



Helping those who engage in bullying behaviour

Acknowledgements

This resource has been written for this programme by John Khan, and is based on a questionnaire used across East Sussex.

John Khan is Lead Practitioner at Anti-Bullying Works and freelance consultant based in Brighton. John gained a national reputation for bringing together one of the largest local authority-led anti-bullying teams in the UK.

He has also worked as the South East Regional Coordinator for the Anti-Bullying Alliance and previously held senior research and development positions at Save the Children and the Council for Disabled Children. Please use this resource as a stimulus for creating your own anti-bullying questionnaire.

How my behaviour impacts on others and me.

The main aim of these resources is to enable schools to assess a child's self awareness of the bullying behaviour, together with their readiness and motivation for change.

During the initial stages of working with a child the key aim is to establish how ready, willing and confident a child wants to change their bullying behaviour. If the young person is at does not acknowledge there is a problem with their behaviour or they do not want to change their behaviour then careful consideration will need to be given about continuing with this particularly strategy.

Learning outcomes

- To enable the child to identify how ready, willing and confident they are to change their bullying behaviour.
- To enable child to identify and explore aspects of their behaviour that might be seen as bullying.

ACTIVITY: Questions to explore a young person's bullying behaviour.

It will be important to explore a child's perception of their behaviour. The following questions will provide a useful starting point, but you may need to adapt and re-phrase the questions, to take account of a young person's age, attitude and understanding.

Activity: Questions to explore a child's bullying behaviour

What is your understanding of why you are here?

What makes the school think that you need to work with me?

What does the school think is the reason for your behaviour?

What does a good day look like for you? (see following activity)

Why do you think you may be perceived to be bullying others?

What does the school think you need to do differently? Make a note of these.

What would the school say that, at a minimum, you have to do differently?

What would the school say that, at a minimum, you have to do differently?

What would you settle for? Make a note of these.

What do you have to do to convince the school that things are improving?

Suppose you were to decide to change, what would be the first small step you would take to make it happen again? Make a note of these.

Suppose you were to decide to do this, what difference would it make in your life?

What would be going on in your life that is not going on now?

Who would notice any changes?

How will you/parent/school know when you have done enough?

ACTIVITY: Indicators for Change

Certain children may not recognise their behaviour as bullying, and so may be resistant to any talk of change. The following activity provides further opportunities to explore indicators for needing to change and for the child young person to share their long-term aspirations and goals.

Discuss with the child some of the consequences that might happen (indicators) if they carry on as they are now and what their circumstances might look like in one month, three months, or when they leave school? Write these in the left-hand column.

This might also include the being labelled as a bully by their peers, teachers or parents, being excluded, getting poor GCSE results, the ability to get a job, getting into trouble with their parents or parents feeling embarrassed and the long-term outcomes for those who engage in bullying behaviour e.g. more likely to suffer depression or engage in domestic violence.

Then in the right-hand column discuss with a child how things would be different if they changed their behaviour. You might want to prompt the discussion around their long-term aspirations or goals, wanting good GCSE grade, going to college/university, getting a job. What will their circumstances look like in one month, three months, when they leave school if they chose to change their behaviour?

Explore some of the factors that might negatively or positively affect their ability to change e.g. peer pressure, family circumstance, and even possibly family approval.

Indicators for carrying on as before

Indicators for change

ACTIVITY: Further indicators for the readiness for change

The following activity provides a further opportunity to explore in more detail a child's readiness for change.

Why do you want to change your behaviour?

If you decide to change your behaviour how would you do it?

What are the three most important benefits that you see in making this change?

1.....

2.....

3.....

On a scale of 1-10 how important is it for you to change your behaviour?

1 2 3 4 5 6 7 8 9 10

On a scale of 1-10 how confident are you that you can change your behaviour?

1 2 3 4 5 6 7 8 9 10

On a scale of 1-10 how ready are you to change your behaviour?

1 2 3 4 5 6 7 8 9 10

What are you willing or ready doing?

1.....

2.....

3.....

What are you already doing?

1.....

2.....

3.....

ACTIVITY: Consequences of bullying behaviour

Ask the child to imagine a person who engages in bullying and discuss how their aggressive behaviour will affect:

- what others think of them;
- their friendships;
- learning in school;
- finally their career.

What other might things of them

Friendships

How might a persons' life be affected if they don't stop their bullying behaviour?

Leaning at school

Career

ACTIVITY: Who does my behaviour effect?

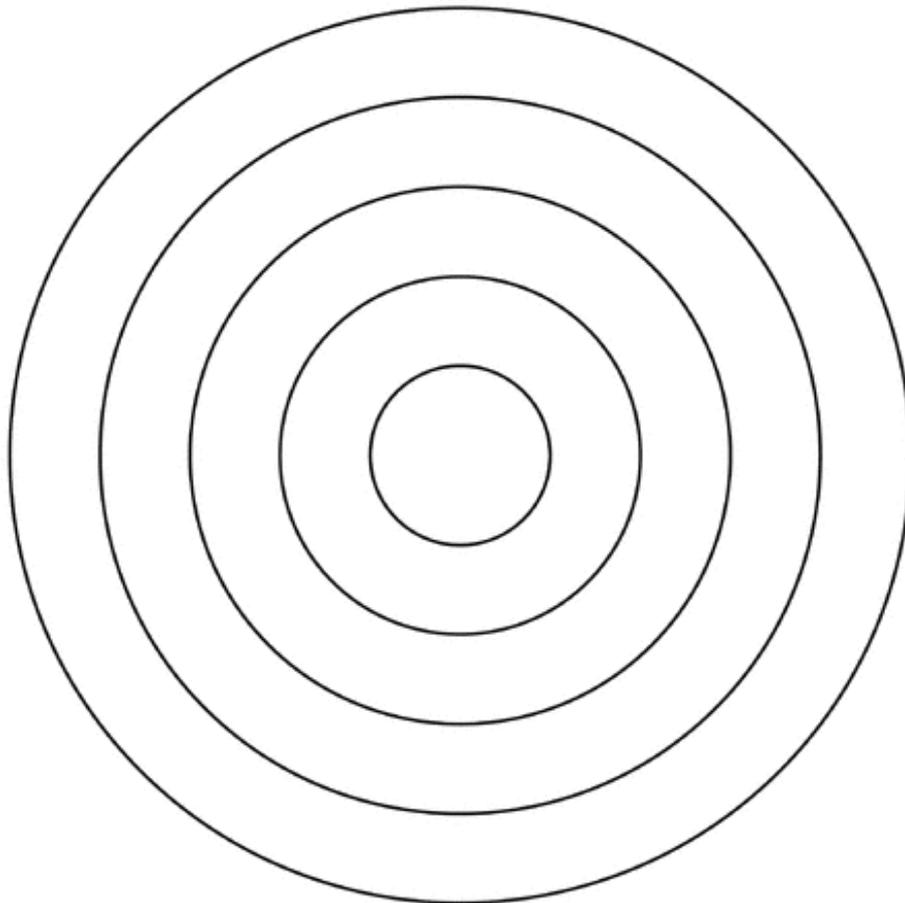
Ask the child to imagine that when you came in this morning you said something nasty to the class teacher. How do they think the teacher would feel?

If the teacher felt like that, how might they treat the class? Write these down in the 2nd circle.

If the teacher is cross with someone in the class, how would they feel? How might they behave to their friend? Fill in the 3rd circle.

How might their friend feel and behave? Fill in all the circles except the last. If they have had a bad day at school how do they behave when they get home? How does that affect their parent/carer?

Repeat the same activity but this time with good comment.



Help us improve this resource

If you have ideas or suggestions that would improve this resource, such as alternative statements, or adaptations to make activities more affective with younger/older learners, or in the context of specific learning difficulties, we would really welcome your suggestions and comments:

Please contact antibullying@afa3as.org.uk

ABA Information Hub: www.anti-bullyingalliance.org.uk/1198

Achievement for All 



contact a family
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SEN and disabilities: developing effective anti-bullying practice: A programme of work, led by the Anti-Bullying Alliance and funded by the Department for Education, to reduce the incidence and impact of bullying of children and young people with SEN and/or disabilities in schools.