



TORFAEN
COUNTY
BOROUGH



BWRDEISTREF
SIROL
TORFAEN

TORFAEN ANTI-BULLYING GUIDANCE AND POLICY FOR EDUCATION SETTINGS

2020

“Any society, any nation, is judged on the basis of how it treats its weakest members; the last, the least, the littlest.”

Mahony Cardinal R (1998)

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Revision history

	Date	By whom
Reviewed		
To be reviewed		

Foreword

Torfaen County Borough Council is committed to ensuring that all children and young people have the opportunities they need to fulfil their potential, including the right to learn in a safe and protective environment free from bullying or discrimination of any kind.

Too many pupils suffer from bullying at some point during their time in school. Certain groups of pupils are at a higher-than-average risk of being bullied, including those with protected characteristics as defined in the Equality Act 2010 (See Appendix 8).

Research shows that emotional and social wellbeing are the foundations for good academic attainment and the development of personal and social skills. All members of a community need these to interact successfully and thrive. The damaging effects of bullying are long term and far-reaching, impacting upon personal and social development as well as educational achievement. Bullying takes place in all schools to some degree and prevention is an ongoing challenge. Pupils' experiences of bullying and the ways in which schools deal with it vary widely. Even in schools that have robust strategies to address bullying, there is often no common understanding of the importance of the protected characteristics or their legal implications. However pupils report lower instances of bullying, both generally and on the grounds of the protected characteristics, in schools where there is a strong ethos that promotes equality and diversity.

There is a close link between how pupils treat one another and how well leaders communicate expectations about pupil behaviour. The best schools take a proactive approach to preventing bullying and to mitigating its effects when it occurs.

Local authorities are required to produce an anti-bullying policy for their area, identifying any particular trends and stating how they will support schools to (for example) provide staff training on how to identify, prevent and manage bullying. The purpose of this guidance is to fulfil this requirement and to promote a consistent message that bullying is taken very seriously in Torfaen, and is effectively managed through a combination of preventative and reactive measures. It also outlines the responsibilities of the local authority, schools and governing bodies in tackling bullying through the development and implementation of effective anti-bullying strategies.

The purpose of the policy and guidance is to:-

- reduce the frequency of bullying, including incidents involving pupils with protected characteristics;
- increase the likelihood that incidents are disclosed to responsible adults;
- ensure the effective employment of anti-bullying strategies;
- increase the confidence of staff to work with perpetrators, bystanders and targets;

- help ensure schools and settings are safe.

SECTION 1: The Torfaen Picture

In 2013/14 Torfaen moved to a termly collection of bullying data. Prior to this, data was collected once an academic year. The data shows that the number of incidents of bullying has decreased since 2010.

During 2018/19 most of the bullying incidents occurred in Key Stage 3.

18/19 Academic year	Autumn term	Spring Term	Summer Term	Total
Foundation Phase	0	0	0	0
KS2	8	6	1	15
KS3	10	26	15	51
KS4	7	9	3	19
Totals	25	41	19	85

Academic year	Total number of incidents
2018/19	85
2017/18	92
2016/17	98
2015/16	110
2014/15	89
2013/14	216
2012/13	387
2011/12	410
2010/11	635

1.1 Expectations of schools

The statutory guidance “Rights, respect, equality: Statutory guidance for governing bodies of maintained schools” (2019) outlines Welsh Government expectation that headteachers will lead their schools to:

- take a proactive approach to prevent bullying and promote positive, respectful behaviour between staff and learners as part of their whole-school approach to health and well-being;
- have a separate anti-bullying policy, which links to broader school policies, such as behaviour, safeguarding, attendance and discipline and clearly sets out expectations for positive behaviour of learners off the school site;
- use the definitions of bullying, provided in this guidance, as a basis of their own definition and school’s anti-bullying policy;
- use the agreed definition of bullying in staff training and day-to-day anti-bullying work with learners and when clarifying provision to parents/carers;
- record and monitor incidents of bullying in their schools, in compliance with relevant data protection requirements, to inform self-evaluation and help the school take pro-active steps to challenge bullying; and
- regularly review their anti-bullying policy and strategy, at least every three years. Include school staff, learners, parents/carers in the review process.

1.2 Support from Torfaen Local Authority

Torfaen will:

- provide an independent counselling service in respect of health, emotional and social needs for children and young people;
- actively encourage schools to use an established approach and implement anti-bullying programmes accurately and effectively;
- encourage the sharing of anti-bullying approaches between feeder and secondary schools;
- put in place steps to facilitate transitions for vulnerable children and young people who are joining a new school;
- create a consistent and coherent anti-bullying approach within a local authority area, to such an extent as is possible or suitable;
- display advice and updates for schools, children, young people and parents/carers about bullying on the local authority website;

- work with police, travel providers and communities to ensure trouble spots such as bus stops where learners from different schools converge are made safe;
- monitor both their own and their schools' equality objectives and progress towards achieving these;
- uphold children and young people's rights and enable them to celebrate difference across the local authority and participate in decisions about addressing bullying;
- support training of those who take the calls in a single point of access service to respond appropriately to matters relating to bullying in schools; and
- advise schools on local trends by monitoring equality data, in accordance with data protection requirements and initiating responses or interventions as appropriate.

1.3 Torfaen Anti-Bullying Survey

It is vital that we value the voice of our children and young people.

“Without the wholehearted involvement of the children and young people in their school, anti-bullying strategies are not likely to succeed. The Welsh Government expects schools to consult learners as an essential step in all stages of anti-bullying work.” Rights, respect, equality: Statutory guidance for governing bodies of maintained schools (2019)

The annual Torfaen children and young peoples' survey may be used to establish learners' experience and perception of bullying. For this to remain effective it is important that pupils are encouraged by staff to participate. The survey is online and the local authority will provide advice and guidance to all schools so that they can easily access and complete the survey with children and young people. The local authority expects schools to use the results of the survey to inform policy development and training plans.

SECTION 2: Guidance

The remainder of this document makes reference to a range of national documents (See Appendix 11) and offers guidance to schools who wish to review their anti-bullying policy and practices to comply with the expectations listed in the guidance.

2.1 Definitions of bullying

There is no legal definition of bullying in Wales or indeed in Great Britain. Previous Welsh Government anti-bully guidance (Respecting others: Anti-bullying overview, Guidance document No: 050/2011) states that bullying:

- is deliberately hurtful (including aggression);
 - is repeated over a period of time (whilst recognising that a one off incident can leave a pupil traumatised and nervous of future recurrence);
 - difficult for victims to defend themselves against.
- **Rights, respect, equality: Statutory guidance for governing bodies of maintained schools (2019)** defines bullying as:
“Behaviour by an individual or group, usually repeated over time, that intentionally hurts others either physically or emotionally.”
 - **Social and Emotional Aspects of Learning (SEAL) Primary Strategy “Say no to Bullying” Sure Start DfES 1340-2005**
Refers to bullying as something which happens “again and again” and that it is about “deliberate” hurt towards another which is “unfair” in so as far as the person doing the bullying is “stronger or more powerful” in some way than the victim.

Torfaen definition of bullying

“Bullying behaviour involves an imbalance of power where a person or group of people repeatedly and intentionally cause emotional or physical harm to another person or group of people. Isolated instances of hurtful behaviour, teasing or arguments between individuals of equal power should not be seen as bullying.”

Clarifying what is meant by bullying behaviour is an essential starting point. The above definitions may be helpful for schools when developing their own definition, or a learner-friendly version.

2.2 Forms of bullying

Bullying can take many forms, including:

- **physical** – kicking, tripping someone up or shoving them, injuring someone, damaging their belongings or gestures of intimidation;
- **verbal** – taunts and name-calling, insults, threats, humiliation or intimidation;
- **emotional** – behaviour intended to isolate, hurt or humiliate someone;
- **indirect** – sly or underhand actions carried out behind the target’s back or rumour-spreading;

- **online (cyber)** – using any form of technological means, mobile phones, social networks, gaming, chat rooms, forums or apps to bully via text, messaging, images or video;
- **relational aggression** – bullying that tries to harm the target’s relationships or social status: drawing their friends away, exploiting a person’s special educational needs (SEN) or long-term illness, targeting their family’s social status, isolating or humiliating someone or deliberately getting someone into trouble;
- **sexual** – unwanted touching, threats, suggestions, comments and jokes or innuendo. This can also include sextortion, so called ‘revenge porn’ and any misuse of intimate, explicit images of the learner targeted;
- **prejudice-related** – bullying of a learner or a group of learners because of prejudice. This could be linked to stereotypes or presumptions about identity. Prejudice-related bullying includes the bullying of pupils with protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation). It can also extend beyond the protected characteristics leading to bullying for a variety of other reasons such as social status and background.

2.3 Reasons and motivations for bullying

Children and young people who engage in bullying can have a range of motivations. They may have prejudices against certain groups in wider society. These prejudicial opinions may be informed by a wide range of factors including the following influencers: media, community and/or family values, or previous personal experience. Perpetrators’ motivations may also include a desire:

- for power, pride and popularity;
- to belong to a strong in-group with a robust sense of identity and self-esteem;
- to avoid being a target of bullying themselves;
- to compensate for humiliations, which they themselves have suffered in the past.

Further information on specific bullying is provided in the following appendices:

Appendix 2: Racist bullying (Race, religion and culture)

Appendix 3: Disabilities and SEN bullying

Appendix 4a: Sexist and sexual bullying

Appendix 4b: Homophobic, biphobic and transphobic bullying

Appendix 5: Online bullying (Cyberbullying)

Schools should consider motivations when working with children and young people who bully others. This will help their understanding and identify the root cause of the unacceptable behaviour, as well as help to change it, preventing further bullying from happening.

Bullying may not be restricted to incidents between children and young people. Accusations of bullying between and towards adults may also be made and acknowledgement of this should be made in school policies.

2.4 The law relating to bullying

Legislation applies in Wales, the UK and internationally that aims to protect the rights of children and young people to a life free from abuse and harm including bullying. Existing legislation and international conventions with relevance to bullying in Wales include, set out in chronological order, the following:

- Protection of Children Act 1978 (as amended)
- Malicious Communications Act 1988
- Criminal Justice Act 1988
- Children Act 1989
- Education Act 1996
- Protection from Harassment Act 1997
- Human Rights Act 1998
- Education Act 2002
- Sexual Offences Act 2003 (as amended)
- Children Act 2004
- United Nations Convention on the Rights of the Child (UNCRC)
- United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
- Education and Inspections Act 2006
- Learner Travel (Wales) Measure 2008
- Equality Act 2010
- Rights of Children and Young Persons (Wales) Measure 2011
- Social Services and Well-being (Wales) Act 2014
- Serious Crime Act 2015
- Counter-Terrorism and Security Act 2015.

Further information on the Equality Act 2010 is provided in Appendix 8.

2.5 Safeguarding children and young people

Some cases of bullying might be a safeguarding matter or require involvement of the police (the police should be notified as soon as possible if it is suspected that a criminal offence has been committed against a child or young person). Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child (or young person) is suffering, or is likely to suffer, significant harm'. Where this is the case, the school must report their concerns to their local authority's social services department.

2.6 Prevention of bullying

The following checklist provides schools with guidance on how they might ensure best practice in preventing bullying.

Does the school/setting/service

- make sure that all pupils know what to do if they experience bullying;

- have an agreed definition of bullying that is clearly understood by the school community, (SEAL provides a bullying definition for every year group which is revisited yearly in the SEAL assembly for 'Say No to Bullying' at primary level). Schools should demonstrate how they publicise and revisit the definition of bullying, and make this known to staff, students, parents/carers;
- regularly consult with groups of pupils to gain a true picture of the extent and nature of bullying at the school (participation in the Torfaen Anti-Bullying Survey will facilitate this);
- use a range of methods to collect the views of staff, pupils, parents/carers and take appropriate action in response;
- make sure that it is proactive in preventing bullying;
- have a range of strategies to address online (cyber) bullying;
- actively engage with external agencies to support pupils who experience bullying;
- provide counselling services;
- make sure that there is effective supervision between lessons, at breaks and lunchtimes;
- provide safe places for vulnerable groups at breaks and lunchtimes;
- display details of where help is available in school, and details of local and national helplines; and
- provide opportunities for pupils to take responsibility, for example through buddy systems or peer support?

Do staff:

- share an agreed definition/understanding of bullying behaviour; and
- have a clear understanding of what to do to prevent bullying; and know what action to take when bullying occurs?

Ethos

Does the school:

- have a strong ethos that promotes equality and diversity; and
- have strategies to address all forms of bullying?

Curriculum

Do assemblies, lessons and activities:

- make sure pupils understand what constitutes bullying in its different forms, its impact and the roles of those involved in bullying behaviour, including bystanders (SEAL provides assemblies and a curriculum at primary and secondary level);
- develop pupils' personal, social and emotional skills, including resilience to help them to deal with bullying effectively (the SEAL programme provided to all schools provides curriculum experiences to develop these skills);
- reinforce messages about what to do if pupils experience bullying; and
- make pupils aware of whom they can turn to for help?

Policies and procedures (see also Sections 3, 4 and 5 guidance on developing and reviewing your policy, and collecting, recording and submitting information)

Does the school/setting /service

- know when it is appropriate to report bullying behaviour as a criminal act or a child protection concern;
- nominate a member of staff and governor that takes the lead for anti-bullying;
- review its behaviour and anti-bullying policies regularly and make them easily accessible to all;
- make sure that all policies linked to behaviour and anti-bullying are consistent in their messages, for example, e-safety and use of school transport;
- have a strategic equality plan that contains equality objectives that have been well considered and are relevant to the needs of the school;
- work towards its equality objectives to reduce bullying; and
- make it obvious to parents/carers how to raise a concern or make a complaint if they are worried about bullying, or concerned that school has not effectively addressed bullying?

Do staff:

- record bullying incidents according to an agreed definition and analyse records for patterns (individuals / groups, protected characteristics, types, places, and times) and take the appropriate action? See Section 5 for information about recording bullying incidents.

Staff development and training

Does the school/setting/service:

- make effective use of relevant research and information, such as the Welsh Government guidance “Rights, respect, equality: Statutory guidance for governing bodies of maintained schools” (2019) to provide effective training and support for staff? (Note that SEAL provides staff development opportunities and should be used regularly, supplemented with additional material where appropriate).

Do staff:

- receive regular anti-bullying training (all staff teaching and non-teaching), (See above note re: SEAL training resource);
- have a clear understanding of the protected characteristics and their legal implications (Further information about this can be found in Appendix 8: The Equality Act; and Appendix 12: Useful contacts: (TCBC); and
- keep up-to-date with new forms of bullying, such as online (cyber) bullying?

Does the school:

- collaborate with other schools to identify possible common issues related the protected characteristics;
- share useful information and expertise in combatting discrimination and bullying with other schools; and

- liaise to identify and provide additional support for vulnerable pupils on transfer to another school? The Torfaen enhanced transition arrangements should be followed to ensure that any students likely to be involved in bullying (as target or perpetrator) are picked up at KS2/3 transition. (Further information about this can be found in Appendix 12: Useful contacts (TCBC)).

Wider community

Does the school/setting/service:

- take responsibility for working with the wider community to act when bullying takes place outside of school;
- address bullying that takes place on journeys to and from school;
- address bullying that takes place when pupils are engaged in any school activity;
- address online (cyber) bullying both inside and outside school; and
- work with parents/carers and the local community, including police, to maintain an awareness of local tensions and act proactively to reduce them?

SECTION 3: Policy

Anti-bullying policy

The local authority expects schools to review their anti-bullying policy and strategy at least every three years or sooner in light of new initiatives or wider relevant policy change.

3.1 Developing an anti-bullying policy

In order to implement the above an anti-bullying policy should be developed in consultation with the whole school community. An agreed policy should be short, succinct and written in language that everyone understands; it is good practice to produce a separate parent and carers, children and young person friendly version of the policy. The policy should be made known to the whole school community and where possible published on the school website. In order to embed the policy in school culture and extend the message to learners' homes, specific elements of the policy may be included in homework books/e-learning books.

The anti-bullying policy should be developed as a separate policy document and links made to other statutory and non-statutory policies. Schools need to ensure policies align and do not result in conflicting advice or inconsistencies.

A model policy (with guidance notes) is provided below. The model policy is based on the Welsh Government's statutory guidance "Rights, respect, equality: Statutory guidance for governing bodies of maintained schools" (2019). It also draws on guidance produced by the Anti-bullying Alliance and The Diana Award. The model policy is divided into the following sections:

- Introduction
 - Vision and values statement

- Objectives and desired outcomes of policy
- Named person
- Context
- Consultation
- Definition of bullying
- Signs of bullying
- Prevention – reducing the frequency of bullying
- Reaction – responding effectively to reported incidents of bullying
- Development and review

3.2 Model Policy

(LOGO)

(NAME OF SCHOOL)

ANTI-BULLYING POLICY

LAST UPDATED: (INSERT DATE)

DUE FOR REVIEW: (INSERT DATE)

Introduction

Vision and values statement

The policy should make a clear intention to take bullying seriously and manage it effectively. For example:

“X school is committed to providing a safe and supportive environment for all pupils.”

‘every pupil has the right to work and learn in an environment where they feel safe, supported and free from victimisation and fear’.

Objectives and desired outcomes of the policy

This should set out what the policy aims to achieve, and as far as possible these should be measurable so that you can monitor and evaluate the success of the policy.

For example your policy could aim to:

- reduce the frequency of bullying incidents, including for pupils with protected characteristics;
- increase the likelihood that incidents will be reported to a responsible adult;
- intervene effectively when incidents occur;
- improve pupil attendance;
- equip pupils with strategies to respond to bullying behaviour;
- reinforce the anti-bullying ethos with whole school inset, staff meetings etc.;
- ensure all stake holders understand what bullying is and how to recognise it;
- listen and act on pupil opinion;
- provide peer support and reinforce the anti-bullying message through Health and Wellbeing/ /PSE/SEAL;
- make school a safer and more enjoyable place.

Named person

It is recommended that school appoint an anti-bullying lead. This could be a designated role for an individual or a team. The key responsibilities would be:

- anti-bullying policy creation, review and ongoing development;
- implementation of policy and monitoring of its effectiveness and progress;
- managing the bullying incident process, e.g. interventions used, reporting, recording, monitoring and evaluating;
- coordinating and managing training and
- keeping abreast of research and developments.

Context

Does the policy show how it links to other policies in the school and wider?

Links to other policies include:

- Behaviour Policy – It should be clear what sanctions, consequences and restorative options are available for bullying and in what circumstances they will apply (including exclusion, travelling to and from school). The consequences of bullying need to reflect the seriousness of the incident so that others can see that bullying is unacceptable;
- Child Protection / Safeguarding Policy – Particularly in severe cases of bullying, including those involving sexual harassment or aggression;
- Attendance Policy – Where absenteeism due to bullying/alleged bullying is an issue, school need to address the root cause of the problem and work closely with the family to resolve the matter;
- Use of ICT / Online Safety Policy;
- Strategic Equality Plan;
- Complaints Policy / Whistleblowing Policy.

It may be helpful to include details of any statistics on bullying collected in the school (e.g. School Health Research Network, Student Health and Wellbeing Report, Torfaen Anti-Bullying Survey), these could be updated annually.

Consultation

A policy will only be effective if everybody in school has discussed and agreed a definition, understood the problem of bullying, and agreed on practice and procedure. Consultation lets everybody say what they think the policy should contain, but it requires careful planning.

Has the school consulted widely in developing its policy?

For example, this could include:

- Pupils – e.g. through school council/other pupil voice groups
- Parents/carers
- Teachers
- School staff (including school administrators, lunchtime supervisors, school caretaker)

- Governors
- School nurses
- Community representatives
- Educational and child psychologists
- Social workers
- External agencies such as the NSPCC - Childline, etc.
- Local authority; Inclusion Service Manager/Inclusion Officers, Healthy Schools and PSE Officer
- Teaching unions
- School Community Police Officers
- Child and Adolescent Mental Health Services (CAMHS)
- Children and Young People's Participation Officer
- Torfaen Youth Forum

Have a variety of methods been used to assess the extent of the problem in your school?

This could include:

- surveys and questionnaires which profile the nature and extent of bullying over the previous term/academic year(s). Results may be analysed by key stage, year group, gender, etc. and allow schools to compare themselves with others. There are appropriate age/ability versions available (e.g. School Health Research Network Student Health and Wellbeing Survey, Torfaen Anti-Bullying Survey);
- interviews with pupils – individually or in small groups;
- focus groups;
- suggestion boxes;
- school council/other pupil voice groups;
- working parties of pupils/parents/carers/other interested groups;
- governor meetings.

Parental/carer support is often key to success or failure in anti-bullying initiatives. The majority of parents/carers support anti-bullying measures and are keen to participate.

Are interested groups being consulted at all stages of developing, implementing, monitoring and evaluating the policy?

Interested groups should be engaged throughout the life of the policy to ensure it is welcomed, understood and embraced by all. This could include termly updates on bullying incidents at staff meetings, parents/carers meetings, governing body meetings and school council/pupil voice meetings.

Definition of bullying

Does the policy define what the school considers 'bullying' to be?

Is this definition of bullying clear and age-appropriate?

Is it consistent with the definitions provided in Section 1?

Bullying Behaviour

Does the policy identify important categories of bullying? For example: physical, verbal, emotional, indirect, online (cyber), relational aggression, sexual and prejudice-related bullying.

Prejudice-related bullying includes learners who are disabled (which can include those with SEN), who are lesbian, gay or bisexual; or who are questioning their gender or who are transgender; or whose ethnicity, race, appearance, religious heritage or gender is slightly different from the perpetrator(s).

Signs of bullying

Each pupil who has been bullied or is bullying others will respond and act differently. A pupil's behaviour can change for a variety of reasons. School staff and parents/carers need to be alert to the possibility that the change in behaviour is related to bullying.

Signs of bullying may include:

- changes in expected behaviour or extreme reactions, e.g. increased quietness, visible sadness, or unexplained outbursts of anger, becoming easily frustrated;
- pupil complains frequently of headaches, stomach-aches or other physical ailments;
- unexplained physical marks, cuts, bruises and scrapes;
- clothes, toys, books, electronic items are damaged or missing or pupil reports mysteriously "losing" possessions;
- reluctance to attend school;
- withdrawal from peers or participation in activities once enjoyed;
- sudden or significant drop in performance;
- begins bullying siblings or other peers;
- tiredness (due to sleep disturbance, including bed wetting);
- appears anxious and suffers from low self-esteem;
- reluctance to go out into the playground/yard and
- reluctance to use toilet facilities.

Prevention – reducing the frequency of bullying

Does the policy deal with bullying as a whole-school issue?

Welsh Government recommend a planned, progressive, whole-school approach to promote positive relationships and respectful behaviour.

One-off lessons or short 'blitz'-type activities are less likely to succeed than work embedded in the curriculum.

Estyn states:

“Schools should plan age-appropriate opportunities in the curriculum to discuss issues relating to the protected characteristics and to build pupils’ resilience to bullying”. Action on bullying (Estyn, 2014).

“Schools should ensure that key messages around healthy relationships are embedded in the curriculum and reinforced regularly.” A review of healthy relationships education (Estyn, 2017).

Does the policy identify a range of strategies the school can use to reduce bullying?

Does the policy consider all the opportunities where bullying can be tackled through and beyond the curriculum?

There will be many opportunities across the new curriculum for Wales 2022 to embed positive behaviour and respect. Opportunities should not be limited to the Health and Wellbeing Area of Learning Experience but extended across all curriculum areas and beyond.

Torfaen Local Authority promotes the use of SEAL as a whole-school strategy to address bullying behaviour. Other interventions include the KiVa Anti-Bullying Programme, Olweus Bullying Prevention Programme, The Right Way: A Children’s Rights Approach in Wales and AGENDA: Making Positive Relationships Matter. It is for individual schools to determine the most effective way of creating a rights based, safe learning environment that does not tolerate bullying behaviour of any kind.

The most effective interventions are sustained over the long term, developed with staff, learners, parents/carers and partners in the community. These are monitored, evaluated and revised regularly to reflect changes in circumstances or context. Interventions are supported by a school ethos that inhibits bullying and promotes empathy and respect. A single intervention or initiative is unlikely to provide a solution to bullying and the most effective anti-bullying strategy will usually include a range of tools that can be adapted to suit particular incidents and form part of the school’s wider whole-school approach to well-being. Interventions may include mediation, restorative approaches and peer support.

In their study into mental health promotion and problem prevention in schools, Professors K. Weare and M. Nind (2011) found that:

“Interventions were only effective if they were completely and accurately implemented: this applied particularly to whole-school interventions which could be ineffective if not implemented with clarity, intensity and fidelity.”
Healthy and happy. School impacts on pupils’ health and wellbeing (Estyn, 2019).

Research indicates that both universal and targeted intervention are necessary to enable learners to develop the skills associated with building positive relationships and to help them resolve conflicts successfully.

Feedback from young people in Torfaen identified curricular and extra-curricular mechanisms to deal with bullying effectively:

- Anti-bullying committee (could be part of school council);
- whole-school assemblies focussing on bullying;
- pupil friendly anti-bullying policy;
- more posters about bullying around the school;
- bully box (as a way of reporting incidents);
- raise awareness of bullying, make people realise how bad it is;
- Anti-bullying Week celebration;
- support the victims to feel more confident in themselves;
- making sure people know they can talk to anybody about the problem;
- more restorative justice sessions;
- more lessons on how to deal with bullying and
- provide support for bullies so that he or she can learn from their behaviour.

Does the policy lay out an effective system for keeping records of bullying incidents?

Section 5 provides guidance on collecting information and recording bullying incidents. Appendix 9 contains bullying incident recording forms which can be amended for internal use within schools. Such data should be analysed termly and subsequent resources and advice will be targeted accordingly.

Reaction – responding effectively to reported incidents

Successful anti-bullying strategies provide a consistent framework with options to suit the situation. Responses to bullying behaviour should be appropriate and applied in a fair manner. Anti-bullying strategies should be child-centred and not lose sight of the needs of the learner irrespective of whether they are the target, perpetrator or bystander. Strategies should not be too generic, heavy-handed or lack sincerity.

(Further information about responding to incidents of online bullying can be found in Appendix 5.)

Does the policy set out clear guidelines for parents/carers wishing to complain about bullying?

Under section 29 of the Education Act 2002 school governors are required to have and publicise a complaints procedure. A school complaints procedure must be available on the school website and/or made available on request from the school. The policy must explain the process for raising a complaint.

Does the policy set out clear age appropriate guidelines for pupils wishing to complain about bullying?

In accordance with the principles of the UNCRC all children and young people have the right to be listened to and treated with respect. Having reported an issue

regarding bullying, if a learner (or their parent/carer) does not feel that the school has taken it seriously or has not addressed their concern to a satisfactory standard, they can make a formal complaint. Age appropriate guidelines should be available for learners.

Does the policy set out the support available to pupils who have been bullied?

Learners need to be aware of the support available to keep themselves and others safe.

Does the policy clearly set out the responses to bullying incidents so everyone understands what will happen?

This should include clear procedures for reporting and dealing with incidents of bullying, and disciplinary processes (Appendix 9 contains bullying incident recording forms which can be amended for internal use within schools).

Schools should follow a standard framework when responding to incidents of bullying behaviour. The framework should be developed in collaboration with staff, learners and parents/carers so that it is understood, agreed on and implemented consistently by all members of the school community.

Disciplinary sanctions

Schools can use disciplinary sanctions to address bullying. When determining the most appropriate response or sanction schools should consider the impact a response may have more broadly and long term on all parties involved. Schools should consider whether it is likely to help address the root cause for the bullying happening and how interventions may have the greatest impact on preventing the behaviour from continuing or recurring.

Schools have powers to discipline learners for incidents taking place off site. This includes unacceptable behaviour and bullying during activities arranged by the school such as educational visits and sporting events as well as behaviour on the way to and from school and behaviour when wearing school uniform in a public place.

Schools have the power to search or confiscate mobile devices as a disciplinary penalty where learners have contravened the school behavioural policy and/or anti-bullying policy.

All parties involved in an incident of bullying must be allowed to put forward their side of the story and be given a fair hearing before any disciplinary sanctions are imposed.

Does the policy ensure that staff are identified to undertake this role and that they have sufficient support/training for this task?

It is recommended that schools appoint an anti-bullying lead. In addition, all staff have a “duty of care” towards pupils and have an important role in ensuring that children and young people are learning in a safe and supportive environment. All staff should receive regular training on their anti-bullying policy and procedures.

On induction, new staff should be made aware of the policy, the approach taken by their school and how the procedures are administered.

Does it set out how new staff/pupils, parents/carers are inducted into the policy?

New pupils and parents/carers need to be made aware of the policy and procedures employed by the school to reduce and manage incidents of bullying.

Development and review

Are there clear processes for keeping the policy under continuous monitoring?

Schools should use data from monitoring and feedback provided by staff, families, pupils and governors, to review and update the policy.

School governing bodies should monitor the following in relation to bullying:

- that schools maintain an overview of recorded bullying incidents in their setting to see how long it takes on average for cases to be resolved;
- the recurrence rates;
- whether learners who have reported bullying incidents believe they got a satisfactory outcome;
- whether there are any emerging trends or groups being discriminated against;
- whether there are online cases that suggest work is required with the learners, parents/carers and staff to counter new forms of bullying;
- absenteeism rates and
- that the regularly collected data on reported incidents is showing progress towards the equality objectives.

Does the policy include a checklist for when things should have happened?

Schools are expected to monitor processes regularly as part of an ongoing cycle of self-evaluation and school improvement.

Does it set out dates for regular reviews of the policy?

Welsh Government expects schools to review their anti-bullying policies regularly, at least every three years or sooner in light of new developments, wider relevant policy change or the occurrence of a serious incident of bullying.

Head Teacher's signature: _____ **Date:** _____

Chair of Governor's signature: _____ **Date:** _____

Chair of School Council signature: _____ **Date:** _____

3.3 Checklist

The following checklist can be used to ensure the steps detailed above are completed.

Values and vision statement	
Objectives and desired outcomes of the policy	
Named person	
Context	

Consultation	
Has the school consulted widely in developing its policy?	
Who has been consulted?	
Have a variety of methods been used to assess the extent of the problem in your school?	
Are interested groups being consulted at all stages of developing, implementing, monitoring and evaluating the policy?	
Definition of Bullying	
Does the policy define what the school considers to be bullying?	
Is the definition clear and age-appropriate?	
Does the policy identify different types of bullying behaviour, including the use of modern technology as a tool for bullying?	
Does the policy identify important categories of bullying? For example bullying on the basis of race, gender, sexual orientation, special educational needs or disabilities and long-term health conditions.	
Prevention – reducing the frequency of bullying	
Does the policy deal with bullying as a whole-school issue?	
Does the policy identify a range of strategies the school can use to reduce bullying?	
Does the policy consider all the opportunities where bullying can be tackled through and beyond the curriculum?	
Does the policy lay out an effective system for keeping records of bullying incidents?	
Reaction – responding effectively to reported incidents	
Does the policy set out clear guidelines for parents/carers wishing to complain about bullying?	
Does the policy set out clear age appropriate guidelines for pupils wishing to complain about bullying?	
Does the policy set out the support available to pupils who have been bullied?	
Does the policy clearly set out the responses to bullying incidents so everyone understands what will happen? This should include clear procedures for reporting and dealing with incidents of bullying, and disciplinary processes.	
Does the policy ensure that staff are identified to undertake this role and that they have sufficient support/training for this task?	
Does it set out how new staff/pupils, parents/carers are inducted	

into the policy?	
Development and Review	
Are there clear processes for keeping the policy under continuous monitoring?	
Does the policy include a checklist for when things should have happened?	
Does it set out dates for regular reviews of the policy?	

SECTION 4: Reviewing the Policy

4.1 One of the aims of the Torfaen policy and guidance is to support schools in Torfaen in reviewing their anti-bullying policies to reflect current thinking and best practice. In reviewing policy the following approach may be useful.

Step 1 – Working Group

Form a group to look at the policy. As far as possible this should include:

- a receiver of the policy – a young person and parent/carer if possible;
- a policy implementer – a teacher, a lunchtime supervisor;
- a member of senior management;
- a member of staff with responsibility for Health and Wellbeing/PSE/Healthy Schools/SEAL;
- a member of the community.

This approach could be done on a cluster basis if secondary and feeder primary schools are all reviewing their policies at the same time.

Step 2 – Consultation – how effective is the current policy?

It will be useful to consult with people who are implementing or receiving the current policy, to find out how it has performed. Has it achieved what it was designed to achieve?

This can be done in a variety of ways, e.g.

- short tick-box research carried out as children and young people and parents/carers enter the school;
- pupils could conduct interviews, hold a debate or write papers on their experiences of bullying;
- online or paper questionnaires for staff and pupils, e.g. School Health Research Network, Student Health and Wellbeing Report, Torfaen Anti-Bullying Survey;
- have the current anti-bullying policy as an agenda item on staff and/or school council meetings.

Step 3 – Strengths and weaknesses of current policy

Key questions the working group might wish to consider:

- how and why the policy was originally developed? Who was involved etc.?

- how was the policy promoted and circulated to staff, children and young people, parents/carers and other relevant adults?
- what lessons can be learnt from the above?

Policy into practice:

- Has the policy been achieving the original aims, i.e. has there been a reduction in bullying or a rise in a reporting of incidents or a positive impact on school ethos?
- Has the policy been integrated into everyday use?
- Are staff implementing the policy consistently?
- Was awareness of the policy at an acceptably high level? How do we know?
- Does the policy sit comfortably with other relevant policies?
- Have the requirements of the policy been met, i.e. have the reporting forms been suitably completed and passed to relevant departments/staff?

Step 4 – Making appropriate changes to the policy

The working group is now at a stage where they can consider putting together a draft of a new policy based upon the review work carried out to date. Since the original policy was developed it may be worth considering legislative, cultural, managerial and political changes that have occurred.

In an effort to reduce bureaucracy, the working group may choose to identify and review other policies which align with the anti-bullying policy at a similar time. An anti-bullying policy should refer to and link with policies concerned with behaviour, child protection / safeguarding, attendance, use of ICT / online safety, Strategic Equality Plan, complaints / whistleblowing and parental/carers involvement. School should ensure all policies interact seamlessly and consistently using the same definitions, terminology and values.

The working group should review the current practices:

- curricular and extra-curricular mechanisms for developing a proactive approach to anti-bullying (e.g. the SEAL curriculum, KiVa Anti-Bullying Programme, Anti-bullying Week celebration);
- impact of interventions;
- reporting and monitoring bullying allegations;
- informing parents/carers and police, if necessary;
- short and long-term support for those being bullied;
- dealing with those found to be carrying out bullying behaviour.

Do the consultation findings agree? Is there a need for staff members to be trained on new strategies or to update or extend training on existing strategies? Is there a cost implication for this and can it be met?

Step 5 – Pulling it all together and further consultation

At this stage a draft policy should be pulled together and published for the group. It is worth considering further consultation at this stage. There will be a number of

individuals and organisations who would be able to input to and comment on a draft of the policy, e.g. partner organisations, councillors, more senior members of the organisation or a select group of children and young people and parents/carers. It may also be useful to include the school's Inclusion Officer, Education Welfare Officer, Behaviour Support Teacher and Healthy Schools and PSE Officer.

Step 6 – Final draft and beyond

Any input from the second consultation period should be discussed and changes made as appropriate. The school's governing body will need to consider and ratify the policy. A decision should be taken on when the next review of the policy should be made. The working group may want to recommend dates for staff and governor training etc.

At this stage, the school needs to plan for awareness raising of the policy. Welsh Government expects schools to publish policies on their website and/or outline clearly how staff, learners and parents/carers can access the policy. Playground, lunchtime and school transport supervisors and school administrators should be fully aware of the policy and procedures they should follow.

The above process should ensure that there is a high level of ownership across the school and wider community to ensure that the policy is welcomed, understood and embraced by all.

The working group may choose to disband or reduce in size at this point.

SECTION 5: Collecting and Recording Information about Bullying

5.1 Recording school level data

The Welsh Government expects:

- schools to have in place mechanism for reporting and recording bullying which are clearly communicated to the whole-school community;
- the information schools record and monitor should be directly related to its own definition of bullying and broader provision outlined in the school's anti-bullying strategy and policy;
- schools to record all incidents of bullying, outlining the specific types of bullying, including bullying around the protected characteristics.

As well as information held on the type of incident and the motivation(s) behind the bullying behaviour, it is recommended that the following information is recorded:

- brief summary of incident;
- link(s) to previous incidents of victimisation;
- intervention(s) tried;
- serious incident protocol activated;
- police involvement;
- confiscation of personal property (e.g. mobile phone);
- follow up actions and outcome;
- learning opportunities;
- changes in approach, policies or procedures as a result of the incident.

Bullying template forms that schools can edit and use to record information on reported bullying incidents can be found in Appendix 9.

It is advised that the following categories of bullying information is also collected and recorded:

- a range of data from pupil surveys and questionnaires including quantitative data (e.g. School Health Research Network, Student Health and Wellbeing Report, Torfaen Anti-Bullying Survey);
- exclusions data relating to bullying;
- records held by Education Welfare Service identifying where bullying is a factor in non-attendance in school;
- parent/carer complaints to the school or the local authority regarding bullying.

Keeping accurate records of bullying incidents will enable schools to:

- manage individual cases effectively;
- monitor and evaluate the effectiveness of strategies;
- demonstrate defensible decision making in the event of complaints being made;
- engage and inform multi-agency teams as necessary.

Schools are likely to find this information helpful in the context of their Public Sector Equality Duty under the Equality Act 2010. Work undertaken to prevent bullying behaviour and promote positive relationships should also be included in the school self-evaluation and improvement process.

Schools should work with their data protection officer to ensure that personal data recorded is processed lawfully in accordance with data protection laws (EU GDPR and the UK DPA 2018).

If schools measure only the level of incidents reported, a false sense of success may be obtained if the figure is low, leading to the belief that bullying is not happening. That is unlikely to be the case.

If there is a good level of awareness in the whole-school community about unacceptable behaviour, it is likely that more learners will come forward to report it. A high number of incidents alone is not therefore an indicator that the school is

ineffective. It could be the result of recent awareness-raising work or anti-bullying activities.

Where schools have high levels of recorded bullying, but the school can demonstrate they are taking action to challenge bullying, address unacceptable behaviour and improve learner well-being, these schools may be rated stronger in self-evaluation than schools who report no or little bullying in their settings but are unable to explain why.

5.2 Submitting data to the local authority

The purpose of reporting incidents to the local authority is to enable the gathering of information on the number and nature of bullying incidents and to identify any developing trends. The local authority will analyse the information gathered to identify any issues of particular concern. This will enable the authority to be better informed in the development of appropriate strategies to tackle bullying and to safeguard children and young people. Without the collecting and recording of information about bullying incidents, it is difficult to get an accurate picture of the extent of bullying or to measure how effective strategies are at combating bullying.

Schools already have a legal obligation to report details of racist incidents to the local authority on a termly basis.

Torfaen schools will also be expected to report the following information to the local authority:

- total number of incidents recorded during the term;
- the number of pupils responsible for these incidents, broken down by gender and key stage;
- the number of victims of bullying, broken down by gender and key stage;
- the type of bullying;
- the motivation for the bullying.

Data will be submitted on a termly basis either via the SIMS tool which has built in reporting systems or by schools filling in and returning a termly bullying form manually to the local authority. Please see Appendix 9 for Termly Reporting Form.

Appendix 1: General information about bullying

What do we know about the extent of bullying in schools?

Bullying is widely believed to be under-reported, but evidence at global, national and local levels confirm that it is a significant problem:

- globally, almost one in three students has been bullied in the past month. Data available from the Global School-based Health Survey and the Health Behaviour in School-aged Children study show that 32% of students have been bullied in some form by their peers at school on one or more days in the past month. *UNESCO Digital library PDF (2019) Behind the numbers – ending school violence and bullying*
- research undertaken by Ditch the Label, an international anti-bullying charity states that “Within the past year, approximately 1.5 million young people in the United Kingdom experience bullying, with half of them never telling anybody through “fear, embarrassment or lack of faith in support systems”. Their Annual Bullying Survey is conducted in partnership with schools and colleges from across the United Kingdom. After data cleansing, results were analysed from 2,347 respondents. Of those who reported: 22% said they had been bullied in the last 12 months; 27% said they had witnessed bullying in the last 12 months, and 2% said they had bullied someone else in the past 12 months. Verbal bullying was the most common form of bullying reported, often about appearance or interests. Feeling depressed or anxious, followed by suicidal thoughts or self-harm, were common outcomes reported. Of those bullied, 65% reported it, often to a teacher, family member or friend. Of the 35% who did not report it, common reasons were being called a snitch, scared of it getting worse, and fears that it would not be taken seriously. Of those who had been bullied in the last 12 months: 62% said they had been bullied by a classmate; 37% said they had been bullied by someone at school that they didn’t know; 34% said they had been bullied by an ex friend; 30% said they had been bullied by an enemy, and 7% said they had been bullied by a teacher. *Ditch the Label (2019) The Annual Bullying Survey 2019. The Annual Benchmark of Bullying in the United Kingdom*
- the NSPCC support service Childline delivered 15,857 counselling sessions to children and young people concerned about bullying. *Childline Annual Review 2018/19*
- in national consultations involving more than 18,000 children and young people, the Children’s Commissioner for Wales identified bullying as “an area of serious and significant concern”. One in five young people stated that they had taken part in bullying over the past couple of months and over a third of young people stated that they had been bullied in the past couple of months.

“Experiences of being hit, socially excluded and called names by other children or young people at school were relatively common experiences, particular for primary school children. These experiences decreased across the secondary school age range. Boys were more likely to have been hit by other young people at school while girls were more likely to have been socially excluded. Young people who had been bullied tended to have lower levels of emotional well-being although this does not mean that there was necessarily a causal link. Bullying and negative behaviours of other children in school or nursery were also highlighted as an issue by children aged 3 to 7.” *Children’s Commissioner for Wales. Beth Nesa? /What Next? (2016), Beth Nawr? /What Now? (2019)*

- 2853 pupils, from 23 primary schools responded to the Torfaen Anti-Bullying Survey (2019/20). Of those who reported bullying in the last 12 months:
 9% said they had been bullied a lot;
 27% said they had been bullied a little;
 47% reported they had not been bullied at all.
 The most common types of bullying in primary schools were verbal (63%), physical (44%) and indirect or emotional (21%).
 Motivations behind bullying were appearance (27%) and homophobia (12%). However, 47% of pupils reported “other” motivations behind bullying, e.g. “I’m small and they picked on me because I’m slow at running.”
 85% of bullying incidents took place in a playground;
 25% of bullying incidents took place in a classroom, and
 19% of bullying incidents took place in the lunch hall.
Torfaen Anti-Bullying Survey (2019/20), Total Responses - Primary
- 1200 pupils, from 4 secondary schools responded to the Torfaen Anti-Bullying Survey (2019/20). Of those who reported bullying in the last 12 months:
 9% said they had been bullied a lot;
 28% said they had been bullied a little;
 53% reported they had not been bullied at all.
 The most common types of bullying in secondary schools were verbal (89%), indirect or emotional (41%) and physical (38%).
 Motivations behind bullying were appearance (58%) and homophobia (13%). However, 38% of pupils reported “other” motivations behind bullying, e.g. “my slightly higher than “normal” voice.”
 68% of bullying incidents took place in a yard;
 40% of bullying incidents took place in a classroom, and
 30% of bullying incidents took place in a corridor.
Torfaen Anti-Bullying Survey (2019/20), Total Responses - Secondary
- 3800 secondary school students, from 6 secondary schools in Torfaen participated in the School Health Research Network (SHRN) Student Health and Wellbeing Survey (autumn term 2019). A local authority report “Torfaen Students’ Health and Wellbeing in 2019/20” was published summer term 2020. The report confirmed that:
 36% of students had been bullied at school in the past couple of months;
 16% of students admitted to taking part in bullying another student(s) at school in the past couple of months;

Students thought that the three most common reasons why people in their year group were bullied:

- because of their weight (52%);
- because they are gay, lesbian or bisexual (38%);
- because they have a disability (22%).

Across the local authority, bullying behaviour was more prevalent among pupils in year 10.

Who is involved in bullying?

The person who exhibits bullying behaviour – The perpetrator

A perpetrator may exhibit the following characteristics:

- display of power in some form – size, popularity, athleticism, knowledge, etc;
- lack empathy;
- use blame;
- does not accept responsibility;
- crave attention;
- be impulsive, hot-headed, and dominant;
- be easily frustrated;
- have difficulty following rules.

There are a number of widely held, but unsubstantiated, views about why a person uses bullying behaviour. These include:

- children who bully are rejected by their peers – research shows that actually many children who bully have a high status in the classroom and report having an easier time making friends than children and youths who do not bully. They will usually have at least a small group of friends who support or encourage their bullying;
- bullies have low self esteem – there are general beliefs that people who bully do so because they think poorly of themselves. However, Dan Olweus¹ concluded that his research did not support this argument, and a number of studies have demonstrated that bullies perceive themselves in a positive light, with well developed social skills, and are often bright, charismatic and manipulative individuals.

Children and young people will use bullying behaviours for different reasons, with some of the common reasons being:

- they may be getting bullied themselves, perhaps by someone in their own family;
- they are scared of getting picked on themselves;
- they want to show off and appear tough.

¹ *OLWEUS was developed by Dr. Dan Olweus, a psychology professor from Norway, and based on his systematic research on bullying, which he has been carrying out since the early 1970s. After three teens died by suicide in Norway in what was thought to be a response to serious peer bullying. Dr. Olweus developed the first version of his programme

Research has also identified that parenting factors may contribute to the perpetration of bullying and the persistence of bullying behaviour. Identified family risk factors include inconsistent approach to discipline, overly-permissive parenting, low warmth or involvement from parents/carers, or strict or harsh disciplinary penalties.

If a child is left to exhibit bullying behaviours without intervention, these may escalate to other types of antisocial or more aggressive behaviours. It is important, therefore, that all interventions, including disciplinary sanctions, are designed to hold the bully to account for their behaviour and also provide an opportunity for the individual to face up to the harm they have caused, to put it right and ultimately learn positive behaviours from it.

Schools need to consider motivations behind the bullying behaviour. This will help their understanding and identify the root cause, as well as help to change it, preventing further bullying from happening. Bullying behaviour may reflect attitudes held in society or expressed in the media. Schools will sometimes find they need to challenge attitudes with the wider schools community beyond the case they are addressing.

The person who experiences the bullying behaviours – the target

Any child can be bullied, but there are some factors which may make a child more likely to be exposed to being bullied. It's important to note, however, that **none** of these characteristics can ever excuse bullying:

- lacking close friends in school;
- being shy;
- an over-protective family environment;
- behaving inappropriately, intruding or being a 'nuisance';
- having a precocious talent;
- being different in some obvious respect – such as stammering;
- having special educational needs or a disability;
- physical, mental or sensory impairment;
- scarring or disfigurement on the face or body;
- mental illness;
- having a long-term medical condition such as diabetes or asthma;
- physical characteristics, such as 'thinness' or obesity. Different stages of puberty can mean individuals may be early or late developers. Being different from the perceived norm of the peer group may mean you are seen as a target for bullying;
- being from a different racial or ethnic group to the majority;
- religious affiliation;
- speaking a different language or using a different accent from the majority of the pupils;
- possessing expensive accessories such as mobile phones, computer games, designer clothing (or conversely not possessing these);
- a knowledge or perception that a child has a sexual orientation which is different from the majority;

- having physical characteristics or traits which do not conform to recognisable traditional forms of masculinity or femininity;
- coming from a different social class than that of the majority of the pupils;
- evidence of poverty;
- being from a family with unorthodox or 'different' family structures;
- looked after children or young carers.

Targets can struggle with creating and maintaining peer relationships which can limit their opportunity to develop effective social skills. Research shows that where an individual has been bullied over a period of time they tend to develop 'self-blame', a coping behaviour where they blame themselves for the situation they are in, leading them to feel helpless instead of adopting a more effective approach to problem solving. As such, some of the most successful intervention focuses on increasing levels of resilience amongst targets of bullying, such as social skills or assertiveness training. Which have been shown to improve their self-esteem, sense of competence and abilities to effectively cope with bullying behaviours. These areas are addressed in the SEAL online materials, which can be accessed by all schools in Torfaen (see Appendix 12: Useful contacts (TCBC)).

The person who observes or knows about the bullying behaviour – The bystander (witness)

A bystander is 'a person who does not become actively involved in a situation where someone else requires help' (Clarkson 1996, p6) and in this way is understood to be a passive observer, an onlooker who watches something happening, but stays on the side line and doesn't intervene or get help, even if someone needs it. Bystanding is not passive; and witnesses to bullying play very different roles, some more active than others, and these contribute significantly to what takes place. 'Doing nothing' does have a real impact on events and may cause harm.

In Finland, it was recognised that most pupils in a class are bystanders of bullying situations, aware of what's going on and sometimes participating (Salmivalli 1996, 1999). Researchers asked the question '*What do other children do while the bully is harassing the victim?*' and it was observed that as well as those who are bullied and those who bully, there are usually other witnesses who, through adopting particular roles, influence and affect what happens. The following '*participant roles*' were identified:

- **assistant** who join in and assist the bully;
- **re-inforcers** who do not actively attack the victim but give positive feedback to the bully, providing an audience by laughing and making other encouraging gestures;
- **outsiders** who stay away, not taking sides with anyone or becoming involved, but allowing the bullying to continue by their 'silent approval';
- **defenders** who show anti-bullying behaviour, comforting the victim, taking sides with them and trying to stop the bullying.

Bullying is, thus, seen to be a group phenomenon in which a variety of players contribute a number of roles, pressures and influences, either intentionally or unintentionally, and are substantially involved in playground bullying, whether as active participants or as bystanders who are unable or unwilling to act pro-socially.

Bystanders can successfully reduce victimisation, by reducing the social reinforcement of the perpetrator's actions through the use of a number of strategies such as not joining in, voicing disapproval, reporting incidents etc.

(In primary schools, the issue of bystanders and the development of strategies for supporting targets are explicitly taught in the SEAL theme 'Say no to bullying'. In secondary schools the issue is also addressed through the anti-bullying module.)

Appendix 2: Racist bullying (Race, religion and culture)

People use the term “racist bullying” in a range of ways. What one person considers bullying or racism is not necessarily what another person thinks. Discussions among staff and learners can be severely hampered if the same terms are used in a range of different ways.

Defining racism and racist incidents

Most public bodies in the UK, including schools, use the working definitions of racism and racist incident that were proposed in the report of the Stephen Lawrence Inquiry, 1999. The report defined:

- racism as ‘Conduct or words or practices which disadvantage or advantage people because of their colour, culture or ethnic origin’;
- a racist incident as ‘Any incident which is perceived to be racist by the victim or any other person’.

Other definitions of racism and racist incidents include those outlined below:

- ‘if the child feels the incident is racist’;
- ‘racism is behaviour or language that makes a pupil feel unwelcome or marginalised because of their colour, ethnicity, culture, religion or national origin’;
- ‘racism is something someone does or says that offends someone else in connection with their colour, background, culture or religion’.

Schools should work with learners, their families and communities to ensure appropriate and effective action is taken to address the following forms of racism:

- Anti-Gypsyism
- Anti-refugee prejudice
- Anti-Semitism
- Islamophobia

Appendix 3: Disabilities and SEN bullying

The Social Model of Disability (2002) recognises that people with impairments are disabled by barriers that commonly exist in society. In simple terms, it is not the inability to walk that prevents a person entering a building unaided, but the existence of stairs that are inaccessible to a wheelchair user.

We need to remove barriers in order that all people have equality.

In schools this ethos is a key element of developing a truly inclusive environment and an effective disability equality scheme and anti-bullying policy.

There are several definitions of disability under the Equality Act 2010, the Education Act 1996 and the Additional Learning Needs and Education Tribunal (Wales) Act 2018. Some children and young people will be covered by the Equality Act but not by the Education Act or the Additional Learning Needs and Education Tribunal (Wales) Act and vice versa, although a significant number of children and young people are likely to be covered by all these acts.

Disabled children face a range of barriers in schools and society in general which include:

- attitudinal barriers, particularly negative attitudes towards disabled people by non-disabled people that prevent disabled people from achieving their full potential;
- policy design and delivery that do not take disabled people into account;
- physical, e.g. through the design of the environment;
- those linked to empowerment, as a result of which disabled people are not listened to, consulted or involved.

Key issues for learners with disabilities and SEN

Evidence shows that primary school pupils with SEN are twice as likely as other children to suffer from persistent bullying. At age 7, 12% of children with special needs and 11% of those with a statement of SEN said they were bullied “all of the time” by other learners, compared to just 6% of their non-disabled peers (Institute of Education 2014).

Fifteen-year-olds with statements of SEN were significantly more likely to be frequent victims of threats or acts of physical violence and theft, even when other factors that increase the risk of bullying are taken into account. They were more likely to be excluded by peers or called names. (Institute of Education 2014).

All children are potentially vulnerable to bullying, for a variety of reasons. However, learners with disabilities and/or SEN may be more vulnerable to bullying because:

- of negative attitudes towards disability or perceived disability

- of a lack of understanding of different disabilities and conditions, e.g. their situation can be ignored by adults who think that changed behaviour, signalling bullying, is just part of the child's condition
- they may not recognise they are being bullied
- they may be doing different work or have additional support at school
- they may be more isolated than others due to their disability or condition
- they may find it harder to make friends as a result of their disability or condition
- they may exhibit perceived bullying behaviour due to their disability or condition, e.g. autistic learners may not be aware of other people's personal space, or learners with attention deficit hyperactivity disorder (ADHD) may interrupt conversations or talk over other learners
- they may experience lots of change, e.g. moving from a mainstream to a special school or pupil referral unit, or spending periods of time in hospital.

Disabled and/or SEN learners may also find it more difficult to resist perpetrators because they have fewer friends to defend them and have difficulties telling someone if it occurs. They can be extremely adversely affected by bullying. In addition to being distressing, it can isolate them further and set back their social and educational development.

Bullying of learners with disability and/or SEN can take the form of any of the traditional forms of bullying. However, in addition learners with disabilities and/or SEN may experience:

- Conditional friendship
- Exploitative bullying
- Manipulative bullying
- Relational aggression

Schools need to address bullying holistically while also taking into account the individual needs and circumstances of learners with disability and/or SEN; under the PSED, schools are also under an obligation to ensure appropriate and effective action is taken to remove or minimise disadvantage encountered by learners due to their disability and/or SEN.

Appendix 4a: Sexist and sexual bullying

All staff in schools need to be made aware of the broad spectrum of behaviours that may characterise sexist and sexual bullying. Schools should consider how best to make staff aware of these behaviours. Recent surveys indicate coercive sexual behaviours may be a feature of a significant number of girls' experiences of sexual bullying. Furthermore, some forms of demeaning or sexist language may go unchallenged in schools because it is perceived as being acceptable in wider society or because staff lack the confidence or skills to challenge it. Sexist and sexual bullying behaviour may be generally characterised by:

- an imbalance of power or desire to dominate or subordinate – typically, but not exclusively, exercised by boys over girls;
- direct or indirect threats of violence which may lead to actual violence;
- forcing a learner to behave in a way he or she would not freely choose, including coercive sexual behaviour seeking to limit personal choices and opportunities – interests, friendships, courses of study.

Behaviours displayed as part of sexist and sexual bullying are in many cases similar to those behaviours displayed in other forms of bullying, but may also be specifically characterised by inappropriate sexual behaviour. This can, in extreme cases, constitute sexual abuse in line with the definitions contained in “This is sexual abuse: Campaign” (Welsh Government, 2020). Schools must always consider in cases of sexist and sexual bullying where links need to be made with their safeguarding procedures or processes.

Girls are more commonly at risk from sexist and sexual bullying. However, boys also report being victims of sexist and sexual bullying.

Defining sexist and sexual bullying

Sexist bullying is bullying based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. These attitudes are commonly based around the assumption that women are subordinate to men, or are inferior.

Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying is bullying behaviour that has a specific sexual dimension or a sexual dynamic. Behaviours may involve suggestive sexual comments or innuendo including offensive comments about sexual reputation, or using sexual language that is designed to subordinate, humiliate or intimidate. It is also commonly underpinned by sexist attitudes or gender stereotypes. Sexual bullying can be seen as sexual harassment in schools. Both sexual and transphobic bullying may affect boys and girls.

Very often, sexist attitudes manifest themselves in homophobic bullying, and any young person who is perceived as not expressing stereotypically masculine or feminine behaviour expected of their sex, might experience this type of bullying.

Appendix 4b: Homophobic, biphobic and transphobic bullying

Homophobic bullying is bullying that is based on prejudice or negative attitudes, beliefs or views about lesbian, gay, bisexual or transgender (LGBT) people.

The following definitions are provided by Stonewall Cymru:

Lesbian: refers to a woman who has an emotional, romantic and/or sexual orientation towards women.

Gay: refers to a man who has an emotional, romantic and/or sexual orientation towards men. Also a generic term for lesbian and gay sexual orientation – some women define themselves as gay rather than lesbian.

Bisexual: refers to a person who has an emotional, romantic and/or sexual orientation towards more than one gender.

Transgender: an umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. Transgender people may describe themselves using one or more of a wide variety of terms, including (but not limited to) cross dresser, non-binary and gender queer.

The Teachers' Report 2014, YouGov polling of almost 2000 teachers found that:

- Almost nine in ten (87%) secondary school staff surveyed in Wales say pupils in their school are bullied, harassed or called names for being, or suspected of being lesbian, gay or bisexual.
- Just over half (53%) of secondary staff in Wales say their school has a policy that addresses homophobic bullying.
- Nine in ten (91%) secondary school staff believe that secondary schools have a duty to prevent and respond to homophobic bullying.

Metro Youth Chances 2014, a survey of more than 7000 young people, including 956 transgender young people found the following:

- 83% of transgender young people say that they have experienced name-calling and 35% have experienced physical attacks.
- Almost a third (32%) of transgender young people say they have missed lessons due to discrimination, or fear of discrimination.
- Over a quarter (27%) of transgender young people have attempted suicide.

Defining homophobic, biphobic and transphobic bullying

Homophobic bullying is a specific form of bullying motivated by prejudice against lesbian, gay, bisexual or transgender (LGBT) learners (including those questioning their sexuality), someone with a LGBT relative or simply because a learner is different in some way. It is not characterised by specific acts but by the negative attitudes and beliefs towards LGBT people that underlie these.

For example:

- a boy repeatedly being called 'gay' for holding hands with another boy

- a girl repeatedly being called a 'lesbian' and 'not a real girl' by other students because she has short hair.

Homophobic language and insults directed towards learners who are actually, or perceived to be gay is not acceptable and must not be tolerated. In addition, homophobic language is sometimes used to mean that something is rubbish, with no conscious link to sexual orientation. For example:

“that’s so gay” (to mean rubbish or uncool) or “you’re so gay” (to mean stop being so annoying).

All members of staff, including non-teaching staff, should challenge homophobic language consistently whenever it is used. Staff should explain why the language is homophobic, making sure that the pupils involved know the actual meaning of the word “gay” and the negative effect it has on young people. Use of homophobic language must be recorded and monitored. Follow up actions and disciplinary sanctions, in accordance with the school’s anti-bullying policy, should be taken for pupils (and staff) found using homophobic language.

For further information please refer to Tackling Homophobic Language, (Stonewall Cymru Education Guides).

Biphobic bullying is bullying based on prejudice or negative attitudes, beliefs or views specifically about bisexual people. Biphobic bullying may be targeted at pupils who are openly bisexual, those who are questioning their sexual orientation, or pupils who are suspected of being bisexual. Biphobic bullying may target pupils with negative stereotyping or assume that being bisexual is a phase.

For example:

- a bisexual student receiving ongoing name-calling and jokes about being ‘greedy’ because they are attracted to boys and girls
- a bisexual student repeatedly being asked probing or intimidating questions such as ‘can’t you make your mind up – do you fancy boys or girls?’ or ‘why can’t you be normal and just pick boys or girls?’

Transphobic bullying stems from a hatred or fear of people who are transgender. Transgender people commonly feel that their biological body is not aligned with their inner sense of gender identity. This leads some people to live in the gender role in which they feel more comfortable and which relates to their own sense of gender identity, rather than to their biological body.

Transphobic bullying affects young people who are transgender but can also affect those questioning their gender identity as well as students who are not transgender but do not conform to gender stereotypes.

For example:

- students pestering a transgender young person with questions about their gender such as ‘are you a real boy?’ or ‘are you a boy, or are you a girl?’ or asking invasive questions like ‘do you wear knickers or boxers?’ or ‘what body parts do you have?’
- a girl being teased and called names referring to her as a boy or trans because she wears trousers or ‘boys’ clothes’

Where children and young people are perceived not to be conforming to the dominant gender roles that may be widely expected of them, schools should be alert for signs of bullying.

Transphobic bullying is commonly underpinned by sexist attitudes. Boys and girls may be equally affected. Although incidences of direct transphobic bullying are rarely identified in schools, and often take the form of homophobic bullying, where these cases do occur learners experiencing transphobic bullying may feel a sense of extreme isolation, and schools will want to seek advice on where and how to access specialist support.

Who perpetrates homophobic bullying?

There is no one type of person who bullies in this way. It can be anyone – especially if they have not been told or taught that it's wrong. Learners may use homophobic bullying because they:

- do not realise that it is bullying because it has not been properly explained to them;
- think that LGBT people should be bullied, because they believe LGBT people are 'wrong';
- think they might be LGBT themselves, and this makes them uncomfortable and hostile to others who are;
- think it is acceptable to bully others who do not conform to their 'norm' – for example, people who think 'boys should act like boys' and 'girls should act like girls';
- think gay parenting is wrong and learners should be treated differently because they have gay parents/carers;
- think LGBT people shouldn't have the same rights as heterosexual people and use this as justification for bullying.

Other learners tend to be less likely to intervene in cases of homophobic bullying in case the bully thinks that they might be gay, or they think that it is ok to be gay. This makes the sense of isolation more profound for the person being bullied.

Public Sector Equality Duty

The Public Sector Equality Duty requires all schools in Wales to eliminate discrimination on the grounds of sexual orientation and gender reassignment. Schools must promote equality of opportunity and foster good relations. This means doing more than just tackling homophobic, biphobic and transphobic bullying by taking positive steps to support LGBT pupils and promoting respect and understanding across the whole school community.

Stonewall Cymru have developed toolkits for preventing and tackling homophobic, biphobic and transphobic bullying in primary and secondary schools. Details can be found in Appendix 10: Useful resources, approaches and organisation

Appendix 5: Online bullying (Cyberbullying)

Online, or cyberbullying is described as bullying using technology or online services or platforms e.g. gaming, social media, messaging services, forums and chatrooms. Like most bullying behaviour, the actions are often repeated and are deliberately designed to cause distress or harm to the target. The bullying can be carried out on mobile phones, tablets, games consoles, laptops and computers.

Rarely does online bullying occur in isolation, most incidents can be seen as an extension of face-to-face bullying.

“Most bullying is face-to-face with cyberbullying used as a modern tool to supplement traditional forms.” (Cyberbullying: a storm in a teacup? 2017)

However, online bullying differs in several significant ways from traditional forms of bullying:

- **profile** – people do not have to be physically stronger, older, or more popular than the person they are bullying online
- **location** – online bullying is not confined to a physical location and it can take place at any time. Incidents can take place in a learner’s own home, intruding into spaces previously regarded as safe and private
- **audience** – online content can be hard to remove and can be recirculated and reposted. The potential numbers of people who can see content posted online is very large. Single incidents of online abuse can quickly escalate into bullying, e.g. by reposting, sharing and through comments
- **anonymity** – the person being targeted by bullying may not necessarily know the identity of the perpetrator(s) of the bullying behaviour. The target also will not know who has seen the abusive content. If the perpetrator actively hides their identity from the target this may be considered a form of passive aggression and, if repeated, this could constitute bullying
- **motivation** – online bullying is typically carried out on purpose. However, initial incidents may have unintended consequences, and can escalate through the involvement of others. An individual may not feel that by endorsing or reposting someone else’s post that they are actively participating in bullying. The instigator may not have intended an offensive or hurtful comment to be repeated. A single incident – one upsetting post or message – may escalate into bullying involving a number of people over time.

Research figures vary but indicate that online bullying features in the lives of around 20% of children and young people. It can also affect members of school staff and other adults.

A report by the NSPCC, the UK’s leading children’s charity revealed that:

- children as young as 7 told Childline counsellors they were being tormented by hurtful messages from which they felt there was no escape
- comments posted on social media profiles, blogs and online pictures ranged from bullying about their looks to death threats

- in the most extreme cases, children and young people were told to “go and kill yourself”
- nearly a third (31%) of counselling sessions were from children and young people experiencing bullying on a gaming or social network site. (What children are telling us about bullying, 2016).

Evidence at national and local levels confirm that online bullying is a significant problem:

- 2853 pupils from 23 primary schools responded to the Torfaen Anti-Bullying Survey (2019/20). Of those, 12% reported being a target of cyberbullying.
- 1200 pupils from 4 secondary schools responded to the Torfaen Anti-Bullying Survey (2019/20). Of those, 24% reported being a target of cyberbullying.
- the School Health Research Network (SHRN), Student Health and Wellbeing Survey (2019/20) involved over 120,000 pupils from 198 secondary and middle schools across Wales. Results of the national survey confirmed that 18% of students in Wales had been the target of cyberbullying in the past couple of months.
- the SHRN, “Torfaen Students’ Health and Wellbeing in 2019/20” report confirmed that across the borough, 19% of students had been the target of cyberbullying. Cyberbullying was most prolific among Year 11 students with 23% reporting they had been targeted in the past couple of months.

Preventing online bullying

Where a technological future is inevitable, schools need to consider the digital impacts from which children and young people need to be protected while gaining digital competence, preparing them for the world ahead.

For practitioners. How the school deals with online bullying should be set out in the school’s anti-bullying and safeguarding policies and should be dealt with in accordance with these policies. In addition, it is advised that schools have an acceptable use policy (AUP), referencing responsible use of school IT networks and equipment, virtual learning environments (VLEs) and mobile phones. It is also recommended that schools review how the school network is monitored and check whether existing procedures are adequate.

Schools also have a responsibility to teach learners how to stay safe online. Online bullying can be addressed within the curriculum, for example through the Digital Competence Framework (DCF). The DCF is the first element of Curriculum for Wales 2022 and was made available in September 2016. It has four strands of equal importance (‘Citizenship’, ‘Interacting and collaborating’, ‘Producing’, and ‘Data and computational thinking’).

The focus of the ‘Citizenship’ strand is on learners developing the skills and behaviours to contribute positively to the digital world around them, which includes protecting themselves online. The strand includes the elements of ‘Identity, image and reputation’, ‘Health and well-being’, ‘Digital rights, licensing and ownership’, and ‘Online behaviour and cyberbullying’ (online bullying). These skills will help learners

to critically evaluate their place within the digital world, so that they are prepared to encounter the positive and negative aspects of being a digital citizen.

The 'Interacting and collaborating' strand also allows learners to explore both formal and informal methods of communication, including social media and instant messaging. Learners will not only look at how to store data, they will also consider the implications of data laws and how to share information appropriately.

Other areas of learning and experience including Expressive Arts, Humanities and Health and Wellbeing can also help bring online bullying issues to life. Staff may wish to take advantage of opportunities within the daily act of collective worship (assembly) to further re-inforce this.

Any member of staff who has a concern over online bullying can contact the Professional Online Safety Helpline (POSH) on 03443814772 (open from 10am – 4pm, Monday to Friday).

To stay up to date, schools should regularly check the wide range of advice, guidance and resources available via the Online Safety Zone (at hwb.gov.wales/zones/online-safety) within the Hwb digital learning platform.

For learners. The fast-changing digital environment offers boundless positive opportunities for children and young people. At the same time there are added risks and new forms of bullying and aggression.

Learners need to be encouraged to take responsibility for their own actions. This means that they should:

- think before posting to avoid bullying someone themselves or putting themselves in a situation to be bullied e.g. posting a new profile picture and then asking for the opinion of others;
- think before sharing as this then reflects upon them and their views e.g. sharing a distressing image of somebody which makes them a bully if they continue to share the image with others;
- keep social media accounts secure behind strong passwords to avoid identity theft and people hacking into their accounts.
- set accounts to be as private as possible and to understand who can see what they are posting; and
- think about how what they post might affect their online profile and reputation.

Learners should be equipped to know how to respond if they're bullied online, or if they see someone else being bullied. They also need to be given assurance that they are not on their own when it comes to addressing bullying and that the school will help them if they or anyone they know is being bullied on or offline.

Publicising reporting routes is an important element of prevention. Learners should be aware of the different ways available to report online bullying. In addition, schools can signpost information about external reporting routes, providing information about contacting service providers directly. Learners can access digital resilience, guidance and support via the Online Safety Zone (at hwb.gov.wales/zones/online-safety) within the Hwb digital learning platform.

For parents/carers. Parents/carers should be involved in the development and review of anti-bullying policies. This will consolidate their knowledge about how schools approach and deal with incidents of online bullying. Parents/carers need to be aware of some of the online risks faced by learners. They will find online safety guidance and support at the Online Safety Zone (at <https://hwb.gov.wales/zones/online-safety>) within the Hwb digital learning platform.

Responding to online bullying

If online bullying has been reported or identified, staff should take action as soon as possible. Staff should make sure the learner is safe, and they are not at risk of immediate harm.

This may include:

- providing appropriate support for the person who has been bullied;
- helping to remove online material in order to prevent it circulating; and
- working with the person who has carried out the bullying, and their parents/carers, when appropriate, to ensure that it doesn't happen again.

Staff should:

- **be sensitive.** If bullying is taking place online it's worth remembering that it could continue outside of school, when you are not there to support them. Be sensitive in your approach as they might have been dealing with this for a while;
- **find someone they can talk to.** Not every learner has an adult they feel they can trust, and sometimes parents/carers are the last people they want to tell. Be mindful of this when offering support. If you can see a learner is struggling but they don't have someone to tell, let them know you can be that person for them. If they don't feel comfortable talking to you, ask who they would like to talk to – give the control back to them;
- **listen without judgement.** The pressures on children and young people to behave in certain ways means that they might sometimes feel out of control. Focus on the core problem behaviour;
- **look for practical steps.** Help the learner feel empowered again. Ask them how they would like to resolve the issue. Encourage them to save any evidence or to report incidents to the technology platform, as bullying goes against most terms and conditions of use. Encourage them not to respond or reply to the bullying;
- **tell them what you'll do next.** Explain who you need to tell about what's happened, which might include other staff members, and parents/carers. This may also include involving your Designated Safeguarding Person, or in some cases the police, either directly using 101/999 (if there is immediate risk of harm) or through the School Community Police Officer; and
- **record and report the concern.** Before taking any further actions, you should record and report the concern in line with your anti-bullying policy.

Online bullying template forms that schools can edit and use to record information on reported bullying incidents can be found in Appendix 9.

N.B. School staff have powers to discipline learners for incidents taking place off the premises and powers to search or confiscate mobiles as a disciplinary penalty where learners have contravened the school anti-bullying and/or behavioural policy.

Appendix 6: Online bullying – advice and guidance for children and young people

The following advice for children and young people is provided by Welsh Government and can be accessed via the Online Safety Zone (at hwb.gov.wales/zones/online-safety) within the Hwb digital learning platform.

Online safety top tips for primary aged learners

The internet is a great place to help you stay in touch with your friends and family, to do your school work and to watch videos or play games. However, it's very important to follow these tips to help keep you safe. If you have any problems, or you are worried remember you can always talk to a parent or carer, or a grown up you trust.

To stay safe online I should:

- keep all my user names and passwords safe and not share with my friends
- only talk online to friends and family that I know in real life
- never click on “Accept” or “Yes” to invitations to chat, share pictures or play games from anyone I don't know in real life
- never give anyone my personal information like my telephone number, home or email address, or the school I go to – not everyone is who they say they are online
- keep my webcam covered when I'm not using it
- ask a grown up I trust for help to change the settings on my apps, phone, computer or tablet to keep me safe
- stick to websites that I have learned about in school when I am online
- check out things I see online before deciding to believe them – not everything online is true
- never click on links in emails or messages that then ask me to login and share my details – it could be a scam or a trick, so it's always best to go to the website or app directly
- always ask my friends and family if it's okay to share any pictures that they are in
- always be kind online and don't say things that may upset someone, even if I think it's a joke
- learn about all the help that I can get if I need it, like Meic and Childline
- never be scared to talk to someone I trust about anything that is worrying me or a mistake that I've made – there is always someone who can help me
- tell someone I trust if I get worried or upset about anything I see or hear online or if someone I don't know asks to be my friend

Help if you need it:

Meic is the helpline service for children and young people up to the age of 25 in Wales.

Freephone: 08088023456

SMS Text: 84001

Online chat: www.meic.cymru

Childline is a free, private and confidential service where you can talk about anything.

Call: 08001111

Online: www.childline.org.uk

Visit www.hwb.gov.wales for lots more information about keeping safe online.

Online safety top tips for secondary aged learners

The internet is a fantastic tool that can be used to stay connected with your friends and family, access entertainment, such as videos and online games, and for support with your learning and school work.

There are clearly many benefits, but it's important to also be aware of the risks and to follow the tips listed below to help you stay safe.

If you encounter any problems, or are worried about something, remember you can always talk to a trusted adult or seek advice anonymously by contacting support services such as Meic or Childline (contact information below).

- Use strong passwords, never share them, and consider setting up two-factor authentication where possible.
- Remember not everyone online is who they say they are – don't share any personal information, even if they seem trustworthy.
- Talk to your parents/carers about where you go and what you do online, as you would in real life.
- Keep your webcam covered when not in use.
- Think before you send any photos – what are they being used for? Could they be shared further without your consent? Remember once you've sent an image to someone else or shared it online, anyone can make a copy of it.
- Remember even if you make a mistake there are steps you can take to reduce the resulting impact, for example, requesting that social media platforms remove content.
- Regularly review your privacy settings on apps, phones, computers or tablets.
- Consider who can see content you are sharing online and to be mindful of your online reputation.
- Always ask friends and family for consent before sharing pictures that they are in.
- Always be kind online and don't post anything that may upset or offend anyone.
- Know how to block content and report users who are harassing people or behaving in a way that is inappropriate or offensive.
- Check different sources or use a fact checking website before believing information online or sharing it publicly. There is a lot of misinformation on the internet, make sure the information you access or share is reliable.
- Immediately leave any websites or apps where content makes you feel uncomfortable or distressed.
- Never click on links in emails or messages that then ask you to login and share your detail – it could be a scam, so it's always best to go to the website or app directly.

- Tell a trusted adult if something is worrying you online or contact support services, such as Meic and Childline, to talk confidentially. Don't be embarrassed to ask for help, there is support available for whatever you are worried about.

Help if you need it:

Meic is the helpline service for children and young people up to the age of 25 in Wales.

Freephone: 08088023456

SMS Text: 84001

Online chat: www.meic.cymru

Childline is a free, private and confidential service where you can talk about anything.

Call: 08001111

Online: www.childline.org.uk

For further information on specific online issues see the extensive range of online safety resources on www.hwb.gov.wales.

If you need help removing upsetting content, such as online abuse or threats, violent content on unwanted sexual advances visit www.reportharmfulcontent.com

The law is on your side

The **Protection from Harassment Act**, the **Malicious Communications Act 1988** and Section 43 of the **Telecommunications Act** may be used to combat online bullying. People may be fined or sent to prison for up to six months.

Further sources of advice and support can be found in Appendix 10: Useful resources, approaches and organisations.

Appendix 7: Respect and resilience, Developing community cohesion

Guidance document no.196/2016. Date of issue: January 2016

This document provides guidance to schools and childcare providers in Wales in order to ensure that they conform to the statutory requirements of the Counter-Terrorism and Security Act 2015 and the associated revised Prevent Duty Guidance, July 2015. It has been thoroughly revised to ensure that it is accurate, current and comprehensive, while remaining a useful resource for governors, headteachers, teachers and support staff in schools. It is linked with a toolkit (gov.wales/respect-and-resilience-self-assessment-tools-schools), also thoroughly revised, that enables schools to assess their level of compliance with new statutory requirements, and the extent which they can claim to be a safe learning community. It also explores the threats facing schools, the wider context of these threats, as well as developments in safeguarding and the support mechanisms now in place. It sets out the importance of the core values that should set the context for learning and teaching in schools as well as the curriculum developments which provide a vehicle for challenging violent and non-violent extremism, and their consequences. Together with the self-assessment toolkit, this document enables schools to assess risks and take appropriate measures to address these, both by actions taken within schools and in cooperation with external agencies. Central to the success of this strategy is effective communication within schools and appropriate training at all levels.

As with any wide-ranging strategy, training and development will be required to ensure successful implementation. Schools can contact their Prevent coordinator or access information about the Home Office's radicalisation awareness training product Workshop to Raise Awareness of Prevent (WRAP). For more information please e-mail WRAP@homeoffice.x.gsi.gov.uk

As this is an area of activity that is subject to rapid and sometimes unexpected change, this guidance will be regularly updated to ensure that the content and advice remain current, correct and comprehensive.

Appendix 8: Equality Act 2010

Under the Equality Act 2010, new duties on schools and other public bodies came into force in April 2011. The Act strengthens and simplifies existing equality legislation. The Act brings together existing duties not to discriminate on grounds of race, disability and gender which schools are already bound to comply with, and it extends these to include duties not to discriminate on the grounds of age, sexual orientation, religion or belief, and gender re-assignment. It places a requirement on governing bodies and proprietors of schools to eliminate discrimination and promote equal opportunities, some of which they will already be doing. It applies to school policies for tackling prejudice related bullying. The Equality Act 2010 (the Act) replaced 116 different equality and anti-discrimination statutes with a single Act. The majority of the Act came into force on 1 October 2010. The nine main pieces of legislation that were merged into the Act were:

- the Equal Pay Act 1970;
- the Sex Discrimination Act 1975;
- the Race Relations Act 1976;
- the Disability Discrimination Act 1995;
- the Employment Equality (Religion or Belief) Regulations 2003;
- the Employment Equality (Sexual Orientation) Regulations 2003;
- the Employment Equality (Age) Regulations 2006;
- the Equality Act 2006, Part 2; and
- the Equality Act (Sexual Orientation) Regulations 2007.

The Act creates anti-discrimination legislation covering nine 'protected characteristics', which are:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex; and
- sexual orientation.

The Act requires local authorities and other public bodies, including schools, to have due regard for the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act;
- advance equality of opportunity between people who share a relevant protected characteristic and those who do not; and
- foster good relations between people who share a protected characteristic and those who do not.

Appendix 9: Bullying incident recording forms - Welsh Government (WG) and Torfaen County Borough Council (TCBC)

Bullying incident recording form - WG (Can be amended for internal use within individual schools)

Name of person reporting incident (please note anonymous if this is an anonymous report):	
Name of person recording incident:	
Date of report:	

Type of bullying incident (please tick all that apply):

Physical	<input type="checkbox"/>	Relational	<input type="checkbox"/>
Verbal	<input type="checkbox"/>	Prejudice-related	<input type="checkbox"/>
Indirect	<input type="checkbox"/>	Exclusion and isolation	<input type="checkbox"/>
Online or via mobile	<input type="checkbox"/>	Face to face	<input type="checkbox"/>
Other (please state):			

For prejudice-related incidents please select the category which best describes the prejudice involved:

Racist (focused on race, religion or culture)	<input type="checkbox"/>	Related to gender identity	<input type="checkbox"/>
Homophobic (LGBT+)	<input type="checkbox"/>	Related to SEN or disability	<input type="checkbox"/>
Sexual	<input type="checkbox"/>	Related to family status or looked after child (LAC) status	<input type="checkbox"/>
Transphobic	<input type="checkbox"/>	Related to disadvantage	<input type="checkbox"/>
Sexist	<input type="checkbox"/>	Focused on appearance	<input type="checkbox"/>
Other (please state):			

Safeguarding considerations

If there is or might be a significant risk of harm, talk to your school's designated safeguarding lead (DSL).

Under Section 89, (5) of the Education and Inspections Act 2006 the school has powers to discipline for incidents that occur off the premises.

The Education Act 2011 gives schools powers to search and confiscate a device but please have regard for protocols on the safe handling of evidence or mobiles/devices. Do not view, store or share material that contains intimate images of a learner without consulting the DSL.

Brief summary of incident:

Name of alleged target:			
Class/form/age:		Year group/ house:	

Name of alleged perpetrator(s) (if known):			
Class/form/age:		Year group/ house:	

Date(s) of incident(s):	Day		Month		Year	
Approximate time(s):	Before school	Morning	Afternoon	After school		

Is this incident linked to previous incidents of victimisation of the target?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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If yes, how long has victimisation of this person being going on? Please provide details

What occurred?

Who was involved?

Has any intervention been tried?	Yes	No
----------------------------------	-----	----

Does this case require the serious incident protocol to be activated?	Yes	No
---	-----	----

Do the police need to be informed?	Yes	No
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Does a device or evidence need to be confiscated/isolated as evidence?	Yes	No
--	-----	----

Does online material need to be taken down?	Yes	No
---	-----	----

Have parents/carers been informed?	Yes	No
------------------------------------	-----	----

Who has taken responsibility for these steps?

Action taken:

Follow-up required?:	Yes	No
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Case resolved?	Yes	No
If so please note date:		

Outcome summary:

Learning opportunities:

Would you recommend any changes to approaches, policies or procedures as a result of this incident?

Signed..... Date

Online bullying incident recording form – WG (Can be amended for internal use within individual schools)

Name of person reporting the incident:	
Name of staff member recording incident:	
Date of report:	

Type of online bullying incident (please tick all that apply):

Via mobile	<input type="checkbox"/>	Persistent teasing/sarcasm	<input type="checkbox"/>
Via gaming device	<input type="checkbox"/>	Name-calling	<input type="checkbox"/>
Via social media	<input type="checkbox"/>	Threats	<input type="checkbox"/>
Via chatroom	<input type="checkbox"/>	Spreading rumours	<input type="checkbox"/>
Via photographs	<input type="checkbox"/>	Unpleasant/hurtful texts/messaging/web posts combined	<input type="checkbox"/>
Via messaging apps	<input type="checkbox"/>	Plans to isolate someone	<input type="checkbox"/>
Misuse of image or video	<input type="checkbox"/>	Ridicule/humiliation	<input type="checkbox"/>
Explicit photo or video	<input type="checkbox"/>	Coercion, pressure to act	<input type="checkbox"/>
Unwanted sexual suggestions	<input type="checkbox"/>	Isolating someone	<input type="checkbox"/>
Adult involved?	<input type="checkbox"/>	Provocative/sexist taunts	<input type="checkbox"/>
Significant risk of harm?	<input type="checkbox"/>	Linked to bullying in school?	<input type="checkbox"/>
Other (Please state):			

For prejudice-related incidents please select the category which best describes the prejudice involved:

Racist (focused on race, religion or culture)	<input type="checkbox"/>	Sexist	<input type="checkbox"/>
Homophobic (focused on LGBT+)	<input type="checkbox"/>	Focused on SEN or disability	<input type="checkbox"/>
Sexual	<input type="checkbox"/>	Focused on family status or looked after child (LAC) status	<input type="checkbox"/>
Focused on gender identity	<input type="checkbox"/>	Focused on appearance	<input type="checkbox"/>
Other (please state):			

Name of alleged target:			
Class/form/age		Year group/house	

Name of alleged perpetrator(s) if known	1)
2)	3)

Class/form/age		Year group/house	
----------------	--	------------------	--

Date(s) of incident(s)	Day		Month		Year
Approximate time(s)	Before school	Morning	Afternoon	After school	Weekend

Safeguarding considerations

If there is or might be a significant risk of harm, talk to your designated safeguarding lead in school (DSL).

The school has the powers to search and confiscate a phone. (EIA 2006). Have regard for protocols on safe handling of evidence or mobiles. Do not view, store or share material that contains intimate images of a learner without consulting the DSL.

Details

How long has the bullying been going on?
--

Has any intervention been tried?	Yes	No
----------------------------------	-----	----

If abusive, has the incident been reported to the service provider or website?	Yes	No
--	-----	----

Has the Child Exploitation Online Protection command (CEOP) report abuse button been used?	Yes	No
--	-----	----

Does this case require the serious incident protocol to be activated?	Yes	No
---	-----	----

Do the police need to be informed?	Yes	No
------------------------------------	-----	----

Does a device or evidence need to be confiscated/isolated as evidence?	Yes	No
--	-----	----

Does material need to be taken down?	Yes	No
--------------------------------------	-----	----

Have parents/carers been informed?	Yes	No
------------------------------------	-----	----

Who has taken responsibility for these steps?

Follow-up

Has the online bullying stopped? Does the learner (target) feel safe?	Yes	No
---	-----	----

Is further action required?	Yes	No
-----------------------------	-----	----

Have those involved changed their behaviour/acknowledged the harm caused?	Yes	No
---	-----	----

Has the case contributed to the learning of the class/year group in some way?	Yes	No
---	-----	----

Have passwords been changed, privacy settings checked and friends list cleaned?	Yes	No	N/A
---	-----	----	-----

If you have triggered the serious incident protocol, that will take precedence over anything in this document.

Any further notes, such as the impact of this incident or recommendations

Signed..... Date

Termly Reporting Form to be completed by secondary school staff only and returned to TCBC

TERMLY REPORTING FORM

DATE:

NAME OF SCHOOL

Number of incidents of bullying recorded		<input type="text"/>	
Number of pupils responsible		<input type="text"/>	
Of which	MALE	<input type="text"/>	FEMALE
		<input type="text"/>	<input type="text"/>
Number of victims	<input type="text"/>	MALE	<input type="text"/>
		FEMALE	<input type="text"/>
INCIDENTS of bullying			
FP	<input type="text"/>	KS2	<input type="text"/>
		KS3	<input type="text"/>
		KS4	<input type="text"/>
		KS5	<input type="text"/>
<u>TYPE –</u>		<u>MOTIVATION -</u>	
Of the bullying Incidents how many were:		Of the bullying incidents, how many were:	
VERBAL	<input type="text"/>	RACIAL	<input type="text"/>
PHYSICAL	<input type="text"/>	RELIGION/BELIEFS	<input type="text"/>
SEXUAL	<input type="text"/>	SEX	<input type="text"/>
CYBER	<input type="text"/>	SEXUAL ORIENTATION Homophobic	<input type="text"/>
INDIRECT/ EMOTIONAL	<input type="text"/>	DISABILITY	<input type="text"/>
		AGE	<input type="text"/>
		PREGNANCY/MATERNITY	<input type="text"/>
		GENDER REASSIGNMENT	<input type="text"/>
		MARRIAGE/CIVIL PARTNERSHIP	<input type="text"/>
		APPEARANCE	<input type="text"/>

OTHER	<input type="text"/>
ADDITIONAL COMMENTS	
<input type="text"/>	
Head Teacher :	Date:

Please return to **Alison Dally**
Healthy Schools and PSE Officer
Torfaen County Borough Council
Phone No: 01495 766980
Email: Alison.Dally@torfaen.gov.uk

Appendix 10: Useful resources, approaches and organisations
Welsh Government guidance on anti-bullying

In November 2019, Welsh Government produced a suite of guidance and resources to help stop bullying in schools. This includes:

Rights, respect, equality: Guidance for parents and carers

Rights, respect, equality: Statutory guidance for governing bodies of maintained schools

Rights, respect, equality: Statutory guidance for local authorities

Rights, respect, equality: Guidance for young people

Rights, respect, equality: Guidance for children

Bullying: poster for children and young people (Poster to display in schools with advice on what to do and who you can tell if you are being bullied)

Anti-bullying briefing pack: questions and answers (An up-date on the revised statutory anti-bullying guidance)

Bullying at school: guidance for parents and carers (What to do if your child is being bullied)

Website: <https://gov.wales/school-bullying>

Welsh Government also published a series of toolkits for parents/carers, schools and governing bodies, local authorities and children and young people to support the implementation of the statutory guidance. Please see links below:

Challenging Bullying: Rights, Respect, Equality – Parents and Carers

<https://gov.wales/rights-respect-equality-guidance-parents-and-carers>

Challenging Bullying: Rights, Respect, Equality – Governing Bodies of Maintained Schools.

<https://gov.wales/rights-respect-equality-guidance-schools>

Challenging Bullying: Rights, Respect, Equality – Local Authorities

<https://gov.wales/rights-respect-equality-guidance-local-authorities>

Challenging Bullying: Rights, Respect, Equality – Children and Young People

<https://gov.wales/rights-respect-equality-guide-young-people>

Estyn

Estyn is the education and training inspectorate for Wales. Its function is to provide an independent inspection and advice service on quality and standards in education and training in Wales.

<https://www.estyn.gov.wales/>

The following suggestions are for information and guidance. They might not reflect the policy and practice of Torfaen County Borough Council.

Curriculum and whole-school approaches to reduce bullying:

Restorative Justice is an approach that many schools use to deal with bullying incidents. It can be defined by its fundamental principle: that when one person has harmed another, the most useful response is to try to repair the harm done. The restorative justice approach redefines crime primarily as harm or injury rather than law breaking.

Restorative Justice in schools aims to reduce bullying and victimisation, manage conflict and improve attendance in schools; research evidence supports restorative justice in schools as a particularly promising approach to improving behaviour and attendance.

Training in restorative justice can be accessed through a number of companies, among them Restorative Justice 4 Schools

Website: www.restorativejustice4schools.co.uk

Email: enquiry@restorativejustice4schools.co.uk

School Community Police Officers offer restorative resolutions including restorative conferencing when required.

Website: <https://schoolbeat.cymru/>

E-mail: communication@schoolbeat.org

KiVa Anti-Bullying Programme is a research-based programme that has been developed in the University of Turku, Finland. The programme includes lessons on emotions, healthy relationships and bystander responses to bullying. The programme also outlines specific protocol for school staff to follow when they encounter incidents of bullying. The Centre for Evidence Based Early Intervention at Bangor University is the Official License Partner of the University of Turku and offers two types of training for the KiVa Anti-Bullying Programme: KiVa training for schools and KiVa training for trainers. Training providers are also available in South Wales.

KiVa International: www.kivaprogram.net

KiVa, Centre for Evidence Based Early Intervention, Bangor University:

<https://www.bangor.ac.uk/psychology/cebei/kiva.php.en>

KiVa trainer (South Wales): cerimorgans@gmail.com

The Diana Award's Anti-Bullying Campaign involves a number of different projects aimed at reducing bullying in schools. One of their main projects is the Anti-Bullying Ambassadors programme which has trained over 24,000 young people across the U.K. to lead on anti-bullying campaigns in their schools.

Website: <https://diana-award.org.uk/anti-bullying/>

Email: antibullying@diana-award.org.uk

Tel: 02039342160

Contact details for organisations related to anti-bullying:

General

Anti-Bullying Alliance (ABA)

The ABA brings together over 130 organisations into one network with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn. The ABA produce resources and tools to help schools and local authorities develop anti-bullying strategies. The ABA was established by the NSPCC and the National Children's Bureau in 2002 and is hosted by the National Children's Bureau.

Website: www.anti-bullyingalliance.org.uk

For general enquiries email: aba@ncb.org.uk

Bullies Out

An anti-bullying charity providing help, support, training and information to individuals, schools, youth and community settings affected by bullying.

Website: www.bulliesout.com

Email: mail@bulliesout.com

Head Office only (not a helpline): 02920492169

Children's Commissioner for Wales

The Children's Commissioner for Wales is responsible for protecting children and young people's rights as set out in the Convention on the Rights of the Child (UNCRC). The current Commissioner has consulted widely with children and young people on issues such as bullying (including cyber-bullying) and learning disabilities. Anti-bullying reports, resources and lesson plans can be accessed via the informative website, along with details of schemes such as the Super Ambassadors and Student Ambassadors programmes that aim to promote children and young people's rights and the UNCRC in schools.

Website: www.childcomwales.org.uk

Email: post@childcomwales.org.uk

Tel: 0179765600

Educational Action Challenging Homophobia (EACH)

Established to challenge homophobia in education.

Website: <https://each.education/>

Helpline Tel: 08081000143

Kidscape

Provides training for professionals, courses for bullied children, a helpline for parents/carers of bullied children; books, videos, free booklets and leaflets about the prevention of bullying, many in several languages.

Website: www.kidscape.org.uk

Email: info@kidscape.org.uk

Tel: 02077303300

National Society of Prevention of Cruelty to Children (NSPCC)

The NSPCC is a charity that lobbies the government on issues relating to child welfare and creates campaigns for the general public, with the intention of raising awareness of child protection issues. It also operates a helpline for anyone concerned about a child, and ChildLine offers support to children themselves. The NSPCC runs local service centres across the UK where it helps children, young people and their families. The charity offers training, consultancy and resources to organisations that have contact with children, ranging from schools to sporting bodies. Their "Speak Out. Stay Safe" programme helps children understand what abuse is. PANTS: The Underwear Rule and Pantosaurus, the friendly dinosaur help protect children from sexual abuse. Resources for schools and parents/carers are available bilingually.

Website: <https://www.nspcc.org.uk/>

Helpline for anyone concerned about a child: 08088005000

ChildLine: 08001111

NSPCC Learning: <https://learning.nspcc.org.uk/>

Rethink Mental Illness

Advice and information for people with mental health issues.

Website: www.rethink.org

Tel: 03005000927

Internet Watch Foundation

For reporting online images of child sexual abuse.

Website: www.iwf.org.uk

Mental Health Matters Wales

Works with people who have a mental health-related issue.

Website: www.mhmbcb.com/index.htm

Victim Support

Victim Support is a national charity, that provides specialist practical and emotional support to victims and witnesses of crime. This support extends to children and young people and includes those who have experienced domestic abuse, sexual assault and grooming. Support is also available to families and professionals who support children and young people.

Victim Support Cymru has been commissioner by Welsh Government to support victims of hate crime and incidents in Wales.

Website: <https://www.victimsupport.org.uk/>

Online support and live chat accessed via website.

Confidential Supportline: 08081689111

Local Victim Support team in Gwent: 03001232133

National Hate Crime Report and Support Centre Wales: 03003031982

Mencap Cymru

Advice and information about learning disabilities.

Website: <https://wales.mencap.org.uk>

Tel: 08088000300

Umbrella Cymru

Umbrella Cymru offer support, advice, guidance and training to young people, families and professional about anything related to gender or sexual diversity, identity or equality.

Website: www.umbrellacymru.co.uk

Email: info@umbrellacymru.co.uk

Tel: 03003023670 / 07860039527

Mermaids

Mermaids support transgender and gender-diverse children, young people, families and professionals involved in their care.

Website: <https://mermaidsuk.org.uk/>

Email: info@mermaidsuk.org.uk

Confidential helpline: 08088010400

Samaritans

Charity dedicated to reducing feelings of isolation and disconnection that can lead to suicide. E-mail, live chat and other services available.

Website: www.samaritans.org Tel: 116123 (English-language line – free to call)

Tel: 08081640123 (Welsh-language line – free to call)

YoungMinds

Support to help improve the mental health of children and young people.

Website: www.youngminds.org.uk

Tel: 08088025544 (parents'/carers' helpline)

Internet Matters

Advice on online issues for parents/carers and children and young people.

Website: www.internetmatters.org.uk

Childnet International

Support on all aspects of online safety.

Website: www.childnet.com

Throwing Stones: Tackling racist incidents and racist bullying

A joint initiative between Leicester County Council, Leicester City Council and Leicester Constabulary. Throwing Stones is a web based resource to support the whole community to tackle racist incidents and racist bullying.

Website: www.throwingstones.org.uk

(Please note this resource is only available in English)

Children and young people

National Bullying Helpline

The National Bullying Helpline offers practical help and advice for children and adults dealing with bullying at schools or work.

Website: <https://www.nationalbullyinghelpline.co.uk/>

Tel: 08542255787

Childline

Offers a free, 24-hour helpline and counselling service for children in distress or danger.

Website: www.childline.org.uk

Tel: 08001111

Meic

Meic is the helpline service for children and young people up to the age of 25 in Wales. The service is funded by Welsh Government and the website contains school resources and lessons on themes such as bullying (including online bullying), mental health, healthy relationships and sexual health.

Website: <https://www.meiccymru.org/>

Freephone: 08088023456

Text Message: 84001

Online chat: www.meic.cymru

CALL (Community Advice and Listening Line)

Emotional support and information/literature on mental health and related matters for the people of Wales.

Website: www.callhelpline.org.uk

The National Youth Advocacy Service (NYAS)

NYAS is a UK charity providing training, information, advice, advocacy and legal representation to children, young people and vulnerable adults through a network of dedicated paid workers and volunteers throughout England and Wales.

Website: <https://www.nyas.net/>

Email: help@nyas.net.

Helpline: 08088081001

Time to Change Wales

Campaign for young people, which aims to change attitudes towards mental health, ending stigma and discrimination.

Website: <https://www.timetochangewales.org.uk/en/mental-health-stigma/young-people/wecanwewill>

Kooth

Online counselling and emotional well-being platform for children and young people.

Website: www.kooth.com

Heads Above The Waves

Support for children and young people suffering depression or self-harming.

Website: <http://hatw.co.uk/straight-up-advice>

Parents/carers

Family Lives (formally Parentline Plus)

Offers help and support through a range of free, flexible and responsive services by working for and with anyone who is parenting a child.

Website: <https://www.familylives.org.uk/>

Email: askus@familylives.org.uk

Tel: 08088002222

ParentZone

Support and advice for parents/carers.

Website: www.parentzone.org.uk

Professionals

Show Racism the Red Card is an anti-racism education charity which utilises the high profile of professional footballers as anti-racism role models and combats racism through anti-racism education.

Website: <https://www.theredcard.org/wales>

Tel: 02920236057

Stonewall Cymru is an all-Wales Lesbian, Gay, Bisexual and Transgender (LGBT) Charity. It provides support to tackle homophobic bullying through a range of educational programmes, research and resources.

Website: <https://www.stonewallcymru.org.uk/>

Email: cymru@stonewallcymru.org.uk

Tel: 08000502020

The ACE Support Hub Wales

Toolkit for school staff on ACEs.

Website: www.wales.nhs.uk/sitesplus/888/page/88504

Child Exploitation and Online Protection (CEOP) command

Set up in 2006 as part of the National Crime Agency command, CEOP deal with child sexual exploitation, and it is possible to report directly to them online. The website contains information for parents/carers and resource packs for professionals to keep children and young people safe from sexual abuse and other risks they may encounter online (ThinkUKnow.co.uk). However, it is important to note that it is the sexual exploitation of children and young people, not cyber-bullying, which forms the remit of CEOP.

Website: www.ceop.gov.uk

Children in Wales

Children in Wales is an umbrella body for organisations and individuals who work with children, young people and their families in Wales. It is a membership body with members drawn from voluntary, statutory and professional sectors. It works to uphold children and young people's rights in line with the UNCRC and influence policy development. It provides evidence to various National Assembly for Wales committees and inquiries. Children in Wales offers a wide variety of training courses to members and non-members including bullying.

Website: www.info@childreninwales.org.uk

Tel: 02920342434

Social and Emotional Aspects of Learning (SEAL)

SEAL provides a whole-school ethos and curriculum based approach to reducing bullying in schools. The website offers education professionals access to all of the national SEAL curriculum materials, teacher guidance and professional development materials, national reports and evaluations. Membership/Registration has been purchased for Torfaen schools, and offers staff an opportunity to share news, good practice, resources and expertise.

Website: <http://www.sealcommunity.org>

Valleys Regional Equality Council (VALREC)

VALREC provides leadership and promotes good practice in the fields of equality, diversity and human rights. It is an organisation that works in partnership to deliver its objectives and to add value to the work of others.

VALREC is inclusive, strategic and works to promote equality across the mandates of age, disability, gender, race, religion and/or belief, sexual orientation, transgender and human rights.

Website: <http://www.valrec.org/>

Email: info@valrec.org

Tel: 01443742704

Professionals Online Safety Helpline (POSH)

For those working with children and young people who require help for an online issue.

Email: helpline@saferinternet.org.uk

Tel: 03443814772

South West Grid for Learning (SWGfL)

Self-evaluation tool for schools and guidance.

Website: www.swgfl.org.uk

Appendix 11: Documents used in the development of this policy and guidance

The Torfaen guidance makes reference to the following:

- **Rights, respect, equality: Statutory guidance for governing bodies of maintained schools (2019)**
<https://gov.wales/sites/default/files/publications/2019-11/rights-respect-equality-statutory-guidance-for-governing-bodies-of-maintained-schools.pdf>
- **Rights, respect, equality: Statutory guidance for local authorities (2019)**
<https://gov.wales/sites/default/files/publications/2019-11/rights-respect-equality-statutory-guidance-for-local-authorities.pdf>
- **Estyn Thematic report - Action on bullying (2014)**
<https://www.estyn.gov.wales/thematic-reports/action-bullying-june-2014>
- **The Equality Act 2010**
www.legislation.gov.uk/ukpga/2010/15/contents

Appendix 12: Useful contacts (TCBC)

Anti-bullying Data

For information concerning submitting returns to the local authority contact:

Alison Dally - Healthy Schools and PSE Officer

Email: Alison.Dally@torfaen.gov.uk

Mobile: 07814139663

Anti-bullying Recording and Reporting Data via SIMS

For support with entering bullying data on SIMS system contact:

Colin Jay (SRS)

Email: Colin.Jay@Torfaen.Gov.uk

Tel: 01633647500

Safeguarding and Equalities

For support with safeguarding and equalities issues contact:

Jacquiline Watkins - Safeguarding and Equalities Officer

Email: Jacquiline.Watkins@torfaen.gov.uk

Tel: 01495766912

Joanne Bradford-Cummins – Safeguarding and Equalities Support Officer

Email: Joanne.Bradford-Cummins@torfaen.gov.uk

Tel: 01495766937

Community Cohesion

For support with community cohesion issues contact:

Christopher Hunt – Community Cohesion Co-ordinator (West Gwent)

Email: Christopher.hunt@torfaen.gov.uk

Tel: 01495766097

Mobile: 07961558470

Michael Morgan – Regional Community Cohesion Officer (West Gwent)

Email: Michael.morgan@torfaen.gov.uk

Tel: 01495766097

Mobile: 07813992175

SEAL

For information concerning SEAL, contact:

Julie Casey - Senior Specialist Educational Psychologist

Email: Julie.casey@torfaen.gov.uk;

Tel: 01495766963

Enhanced Transition KS2/3

For information concerning arrangements for ensuring vulnerable children are planned for at transition, contact:

Julie Casey - Senior Specialist Educational Psychologist
Email: Julie.casey@torfaen.gov.uk;
Telephone: 01495766963

PSE/Healthy Schools/Health and Wellbeing Secondary Schools Network

For information concerning termly meetings, contact:

Alison Dally - Healthy Schools and PSE Officer
Email: Alison.Dally@torfaen.gov.uk
Mobile: 07814139663

Additional Learning Needs and Vulnerable Groups

For information on pupils with Additional Learning Needs (ALN) and other vulnerable pupils including Gypsy, Roma and Traveller children contact:

Donna Lewis – Senior ALN Manager
Email: donna.lewis@torfaen.gov.uk
Tel: 01495766974