How can schools use the framework for Whole School Anti-Bullying Rights and Responsibilities?

The following activities are designed to be used by schools as a way of enabling pupils, staff and parents/carers to reflect on the role of the whole school community in protecting every child’s and young person’s right to be safe from bullying.

Consulting with pupils

**Brainstorm**

What is it?
This is a short, quick activity by which groups of children can offer spontaneous suggestions regarding any idea or issue.

How do I facilitate it?
As a whole class or in groups, present the children with each of the Anti-bullying rights and invite them to consider what the rights mean and what they would look like if they were being practiced. Encourage the children to call out their responses and record their suggestions for the class to see. If necessary, use the suggestions to reword the individual rights so that they reflect the age and abilities of the children.

**Circle Time**

What is it?
Circle Time provides an opportunity for people to come together in a safe, supportive and enjoyable way to learn more about each other, to grow together as a team, to develop communication skills, to share exploration of problems and to celebrate achievements.

How do I facilitate it?
Arrange for the children to be seated in a circle where everyone is able to make eye contact with everyone else. Establish the ground rules where the children and the facilitator agree to the following:

- When one person is speaking to the circle we listen, we don’t interrupt
- We do not make any comments about what anyone says (this discourages negative comments which will put children off speaking)
- We do not use put downs
- We do not name anyone in a negative way when we speak, instead we use ‘someone at home/school...’ (this avoids blame but allows issues to be brought up and if necessary discussed openly)
- A child has the right to say ‘Pass’ in a round if they do not wish to speak
- Children who pass in the initial round will, at the end of the round, be allowed to signal if they would now like to speak.

Invite the children to explore their understanding of the anti-bullying rights and what they and others can do to support these rights by passing sentence stems around the circle e.g.

‘A peaceful approach to managing conflict means…..’

‘We know everyone is included when...’

‘I can help to keep the environment and everyone safe by...’

‘When I see someone being bullied, I can help by...’

‘The school staff can help to prevent bullying by...’

**Draw and Write**

**What is it?**

This is a technique that enables children to explore and communicate their current perceptions and understanding on a given topic through drawing and scribing.
How do I facilitate it?
Present the children with each of the Anti-bullying rights and invite them to draw pictures and write words to illustrate their understanding of the right and what they can do to support the right. This technique can also be carried out as a paired or group activity with the emphasis being on children sharing ideas and thoughts rather than gauging individuals’ perceptions.

Circle of Thoughts and Feelings

What is it?
This is a useful technique for supporting the development of children’s emotional literacy.

How do I facilitate it?
As a whole class, in groups or individually, the children are presented with a large circle drawn on a piece of paper. One of the anti-bullying rights is recorded in the centre of the circle e.g. ‘Everyone is included’. The children are invited to consider how they would feel and what they would think if this right was valued and supported in school. The children’s responses are recorded around the outside of the circle. This activity can be repeated so that children can consider the thoughts and feelings they would experience if this right was not valued or promoted in school.
Role play

What is it?
Role play is the basis of all drama and involves the ability to suspend disbelief by stepping into another character’s shoes. By adopting a role, children can step into a situation, dealing with issues on moral and intellectual levels.

How do I facilitate it?
In pairs or small groups, children are given one of the anti-bullying rights e.g. ‘Everyone responds effectively to incidents of bullying’. On a signal, invite the children to adopt roles and improvise, by making up the dialogue and action as they go along, to show how people would behave if they understood and respected this right.

Consulting with the staff/governors

Continuum lines

What is it?
This is a useful strategy which enables people to form views and opinions on a given theme and identify comparisons and differences between the views of themselves and others.

How do I facilitate it?
This activity can be carried out as a paper exercise or as a practical activity. Opposing terms e.g. “Very important/Not important”, “Agree/Disagree” are placed at either end of a drawn line on a piece of paper or at opposite ends of the room. Participants are presented with one of the anti-bullying rights to consider e.g. “Everyone responds effectively to bullying”, and asked to draw a mark or stand somewhere on the line to signify how they feel about the issue. Once participants have positioned themselves on the line, the facilitator can invite them to feed back their reasoning for choosing a particular position and then encourage debate among
the group. Also, participants can be invited to share their views with another person who is in close proximity to them on the line, or find someone who is positioned at the opposite end of the line and establish differences and commonalities between their points of view. Feedback can be used to establish the priority of the anti-bullying rights in the culture of the school.

Mind mapping

What is it?

This is a useful technique which enables groups and individuals to plan and/or review a topic/idea.

How do I facilitate it?

Present groups of participants with one of the anti-bullying rights e.g. ‘Everyone is included’ in the middle of a piece of large paper. Invite the participants to consider the right and examples of policy and practice that would be evident in the life of the school if the right was valued and supported. Ask the participants to draw branches from the centre of the paper with their main ideas written at the end. The process continues as these ideas are then branched out into further ideas.

Consulting with parents/carers

Carousel

What is it?

This is a method by which participants can carry out paired discussions in a structured way.

How do I facilitate it?

A group of parents/carers is split in two and asked to form two concentric circles. The participants in the inside circle face out, while those on the outside face in. Each person will have a discussion partner in the other circle. During a period of time,
invite the parents/carers to discuss one of the anti-bullying rights and what they can do to value and support this right. Once the activity has been carried out, either circle may move around to give each person a new partner and a new anti-bullying right can be introduced.

**Diamond Nine**

**What is it?**
This method enables small groups to discuss a topic, prioritise their points of view and reach a common consensus.

**How do I facilitate it?**
Parents/carers are organised into small groups and given prepared cards (9 or more) each with an anti-bullying right recorded for discussion. The group is asked to agree, through discussion, how to arrange the cards in the shape of a diamond to represent their views on how well they feel the school promotes each right. The most promoted rights which are evident in practice are positioned towards the top of the diamond and the least well promoted towards the bottom. Statements within any row are of equal importance or relevance.

The feedback from this activity can be used to assess parents’/carers’ understanding of school policy and practice and/or used to inform the development of school provision.