas pantomime offers children a magical glimpse into the world of slap stick theatre. With a new show produced and directed specifically for Bigfoot's schools each year, it's the perfect end of term treat for students and teachers alike.

Bigfoot Youth Theatres:

If you know your students are up for a challenge and enjoy working creatively as a team, then Bigfoot's Youth Theatre (BYT) could be just what your school needs... Select a dance, music, art or drama focus, or perhaps a bit of everything, in order to create a fully rounded youth theatre experience for your students!

Creative Arts Courses:

Bigfoot's performing arts courses are designed to inspire and motivate children and young people through a variety of art forms. Courses can take place during term time or in the holidays, with each course providing challenging, tailor made opportunities for students.

Bigfoot Training Academy:

Bigfoot's Training Academy (BTA) provides one off as well as ongoing support and resources for teachers, youth club leaders, play workers, educators and artists who want to work with young people using the creative arts.



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