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Chief Executive

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My Reference
JOM/NORFOLK/feb05

Your Reference

February 2005

Dear Colleagues,

"What's the Score on Bullying?" – Antibullying Programme and Training

I am writing to bring this excellent opportunity to your attention and action. Rowantree has recently discussed with Norfolk LEA the opportunity to provide the above Anti-Bullying resource and training to schools in the Norfolk area.

The "What's the Score on Bullying?" resource and the associated training have received a very positive response nationwide during the current programme of training – please find attached some comments from other users.

The training in all cases is provided free to the schools provided they purchase the resource prior to attending. The provision of the package includes not only the half day training but also cascade materials for teachers to pass their training on to colleagues.

I am therefore contacting yourself to enquire if you would be interested in this programme. The actual cost to each school would be £149.00 for primary and £179.00 per secondary. Training is carried out locally in half day sessions with a maximum attendance of 35 teachers per session. It is envisaged that the training will be delivered in 3 locations suggested by your LEA, Norfolk, Yarmouth and Kings Lynn.

Schools would be issued with invoices direct from Nelson Thornes Limited in Cheltenham for their copy of "What's the Score on Bullying?" resource, either primary or secondary editions.

In order to qualify for this support schools are required to register their interest before the 25th March 2005, training will be carried out in May/June.

Please complete and return the enclosed form to register your interest. Alternatively contact the Anti-Bullying team at Rowantree on 0870 054 0007.

Yours sincerely,

John O'Meara
Chief Executive

Whole school approaches to PSHE – Let's make a difference



Norfolk

This form is designed to make the ordering process as simple as possible. Complete the fields below and fax back to 0870 054 0008. If you would prefer to order by post or mail, the contact details for the Rowantree office are shown below.

	Price	Order (✓)
What's the Score on Bullying? – Primary Edition + FREE TRAINING	£149 (includes training)	
What's the Score on Bullying? – Secondary Edition + FREE TRAINING	£179 (includes training)	

School Name: _____

Type of School: _____

DfES No. _____

Delivery Address: _____

Postcode: _____

Billing Address (if different): _____

Postcode: _____

Telephone Number: _____

Contact Name: _____ **Position:** _____

Order Number: _____

I would like to receive our copy of "What's the Score on Bullying?" immediately... ☐ (please tick)

I would like to receive our copy of "What's the Score on Bullying?" on training day... ☐ (please tick)

Print Name: _____ **Sign Name:** _____ **Date:** _____

This section must be completed before order is processed

What's the Score on Bullying?

Further Reading

Summary

"What's the Score on Bullying?" is a whole school approach to eliminate bullying. It aims to help schools create environments where everyone feels safe, respected and valued, and where bullying cannot flourish. This intervention consists of an Implementation Resource, *"What's the Score on Bullying?"* which gives a step-by-step guide to putting the whole school approach in place.

CONTENTS

GENERAL OBJECTIVES	3
WHOLE SCHOOL APPROACH.....	4
THE ESSENTIAL SKILLS.....	5
Social and Co-operative Skills	5
Attitudes and Values	5
The Concepts	5
Well-being	5
Health Promotion	5
The Socio-ecological Perspective	5
Attitudes and Values	5
PRIMARY RESOURCE AGES 5-11	7
What's the Score on Bullying? Reception/P1 – Year 2/P3	7
What's the Score on Bullying? Years 3/P4-Year 4/P5	9
What's the Score on Bullying? Years 5/P6-Year 6/P7	11
SECONDARY RESOURCE AGES 11-16.....	12
What's the Score on Bullying? - Secondary	12
OVERVIEW OF IMPLEMENTATION STEPS.....	14
Step 1 Staff Awareness Raising	14
Step 2 Whole Staff Meeting	14
Step 3 Community Involvement	14
Step 4 The Whole School Approach in Action	14
Step 5 Curriculum Planning	14
Step 6 Formal Agreement Signed	15
Step 7 Classroom Teaching	15
Step 8 Evaluation	15

GENERAL OBJECTIVES



“What’s the Score on Bullying?” is a whole school approach to eliminate bullying. It aims to help schools create environments where everyone feels safe, respected and valued, and where bullying cannot flourish. This intervention consists of an Implementation Resource, *“What’s the Score on Bullying?”* which gives a step-by-step guide to putting the whole school approach in place.

The General Objectives of *“What’s the Score on Bullying?”* are that:

1. Students, parents, caregivers and teachers recognise that bullying and harassment are unacceptable and will take steps to see that it does not occur in their school.
2. Students, parents, caregivers and teachers will work together to create a safe learning environment, based on mutual respect, tolerance and a respect for diversity.

The only effective way of eliminating bullying is for the whole school community (students, teachers, Board of Trustees, parents and the wider community), to confront the issue and work together in a concerted way to establish a safe emotional and physical environment.

The key elements of this approach are:

- a shared understanding of bullying as a problem;
- a shared understanding of the different forms of bullying;
- a shared resolve to eliminate bullying;
- identification of bullying problems in the school and community;
- the development of a whole school anti-bullying policy;
- the creation of a "telling" environment and the use of a range of interventions to address incidents when they happen;
- recognition by teachers of their role in creating an anti-bullying ethos, including their own interactions with students, staff, parents and caregivers and the community;
- a classroom anti-bullying curriculum programme;
- the creation of classrooms that are safe and supportive;
- obtaining back-up specialist help and training as necessary;
- all community members examining their own behaviour, including teachers, other staff and parents.

WHOLE SCHOOL APPROACH

The whole school community must stand strong to eliminate bullying. The following key concepts underpin “*What’s the Score on Bullying?*”

- **All children and young people can be supported to learn new behaviours.**
The student who sometimes bullies will find new pro-social ways of behaving. Victims of bullying can be helped to become more confident.
- **Bullying is unacceptable behaviour.**
There are no excuses for bullying. All forms of bullying are equally unacceptable.
- **Schools and communities should adopt zero-tolerance of bullying.**
Every member of the community will accept this and take action to make sure this is achieved.
- **A whole school approach is needed to eliminate bullying.**
The whole school community must confront the issue and work together in a concerted way to establish a safe emotional and physical environment. A curriculum intervention alone will not bring about change.
- **Schools should create a 'telling environment'.**
Every member of the school community must expect that bullying will be reported, and that it is safe to tell. Once a report has been made this must be acted on, in the way outlined in the school policy.
- **Bullying is never the victim's fault.**
- **Nobody deserves to be bullied.**
- **Schools should adopt a problem-solving (no blame) approach for intervention.**
A group of students, including the student who has been doing the bullying, confront the effects of the bullying on the victim and come up with solutions to help the victim become happier and more involved.

THE ESSENTIAL SKILLS Social and Co-operative Skills

The school is to encourage students to:

- develop good relationships with others, and work in co-operative ways to achieve common goals;
- take responsibility as a member of a group for jointly decided actions and decisions. Participate appropriately in a range of social and cultural settings;
- learn to recognise, analyse, and respond appropriately to discriminatory practices and behaviours;
- acknowledge individual differences and demonstrate respect for the rights of all people;
- demonstrate consideration for others through qualities such as integrity, reliability, trustworthiness, caring or compassion, fairness, diligence, tolerance, and hospitality or generosity;
- develop a sense of responsibility for the well-being of others and for the environment;
- participate effectively as responsible citizens in a democratic society;
- develop the ability to negotiate and reach consensus.

Attitudes and Values

"The school curriculum, through its practices and procedures, will reinforce the commonly held values of individual and collective responsibility which underpin democratic society. These values include honesty, reliability, respect for others, respect for the law, tolerance, fairness, caring or compassion, non-sexism and non-racism."

And...

"Students will examine the context and implications of their values and those of others, and the values on which our current social structures are based."

The Concepts

Well-being

Well-being is one of the underpinning concepts of the health and physical education curriculum, and is concerned with the physical, mental and emotional, social and spiritual dimensions of the individual.

Health Promotion

This is the process that helps to create supportive physical and emotional environments in classrooms, whole schools, communities and society.

The Socio-ecological Perspective

Mutual care and shared responsibility between self and others actively contributes to own and others well-being. This concept also allows for the analysis of social factors that contribute to violence and aggression.

Attitudes and Values

Attitudes and values are promoted that contribute to the well-being of individuals and society.

Through their learning in health and physical education, students will develop a **positive and responsible attitude to their own physical, mental and emotional, social and spiritual well-being** that includes;

- valuing themselves and other people;
- a willingness to reflect on beliefs;
- the strengthening of integrity, commitment, perseverance and courage.

They will develop **respect for the rights of other people**, for example through:

- acceptance of a range of abilities;
- acknowledgement of diverse viewpoints;
- tolerance and open-mindedness.

They will develop **care and concern for other people in their community and for the environment** through:

- co-operation;
- applying care and compassion;
- constructive challenge and competition;
- positive involvement and participation.

They will develop **a sense of social justice** and will demonstrate:

- fairness;
- inclusiveness and non-discriminatory practices.

Students will understand the rights, roles and responsibilities people have as they participate in groups and will learn the laws and rules that determine people's behaviour in groups. They will discover how individuals, communities and nations exercise their rights and meet their responsibilities.

PRIMARY RESOURCE
AGES 5-11



What's the Score on Bullying? Unit 1 – Ages 5,6,7

This package consists of:

- A Teaching Guide
- Photo pack *Families*
- Photo Pack *Choices*
- Picture Sequence Cards
- Story *Lion Heart*
- Story *A Special Friend*
- Poster *The Helping Tree*

The Teaching Guide contains a range of interactive activities for the classroom, divided into those suitable for these year groups. Each activity has its own learning outcomes. The activities are organised into 6 Modules:

Module 1 — The Same but Different

Children describe special things about themselves and others, and find out about similarities and differences between peers and families.

Module 2 — A Happy, Safe Classroom

Children identify acceptable ways of behaving and practise sharing and co-operation in the classroom.

Module 3 — Let's all be Friends

Children find out about bullying and identify safe places to play.

Module 4 — I have Choices

Children identify choices that they can make and think of the consequences of these.

Module 5 — Helping Hands

Children explore who and how to ask for help, and find ways to help each other.

Module 6 — We have made a Difference

Children practise playing and working co-operatively with peers, older students and family.

Parents and caregivers are encouraged to take part in classroom sessions and to help with home activities.

The following messages may become part of children's thinking as they work through the programme.

Messages

- I can say how I feel.
- I'm proud to be me.
- I know what bullying is and that it's wrong.
- Bullies get into trouble.
- I don't bully.
- I know what I can do if I get bullied.
- I can help others who are being bullied.
- I know where to get help.
- I know what good behaviour is.
- Good behaviour is rewarded.
- I enjoy coming to school.
- I feel safe and want others to feel safe too.
- I have choices.
- I can make good choices.
- We are all special.
- I care about other people.
- My feelings can help me keep safe.
- It's good to take turns.
- Listen and think before you speak.

What's the Score on Bullying? Unit 2 – Ages 8 & 9

This curriculum package consist of:

- Teaching Guide
- Class photos
- Rights cards
- Responsibilities Cards
- Photo Pack Interactions
- Story No Bullies at our School
- Poster The Birthday Party
- Help Cards

The teaching guide contains a variety of interactive activities. Each activity has its own learning outcomes. Activities are organised into 4 Modules.

Module 1 — You and Me

Students explore roles, rights and responsibilities.

Module 2 — Hurting

Students identify features of bullying and how it makes people feel. They practise and promote zero-tolerance of bullying.

Module 3 — Put a Stop to Bullying

Students use positive strategies to deal with bullying and learn to ask for help.

Module 4 — A Cool Community

Students plan a bully-free community and consider the qualities that they would bring to this.

Parents and caregivers are encouraged to take part in classroom sessions and to help with home activities.

The following messages may become part of students' thinking as they work through the programme:

Messages

- I don't have to put up with bullying.
- It's not OK to bully.
- Bullying hurts inside and outside.
- I am unique and special.
- People are the same yet different.
- I have rights and responsibilities.
- It's OK to tell.
- There are people I can ask for help.
- There are things I can do to stop bullying.
- I can play safely without hurting others.
- Be a friend to have a friend.
- I am responsible for my own actions.
- I can help make our class a bully free zone.

What's the Score on Bullying? Unit 3 – Ages 10 & 11

This curriculum package consist of:

- Teaching Guide
- Photo Pack *Profiles*
- Video *What's the Score on Bullying?*

The teaching guide contains a variety of interactive activities. Each activity has its own learning outcomes. Activities are organised into 3 modules.

Module 1 — No More Bullying

Students can define bullying and explain its effects. They identify and use strategies to stop it.

Module 2 — Knowing and Respecting Others

Students identify and respect difference. They explain why it is unfair to stereotype people.

Module 3 — Bully-Free Zone

Students identify personal behaviour that they want to change. They work towards a bully-free classroom and school.

Concluding Activity

Students share what they have learnt in “*What's the Score on Bullying?*”

The following messages may become part of children's thinking as they work through the programme.

Messages

- It's OK for me and for other people to think, look and act differently.
- I have the right to feel safe.
- I know I need to behave responsibly to keep myself and others safe.
- I am not the only one who has rights. I need to respect the rights of others too.
- Rules are there to protect me and keep me safe.
- I know what bullying is.
- I know that bullying is unacceptable.
- I know that both actions and words can hurt.
- There are things I can do to stop bullying.
- I accept that if I bully others there will be consequences.
- I can take part with pride in creating a safe, bully-free environment.

SECONDARY RESOURCE What's the Score on Bullying? - Secondary AGES 11-16



The curriculum package consists of:

- “What’s the Score on Bullying?” - a working document for secondary schools
- Teaching Guide for the Health Modules
- Video Bullying is No Fun
- Video Ivan

The resource “*What’s the Score on Bullying?*” provides schools with suggestions for a yearly plan of events and activities designed to keep the anti-bullying message prominent throughout the year. It also provides steps for setting up the whole school approach. The Activity Bank consists of more than 20 short activities designed to be used on occasions such as form time, by relieving teachers, by subject teachers, or peer leaders.

The Teaching Guide for Health Educators includes two health modules, one for Years 7-8 (S1 – S2) and one for Years 9-10 (S3 – S4).

A: Health Module for Years 7-8 (S1 – S2)

This consists of four lessons.

Lesson 1 Bullying Defined

Students define bullying and know that it is unacceptable.

Lesson 2 Bullying UnravellEd

Students analyse behaviours and feelings associated with a bullying situation and explore positive strategies.

Lesson 3 Managing Bullying

Students identify and practise strategies to manage bullying.

Lesson 4 Healthy Groups and Relationships

Students identify the characteristics of healthy groups or relationships and what it feels like being part of these.

B: Health Module for Years 9-10 (S3 – S4)

This consists of four lessons.

Lesson 1 Bullying Revisited

Students demonstrate an awareness of bullying in school and society.

Lesson 2 Societal Bullying

Students identify examples of societal bullying and suggest changes to remedy this.

Lesson 3 Rights and Responsibilities

Students recognise their own rights and responsibilities to minimise the risk of bullying.

Lesson 4 Deciding on Strategies

Students plan strategies and demonstrate interpersonal skills to respond to bullying situations.

C An Action Planning Process for Years 7-10

This is a teaching and learning process to support Health Education Assessment. The learning about bullying and the implementation of an action plan to solve some bullying problem will take several weeks of lessons, possibly spread over one or more terms.

OVERVIEW OF IMPLEMENTATION STEPS

Step 1 Staff Awareness Raising

- All staff, teaching and non-teaching, should attend.
- Led by Principal or Deputy Principal.
- Activities to raise staff awareness of bullying in preparation for Step 3.
- Could also be used as orientation for new staff.

Step 2 Whole Staff Meeting

- Attended by all staff.
- Facilitated by the “*What’s the Score on Bullying?*” Co-ordinator, with support from the principal.
- Discussion of elements necessary for successful whole school approach.

Step 3 Community Involvement

- Facilitated by the “*What’s the Score on Bullying?*” Co-ordinator
- School and community problem identification carried out.
- Community meeting held.
- Community awareness of types, nature and impact of bullying, and
- Legal requirements to eliminate it, raised.

Step 4 The Whole School Approach in Action

The “*What’s the Score on Bullying?*” Co-ordinator and Committee carry out the following:

- Consider, and action, points on the “*What’s the Score on Bullying?*” Checklist
- Align “*What’s the Score on Bullying?*” with the School’s stated values and code of behaviours or special character of the school (e.g. single sex, decile rating, cultural, religious)
- Set, prioritise and allocate tasks arising from the checklist.
- Set a timeline.
- Monitor implementation of tasks.

Step 5 Curriculum Planning

- Attended by education officer and teachers who will be delivering the classroom programme.
- Consider, and action, points on the Teacher/Police Education Officer Checklist
- Use the programme overviews to plan “*What’s the Score on Bullying?*” for classes.

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- Decide on level of input, if any, for police education officer.
 - Assign roles.
 - Decide on dates and times of lessons.

Note: All teachers involved in teaching must have the opportunity to plan with the police education officer and a separate Teacher/Police Education Officer Checklist should be completed with each teacher.

Step 6 Formal Agreement Signed

- Principal and education officer sign the formal agreement before teaching proceeds
- This can be endorsed by the Board of Trustees.

Step 7 Classroom Teaching

- Teacher/s and police education officer, if required, work in partnership to deliver the programme.

Step 8 Evaluation

Classroom programme evaluated after teaching.

- Whole school approach evaluated one year after Step 7.



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