BULLYING &BELIEF

Anti-bullying Toolkit for Primary and Secondary Schools

Bullying and Belief Toolkit Content:

Never lose your distinctives

Whatever our heritage, we all matter

Different lives but all equal

Variety is The spice Of Life

This Bullying and Belief toolkit is a resource to support schools to deal with the topic of religious bullying. It contains five 60-minute lessons for Primary and Secondary schools, with resources and films on which to base your teaching within RE lessons. Alternatively, the five lessons have been planned so that they can run as a drop-down day or be used in tutor time or in PSHE sessions. The toolkit also contains resources for organising assemblies around this theme.

1. Foreword

'Bullying makes people miserable. It makes the victim miserable with immediate effect. No-one enjoys being bullied. But, in the longer term, it also makes the perpetrator miserable. That may sound like nonsense, but the question is why do people bully others? It's usually because they feel insecure and feel the need to prove themselves to their friends. A life spent like that is not a happy life. If we care about the flourishing of our pupils, we should care about bullying, for the sake of both the bully and the bullied.

Newham Adult, Student and Junior SACREs are therefore to be congratulated in creating this Bullying and Belief toolkit. All forms of bullying are unacceptable, but that which is triggered by people's worldviews often does not get the attention given to other characteristics. These lessons and assemblies are a superb resource for teachers. In particular, the short video clips provide a thought-provoking stimulus for pupils to work from. It is great to see Newham pupils participating in these in creating role plays of scenarios that their peers then learn from.

Well done Newham! I commend this resource to all schools.'

Trevor Cooling

Professor of Christian Education, Canterbury Christ Church University and Chair of the Religious Education Council of England and Wales

'Inside is a perfect package of insightful resources, from assemblies to lessons, which engage students and help them understand the reasons behind bullying and how to reduce it, based on first- hand experiences of members of Student SACRE. A lot of thorough research and effort was put into this resource by the adult, student and junior SACRE in Newham over the last two years and I am very glad to be the chair that sees it published. It is the ideal toolkit for anti-bullying work in schools and therefore I hope to see it being successful and widely used through-out England.'

Maryam Ahmed – Student SACRE Chair 2020

What do Teachers say about The Toolkit?

Andy Lewis, Deputy Headteacher, "Students at St Bonaventure's are always passionate about any initiative that targets bullying. These resources provide a fantastic framework to help schools target the key issues that enable schools to focus on religious bullying. As a Catholic school, we believe that every human being is created in the image and likeness of God and should be treated as such"

Saima Saleh, NATRE Exec *"These classroom resources are of top quality and provide highly enjoyable and relevant learning experiences. The best thing about this toolkit is that it allows pupils to delve into the concept of religious bullying, this is a much-needed resource which helps teachers to sensitively tackle such a tricky subject."*

Naomi Anstice, Assistant Head Teacher and RE Adviser *"This toolkit helps to open up and expand discussions about bullying. It helps children to develop empathy and respect whilst unpacking identity and belonging to themselves and others. A great resource to include in your activities to highlight Anti-bullying and Interfaith Weeks held in November."*

What do RE advisers and lecturers say about the Toolkit?

Paul Smalley, Senior Lecturer in Religious Education *"Created with and by communities in Newham, this toolkit provides teachers with a complete package which will enable them to deliver high quality anti- bullying lessons to the pupils in their charge"*

Fiona Moss, National RE Adviser *'This pack provides thought provoking film resources with comments, knowledge, experience and wisdom direct from religious and non-religious community members from children through to faith leaders. This introductory booklet provides a series of helpful recommendations to review policy and practice within this area. The fully resourced lessons in this set of materials will encourage discussion and debate, provide first- hand experience for pupils to learn from sharing knowledge and allowing for creative responses from pupils.*

Deborah Weston OBE NATRE Research Officer *'I want to recommend these films not only for their versatile content; applicable in so many settings but also because they are a great model for other SACREs (Standing Advisory Councils on RE) of what a SACRE can achieve in partnership with a Youth SACRE. My favourite film is 'What goes around comes around' because it considers bullying from many different perspectives, providing teachers with a clear learning outcome of broadening pupils' understanding of what it means to bully and be bullied.'*

2. Introduction

I. Background to the project

This toolkit came about through a joint project between our Adult, Student and Junior SACRE in Newham in 2018. Unfortunately, some of our students had experienced negative incidents around their religion after the terrorist attacks in London in 2017 and 2018. They had a strong desire to see children and young people educated on religious bullying in schools to hopefully stop other children and young people from experiencing similar things. We won a grant bid from NASACRE to start our project between the students and adult SACRE in 2018. This started with the production of the films by the students and faith leaders and led to us to wanting to produce resources for schools to be able to deal with the topic of religious bullying in Religious Education lessons. This toolkit is the culmination of their work.

Since we started this work with students and faith leaders in Newham, more information around religious hate crimes has become available. According to The Guardian in October 2019, the number of hate crimes reported to police have more than doubled since 2013 [1]. Most hate crimes (76%) were racial with 78,991 offences recorded. Religious hate crimes have risen again to 8,566 This is an increase in 43% from 5,949 in 2016-17 [2].

Sadly, incidents of hate crime have continued during the COVID-19 Pandemic. [The Inter Faith Network](#) have reported incidents of Antisemitism and Islamophobia across the country. This includes a study by Newcastle and Northumbria universities that have found that more than 80% of Muslim people in the North East of England have experienced racism (4)

What is bullying?

It is important that schools have a shared definition of bullying.

The Anti-Bullying Alliance (ABA) defines bullying as the repetitive, intentional hurting of one person or group by another person or group where the relationship involves an imbalance of power. It can happen face to face or online.

There are three key elements to this definition:

- Hurtful
- Repetition
- Power imbalance

Intentional Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal – name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online/Cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion.
- Indirect – can include the exploitation of individuals.

What is Race and Faith Targeted Bullying?

Race and faith targeted bullying is bullying that is perceived by the victim or any other person to be racist or bullying that targets a person's faith.

Since 2018 an increase in hate crime and incidents in school has been reported, as well as increased contact from children to Childline about race and faith targeted bullying and over a fifth of teachers saying pupils are subjected to hate crime and speech at school.

Since the Education and Inspections Act 2006, head teachers, with the advice and guidance of governors and the assistance of school staff, must identify and implement measures to promote good behaviour, respect for others, and self-discipline among pupils, and to prevent all forms of bullying. This includes the prevention of bullying around race, religion and culture.

2. Current situation in the UK

According to Home Office data in 2018/19, there were 103,379 hate crimes recorded by the police in England and Wales, an increase of 10 per cent compared with 2017/18. Sadly, this continues the upward trend in recent

years with the number of hate crimes recorded by the police having more than doubled since 2012/13 (from 42,255 to 103,379 offences). Just under half (47%) of all offences were against Muslims (3,530 offences) and 18% (1,326) were against Jewish people. The Government say that while increases in hate crime over the last five years have been mainly driven by improvements in crime recording by the police, there have been spikes in hate crime following certain events such as the EU Referendum and the terrorist attacks in 2017. Home Office Report [3]

A recommendation from the ABA to prevent and respond to race and faith targeted bullying is to take a whole-school and cross-curricular approach, taking time in assemblies, tutor time and through the curriculum to remind students that they are equally respected and valued.

Newham SACRE (Standing Advisory Council for Religious Education) won a grant to create the films produced into a toolkit with support from Westhill Endowment and Saint Peter's Saltley Trust for schools. We are grateful to schools in Newham and the West Midlands for trialling these resources and helping to improve them.

(1)   https://www.theguardian.com/society/2019/oct/15/hate-crimes-double-england-wales
(2)   https://www.bbc.co.uk/news/uk-50054915
(3)   https://www.gov.uk/government/statistics/hate-crime-england-and-wales-2018-to-2019
(4)   https://www.interfaith.org.uk/uploads/The_Inter_Faith_Network_for_the_UK_E-bulletin_August_2020.pdf

3. Assembly ideas and Resources on Bullying and Belief

Within in this toolkit you will find some resources for organising some assemblies around this theme. This includes a film called 'What goes around comes around' written and performed by Students from Newham. There are also a couple of assembly scripts which could be used as a starting point for developing an assembly with pupils within your school.

4. Lesson Ideas and Resources on Bullying and Belief

There are five 60-minute lessons, resources and films on which to base your teaching within RE lessons. Alternatively, the five lessons have been planned so that they can run as a drop-down day. The lessons are available within the Primary or Secondary folders on the website

Lesson 1: Why do some people bully others?

- *A primary lesson which focuses on defining bullying and religious bullying – investigates reasons for religious bullying and hears from religious and world view representatives about why people engage in bullying.*
- *A secondary lesson which focuses on defining bullying and religious bullying – investigates reasons for religious bullying and hears from religious and world view representatives about why people engage in bullying.*

Lesson 2: How should we treat one another?

- *A primary lesson which focuses on how we should treat others, hearing from religious and worldview representatives. Pupils play a game of 'snakes and ladders' to help them understand the concept of values and how we should treat others. Pupils hear a religious story teaching the value of wisdom, and are asked to create a storyboard for one of the religious or worldview values they have learnt from the film.*
- *A secondary lesson which focuses on a real religious bullying event experienced by a young person in Newham, then asks them to read a 'think' piece written by a young person about the importance of tolerance and respect. A film clip shows local faith and worldview representatives speak about how we should treat others. Students are asked to analyse these views in the form of a Venn diagram.*

Lesson 3: Bullying and Belief, what would you do?

- *A primary lesson which focuses on three real life scenarios reflecting religious bullying which has happened to young people in Newham. Pupils are then asked to role-play a scenario for themselves. Finally, pupils go onto look at and write some top tips for pupils who might experience religious bullying.*
- *A secondary lesson which focusing on two further scenarios based on real life instances of religious bullying of young people in Newham. Students then go on to do a dartboard task about what to do if bullied because of their beliefs, and then asks the pupils to write some top tips for this scenario.*

Lesson 4: What are we worth?

- *A primary lesson which focuses on human rights, asking pupils to consider where these rights come from and what they share with religions. Pupils listen to a poem written by a Newham student who was spat at because of her religion. Then pupils sort some quotations from different religions and worldviews, before answering a question about what religions teach about how we treat each other.*
- *A secondary lesson which focuses on human rights, asking students to consider where these rights come from and what they share with religions. Students listen to a poem written by a Newham student who was spat at because of her religion. Students go on to completing a pyramid sort task using quotations from different religions and worldviews, before answering a question about what religions teach about how we treat each other.*

Lesson 5: Why do our beliefs matter?

- *A primary lesson which focuses on further poems written out of the experience of religious bullying, and then asks pupils to make their own creative piece.*
- *A secondary lesson which focuses on further poems written out of the experience of religious bullying, and then asks students to write their own poem or think piece about bullying and belief.*

5. Useful sources for further information

1. **Tell MAMA (Measuring anti-Muslim attacks).** A useful report, commissioned by 'Tell Mama' from researchers at De Montfort University, Leicester, written by Kim Sadique, James Tangen and Anna Perowne and can be found here: *The Importance of Narrative in Responding to Hate Incidents Following 'Trigger' Events* (Tell MAMA/De Montfort University, November 2018).
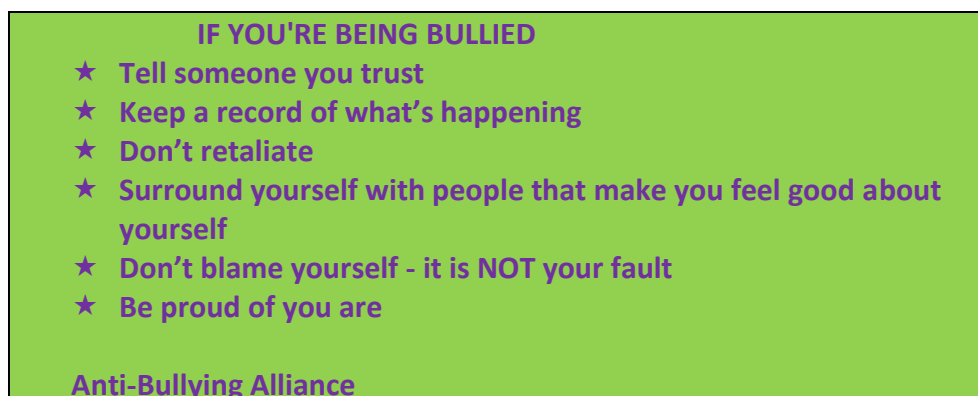
The Report highlights that:

- Hate crime spikes usually take place between 24-72 hours after a terrorist incident.
- The prevalence and severity of hate incidents are influenced by government, media and police responses to the 'trigger' event.
- When the 'trigger event' is a terrorist attack, the target chosen also appears to play a significant role in the prevalence/severity of hate incidents.
- Tell MAMA has seen and measured these spikes since it first observed a large spike after the drummer Lee Rigby by Islamist extremists in 2013.
- Community mobilisation is essential to prevent further incidents. This mobilisation means that wider communities are able to come together and bond at a time when many are in shock and grief when lives are lost.

2. **Anti-Bullying Alliance** (ABA) has some excellent information worth reading before starting using the toolkit:

- Bullying is not just something that children and teenagers go through. It is well researched that bullying causes long term damage to both the person on the receiving end, and those who bully.

- It is not a child's fault if they are bullied. Children should never be told to just ignore it, or to change who they are. It is the children doing the bullying that need to change their behaviour and their attitude. This is particularly true if the bullying is targeted at a pupil's gender, sexuality, race, faith, impairment or special educational need

- It is not true that girls are 'bitchy', and boys just have a punch up and get over it. Avoid gender stereotypes when it comes to tackling bullying. Anyone can be capable of bullying behaviour and it has a serious impact on both boys and girls.

- Children need to be supported to speak out if they or someone they know is being bullied. Make it clear how pupils can report bullying. If a child tells you they are being bullied – take what they say seriously and ask them what they want to happen.

- Tell them that together you will make it stop and record all your actions. Make sure they know they can call a helpline like Childline any time.

- The only way to stop bullying is to acknowledge that it happens and create a talking culture in your school where any hurtful behaviour is quickly brought out in the open, discussed and dealt with. It is rarely one-on-one behaviour and so takes time to find out who else is involved, and how other pupils can support the person on the receiving end while making it clear to the person or people doing the bullying that it's not acceptable.

- Make sure your Anti-Bullying Policy is up to date, freely accessible and regularly promoted – and that it makes clear how you will respond to bullying as a school community.

- Challenge all forms of offensive or discriminatory language in your school (e.g. homophobic and transphobic comments, sexist and sexual language, racist and faith targeted comments, disablist words).

- Take time to talk to pupils about what it feels like to be in your school, whether there are any bullying hot spots – and if there is anything you could do differently to stop bullying.

IF YOU'RE BEING BULLIED
★ **Tell someone you trust**
★ **Keep a record of what's happening**
★ **Don't retaliate**
★ **Surround yourself with people that make you feel good about yourself**
★ **Don't blame yourself - it is NOT your fault**
★ **Be proud of you are**

Anti-Bullying Alliance

3. **Top Tips:** These are some key actions you can take to both prevent and respond to race and faith targeted bullying in your school:
   - Be clear where you stand: Remind all members of the school community that you will challenge any offensive language or comments and that you take all forms of bullying and prejudice extremely seriously. Reinforce this principle through displays, newsletters, notice boards and published information to parents/carers and learners.
   - Be clear that any reports of racist behaviour will be taken extremely seriously, and this includes activity on social media platforms. Consider sending out an email/letter to all students and parents reminding them of the school ethos and values, being clear that you will challenge all forms of bullying and abuse.
   - Make sure your anti-bullying policy/behaviour policy/e-safety policy includes race and faith targeted bullying and that this is shared through your school website and made readily available to all members of the school community.
   - Ensure preventing and responding to bullying (including race and faith targeted bullying) is included in all staff training.
   - Never dismiss reports of racism or bullying – be clear you take this seriously and acknowledge their feelings. Listen to them and involve them in your response.
   - Encourage all staff and students to be vigilant to bullying, prejudice and abuse – whether face to face or online, and to report any concerns.
   - Encourage children to speak to teachers/support staff if they have any worries or concerns about bullying, prejudice or abuse.
   - Record levels of race and faith targeted bullying: Be sure to keep a record of any incidents and take immediate action if you receive a report of bullying or abuse. Being able to provide clear evidence that schools have identified a problem, take action to tackle it and continue to review it is useful for their Ofsted inspections.
   - Consider whether to report racists incidents/faith targeted incidents as hate crimes to the police.
   - Children will parrot what they hear at home, in the streets and on social media. Be patient, be kind and always promote inclusion and respect diversity.

- Take a whole-school and cross curricular approach. Involve all aspects of the school community. Take time in assemblies, tutor time and through the curriculum to remind students that they are all equally respected and valued.
- Seek help. It is important that schools seek advice if they are unsure how to handle a situation. A list of specialist agencies that offer guidance and support can be found here:

Tackling race and faith targeted bullying face to face and online

A short guide for schools

4.   For more information on the organisations that supported this project please follow the links below:

https://www.westhillendowment.org/home

https://www.saltleytrust.org.uk

http://www.rematters.co.uk   RE Matters YouTube link

https://www.anti-bullyingalliance.org.uk/tools-information

https://nasacre.org.uk