About BulliesOut

Established in May 2006, we are one of the UK's most dedicated and ambitious anti-bullying charities. Our award-winning work is delivered across the UK and each year, through our work with individuals, schools, youth and community settings and the workplace, we provide education, training and support to thousands of people.

Through our innovative, interactive workshops and training programmes, we use our experience, energy, and passion to focus on awareness, prevention, building empathy and positive peer relationships all of which are crucial in creating a nurturing environment in which young people and adults can thrive.

At BulliesOut, in addition to our 1-1 e-mentoring and counselling support, we provide innovative, engaging, and interactive anti-bullying workshops and training programmes that are developed to reduce bullying in schools and the workplace; change attitudes and behaviours, recognise and respect difference, understand impact and consequences and raise confidence and self-esteem.

Anti-Bullying Strategies

1. A Whole School Approach

It really can take an army to raise and educate a child. The most recognisable employees within a school community are the teachers, however, they represent only a portion of the personnel that work within the school. School communities are made up of a wide variety of people which include, the senior management team, teachers, students, classroom assistants, catering staff, caretakers, the board of governors and parents.

It is important to adopt a 'Whole School Approach to Anti-Bullying' as it can affect any member of this community.

A whole school approach is cohesive, collective, and collaborative action. It is where the school culture is communicated to every person who is part of the school community, regardless of their role and position. Each person is aware of and understands the school's approach to dealing with bullying behaviour and participates in its delivery. Everyone has a role to play.

Why Should We Do It?

A student's experience in school is one of the most insightful indicators of later life success. For many, it is the best chance they will ever have to flourish. To be able to support all those who experience or witness bullying behaviour in any form, whether students or staff, it is important to reach all parts of your school community and beyond through awareness, active campaigning, and full school involvement. Adopting a whole-school approach is the most proactive way to bring changes to policies, practice and awareness and ensure everyone is fully on board, from governors to classroom assistants.

Peer Support

Engaging and empowering pupils in anti-bullying practices is important as it gives them a sense of ownership. Empowering the young people in your school should underpin everything that you do and the strategies that you use should not be things 'done' to the children, they should be done 'with' the children.

The National Mentoring Network describes mentoring as a 'form of relationship in which a more experienced person offers support to another'. Through this special relationship, Peer Mentors provide support and guidance and serve as role models for other pupils who need help.

Challenges facing those being mentored include problems with schoolwork; bullying; social issues, such as friendship problems, pressure to drink or smoke; family problems or tension and other typical difficulties of growing up.

Mentoring also aims to build up the confidence of the mentee and encourage independence. Peer Mentoring is a mutual way of learning and allows participants to develop transferable skills, such as, communication and empathy that will help them during their time at school and beyond.

Mentoring schemes should never be viewed as an alternative for pastoral care, counselling or other in-school adult support. The schemes are designed to complement pastoral support and give pupils another option when they need guidance or someone to talk to. A mentor should never be placed in the position of dealing with complex or serious issues or used as a stopgap whilst pupils are waiting for counselling or a referral to an agency or service.