

Unit 8 Bullying

About the unit

In this unit pupils use practical approaches such as role play to develop their understanding of bullying and the skills to deal with it. Pupils investigate what bullying is. They look at skills for dealing with bullying or unpleasant situations, and get involved in deciding whole-school policy issues around bullying.

The unit could be delivered as a series of lessons or as an off-timetable day programme. It suggests using actors for some of the role-play activities.

It is important that this unit is delivered within the context of a whole-school anti-bullying policy, which should be developed with the school community and reviewed regularly with the pupils. The policy should promote shared values, beliefs and attitudes that help prevent bullying and give guidance on how to manage and record bullying incidents.

Links could be made to homophobic bullying and to unit 12 'Sexuality', which explores issues around sexuality and sexual orientation.

The activities in this unit are designed to be flexible so that they can be adapted for the class, the whole school or individual pupils. It is important to establish clear ground rules for these activities (see the *Teacher's handbook* for more details).

This unit supports the Every Child Matters aims 'stay safe', 'enjoy and achieve' and 'make a positive contribution'.

Where the unit fits in

This unit addresses the following aspects of the key stage 3 non-statutory framework for PSHE:

Developing confidence and responsibility and making the most of their abilities

- 1b respect the differences between people as they develop their own sense of identity

Developing a healthy, safer lifestyle

- 2g recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help

Developing good relationships and respecting the differences between people

- 3a learn about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively
- 3b learn how to empathise with people different from themselves
- 3j resist pressure to do wrong, to recognise when others need help and how to support them
- 3k communicate confidently with their peers and adults

Expectations

Expectations should be adapted according to the needs, age, key stage and maturity of the pupils. By the end of this unit most pupils should be able to:

- describe the factors that are present in different types of bullying situations
- describe their own and others' attitudes to bullying and its impact on people's feelings and behaviour
- produce guidance on strategies for dealing with bullying and demonstrate practical approaches for tackling bullying, including showing different ways to respond to a bullying situation
- identify sources of information and support where people can go for help
- understand that they have a responsibility individually and collectively to reduce or report bullying
- take part in developing a whole-school approach to combat bullying.

Teaching activities

1 What is bullying?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Pupils should learn:</p> <ul style="list-style-type: none"> what factors are present in a bullying situation 	<ul style="list-style-type: none"> Distribute tokens to a selected group of pupils without informing them why, <i>eg all those with brown hair, those with a birthday in the first three months of the year, all those wearing something blue</i>. Praise them as you do it. Ask the pupils to work in the two groups – those who were selected and those who were not – and to discuss: <ul style="list-style-type: none"> how they felt when chosen or not chosen what they felt the criteria for selection were how fair they thought they were. Ask them to consider who made the decision and what would have been a fairer way to decide who should receive the tokens. Pupils could reflect on this process of selection again in the light of their discussion and talk about what the implications are for how we treat each other. In small groups, the pupils take strips of paper that describe different scenarios (see the appendix for a list). They discuss the examples and categorise them under three heading cards: 'Bullying', 'One-off incident', 'Not sure'. Explain that situations can come under more than one heading and can't always be described neatly. As a class, discuss the responses. Ask the pupils to explain their reasons for how they categorised the situations. Talk about why situations could sometimes come under one heading and sometimes under another and why, <i>eg a situation involving friendship problems could have the potential to turn into bullying</i>. The discussion could include looking at situations they placed in the 'Not sure' category and talking about why they placed them there. Ask the groups of pupils to try to identify common factors that are present in a bullying situation, and from that to come up with a definition of bullying. 	<p>Pupils:</p> <ul style="list-style-type: none"> describe examples of what is and isn't bullying define what bullying is 	<ul style="list-style-type: none"> New technologies have widened the forms that bullying can take. It is important to address these forms of bullying, such as the use of texting or publishing blogs, images or emails on the internet. Someone in the class may have experienced bullying or may still be experiencing bullying, so take care with how pupils are grouped in activities. Make sure that there are opportunities for one-to-one conversations between teacher and pupil. Provide support after sessions in case pupils wish to disclose information. Pupils could compare their definitions of bullying to those of the Anti-Bullying Alliance (see the appendix) and to the school's definition in its policy. Using ICT: pupils could share and group their ideas using an interactive whiteboard with mind-mapping software.

Teaching activities

2 Dealing with bullying

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Pupils should learn:</p> <ul style="list-style-type: none"> ■ to develop practical strategies for dealing with bullying situations ■ to understand how different parties might feel in a bullying situation 	<ul style="list-style-type: none"> ■ As a class, select five different situations from the list of scenarios in the appendix to develop into a role play. The role play could be carried out in a number of ways: <ul style="list-style-type: none"> ■ with the pupils themselves if they are confident in a role-play situation ■ with older drama students ■ with a professional Theatre in Education group. <p>The scenarios chosen should cover different kinds of bullying, such as emotional or physical bullying as well as bullying based on race, disability or sex discrimination, or on sexual orientation. Pupils may need support with developing the scenarios for role play.</p> ■ The actors act out the range of scenarios. The audience contributes suggestions and directs the action using hot-seating and freeze-frame techniques. This gives pupils the opportunity to experiment with strategies and methods for dealing with bullying. The drama can be used to explore the range of roles involved in a situation, including those who are bullying and being bullied, bystanders, colluders and stoppers, and to explore the various actions that characters in these roles could try. ■ In small groups, pupils discuss the following questions: <ul style="list-style-type: none"> ■ How might each of the people involved be feeling? ■ What action could each person involved take? ■ What action could friends/bystanders take? ■ What should any adults do in this situation if/when they know about it? ■ Could this situation have been prevented? 	<p>Pupils:</p> <ul style="list-style-type: none"> ■ identify different roles in a bullying situation and the feelings and attitudes of those people ■ demonstrate examples of practical approaches to dealing with bullying 	<ul style="list-style-type: none"> ■ The scenarios given in the appendix are examples. Pupils could suggest their own, if appropriate. ■ Using professional actors (or older drama students) for role play distances the pupils from the situation, which allows them to explore real examples of bullying or conflict that they are experiencing. You should submit the scenarios to professional actors in advance and clarify lesson objectives with them. ■ If this work is being carried out with a whole year group, on a conference day for example, some of these activities can take place in rotation. ■ Using ICT: role plays can be recorded using a digital camera, then edited and reused to stimulate further discussion or illustrate teaching points. Clips can be used as part of assessment evidence.

Teaching activities

2 Dealing with bullying (continued)

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
Pupils should learn:	<p>Select particular situations from the list in the appendix that lend themselves to exploring diversity issues (for example b, c, g, f, i and l). Discuss with the pupils the reasons why those things are happening to the young people concerned. Draw out aspects of diversity and difference that may be a factor.</p> <ul style="list-style-type: none">■ Make sure that a session such as this ends on a positive note, with the pupils feeling that there are solutions and approaches to resolving difficulties.	Pupils:	<ul style="list-style-type: none">■ Link to careers education: bullying is often seen as an issue for schools only. However, teachers could make links to bullying in the workplace as part of careers education. Make it clear that the techniques pupils are learning here could be applied out of school and in other environments.■ Link with English: En1 4a, 4b.

Teaching activities

3 Assertive communication

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Pupils should learn:</p> <ul style="list-style-type: none">■ how to be assertive in bullying situations■ to identify sources of information and support	<ul style="list-style-type: none">■ Ask the pupils if they can define the words 'aggressive', 'passive' and 'assertive'. Demonstrate a situation or a line of script, eg 'Leave me alone' or 'Stop doing that' in three different ways (aggressive, passive and assertive) and ask pupils to identify which is which. Explain that body language, tone of voice and volume all influence whether the speaker comes across as assertive or not.■ Ask the pupils to work in pairs, taking it in turns to choose one of the three ways of communicating (aggressive, passive and assertive) and to say a phrase, eg 'Go away'. The recipient has to say how the speaker came across and, if they do not think the assertive example is sufficiently so, the pupils should support each other with practising to be more assertive.■ As a whole class, discuss and list situations where pupils feel they may need to be assertive. In pairs, they could choose one of these and practise dealing with the situation assertively. Ask them to share how they felt when being assertive, and ask for the person on the receiving end to share how they felt or reacted.■ Ask each pupil to complete a 'network of support' – to identify people they could talk to, or where they could find information, help and/or support. This could be in the form of a set of three circles. The inner circle is for the people closest to them, to whom they would talk in the first instance (often family members or close friends). In the next circle they record people they know and could talk to who are not quite so close to them (often extended family members, teachers, friends). In the outer circle they record people they know of but do not necessarily know personally (for example religious leader, nurse, police officer) and places they could look for help (for example internet, library, helplines).	<p>Pupils:</p> <ul style="list-style-type: none">■ demonstrate different ways of responding to a bullying situation■ identify a support network for themselves	<ul style="list-style-type: none">■ Helplines could be discussed. Make sure that pupils know the contact details for ChildLine and the NSPCC (see 'Resources'). It may be appropriate to discuss reasons why young people might find it hard to let others know about bullying situations, and how to resolve those issues.■ You could use a fiction book that includes bullying (for example <i>Tell me no lies</i> by Malorie Blackman) to explore the emotions experienced by a character or characters. Fiction provides the opportunity to identify key moments when relationships change and whether there are alternatives for characters' actions at different stages in the story.■ Link with careers education: you could discuss how assertive behaviour skills can be applied in the workplace.

Teaching activities

4 The school environment

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Pupils should learn:</p> <ul style="list-style-type: none"> ■ that the school environment and ethos can both prevent and contribute to bullying situations ■ that everyone in the school community has a responsibility to prevent bullying 	<ul style="list-style-type: none"> ■ Discuss with the class how a whole-school approach can help prevent and deal with bullying. Present the pupils with a description of a fictional school where bullying is a big problem. For example: <ul style="list-style-type: none"> ■ school motto: 'Win at any cost!' ■ school ethos: 'Fight your way to the top!' ■ environment: the toilets are smelly and many are broken with no locks, there are a number of outbuildings ■ communication: adults and young people do not listen to each other, lack of information to parents about what happens in school ■ pastoral system: young people told not to 'tell tales', long lists of rules beginning with 'Don't', teachers turn a blind eye to pupils treating one another badly ■ curriculum: all lessons involve teachers talking to pupils rather than asking pupils what they think, teachers don't involve pupils in assessing their work. ■ Ask pupils, in small groups, to design and evaluate ideas that would help prevent bullying (including the role pupils would play) for one of the following aspects of the school (there may be cross-over between these): <ul style="list-style-type: none"> ■ the school environment inside: layout of rooms, corridors, movement around school, notice/display boards, windows, doors ■ the school environment outside: playground, car parking, amenities, supervision, boundaries, school transport ■ communication/relationships: between pupils, between staff and pupils, between home and school 	<p>Pupils:</p> <ul style="list-style-type: none"> ■ describe aspects of the school environment that could contribute to bullying ■ describe improvements to the school environment that would help prevent bullying in a school 	<ul style="list-style-type: none"> ■ Pupils might comment on aspects of their own school in relation to some of the areas being discussed. This could lead to pupils getting involved with developing their school's anti-bullying policy (see the next section 'Developing a whole-school policy'). ■ Using ICT: pupils could use presentation, desktop-publishing and word-processing software to share and present their ideas.

Teaching activities

4 The school environment (continued)

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
Pupils should learn:	<ul style="list-style-type: none">■ pastoral system: behaviour-management systems/structures/approaches, pupil support, tutor systems■ curriculum: timetabling, grouping of pupils, opportunities, teaching/learning styles, homework. <p>Pupils can record their ideas in diagrams, pictures, lists, flow charts, cartoons, etc.</p> <ul style="list-style-type: none">■ Ask each group to present or share their ideas and evaluations with the rest of the class. Record and keep these suggestions.	Pupils:	

Teaching activities

5 Developing a whole-school policy

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Pupils should learn:</p> <ul style="list-style-type: none"> ■ to contribute to developing a whole-school anti-bullying policy 	<ul style="list-style-type: none"> ■ Reflecting on the activities in the previous section, involve the pupils in developing their school’s policy and practice against bullying. For example: <ul style="list-style-type: none"> ■ pupils develop surveys on pupil and staff perceptions on bullying in the school, eg <i>questionnaires, talking with focus groups, making observations</i> ■ pupils collate results from their surveys and develop ways of presenting/sharing them with other pupils and with staff or governors ■ a working group of pupils helps review and develop policy as an ongoing process. They could generate questions to take back to their classes for discussion. Other people’s views could be fed back into the working group as part of the policy development ■ ‘launch’ the policy in a number of ways: in class sessions, through a special event, using leaflets, posters, etc. The audience needs to be as wide as possible, including all pupils and staff, parents or carers, governors, other professionals (such as youth service, police, school nurses) and members of the local community, etc ■ pupils develop a ‘class anti-bullying charter’. This includes the pupils’ definition of bullying from the first set of activities (see ‘What is bullying?’), their understanding of the impact of bullying and what they can do individually and collectively to try to reduce it. 	<p>Pupils:</p> <ul style="list-style-type: none"> ■ will have helped to develop a whole-school policy on bullying 	<ul style="list-style-type: none"> ■ This part of the unit should ideally be delivered in the context of a whole-school policy against bullying. If this is not possible, the pupils could develop a class charter. ■ Specific ways of dealing with homophobic and racist bullying should be included in the whole-school policy. ■ This work could be developed as an ongoing project. It could also link into the work of the school council and/or year-group councils. ■ The DfES pack <i>Don’t suffer in silence</i> (see ‘Resources’) gives suggestions for surveys, including the ‘My life in schools’ survey. Pupils could use these surveys as is, or adapt them. The pack contains suggestions for how to develop the school’s policy against bullying. The Anti-Bullying Alliance (see ‘Resources’) provides

Teaching activities

5 Developing a whole-school policy (continued)

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
Pupils should learn:		Pupils:	
			<p>support for developing a school policy.</p> <ul style="list-style-type: none"><li data-bbox="1776 459 2163 560">■ Schools could develop a shared policy with partner primary schools.<li data-bbox="1776 584 2163 812">■ Using ICT: pupils could use a variety of ICT tools, such as data-handling software or spreadsheets, to prepare questionnaires and store, analyse and present the collected data.

Teaching activities

6 Producing guidance

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Pupils should learn:</p> <ul style="list-style-type: none">■ how to produce guidance on strategies for dealing with bullying■ how to communicate their learning from the unit to an audience	<ul style="list-style-type: none">■ Ask the pupils to try to remember what it was like to be in year 6. They should consider how they felt about starting a new school and reflect on any concerns they may have had about bullying. Ask them to think back to the feelings they had when arriving at their new school at the beginning of year 7. Discuss what guidance they would have found useful to help them understand, prevent and deal with bullying.■ Ask groups to produce guidance for new pupils on dealing with bullying, <i>eg information booklet, assembly presentation, website</i>. They should use the learning covered in this unit, <i>eg networks, assertiveness skills, behaviour in a bullying situation</i>, and they should consider content, audience and format.	<p>Pupils:</p> <ul style="list-style-type: none">■ use their learning from this unit to produce guidance for others on strategies for dealing with bullying situations■ reflect on their learning from the unit, draw together key strands and communicate in a way that is appropriate for the chosen audience	<ul style="list-style-type: none">■ There is potential here for participation in a transition project, where year 7/8 pupils could be involved in producing guidance for year 6 pupils or in visiting primary schools to work with them.■ Using ICT: pupils might want to use ICT tools, such as presentation and desktop-publishing software, to produce their guidance.

Links with other subjects

English

En1 Speaking and listening

- 2 listen, understand and respond critically to others
- 3b take different views into account and modify their own views in the light of what others say
- 4a use a variety of dramatic techniques to explore ideas, issues, texts and meanings
- 4b use different ways to convey action, character, atmosphere and tension when they are scripting and performing in plays

RE non-statutory national framework

Learning from religion

- 2c express insights into the significance and value of religion and other world views on human relationships personally, locally and globally

Themes

- 3i ethics and relationships: questions and influences that inform ethical and moral choices, including forgiveness and issues of good and evil
- 3j rights and responsibilities: what religions and beliefs say about human rights and responsibilities, social justice and citizenship

Resources

- Anti-Bullying Alliance – a network of over 50 voluntary and private organisations and local authorities who work together to reduce bullying
- *Bullying: a charter for action* (DfES, 2003) – an anti-bullying policy charter that schools can sign and display
- *Bullying: a guide to the law* (The Children’s Legal Centre and the Anti-Bullying Alliance, 2004) – a publication for parents and professionals, available from the Children’s Legal Centre website
- ChildLine – free confidential helpline for children and young people in the UK (telephone 0800 1111). The ChildLine website contains information about CHIPS (ChildLine in Partnership with Schools)
- *Don’t suffer in silence* pack (DfEE, 2000) and the DfES *Don’t suffer in silence* website – show teachers, parents and pupils how to stop bullying
- *Key stage 3 behaviour and attendance strategy* – leaflet containing guidance on behaviour and attendance, available from the DfES *Standards site*
- L8r – an educational project that consists of an interactive website and video episodes featuring six teenage characters. Themes covered include bullying, peer pressure, and people’s values and attitudes
- National Healthy Schools Programme – helps schools develop a whole-school approach to promoting health and well-being. This makes sure that what is taught in the classroom is reflected and supported by the school ethos and environment. For more details see the *Wired for health* website
- National Society for the Prevention of Cruelty to Children (NSPCC) – a national children’s charity campaigning for child protection (telephone 0808 800 5000, email help@nspcc.org.uk)
- Schools Health Education Unit (SHEU) – offers evaluation and monitoring services to those concerned with the health and social development of young people

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- *Spotlight briefing: making schools safer using effective anti-bullying strategies* (Anti-Bullying Alliance, 2004) – factsheet exploring strategies to stop and prevent bullying
 - *The Site* – provides factsheets and articles on issues that young people face. (The 'Health and wellbeing' section contains information on bullying.)
 - *Stand up for us* (DfES/DoH, 2004) – a resource that helps schools challenge homophobia in the school environment. Available on the *Wired for health* website
 - *Teachernet* – contains guidance on tackling bullying behaviour (in the 'Behaviour and attendance' section under 'Whole-school issues')
 - *Wired for health* – this website contains information for teachers and healthy schools coordinators on health issues. It includes four separate websites for pupils of different ages

The website addresses of these resources are on the PSHE pages of the QCA website (www.qca.org.uk/pshe/).

Care should be taken when encouraging children and young people to access websites.

Appendix

Example scenarios for activities in 'What is bullying?' and 'Dealing with bullying'

- a) Liam has a very quiet voice. The others in his class always shout 'Speak up' whenever he answers a question in class.
- b) A group of year 7 boys are playing football in the playground. Tyrone misses an easy goal, and two other boys call him 'gay'.
- c) Imtiaz's bag is thrown down the stairs by a group of older boys. This happens at least three times a week.
- d) Emily receives an email every day saying 'Your mum is a prossie'. She doesn't know who it is from.
- e) Samina doesn't want to come to school. She has complained to her teacher that other girls in the class keep 'giving her looks'.
- f) John has the nickname 'Jug Ears'. His teacher joins in with the joke on a residential field trip.
- g) Every time Monisha walks past a group of older girls they shout 'Paki' and hold their nose, saying she smells of curry.
- h) Kelly has told a friend that her father gets drunk and shouts at her mother every evening, and that she is afraid to go home.
- i) Majid is called 'spastic' by some other people because he has a minor deformity of his foot.
- j) Tom and Leo get involved in a fight about the theft of Leo's watch. Leo breaks Tom's nose.
- k) Sam keeps getting a text message saying 'We hate you – get lost'. It comes from a different number each time.
- l) Polina is a refugee child in year 7. She has just arrived in school (in October) and doesn't have a uniform. Some of the other pupils laugh at her summer dress.
- m) Some boys are making decisions about who is allowed to play on the recreation ground and are stopping certain children from playing there.
- n) A group of girls in Kalisha's class often comments on her shabby coat and shoes.
- o) Robert, Shamah and Asif demand 50p each day from a group of year 7 boys, with the threat of a 'kicking' if they don't pay.

The Anti-Bullying Alliance's definition of bullying

The Anti-Bullying Alliance considers bullying to be:

- repetitive, wilful or persistent
- intentionally harmful, carried out by an individual or group
- an imbalance of power leaving the person who is being bullied feeling defenceless.