**News from the Unit**

- John writes: "Journalists are seeking my views on young people on almost a daily basis, and report my comments, typically out of context, but usually in a positive and non-damaging way. I continue to explain to them that our questionnaire survey data reveal young people to be vigorous, outgoing, highly risk-takers who are good company and care for one another and for the environment. Despite this, the majority of young people reporting undesirable behaviours are not news, and because the prevailing good behaviour is being ignored."

- "Only bad news is news!"

- David has been writing reports for the Teesside Health Related Behaviour survey, looking at newspapers read in Yorkshire, examining behaviour trends in Darlington, and Health Risk Appraisals in Oxfordshire, analyzing alcohol consumption across the country, revisiting the new Primary Health Related Behaviour Questionnaire with John, Anne, Beryl, Sally, and J. D.

- Anne has been assisting David with the initial analysis of over 8000 youngsters that completed an 'alcobet' questionnaire, working on various regional surveys, and performing additional analyses of Health Authority data.

- Beryl reports that the data processing team are working flat out to meet deadlines with various versions of the Health Related Behaviour Questionnaire from different parts of the country, having had a wide variety of work covering smoking, alcohol, and environment throughout the summer. It does not look as if the pupils will be going on holiday this winter!

- Sally has been coping with a surge of orders for Unit publications coming through by post, phone, and fax. She has developed a very efficient ordering method for customers with a fax machine: she faxes them a combined list of publications and analysis services and invoice that they fax it back with details of what they want.

- James has been busy designing several issues of Education and Health through the press, and looks forward to sending very young people in 1993-94 to the printers in the near future.

### Some Unit Publications

#### Young People and Illegal Drugs

- **Price**: £5.00
- **Description**: A report based on data collected between 1987 and 1996 using the Health Related Behaviour Questionnaire.

#### Cash and Carry

- **Price**: £4.00
- **Description**: A report based on data collected between 1987 and 1996 using the Health Related Behaviour Questionnaire.

#### Toothbrushing in Adolescence

- **Price**: £10.00
- **Description**: A study of toothbrushing habits and motivation of 7770 15-16 year olds, revealing unexpected links between dental care and features of their home background.

#### Video pack: 'The Extra Guest'

- **Price**: £14.68
- **Description**: This well-received 'alcohol' video depicts a teenage party, and the materials include background information, suggestions for its use, worksheet masters, and references to other publications.

### Promoting a Whole-School Approach to Bullying

**Mediators persuade a pupil to face her tormentors:**

**Taking small bites out of the elephant**

**John Sutherland**

**On Bringing Back the Trusty Comb**

#### John Balding

**Previews Last Orders**

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"Threats to staff from pupils and other adults sometimes left them vulnerable and in need of support. As external, neutral facilitators we could provide a safe environment in which to share." — **Jessica Johnson**

**Promoting a whole-school approach to bullying**

We say a child or young person is being bullied, or picked on, when another child or young person, or a group of children or young people, say nasty and unpleasant things to him or her. It is also bullying when a child or young person is hit, kicked, threatened, locked inside a room, sent nasty notes, when no one ever talks to them, and things like that. These things can happen frequently, and it is difficult for the child or young person being bullied to defend himself or herself. It is also bullying when a child or young person is teased repeatedly in a nasty way. — **Whitney & Smith, 1983**.

**The programme**

Staff representatives were invited to a two-day INSET course organized by KFPC, lasting half a day or a whole day. The schools were also introduced to the range of modules available, from which they could choose or adapt for their purposes. These included:

- Staff meetings (2 hours). Sharing experiences and providing skills and strategies that could be appropriate to the individual school.
- **Staff INSET (6 hours).** This involved active participation in a workshop setting to examine conflict resolution strategies, including mediation.
- Ancillary staff workshops (6 x 2 hours). These aimed at identifying and meeting the specific needs of each group of staff in developing daily conflict resolution skills.

The Kingston Friends Workshop Group recently mounted a 30-month project to examine ways of lessening the bullying problem in schools. It produced a wide range of responses from pupils, staff expertise and parents. Twelve schools in Richmond and Kingston, from infant to secondary and including one for pupils with moderate learning difficulties (MLD), were each offered 20 hours of structured programme time during a one-year period. This was aimed at all sections of the school community, including the non-teaching staff.

This report concentrates on the project's experience with four secondary schools and the MLD school.
Parent/governor evenings (2 hours). Introducing the ‘whole-school’ approach to parents and governors, enabling them to feel informed and involved.

Parenting courses (8 x 2 hours). Offering parents an opportunity to explore and develop their skills, particularly in conflict management.

Family workshops (6 x 2 hours). Bringing adults and children together to develop joint skills.

Assemblies (½ hour). Providing an opportunity for ‘awareness raising’ with the whole school and potentially act as a trigger for further work.

Pupil workshops (6 x 1 hour). Providing opportunities to share together, value one another, increase communication skills, and introduce specific conflict resolution strategies.

Support visits (1 hour). Visits from project staff to help with constructing a programme, or with a specific issue.

One only of the secondary schools contributed the full 20 hours of programme time to the project, but one of these added an extra 7½ hours on top. Their interest was in conflict management, especially in focusing on bullying and mediation. One of the other schools had a particular concern with racism, while the fourth was developing an anti-bullying component within the PSHE programme.

The school for pupils with moderate learning difficulties concentrated on counselling and conflict resolution skills with the staff and the meaning of bullying with specific groups of pupils.

What happened?

After the initial INSET course, all five schools held assemblies for specific year groups or school sections to share, through drama work, the problem of What can we do about bullying? The mediation framework was also introduced in some sessions. All classes within a year group (usually Years 7 or 8) also had sessions on What is bullying for you? and What can we do about it? These were often designed with the staff to fit into the existing PSHE programme, and Fig. 1 shows an example of the material produced by one of the groups.

Peer mediation was introduced, and one of the schools carried on with training a self-selected group of pupil mediators in a series of eight sessions. This raised the practical issues of time-taking and ensuring the availability of staff and pupils for a long-term commitment. It also could work only within a ‘whole-school’ ethos that believes in pupils’ willingness and enthusiasm for this kind of support.

The skills needed by pupils in mediation work were also shared in parents’ evenings by three of the schools. We helped them to develop an 8-week ‘parenting’ course, combining our work with material from the Family Caring Trust. Family workshops were also offered, and one family worked through a long-term bullying problem involving their 13-year-old child.

A mediation programme

We introduced two 2-day external training courses on mediation in education, and nine of the 12 schools in the whole project sent representatives to one or other of them. Readers may be interested to know how one secondary school built on this course with a programme for their Year 7 pupils and parents.

It began with two staff members being sent to our first External Training weekend, and they proceeded to set up a Mediation Project, funded by TVEI internally, to deliver the programme set out in the box opposite.

The initial enthusiasm of a few staff carried the input along to begin with, but practical problems interfered with the momentum.

• The 45-minute PSHE sessions were interrupted by other events.
• Staff sickness and changes upset plans.
• Other activities for pupils coincided with mediation training.
• There were problems with room availability both during and after school.
• One senior member of staff was opposed to the project.

At the end of the year’s programme...

A small group of six pupils and six parents shared an evening in order to demonstrate their mediation skills.

The member of staff that instigated and inspired the project led.

At the beginning of the following year...

The same six pupils shared a ‘mediation’ role-play in what was now a Year 8 assembly.

However, there has been no further development because of heavy staff commitments.

The external mediators intervened when a 15-year-old girl took herself out of school because of bullying.

1. Whole-day staff INSET: Morning: all staff (100)

What is bullying?

Development of a policy.

Conflict management strategies.

Mediation.

Afternoon: Year 7 tutors

Introducing mediation.

2. Year 7 Assembly: Drama presentation on introduction to mediation.

3. Four-week programme for all classes, sharing staff and KFWS in 46-minute PSHE slot:

What is bullying?

Way to cope (assertiveness skills, self-esteem, working together)

Mediation approach

What can we do in school to help?

4. Year 7 parents’ evening to share this programme.

5. Specific mediation training for a group of 12 pupils who volunteered to take part.

The sessions were held after school, once a week for six weeks. The aim of this training was to allow peer-group mediation to develop.

6. Parents were invited to share mediation training along with parenting skills, during six fortnightly evening sessions. The aim of this was to allow parents and children to share the same skills and support each other.

The way forward now seems to be through a Deputy Head (pastoral) who is devising a 6th form programme with us for the 1996-97 academic year. So all is not lost, but it is going to be different! Will the input from Years 7 and 13 eventually meet in the middle?

This new 6th form project has identified all the areas highlighted in the original Year 7 programme. The present time-scale is two years, extending into the third year, and we are planning a research evaluation: so as long as the school continues to budget for the project we hope to have something to report in due course.

Evaluating the whole project: results and recommendations

1. Mediation, as a solution to bullying, has not been proven by this research. All anti-bullying initiatives concentrate on increasing understanding, care, and respect, but the method of addressing racial bullying, for example, may be different from that needed to tackle physical bullying, or theft of belongings.

2. Similarly, tackling the fairly common occasional or sporadic bullying may be a different problem to addressing intense bullying involving a minority of victims and bullies.

3. The perceptions of most aspects of bullying differed between groups of respondents. There was agreement only that the playground was the most common venue. There was little consensus between the management, staff, governor and pupil perspectives on the level and seriousness of bullying, the types of bullying activities, and the main perpetrators and victims.

4. However, despite the problems, one of the biggest strengths of the project was the awareness raised during policy development. Neither should it be hidden or ignored. In one school, external mediators intervened when a 15-year-old girl took herself out of school because of bullying. Initial interviews were held with four girls, who then came to a formal mediation session held on the school premises by KFWS mediators. Relationships were subsequently restored for the pupil to return to school. A year later she is still there and socialising with her former antagonists.

We have produced individual school reports based on our pre- and post-intervention questionnaire evaluation, and these are summarised in the overall report presented by John Haynes and Lesley Saunders and available from KFWS.

How did we feel?

Personal feelings often come to the fore within this work, and an extremely wide range of emotions has been expressed and experienced throughout. The basic foundation of our group philosophy is affirmation, yet negative feelings abound within issues surrounding bullying. Comments from staff and children already reflect this.

For pupils, the majority of workshops have stimulated curiosity, interest, enjoyment, and a willingness to share and help each other, although frustration, anger, pain, fear, shyness, and a sense of isolation can also be present. Staff emotions ranged from enthusiasm to anger, frustration, reluctance, and anxiety. Threats to them from pupils and other adults...
Biting the elephant

A unique gathering in the history of UK school asthma care took place recently in Exeter. Chris Doak, Devon County Council Assistant Education Officer (Health and Safety), told the 152 delegates that the problem of coping with asthma in schools was like trying to get rid of an unwanted elephant. An individual couldn’t do very much, but if everyone took a bite out of it, at least it would get smaller.

The County Asthma Policy, which Chris has already described in Education and Health Vol. 13 No. 1 (57-60), is being further updated. But in his introductory address he pointed out that no matter how good the policy, it remains words if schools do not act on it. And the message from the opening speakers and the afternoon workshops was that the asthma care problem cannot be assigned to one person’s In-tray — that communication is the heart of the problem.

Jen Baker, Headteacher of St Andrews Primary School, one of the six UK primary schools in the European Health Project, used a jigsaw metaphor. The brightly-coloured or detailed parts of the picture are easy to assemble, and you do them first. Asthma care is like the sea bits or the sky bits. You leave them till last because they are much harder to sort out.

Pets, paints, and pollution

Fifty years ago, asthma was believed to be a nervous condition. Twenty years ago, a tidy physiological model (dust or vapour irritating the bronchial tubes) was accepted. Dr. Patrick Oades, Paediatrician at the Royal Devon & Exeter Hospital, showed how much more complicated and difficult to understand the condition really is, using a diagram like a piece of unravelling knitting.

Somewhere among the possible ‘triggers’ are all the well-known ones including pets, paints, smoke, and infections. He explained that apparent success in the past, e.g. keeping people far away from the believed source of trouble, may be only temporary before the asthma-inducing system seizes on something else.

Asthma treatment, said Dr Oades, is still fighting its own image. People not only dislike being seen using an inhaler; they apparently don’t even want to be seen collecting one. A recent pharmaceutical survey showed that an incredible 85% of prescriptions for adults were not being taken up.

On the vexed question of the polluting and ‘abuse’ of pupils’ inhalers if they carry them around, Dr Oades pointed out that it was difficult or impossible for an untrained person to use an inhaler anyway, and that even if large volumes were breathed in accidentally, no harm would be done.

Lock and key

Gill O’Connor, from the National Asthma Training Centre, showed a striking cartoon from their materials. A menacing teacher guards the high cupboard in which the children’s inhalers are locked away.

Even without such determined obstruction, the route can be awkward. Inhalers are typically kept in the school office, and in many cases of

Resources

Available through the Kingston Friends Workshop Group include a video (Step by Step Towards Resolving Bullying), an illustrated handbook (Ways & Means Today, Conflict Resolution, Training, Resources), and material on the following topics: Bullying, Classroom Management, Conflict resolution, Counselling and support skills, Games and activities, Meditation & conflict resolution, Parenting & family support, School management, and School mediation services.

LIFESTYLES 2 (Mainly Money)

A datathall about pupils for pupils

The success of Lifestyles I (mainly social) encouraged us to develop a second phase, and particularly at Barneck, low spending power may affect people and their children. So Lifestyles 2 (Mainly Money) consists of two phases: boys and girls, surveyed in 1994, with a 20% margin of error. The questions included VAT and postage.

Thank you, please let us know if we have not included the question or if you have any comments.

Whistleblowing

The need for calmness, and the importance of the response and support then comes into play. What will you be feeling in particular?

Best of all (No Buffet)

Co-operation & understanding.

Stop them from bullying

Tell them what you will do

Stay with what you want

Stay with what’s right

Stay with both

Stay with facts

Stay no,

Stand up for yourself and challenge bully

Ask them about their feelings

Ask them why they are bullying

Ask them how you will feel if bullied

Tell them they are in the wrong

GIVE PREPARED TO GIVE IN WHEN NEEDED

Give in and let it be

FRIENDS

Friends will help you to stand up for yourself or will stand up for you.

They may even challenge the bully

ADULTS

Class teacher

Head of Year

Head of School

Mum/Dad

Someone you respect and think will help

Links into the resource of the school

Discipline and bullying policy and procedures

Asthma care is like the sea bits or the sky bits of a jigsaw — you leave them till last.