

Make them go away

Resource pack

A DVD and booklet on bullying
involving children and young people
with disabilities, for KS2 and KS3



department for
children, schools and families



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Make them go away is a short film on bullying of children and young people with disabilities. Created by combining experiences, young people have described it depicts a young man being bullied by a ringleader and a group. His parents notice his depression, lack of appetite and reluctance to go out. Anxious to be accepted by the group, he is finally led into an action which brings the police into the story and one of the bystanders comes forward.

Running time, Feature 5:13 minutes, Extras 22:13 minutes



1. About this guide

Who is the guide for?

Schools, youth services, extended services, children's homes, all settings for young people in the community. The DVD and guide are intended for Key Stages 2 and 3, suited to ages 9 and upwards.

Why is it needed?

No child should suffer bullying or the harm it causes. Nevertheless, young people with special needs were found to be three times more likely to be bullied 'a lot' in schools and in the community than their peers. (Safe To Play 2008). The National Autistic Society, The Children's Commissioner and Mencap agree that those with disabilities suffer more bullying than others do. In a survey, Mencap found that 8 out of 10 respondents with learning difficulties were bullied.

This guide will help you to prepare relevant and meaningful sessions to make the most of

Make Them Go Away.

Opportunities for discussion

Also on the DVD are interviews with the characters in the story and a further set of interviews with people who have other forms of disability and experiences of being bullied. After showing the film in assemblies, these individually accessible interviews are ideal for the classroom sessions described in this guide.

This guide:

- Compliments the guidance Safe To Learn.
- Outlines what the law says.
- Describes the particular forms of bullying experienced by young people with disabilities.
- Describes what to consider when preparing the lessons.
- Provides links to the curriculum.
- Includes lesson plans.
- Gives key advice and strategies for preventing bullying and for responding when it occurs.
- Provides other sources of help.

The DVD and guide are intended for Key stages 2 and 3.



2. What does the law say about disability?

The Disability Discrimination Act 1995

(as amended by the DDA 2005)

places a **general duty** on all schools, when carrying out their functions, to have due regard to the need to:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act 1995 (as amended);
- eliminate harassment of disabled people related to their disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life; and
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

Schools also have a **specific duty** to demonstrate how they are going to meet the general duty. In effect, the general duty sets out what schools have to do, the specific duty sets out *how* they have to do it and what they need to record as evidence of what they have done. Under the main requirements of the specific duty, schools have to:

- prepare and publish a **disability equality scheme**;
- involve disabled people in its development;
- implement the scheme; and
- report on it annually.

A Disability Equality Scheme

The development and implementation of a Disability Equality Scheme is a key tool in tackling both disability discrimination and bullying within schools.

To be effective in tackling both disability discrimination and disablist bullying, schools will need to cross-reference their anti-bullying schemes with their disability equality scheme.

The Special Needs and Disability Act 2002 makes it unlawful for the body responsible for the school to discriminate against a disabled pupil in the education or associated services provided for, or offered to, pupils at the school by that body. Or by refusing to admit or excluding a child on the basis of disability.

3. What is bullying?

Bullying is defined in the DCSF guidance **Safe To Learn** as: 'Behaviour by an individual or group - usually repeated over time – that intentionally hurts another individual or group either physically or emotionally.'

Young disabled people point out that in some cases, behaviour that victimises or hurts them should be classed as bullying even before it is repeated.

Is bullying different when it involves children and young people with disabilities?

All the forms of bullying commonly seen among children and young people are also used to bully those with a disability. Name calling and pushing and shoving are very common as are taking someone's belongings or money or continually harassing them. They experience cyberbullying, humiliation and always being left out. They can be bullied due to their disability but also and in combination, because of racism, homophobia or another form of bias based bullying.

However some unique forms of bullying seem to be used in relation to their disability and are rare amongst their peers:

Conditional friendship – when the bullied child is permitted to join the group if he or she carries out some humiliating or forbidden action decided by the group. This can be allowing themselves to be repeatedly hit by the group or, as in *Make Them Go Away* – forcing them to do something illegal. Frequently the target does not realise what is happening.

Exploitative bullying repeatedly targets a sensitivity in the victim which is due to their condition – this may be an inability to tolerate flashing lights for example, finding certain noises unbearable or having crisps showered over them every day.

Manipulative bullying takes advantage of someone with a learning difficulty for example and manipulates them to do the bully's bidding. The target usually does not recognise that he or she is being bullied but the ringleader and henchmen gain power and pleasure from this humiliation. This may involve handing over money.



4. Is this bullying different?

Persistent 'low level' bullying may go unnoticed by a teacher but it torments young people such as those on the ASD spectrum who say that eventually they may 'explode' with frustration. They then risk being seen as a perpetrator.

Constant flicking of rulers, spilling something on the victim's work, kicking their chair...or as we see in the film *Make Them Go Away*, shoving someone up against walls, fences or lockers day after day constitutes harassment.

Key differences

Children and young people with disabilities may:

- Be adversely affected by negative attitudes to disability.
- Find it more difficult to resist bullies.
- Be isolated and without protective friends.
- Not understand or recognise that they are bullied.
- Have difficulty reporting bullying.
- Struggle to remember names and details of the event.
- Be unaware that they are bullying others.
- Find it difficult to regulate their anger and emotions.

5. Key strategies to prevent bullying

Anti-Bullying work takes two tracks – Prevention and Response

Prevention is proactive, ongoing and consistent
Response is used when an incident occurs.

Preventing bullying

Policy

Every school should have a whole school anti bullying policy, known to all and regularly reviewed. Support disabled children to participate in discussions and consultations. This serves as a proactive statement of their value within the school community.

Ethos

Schools should aim to develop and sustain an environment in which bullying is unacceptable and every individual is valued. Children should feel emotionally safe to learn, grow and play.

Strategy

A robust and consistent approach shows that bullying is always unacceptable. The strategy should: celebrate the strengths of all children and promote positive images of disability; reward pro-social behaviour and embed anti-bullying work fully into the curriculum (see Section 7). All teachers and support staff should be well informed on aspects of bullying and disability and procedures should not rely solely on victims to report it.

Communication

Assemblies, posters and songs help promote the message. Inform parents and request that they support the policy. Include a statement in the induction booklet of the school. Reminders may be included on the covers of homework books.



Democracy, equality and inclusion

Regular discussions on the definition of bullying with all pupils can explore the nature of this behaviour, explain why it is wrong and reiterate the school's stance against it. Young people can 'take ownership' by suggesting ways to address bullying and to monitor the effectiveness of the work through regular anonymous surveys. Values can be agreed by all.

There are ways to elicit answers from those with disabilities that need not involve writing. Physical movements can indicate yes or no; coloured cards can be used to signal if bullying is happening or how things are today: green is good, red is bad. New technology offers easy to use touch screens. Communicate using images: develop a series of cards with simple drawings or photos. An emotions chart can help children indicate how they feel today, which is helpful to staff.

Work actively to promote acceptance of diversity, counter stereotypes and prejudice among all pupils. Encourage young people to create poster campaigns, compose songs and write plays against bullying, violence and discrimination.

Encourage resilience and confidence

Rehearse with disabled children how to tell someone and identify who they might choose. Remind parents to keep evidence if their child is bullied. All training and initiatives may take longer and will need to be regularly repeated for these learners. Peer supporters or support groups can be trained to watch out for and support those with disabilities. Reflect, evaluate and adapt your approach to suit.

Moving between settings

Most people find **change** unsettling and for learners with disabilities who repeatedly move between settings, **transitions** can be especially daunting. Pupils may use a mix of special and mainstream provision or move between a unit and the mainstream classrooms on a multi site campus. They could find that they are always the stranger in a social group.

Moving from primary to secondary school or school to college can create **anxiety** when reassuring routines change. Disabled learners need support if they are not to fear being bullied. This could set them back in both their learning and their social development. They could be further **isolated**.

These transfers require preparation and a **consistent anti-bullying policy** across all sites. Prior to a move to secondary school, some primary schools use webcams based in the new school so that children can become familiar with how it looks, what happens there and see some faces from their new setting. The receiving site needs to prepare the pupils in advance to increase their understanding and elicit offers of help. Invite pupils to create illustrated welcome guides.

6. Key strategies to respond to bullying

Bullying should not be tolerated. It should always be followed by an **immediate and appropriate response, including the use of disciplinary sanctions.**

But **further work** is usually needed to ensure that:

1. The victim is safe.
2. The behaviour of the bullying child has changed.
3. The group has learned from the incident.

The responses should be selected from a **menu of tools** with a consistent framework of values. This variety is needed because each child and each disability is unique and a standard 'one size fits all' approach will not work.

The framework should include **procedures** to record the incident and any actions taken. If the situation escalates it is helpful to have a record of what action has already been tried and evidence of what occurred. This helps staff avoid repeating what has been tried and failed. When choosing an approach to work with a child with SEN, an understanding of their particular needs and knowledge of their social competence is essential.

If a bullying child has no empathy for people with disabilities – does your sanction change their views? Aaron, who bullies Ben in *Make them go away*, insists Ben 'can't take a joke'. He says he cannot see what the problem is or what the 'fuss' is about. Aaron needs help to change or he will bully someone else. It might help to devise some visits to disabled people and invite guest speakers so that Aaron learns what it means to have a disability. There are suitable interviews to use on the DVD.

Drama, role play and stories as well as group discussions and guest speakers can challenge this view. Can Aaron come up with an idea to make it up to Ben? Would Ben accept this? For a list of effective approaches **www.anti-bullyingalliance.org.uk**

The victim

The **victim** will need support. This can be provided by Peer Mentors/Befrienders or a Support Group if there are trained young people in your school. This will also help to protect the victim from retaliation. Any friends can be enlisted.

Improving the child's **social and emotional skills**.

SEAL supports the emotional health and well-being of all and a range of resources is available.

Drama and role play or hot seating can be used to enact different ways to respond as well as ways to tell. This can help a victim feel less alone, help them recognise the sympathy of the group for the victim in the role play and to learn new techniques for handling bullying themselves.

Strengths-based approaches build on what the victim can do rather than try to mend what they cannot do well enough. The aim is to build new confidence in the victim by showing appreciation of their abilities and using these.

Group work such as **Circle Time** can be supportive if handled with delicacy. Avoid saying that the victim reported bullying.

Restorative practices aim to repair harm caused, but are only suitable if both parties can agree and understand it.

Practical steps can be taken to introduce a child to lunch time clubs, arrange for an older pupil to take them into the dining hall and quiet spaces can be provided at playtimes. Regular checks should be made to see that they are safe.

Parents should be encouraged to support the school and to reinforce at home what the school is trying to do.

The perpetrator/s

The perpetrator/s may be other children with special needs, or they may be those who are intolerant of children with special needs. A different response would be appropriate for each of these scenarios.

1. Consider whether a child's **condition** influences them to behave aggressively or provocatively and work with their special needs in mind. Behavioural, emotional and social difficulties may mean a child cannot regulate their behaviour and feelings, whereas Autism may mean a child is unaware of the emotional impact of their behaviour on others. Research shows that there can be a hierarchy of power and bullying within a group of children with disabilities.
2. Where **non-disabled children** bully those with disabilities three steps are needed. First: to stop the behaviour at once. Second: to apply a suitable sanction such as missing a school outing or treat and thirdly and most important of all: challenging the prejudice behind the bullying.

It is helpful to see these as short term, mid term and longer term objectives. Challenging prejudice is undertaken across the entire school over the longer term. Bullies cultivate a supportive audience - a group which should be challenged so that they no longer offer tacit or colluding support to the bully. It is possible to build empathy among them and provide safe ways for them to report bullying. This film, *Make Them Go Away* is an ideal tool to use. Inform parents that the school does not tolerate any form of bullying and is especially vigilant when disabled people are targeted. Bullies should be confronted with the harm they have caused not only to a victim, but to the victim's family and to bystanders who are upset by witnessing this cruel behaviour.

7. Links to the curriculum

Key aspects of the curriculum that explore bullying, harassment and discrimination at KS2 and KS3

PSHE/ Citizenship and SEAL (Social and Emotional Aspects of Learning) provide a curriculum context for planned and coordinated opportunities for pupils to develop knowledge and understanding that support inclusion and to practice skills that challenge all forms of bullying, racism and discrimination. Through these and other areas of the curriculum, pupils can develop attitudes that respect diversity.

Identity and Cultural Diversity is a key theme that schools are asked to plan for as young people need explicit opportunities to explore their identities to develop their sense of belonging and self esteem and to understand the consequences of intolerance and discrimination. Work on this theme supports the school's duty to promote community cohesion. <http://curriculum.qca.org.uk/key-stages-3-and-4/cross-curriculum-dimensions/culturaldiversityidentity/index.aspx>

Work in ICT can be used to address cyberbullying, and how to use the internet safely. It is also a route through which young people can design and publish resources against bullying.

Work in PE and School Sports (PESS) can help to build a sense of solidarity through team work.

There are relevant **cross curricular themes** for the New Secondary Curriculum published by QCDA.

Bullying: Links to the curriculum Key Stage 2 and 3

Key Stage 2

Subject	Theme	Useful Websites
<p>PSHE Citizenship is part of PSHE at KS2</p>	<p>Pupils should be taught:</p> <p>2c The nature and consequences of anti-social and aggressive behaviour such as bullying and racism on individuals and communities.</p> <p>How to respond to bullying and ask for help.</p> <p>2e To reflect on spiritual, moral, social and cultural issues to understand other people's experiences.</p> <p>2f To resolve differences.</p> <p>2i To appreciate the diverse range of national, regional, religions and ethnic identities in the UK.</p>	<p>QCDA Respect for All</p> <p>Case study examples offering teaching and learning opportunities such as:</p> <p>Man's Inhumanity to Man Bigotry and Prejudice: www.qca.org.uk/qca_7901.aspx</p> <p>Example of how to create a whole school ethos that values diversity.</p> <p>An audit tool to assess how well schools are dealing with diversity and challenging stereotypes: www.qca.org.uk/qca_6753.aspx - 16k</p> <p>Teachers TV has many programmes examining bullying.</p>

By the end of the Key stage

Children can –

Explain how their actions have consequences for themselves and others.

Describe the nature and consequences of bullying, and express ways of responding to it.

Identify different types of relationship and show ways to maintain good relationships.

Respond to, or challenge, negative behaviours such as stereotyping and aggression.

Describe some of the different beliefs and values in society, and demonstrate respect and tolerance towards people different from themselves.

Bullying: Links to the curriculum Key Stage 2 and 3

Key Stage 2

Subject	Theme	Useful Websites
Social and Emotional Aspects of Learning (SEAL) Learning Objectives	<p>KS2: Y3 & Y4 'Say no to bullying'</p> <p>The learning objectives concentrate on developing empathy, witnessing bullying and the role of bystanders:</p> <ul style="list-style-type: none">● I know what it means to be a witness to bullying.● I can tell you how someone who is bullied feels.● I can be kind to children who are bullied.● I know that when you feel sad it affects the way you behave and how you think.● I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied.	

	<ul style="list-style-type: none"> ● I know what to do if I am being bullied. 	
SEAL	<p>KS2: Years 5 & 6</p> <p>Focus on bullying behaviours and types of bullying:</p> <ul style="list-style-type: none"> ● I understand how rumour spreading and name calling can be bullying behaviours. ● I can explain the difference between direct and indirect types of bullying. ● I can explain some of the ways in which one person or group of people can have power over another. ● I know some of the reasons why people use bullying behaviours. ● I know some ways to encourage children who use bullying behaviours to make other choices. 	

Bullying: Links to the curriculum Key Stage 2 and 3

Key Stage 2

Subject	Theme	Useful Websites
History	<p>Learning Objective KS2: Y 3&4: Section 7 (WW2)</p> <p>Children should learn:</p> <ul style="list-style-type: none">● that the war affected children in different ways.● that the war created many refugees.● about the treatment of Jewish people during the war. <p>About the restrictions on people, how they suffered during the war, their courage and resilience.</p> <p>KS2: Y5/6: Children should learn:</p> <ul style="list-style-type: none">● about conflicts going on today and how they affect the lives of children.● to make connections between the Second World War and today.	<p>See KS 2 year 6 QCDA Respect for All. Kindertransport: http://www.qca.org.uk/qca_7968.aspx</p>

	<p>To consider questions of peace, to identify conflicts in the world today and how they can value diversity and challenge discrimination and bullying in all its forms.</p>	
<p>Religious Education</p>	<p>RE is statutory and pupils are expected to follow their Locally Agreed Syllabus for RE. This probably draws on the Non Statutory Framework for RE from QCDA. Themes that pupils can draw on that relate to bullying: community cohesion and respect for diversity and other people's beliefs are indicated.</p>	<p>QCDA website on KS2. NATRE National Association of Teachers of RE: www.reonline.org.uk Refuel – bank of resources on each religion: http://www.refuel.org.uk/curric/ks2_topics/ Lesson plans on Mahatma Gandhi and Martin Luther King and how they challenged authority on issues like discrimination: http://www.refuel.org.uk/curric/ks3_topics/worksheets/mlk_ghandi.php</p>

Bullying: Links to the curriculum Key Stage 2 and 3

Key Stage 3

Subject	Theme	Useful Websites
PSHE	<p>Pupils should be taught:</p> <ul style="list-style-type: none">● 3a: about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively.● 1b - to respect the differences between people as they develop their own sense of identity.● 2g - to recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help.● 3b - how to empathise with people different from themselves.	<p>QCDA Respect for All: Case study examples offering teaching and learning opportunities such as: Man's Inhumanity to Man Bigotry and Prejudice: www.qca.org.uk/qca_7901.aspx Examples of how to create a whole school ethos that values diversity. An audit tool to assess how well schools are dealing with diversity and challenging stereotypes: www.qca.org.uk/qca_6753.aspx - 16k Teachers TV has many programmes examining bullying including homophobic and girl bullying.</p>

	<ul style="list-style-type: none"> ● 3d - to recognise some of the cultural norms in society, including the range of lifestyles and relationships. ● 3j - to resist pressure to do wrong, to recognise when others need help and how to support them. 	<p>A book on the nature of resilience (for adults).</p> <p>Resilience by Boris Cyrulnik, Penguin 2009.</p>
<p>By the end of the KS</p>	<p>Revised end of KS statements for KS3:</p> <p>Personal identities: Learners are able to:</p> <ul style="list-style-type: none"> ● reflect on and evaluate their achievements and strengths in different areas of their lives; ● recognise strong emotions and identify ways of managing these positively; ● recognise that external factors, such as relationships, achievements and setbacks, can affect emotional wellbeing, and identify how they can take this into account. 	

Bullying: Links to the curriculum Key Stage 2 and 3

Key Stage 3

Subject	Theme	Useful Websites
By the end of the KS (cont/d)	<p>Relationships: Learners are able to:</p> <ul style="list-style-type: none">● identify the importance of having a variety of social and personal relationships and how these can impact on their lives and wellbeing;● discuss ways that relationships might change over time and demonstrate how to negotiate within relationships. <p>Diversity: Learners are able to:</p> <ul style="list-style-type: none">● describe differences and diversity and demonstrate respect and empathy towards others who live their lives differently from them;● challenge prejudice and discrimination in an appropriate manner;	

	<ul style="list-style-type: none"> ● demonstrate recognition of the achievements, strengths and worth of others. 	
<p>KS3 Citizenship is a separate subject</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> ● 1a - the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people. <p>Care is needed when teaching the unit on Human Rights (which should link to and complement work in History on the Holocaust, Unit 19) as it may be sensitive for some pupils:</p> <ul style="list-style-type: none"> ● 1b - the diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding see QCDA unit 04 . 	<p>See QCDA Unit 03 on Human Rights. This explores rights and responsibilities; what human rights are and what happens when they are denied. Global examples illustrate where rights are infringed or denied and where one person's rights conflict with another. The unit on human rights should link to and complement work in History on the Holocaust Unit 19.</p>

Bullying: Links to the curriculum Key Stage 2 and 3

Key Stage 3

Subject	Theme	Useful Websites
<p>KS3 Citizenship is a separate subject (cont/d)</p>	<ul style="list-style-type: none">● 1g - the importance of resolving conflict fairly.● 1i - the world as a global community, and the political, economic, environmental and social implications of this, the role of the European Union, the Commonwealth and the United Nations. <p>In developing skills of participation and responsible action, pupils should be taught to:</p> <ul style="list-style-type: none">● 3a - use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own.● 3b - negotiate, decide and take part responsibly in both school and community-based activities.	<p>Human Rights: The Equality and Human Right Commission website offers a useful summary which makes for good discussions with young people, especially the section on 'Being treated fairly and with dignity':</p> <p>http://www.equalityhumanrights.com/en/yourrights/humanrights/Pages/Beingtreatedfairlyandwithdignity.aspx</p>

SEAL

KS3 – The Secondary SEAL theme on **anti-bullying** is intended as part of a whole school's focus on preventing bullying.

Learning opportunities and activities are for Years 7-9 and organized around three themes:

- Anti-bullying theme 1: Y7 Individuals, resilience and bullying.
- Anti-bullying theme 2: Y8 Group bullying.
- Anti-bullying theme 3: Y9 Prejudice driven bullying.

Learning Opportunities of this theme –

- The impact of behaviour on other people's feelings.
- Expressing a range of emotions appropriately and safely.
- Building positive relationships.

To Download the Secondary SEAL PDF on Anti- Bullying with key ideas for staff and pupil development go to:

http://nationalstrategies.standards.dcsf.gov.uk/node/65901?uc=force_uj

Links to the Healthy Schools theme on Emotional Health and Well Being EHWB are made.

For Healthy Schools Guidance on Anti-Bullying go to:

www.healthyschools.gov.uk/Resources/Detail.aspx?ResID=1078

Bullying: Links to the curriculum Key Stage 2 and 3

Key Stage 3

Subject	Theme	Useful Websites
SEAL (cont/d)	<ul style="list-style-type: none">● Feelings of empathy and respect for diversity.● Resolving conflict and work as a group. <p>Understand the impact of bullying, prejudice and discrimination on all involved.</p> <p>Be moved to want to help and have strategies to do so.</p>	

History

KS3 Y9 Units 15 and 19

Unit 19:

How and why did the Holocaust happen?

Pupils learn about:

- rights and responsibilities;
- the denial of rights;
- how and why ghettos were set up and what life was like in them;
- The Final Solution;
- Reactions of people when they found out about the Holocaust;
- Questions and issues that remain about the Holocaust;
- Exploration of how and why the Holocaust happened.

NB: This links to work in Citizenship on Human Rights Unit 03.

See Case Example of KS2 Y6 work on the Kindertransport from QCDA Respect for All: http://www.qca.org.uk/qca_7968.aspx

See Example from QCDA Respect for All: Racial Discrimination for Y8 pupils which links well to PSHE 3a and Citizenship 04: http://www.qca.org.uk/qca_7903.aspx

See Multiverse website which has

Diversity topics such as refugees and asylum seekers, travelers and roma; religious diversity:

www.multiverse.ac.uk/browse2.aspx?anchorid=17844&menu=17875

‘Stand up To Hatred’ is the campaign of the charity Holocaust Memorial Day (HMD). New materials are constantly produced.

Bullying: Links to the curriculum Key Stage 2 and 3

Key Stage 3

Subject	Theme	Useful Websites
History (cont/d)	<p>Unit 15: Y9 Black Peoples of America from Slavery to Equality.</p> <p>Freedom and slavery and the changing role and experiences of the black community in America.</p> <p>It explores the Atlantic Slave Trade and the Civil Rights Movement and asks students to think about how freedom is achieved and whether the Civil Rights Movement was successful in bringing this about.</p> <p>NB This unit links to work in Citizenship Unit 04 'Britain a Diverse Society' where pupils consider their own identities and the range of national, ethnic and religious identities in the UK. Key to this unit is the fostering of respect for diversity).</p>	<p>Mencap offers materials against victimisation of people with disabilities (learning difficulties in particular): www.mencap.org.uk/dontstickit</p> <p>Work on Homophobia and victimisation of gypsy travellers is appropriate here as is discussion of Rwanda and Darfur.</p> <p>Bullying advice pages on gypsy travellers: http://www.gypsy-traveller.org/cyberpilots/adult_section/new_professional.htm</p> <p>Homophobia: www.stonewall.org.uk www.eachaction.org.uk</p> <p>BBC: Rwanda how the genocide happened: http://news.bbc.co.uk/1/hi/world/africa/1288230.stm</p>

History

KS3: Y7-9

Unit 22 The role of the individual for good or ill.

This unit gives pupils the opportunity to analyse the role of the individual in history and to assess how far they can change the course of history.

Pupils learn:

- to develop understanding of the various factors that can influence the actions of an individual.

They explore various elements through the unit including:

- why some people are famous;
- what motivates them;
- the impact of their life at the time;
- how this is portrayed;
- whether the impact or what they achieved was for good or ill?

Information about current global conflicts and how these affect children and young people can be obtained from various organizations and charities.

Refugee Council, Christian Aid, the Red Cross, and the Red Crescent, Amnesty International as well as from newspapers and online:

www.guardian.co.uk and www.bbc.co.uk

BBC: History of World Wars:

<http://www.bbc.co.uk/history/worldwars/>

BBC: genocide:

<http://www.bbc.co.uk/history/worldwars/genocide/>

Bullying: Links to the curriculum Key Stage 2 and 3

Key Stage 3

Subject	Theme	Useful Websites
Art & design	<p>KS3: Y7 Unit 7A Self image. Pupils explore:</p> <ul style="list-style-type: none">● their personal identity as a starting point;● images that reflect their ideas of themselves, working from observation, memory and imagination.	

<p>English</p>	<p>Some of the possible suggested texts at KS3 deal with bullying and gangs for example:</p> <ul style="list-style-type: none"> ● Hangman by J. Jarman deals with school life, bullying and memories of WW2. ● The Outsiders by S Hinton explores friendship, gangs and rivalry. 	<p>Anti-Bullying Alliance has a book resource list of books that explore bullying and victimisation. Many libraries can recommend suitable texts: http://www.teachit.co.uk/index.asp?CurrMenu=80</p> <p>The BBC Bitesize English has a suggestion for school pupils to write a letter to the school magazine about bullying and how to deal with it: http://www.bbc.co.uk/schools/ks3bitesize/english/writing/prep_test_2.shtml</p>
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Bullying: Links to the curriculum Key Stage 2 and 3

Key Stage 3

Subject	Theme	Useful Websites
RE	RE has a role in preparing pupils for life, to understand the religions of others, to contribute to community cohesion and encourage a sense of identity and belonging within communities and within a diverse global community.	<p>See QCEA website on primary and secondary curriculum- go to subjects and put in RE at KS2 & KS3.</p> <p>NATRE – National Association for Teachers of RE. RE online: www.reonline.org.uk/ www.refuel.org.uk</p> <p>There is a useful audio section, one on film and faith in RE and a bank of resources on each religion: http://www.refuel.org.uk/curric/ks2_topics/</p> <p>Lesson plans on Mahatma Gandhi and Martin Luther King and how they challenged authority on issues like discrimination: http://www.refuel.org.uk/curric/ ks3_topics/worksheets/mlk_ghandi.php</p>

8. Preparing the lessons

Before showing the film

KS2 and 3

Allow 10 minutes before showing the film and 20 minutes afterwards, plus subsequent sessions to work on the interviews as described in this section.

Aims: To explore respect. To agree how everyone wants to be treated. To explore and agree as a group what next steps to take. *Ask the group these questions with a short period of discussion between each one.*

'How do you want to be treated?'

List their responses under headings such as *'With respect', 'Fairly, Kindly, Equally... Establish agreement. Then ask:*

'Do you think this is any different for people with disabilities?'

Prepare them for the story in the film (some may find it sad and it may remind some of their own experiences). Example:

'This is a story about a group of young people who bully someone. Afterwards we will be able to hear what the different characters say and have our own discussions about what we think. Then we can plan together what we can do to stop bullying and learn more about disabilities.'

Discussion after the film:

Consider using the interviews and discussion ideas pages 36-42.

Why do you think we don't treat others well/with respect?

Is there a shortage of respect to go around?

Could we change how we treat one another?

What would we need to do next?



Using the interviews

“People see disability not the person”

The Victim – Ben

Group work KS2 and 3 ages 9 upwards or with the bully alone.

Use with David p 37 and ‘How did it make you feel?’ p 38

What are the most important messages we can learn from Ben?

Discussion: Outline the problem as Ben describes it.
(He says people see the disability not the person. He thinks people don’t understand disability.)

Try to see bullying in terms of harm caused.

Does name calling or pointing and whispering seem harmless to Ben?

Was it ‘just a laugh’ as Aaron insists?

Who is laughing?

Ben says things are better now – what has worked?

Ben realises now that he should have told someone sooner.
But nobody else told anyone either.

What would you do to help someone like Ben?

Young people often ask to be taught more about disabilities in order to understand them. Done with care, this can be effective.

View the DVD chapter ‘Understanding our differences’. Robyn describes the world as a scary place and shows how small problems can deeply upset someone with Asperger’s syndrome.

Using the interviews

David

Paralympic
Gold medallist

Classroom activities
DVD: The effect on
real lives

Discuss: Do you think David is a determined man?
What has David had to overcome to achieve his gold medals?
How do you think the people who bullied him at school feel now? Can you think of some other people who have a disability but who have also achieved a lot? (See interviews on this DVD)

KS2 What is a stereotype? (Child friendly definition)

It is when we decide we don't like people or make fun of them only because of one particular thing about them. without even trying to know them. We put them into a set in our minds.

Games can be played calling out characteristics such as blue eyes or brown shoes – those people jump into the middle of the circle. They may have nothing in common but brown shoes.

KS3 What is a stereotype? It is an oversimplified or exaggerated idea about a group of people pre-judged because of just one aspect of who they are. It suggests that all the people in this category are the same and is usually a lazy way of criticising them.

Why do you think this could be a dangerous thing to do?

How could people who think like this lose out?

Have you ever felt judged by one aspect alone?

Write a short story starting: 'It was because of his hair...'

Using the interviews

“How did it make
you feel?”

David, Robyn, Ciara, Oliver

KS3. Pictures, poetry, songs, art materials, scissors, large boards, coloured paper (including black) and computers.

1. As a whole group – listen to the interviews in which young people describe how being bullied made them feel.
2. Divide the class into 4 smaller groups. Allocate each group one speaker in these interviews and then invite them to create a presentation using music, images, colours, art or poetry to illustrate how their speaker was made to feel as a result of bullying. (Replay the interviews as needed).

Each group will then be asked to present these ideas to the whole class or wider group and explain their choices.

Examples: Use a painting such as *‘The Scream’* by Munch.

Or a song:

Don't laugh at me

Don't call me names

Don't get your pleasure from my pain

In God's eyes we're all the same

Some day we'll have perfect wings

Don't laugh at me.

(by Shamblin and Seskin, performed by Mark Willis)

A collage could be made using magazine or news pictures and other materials including words, to illustrate feelings.

Using the interviews

"I should have said something sooner"

The bystander – Vicki

(KS2 SEAL, PSHE, KS3 History)

Message to bystanders

Classroom discussions KS2 and KS3

Ask the group: Can you think of reasons why bystanders don't speak out when they see bullying?

Vicki said she kept quiet because she didn't want to be laughed at or picked on. Yet she says these people are her friends.

Is this a good friendship if she feels that she could be picked on if she disagrees about something?

Exercise: What makes a good friend?

Draw a large human figure and invite the group to write on post-it notes the qualities they think a friend should have. Place the post-it notes onto the human figure. Attributes can be grouped together and prioritized. **Which matter most in a friendship?**

KS3 Vicki thinks Ben was picked on because he is different, and slow in class. **If so, how would you challenge this attitude?**

KS3 Use the famous text by Pastor Martin Niemoller (below) to trigger essays titled, *'I should have said something sooner.'*

'When the Nazis came for the communists, I remained silent; I was not a communist. Then they came for the trade unionists, I did not speak out; I was not a trade unionist. Then they came for the Jews. I did not speak out; I am not a Jew. When they came for me, there was no one left to speak out for me.'

Using the interviews



David

Paralympic
Gold medallist

Message to
bystanders

Group work KS2 and KS3. Use with *Vicki the bystander* p 39

Safe ways to help stop bullying witnessed by bystanders.

Suitable for a whole class or a group KS2 or KS3.

View the interviews 'Message to the bystanders' in the chapter 'Bullying, the effects on real lives.' David, Robyn and Ciara mention things you can do to stop bullying happening.

Discussion: Have you ever wanted to stop someone being bullied but felt you couldn't? How did this make you feel? What stopped you doing something about it?

(Allow this discussion ten minutes in partners or threes.)

What can we put in place so that people know what to do and who they can talk to?

List suggestions and then ask the group to prioritise these. Sort into ideas you can implement at once and those that will take longer, for example peer support may require training. Consider befriending and support schemes as well as offers to accompany someone in corridors or the dinner hall. List ways to report bullying – consider texting, websites, email systems and bully boxes as well as telling someone.

Aim to agree a manifesto statement – in this class we agree that bullying will not be tolerated. Display the agreed ideas.

Using the interviews

“Why is everyone making such a fuss?”

The Bully – Aaron

(Use with message to bullies page XX)

Good practice: Actions to take in similar cases.

Separate the henchmen and supporters from the leader. Bullying is maintained by groups who provide an audience and reinforcement to the ringleader. Victims can be further endangered if the response addresses only the ringleader. For example, members of the group can continue the bullying even after an intervention. They may do so to please the leader. Aim instead to draw out their sympathy for the victim. Ensure the group will no longer collude in any bullying but challenge it in future. Together decide on some safe routes to report bullying.

KS3 Classroom work after watching the film.

Watch the interview with Aaron (The Bully) Discuss: How do you think Aaron can be made to understand why ‘everyone is making such a fuss’? Also watch Messages to Bullies.

On the DVD *Make Them Go Away*, Charlotte, mother of Oliver says to her son ‘You’re much better than them.’

Discuss: Do you agree with Charlotte? Why?

Discuss: One girl asked Ben to join the group at the shopping centre. **What is her role in this? Do you think she is guilty of anything? If so, in what way?**

Role Play: Ask the group to re-enact the scene when the group decides to get Ben involved in crime in the centre. **Could anyone have acted differently? How?** Act out the suggestions.

Using the interviews

(On the DVD: View 'Messages to bullies'; 'How did it make you feel?' and Ben the victim)

Messages for the bully

State the school's position.

Bullying is unacceptable. Aaron has also instigated a crime.

Recognising harm caused.

Aaron claims not to know what is wrong about his actions. Bullies often deny they've done anything wrong. He says Ben cannot take a joke. This attitude must be challenged. Draw a spidergram of all people he has harmed. **How can we help him recognise the harm caused not only to Ben, but Ben's family and the lady whose bag was stolen?** He has also caused distress among his friends and the class. **What do pupils suggest?** Bullies can be confronted with the interviews on this DVD in 'How did it make you feel?' and the Interview with Ben, 'The Victim'. Aaron could be asked to research disability and the law in order to give a talk to the class, or to sit on the sidelines during every activity that requires physical or learning skills.

Ask: Why does he need to behave in this way in order to feel good about himself? What is strong about hurting someone weaker? Can he only keep friends by using his power?

Aim for a change of heart, not empty compliance and ask for suggestions on what he can do to improve matters now for Ben.

What should the teacher do next?

Agree a plan and ask him to return in a few days to report back.

Check with Ben that he feels safer and matters are improving.

Using the interviews

“If only I’d known
it had got this
serious”

Mum – Sheila

A discussion for parents and parent advisers.

Use with Effective listening p 45.

Sheila says Ben was fine at school until recently when she noticed he was withdrawn, not eating and not even going to the football match. She says she did try to get him to open up.

Discuss in a group.

What can parents do to try to get their teenager to open up?

Parents could have talked with Ben earlier and made it clear that they were there if ever anything worried him.

If they noticed these changes in him they needed to get to the bottom of it by effective listening and natural chatting. The question ‘Is something wrong?’ will usually be answered with a ‘no’. Sheila could sit down with Ben and ask in a natural way about school or his friends. She could ask him how his life is these days or tell him she has noticed things are not going well for him and make clear she and Dad are behind him, they have sorted out friendship/problems before.

Young men often avoid telling mothers about bullying because they do not want to upset them. Ben thought she couldn’t do anything. Sheila should make clear that they can cope with any problems together and avoid conveying helplessness. She could tell the school she is worried and ask them to be alert.

Using the interviews

'If there is bullying,
we *must* know
about it.'

Mr Collins

A discussion session for teachers.

Also consider: *Effective Listening* p 46.

Aim: To examine reporting problems among disabled pupils and devise new strategies to find out about bullying.

Mr Collins says that the school is doing a lot to stop bullying but 'We must know about it.' He repeats this strongly.

How could his approach be more effective?

Discuss and list on a flipchart. Below are a few ideas:

Children and young people with SEN or disabilities may have difficulty reporting bullying. They may not recognise that they are being bullied. They may not know the names of the perpetrators due to memory difficulties. They may forget some details of the incident within a few days. Language difficulties can be a further block to effective reporting. A child may be too distressed or afraid to report. A child may be confused and lack confidence. Many think they are not believed, others are threatened with retaliation if they do say anything. Those with language difficulties are further disadvantaged by this approach.

These obstacles suggest that it is more effective to be proactive than to rely on reported incidents only. In the next discussion there are pro-active suggestions.

Are there other ways in which Mr Collins can know what is happening? He is planning a survey. Consider inclusivity.

Please list suggestions on a flipchart and decide which ones the school might try out. Prioritise. Below are a few ideas:

- Encourage bystanders to report bullying incidents.
- Consult pupils regularly using anonymous surveys.
- Alert parents to any signs that their child is being bullied.
- Make sure parents know the procedure for reporting bullying.
- Peer supporters can be trained to watch out for vulnerable pupils and report incidents or ongoing bullying campaigns.
- Children can be given single use cameras and helped to take pictures of where they feel safe or unsafe.
- A plan drawing or photos of the school environment can be shown to children. Invite them to mark 'hot spots' for bullying with red markers. Learning mentors and support staff including dinner ladies and caretakers need procedures to use to report bullying.
- Ask a child to take an adult on a tour of the school saying where he feels safe or unsafe. Recording incidents can reveal patterns of behaviour even when a single incident seems mild.

This information then helps inform your next steps.

How will you evaluate the effectiveness of new initiatives?

Will everyone in the school community be able to participate?

What adjustments will you need to make to enable this?



Invite and encourage a child to talk without pressure

- Consider body language – sit, make eye contact, calm your voice.
- Repeat and clarify what the child tells you.
- Summarise the problem.
- Be comfortable with silence – do not rush to fill it.
- Resist advising or interpreting or simply being reassuring (it can seem to deny the pain they are in.)
- Don't say you know how they feel. Everyone is unique.
- There are basic human needs at any age.
- Those who cause harm may have their own needs.

Encourage the child to come up with ideas about next steps.
Support and enable them to progress actively not passively.

View the DVD – Teachers.

This school has an approach which aims to keep dialogue open with parents, pupils and staff. They are effectively listening to all parties. They take seriously what children with special needs allege has happened.

They acknowledge openly that bullying is an issue but work to manage it. There is no denial. Regular surveys listen to children. Peer support is an enhanced form of effective listening. It gives a clear message that support is available. Share with colleagues other methods of listening you have found effective.

Useful resources

DCSF Guidance on bullying of children and young people with SEN and Disabilities: <http://www.teachernet.gov.uk/doc/12626/7655-DCSF-Anti-Bullying.pdf>

Safe To Learn – suite of guidance on all aspects of embedding anti-bullying work in schools: <http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/>

Safe From Bullying – Anti-Bullying work in the community: <http://www.everychildmatters.gov.uk/resources-and-practice/IG00363/>

Anti Bullying Alliance: www.anti-bullyingalliance.org.uk

Childline 080011111: <http://www.childline.org.uk/Info/Pages/Bullying.aspx>

Childnet's Digizen site: <http://www.digizen.org/cyberbullying>

Childnet advice for parents on safety online:

<http://www.childnet-int.org/safety/parents.aspx>

The Council for Disabled Children: www.ncb.org.uk/cdc/

EACH Action tackling homophobia, helpline Tel: 0808 1000 143: www.each.org.uk

Leap confronting conflict: <http://www.leaplinx.com/>

Mencap campaign against bullying: www.mencap.org.uk/dontstickit

National Autistic Society: www.nas.org.uk

NSPCC: www.nspcc.org.uk

Parentline Plus helpline 0808 8002222 and website on bullying:

www.besomeonetotell.org.uk

Paralympians – A PowerPoint of positive images:

http://anti-bullyingalliance.org.uk/Page.asp?originx_8842qx_27804739920426s58z_2008116297c

Stonewall: http://www.stonewall.org.uk/education_for_all/default.asp

Transforming Conflict: <http://www.transformingconflict.org/>

The Equality and Human Rights Commission, materials and information: <http://www.equalityhumanrights.com/en/Pages/default.aspx>



Arsenal

in the Community



'At Arsenal we believe bullying is unacceptable.

That's why we support this film and we hope the message is clear for young people.

Disability should not be a barrier to achieving the things you want.'

Cesc Fábregas

Discussion KS2 and KS3

Ben loves Arsenal yet he missed the game. Why?

Should sportsmen and women speak out about bullying?

What can sports teams in your school or club do to help?

Why not play some new sports and games that include people with disabilities?

For images of the Paralympics see Resources page 47



Credits

Staff and drama students of Southfields Community College, Wandsworth, London.

Southside Shopping Centre, Wandsworth, London.

Marlborough School, Oxfordshire.

Cardiff International Pool.

Mencap.

Anti-Bullying Alliance.

National Autistic Society.

Booklet developed by Adrienne Katz of Youthworks Consulting Ltd.
With assistance on curriculum links from Anita Compton.

Music composed and performed by Oliver Gearing.

DVD produced by Take One Productions (UK) Ltd.

www.takeoneproductions.co.uk

“Bullying of all kinds must be stamped out. Helping schools and school staff to prevent it from happening in the first place and responding appropriately is vital.

This SEN D DVD and resource pack will really help teachers and staff to apply, in practice, methods to tackle this form of bullying and raise awareness of the harm it can cause to a young person.”

Vernon Coaker, Schools Minister



Aspect ratio: 16:9

Main soundtrack: English, stereo

Feature length: 5:13 minutes

Extras length: 22:13 minutes

Region: 2 & 4 colour PAL UK

This film is available free of charge for maintained schools in England.

Please ring: 0845 60 222 60, (or text phone: 0845 60 555 60), and quote reference: 00672-2009DVD-EN for your copies to be delivered.

D16(8206)/0709/34

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