ANTI-BULLYING ALLIANCE

UNITED AGAINST BULLYING

United Against Bullying (UAB) Accreditation

Godalming Junior School

Anti-Bullying Alliance's Mission

To reduce bullying of all children and young people (CYP) and improve responses to bullying by uniting the sector against bullying.

Voice of young people

-

Membership

-

Research and evidence

-

Listening and sharing

1.

Campaigns

Anti-Bullying Week

Other campaigns

Media and social media

2.

Practice improvement

Programme work

Training delivery

Tools and reports

3.

Policy

Consultation

Influencing parliamentarians / government

Session today

1. Where we are as a school
2. Thoughts of staff members
3. Share initial action plan
4. Identify Milestones
5. Embedding Practice
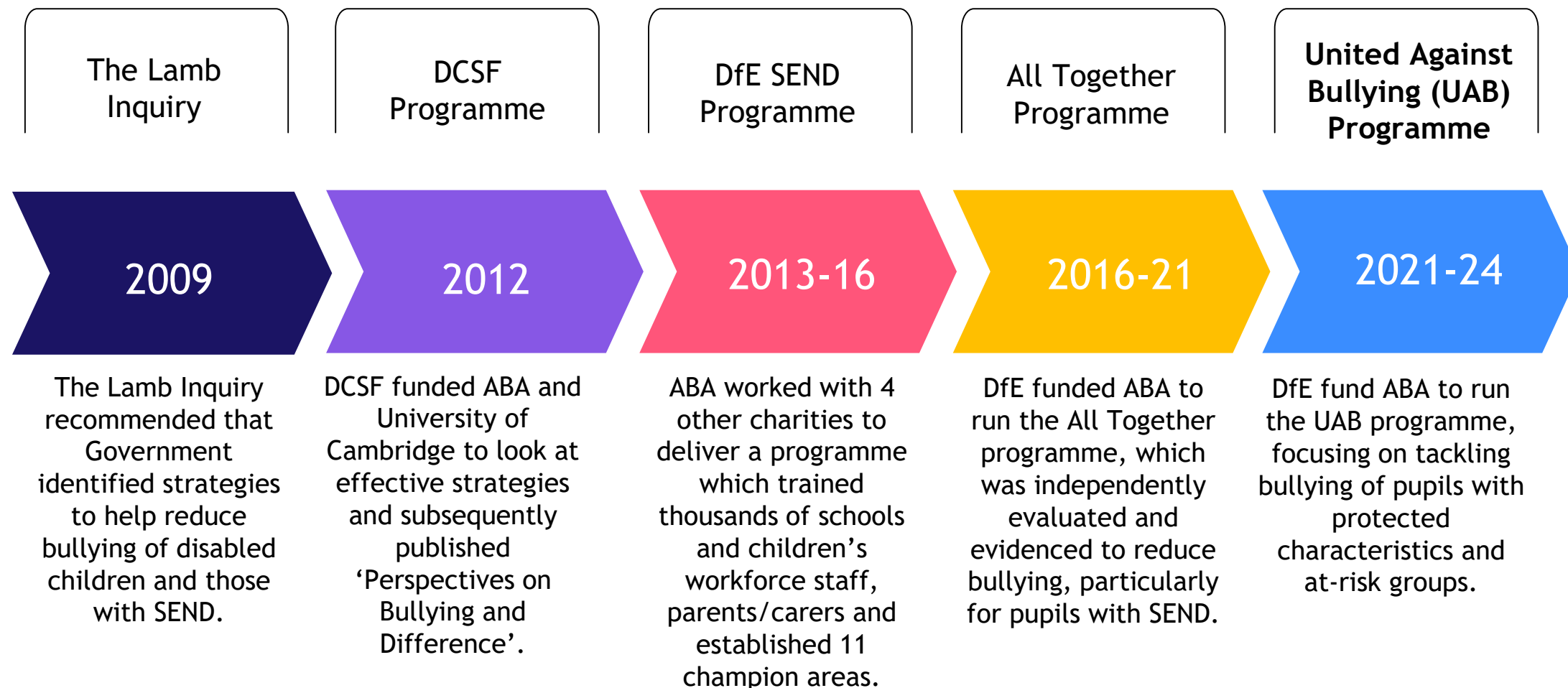6. Additional Help/Resources

ANTI-BULLYING ALLIANCE

Learning objectives

By the end of the course participants should have a better understanding of:

✓ Bullying and its impact
✓ The groups of children and young people most at risk
✓ Strategies to prevent and respond to bullying

The United Against Bullying (UAB) Programme

Programme History

ANTI-BULLYING ALLIANCE

The Lamb Inquiry	DCSF Programme	DfE SEND Programme	All Together Programme	**United Against Bullying (UAB) Programme**
2009	**2012**	**2013-16**	**2016-21**	**2021-24**
The Lamb Inquiry recommended that Government identified strategies to help reduce bullying of disabled children and those with SEND.	DCSF funded ABA and University of Cambridge to look at effective strategies and subsequently published 'Perspectives on Bullying and Difference'.	ABA worked with 4 other charities to deliver a programme which trained thousands of schools and children's workforce staff, parents/carers and established 11 champion areas.	DfE funded ABA to run the All Together programme, which was independently evaluated and evidenced to reduce bullying, particularly for pupils with SEND.	DfE fund ABA to run the UAB programme, focusing on tackling bullying of pupils with protected characteristics and at-risk groups.

What is a whole school/setting approach?

ANTI-BULLYING ALLIANCE

A whole school approach to anti-bullying is cohesive, collective and collaborative action by an entire school community that has been strategically constructed with school leadership to reduce bullying and respond to it appropriately.

Key elements of a whole-school/settin approach

ANTI-BULLYING ALLIANCE

Whole-school/setting understanding of the issue

Consultation with the whole-school/setting community

Implementation

Monitoring, evaluation and review

REPORT

Barriers to implementing a whole-school/setting approach

Not including everyone

Not listening and understanding what is going on in your school/setting

Not having a leader/s or real buy in

Not collecting the right data
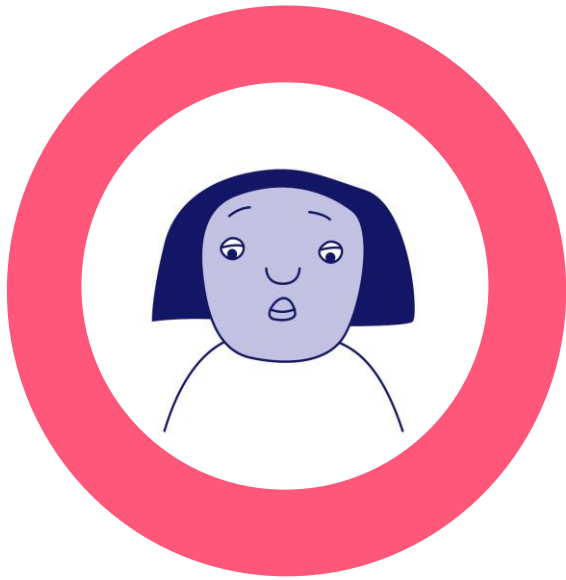
Long term impact of bullying

Adults who have experienced bullying are more likely to:

- Earn less money

- Achieve fewer academic qualifications

- Not be in a stable relationship

- Be obese

- Experience mental health issues

- Perpetrate or be a victim of domestic violence

- Be homeless

ANTI-BULLYING ALLIANCE

What is bullying?

ANTI-BULLYING ALLIANCE

The ABA (Anti-Bullying Alliance) defines bullying as:

'The **repetitive, intentional hurting** of one person or group by another person or group, where the relationship involves an **imbalance of power**. Bullying can be physical, verbal or psychological. It can happen face-to-face or online'.

Repetitive **Hurtful** **Intentional** **Power imbalance**

Power Imbalance: two friends fall out
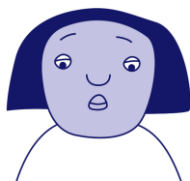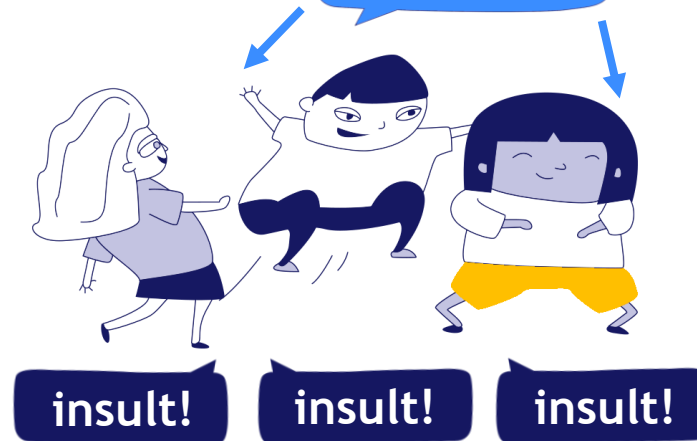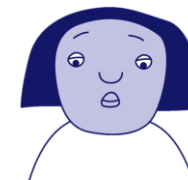
Relational conflict vs. bullying

ANTI-BULLYING ALLIANCE

Remorse and effort made to resolve

Power Balance

Relational Conflict

Occasional

Accidental

Deliberate

Repeated

Bullying

No remorse

Imbalance of power
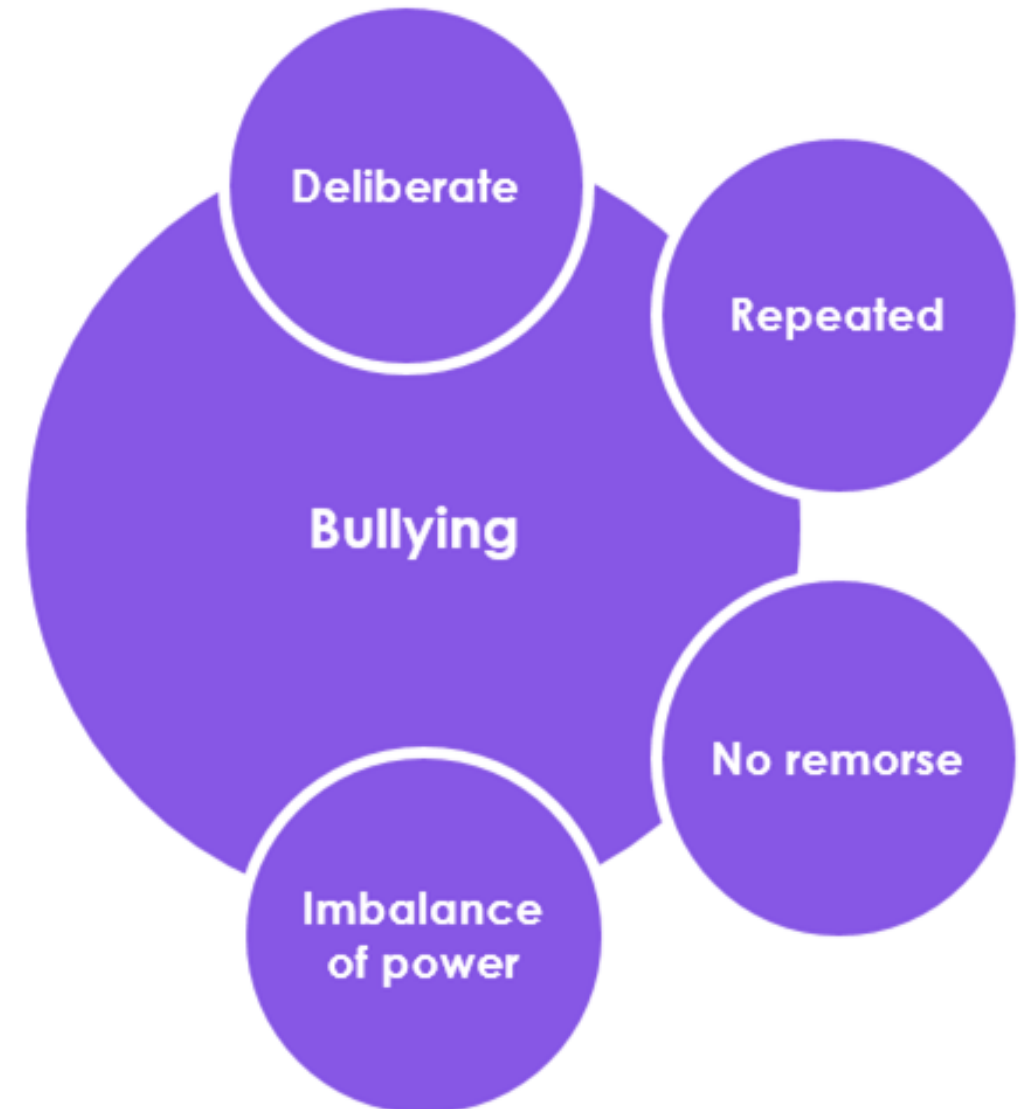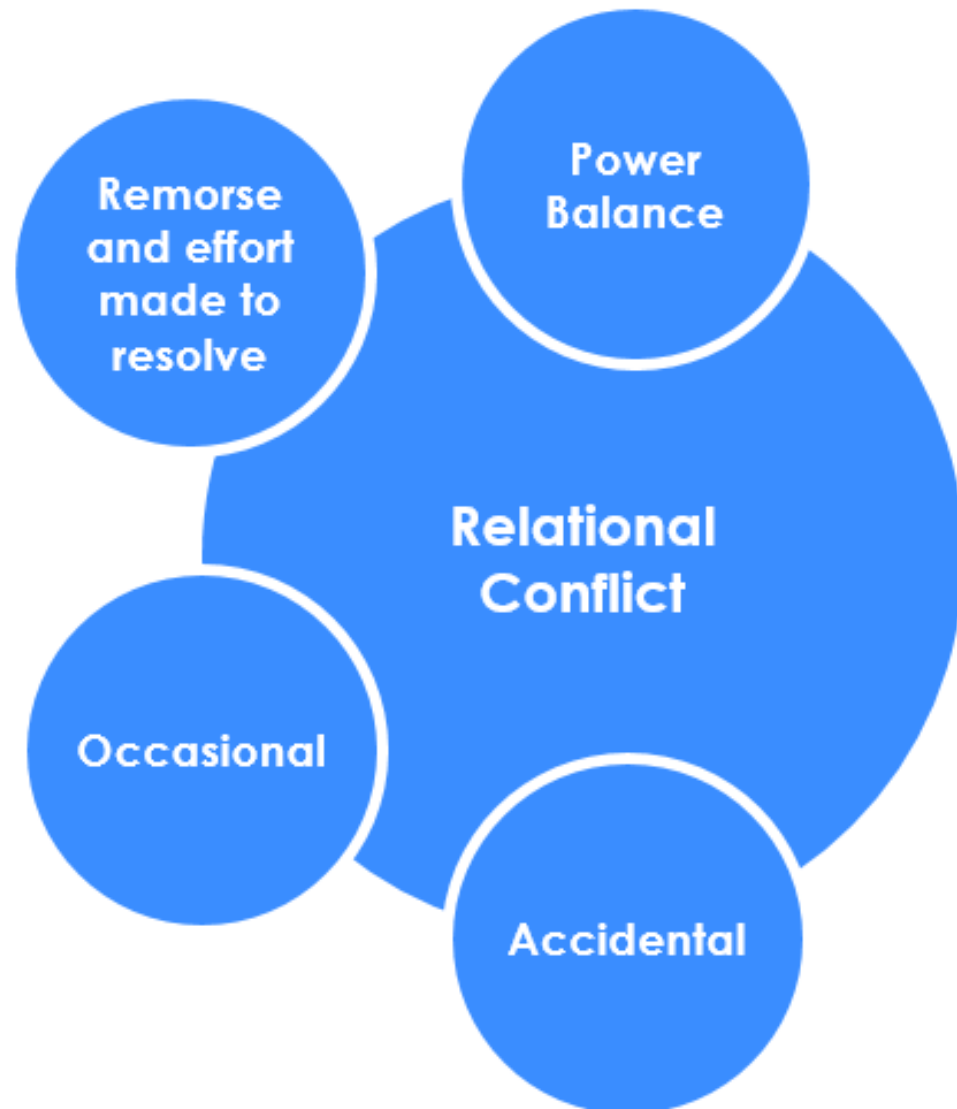
Activity 1: Is it bullying?

ANTI-BULLYING ALLIANCE

Is this:

Bullying? Not bullying? Need more information?

Jake spits into a can of cola and says he will make Ade drink it.

Abdul has autism and gets anxious about the rain when in the playground. Other pupils and a member of lunch time staff often tell him they can feel rain to wind him up.

Each time Grace walks into a room a group of other children giggle and whisper to each other.
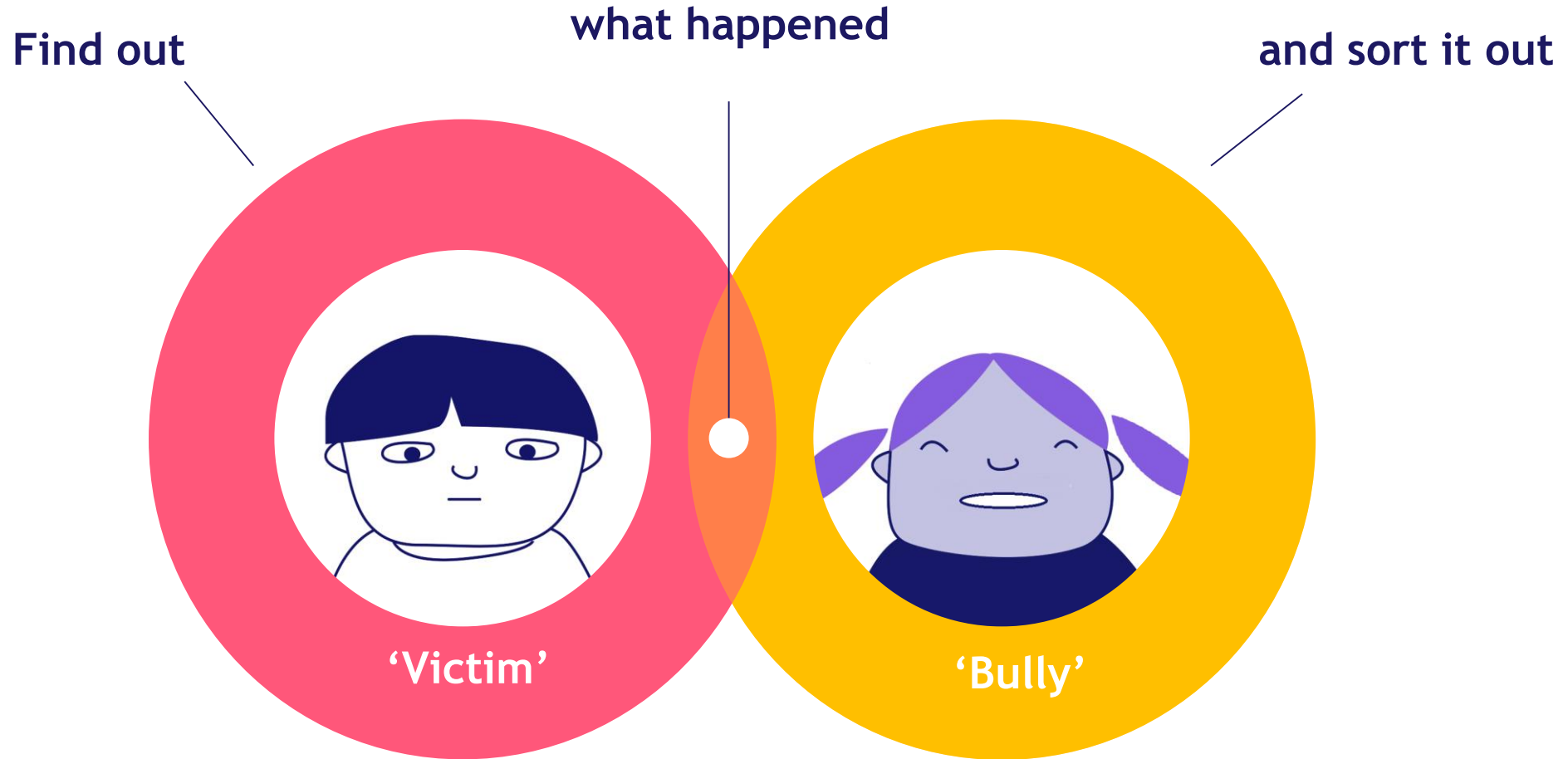
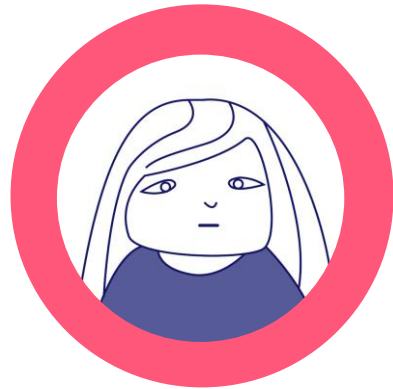**Repetitive**   **Hurtful**   **Intentional**   **Power imbalance**

The traditional view of bullying

ANTI-BULLYING ALLIANCE

Find out **what happened** and sort it out

'Victim'

'Bully'

Bullying as a group behaviour

ANTI-BULLYING ALLIANCE

'Outsider/ Bystander'
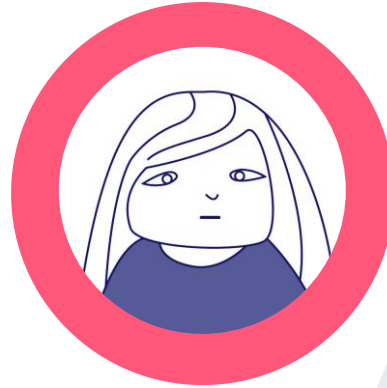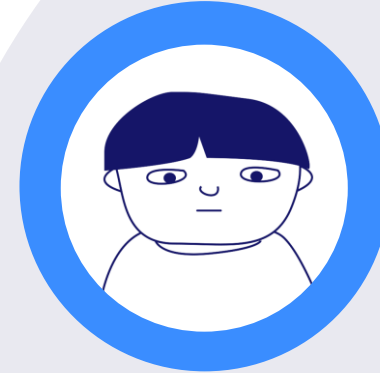
'Target'

'Ringleader'

'Reinforcer'

'Defender'

'Assistant'

Activity 2: Bullying as a group behaviour

Do you think identifying these roles going forward could help you develop your responses to bullying situations?

'Outsider/ Bystander'

'Target'

'Ringleader'

'Reinforcer'

'Defender'

'Assistant'

Who's most at risk of being bullied?

ANTI-BULLYING ALLIANCE

Pupils most at risk of being bullied

ANTI-BULLYING ALLIANCE

- Disabled CYP / those with SEN
- CYP experiencing sexual & sexist bullying
- CYP who are or are perceived as LGBTQ+
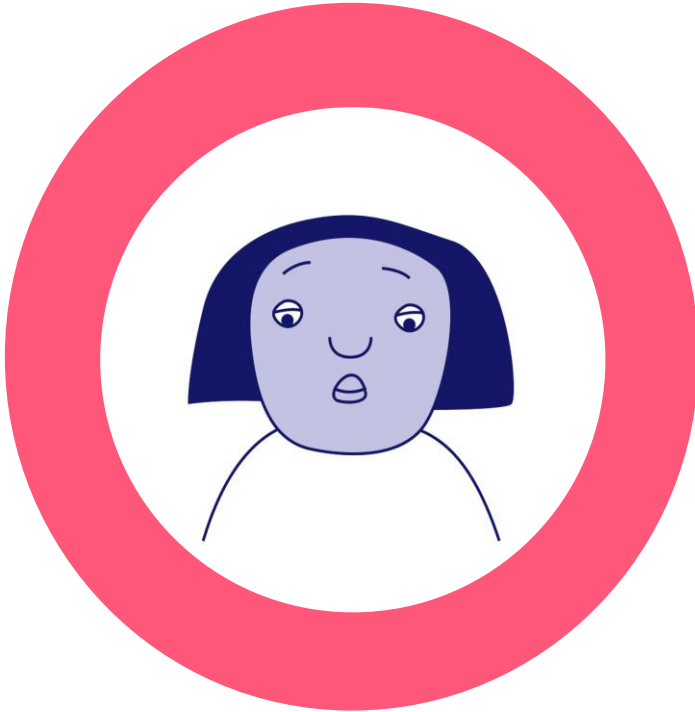- Some race & faith groups
- Appearance-related
- CYP on free school meals
- Young carers
- Looked after children

What can make pupils more likely to experience bullying?

ANTI-BULLYING ALLIANCE

Individual characteristics

Relationships

The community

LEARN EQUALITY

LIVE EQUAL

Bullying is the **repetitive, intentional hurting** of one person or group by another person or group, where the relationship involves an **imbalance of power**.

Bullying can be physical, verbal or psychological.

It can happen face-to-face or online.

Anti-Bullying Alliance

0:00 / 2:31

Preventing bullying

Prevention – 4 types of strategy

ANTI-BULLYING ALLIANCE

Within **proactive preventative** strategies in schools there should be four main areas of activity:

1 **Whole-school/setting approaches** – led by SLT and fed throughout the school - AB Charter, Values, RR agenda

2 **Classroom strategies** – Class Charters

3 **Playground strategies** – Playground rules, AB Charter, AB Playground Award, Staffing
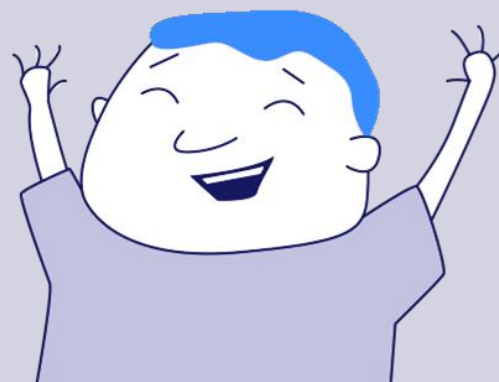
4 **Peer support strategies** – AB Stars, Buddies, House Captains, School Council
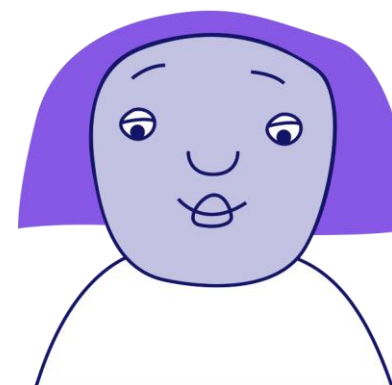
Three key elements

CREATE A RESPECTFUL CULTURE

1

CELEBRATE DIFFERENCE IN ALL

2

**CHALLENGE DISCRIMINATORY LANGUAGE**

3

Celebrating difference

Some tips about celebrating difference

1. Celebrate the differences and similarities
   in all pupils and staff – informal and formal curriculum, 10Richment

2. Ensure all staff feel comfortable and confident – Policies, CPOMS, Communication

3. Allow children to talk about things that
   they find different – PSHE, Circle Time, Worry Eaters, 10Richment

4. Some children may need help to talk about the differences they have –
   Buddies, AB Stars, School Council, PSHE '5 finger check'

5. At the same time, other children might need to learn how to
   communicate with a classmate – Playtime?

Reporting: Where does it go wrong?

ANTI-BULLYING ALLIANCE

There's no clarity over who to report to / how to report
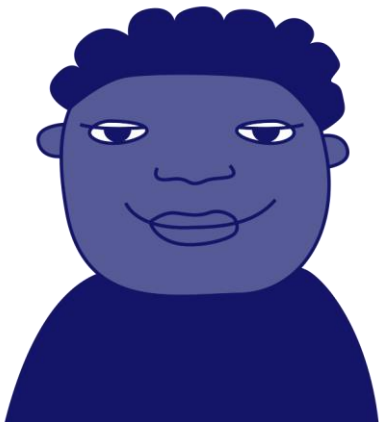
Often we are not believed; the situation is judged too quickly and/or not taken seriously
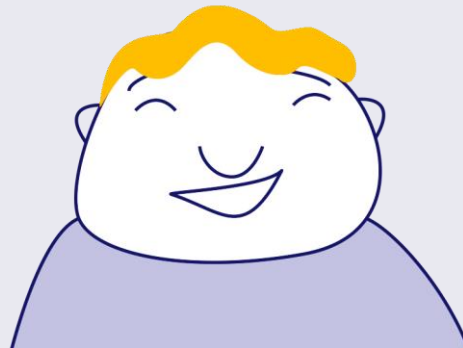
There's a lack of understanding about what bullying is and isn't – among pupils, parents and school staff

Why would a young person not report bullying?

ANTI-BULLYING ALLIANCE

- They don't think it'll be taken seriously or anything will happen

- The reporting system isn't accessible to them

- They're worried about your reaction

- They did something they don't want you to see

- **They worry about ramifications**

Reporting / recording: some recommendations

ANTI-BULLYING ALLIANCE

- A **shared definition of bullying** displayed throughout the school and **known by all staff, students and parents.**

- A **variety of reporting methods** that account for **communication needs** and allow young people to feel **safe and secure** in reporting.

- Ensure that students understand that it is their **right** to feel safe and secure in their environment.

- Collate data about **characteristics** of pupils, **where** bullying took place and the **type of bullying**. Consider recording decisions about whether or not an incident was deemed to be bullying or not.

- Expect to see an **increase in reported bullying** at first.

Effective response – what children tell us they want

To be believed when they tell an adult they're being bullied

To be involved in the solution – we are often anxious that teachers will rush to punish and that this will cause more bullying.

For schools to educate children and young people about why bullying hurts

For the bullying to stop. This is more important than who is right or wrong

Restorative response

Karen Davies
Pastoral Lead

0:00 / 0:46
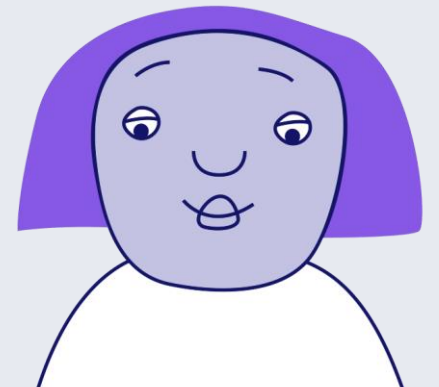
Where are we as a school? Thoughts?

Action Plan

Action Plan 2021-22

ANTI-BULLYING ALLIANCE

Identify a Wellbeing Team at GJS

Identify member of Safeguarding Committee to have AB role

AB Policy to reflect ABA areas as well as child friendly version reviewed annually

Incorporate outside bullying incidents and cyber bullying to policy

Incorporate prevention into policy

AB survey to be revisited each year and RAG rated

AB Parent Surgery session added to calendar

AB Week in place during the year

Next steps

The United Against Bullying Programme

ANTI-BULLYING ALLIANCE

UNITED AGAINST BULLYING

GOLD SCHOOL 2022

UNITED AGAINST BULLYING

SILVER SCHOOL 2022

UNITED AGAINST BULLYING

BRONZE SCHOOL 2022

What difference does the programme make in schools?

71% of schools that took part said **bullying had reduced in their school** as a result of the programme. Our pupil bullying and wellbeing questionnaire showed that experiences of being bullied (victimisation) and pupils bullying others reduced over time. **The biggest reduction in bullying was reported by pupils with SEND.**

Wellbeing improved for pupils involved in bullying (for both target and those who bully). Pupils who reported being frequently bullied, those who frequently bullied others, pupils with SEND and those in receipt of free school meals saw the greatest improvements.'

Pupils reported feeling more positive about school after the programme compared to before. Feeling safer at school was particularly prominent for pupils with SEND.

What difference does the programme make in schools?

- Staff confidence in preventing and responding to bullying had improved – **99% of schools**

- Colleagues were more informed about bullying – **95% of schools**

- Improved behaviour – **75% of schools**
- Improved attendance – **35% of schools**
- Improved attainment – **43% of schools**

ANTI-BULLYING ALLIANCE

Ofsted 2022

- Pupils feel safe in school and know that an adult will listen if they have any bigger worries

- Bullying at GJS is rare and handled well – Children talk positively of AB Stars. As a result, children are equipped with skills to sort problems themselves

- **SMSC is very strong in the school with a strong focus on values, children's rights and exposure to 10richment activities**