

Remove the child exhibiting the bullying behaviour not the child who is being bullied

A simple statement, but one that needs to be explored in detail by all members of a school community before consistent and rigorous implementation.

Too often an easy path is taken, where a young person deemed as "vulnerable" is removed from a situation, sometimes with the best of intentions. However, the medium and long-term consequences needs to be reflected on: what impact does this have on by-standers, for example? One secondary school in Bristol (which continues to build a strong anti-bullying ethos in a challenging community), with an off-site provision, will remove the child exhibiting the bullying behaviour from the building as investigations are completed.

There are some caveats: group bullying needs to be handled completely differently, as does bullying where the associated "community" (the teaching group, tutor group or year group) is aware of the bullying behaviour, but does nothing to prevent it (either because of fear of reprisal, or through lack of empathy with the child that has been bullied). In such situations, group work must be prioritised, perhaps in the absence of the child that has been bullied.

Another situation that must be avoided is to attempt the introduction of a strategy like this if whole school ethos is not appropriate.

RESPOND		
RESPOND- in a graduated way		
QUICK WIN or MEDIUM / LONG TERM?	QW- quick win QW	SOCIAL CONTEXT B- relating to CYP who bully B 
PHASE	ALL ALL	
WHAT YOUNG PEOPLE SAY	Preferred a graduated, non-punitive or non-sanction-based response to bullying (sometimes sanction-based approaches worsen the situation)	
WHAT PARENTS SAY	Take action against the bullies It is important that something is done; it could be a conversation, a meeting, getting an individual to acknowledge their actions and apologise, or to move the bully to another class; warning of exclusion (if used selectively) so that the bully knows they cannot continue this type of behaviour; could be short term actions, could be longer term support.	
WHAT RESEARCHERS SAY	Low-level bullying behaviour has potential to escalate	
COST RESOURCE	This approach will need careful consideration, consistency in application and coherent implementation. Changes to behaviour policy?	
RELATED STRATEGIES		