Bullying: “It’s just Part of Growing Up, Isn’t it?”
Restorative Practices as an Anti-Bullying Strategy

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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

QUIZ
1. What percentage of children and young people report that they have been bullied in school?
   a) 29%
   b) 49%
   c) 69%
   d) 89%

2. What is the most common form of bullying?
   a) Physical
   b) Verbal
   c) Cyber
   d) Sexual

   ![Bullying Form Chart]
3. Can you put these forms of bullying in order - most to least frequent?
   a) Sexuality
   b) Race
   c) Appearance
   d) Disability
   c) Appearance
   a) Sexuality
   b) Race
d) Disability

4. What percentage of young people report they are bullied on a daily basis?
   a) 11%
   b) 22%
   c) 33%
   d) 44%

5. Who are young people most likely to report bullying to?
   a) Friend
   b) Social media
   c) Teacher
   d) Family member

6. Out of the following vulnerable groups which is the group which experiences the most bullying?
   a) SEND (Special educational needs and disabilities)
   b) Young Carers
   c) LGBT (Lesbian - Gay - Bisexual - Transgender)
a) SEND
c) LGBT
b) Young carers

7. Put the list in order (most to least) in terms of areas deemed to be ‘hugely impacted’ by bullying?
   a) Studies
   b) Self esteem
   c) Future career
   d) Social life
   b) Self esteem
d) Social life
   a) Studies
c) Future career

8. What percentage of young people who experience bullying report having suicidal thoughts?
   a) 5%
   b) 10%
   c) 25%
   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%

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

POTENTIAL EFFECTS OF BULLYING

- Decreased quality contact time
- Lowered job satisfaction / staff morale
- Reduced confidence in school / home etc
- Impaired relationship with school / home
- Increased frustration / helplessness
- Increased perceptions of safety
- Increased 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
- Decreased risk of mental health issues in adulthood
- Less likely to stay on post 16 / career affected
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.

RESTORATIVE PRACTICES

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USING A RESTORATIVE APPROACH

Facilitator

Harmed

Person

Wrongdoer

Explanation

Shared understanding

Empathy

Acknowledgement

Taking responsibility

Repairing harm

Building relationships

RP - POTENTIAL EFFECTS ON BULLYING

- Increased quality contact time
- Raised job satisfaction / staff morale
- Increased confidence in school / home environment
- Improved relationship with school / home
- Reduced frustration / feeling of helplessness

Bystanders

Wrongdoer

Harmed Person

Parents

- Reduced perceptions of safety
- Reduced feeling of guilt
- Enhanced enjoyment of school / home

- Reducing risk of criminality, domestic violence and mental health issues in adulthood
- Reduced truancy / absconding
- Reduced 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

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

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**FURTHER INFORMATION**

- [www.teachernet.gov.uk/wholeschool/behaviour/tackling bullying](http://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

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**About our Class Circle**

Our class circle has helped us a lot. We have found out that it helps with anything. A circle helps a lot with issues, it sorts them out. I like circles they help me because we get to speak. I like it because we get to discuss things like how we are feeling or what’s on our mind. We sometimes get to start the circle.

When Mrs Burgess is feeling OK it makes me feel happy but if she’s not I feel a bit sad or wondering why. I like our class circle, I hope it stays like this.

Year 5 (10/11 years old) Student – May 2010
St. Edmunds Community Foundation School
Norfolk, England, UK