



TORFAEN ANTI-BULLYING GUIDANCE AND POLICY FOR EDUCATION SETTINGS

2014 - 2017



TORFAEN
COUNTY
BOROUGH



BWRDEISTREF
SIROL
TORFAEN

“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 2010 Equalities Act (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 bullies, bystanders and targets;

- help ensure schools and settings are safe.

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 each year since 2010. With Key Stage 3 pupils recording the most bullying incidents during the year.

13/14 Academic year	Autumn term	Spring Term	Summer Term	Total
Foundation Phase	7	0	3	10
KS2	30	9	13	52
KS3	44	28	41	113
KS4	17	5	19	41
Totals	98	42	76	216

Academic year	Total number of incidents
2013/14	216
2012/13	387
2011/12	410
2010/11	635

Implementation Schedule

<u>Dates</u>	
July 2014	Anti bullying consultation event
September 2014	Summer term 2014 data collection to be in to LA by October half term.
Autumn term 2014	Revision of the Guidance and on line tool in relation to Estyn thematic report and consultation event
February 2015	Final guidance and policy completed
March 2015	Anti bullying launch and on line tool pilot start
March 2015	Autumn term 2014 data collection to be in to LA by March 27 th 2015.
April 2015	Monitoring of pilot SIMS tool
April 2015	Spring term 2015 data collection to be in to LA by May 22 nd 2015
July 2015	Report to senior managers and head teachers re Pilot of tool.
September 2015	On line tool rolled out across county for those schools who choose to use it.
September 2015 – July 2017	LA request termly collection of data. Data to inform future policy and training needs.

Section 1: Torfaen Policy

Expectations of schools:

The Education and Inspections Act 2006

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006:

- states that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents;
- gives head teachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff.

The expectations of schools are set out below.

1. Anti-bullying policy : Development and review

Schools and educational settings need to fulfil their legal obligations by ensuring an appropriate anti-bullying policy is in place. Each anti-bullying policy needs to be clear about what bullying is and how the setting intends to deal with it. The policy will need to link with Equalities legislation.

The policy should be monitored and reviewed on an annual basis.

Guidance on drawing up and reviewing the policy is provided in this document Section 4.

a. Monitoring and recording incidents of bullying, and submitting data to the Local Authority

In its publication 'Respecting Others: Anti-Bullying Overview' (2011), the Welsh Government identifies best practice in monitoring and recording incidents of bullying. The Estyn Thematic report, 2014, updated this and identifies as best practice that schools:

- make sure that staff know how to deal with and record incidents of bullying;
- record and monitor incidents of bullying in relation to the protected characteristics and use this information to review strategic equality objectives; and
- make sure all policies and procedures meet the requirements of the Equality Act 2010.

Note that monitoring information should be returned to the Local Authority on a termly basis. Guidance on monitoring and recording incidents of bullying, and submitting these to the Local Authority is provided in Section 5.

2. Ensuring best practice

Best practice as identified by Estyn (2014 Thematic report Action on bullying) indicates that **schools** should:

- raise awareness of bullying on the grounds of protected characteristics with pupils, parents, staff, and governors and take a more proactive approach to preventing and mitigating its effects. The nine protected characteristics are:
 - age
 - disability
 - gender reassignment
 - marriage and civil partnership
 - pregnancy and maternity
 - race
 - religion or belief
 - sex
 - sexual orientation
- consult pupils, parents, and others, to identify the extent and nature of bullying in the school and to agree the contents of strategic equality plans;
- plan age-appropriate opportunities in the curriculum to discuss issues related to the protected characteristics and to build pupils' resilience to bullying;
- ensure staff have a clear understanding of the extent and nature of bullying that may take place in school, including cyberbullying.

Support from Torfaen Local Authority

Torfaen will:

- agree, share and regularly review a clear definition of bullying;
- raise awareness of bullying on the grounds of protected characteristics with staff, and governors and take a more proactive approach to preventing and mitigating its effects;
- provide a model anti-bullying policy and guidance for schools and settings to include strategies for preventing bullying and effective procedures for recording and reporting bullying incidents;
- make available training for all staff and volunteers (including school governors) working with children and young people;
- provide information and resources for schools to use proactively to prevent bullying and promote links between PSE, SEAL, Healthy Schools, Restorative Approaches and similar initiatives;
- work collaboratively with partners to ensure consistent messages with regard to anti bullying and respect for others;

- regularly collect and analyse data relating to bullying and use it to identify trends and patterns. Produce reports to keep all stakeholders informed and involved in future developments;
- use data to inform the direction and development of policy and practice;
- establish an Emotional Health and Well Being (EHWB) network for practitioners to raise awareness of bullying issues, and to share effective practice and useful resources (Appendix 11);
- provide training and support for school staff to improve their understanding of the Equality Act 2010 and its implications;
- provide training and support for school governors to enable them to fulfil their statutory responsibilities to monitor strategic equality plans and objectives;
- monitor the quality and effectiveness of schools' strategic equality plans.

The Young Peoples Survey

It is vital that we value the voice of our children and young people. It is anticipated that there will be an Annual Child and Young Person survey to establish their perception of bullying. For this to remain effective it is important that pupils are encouraged by staff to participate. The annual survey will be an on-line survey and the local authority will provide advice and guidance to all schools and settings so that they can easily access and complete the survey with young people. The survey results will be used 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 10) and offers guidance to schools who wish to review their anti-bullying policy and practices to comply with the expectations listed in the Policy and best practice.

1. Definitions of bullying

There are many definitions of bullying. The National Assembly for Wales Guidance Circular 050:2011 **Respecting Others**: Anti-bullying overview 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;
 - causes feelings of distress, fear, loneliness and lack of confidence in those who are on the receiving end.
-
- **Tackling bullying in schools: A survey of effective practice** Estyn 2006
“Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time that intentionally hurts or harms.”
 - **Social and Emotional Aspects of Learning (SEAL) Primary Strategy “Say no to Bullying” Sure Start DfES 1340-2005.** Within this document bullying is referred to as something which happens “again and again” and that it is about “deliberate” hurt towards another which is “unfair” in so as far 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.”

2. Forms of bullying

Bullying can take a number of forms:

- **Physical**

Physical bullying is any unwanted physical contact between the bully and the victim. This is one of the most easily identifiable forms of bullying. Examples include: Jostling, punching, pushing, shoving, kicking, inappropriate touching, tickling, headlocks, use of available objects as weapons, damage to property and belongings (accompanied by the threat of violence). It is a criminal offence where it involves assault or wounding, or actual bodily harm.

- **Verbal**

Verbal bullying is any slanderous statements or accusations that cause the victim undue emotional distress. Examples include: directing foul language (profanity) at the target; using perceived derogatory homophobic terms such as "You're so gay!"; playing with the person's name; commenting negatively on someone's looks, clothes, body etc.; personal abuse; tormenting; harassment; laughing at someone; teasing; taunting; threatening; intimidating, teasing related to the family of the target.

- **Emotional**

Emotional bullying is any form of bullying that causes damage to a victim's emotional well-being. Examples include: spreading malicious rumours about people; exclusion from a group; "ganging up" on someone; making fun of someone; ignoring someone on purpose; harassment; provocation; saying hurtful things; mocking; humiliating; using inappropriate non-verbal gestures etc.

- **Cyber-bullying**

Cyber-bullying is defined as actions that use information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group, that is intended to harm another or others. It is the use of communication technologies, the internet service and mobile technologies such as web pages and discussion groups as well as instant messaging or SMS text messaging with the intention of harming another person.

*Further information on cyber-bullying can be found in **Appendix 6**.*

Reasons and motivations for bullying

Bullying frequently focuses on individual differences or anything that is considered to be different from the majority. Aspects of body shape or appearance and parental, cultural or ethnically based lifestyles may all be the focus of bullying. It may also be based on race, gender, religion or nationality and schools need to be mindful of the protected characteristics that can give rise to bullying. Such behaviours can spring from parental ignorance or community divisions. In this respect bullying undermines the work of the school work in promoting equal opportunities and teaching social and moral principles.

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

Appendix 2: Bullying: Race, religion and culture

Appendix 3: Bullying: SEN and disabilities

Appendix 4: Bullying: Sexist, sexual, transphobic and Homophobic bullying behaviour

Appendix 5: Bullying: Appearance based

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.

Criminal law

Many behaviours, which in the school context, are called bullying, may be defined in law as threatening behaviour, criminal damage, theft, assault, sexual, racial or homophobic harassment. It is the right of all children and young people and parents/carers to report such incidents to the police.

Safeguarding children and young people

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 is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority Children's Services in line with All Wales Child Protection Procedures. Under the Children Act 2004, all agencies have a responsibility to safeguard children and young people and promote their welfare. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

3. 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. If not using this, schools should demonstrate how they publicise and revisit the definition of bullying, and make this known to staff, students and parents;
- regularly consult with groups of pupils to gain a true picture of the extent and nature of bullying at the school;
- use a range of methods to collect the views of staff, pupils, parents and carers, and take appropriate action in response;
- make sure that it is proactive in preventing bullying;
- have a range of strategies to address cyberbullying;

- 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:

- 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 prejudice-driven 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 and if schools choose not to use these, they will need to show what they are using instead to achieve the same ends;
- 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 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 governor that takes the lead for anti-bullying;
- review its behaviour and anti-bullying policies annually 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 about 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 agreed definitions 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 'Respecting Others' 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 Equalities Act; and Appendix 11: Useful contacts: Torfaen)
- keep up-to-date with new forms of bullying, such as cyberbullying?

Does the school:

- collaborate with other schools to identify possible common issues related to 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 11: Useful contacts (Torfaen).

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 cyberbullying 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?

4. Anti-bullying policy

4.1 Developing an anti-bullying policy

In order to implement the above an anti-bullying policy should be drawn up in consultation with the whole school community: teaching staff, non teaching staff, governors, parents/carers and pupils. An agreed policy should be short, succinct and written in language that everyone understands; it is good practice to produce a separate parent and children and young person friendly version of the policy. The anti-bullying policy should link to other school policies, for example:

- Behaviour Policy – in some cases the anti-bullying policy may be a sub-section of this document. It should be clear what the sanctions/restorative options are available for bullying and in what circumstances they will apply;
- PSE/SEAL/EHWP Policy;
- Healthy Schools;
- Child Protection / Safeguarding Policy – Particularly in severe cases of bullying, including those involving sexual harassment or aggression;
- Equality Plan / Strategy;
- Complaints Policy / Whistleblowing Policy.

A model policy is provided below (Section 4.2) with guidance notes (Section 4.3). The model policy is based on the school anti-bullying policy self assessment tool piloted by the Welsh Assembly Government in 2007/08. It also draws on guidance produced by the Anti-bullying Alliance. The model policy is divided into the following sections:

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

4.2 MODEL POLICY (LOGO)

(NAME OF SCHOOL)

ANTI-BULLYING POLICY

LAST UPDATED: (INSERT DATE)

DUE FOR REVIEW: (INSERT DATE)

Values and ethos statement
Objectives and Desired Outcomes of the policy

Named Person
Context
See guidance Note A

Consultation
Who was consulted, how were they consulted and at what stage
See guidance note B

Definition of Bullying
Clear and age-appropriate
See guidance note C
Bullying Behaviour Types and Motivation for
Types of bullying behaviour; technology; important categories e.g. race, gender, sexual orientation, special educational needs or disabilities

See guidance note D

Prevention – reducing the frequency of bullying
Whole-school issue; a range of strategies; the curriculum including SEAL, keeping records of bullying incidents/values approach
See guidance note E

Reaction – responding effectively to reported incidents
Clear guidelines for parents and pupils; support available; disciplinary procedures; procedures for reporting and responding to incidents of bullying; induction into the policy; training needs.
See guidance note F

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?
See guidance note G

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

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

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

4.3 Guidance for policy development

Guidance Note A

Aim Values and Ethos 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 SEAL /PSE;
- make school a safer and more enjoyable place.

Named Person

Is there a coordinator or a working group that takes the lead on developing and tackling anti-bullying issues in your school? It is recommended that schools appoint a governor or a member of staff to have the overall responsibility for the Anti-Bullying policy. This person should have clear co-ordination mechanisms with others involved in Emotional Health and Wellbeing such as the SEAL co-ordinator, PSE lead and National Healthy Schools Co-ordinator.

Context

Does the policy show how it links to other policies in the school and wider, for example the school's behaviour policy. It may be helpful to include details of any statistics on bullying collected in the school, these could be updated annually.

Guidance Note B

Consultation

A policy will not be effective if everybody in school has discussed and understood the problem of bullying, and agreed on good and bad practice. Consultation lets everybody say what they think the policy should contain, but it requires careful planning.

Have the schools consulted widely in developing its policy?

For example, this could include:

- Pupils – e.g. through school council
- Parents/carers – e.g. through PTA
- Teachers
- School staff
- Governors
- Lunchtime supervisors
- School nurses
- Community
- Educational and child psychologist
- Social workers
- External agencies such as Childline, the NSPCC etc.
- Local authority; Inclusion Manager or Education Inclusion Service
- Teachers unions
- Community police officers
- Child and Adolescent Mental Health Services (CAMHS)
- Children and Young People’s Partnerships
- Torfaen Youth Forum.

Have a variety of methods of consultation been used?

This could include:

- questionnaires which profiles the nature and extent of bullying over the previous term, analysed by class, year and gender, and allows schools to compare themselves with others. There are junior and secondary versions;
- interviews with pupils – individually or in small groups;
- focus groups;
- suggestion boxes;
- School Council;
- PTA meetings;
- working parties of pupils/parents/carers/other interested groups;
- Governors meetings.

Parental/carer support is often a key to success or failure in anti-bullying initiatives. Through not always apparent, parental approval is important to children and young people of all ages, and some schools have learned to build on this. The majority of parents/carers support anti-bullying measures and are keen to participate. Useful approaches include:

- regular consultation and communication;
- providing information about the nature and effects of bullying, by means of posters displayed in the school and information packs presenting the findings of surveys;
- advising parents/carers of possible consequences of their children bringing valuable items to school;
- putting on a drama to which parents/carers are invited – an existing play, such as “Only Playing, Miss”, or one based on the pupils’ own experiences (developed from role-play in drama classes, or survey examples).

Parents/carers can also be kept informed through:

- leaflets and newsletters home;
- open days;
- anti-bullying weeks;
- the school prospectus;
- the school website.

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

It is important to bear in mind that for a policy to be effective there must be a high level of ownership across the school and the wider community, and you should consider how to continue to engage interested groups 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 governing body meetings and school council meetings, or a standing working group.

Guidance Note C

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 Torfaen definition given in Section 1?

Guidance Note D

Bullying Behaviour

Does the policy identify types of bullying behaviour, including the use of modern technologies as a tool for bullying?

Guidance Note E

Prevention – reducing the frequency of bullying

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

Bullying should be dealt with as a whole-school issue. Research carried out with over 2,000 pupils in Sheffield in 1994 concluded that the schools which were most successful in reducing bullying were those where a multi-faceted whole-school approach was adopted. This included: awareness-raising, actively involving pupils in drawing up definitions and seeking solutions, curricular work and work in the school environment and acceptable and unacceptable behaviours (Sharp and Smith, 1994).

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

- A budget to finance anti-bullying strategies, e.g. SEAL, anti-bullying week, posters competitions etc.

An understanding of bullying and its effects may be explored and developed through many areas of the curriculum.

Torfaen promotes SEAL as a whole school strategy (in line with Welsh Government policy) which underpins the creation of a safe environment that does not tolerate bullying behaviour of any kind. Learners are encouraged to develop the skills associated with empathy which drives them to refrain from hurting others and to challenge those that do so. They are encouraged to build a learning community where they feel responsible for including their peers, and can develop and practice the skills associated with building positive relationships. They are supported to learn and practice the skills of assertiveness so that they become more able to resist negative peer pressure, and are taught strategies to help them resolve conflicts before relationships are damaged or ill feeling escalates into bullying.

Whole school assemblies and discrete curriculum lessons are provided to all schools, focusing specially on bullying, as well as ideas for reinforcing and embedding the skills across the curriculum. The SEAL materials also provide training materials for staff groups, and information and activities for parents/carers.

When a school implements SEAL effectively across the whole school, it establishes strong foundations to its work to prevent bullying. The SEAL approach offers a whole-school framework.

Feedback from young people in Torfaen identified some strategies that they consider need to be in place to deal with bullying more effectively:

- Anti-bullying committee of school council;
- 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 (SEAL);
- anti-bullying weeks;
- 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 (SEAL);
- 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. Such data should be analysed termly and subsequent resources and advice will be targeted accordingly.

Guidance Note F

Reaction – responding effectively to reported incidents

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

It is essential to follow up the launch of the policy with regular reminders. A low profile policy can be easily forgotten, and in subsequent years, new pupils need to be made aware of the policy. Schools should be aware of the temptation of using the existence of an anti-bullying policy to deny the existence of bullying. In monitoring the policy's effectiveness, the views of pupils should be sought on how

well the policy is working. Any areas where problems persist, and where further work may be needed, should be identified.

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

Use data from monitoring and feedback, which staff, families, pupils and governors provide, to review and update the policy – least one every school year. A report each term to the governing body, parents/carers and staff may be helpful.

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

CHECKLIST

Values and ethos 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 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 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?	

4.4 Reviewing the policy

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 SEAL/PSE/Healthy Schools;
- 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; parents/carers enter the school;
- English/Welsh classes could conduct interviews with other pupils, hold a debate or write papers on their experiences of bullying;
- anonymous on-line or paper questionnaires for staff;
- 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. Cyber-bullying is a relatively new phenomenon which is unlikely to be addressed in any former policy but it is worth giving thought to your school's stance on this and including it in reviewed policy.

In an effort to reduce bureaucracy, the working group may choose to identify other policies which are natural partners to an anti-bullying policy, those which have recently been reviewed are best. The group can look at reducing duplication and ensuring consistency by marrying policies together. An anti-bullying policy should refer to and link with policies concerned with health, safety and wellbeing, child protection, safeguarding, equal opportunities and rights, behaviour and support and parental/carer involvement.

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, anti-bullying week);
- 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. These may include people who were invited to be members of the working group but declined – partner organisations, councillors, community activists, more senior members of the organisation or a select group of children and young people and/or parents/carers. It may also be useful to include the school's education inclusion officer or behaviour support teacher.

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 approve 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 including dates for staff and governor training etc.

At this stage, the school needs to plan for awareness raising of the policy, its existence and its implementation. The working group may choose to disband or reduce in size at this point.

A full plan should be drawn up which identifies who needs to know about the policy and how best to get the information across to the diverse groups. The above process should ensure that there is a high level of ownership across the school and further community and this should be promoted further by activities which ensure that the policy is welcomed, understood and embraced by all.

5. Collecting and recording information about bullying incidents and submitting data to the Local Authority

5.1 Recording school level data

A key element of an effective anti-bullying strategy is to evaluate and review the effectiveness of policy and practice. In order to do this school level data will be collected regularly by the Local Authority and reports will be made available to a range of stakeholders. These will inform the direction of future policy and planning with a view to improving and sustaining reductions in the incidence of bullying across Torfaen.

Schools already have a legal obligation to report details of racist incidents to the Authority on a termly basis. Detailed guidelines for schools in Dealing with Racial Harassment were circulated to all schools in March 2009. It is expected that anti bullying incidents will be treated similarly. Schools and settings should take steps to ensure they have a clear picture of patterns of behaviour over time and they should use it to inform planning. Keeping records of bullying incidents will enable organisations to:

- manage individual cases effectively;
- monitor and evaluate the effectiveness of strategies;
- celebrate the anti-bullying work of the organisation;
- demonstrate defensible decision making in the event of complaints being made;

- engage and inform multi-agency teams as necessary.

As well as information held on the type and frequency of incidents, it is recommended that the collection of the following types of anti-bullying data is considered:

- information on what action was taken and the impact this had on the bullying;
- a range of data from pupil surveys including quantitative data;
- exclusions data relating to bullying;
- records held by the Attendance and Well-being Service identifying where bullying is a factor in non-attendance in school;
- parent/carer complaints to the school or the authority regarding bullying.

As detailed in the Policy section of this document, Torfaen schools will be expected to collect the following information in order to complete a termly return to the 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.

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.

Data will be submitted on a termly basis either via the SIMS tool which has built in reporting systems or via schools filling in and returning the form manually to the Local Authority. (Please see appendix 11 for contact details)

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 a national level confirms that it is a significant problem:

- research for Child Line and the Department for Education and Skills (DfES) found that just over half (54%) of both primary and secondary school children thought that bullying was 'a big problem' or 'quite a big problem' in their school. Just over half (51%) of Year 5 students (aged 9-10 years) reported that they had been bullied during the preceding term compared with just over a quarter (28%) of Year 8 students (aged 12-13 years). 15% of primary school students, and 12% of secondary school students said that they had both bullied other children and been bullied themselves in the last year. *Oliver, C. and Kandappa, M. (2003) Tackling bullying: listening to the views of children and young people. Summary report (PDF). London: DfES and Child Line;*
- research involving 2,300 pupils aged 10-14 years from schools across England found that 30% of children did not tell anyone that they had been bullied. This percentage was higher for boys and older children. *Smith, P. and Shu, S. (2000) What good schools can do about bullying: findings from a survey in English schools after a decade of research and action. Childhood 7(2): 193-212. P.204;*
- research with 11 to 19 year olds found that one in five young people (20%) had experienced bullying or threats via e-mail, internet chat room or text message. Bullying using text messaging was the most common of these three forms of bullying, experienced by 14% of young people. Almost three quarters (73%) of young people who had been bullied by email, internet chat room or text message said they knew the person who bullied or threatened them, while a quarter (26%) said it was done by a stranger. *NCH and Tesco Mobile (2005) Putting U in the picture: mobile bullying survey 2005 (PDF);*

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 Olweus^{*1} 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.

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.

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';

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 program

- 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 materials, training in which has been offered and can be accessed by schools. SEAL networks/training are ongoing (see Appendix 11: Useful contacts – Torfaen).

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-enforcers** 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: 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'.

Appendix 3: Bullying: SEN and disabilities

The Social Model of Disability 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.

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 SEN and disabilities in Wales

All children are potentially vulnerable to bullying, for a variety of reasons. However, learners with SEN and disabilities may be bullied for a range of additional reasons.

Evidence shows that children with a range of needs are more likely to experience bullying than their peers. A report by the National Autistic Society in 2004 found that two out of five children on the autistic spectrum had been bullied at school.

In a 2007 survey of children with learning disabilities, Mencap found that eight out of ten responded as having been bullied and six out of ten physically injured.

“Contact a Family” have produced *A guide to dealing with bullying: for parents of disabled children* (2010) in which it suggests that disabled children are more vulnerable to bullying because:

- of negative attitudes towards disability;
- of a lack of understanding of different disabilities and conditions;
- they may be seen as ‘different’;
- they may not recognise that they are being bullied;
- they may be doing different work or have additional support at school;
- they may be isolated due to their disability;
- they may have difficulties telling people about bullying;
- they may find it harder to make friends as a result of their condition;

- they may exhibit bullying behaviour without understanding the consequences;
- they may experience lots of transitions which means they have to settle into new environments. Examples of transitions are moving from a special unit to a mainstream school, spending periods of time in hospital and returning to school.

Additionally their situation can be ignored by adults who think that changed behaviour, signalling bullying, is just part of the child's condition. These issues can be compounded by attitudes and perceptions of people with disabilities.

Appendix 4: Bullying: sexist, sexual, transphobic and homophobic bullying behaviour

All staff in schools need to be made aware of the broad spectrum of behaviours that may characterise sexist, sexual and transphobic 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, sexual and transphobic 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.

Defining sexist, sexual and transphobic bullying

Sexist, sexual or transphobic bullying is when a learner (or group), usually repeatedly, harms another learner or intentionally makes them unhappy because of their sex, or because they may not be perceived to conform to typical gender norms. The root cause of these forms of bullying is gender inequality.

Sexist, sexual or transphobic bullying are not the same as homophobic bullying. Homophobic bullying is a specific form of bullying and occurs when bullying is motivated by prejudice against lesbian, gay or bisexual (LGB) people, or against those perceived to be LGB. However, 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 homophobic bullying.

Behaviours displayed as part of sexist, sexual and transphobic 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 *Safeguarding Children: Working Together under the Children Act 2004* (Welsh Assembly Government, 2007). Schools must always consider in cases of sexist, sexual and transphobic bullying where links need to be made with their safeguarding procedures or processes. The document can be accessed at: www.wales.gov.uk/pubs/circulars/2007/nafwc1207en.pdf?lang=en

Girls are more commonly at risk from sexist and sexual bullying. However, boys also report being victims of sexist and sexual bullying. Boys or girls may be victims of transphobic bullying, particularly where they are not seen to conform to the gender roles that are dominant in the school environment or society more widely.

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.

Transphobic bullying stems from a hatred or fear of people who are transgender. Transgender is a term that describes people whose sense of gender or gender identity is seen as being different from typical gender norms. 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.

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. An individual may also experience transphobic bullying as a result of perceptions that their parent, relative or carer is transgender. 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 experiences homophobic bullying?

- young people who are LGB;
- young people who are thought to be LGB (whether correctly or not);
- young people who are 'different' in some way – for example, because they may be considered shy by other learners, or because they look and act differently to 'typical' boys and girls;
- young people who have LGB friends or family, or their parents/carers are LGB;
- teachers who may or may not be LGB.

Defining homophobic bullying

Homophobic bullying is a specific form of bullying and occurs when bullying is motivated by prejudice against LGB people, or against those perceived to be LGB. Where 'LGB' is used in the guidance, this is the shortened form of 'lesbian, gay, bisexual'.

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 LGB people should be bullied, because they believe LGB people are 'wrong';
- think they might be LGB 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 LGB 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.

Sources of support are listed in Appendix 9.

Appendix 5: Cyber-bullying

Cyber-bullying has been defined as:

The use of Information and Communications Technology (ICT), particularly mobile phones and internet, deliberately to upset someone else.

It can be an extension of face to face bullying, with technology providing the bully with another route to harass their target. However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the person doing the bullying and their target.

Research into the extent of the cyber-bullying indicates that it features in the lives of many young people. It also affects members of school staff and other adults.

Research commissioned by the Anti-Bullying Alliance from Goldsmiths College, University of London, identifies seven categories of cyber-bullying:

- **text message bullying** involves sending unwelcome texts that are threatening or cause discomfort;
- **picture/video-clip bullying via mobile phone cameras** is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks;
- **phone call bullying via mobile phone** uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified;
- **email bullying** uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them;
- **chat room bullying** involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room;
- **bullying through instant messaging (IM)** is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online;
- **bullying via webcams** webcams show people, places or events in real time (ie live). Whilst they can have educational value there is a danger that children and young people could be recorded acting inappropriately through coercion or persuasion. (Respecting Others Cyber-bullying, pg 20).

A *Survey into the Prevalence and Incidence of School Bullying in Wales* (Welsh Assembly Government, 2010) indicated the following:

- 17 per cent of learners in Year 6, 15 per cent of learners in Year 7 and 11 per cent of learners in Year 11 reported experiencing cyber-bullying in the

- last two months (through one or more of social networking websites, using mobile phones and using e-mail);
- bullying using social networking websites was consistently higher than the other forms of cyber-bullying;
- girls are more likely to be involved in cyber-bullying. For example, in Year 7, girls were three times more likely than boys to report being bullied through social websites (16 per cent of girls compared to 5 per cent of boys);
- the decline in the percentage of learners experiencing cyber-bullying as learners get older is small compared to other forms of bullying.

However, the survey indicates that the types and locations of bullying which have traditionally been common remain the most widespread across all year groups. Newer forms of bullying, such as cyber-bullying, while not insignificant, are much less prevalent. The main and summary reports are available at:

www.wales.gov.uk/topics/educationandskills/publications/researchandevaluation/research/surveyschoolbullying/?lang=en

The Goldsmiths study backs up previous research, finding that:

- between a fifth and a quarter of students had been cyber-bullied at least once over the previous few months;
- phone calls, text messages and email were the most common;
- there was more cyber-bullying outside school than in;
- girls are more likely than boys to be involved in cyber-bullying in school, usually by phone;
- for boys, text messaging is the most usual form, followed by picture/video clip or website bullying;
- picture/video clip and phone call bullying were perceived as most harmful;
- website and text bullying were equated in impact to other forms of bullying;
- around a third of those bullied told no one about the bullying.

Because of the anonymity that new communications technologies offer, anyone with a mobile phone or internet connection can be a target for cyber-bullying. What's more, bullies can reach much larger numbers within a peer group than they can with conventional bullying. Vindictive comments posted on a website, for instance, can be seen by a large audience, as can video clips sent by mobile phone.

Preventing cyber-bullying

It is important to decide on the roles and responsibilities for cyber-bullying prevention work. This will typically involve a named lead from the senior management team (usually the person with overall responsibility for anti-bullying work), as well as IT staff, pastoral care staff, and school council members.

Essential elements of prevention are awareness-raising and promoting understanding about cyber-bullying. Awareness can be raised and understanding promoted through discussion and activity around what cyber-bullying is and how it differs from other forms of bullying. The activities could include staff development

activities; home-school events such as special assemblies with parents; and addressing cyber-bullying within curriculum delivery.

It is important to review and update existing anti-bullying, behaviour and pastoral care policies to include cyber-bullying. Ensure that learners, parents and staff are all aware of the procedures and sanctions for dealing with cyber-bullying, including bullying that takes place out of school.

It is advised that schools have acceptable use policies (AUPs), 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.

It is recommended that schools record and monitor incidents of cyber-bullying in the same way as all other forms of bullying. Schools can use this information to develop their policies and practices.

Publicising reporting routes is an important element of prevention, raising awareness of the issue but also ensuring that any incidents can be stopped before they become too serious or upsetting. Make sure that learners, parents and staff are all aware of the different ways available to report cyber-bullying incidents. In addition, schools can signpost information about external reporting routes, providing information about contacting service providers directly.

Education and discussion around the responsible use of technologies and e-safety are key to preventing cyber-bullying and helping children and young people deal confidently with any problems that might arise, whether in or out of school. Technology can have a positive role in learning and teaching practice, and there is a need for staff to be confident about ICT in order to model the responsible and positive use of technologies and to respond to incidents of cyber bullying appropriately.

It is important that schools stay up to date with developments in technology. Prevention and responding strategies require continuous review and refinement as new technologies and services become popular.

Responding to cyber-bullying

Cyber-bullying is a form of bullying, which schools will generally be equipped to deal with through their existing anti-bullying and behaviour policies and procedures. However, schools should recognise the ways in which cyber-bullying differs from other forms of bullying and reflect that in how they respond to it. In addition to considerations about the invasiveness of cyber-bullying, the size of the audience, and other such factors, cyber-bullying yields evidence in a way that other forms of bullying do not.

The person being bullied will usually have examples of texts or emails received, and should be encouraged to keep these to aid in any investigation. There are also additional reporting routes available, through mobile phone companies, internet service providers and social networking sites.

Some forms of cyber-bullying involve the distribution of content or links to content, which can exacerbate, extend and prolong the bullying. There are advantages in trying to contain the spread of these, and options here include contacting the service provider, confiscating phones, and contacting the police (in relation to illegal content).

Advise those experiencing cyber-bullying on steps they can take to avoid recurrence – for example, advise those targeted not to retaliate or reply; provide advice on ‘blocking’ or removing people from ‘buddy lists’; and ask them to think carefully about what private information they may have in the public domain.

Take steps to identify the person responsible for the bullying. Steps can include looking at the school system and computer logs; identifying and interviewing possible witnesses; and, with police involvement, obtaining user information from the service provider.

Once the person responsible for the cyber-bullying has been identified, it is important that, as in other cases of bullying, sanctions are applied. Steps should be taken to change the attitude and behaviour of the bully, as well as ensuring access to any help that they may need. Schools will have existing sanctions in place for bullying behaviour, and these should apply equally to cyber-bullying. In addition, it is important to refer to any acceptable use policies (AUPs) for internet and mobile use, and apply sanctions where applicable and practical. Technology specific sanctions for pupils engaged in cyber-bullying behaviour could include limiting internet access for a period of time or removing the right to use a mobile phone on the school site, for example.

Cyber-bullying – advice and guidance for young people

The following advice for young people could be adapted for children and young people in your school. Further sources of advice and support can be found in Appendix 9: Useful resources, approaches and organisations;

Appendix 6: Help-sheet for young people:

If you're being bullied by phone or the internet

Remember, bullying is never your fault. It can be stopped and it can usually be traced:

- don't ignore the bullying. Tell someone you trust, such as a teacher or parent/carer, or call an advice line;
- try to keep calm. If you are frightened; try to show it as little as possible. Don't get angry, it will only make the person bullying you more likely to continue.

There's plenty of online advice on how to react to cyber-bullying. For example, www.wiredsafety.org have some useful tips:

Text/video messaging

You can easily stop receiving text messages for a while by turning off incoming messages for a couple of days. This might stop the person texting you by making them believe you've changed your phone number. To find out how to do this, visit www.wiredsafety.org.

If the bullying persists, you can change your phone number. Ask your mobile service provider (such as Orange, O2, Vodafone or T-Mobile).

Don't reply to abusive or worrying text or video messages. Your mobile service provider will have a number for you to ring or text to report phone bullying. Visit their website for details.

Don't delete messages from cyber-bullies. You don't have to read them, but you should keep them as evidence.

Text harassment is a crime. If the calls are simply annoying, tell a teacher, parent or carer. If they are threatening or malicious and they persist, report them to the police, taking with you all the messages you've received.

Telephone calls:

- if you get an abusive or silent phone call, don't hang up immediately. Instead, put the phone down and walk away for a few minutes. Then hang up or turn your phone off. Once they realise they can't get you rattled, callers usually get bored and stop bothering you;
- always tell someone else: a teacher, youth worker, mum or dad, or carer. Get them to support you and monitor what's going on;
- don't give out personal details such as your phone number to just anyone, and never leave your telephone lying around. When you answer your telephone, just say 'hello', not your name. If they ask you to confirm your phone number, ask what number they want and then tell them if they've got the right number or not;
- you can use your voicemail to vet your calls. A lot of mobiles display the caller's number. See if you recognise it. If you don't, let it divert to voicemail

instead of answering it. And don't leave your name on your voicemail greeting. You could get an adult to record your greeting. Their voice might stop the caller ringing again;

- almost all calls nowadays can be traced;
- if the problem continues, think about changing your phone number;
- if you receive calls that scare or trouble you, make a note of the times and dates and report them to the police. If your mobile can record calls, take the recording too.

Emails:

- never reply to unpleasant or unwanted emails – the sender wants a response, so don't give them that satisfaction;
- keep the emails as evidence and tell an adult about them;
- ask an adult to contact the sender's internet service provider (ISP) by writing abuse@ and then the host, e.g. abuse@hotmail.com;
- never reply to someone you don't know, even if there's an option to 'unsubscribe'. Replying simply confirms your email address as a real one.

Web bullying

If the bullying is on a school website, tell a teacher or parent, just as you would if the bullying were face-to-face.

If you don't know the owner of the website, follow one of the online safety links below to find out how to get more information about the owner.

Chat rooms and instant messaging:

- never give out your name, address, phone number, school name or password online. It's a good idea to use a nickname. And don't give out photos of yourself;
- don't accept emails or open files from people you don't know;
- remember it might not just be people your own age in a chat room;
- stick to public areas in chat rooms and get out if you feel uncomfortable;
- tell your parents or carers if you feel uncomfortable or worried about anything that happens in a chat room;
- think carefully about what you write; don't leave yourself open to bullying.

Three steps to stay out of harms way

1. Respect other people – online and off. Don't spread rumours about people or share their secrets, including their phone numbers and passwords.
2. If someone insults you online or by phone, stay calm – and ignore them.
3. 'Do as you would be done by.' Think how you would feel if you were bullied. You're responsible for your own behaviour – make sure you don't distress other people or cause them to be bullied by someone else.

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 cyber-bullying. People may be fined or sent to prison for up to six months.

Appendix 7: Hate Crime

Tackling Hate Crime and Incidents. A framework for Action.

Following a [consultation](#), the Welsh Government published [Tackling Hate Crimes and Incidents : A Framework for Action](#) on 12 May 2014, which has three main aims:

Prevention – by challenging the attitudes that underpin it, raising awareness, early intervention to prevent it escalating, training organisations and using the specific equality objectives to work with public sector organisations;

Supporting victims – by increasing reporting levels, encouraging the further development of third party reporting, enhancing safety and wellbeing and exploring quality support to victims;

Improving the multi-agency response – by exploring relevant data and barriers to sharing information, increasing multi-agency working and tackling motivations of offenders.

The [delivery plan for 2014-15](#) outlines the specific actions that will be undertaken across all departments as part of this framework.

Appendix 8: 2010 Equalities Act

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 based 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.

Action on bullying June 2014

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: Useful resources, approaches and organisations

The following suggestions are for information and guidance. They might not reflect the policy and practice of Torfaen 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 restorativejustice4schools.co.uk, and through the police service.

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. Contact details can be found in the list below.

Stonewall Cymru is an all-Wales Lesbian, Gay and Bisexual (LGB) Charity. It provides support to tackle homophobic bullying through a range of educational programmes, research and resources. Contact details can be found in the list below.

SEAL provides a whole-school ethos and curriculum based approach to reducing bullying in schools. All schools in Torfaen have been provided with a number of commercially available resources to use in school, in addition to the free national materials made available by Welsh Government. Further information and contact details can be found in the list below.

Contact details for organisations related to anti-bullying :

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 national coordination team is based in National Children's Bureau.

Tel: 020 7843 1901

Email: www.anti-bullyingalliance.org.uk

Beatbullying

Beatbullying aims to reduce and prevent the incidence and impact of bullying, whether physical, emotional or verbal, between young people by establishing anti-bullying partnerships across boroughs and providing training for young people and professionals.

National Helpline: 0845 338 5060

e-mail: info@beatbullying.org

Interactive website for young people www.bbcllc.com
www.beatbullying.org

Bullies Out

An Anti Bullying Charity providing help, support and information to individuals, schools, youth and community settings affected by bullying.

www.bulliesout.com

Children's Commissioner for Wales

Looks after the interests and acts as the voice of children and young people by exposing issues affecting young people, facilitating and provoking debate, influencing policy, and holding organisations to account.

Tel 0808 801 1000

www.childcomwales.org.uk

Childline

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

Tel 0800 1111

www.childline.org.uk

Child Exploitation and Online Protection Centre (CEOP)

Set up in 2006, they deal with child sexual exploitation, and it is possible to report directly to them online. 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. www.ceop.gov.uk

Council for Disabled Children

CDC is the umbrella body for the disabled children's sector in England. It works to influence national policy that impacts upon disabled children and children with special educational needs (SEN) and their families.

www.ncb.or.uk/cdc

Cyber-bullying support and guidance;

Welsh Government has provided an excellent fact-sheet for parents related to cyberbullying (and a parallel document for schools). It can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/375420/Advice_for_Parents_on_Cyberbullying_131114.pdf

Dealing with Hate Crime.

This is an easy read document intended as a consultation. It contains clear explanations and definitions of protected characteristics and other related areas. It is a useful planning resource.

http://www.mirus-wales.org.uk/uploads/news/east_read_hate_crime_document.pdf

Young Person version of the Framework

<http://wales.gov.uk/docs/dsijq/publications/equality/140512-hate-crime-framework-young-person-en.pdf>

Directgov – section for disabled people

Issues affecting disabled people.

www.direct.gov.uk/DisabledPeople

Estyn

Inspects and regulates to achieve excellence in the care of children and young people and in education and skills for learners of all ages.

www.estyn.gov.uk/

Educational Action Challenging Homophobia (EACH)

Established to challenge homophobia in education.

Tel 0808 1000143

www.eachaction.org.uk

Kidscape

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

Tel 020 7730 3300

www.kidscape.org.uk

Meic

Meic is the Welsh Government-funded bilingual national advocacy service for children and young people in Wales.

www.meiccymru.org

National Society of Prevention of Cruelty to Children (NSPCC)

NSPCC aims to end cruelty to children. Works with children and families, as well as influencing public policy and attitudes.

Tel 0207 825 2500

www.nspcc.org.uk

NSPCC Cymru

Free bilingual resources for schools in Wales, including a pack that supports learners in developing an effective campaign.

www.nspcc.org.uk

NYAS

NYAS is a UK charity providing 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.

FREEPHONE [0808 808 1001](tel:08088081001)

email to help@nyas.net

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.

Tel 0808 800 2222

www.parentlineplus.org.uk

Stonewall Cymru

A charitable campaign and lobby group working to achieve legal equality and social justice for lesbians, gay men and bisexuals. Provides resources and training for primary and secondary schools.

Tel 02920 237744

www.stonewallcymru.org.uk

Social and Emotional Aspects of Learning (SEAL)

A website offering 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 for 2015, and offers staff an opportunity to share news, good practice, resources and expertise.

<http://www.sealcommunity.org>

StopText bully

A website dedicated to mobile phone bullying, which contains advice for young people including how to contact the operator.

www.stoptextbully.com

Thinkuknow.co.uk

Information from the Child Exploitation and Online Protection Centre on how to stay safe online. www.thinkuknow.co.uk

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, effective and efficient and works to promote equality across the mandates of Age, Disability, Gender, Race, Religion and/or Belief, Sexual Orientation, Transgender and Human Rights.

Phone: 01443 742704

E-mail: info@valrec.org

Victim Support

Staff and volunteers offer free and confidential information and support for victims of crime. Operates via a network of affiliated local charities, the Witness Service and the Victim Support line. Currently developing specialist and outreach services for children and young people affected by crime and bullying.

Tel 0845 3030900

www.victimsupport.org.uk

Welsh Assembly Government Guidance on anti-bullying.

www.wales.gov.uk/respectingothers

Availability and access to resources to supplement the curriculum e.g. the one stop shop for e-safety resources in Wales will be the e-safety zone on Hwb:-
<https://hwb.wales.gov.uk/Home/Pages/e-safety.aspx>

Appendix 10: Documents used in the development of this policy and guidance

The Torfaen guidance makes reference to the following:

- **National Assembly for Wales Guidance 050/2011 Respecting Others: Anti-bullying overview**
<http://gov.wales/topics/educationandskills/publications/circulars/antibullying>
- **Estyn Thematic report - Action on bullying June 2014**
www.estyn.gov.uk/english/docViewer/315915.6/action-on-bullying-june-2014/?navmap=30,163
- **National Assembly for Wales Guidance 051/2011 Respecting Others: Bullying around race, religion and culture**
www.learning.wales.gov.uk/docs/learningwales/.../121128abraceen.pdf
- **National Assembly for Wales Guidance 052/2011 Respecting Others: Bullying around special educational needs and disabilities**
www.learning.wales.gov.uk/docs/learningwales/.../121128absenen.pdf
- **National Assembly for Wales Guidance 055/2011 Respecting Others: Sexist, sexual and transphobic bullying**
www.learning.wales.gov.uk/docs/learningwales/.../121128absexisten.pdf
- **National Assembly for Wales Guidance 056/2011 Respecting Others: Homophobic bullying**
www.learning.wales.gov.uk/docs/learningwales/.../121128abhomen.pdf
- **National Assembly for Wales Guidance 057/2011 Respecting Others: Cyber-bullying**
www.learning.wales.gov.uk/docs/learningwales/.../121128abcyberen.pdf
- **The Equality Act 2010** – *www.legislation.gov.uk/ukpga/2010/15/contents*
- **Equality Promise 2012 – 2016 Torfaen County Borough Council**
- **The School Effectiveness Framework 2008**
www.wales.gov.uk/topics/educationandskills/publications/guidance/schooleffectivenessframework/?lang=en
- **Social and Emotional Aspects of Learning (SEAL)**
- **Healthy Schools**

Appendix 11: Useful contacts (Torfaen)

Anti-bullying Lead

Alison Dally - Healthy Schools and PSE Officer

Email: Alison.Dally@torfaen.gov.uk

Telephone : 01495 766980

Anti-Bullying Data

For information concerning submitting returns to the local authority contact:

Sarah Jones - Performance & Statistics Officer, Education

Email: Sarah.Jones@torfaen.gov.uk

Telephone : 01495 766942

For support with entering bullying statistics on SIMS system contact:

Colin Jay/Sarah Hayward (SRS)

Email: Colin.Jay@Torfaen.Gov.uk /sarah.hayward@torfaen.gov.uk

Telephone: 01633-648110/01633 647499

Equalities

Jacquiline Watkins - Safeguarding and Equalities Officer

Email: Jacquiline.Watkins@torfaen.gov.uk

Telephone: 01495 766912

SEAL/EHWB Network (Torfaen)

For information concerning SEAL or EHWB network meetings, contact:

Julie Casey (Senior Specialist Educational Psychologist):

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

Telephone: 01495 766963

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: 01495 766963