

## Advice for Teachers

# BULLYING

### What to do

... *before it happens*

... *when it starts*

... *in extreme cases*

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## PRELIMINARY PREPARATION

Are the structures in place?

Is there a clearly agreed school policy accessible so that all staff know how to deal with bullying incidents?

Do all staff follow this policy in the same way?

Have all parents been given a copy of the school's anti-bullying policy?

Do you display these rules in your classroom so that children are constantly reminded of them?

When was your policy last reviewed? Does it need updating?

Does your policy have "teeth"? Does it clearly state the sanction if the bullying behaviour persists, or is it merely a vague threat of further action?

Does staff turnover mean it's time for further training?

Who feels "ownership" of the policy – just the SMT or the whole community, including teachers, support staff, governors, parents and pupils?

Is there a central reporting system, so you can refer back to previous bully reports to establish repeat patterns of behaviour and relationship problems? (Kidscape provides a pro-forma "Incident Report Sheet" as part of its *Bully Log*. You can get a copy of the *Bully Log* from the Downloads section of our website [www.kidscape.org.uk](http://www.kidscape.org.uk))

Do you operate a system such as a school council, circle time, peer group mentoring or buddy groups where children have access to a support network, and complaints can be heard?

**Kidscape can provide training on bullying, child protection and other topics. Please contact our Training Co-ordinator for more information - phone 020 7730 3300 or email [training@kidscape.org.uk](mailto:training@kidscape.org.uk))**

## DAY-TO-DAY MONITORING

### Pro-active strategies:

- Making time and space for anxious parents.
- Knowing the previous track record.
- Establishing a clear monitoring framework to re-assure parent and child.
- Setting a deadline for improvement or further action.
- Empowerment, involvement and accountability of playground supervisors, classroom assistants and mentors.

### Practical ideas:

- Look at classroom arrangement and seating positions.
- Look into ways of improving playground supervision.
- Investigate improving playground provision and zoning areas for quiet play.
- "Buddying up" vulnerable children.
- Instituting circle time to improve awareness and social cohesion within the class to encourage pupils to deal with peer group bullying issues.
- Setting up a class post box where children can alert teachers of pending problems confidentially.
- Setting up a "good news home" certificate scheme, to recognise children showing care and support for others, and acknowledging when bullies have made an effort to change behaviour
- Instituting a "Kindness Week" with awards and recognition of positive behaviour (this could be shared in a parents assembly)
- Setting up home-school books for vulnerable children

## IN EXTREME CASES

Always report extreme concerns to your line manager. (You may think it advisable to do this in writing!)

Request advice from an appropriate person (e.g. educational psychologist) as to the best way of supporting the child and monitoring the situation.

Make sure that everyone who needs to know is kept regularly informed (parents, SENCO, other teachers and support staff, education welfare, social worker, counsellor etc.)

Ask for additional classroom help if you think there is a real risk to the child's safety and well-being.

Make sure you have a mobile phone or direct access number for the parent in an emergency.

Establish a clear procedure for notifying involved personnel in an emergency. Make sure everyone concerned understands the problem, procedure and plan of support for the child.

Keep accurate records of the situation as it progresses. Talk to the child and the parents regularly, and report any changes or concerns immediately.

Monitor carefully that the child is never left in an unsafe or vulnerable situation.

If you feel you are not able to cope with the situation, ask for help.

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Kidscape, 2 Grosvenor Gardens  
London SW1W 0DH  
Registered Charity 326864

Training & General Enquiries:  
020 7730 3300