Approaches to preventing and tackling bullying

Case studies

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CooperGibson Research

Contents

Introduction

All schools are required by law to have a behaviour policy with measures to tackle bullying among pupils[1]. The government does not set out a particular approach to bullying that schools should follow. The underlying principle is that schools are best placed to drive their own improvements and they are held to account for their effectiveness through Ofsted. Ofsted's 2012 report 'No place for bullying' lays out its view on good practice[2].

There is, and never has been, any legal requirement on schools to record and report incidents of bullying. The Department for Education (DfE) advice is that schools should develop their own approaches for monitoring bullying and exercise their own judgement as to what will *work best for their pupils*. More broadly the department's advice on behaviour and discipline makes clear that having a whole school policy, consistently applied, with clear systems of rewards and sanctions is key to securing good behaviour[3]. A recent independent review of behaviour in schools, found that good behaviour policy often involved a combination of strict rules combined with strong pastoral support and activities.[4]

There is some evidence to suggest that bullying as an issue has improved for specific age groups. For example, Wave 2 of the Department's Longitudinal Study of Young People in England shows that overall, a significantly smaller proportion of year 10 students in 2014 said that they had been bullied in the last 12 months when compared with the equivalent age group in 2005.[5] At the same time, research shows that bullying does remains a problem for some pupils. For example, the 'Pupils and their parents and

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[1] Recently updated guidance can be found at Department for Education (2017*) Preventing and tackling bullying: Advice for headteachers, staff and governing bodies* https://www.gov.uk/government/publications/preventing-and-tackling-bullying

[2] [1] Ofsted (2012) *No place for bullying: How schools create a positive culture and prevent and tackle bullying*, Available at https://www.gov.uk/government/publications/school-strategies-for-preventing-and-tackling-bullying

[3] DfE (2016) Behaviour and Discipline in schools: advice for head teachers and school staff https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

[4] Bennett (2017) *Creating a culture: How school leaders can optimise behaviour* https://www.gov.uk/government/publications/behaviour-in-schools

[5] Wave 2 of the Departments Longitudinal Study of Young People in England shows that overall, a significantly smaller proportion of year 10 students in 2014 said that they had been bullied in the last 12 months when compared with the equivalent age group in 2005. Forty-one per cent of young people in year 10 in 2005 said they had been bullied in the last 12 months, compared with 36% of the 11, 166 participants in 2014.
DfE (2015) Bullying: Evidence from the Longitudinal Study of Young People in England 2, Wave 2 https://www.gov.uk/government/publications/longitudinal-study-of-young-people-in-england-cohort-2-wave-2

[carers omnibus survey](#)[6] published by the Department in 2017 showed that out of 1,847 year 7 to 13 pupils, nearly half (45%) felt they had been bullied in the previous 12 months. In the same study, just under two thirds of pupils (63%) said they had seen someone else being bullied at school in the past 12 months.

One way to help tackle this is by identifying and sharing some promising practice among schools. The DfE therefore, commissioned CooperGibson Research (CGR) to conduct in-depth qualitative interviews with senior leaders in schools, identified by several high profile anti-bullying the organisations that the department works closely with, as exhibiting some examples of promising practice to combat bullying. This report outlines the approach taken and the case studies which have been developed, along with common themes found across the schools interviewed. The DfE is considering building on this research, to develop a series of case study reports looking specifically at promising practice in the fight against bullying related to protected characteristics such as race, ethnicity or faith. We hope that this report will be a helpful resource for schools and other stakeholders looking to improve anti-bullying practices in schools.

Methodology

A qualitative approach using telephone and face-to-face in-depth interview techniques based on the interviewee's preference, was used to explore current anti-bullying practice in 15 education institutions across England. Key topic areas included:

- Current anti-bullying practice, written policies, information campaigns, reporting options, training for staff and pupils, information given to parents.

- General approaches and examples of actual practice of preventing and tackling bullying.

- How schools have created environments which promote respectful behaviours and understanding of specific groups, challenge bullying where it occurs and tackle prejudicial bullying and cyberbullying.

- Elements of practice that are perceived to be most effective and could be replicated successfully in other schools.

- Lessons learned and critical success factors.

- Challenges in dealing with bullying and how these have/can be overcome.

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[6] Panayiotou S., Boulden K., Newton S., and Andersson D. (2017) *Omnibus Survey of Pupils and their Parents/Carers Research report wave 2* https://www.gov.uk/government/publications/pupils-and-their-parents-or-carers-omnibus-wave-1-survey

Sample

There is no centrally held data about the number of bullying incidences in schools or how well schools are doing to prevent bullying. In order to identify a list of possible schools to engage with for these case studies, the DfE asked the high profile anti-bullying charities, the Diana Award and Anti-Bullying Alliance, as well as DCLG's anti-muslim hatred working group and the Government Equalities Office (GEO), to suggest schools that they consider to exhibit promising practices to tackle bullying. They were suggested for their practices to tackle bullying generally or specific types of bullying e.g. cyberbullying, lesbian, gay, bisexual and transgender (LGBT) bullying, bullying based on racial grounds. This request resulted in a list of approximately 60 schools.

It is acknowledged that this approach has limitations. Other schools with different practices could be just as or more effective in tackling bullying, but not known to the organisations with whom DfE engaged. However, without a central data source, this approach was adopted to showcase some innovative and promising ideas which the schools involved reported worked well in the context of their institutions.

The CGR research team contacted the institutions identified in the sample by email and telephone to request their participation in this research. Initially schools were selected from the list supplied by the organisations with a view to contacting 20 schools with a range of anti-bullying practices, different geographical locations (urban/rural), school sizes, types (maintained/academy) and phases (primary/secondary). Due to a limited response however, the remaining schools were contacted and targeted reminder calls and emails were sent to those originally contacted. Those who agreed to participate in an interview were either interviewed by telephone or face-to-face, depending on their preference. In total, 15 interviews were carried out with senior leaders. The sample breakdown by education phase is detailed in Table 1.

Table 1: Education institutions by phase

	Number of interviews conducted	% of interviews conducted
Primary schools	5	33
Middle school (9-13)	1	7
Secondary schools	6	40
All through (5-16)	1	7
All through (5-18)	1	7
Post 16 College	1	7
Total	**15**	**100**

The sample breakdown by role of respondent is detailed in Table 2.

Table 2: Respondent role

	Number of respondents	% of respondents
Head Teacher	1	6
Deputy Head Teacher/ Co-Head Teacher /Assistant Principal/Senior Vice Principal	11	61
Wellbeing/Safeguarding/Diversity Lead/Manager	4	22
Head of Year	1	6
Student Support Team Leader/Youth Worker	1	6
Total	**19**	**100**

A list of participating schools is provided in Annex 1.

Final selection of case studies

The DfE was keen for the case studies included in this report to show examples of how schools have promoted respectful behaviour and tackled prejudicial bullying (e.g. race/nationality, faith, LGBT, SEND, sexist bullying) and cyberbullying. This is while acknowledging that an approach that tackles bullying in general is also likely to help reduce specific types of bullying. The case studies were therefore selected for inclusion in this report to represent a range of types of schools and contexts based on either a type of bullying or the approaches taken. Schools were sent the write ups of the case studies for final approval for publication. Further details on the context of each school from their latest Ofsted report is included in the case studies.

Each case study is based on a particular theme and may encompass examples of practice provided from one, two or three schools.

Common themes: Approaches to preventing and tackling bullying

Whilst each school employed a range of different practices, a number of themes emerged which were common across the schools in how they tackle and prevent bullying and in the challenges they face.

Common strategies to tackle and prevent bullying

Whole school approach

All of the schools interviewed felt strongly that a whole school approach to preventing and tackling bullying is vital, involving teaching and non-teaching staff, pupils, parents and carers and governors. This finding reflects a key recommendation of DfE's recent review into behaviour; that making behaviour a 'whole school ambition' is crucial for developing a culture of good behaviour[7]. This approach was felt to ensure that the whole school community is clear on behaviour expectations and is sending out a consistent message.

"A whole school approach is critical. It can't be an add-on, it can't be something that's separate to everything else, it has to be intrinsic to everything you do in school. Our shared values do actually underpin everything, including our school development plan, our teaching and learning, the quality of experience, absolutely everything and that has meant that it's whole school." (Secondary school)

Key components of the whole school approaches common across the schools interviewed include:

- A highly visible school ethos or values embedded throughout the school and underpinning everything the school does. In primary schools, this often involved a focus on kindness and kind behaviour, whereas secondary schools were more likely to have several values, such as Democracy, Equality, Respect, Resilience, Tolerance and Understanding.

- Clear behaviour and anti-bullying policies with a clear definition of what bullying is (as opposed to single instances of unkind behaviour or friendship issues) and a system of sanctions.

- Behaviour and anti-bullying policies and practices that are reviewed and updated regularly.

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[7] DfE (2017) Behaviour in Schools https://www.gov.uk/government/publications/behaviour-in-schools

- Training and supporting all staff, from non-teaching support staff to senior leadership teams, to ensure all are engaged with the school's approach to anti-bullying, they model expected behaviour and that they are all able to effectively deal with incidents. *"If staff feel confident and trained up in something then they are happy to deliver it in a confident manner."* (Secondary school)

Whilst these approaches were reported to be effective in the schools interviewed, other schools may have different but equally effective practices, for example, those taken in 'no excuses' schools which place a particular emphasis on strict discipline

Whole school approaches were in some cases also supported by specific initiatives targeted at certain groups of pupils or types of bullying. These targeted initiatives were either part of a programme of anti-bullying activity, or driven by issues that had come to light in school, in the media, or national/international events. Cyberbullying, in particular, was most likely to be targeted separately and was often high profile within the school.

Focus on preventative practices

In addition to whole school approaches, all schools focused on preventative practices. These practices aimed to reduce the number of bullying incidents that occur by tackling prejudice and increasing empathy and understanding for others through awareness and education.

Preventative strategies also aimed to teach pupils to self-regulate their behaviour and to develop an understanding that they should not engage in bullying behaviour because it is not the right thing to do, rather than just because they are told not to.

A focus on positive behaviours and attitudes was also common, with rewards and recognition systems for behaviour as well as achievement.

Creating an inclusive ethos/environment

Schools worked hard to create an inclusive environment, promoting diversity and striving for equality. Schools achieved this through an inclusive and proactive approach to diversity, where pupils are encouraged to celebrate people's differences. Some schools where diversity was more limited in the school or local community, linked with other schools in different regions and countries to share good practice and increase pupils' exposure to different people and cultures.

Schools also promoted careful use of language, challenging 'banter' and racist language and instilling a collective understanding of the power of words which can cause harm to others if used in the wrong way.

"Quite often a child would say someone has said something to them and they wouldn't really know what was wrong with it, whether it has come from family or TV, they wouldn't really know that there was anything wrong with the words they were using. So we thought we need to educate them on why they can't use words like that." (Primary school)

Keeping anti-bullying high profile

All the schools held a range of activities and events during Anti-Bullying Week, with some primary schools suspending the normal curriculum for all or part of the week. However, another vital component of all the schools' anti-bullying strategies was a continued focus throughout the entire school year, not just in Anti-Bullying Week.

Some schools maintained this anti-bullying momentum through:

- Highly visible anti-bullying posters throughout the school. In the primary schools interviewed, pupil-friendly anti-bullying and behaviour policies were often displayed in every classroom and places where pupils gather such as the playground and assembly hall. Some primary schools had anti-bullying mascots or characters.

- Regular assemblies throughout the year on anti-bullying themes.

- Celebration events attached to key events in the calendar, nationally and internationally, such as Pride and Black History Month.

- Integrating anti-bullying themes into lessons either through regular timetabled Personal, Social, Health and Economic (PSHE) lessons or themed drop-down days.

- Engaging with external agencies and speakers to come into school and deliver anti-bullying sessions in different and engaging ways.

"Our values as a school, are to cherish each other and care for ourselves, we are constantly saying this to the children. It's in our everyday language and we talk about differences and how we are all different. It's always in assemblies, so they are hearing it all the time." (Primary school)

It is important to note that the schools interviewed reported these approaches to be particularly effective in the context of their own institutions and are not necessarily transferable to other contexts.

Empowering pupils

Engaging and empowering pupils in anti-bullying practices was a common theme mentioned by the schools taking part in this research.

"It's about empowering the children, it underpins everything that we do. The strategies that we use are not things done <u>to</u> the children, they are things done <u>with</u> the children."
(Primary school)

Most schools had some sort of pupil anti-bullying role, such as Anti-Bullying Ambassadors, prefects, playground monitors or 'worry busters'. The specifics of these roles varied from school to school, but the key component for them all was providing peer-to-peer support for pupils and a valuable point of liaison between pupils and staff.

These pupils were typically highly visible, wearing different coloured clothing, lanyards or badges, and received specific training for their role. In some schools this peer-to-peer support role extended to a strategic buddy system, where pupils were specially selected to support each other because, for example, they had been through similar experiences.

Pupils were also commonly encouraged to generate ideas and take ownership of anti-bullying activities and events, deliver assemblies, training and anti-bullying sessions to peers and staff and be actively involved in writing school behaviour and anti-bullying policies.

The schools interviewed often felt that pupil-led practices were some of the most powerful for preventing and tackling bullying, because pupils felt motivated and engaged with the issues and were more likely to take on-board the messages. It should be noted that these views are subjective and other schools may find different practices more practical/effective.

"Because it came from the students… it had an incredible impact across the school, it wasn't just something that was top down." (Secondary school)

A rapid response to bullying incidents

All schools felt a rapid response to any incident of unkind behaviour or bullying was essential to avoid escalation and parents on both sides were immediately contacted about any instances of bullying. This rapid response to tackling incidents was also seen to give pupils the confidence to know that bullying would be dealt with and to reinforce the fact that bullying would not be tolerated.

Providing a variety of ways for pupils to report incidents or concerns was an important part of this rapid response approach, and takes into account that some pupils might find it difficult to talk to staff. Schools used practices such as bully boxes, a bully email address/icon on computers, pupil-led anti-bullying support roles (e.g. Anti-Bullying Ambassadors) and anonymous pupil questionnaires.

Restorative practices were found to be work well for resolving issues between pupils by some of the schools interviewed. This is the idea that those who have been harmed are

able to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Common challenges

Engaging parents/carers

Engaging with parents was seen by schools as an important part of preventing and tackling bullying, to align the messages that pupils receive from home and from school. However, all schools faced challenges in doing so and schools found some parents particularly hard to reach, such as working parents and those disengaged with their children's education.

Schools constantly tried to think of different ways to communicate with parents and carers and encouraged them to come into school regularly, as face to face communication was deemed to have the most impact. In particular, schools aimed to foster open lines of communication with parents and carers and several mentioned employing an 'open door policy', encouraging parents to come in and speak to the school at any time.

"Keeping open communications with home and school can be challenging at times, some families don't want to let you in to their home life. It's about establishing that climate where they feel comfortable to speak to you, rather than you judging them in any way, so they don't feel negative." (Primary school)

Examples of practices to engage parents include:

- Termly parent and carer forums, structured like a coffee morning, where parents and carers come into school to talk about a range of topics and issues, including bullying.

- Half termly parent and carer consultations with teachers to talk about any issues, including anti-bullying.

- Running parent and carer sessions regularly and at different times of the week/day to maximise their reach. One school described how they were planning to incorporate internet safety and cyberbullying into their school open evening to take advantage of a 'captive audience', whereas another school held weekend events. *"It was like a fair with stalls, including food stalls… We went through online and social media, the effects of social media and keeping an eye on what children are doing."* (Secondary school).

- Class assemblies every week which parents can attend. *"Whilst not every one [assembly] is about bullying we reinforce in those about kindness, we talk about how kind and thoughtful the children are"* (Primary school).

- Talking to parents and carers at the start and end of the day at school drop off and pick up, reinforcing positive messages.

- Face to face meetings with parents and carers and pupils when any issues or bullying incidents arise.

- Parent and carer pages/zones on the school website, providing information and advice, such as how to identify if their child is being bullied, cyber safety top tips and what they can do to help prevent their child from being bullied or becoming a bully. Websites also typically contained copies of behaviour and anti-bullying policies and signposting to internal and external support sources.

- Regular communications with parents and carers by different channels such as by letter, email and social media sites such as Facebook and Twitter. One school communicated with parents via a school app.

- Involving parents and carers in developing anti-bullying policies; *"Because parents have been involved in writing the policy they are very clear on how we deal with bullying and they feel empowered and important because they have been part of the process"* (Primary school).

Keeping up to date with online trends

Trends in technology and social media change at a rapid rate, meaning another key challenge for schools is keeping up with those trends, particularly for secondary schools where pupils are more likely to have unsupervised access to the internet and their own mobile phones.

"Trying to keep up with those developments and changes is really difficult and the resources out there can't keep up either. If you're trying to get agencies in to talk, by the time you've got them in its already changed. So, you've got to know that the agency you're bringing in is on top of their stuff, because it's no good them talking about WhatsApp if they [pupils] are not using it anymore and they're already two apps ahead.
(All through school)

Schools described a constant effort to keep up with online trends, to ensure their practices and policies were up to date and that they were providing the best information, advice and support for staff, pupils and parents and carers. Strategies included:

- Allocating responsibility for keeping up to date with online, gaming and social media trends to a senior member of staff such as a Head of Year or the Deputy Head, or to a department, such as the Information and Communications Technology (ICT) department.

- Working with external organisations such as the Local Authority, local police service, Child Exploitation and Online Protection (CEOP), Digital Families and Babcock International.

- Utilising online safety resources, such as those provided by CEOP[8].

- Regularly talking to pupils about what they are doing online to identify what new games, sites and apps are becoming popular. "*Listening to your children, if you have a group of children that you work with closely they will tell you what the children are into. Getting the voice of children at regular intervals is really important. If you don't know what makes them tick, if you don't know what they are into, how on earth can you tackle it?*" (Primary school)

- Regularly reviewing and updating cyberbullying and online safety policies to ensure they contain the latest games, websites and apps, particularly for social media.

- Speaking to social media companies to understand how pupils can best set their privacy settings and keep themselves safe online.

- Attending training courses about online safety and trends run by different organisations. In some cases, staff had undertaken training to become a CEOP Ambassador[9] enabling them to train other staff, pupils and parents effectively.

- Inviting external speakers from different organisations into the school to talk to staff, pupils and parents and carers. One school described how free resources, such as free magazines and software provided by the speaking organisation, could be useful to encourage parents to attend. "*It helps to get parents along if you put in the letter that there will be some freebies there.*" (Secondary school)

Dealing with incidents which occur outside school

Dealing with incidents which occur outside of school was a challenge cited primarily by secondary schools and was linked in particular to pupils' use of the internet and social

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[8] Thinkuknow Resource Library https://new.thinkuknow.co.uk/professionals/resources/
[9] CEOP Ambassador Course https://new.thinkuknow.co.uk/professionals/training/ceop-ambassador-course/

media. Because the incidents occur outside of school, there was felt to be a 'blurring of the lines' over whether the school could have any control or should take responsibility.

Schools do have the power to intervene and teachers can discipline pupils for bullying, including cyberbullying, that occurs outside of school. Where bullying outside of school is reported to teachers, it should be investigated and acted on.[10] The schools also acknowledged that even when incidents or bullying occur outside of school, they have the potential to impact on pupils inside school. As a result, most schools would tackle these incidents in much the same way that they would tackle them if they had occurred in school.

"It's not just inside school, it's outside of school too. Our remit from an educational basis is about that whole child." (Secondary school)

When incidents outside of school involve a member of the public, the issue becomes more complicated for schools to deal with. In these cases, schools would offer as much advice and support as they could for the pupils and parents and carers involved, and signpost them to external support such as local police services.

Collaborating with other schools across phases

Some schools did collaborate with other schools in the same phase, in their local area, nationally or internationally, to increase exposure to diversity and share anti-bullying resources and good practice. However, in some cases it was felt that there could be greater collaboration in preventing and tackling bullying across phases, in the transition from primary school to secondary school. In particular, schools found it challenging when pupils move to or from another school which does not have the same focus on behaviour and anti-bullying as they do.

As one school described the challenge; *"I think we need to have a stronger transition… Our pupils get to a secure and really confident frame of mind and then they go up to the high school and there needs to be much more continuation of the kind of work we do."*

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[10] Section 90 and 91 of the Education and Inspections Act 2006 gives Headteachers the power to regulate pupils' conduct when they are not on school premises, and are not under the lawful control or charge of a member of school staff. This also includes any bullying incidents occurring anywhere off the school premises. While teachers have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises, or when the pupil is under the lawful control of school staff, for instance on a school trip. For detailed information about this power please see the department's advice on behaviour which is available at: Department for Education (2017) *Preventing and tackling bullying: Advice for headteachers, staff and governing bodies* https://www.gov.uk/government/publications/preventing-and-tackling-bullying pp6

Conversely, some secondary schools worked closely with new year 7 pupils to ensure they were aware of the school ethos, values and expectations before entering school and also to identify pupils who may need additional support before and when they start at secondary school.

Engaging staff

A small number of schools said they had initially experienced challenges in engaging staff with certain aspects of anti-bullying policies or topics. For example, some primary school staff initially struggled to understand why the school needed to talk to pupils about such topics as interactive gaming, social media and sexting. Other primary schools initially faced some challenges in delivering lessons about topics such as families with same gender parents or transgender people. These staff perceived pupils to be too young to be discussing these issues, or to be using that type of technology, despite the fact that they were being used widely by pupils from a young age.

"To begin with they didn't know why we needed to be talking about it, they thought it's not a problem in our school, but that's gone now. They know now that even if we're not having an issue it's important that children get this education." (Primary school)

Other schools had to challenge staff opinions of what constitutes bullying itself and related issues such as banter.

These schools recognised that it was still important to prepare and educate pupils to prevent bullying incidents from occurring and to prepare them for the future when they might meet different types of people. Discussions and training was successful to help staff understand why it was important to tackle these topics, even if they were not being experienced in the school.

"For me, the challenge has been engaging members of staff, who perhaps have the opinion that bullying is a term that is used too much, it's banded about. Very often they think this is what life is all about, get a grip it's not going to be all plain sailing, and so on. So one of my biggest challenges was trying to get across the impact and effect of bullying, to do that it's been best to use real life cases… quite upsetting instances and examples of students younger than ours that have taken their own lives, or gone to dramatic depths to stop what's happening to them. So when you provide staff with examples like that, such clear and concise examples, I don't think anyone can argue that they haven't got a role and a responsibility as an adult." (Secondary school)

Case studies of anti-bullying practices

To follow are seven case studies, developed to provide examples of the practices used by schools to prevent and tackle bullying. It is hoped that these common themes and case studies will be helpful for schools and other interested stakeholders as they seek to address bullying.

Click on the link to go straight to the case study:

Case studies: Approaches to preventing and tackling bullying

Case study 1: Whole school approaches to preventing and tackling bullying

Warden Park Primary Academy (Sussex)

School context

The school is part of the Sussex Learning Trust and is an average-sized primary school which has grown considerably in the last few years. The school has a diverse intake with a higher than national average proportion of pupils with disability and special educational needs; from a minority ethnic background; who have English as an additional language and who receive Pupil Premium. The school was rated as good by Ofsted at its last inspection in 2015.

A whole school review of behaviour and anti-bullying practices

Historically, the school identified a need to further improve behaviour and reviewed its practices and policies for behaviour and the prevention of bullying.

This began with analysing the school's physical organisation and logistics to establish where issues are most likely to occur and putting structures in place to minimise the opportunities. This included:

- **Ensuring lunch and break times are a positive experience** for pupils, through:
  - **Playground zoning** with clearly defined areas for different activities such as sports areas, quiet areas for colouring, reading and board games, as well as the general play area. Staff are involved in showing pupils how to play games.
  - **Maximising staffing at break and lunch times** by placing as many staff as possible on duty. These staff are the children's teachers and TAs, so are known to the children.
  - **Play leaders and peer mentors** on the playground. These are specially trained pupils who provide support for pupils and staff and help to instigate games and play.
  - **Prefects** on duty in corridors, toilets, the dining hall and on playgrounds to encourage pupils to feel that the school is their community and it is their responsibility to make sure it is a nice place to be.

- **Investing in a pastoral support unit** comprising two full time pastoral mentors, which enables pupils who are struggling with their behaviour to be supported outside of the classroom so that the learning of other pupils is not interrupted.

The school also developed a clear ethos and a proactive behaviour policy, which includes all aspects of behaviour and addresses bullying. Key to the school's approach are:

- **An ethos of kindness** which is constantly referred to and modelled by all adults and underpins everything across the school.

- **A focus on positive behaviours and growth mind-set** with the notion that the harder they try, the more successful they become, and that pupils can turn around their behaviour at any time.

- **Careful use of language** including defusing language and a clear view on what bullying behaviour is. The school is careful not to label pupils as bullies or say they did 'something terrible', but instead focuses on future behaviour and reinforcing the positives. *"It's about 'tomorrow is another day'. It's about 'we had a bit of a wobble today, but we have talked about it and we are ready to move on'."*

- **A quick response to any unkind behaviour or building tensions,** with staff talking to the pupils involved to help them understand how their behaviour might be perceived by others.

- **Clear sanctions supported by restorative practices** for both the victim and the perpetrator.

- **Working closely with parents** to address behavioural issues.

The school have undertaken specific activity with staff, pupils and parents to embed this ethos and behaviour policy including:

- **Staff training** to ensure expectations of behaviour are modelled and staff have a consistent approach to tackling behavioural issues. This included training by an external coach on how to be kind and supportive and how to be 'the best version of me'. The local authority provided training on attachment disorder and what kinds of behaviours result from this. They also gave training on de-escalation which involved early identification of children's stress responses, both verbal and non-verbal as well as how best to diffuse potential situations.

- **A programme of lessons, activities and assemblies** on a range of topics such as how to be kind, what it means to be different, what bullying is, indirect bullying and bystander behaviour. All aspects of bullying are regularly discussed through Personal, Social, Health and Economic education (PSHE) lessons. Classrooms and other spaces where children gather have clearly displayed behaviour ladders.

- **Parental involvement** with consultations each term, class assemblies and through day-to-day discussions at the start and end of the school day, reinforcing the message that *'kindness is everything'*.

> *"It took a bit of time to put structures in place and to get the 'buy- in' from all stakeholders. However, once established, the systems have become so embedded in everything we do and say. Kindness at all times is now an integral part of the ethos of our school'."*

The school has systems for detailed logging of behaviour and monitors pupil and parent experiences and attitudes via surveys. The school has seen a vast reduction in incidents of poor behaviour since implementing the new policy and surveys show that the wellbeing of pupils is very good.

Newton Abbot College (Devon)

School context

The school is a larger-than-average sized 11-19 secondary academy, predominantly White British, with the number of pupils receiving pupil premium or having a disability or special educational needs below the national average. The school was rated as good by Ofsted at its last inspection in 2014.

Proactively embedding a supportive and caring environment

The college has developed a whole-school preventative approach to anti-bullying. They have been proactive in embedding an ethos that promotes pupils' caring for and looking after each other. They have implemented key activities and strategies focused on creating a supportive and caring environment, promoting positive behaviours and actions, and increasing awareness of bullying and its impact. This includes:

- **Demonstrating a sharing and caring ethos** in all interactions within school e.g. how to greet people, helping others.

- **Vertical tutoring system** where pupils from all year groups are in each tutor group. This encourages younger pupils to build relationships with older pupils, helping to dispel fears about older pupils.

- **Two days of induction** for year 7 pupils delivered by prefects in which they talk about bullying and the expectations of them as pupils. This also incorporates a play about 'Sam's first day' focusing on a pupil experiencing different types of bullying. This is followed by a workshop that allows the new year 7 pupils to ask questions and discuss what they have seen in the play.

- **A focus on the impact of words** and providing pupils with examples of real life stories of bullying showing the impact it can have for the victim. For example, the college held an assembly in which they discussed a real life story of a girl who committed suicide due to being bullied.

- **Clearly defining bullying** to ensure that all pupils, and in particular new year 7 pupils starting at the school, are clear about the type of actions that are considered to be bullying, and avoid misunderstanding and false allegations by pupils or parents.

- **Use of a confidential online reporting system** which allows pupils to send anonymous messages, via a 'Confide' icon on all school computers, to a senior pastoral member of staff if they have any worries or issues about school or home, or are worried about someone else. The tool is used to report bullying, but also as a safeguarding tool.

- **Promotion of 'THINK'** (T – is it true? H – is it helpful? I – is it inspiring? N – is it necessary? K – is it kind?) via a poster displayed in every tutor group, to encourage pupils to think about what they say before they say it.

- **Keeping pupils 'busy'** through offering a range of extra-curricular activities at lunchtime and after school, aiming to minimise potential behavioural and bullying issues and encouraging pupils to build relationships with those from other year groups**.**

The college has also established a number of support mechanisms to both prevent bullying and react to incidents as soon as possible. This includes:

- **Pupil-led anti-bullying team and Ambassadors (supported by prefects)** with multiple roles related to anti-bullying, including producing posters to display around school and providing training for new Anti-Bullying Ambassadors. Prefects stand at the school gates every morning to check how pupils are and to alert student support if they notice anything that may be useful.

- **A buddy system** where pupils are paired up with other pupils who have had similar experiences to provide support and friendship. The college have found this to have a positive impact on pupils, particularly on their confidence.

- **A non-teaching student support team** which allows action to be taken quickly if any issues arise as they do not have to wait for staff to finish teaching.

- **Parent support evenings** to equip parents with appropriate resources to deal with issues their children may be facing, including bullying in general and specific types of bullying (e.g. cyberbullying).

In 2016, the college was chosen as one of only three schools and colleges nationwide to be awarded the status of 'Showcase School' by the Diana Award, a charity set up as part of the legacy of Princess Diana to reduce the instances of bullying in education environments. A showcase film[11], made by The Diana Award, explains the work that goes into the College's anti-bullying programme each academic year.

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[11] Newton Abbot College showcase film https://www.nacollege.devon.sch.uk/students/anti-bullying

Case study 2: Strategies for maintaining the anti-bullying momentum

Burton-upon-Stather Primary School (Lincolnshire)

School Context

The school is an average-sized primary school and pupils are predominantly of White British heritage. The proportion of pupils with a disability and those with special educational needs is broadly average. The school was rated as good by Ofsted at its last inspection in 2013.

Continuous preventative strategies

The school believes that keeping a focus on kindness and anti-bullying throughout the year is key for ensuring the number of bullying incidents at the school remains very low - *"we definitely try to prevent issues before they arise through constant reminders."*

The school has an ethos of 'it's cool to be kind' and has worked with The Diana Award to develop a wide range of anti-bullying practices, including:

- **A high visibility ethos** using posters and signs across the school promoting their 'cool to be kind' policy and a sign clearly explaining what constitutes bullying.

- **'Buddy and Benny' anti-bullying characters** utilised to help pupils talk about their worries and are built into anti-bullying lessons. The characters are present on the school website and there are large stickers of the characters on the school walls to ensure they are highly visible. Pupils can email Buddy and Benny if they have any questions or concerns, and the message is sent to the senior leadership team so they can take appropriate action.

- **Anti-Bullying Ambassadors** are pupils who are trained to support the school with tackling bullying. Ambassadors are highly visible through different coloured school tops and badges.

- **Achievement assemblies** held every Friday, where Anti-Bullying Ambassadors hand out a 'cool to be kind' certificate to one child in each class for something kind they have done that week. The awarded pupils wear a smiley T-shirt for the day and have access to a special play area.

- **Anti-bullying assemblies** delivered every half term, each focusing on a different topic. In addition to addressing types of bullying, the sessions also cover topics such as being safe, being kind, friendships, diversity and values.

- **Dedicated anti-bullying lessons** are planned into the PHSE curriculum.

- **Dedicating time to anti-bullying** with responsibility allocated to a member of senior leadership who ensures it remains on the staff meeting agenda every week.

In the summer term, the school had a 'Cool to be kind day', a full day of activities for the whole school, including:

- **Kindness welcome** where Anti-Bullying Ambassadors welcomed pupils and their parents coming into school with a flower for the parent and a joke for the pupil, to make them smile *"Getting parents involved had a massive impact, we were flooded with positive comments from parents on our Facebook page."*

- **Kindness assembly** attended by the whole school in the morning to start the day, developed and delivered by the Anti-Bullying Ambassadors.

- **Kindness pledge** made by all pupils to do something kind that day, such as making a drink for their parent or carer, helping with their siblings or making sure that nobody is left out at playtime and everyone is having fun.

- **Compliments notepad** where every pupils name in the class is written on a page. and pupils wrote secret compliments about each other These were then distributed back to the class at the end of the day.

- **Recipe for kindness** comprising sweets labelled as different elements of kindness. Pupils chose which elements of kindness they wanted to include and wrote down the 'ingredients' they had chosen in the form of a recipe.

- **Random acts of kindness** that were suitable for children to do in school were written on pieces of paper by staff. Pupils selected a piece of paper and their challenge for the day was to complete that random act of kindness.

- **Being kind to our planet** by watching a video about looking after the planet and then writing down or drawing pictures of their own ideas on how to be kind to the planet.

- **Worry balloon release** to 'let their worries go'. Pupils wrote their worries on a balloon and released them.

Highfield Middle School (Northumberland)

School Context

The school is a smaller than average-sized secondary school for 9-13 year olds. Pupils are predominantly White British with a below-average number of pupils receiving pupil premium or having a disability or special educational needs. The school maintained its good rating at its latest short inspection by Ofsted in 2018.

Maintaining a proactive approach

The school has worked hard to ensure that all pupils are aware, from the first day they join the school, of their joint responsibility to prevent and tackle bullying. The school employs a range of strategies throughout the year to keep anti-bullying at the forefront, including:

- **An anti-bullying pledge signed by all pupils** in the first week of the first term. The pledge outlines what pupils can expect as a member of the school and also pupils' responsibilities to report bullying if they see it occurring.

- **An 'Auntie Bully' cardboard cut-out mascot** which is moved to different locations around the school. The mascot features heavily during Anti-Bullying Week, but is also used throughout the year as a visual reminder to pupils that the school is an anti-bullying school. *"We move her round the school, in all sorts of places like the toilets and the corridors…It has been really effective with key stage two pupils... We recognise that it has to be constant, it has to be visual."*

- **'Bully' and 'Sorry' boxes** where pupils can anonymously post notes to report any incidents of bullying or make an apology. The boxes also give the school a valuable insight into the types of incidents that are happening.

- **Weekly Peer Mentor meetings** to discuss any issues or planned anti-bullying activities. The meetings are structured with an agenda and minutes are taken to ensure they are actioned and effective.

- **Full school assemblies planned through the year** on a range of anti-bullying topics to maintain a high profile.

- **Threading anti-bullying content into the PSHE curriculum** to ensure it is regularly taught to pupils throughout the year.

- **Specific rewards for positive behaviour** in addition to school awards and house points systems. Whenever pupils engage in positive and helpful behaviours such as supporting another pupil through an issue or reporting a bullying incident, they are rewarded with a 'jewel', which is added onto a display board in their class. *"It's an extra incentive based on being a nice person."*

- **Targeted anti-bullying campaigns** such as 'Be A Hero', which encouraged pupils to 'be a hero' and report bullying. The campaign aimed to combat the mind-set that if a pupil tells someone about bullying they are a 'grass' or a 'snitch'.

- **Regular anti-bullying staff meetings** conducted at least once a term, sharing any training courses that staff have been on and to discuss any incidents, ensuring all staff are kept informed about important school issues.

- **Bullying incident flow charts** to show clearly what action staff should take for different types of incidents, such as logging and escalation procedures.

- **Regular parent sessions** to provide up to date advice and guidance, in particular keeping parents abreast of online trends and how they can help their children to stay safe online.

Case study 3: Preventing bullying in a multicultural school

Woodside High School (London)

School context

The school is a smaller than average secondary school in Tottenham; very multicultural and diverse, with over fifty languages spoken by pupils in the school and 85-90% of pupils having English as an Additional Language. The school has a large proportion of Turkish/Kurdish and Black Caribbean/African pupils. The school was rated as 'outstanding' by Ofsted at its last inspection in 2014.

Embedding shared school values

With a diverse pupil cohort, the school stated that they were very aware of the potential impact of pupils' different cultural backgrounds, including experiences, views and words they may use. To prevent bullying, the school has:

- **Developed a set of shared values** agreed by pupils, staff and families and which underpin all aspects of school life including policies on bullying and behaviour.

- **Focused on challenging discrimination and prejudice stemming from the diversity of cultural backgrounds** including tackling the use of language which although not always direct racism, could be perceived as racist.

- **Developed a home-school agreement** which pupils and parents sign-up to on admission to the school, wherein they agree to uphold the school values. This agreement recognises the cultural differences within the school, whilst setting out clear consequences if pupils do not uphold the school's values.

"It's really about having a really clear and consistent policy, zero tolerance but also celebrating diversity and what that brings to the school and to society."

Celebrating diversity

The school has placed a strong focus on education and raising awareness of different cultures and backgrounds, developing a thorough programme based around their values and focusing on celebrating different aspects of diversity, for example:

- **Celebrating Black History Month,** inviting speakers into school and developing specially tailored assemblies, with a focus on different black identities and the contributions black people make to society.

- **Looking at the impact of racism** throughout history and current events. Key historical events and issues such as apartheid are taught across the curriculum in subjects such as History, Geography, English and PSHE. It is also covered through whole-school events such as Black History Month, where students speak about issues which are important to them. Extremism is studied in History, PSHE and English where students are encouraged to consider issues such as the rise of the far-right, racism and the impact that this continues to have on society.

- **International evenings** allowing pupils and families to celebrate different cultures and dress and celebrate their identity.

- **Engaging with external agencies** around equality and diversity issues, including Safer London and the Anne Frank Trust.

Involving pupils

The school has been instrumental in giving pupils ownership of resolving issues around equality and diversity. Pupils are actively involved in setting sanctions and the consequences of bullying, mentoring and providing training to school staff.

Key ways in which pupils have been actively involved include:

- **Facilitation of equality and diversity training sessions** led entirely by pupils and attended by all school staff. Pupils spoke about incidents of racism they had experienced, with the aim of generating discussion and ideas for how such incidents could be managed by the school.

   "*Student voice is key to the success and impact of the initiatives at Woodside. The staff training session came entirely from the students and for us to hear from them what they were experiencing was incredibly powerful. It had a considerable impact across the school. Staff responded to the direct testimony of students in a way that was felt far more deeply than if it was a message communicated on their behalf from Senior Leadership Team."*

- **A year 11 pupil behaviour panel** which has been instrumental in reviewing the school's policy on bullying including looking at racism and agreeing sanctions.

- **A strong peer mentor programme** where year 10 pupils are allocated pupils in younger year groups to mentor. A key focus of the training given to mentors is on bullying and how it can be tackled.

The school has found that anything student informed or student led around behaviour and expectations has been instrumental in getting pupils to 'buy-in' to the approach.

Responding to issues

The school is proactive in dealing with issues of pupils using inappropriate language or terminology associated with particular cultures or backgrounds of students. This has included:

- **A focus group of Somali pupils** to explore the type of bullying and prejudice they experienced. The outcomes from the focus group were shared with staff throughout the school to increase awareness of potential bullying against this group of pupils, to ensure it was identified and dealt with quickly.

- **Identifying and supporting 'at risk' pupils** during the transition from primary school, by facilitating additional transition days to clearly establish their needs prior to starting at the school. In year 7, these pupils are involved in a six-week programme that covers different types of bullying and the impact of bullying. This is delivered in the school's wellbeing room, a therapeutic space in which pupils can be supported by a trained psychotherapist.

The school has also considered the impact of pupils' physical environment. They specifically plan their tutor group allocation in year 7 to ensure that they are as ethnically diverse as possible. As a large and growing school, they have also introduced split lunchtimes, which has helped to minimise bullying as there are fewer pupils at each lunch break, resulting in more space for pupils and more opportunities for activities.

The school has a clear and consistent 'zero tolerance' approach to dealing with any form of prejudice or discrimination. Key features of their approach include:

- **A clear hierarchy of sanctions** set out to all pupils and informed by the year 11 behaviour pupil panel. *"Anything that is student informed or student led, particularly around behaviour and expectations, if it's coming from the students it's much easier to get their buy in."*

- **Provision of appropriate support and intervention for perpetrators and victims** such as counselling, or involvement with the school's therapeutic behaviour unit providing education alongside sanctions.

- **Using a restorative approach** by giving the victim of the bullying the opportunity to explain the impact of the incident on them and giving the perpetrator the opportunity to explain the impact of the incident on them and providing them with the opportunity to apologise.

Case study 4: Approaches to challenging stereotypes and promoting equality and diversity

All Cannings Church of England Primary School (Wiltshire)

School context

The school is a small primary serving a rural area. The vast majority of pupils are White British. The proportion of pupils with learning difficulties and/or disabilities is broadly average. The school was rated as outstanding by Ofsted at its last inspection in 2009.

Promoting positive attitudes to diversity

The school promotes positive attitudes towards diversity with the aim of instilling them for life. It is proactive in its approach to tackling bullying.

A regular programme of education and experiences is implemented to increase empathy and broaden pupils' understanding of different children's needs, types of families and cultures - even if they are not present in the school or the local area.

The school promotes diversity through:

- **The Personal, Social, Health and Economic (PSHE) education curriculum** with specific sessions focusing on certain topics such as different types of families (e.g. two fathers), prejudice (e.g. racism) and bullying. Positive behaviour and making good choices are recurring themes.

- **A regular programme of visitors** over a two-year cycle and tailored to key stage. The programme is flexible, enabling the school to adapt in response to events, such as a new pupil with specific needs joining the school, or events in the news. This keeps diversity high profile but in a low-key manner.

- **Utilising outside agencies** to support in house expertise and get messages across in different and impactful ways (e.g. Zero Tolerance, Anti-Bullying Alliance).

- **Real life experiences** provided through links with schools in Greenwich and France to enable pupils to visit each other and help them to develop empathy and understanding about children from other cultures and backgrounds.

"Whilst it's wonderful what you can do on a white board or see on YouTube and there's lots of resources provided by commercial companies and charities that are fantastic, you can't beat first-hand experience of real people, child to child, that's hard to replicate."

Ash Manor School (Surrey)

School context

Ash Manor School is an average sized secondary school[12]. Most students are White British, and around 12% are from Gypsy, Roma and Traveller backgrounds. There are a small proportion of pupils who have English as an additional language. The school received an Ofsted rating of good in its last short inspection in 2017.

Challenging stereotypes

The school prides itself on being inclusive, with a clear vision, values and expectations of pupils – integrity, respect and resilience. With a pastoral team of eight, they have focused on understanding pupils as individuals and allowing them to be individuals.

The school has worked to challenge stereotypes, supporting pupils to understand and respect those from different backgrounds and communities, with the aim of reducing bullying and increasing cohesion. Specifically, the school has undertaken work to increase understanding of Gypsy, Roma and Traveller (GRT) communities. The focus of the work has been on reducing the isolation of this group of pupils within school, reducing incidents of bullying and building relationships with GRT families attending the school. This included:

- **Challenging both GRT and non-GRT pupils' use of derogatory language** such as 'pikey' and 'gorger'. Whilst the school recognised that the term 'gorger' is not classed as offensive, they discussed with pupils how it was being used in a derogatory manner and therefore was inappropriate.

- **Training staff to understand the cultural backgrounds** and norms of the GRT community to better understand pupil behaviours and attitudes.

- **Employing a parent from the GRT community** as a key worker to act as an intermediary and build relationships between the school and GRT pupils and parents. This helped GRT pupils and parents to feel more comfortable talking to the school and to be more trusting of feedback from the school.

> *"You can stop a lot of bullying by making sure they [pupils] are more tolerant and respectful of other people's beliefs and cultures and disabilities. What you want is children to not bully because they choose not to do it, because they know it's the right thing to do, not because they have been told not to do it. And that is really our mantra."*

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[12] As described in an Ofsted report.

The school has also established a wider approach to tackling stereotypes, including using tutor time and 'drop-down' Personal Development Days to discuss attitudes and prejudices which may result from what pupils hear in the media. Alongside this, three years ago, the school became a restorative practice school as part of the Learning Together Project.[13] Every incident of bullying now results in a restorative practice session.

> *"Basically, it's giving the victim a voice, if you sit face to face with the person who is horrible to you, and say this is how you have made me feel, it has so much more impact than throwing a consequence at the perpetrator."*

Bradford College (West Yorkshire)

College context

Bradford College is a further and higher education college in West Yorkshire, with approximately 25,000 students offering a range of full and part-time courses. The college received a good Ofsted rating in its last inspection in 2014.

Challenging stereotypes and promoting equality and diversity

The college has established a value-based, whole college approach to challenging stereotypes and promoting equality and diversity. The college wanted to develop a broader approach to the government's Prevent strategy, and has established some United Values, specifically focusing on unity, dialogue, understanding and critical thinking. United Values is intrinsic to all aspects of college life and is a move away from the terminology of 'bullying', instead focusing on respect, encouraging positive behaviours and emphasising the richness (in terms of a diverse student cohort) of the college environment.

> *"The messages we get across are mutual respect, individual liberty, the fact that we all have freedom to do things but that if you break the law your freedom is taken away. We talk about respecting the law and rules, equality and diversity, challenging stereotypes, nurturing respect, that if you give respect you get it back."*

The college has embedded their United Values approach through:

- **Providing United Values training to college staff and progress coaches[14]** through the induction process, alongside safeguarding and Prevent training to equip staff to identify and deal with issues.

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[13] Led by University College London Institute of Child Health
[14] Coaches who work with students on their progress

- **College resources on how to manage and prevent stereotyping** as well as resources to aid implementing United Values in the classroom (e.g. lesson plans, five-minute videos, handouts).

- **Progress coaches delivering United Values** to their students.

- **Posters in classrooms** explaining what each of the values are; reinforced by tutors.

The college has put in place specific student and staff initiatives and support focused on challenging stereotypes and encouraging positive behaviours. This has included:

- **Workshops on the use of derogatory language** where staff talk to students about where certain derogatory terms originated from, with the aim of educating students.

- **Involvement in the national White Ribbon campaign** and the appointment of 10 male student ambassadors promoting standing up to domestic violence against women; involving informal education through group activities and flash mobs[15].

- **A student base** in the foyer area of the college where students can talk to staff about any issues they are facing or have heard.

- **Unity and Diversity Learning Walks** carried out by the Programme Area Leads with support from the Curriculum Diversity/ Prevent Lead; where lessons are observed for student behaviour, teachers' level of rapport with students and relationships between students.

- **Embedding United Values into schemes of work** with training and resources on implementing United Values in the CPD provided for staff.

Student behaviour has improved in the college and staff feel that the whole culture of the college has changed. Student evaluations show that they feel safe, that the college promotes equality and diversity and they feel that United Values works to challenge negative behaviour.

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[15] A flash mob is generally known as a group of people who assemble suddenly in a public place, perform an unusual act such as a dance, then quickly disperse. At the college, music is played over the public address (PA) system, everything in college stops and staff/students do a dance or *"their own thing".*

Case study 5: Improving preventative practices and support for LGBT (Lesbian, Gay, Bisexual, Transgender) pupils

Temple Moor High School Science College (West Yorkshire)

School context

Temple Moor High School Science College is a larger-than-average sized 11-18 secondary school with a science specialism. The large majority of pupils are White British and the number of pupils receiving pupil premium or having a disability or special educational needs is above the national average. The school maintained its good rating at its latest short inspection by Ofsted in 2017.

Preventative practices to tackle homophobic, biphobic and transphobic bullying

In 2015, the school began working in partnership with the Barnardo's Positive Identities Service to tackle homophobic, biphobic and transphobic (HBT) bullying. Whilst the school had not identified any significant issues with this type of bullying, they recognised the value in improving their preventative practices and support for LGBT pupils.

The year-long programme incorporated:

- **An introductory assembly** to pupils and staff to explain the programme, plus sessions with parents and governors.

- **Lesson plans focused on different sexualities incorporated into timetabled PHSE lessons** and tailored by year group, to ensure each pupil received at least 2 hours of teaching these subjects.

- **Staff training** on how to deliver lessons, what to do if a pupil confides in them and next steps to support pupils.

- **Additional assemblies across the year** to reinforce learning, and celebration of events such as Pride.

- **A review of the anti-bullying policy** to encompass LGBT bullying specifically and mechanisms by which students could discuss and be supported with their sexual identity.

- **Drop in sessions and a games club** to provide a place where pupils can talk to someone about their sexuality and be comfortable with like-minded people.

The programme was highly visible and promoted to pupils and parents via the school website, leaflets and posters around the school, letters and email communications.

"They were as keen as we were that it wasn't just a one year fix…There's a massive legacy in terms of what they have achieved."

Although the programme has now been completed, the school has maintained a number of initiatives developed with Barnardo's and continues to review and adapt its practices to ensure incidents remain low.

In addition to the work with Barnardo's, the school developed its own initiatives to prevent and tackle all types of bullying, including pupil anti-bullying mentors, regular assemblies tailored to year group on bullying and topics such as empathy and kindness, posters promoting the school's in-house support services, and a combination of sanctions and restorative practices for tackling bullying incidents when they occur.

The school reported an increased atmosphere of acceptability and reduced stigma for LGBT pupils and this has allowed more pupils to feel comfortable discussing their sexual identity. LGBT related incidents have reduced from 14 before Barnardo's worked with the school to one per year over the last two years. The school also reports that the number of general bullying incidents has reduced significantly in the last two years.

Wyedean School and Sixth Form Centre (Gloucestershire)

School context

Wyedean School and Sixth Form Centre is an average sized secondary academy. The school is predominantly White British and the number of pupils receiving pupil premium or having disability or special educational needs is below the national average. The school maintained its good rating at its latest short inspection by Ofsted in 2018.

Supporting LGBT pupils

In addition to its wider anti-bullying activity, the school has put in place a number of specific practices to ensure that transgender pupils feel comfortable and supported. This includes:

- **Staff training** about gender identity and sexual orientation conducted by Education Action Challenging Homophobia (EACH), specifically focussing on the language used by pupils and ensuring all staff feel confident and knowledgeable.

- **Ensuring facilities such as toilets and changing rooms are safe and accessible for all pupils** regardless of their gender identity, by installing some gender neutral toilets, introducing mixed gender physical education lessons and ensuring there is a place for transgender pupils to get changed.

- **Ensuring equal access to opportunities** by proactively identifying and tackling potential obstacles. For example, ensuring all pupils regardless of their gender identity feel comfortable and safe on foreign exchange trips, by working closely with pupils, parents and foreign exchange companies to ensure any potential issues, such as sleeping arrangements, are resolved.

- **Establishing an LGBT steering group** of staff and pupils who meet weekly and support the senior leadership team with activity planning, reviewing PHSE lessons, providing assemblies and prioritising communications with staff.

Highfield Middle School (Northumberland)

School context

Highfield Middle School is a smaller than average sized secondary school for 9-13 year olds. Pupils are predominantly White British with a below-average number of pupils receiving pupil premium or having disability or special educational needs. The school maintained its good rating at its latest short inspection by Ofsted in 2018.

LGBT inclusivity, equality and diversity

The school has worked with a number of support organisations including Stonewall, Diversity Role Models, Trinity Youth Project and the Tavistock & Portman Gender Identity Development Service to develop a range of practices to support transgender pupils and educate all pupils about different sexualities, including:

- **Promoting an ethos of openness and inclusivity** which recognises that everyone is individual and that everybody needs to feel comfortable to be themselves.

- **Updating anti-bullying and safeguarding policies** to ensure they are inclusive of different types of families rather than focusing on specific types of bullying. Policies are reviewed annually by governors, staff and pupils.

- **Establishing a pupil-led equality and diversity panel** to provide support and education to other pupils in the school. The panel conducted research and delivered an assembly on different sexualities, ensuring that no one pupil was singled out.

- **Putting young people in contact with other young people exploring their gender identity** to provide support for the pupil and their family, and for pupils and staff in the wider school. The school noted that speaking to *"the people that are real, that can talk about their experiences of bullying and how they have overcome those problems, they have the most impact on young people."*

- **Developing a transgender toolkit** for schools through work conducted with their local authority. The toolkit contains a PowerPoint presentation for staff and governors on what transphobia is, and how it can be tackled within schools and the community, plus a simple flowchart of actions for transphobic incidents.

Case study 6: Primary and secondary school approaches to preventing and tackling cyberbullying

Waterloo Primary School (Merseyside)

School Context

The school is a larger than average-sized primary school with a high proportion of pupils with special educational needs or disabilities. Most pupils are White British and the proportion of disadvantaged pupils and those who are in the care of the local authority is high. The school was rated as ''good' by Ofsted at its last inspection in 2016.

Recognising and supporting pupils' safe internet use

A number of years ago the school conducted an anonymous pupil survey linked to 'Safer Internet Day' (SID)[16] . The survey established that the number of pupils with access to tablets, interactive gaming and social media from a very young age was much higher than they had expected. Whilst the school had previously focused on telling pupils what they should not be doing online, they recognised that, if pupils are going to use the internet, interactive gaming and social media, there was a clear need to educate both pupils and parents on how they can do so as safely as possible.

> *"It's about not being afraid of it [the internet]. It was hard at first, thinking gosh we are really dealing with that with such young people. But there's no point in putting your head in the sand, it's out there… I can't stop them accessing it, but I can make sure that they are as safe as they can be."*

Strategies used by the school include:

- **Parent information sessions about online safety** which are run regularly and at different times to maximise their reach, covering topics such as how to protect their child's online profile, how to control the pop-up adverts which are seen, giving examples of the dangers children can face online and signposting to relevant websites.

- **Parent resources on the school website** signposted via push notifications through an App to parents' phones and through the school newsletter.

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[16] Safer Internet Day is organised by Insafe in February each year. Insafe is a European network of Safer Internet Centres (SICs). Every national Centre implements awareness and educational campaigns, runs a helpline, and works closely with youth to ensure an evidence-based, multi-stakeholder approach to creating a better internet. The UKs centre is 'The UK Safer Internet Centre'.

- **Encouraging pupils to develop an online social conscience** through discussing with pupils how online statements can make others feel. *"If you wouldn't say it in real life or to someone's face, you should not say it online."*

- **Contacting social media organisations** such as Facebook, to understand social media privacy settings and how pupils can best protect themselves.

- **Utilising Child Exploitation and Online Protection (CEOP) training and resources**[17] tailored by age and ability and cascading CEOP training through all staff.

- **Ensuring all pupils know how to report incidents** including how to take screenshots of conversations and to identify trusted people to report any incidents to.

- **Restorative practice sessions to tackle cyberbullying incidents,** bringing victims and perpetrators together to discuss face to face the impact of cyberbullying or being unkind online. *"It's very easy to do something in an instant and not think about how you would feel if on the receiving end. If you present them with it and put them in that situation so that they are empathising and see the impact on other person, that's powerful."*

- **Utilising the local police service** to speak to individuals or conduct class sessions to highlight the potential seriousness of cyberbullying.

Wyedean School and Sixth Form (Gloucestershire)

School Context

The school is an average sized secondary academy. The school is predominantly White British and the number of pupils receiving pupil premium or having a disability or special educational needs is below the national average. The school maintained its good rating at its latest short inspection by Ofsted in 2018.wil

Preventing and tackling online issues

The speed of change in technology and social media is a key challenge for secondary schools. The school has developed a number of strategies for educating pupils about cyberbullying and online safety, and tackling incidents when they occur, including:

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[17] Thinkuknow Resource Library https://new.thinkuknow.co.uk/professionals/resources/

- **Recognition that pupils want to have and use mobile phones.** Whilst the school does not ban the use of mobile phones in school it has a clear mobile phone policy outlining where, when and how they can be used and a hierarchy of sanctions for those who break the rules. Whilst this approach was effective for Wydean School and Sixth form, other schools with different policies on the use of phones may find their approach to be equally as effective.

- **Early identification of online trends** through engaging with their Local Authority and organisations such as CEOP, in particular to keep up to date with rapidly changing social media trends. These changes are updated regularly in their cyberbullying and online safety policies and teaching programme, and are shared with parents via the school's parent zone on their website.

- **Regular coverage of online safety and cyberbullying** through assemblies and embedded into the PSHE curriculum. PHSE is delivered by all staff in the school, which ensures all staff are engaged with its content.

- **Working collaboratively** with other local schools and local police forces, sharing information and ensuring pupils from different schools who live in the same area are receiving the same messages and education.

- **Responding quickly to incidents** to ensure they do not escalate. The incident is discussed with the pupils involved to establish what has happened and pupils are advised to keep records of all messages and take screenshots.

- **Early engagement with parents** as soon as an incident occurs. Parents are invited into the school to ensure issues can be discussed fully and both sides of the conversation shared. *"It's really important to get the parents into school…getting them in a room for a discussion with the child, to discuss the evidence and to get the full picture."*

- **Continued support** for pupils after incidents occur, talking to both the victim and the perpetrator to ensure things do not escalate again.

- **Supporting pupils with all incidents** as even if they occur outside school, the impact can be felt inside school. The school provides advice and support for both pupils and their parents and signposts to local police services.

Case study 7: Approaches to preventing and tackling bullying for pupils with Special Educational Needs or Disability (SEND)

All Cannings Church of England Primary School (Wiltshire)

School context

The school is a small primary serving a rural area and the vast majority of pupils are White British. The proportion of pupils with learning difficulties and/or disabilities is broadly average. The school was rated as outstanding by Ofsted at its last inspection in 2009.

Supporting, engaging and empowering pupils

The school promotes positive attitudes towards diversity with the aim of instilling them for life. It is proactive in its approach to tackling bullying.

The school employs a variety of strategies designed to support, engage and empower all pupils, and in particular those with special educational needs or disability (SEND).

Strategies include:

- **In-house psychotherapy expertise** within the school support team, particularly for working with pupils with SEND or those who have been the perpetrator or victim of bullying behaviour.

- **Kizzy the school dog** who is situated within the support team office and pupils are encouraged to 'tell it to Kizzy' to help them talk about any concerns they may have. Kizzy also has a therapeutic role in PHSE lessons and for SEND pupils, helping them to build trust, empathy and self-esteem.

- **Highly vigilant staff** who identify and deal with issues quickly, check in with worry busters after each break and follow up with class teachers. All staff have Prevent training.

- **Individual behaviour plans** for pupils who need additional support, working with pupils, parents and staff to develop understanding and empathy and to help pupils adapt their behaviour. *"Whilst they need to know it's not acceptable they also need to know how to adapt their behaviour. It fits in with building empathy, helping them to understand 'I shouldn't be doing this because it's not right'."*

- **Pupil 'worry busters'** on the playground at break and lunch times. Any pupils who have worries or concerns, or who are experiencing unkind or bullying behaviour can report this to a 'worry buster' who will talk through what has happened and direct them to their next step, such as which member of staff to speak to.

- **Pupil versions of behaviour and anti-bullying policies** ensuring policies have a child's perspective and are pictorially accessible for non-readers and those with Special Educational Needs.

- **Pupils delivering anti-bullying sessions** ensuring they come from a child's perspective.

- **Focusing on the positives** through reward systems which include attitudes and behaviours as well as achievements *"All behaviour is recognised, valued and celebrated just as much as winning in football or getting ten out of ten in a test."*

Hope School (Merseyside)

School context

Hope School is a special school for boys aged 5-13 years with Social, Emotional and Mental Health Difficulties (SEMH). Most pupils are eligible for pupil premium and almost all have a statement of special educational needs or an Education, Health and Care plan. Many pupils have additional needs or learning difficulties. Pupils have often attended many other schools and many arrive at the school mid-year. The school was rated as outstanding by Ofsted at its last inspection in 2014.

An attachment friendly approach

The school has a non-exclusion policy and employs attachment friendly practice[18], which fosters warmth with high boundaries so that all pupils can achieve to their full potential. The school has a number of strategies for encouraging positive behaviours and tackling incidents if they occur, including:

- **Developing pupils' intrinsic motivation to learn and do well** rather than relying on external controls, such as rewards and sanctions.

- **Promoting an ethos of respect for all** through achieving the Rights Respecting School Award (Level 1)[19]. Achieving the Award has helped pupils to create a safe and inspiring place to learn, where all pupils are respected, their talents are nurtured and they are able to thrive.

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[18] Attachment friendly practice uses the findings of neuroscience, in particular understanding attachment and trauma, to support children to thrive and fulfil their potential.
[19] The Rights Respecting School Award (Level 1) is granted by Unicef UK to schools that show good progress towards embedding children's rights in their school's policy, practice and ethos.

- **Fundraising activities and events** for organisations such as Alder Hey Children's Hospital, Alzheimer's Society, Guide Dogs for the Blind and the Anthony Walker Foundation, to encourage pupils to develop greater empathy for others. *"They love fundraising, it's been a big thing in our school."*

- **Restorative practices with a 'no blame' policy** when incidents occur. Each pupil is given the opportunity to talk in turn with no interruptions, to understand the reasons behind unkind behaviour and to help pupils take ownership through seeing the impact of their behaviour on others first hand.

- **'Check-in/check-out'** is used as part of their restorative approaches when incidents have occurred. Staff talk with each of the pupils first thing in the morning and as they are leaving at the end of the school day to check how they are feeling and if any issues have arisen during the day.

- **Providing access to training for parents and carers** including training on attachment and trauma, parenting skills and behaviour strategies.

Annex 1: Participating schools

All Cannings Church of England Primary School (Wiltshire)

Ash Manor School (Surrey)

Bradford College (West Yorkshire)

Burton-upon-Stather Primary School (Lincolnshire)

Highfield Middle School (Northumberland)

Hope School (Merseyside)

Newton Abbot College (Devon)

Oasis Academy Lister Park (West Yorkshire)

Temple Moor High School (West Yorkshire)

Warden Park Primary Academy (Sussex)

Waterloo Primary School (Merseyside)

Wellingborough School (Northamptonshire)

Woodside High School (London)

Wyedean School and Sixth Form Centre (Gloucestershire)

Yeo Moor Primary School (Somerset)

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