15th IIRP World Conference
Building a Worldwide Restorative Practices Learning Network
August 1-3, 2012, in Bethlehem, Pennsylvania, USA.

Restorative Practices as an Anti-Bullying Strategy

Presented by:
Les Davey, CEO & John Boulton, Director of Training and Consultancy
International Institute for Restorative Practices (IIRP) UK & Ireland
WHAT IS BULLYING?

How do you define bullying?

“Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.”

(‘Safe to Learn’, DCSF, 2007)

4 key characteristics:
Repeated
Intent
Someone is harmed
Power imbalance
BULLYING BEHAVIOUR

- Cyber bullying
- Damage to property
- Inciting others to bullying behaviour
- Literature
- Physical hurt/attack
- Psychological
- Verbal
- Victimisation after previous complaint
TYPES OF BULLYING

- General bullying (including appearance)
- Homophobic
- Racist
- Sexist
- Sexual
- Disabilist
- Transphobic
- Related to home circumstances
1. What percentage of children and young people report that they have been bullied in school?

a) 20%
b) 40%
c) 50%
d) 70%
2. What is the most common form of bullying?

a) Physical
b) Verbal
c) Psychological
d) Malicious
QUIZ

3. What percentage of incidents go unreported?

a) 25%

b) 40%

c) 50%

d) 55%
4. Out of the following vulnerable groups which is the group which experiences the most bullying?

a) SEN/D
b) Young Carers
c) LGBT

b) Young carers
5. Outside of school where are children and young people most at risk of being bullied?

a) Public transport  c) Youth group
b) Children’s home  d) After school club
6. What percentage of children and young people have experienced cyber bullying?

a) 11%
b) 22%
c) 33%
d) 44%
How many pupils report that homophobic language is consistently challenged in secondary schools?

a) 7%

b) 14%
c) 28%
d) 44%
8. What percentage of persistent truancy is due to bullying?

a) 20%
b) 25%
c) 33%
d) 50%
9. What % of unwanted sexual experiences occurred for the first time when girls were under 14?

a) 26%
b) 36%
c) 46%
d) 56%
QUIZ

10. How many children and young people commit suicide each year in Britain due to being bullied?

a) 6 to 10
b) 16 to 20
c) 26 to 30
d) 36 to 40
Restorative practices develop community and manage conflict and tensions by repairing harm and building relationships.

This statement identifies both proactive (developing community) and reactive (repairing harm and building relationships) approaches.
POTENTIAL EFFECTS OF BULLYING

Bystanders

- Decreased perceptions of safety
- Increased guilt
- Decreased enjoyment of school / home
- Increased risk of criminality, domestic violence and mental health issues in adulthood
- Increased truancy / absconding
- Increased risk of self harm/ suicide
- Decreased concentration and enjoyment of school / home
- Increased risk of mental health issues in adulthood
- Less likely to stay on post 16 / career affected

Wrongdoer

- Reduced confidence in school / home etc
- Impaired relationship with school / home etc
- Increased frustration / helplessness

Staff

- Decreased quality contact time
- Lowered job satisfaction / staff morale

Harmed Person

- Increased frustration / helplessness

Parents

- Impaired relationship with school / home etc
- Increased frustration / helplessness

International Institute for Restorative Practices (UK & Ireland)
USING A RESTORATIVE APPROACH

Facilitator

Explaination
Shared understanding
Empathy
Acknowledgement

Wrongdoer

Taking responsibility
Repairing harm
Building relationships

Rewriter

Head Honcho
**POTENTIAL EFFECTS OF BULLYING**

- **Bystanders**
  - Increased quality contact time
  - Reduced feeling of guilt
  - Enhanced enjoyment of school/home
  - Reduced risk of criminality, domestic violence and mental health issues in adulthood
  - Reduced truancy/absconding
  - Less risk of self harm/suicide
  - No reduction in concentration and enjoyment of school/home
  - Reduced risk of mental health issues in adulthood
  - More likely to stay on post 16/career affected

- **Wrongdoer**
  - Increased perceptions of safety

- **Harmed Person**
  - Increased confidence in school/home etc
  - Improved relationship with school/home etc
  - Reduced frustration/feeling of helplessness

- **Parents**
  - Increased quality contact time

- **Staff**
  - Raised job satisfaction/staff morale
  - Increased confidence in school/home etc
  - Improved relationship with school/home etc
  - Reduced frustration/feeling of helplessness
  - Increased job satisfaction/staff morale

---

**International Institute for Restorative Practices**
WHY ADOPT RP AS AN ANTI-BULLYING STRATEGY?

- Restorative approaches provide an effective, flexible range of strategies to prevent and respond to bullying.
- Ranked in the top 2 approaches in both primary and secondary settings at effectively stopping physical, verbal, relational and cyber bullying with an 84% success rate.
- Of the 27 approaches schools reported using they reported restorative practices the most effective proactive approach when dealing with bullying and the second most effective reactive strategy.

‘The use and effectiveness of anti-bullying strategies in schools’
- Goldsmiths, University of London – April 2011
“RP training has changed everything for me, especially how I relate to others.”
Year 11 Student, St Marks School

“Since my RP training I have used the skills I gained not only in school but in my life at home and in the community. I have found another way for dealing with difficult conversations without arguments.”
Year 11 Student, St Marks School
The changes in these students are remarkable. They have become incredibly positive, self assured and confident. The students have developed an empathy and a maturity that I feel would not have emerged were it not for RP and have become incredibly creative in the use of RP... ...they have won a citizenship award and a digital media award for their work this year in the school and the community.

Ollwyn Moran, Teacher - Year 11 St Marks School
“It is really emotional when restorative practice is being used because it can be hard for people to sit in the same room as the person they have hurt or been hurt by, then listening to what they have to say about how they feel about you. This is why it works really well though. I think it could work for life.”

Year 11 Student, St Marks School
FURTHER INFORMATION

- www.teachernet.gov.uk/wholeschool/behaviour/tackling bullying

Contains downloadable copies of:

- Safe to learn’ (DCSF now DFE) – guidance on anti-bullying for schools. Gives information on legislation, policy and practice. It also looks at specific types of bullying e.g. homophobic, cyber bullying, racist etc.

- ‘Safe from Bullying’ – guidance for non-school settings including youth activities, extended services, play and leisure, FE colleagues, journeys and Children’s homes

- www.beatbullying.org
- www.anti-bullyingalliance.org.uk
- www.iirp.org/uk