

## **Developing a Whole School Anti-bullying Policy and Practice**

### **Support Available From KCC**

#### **Support for Schools**

KCC encourages all schools to access support through their Clusters. A range of support, information and training is offered by the Specialist Teaching Service, the Attendance and Behaviour Service, the Advisory Service and by the Psychology Service, which can all be accessed through the clusters.

#### **Support for Parents**

##### **Sticks and Stones**

In addition, KCC has worked with partners to produce the Sticks and Stones booklet for parents of children who are being bullied, which has also been helpful to schools. In particular it has a section on working with the child to help them develop strategies for dealing with bullying which has been found to be very helpful. This can be found at [www.kent.gov.uk/safeschools](http://www.kent.gov.uk/safeschools)

##### **Partnership with Parents**

Partnership with Parents' purpose is to inform and empower parents/carers on all aspects of educational need to help parents/carers make decisions that are right for their child. They can be contacted via their Helpline Telephone Number on (01622) 755515

#### **Kent Safe Schools**

Kent Safe Schools offers practical help and support to schools wanting to involve pupils in actively tackling bullying. Pupils can be involved in all stages of policy making through involvement in a Youth Action Group and also in supporting students who may be vulnerable to being bullied through setting up Peer Mentoring schemes in both primary and secondary schools in Kent.

## Appendix 1

### Developing proactive approaches to tackling bullying through the curriculum

#### The personal, social and health education (PSHE) curriculum

Not all of PSHE is a statutory part of the curriculum, but it covers topics that are important if we want our children and young people to grow up emotionally and mentally healthy. Some of these topics are very obviously about emotional health and wellbeing - how to express your feelings, cope with family problems, develop self-esteem etc. However, it also includes opportunities for children and young people to develop a range of interpersonal skills necessary for growing up, such as empathy, communicating with each other, making friends, and making informed decisions. This range of skills contributes to keeping children and young people mentally healthy.

There is a great deal to cover in the PSHE curriculum, in very little time. However, there are opportunities to develop, and/or reinforce the various topics across and beyond the curriculum. The following are relevant national curriculum statements for each Key Stage. This information was taken from the National Curriculum website - [www.nc.uk.net](http://www.nc.uk.net).

#### Key Stage 1

##### The PSHE curriculum guides students to:

- Recognise what they like and dislike, what is fair and unfair, and what is right and wrong - including inappropriate touching
- Share their opinions on things that matter to them and explain their views
- Recognise, name and deal with their feelings in a positive way
- Think about themselves, learn from their experiences and recognise and enjoy what they are good at.
- Realise that people and other living things have needs, and that they have responsibilities to meet them (How they affect other people)
- How to make simple choices that improve their health and wellbeing
- Listen to other people, and play and work co-operatively
- Identify and respect the differences and similarities between people
- Acknowledge that family and friends should care for each other
- Learn about bullying - there are different types, that it is wrong, and how to get help to deal with bullying.

#### There are other opportunities to reinforce these topics across the wider curriculum:

##### English

- There are opportunities to develop speaking, listening, and group work, and to explore situations and emotions within the English curriculum.

##### Science

- How to treat animals with care and sensitivity. Link this to how your actions can affect another creature
- Recognise similarities and differences between themselves and others, and to treat others with sensitivity.

##### PE

- Knowledge and understanding of fitness and health. Include how exercise can help you deal with your stress. Identify the benefits of being involved in sport for forming relationships, learning interdependence, etc
- Dance activities. Use dance to express and communicate ideas and feelings. Also, cover dance from different times and cultures to explore differences.

##### ICT

- How to find information. Look for information about emotional health and wellbeing.

##### Art and design

- Exploring and developing ideas. A good opportunity to explore and communicate feelings.

Key Stage 1 activities should include the importance of friendship, positive ways of coping with life's ups and downs, recognising that everyone has similar worries, and coping with disappointment. Students could fill in charts, draw, write about or talk through how they feel in a variety of situations, complete stories, make collages or explore ideas further through dance and drama. Older students could draw a cartoon strip or write an article for a magazine.

Also try using [Welltown](http://www.wiredforhealth.gov.uk), (on [www.wiredforhealth.gov.uk](http://www.wiredforhealth.gov.uk)) the Healthy Schools interactive site designed for Key Stage 1 pupils. This website includes online and downloadable activities.

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## Key Stage 2

### The PSHE curriculum guides students to:

- Be able to talk and write about their own opinions, and explain their views
- Being able to recognise self-worth, their achievements, and their good points
- Being able to face new challenges by collecting information, looking for help, making responsible choices and taking action
- Recognise that as they approach puberty, their emotions can change
- How to deal with their feelings towards themselves, their family and others in a positive way
- Realise the consequences of anti-social and aggressive behaviours such as bullying and racism
- What makes for a healthy lifestyle - what affects mental health, and how to make informed choices
- Pressure to behave in an unacceptable or risky way - whether from friends or adults. How to get help, and use basic techniques for resisting pressure
- How their actions affect themselves and others. To care about other people's feelings and try to see their point of view
- Think about the different types of relationships - includes marriage and friendships. Develop the skills necessary for forming relationships
- Realise the nature and consequence of racism, bullying and aggressive behaviours and how to respond to them and ask for help
- Appreciate the differences and similarities between people - can include disabilities, mental health problems, as well as racial and cultural differences
- Where individuals, families and groups can go to get help and support.

### There are other opportunities to reinforce these topics across the wider curriculum:

#### English

- There are opportunities to develop speaking, listening, and group work within the English curriculum, and there are opportunities to learn how to read and understand a text. This will help to give students the skills to discuss and reflect on important issues that might come up in their school or private life.

#### ICT

- How to find information. Find and retrieve information about mental health.

#### PE

- Knowledge and understanding of fitness and health. Include the place of exercise in helping to deal with stress, and the benefits of being involved in sport for forming relationships, independence, etc.

Key Stage 2 activities should address self-image, friendship, recognising individual resilience and coping strategies, hopes and fears for the future, feelings and emotions. Additionally activities could address difficult situations that children may experience, such as family conflict, bullying, problems with schoolwork, being left out, abuse, and knowing right from wrong. Students could draw, write stories and use drama to explore issues that they may otherwise have difficulty talking about.

Also try using [Galaxy-H](http://www.wiredforhealth.gov.uk), (on [www.wiredforhealth.gov.uk](http://www.wiredforhealth.gov.uk)) an interactive site designed for Key Stage 2 pupils. This contains online and downloadable activities.

## Appendix 3

### Government guidance

#### Key Guidance and Legislative Frameworks

*Promoting children's mental health within early years and school settings.*

DfES, 2001. Available from [www.dfes.gov.uk/mentalhealth](http://www.dfes.gov.uk/mentalhealth)

*Intervening early: a snapshot of approaches primary schools can use to help children get the best from school.*

DfES/Coram Family. Available from [www.dfes.gov.uk/sen](http://www.dfes.gov.uk/sen)

*Social Inclusion: Pupil Support: The Secretary of State's guidance on pupil attendance, behaviour, exclusion and re-integration.*

DFEE, circular No. 10/99. Available from [www.dfes.gov.uk/publications/guidanceonthelaw](http://www.dfes.gov.uk/publications/guidanceonthelaw)

*Bullying: Don't Suffer in Silence: An Anti-Bullying Pack for Schools.*

DfES, 2001. Available from [www.dfes.gov.uk/bullying](http://www.dfes.gov.uk/bullying)

*Protecting Children from Abuse: The Role of the Education Service.* DfEE Circular 10/95. Available from

[www.dfes.gov.uk/publications/guidanceonthelaw](http://www.dfes.gov.uk/publications/guidanceonthelaw)

#### Curriculum

*The National Curriculum Handbook for Primary Teachers in England: Key Stages 1 & 2.* Stationery Office, 2000.

Available from [www.nc.uk.net](http://www.nc.uk.net)

#### PSHE guidance

*Personal, Social and Health Education and Citizenship at Key Stages 1 and 2: Initial Guidance for Schools.* QCA, 2000.

Available from [www.qca.org.uk](http://www.qca.org.uk)

#### National Healthy School Standard

*National Healthy Schools Standard: Guidance*, DfEE, 1999.

[Further information on the National Health Schools Standard.](#)

#### Legal information

**Below are some references to the various acts and conventions:**

#### SEN Code of Practice 2001

Available from [www.dfes.gov.uk/sen](http://www.dfes.gov.uk/sen)

#### The 1998 Human Rights Act

Stationery Office, 2000

[www.hmso.gov.uk/acts/acts1998/19980042.htm](http://www.hmso.gov.uk/acts/acts1998/19980042.htm)

#### Specific Legal Advice

For legal advice about a specific child, you could contact the Children's Legal Centre [www.childrenslegalcentre.com](http://www.childrenslegalcentre.com)

#### New guidance on school exclusion

Amendment to Chapter 6 and Annex D of DfES Circular 10/99, and applies to all pupil referral units and all maintained schools. Available from: [www.teachernet.gov.uk](http://www.teachernet.gov.uk)

The Circular referred to here is 10/99 - [www.dfes.gov.uk/publications/guidanceonthelaw/10-99/10-99.htm](http://www.dfes.gov.uk/publications/guidanceonthelaw/10-99/10-99.htm)

#### Schemes of work

There are schemes of work for the statutory elements of the curriculum. These can all be found at

[www.standards.dfes.gov.uk/schemes](http://www.standards.dfes.gov.uk/schemes)

They provide information, which will help you plan and implement the National Curriculum. It includes lesson ideas and downloadable materials. Unfortunately, there aren't any schemes for PSHE, but now that citizenship will be compulsory for Key Stages 3 and 4, there are schemes of work to accompany it.

If you are looking for guidance on PSHE, the Qualifications and Curriculum Authority (QCA) has produced guidance for PSHE for all of the key stages. This includes information on how it links in with other key initiatives such as the National Healthy School Standard. The guidance is available from [www.qca.org.uk](http://www.qca.org.uk)

#### Behaviour and Education Support Teams (BESTs)

These multi-agency teams will work closely with defined groups of schools to promote positive behaviour in all pupils.

[www.teachernet.gov.uk/Management/workingwithothers/](http://www.teachernet.gov.uk/Management/workingwithothers/)