



**Community Services
Directorate
Schools Department**

MERTHYR TYDFIL

County Borough Council

Cyngor Bwrdeistref Sirol

MERTHYR TUDFUL

Anti-Bullying Strategy

2015-17

'Putting children first..... helping schools improve'

Gosod plant yn Gyntaf.....

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Revision history

	Date	By whom

Reviewed	January 2012	Sarah Bowen, Inclusion Manager
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INTRODUCTION

Foreword

This strategy sets out the critical issues to be addressed with regards to bullying over the next 2 years by Merthyr Tydfil Local Authority and its key partners within the community. This has been written to provide a comprehensive overview of bullying and to highlight the roles and responsibilities of other agencies and departments, including schools, in achieving improved wellbeing. This partnership is committed to raising levels of wellbeing by reducing the number of bullying incidents to ensure that pupils are more able to access learning and therefore raising standards in Education from what has been acknowledged, as unacceptably low in November 2012 by Estyn during their inspection of LAESCYP services.

This strategy is part of a much wider range of initiatives that seek to address the impacts of disadvantage and poverty on the life, experiences, achievement and aspirations of children and young people across Merthyr Tydfil.

This ambition is in line with the priorities identified in the Single Integrated Plan and the Corporate Plan and the overall vision for the People in Merthyr Tydfil to learn and develop skills to fulfil their ambitions and to live, work, have a safe, healthy and fulfilled life.

Merthyr Tydfil 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 racism, bullying or discrimination of any kind.

We know that bullying happens, but preventing it can present a huge challenge. That is why we need to work together to tackle bullying in schools. Children and young people need to learn that bullying is wrong and that they should respect others.

ATTAINMENT AND ACHIEVEMENT

Research clearly shows that emotional and social wellbeing is the basis of both good academic attainment and also the development of social skills that all members of a community need to successfully interact and thrive. As such, 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. Unfortunately there will always be a small number of young people who wish to victimise or bully another individual, for whatever reason.

CONTEXT

Why produce this strategy?

Estyn's survey of effective practice in tackling bullying identified that there would be significant reduction in bullying if all schools and LAs introduced clear policies and procedures.

The benefits of having a high standard of anti-bullying practice and ethos in every school in our authority are:

- improved relationships and atmosphere;
- better relationships with the community;
- raising of morale for all;
- increase in measurable achievement;
- reduced absence from school;
- fulfillment of the responsibility for a duty of care to young people and employees; and
- protection from the risk of litigation.

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

Too many pupils suffer from bullying at some point during their time in school. The effects of being bullied can be short or long-term, psychological or social, and often result in underachievement or attendance problems. Certain groups of pupils are at a higher-than-average risk of being bullied, including:

- Pupils with special needs or a disability;
- Lesbian, gay, bisexual and transgender pupils; and
- Pupils from a minority ethnic or religious background.

Pupils' experiences of bullying and the ways in which schools deal with it vary widely. Research suggests that between 20%-50% of pupils will experience bullying at some time during their time at school. Too many pupils have their lives spoilt by bullying.

In many schools, how well staff deal with bullying may vary within a school. **It is vital that staff have a clear understanding of what constitutes a 'reportable incident' of bullying and that the school has an agreed definition of bullying that is clearly understood by the school community as a whole.**

Summary of key messages

- **There has been an increase in the number of incidents over the three year period since 2011/12.**
- **The number of racial incidents remains low and has reduced since 2011/12.**
- **There has been an increase in the number of incidents reported for physical and cyberbullying.**

- The timeliness of the reporting of this data remains an issue in some schools.
- During the Autumn term in 2014/15 there has been a decrease in the number of incidents reported for all characteristics.

Schools and the LA have implemented the recommendations as identified by Estyn, but in order to ensure full effectiveness an audit of anti- bullying policies and processes will be undertaken

VISION

The wellbeing of all pupils is met so that they are able to access their learning.

Our ambition is to be ranked within the top 10 local authorities in Wales by 2016 and supports the corporate vision.

Measures of success

- The rates of fixed term exclusions of 5 days or fewer
- The rates of fixed term exclusions of 6 days or more
- The number of bullying incidents

Desired outcomes

In order to raise standards and build sustainability:

1. Appropriate and proportionate safeguards are in place to improve pupil wellbeing.
2. Early intervention and prevention measures are in place to address bullying.
3. Bullying is taken very seriously.
4. A clear bullying definition is understood by all.
5. All schools have an effective anti-bullying policy in place.
6. All schools are able to deal with bullying behaviour; support both the victim and the perpetrator.
7. Bullying incidents are reported, recorded and analysed by schools.

Strategic Aims

1. To provide schools and colleagues with the framework with which to reduce the number of bullying incidents.
2. To enable schools to intervene and support effectively when bullying happens.

MEASURES OF SUCCESS

Our ambition is to be ranked within the top 10 local authorities in Wales by 2016.

The number of bullying incidents								
		Verbal	Racial	Physical	Cyber	Sexual/ Homoph obic	Disability	Gender
Period	Total number of incidents							
Sept- July 2011/12	54	22	15	8	5	2	0	2
Sept- July 2012/13	75	34	9	15	11	5	1	0
Sept- July 2013/14	88	27	8	39	12	0	0	2

	Total number of pupils attended counselling	Bullying as a presenting issue	%
2009/10	83	4	5%
2010/11	95	4	4%
2011/12	108	11	10%
2012/13	155	10	7%
2013/14	246	23	9%

STRATEGIC AIMS AND OBJECTIVES

AIM 1: To provide schools with the framework with which to prevent bullying.

Objectives

- to ensure that there is a clear understanding of a definition of bullying and the reasons for it;
- to provide a model anti-bullying policy and guidance for schools;
- to enable schools to establish a robust reviewing system of practices and approaches;

- to provide schools with prevention strategies and approaches to improve behaviour
- to provide guidance on effective procedures for recording bullying incidents;
- to signpost training opportunities;
- to collect termly data for analysis.

AIM 2: To enable schools to address bullying

Objectives:

- to provide schools with intervention strategies and approaches to improve behaviour e.g. Restorative Approaches
- to establish a Cwm Taf cross phase group to focus on building schools' capacity
- to provide schools with guidance on age appropriate opportunities in the curriculum to discuss issues related to bullying and to build resilience;

To provide specific guidance to schools which promotes the disclosure of incidents to a responsible adult.

WIDER RANGE OF STRATEGIES

This document has been informed by the following key documents which it is recommended are read in conjunction with any anti-bullying policy development.

- National Assembly for Wales Guidance 050/2011 Respecting others: Anti-bullying overview
- National Assembly for Wales Guidance 051/2011 Respecting others: Bullying around race, religion and culture
- National Assembly for Wales Guidance 052/2011 Respecting Others : Bullying around special educational needs and disabilities
- National Assembly for Wales Guidance 055/2011 Respecting Others: Sexist, sexual and transphobic bullying
- National Assembly for Wales Guidance 056/2011 Respecting Others: Homophobic bullying
- National Assembly for Wales Guidance 057/2011 Respecting Others: Cyber bullying
- The School Effectiveness Framework 2008
www.wales.gov.uk/topics/educationandskills/publications/guidance/schooleffectivenessframework/?lang=en

GUIDANCE

Research

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 \(PDF\)](#)*

Definitions- What is bullying?

There are many definitions of bullying, but they have three main things in common:

- It is deliberately hurtful behaviour (including aggression).
- Repeated, often over a period of time.
- Difficult for those being bullied to defend themselves.

It is vital that there is a shared and consistent definition of bullying that is clear and age-appropriate, and identifies different types of bullying behaviour.

This should cover:

- What does bullying look/feel like?
- What forms can bullying take?
- Recognition of prejudice-based bullying (racism, homophobia, disabilist, sexist etc.).

There are many different definitions of bullying that could be used, for example:
These definitions are helpful, but maybe in the appendices?

- **National Assembly for Wales Guidance Circular 050/2011 Respecting Others: Anti-bullying overview**
 - “Deliberately hurtful (including aggression).
 - Repeatedly often 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”.
- **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.”
- **Student Assistance Programme (SAP)** U.S. Department of Health and Human Resources
“Bullying is aggressive behaviour that is intentional and that involves an imbalance of power or strength.”
- **Social and Emotional Aspects of learning(SEAL) Primary Strategy “Say no to bullying” Sure Start DfES 1340-2005 G.** 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” than the victim.
- **Anti-bullying Alliance** defines bullying as behaviour that is:
 - Repetitive, wilful or persistent.
 - Intentionally harmful, carried out by an individual or group.
 - An imbalance of power leaving the victim feeling defenceless.

Merthyr Tydfil Definition of Bullying

During the initial consultation on this strategy schools and individuals were asked to share their definitions of bullying. Based on these responses the following has been adopted as the definition for bullying whatever the age of the individuals involved:

‘The wilful, conscious desire to hurt, threaten or frighten someone.’

The sentiment behind this definition was endorsed by the pupils at both Student Council Conferences in October 2011, but here they emphasised the regularity of such incidents. In light of this the definition has been amended to reflect this:

“The constant wilful, conscious desire to hurt, threaten or frighten someone.”

Bullying can take a number of forms:

- Physical - pushing, hitting, kicking, punching, biting, etc.
- Verbal - name-calling, taunting, teasing, intimidating, humiliating, gossiping.
- Emotional - mocking, humiliating, rejecting, excluding, using inappropriate hand gestures.
- Cyberbullying - malicious use of email, stealing passwords, impersonation.
- Sexual - inappropriate touching of someone, sexual coercion, harassment.

Bullying frequently focuses on individual differences or anything that is implied 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 reflect upon race, gender, religion, sexual orientation or nationality, or spring from parental ignorance, bigotry or community divides. In this respect bullying undermines the school's work in promoting equal opportunities and teaching social and moral principles.

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.

Teachers are particularly vulnerable to being victims of cyberbullying. They need to take steps to protect themselves, by carefully limiting access to their personal equipment.

Who is involved in bullying?

The person who exhibits bullying behaviour – the bully

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

- Bullies are rejected by their peers – research shows that actually many bullies 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 is a general belief that people who bully do so because they think poorly of themselves. However Dan Olweus 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.

A bully may tend towards the following behaviours.

- Display 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.

Why do bullies do it?

- They have their own problems, so they may feel upset or angry or feel that they don't fit in; perhaps they have problems at home?
- May be they get bullied themselves, perhaps by someone in their own family.
- They are scared of getting picked on so they do it.
- They want to show off and seem tough.
- Many don't like themselves and so they take it out on others.

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. At the Student Council Conference in 2011 it was stressed the need to support the bully and not to “**demonise**” him or her.

The person who experiences the bullying behaviours – the victim

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

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

- Having physical characteristics or traits which do not conform to recognisable traditional forms of masculinity or femininity.
- Coming from a different social class than that of the majority of the pupils.
- Evidence of poverty.
- Being from a family with unorthodox or 'different' family structures.
- Looked after children or young carers.

Victims tend to 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 healthy approach to problem solving. As such, some of the most successful interventions focus on increasing levels of resilience amongst victims 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 both the SEAL materials and the SAP programme, training in which have been offered to schools and resources are readily available.

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

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 sidelines 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:

- **assistants** who join in and assist the bully;
- **reinforcers** 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 bully's actions through the use of a number of strategies such as not joining in, voicing disapproval, reporting incidents, etc.

What are the effects of bullying?

Thousands of children and young people are affected by bullying across the country each year, in school, the community and at home. As a result of bullying, they may be reluctant to attend school and are often absent, presenting a variety of symptoms to health professionals, including fits, faints, vomiting, limb pains, paralysis, hyperventilation, visual symptoms, headaches, stomach aches, bed wetting, sleeping difficulties, self-harm and sadness. Victims of bullying may also be reluctant to go out at break times, leave school at the normal time, walk home with other children or use the school bus.

Children and young people who are bullied generally have low self esteem and sometimes feel they are to blame themselves for being a target of bullies. The victims of bullying are more likely to lack social skills, be more sensitive, cautious, quiet and anxious. Bullying has been shown to be a factor in the presentation of 38% of adolescents to psychiatric services, with depression being the diagnosis in over 70% of these cases. Half of the bullied depressed adolescents also had a history of deliberate self harm.

There is also some evidence to suggest that bullying can have long term mental health effects. Research undertaken for the NSPCC in 2000 identified that *'a quarter of children bullied by their peers reported that they suffered long term harmful effects lasting into adulthood'*.

Effective Anti-bullying Strategies

Role of the school and governing body

Schools are ideally placed to play a key role in tackling issues associated with bullying. By effectively challenging bullying, schools can create a safe environment for children and young people helping them to realise their potential and improve their emotional health and wellbeing. It also demonstrates that the school cares and makes clear to bullies that such behaviour is unacceptable.

Anti-bullying Policies

All schools, by law, must have a policy to prevent all forms of bullying among pupils. Headteachers and governing bodies will need to satisfy themselves that their policies comply with the Equality Act 2010. This Act replaced 116 difference equality and anti-discrimination statues with a single Act. The majority of the Act came into force on October 1st 2010. The nine pieces of legislation that were merged into the Act were:

- the Equal Pay Act 1970;
- the Sex Discrimination Act 1975;
- the Race Relations Act 1076;
- the Disability Discrimination Act 1995:
- the Employment Equality (Religion or Belief) Regulations 2003;
- the Employment Equality (Sexual Orientation) Regulations 2003;
- the Employment Equality (Age) Regulations 2006;
- the Equality Act 2006, Part 2; and
- the Equality Act (Sexual Orientation) Regulations 2007.

The Act creates anti-discrimination legislation covering none "protected characteristics", which are:

- age;
- disability;
- gender reassignment;
- marriage and civil partnerships;
- 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 characteristics and those who do not; and
- foster good relations between people who share a protected characteristic and those who do not.

The anti-bullying policy should also clearly link to other school policies, for example the:

- Behaviour policy - in some cases the anti-bullying policy may be a sub-section of this document. It should be clear what the sanctions are for bullying and in what circumstances they will apply.
- Child Protection Policy – Particularly in severe cases of bullying, particularly those involving sexual harassment or aggression.
- Complaints Policy.

The 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; schools may wish to consider producing a children and young person friendly version of the policy, a suggestion that was made at the Student Council conferences in 2011, which was then acted upon in 2012 and disseminated across the local authority, having been translated into Welsh, Polish and Portuguese. It should include:

- a definition of bullying;
- aims and objectives;
- whole-school preventative measures, intervention techniques, curriculum support, training policy, play policy (depending on resources);
- procedures to follow – who to tell, how to record bullying (including possibly providing a system for pupils to inform confidentially) and sanctions.

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

Model Anti-bullying Policy

In order to support our schools in tackling these issues, and to develop a consistent approach to anti-bullying policies across Merthyr Tydfil, a model anti-bullying checklist for policy development has been created. This policy is taken from *Respecting Others: Cyberbullying: Welsh Government 2011* and was recently re-

circulated in the Estyn Thematic report 2014 *Action on Bullying*. (**Appendix 1**) and guidance notes (**Appendix 2**).

Reviewing your current policy

One of the aims of this strategy is that schools in Merthyr Tydfil will review their anti-bullying policies and revise as appropriate to reflect the key areas identified. In reviewing the schools current policy the following approach will be useful when used in conjunction with the Checklist at (**Appendix 3**).

Raising awareness and sharing effective practice

A key strand of any successful anti-bullying strategy is a mechanism that allows for schools and individuals with a responsibility for anti-bullying to learn of new initiatives and also to share effective practice they have identified. This will be facilitated by the Authority via:

- The forwarding of relevant and up to date information.
- Involvement of school councils to look at bullying.
- Meetings to look at previous terms bullying statistics, training needs and share effective practice – this would be closely linked to the safeguarding agenda and will form part of the Cwm Taf Wellbeing group.

Collecting and recording Information about bullying incidents

A key element of an effective anti-bullying strategy is a mechanism to evaluate and review the effectiveness of a policy on reducing the frequency of bullying within the school.

Schools have been made aware of the need for reporting and recording all incidents of bullying and of the introduction of a **termly** collection of information relating to **all** bullying incidents. The purpose of this is to monitor patterns of type incidents and the number of incidents, so that support can be offered more effectively. This will include such information as listed below;

The number of incidents, including:

- 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, i.e. was it:
 - Verbal
 - Physical
 - Cyber
 - Indirect/Silent
- The motivation for the bullying, i.e. was it:
 - Racial
 - Sexual orientation
 - Gender/sexual
 - Disability
 - Religion

- Other

Schools are asked if they would be prepared to submit information about bullying on a termly basis using the standard form attached in Annex E. Schools already have a legal obligation to report details of racist incidents to the Authority on a termly basis.

The proposed termly collection on bullying data is intended to supplement this existing system, by asking that the individual racist incident report forms are attached to the form at **Appendix 5**, resulting in a single termly return. This will also enable schools to formally provide a nil return on racist incidents, while improving the accuracy of the data collected.

Support from the Authority

In reviewing your anti-bullying policy document you may have identified a range of issues, which need addressing. You can call on the following Local Authority services for support:

Inclusion Manager (01685 725082)
Education Welfare Service (01685 724681)
Restorative Justice (01685 724823)
Behaviour Support Service (01685 724823)
Educational and Child Psychology Service (01685 724642);
Healthy Schools Coordinator (01685 358572).
Governor Support Service: (01685 724665)
Children and Adolescent Mental Health (CAMHs) (01685 351102)
School based counseling service (01685 724551)

These services can work with you to:

- Provide support in the development of effective school anti-bullying policies, etc.
- Provide support and training in the development and implementation of policies and practices to deal with harassment of different groups.
- Provide information and training for schools, parents/carers and governors.
- Manage individual incidents, such as Restorative Justice
- Jointly plan and run student awareness events.
- Support school based activities such as, friendship skills groups, peer mediation, Social and Emotional Aspects of Learning (SEAL) training, Show Racism the Red Card Workshops.

Appendix 1 – Anti-bullying Model Policy -

Taken from Respecting Others: Cyberbullying: Welsh Government 2011

Anti-bullying practices

Does the school:

- 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;
- 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;
- develop pupils' personal, social and emotional skills, including resilience to help them to deal with bullying effectively;
- reinforce messages about what to do if pupils experience bullying; and
- make pupils aware of who they can turn to for help?

Policies and procedures

Does the school:

- 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?

Staff development and training

Does the school:

- make effective use of relevant research and information, such as the Welsh Government guidance 'Respecting Others' to provide effective training and support for staff?

Do staff:

- receive regular anti-bullying training (all staff teaching and non-teaching);
- have a clear understanding of the protected characteristics and their legal implications; and
- keep up-to-date with new forms of bullying, such as cyberbullying?

Cluster arrangements and transition processes

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?

Wider community

Does the school

- 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?

Appendix 2- GUIDANCE FOR COMPLETING MODEL POLICY

Guidance Note A

Values and Ethos statement

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

For example:

'Xxxxxxxx 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
- increase the likelihood that incidents will be reported to a responsible adult
- intervene effectively when incidents occur
- improve pupil attendance
- 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.

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 annual

Guidance Note B

Consultation

A policy will only 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?

Who has been consulted?

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
- The 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
- Junior Local Service Children’s Board
- Tros Gynnal
- Merthyr Tydfil Youth Forum

Have a variety of methods of consultation been used?

This could include:

- Questionnaires, for example:
 - Dan Olweus’ questionnaire 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.
 - “My Life in School”: identifies levels of bullying within the school for the preceding week. There are infant, junior and secondary school 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. Though 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/cares 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?

Here are some examples of definitions of bullying. This is not an exhaustive list – by developing your own definition you will promote useful discussion.

- National Assembly for Wales Guidance Circular 23/2003 'Respecting Others' guidance:
 - "deliberately hurtful (including aggression)
 - Repeatedly often 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"
- Cardiff University report on Evaluation of School Anti-Bullying Policies 2006 – Example of good practice (further examples can be found in the Report at www.wales.gov.uk/respectingothers)

"Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim:

Bullying can be:

- Emotional – being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
 - Physical - pushing, kicking, hitting, punching or any use of violence
 - Racist – racial taunts, graffiti, gestures
 - Sexual – unwanted physical contact or sexually abusive comments
 - Homophobic – because of, or focusing on, the issue of sexuality
 - Verbal – name-calling, sarcasm, spreading rumours, teasing.
- '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."
 - **The Merthyr Tydfil definition- "The constant wilful, conscious desire to hurt, threaten or frighten someone."**
 - Anti-bullying Alliance defines bullying as behaviour that is:
 - Repetitive, wilful or persistent
 - Intentionally harmful, carried out by an individual or group
 - An imbalance of power leaving the victim feeling defenceless
 - 'Finding Out about Bullying', Scottish Council for Research Edinburgh (SCRE) Spotlight Number 43, Edinburgh, A Mellor 1997:

“Bullying can happen when one person or a group tries to upset another person by saying nasty or hurtful things again and again. Sometimes bullies hit or kick people or force them to hand over money; sometimes they tease them again and again. The person who is being bullied finds it difficult to stop this happening and is worried that it will happen again. It may not be bullying when two people of roughly the same strength have a fight or disagreement”

- Safe to Learn : Embedding anti-bullying work in schools, DCSF 2008
“Behaviour by an individual or group usually repeated over time, that intentionally hurts an individual or group either physically or emotionally”

Guidance Note D

Bullying Behaviour

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

Bullying can take many forms, but three main types are:

- Physical – hitting, kicking, taking belongings, sexual harassment or aggression
- Verbal – name calling, insulting, making offensive remarks
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile telephones)

Example of good practice taken from Cardiff University Report on the Evaluation of School Anti-bullying policies

The principal forms of bullying are verbal, physical and manipulative.

Verbal bullying may

- Involve name calling
- Make use of written notes, emails or mobile telephone messages
- Include threats of physical violence

Physical bullying:

- Often consists of deliberate jostling, bumping, pushing or shoving. Those responsible may easily maintain that it is accidental when detected for the first time. It is a criminal offence where it involves assault, actual bodily harm or wounding.
- May involve theft or damage to property (accompanied by the threat of violence). Not all theft or damage is bullying, but it is where the intention is to create fear and use power improperly.

Manipulative bullying

- Manipulates social networks with the intention of excluding, ostracising or marginalising individuals from their friends and normal relationships.
- Spreads rumours or malicious accusations.

Bullying by text messages on mobile phones and malicious emails

- This is an increasing problem and is difficult to trace, requiring schools to be particularly vigilant and innovative in finding solutions. Children should be careful who they give their phone number and email address to, and should keep a record of the date and time of any offensive message received. Teachers need to encourage victims to save messages they are concerned about and let a member of staff see them. When pupils report bullying text messages the school needs to take the complaint seriously; the child's family might also need to contact the police. If such bullying has been carried out by one or more pupils on a persistent basis, or there has been a threat of violence, it will need to be dealt with firmly. This is referenced in more detail in *Respecting Others: Cyberbullying*, p.16-22.

Research commissioned by the Anti-Bullying Alliance from Goldsmiths College, University of London, defines cyberbullying as follows:

"Cyberbullying is an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself." www.anti-bullyingalliance.org.uk

The research identifies seven categories of cyberbullying:

- **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 websites** includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people.

Does the policy identify categories of bullying, for example bullying on the basis of race, gender, sexual orientation, special educational needs or disabilities and long-term health conditions?

There are many important categories of bullying, including:

- Racist bullying
- Sexual bullying
- Gender-based bullying
- Bullying on the basis of sexual orientation
- Bullying on the basis of special educational needs or disabilities
- Bullying of those with long-term health conditions.
- Cyberbullying

For further information please see Respecting Others Guidance document No: 050/2011- 057/2011

Bullying frequently focuses on individual differences or anything that is implied to be different from the majority. In this respect it undermines the school's work in promoting equal opportunities and teaching social and moral principles. Bullying may seize upon aspects of body shape or appearance or focus on parental, cultural or ethnically-based lifestyles. It may dwell upon race, religion or nationality. It may also reflect upon race, religion or nationality. It may also reflect parental ignorance and bigotry or neighbourhood feuds. Sexual bullying may involve misogyny or homophobia and focus on alleged sexual attractiveness or lack of it.

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 the curriculum?

Bullying and its effects may be exemplified and reinforced through many areas of the curriculum:

- PSE
- Tutor groups
- Creative writing in English/Welsh lessons

- Drama
- History
- Religious Education.

Example of good practice from the Cardiff University Report.

One of the best policies in relation to this aspect of the policy identified bullying both as a cross curricular theme and as a particular theme to be approached in Personal and Social Education (PSE). It was quite specific on this, explaining that there should be:

- Specific work on bullying especially in Year 7 when the fear of bullying is very real e.g. in the introductory booklet "Factfinder".
- Work on bullying using role play and drama in Drama lessons in Years 7, 8 and 9.
- Specific work on self-esteem and assertiveness, eg SEAL
- Specific work on problem solving games which can be used to teach non-conflict resolutions.
- Books on bullying (both fact and fiction). Videos available.
- A budget to finance anti-bullying strategies, e.g. Anti-bullying week, posters competitions, etc.
- Peer group education e.g. drama production developed by senior pupils for Year 7/Year 6 (primary schools).

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

Many schools have found that the best policies usually include a combination of strategies that can be drawn on and adapted to fit the circumstances of particular incidents. The following are some of the key strategies schools have used to prevent or reduce bullying:

- Co-operative group work – from age 5
- Circle time – from age 5
- Circle of friends – from age 5
- Buddying (or befriending) – from age 9
- School councils – primary and secondary school pupils
- The support group approach – from age 9
- Mediation by adults – from age 7
- Mediation by peers – from age 7
- Peer support – primary and secondary school pupils
- Quality circles – 11 to 18 years
- Assertiveness training groups – primary and secondary school pupils.
- Teaching of SEAL
- SAP groups.

Feedback from young people who attended the Merthyr Tydfil school council conference in October 2011 identified some strategies that 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 SAP groups made available
- 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

SEAL is a comprehensive approach to promoting the social and emotional skills that underpin effective learning, positive behaviour, regular attendance, staff effectiveness and the emotional health and wellbeing of all who learn and work in schools.

When a school implements SEAL effectively across the whole school, it establishes strong foundations to its work to prevent bullying. At the core of SEAL are the social and emotional skills that are all important because high levels of these skills create a social climate 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.

Restorative Justice can be defined by its fundamental principle, namely 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.

In March 2005 the national evaluation of the restorative justice in schools programme was published. The evaluation consisted of nine local Youth Offending Teams working

across 26 schools (20 secondary and six primary). The report examined the problems schools were having and explored the short and long term effects of the programme and whether restorative justice conferences are a useful tool in reducing school exclusions. The findings were very positive. In pilot projects over 90% conferences reached satisfactory, lasting agreements, which students felt were fair and which dealt with the behaviour causing victimisation. 89% of the students were satisfied with the outcome and the staff reported improvements in student behaviour.

Some Education Inclusion Officers in the Authority have received training in restorative justice techniques. A presentation on RJ was given at the Inclusion Conference on March 9th and is being launched in schools as from April 2012. For further information please contact the Senior Education Inclusion Officer on (01685) 724640.

An excellent reference document is 'Just Schools' by Belinda Hopkins published by Jessica Kingsley Publishers ISBN 1-84310-132-7 www.transformingconflict.org

The same school gave detailed consideration to the school's environment and supervision arrangements in corridors and playground as well as classrooms, the school ethos, communication within the school and with parents and governors.

In addition to this a time table of workshops for **Show Racism the Red Card** has been arranged for all high schools including the EOTAS programme across the authority for the summer term. 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 antiracism education. A time table of workshops has been arranged for all high schools including the EOTAS programme across the Authority for the Summer Term.

A description of strategies which some schools in Bristol have successfully adopted include¹:

- Ensuring that the school's anti-bullying statement or charter is actively promoted in assemblies and other formal occasions, as well as displayed around the school.
- Promoting a positive and inclusive whole school ethos, particularly in relation to staff behaviour towards the pupils and the school's relationship with the outside community.
- HELPLINE numbers are displayed (Childline; Kidscape).
- Regular circle time, enabling children to talk about their feelings and concerns in a safe environment and to enable them to share concerns about bullying.
- Poster campaigns around the school, undertaken by classes.
- Introducing constructive play opportunities.

¹ Taken from Bristol LEA Antibullying policy

- Raising self-esteem of children who have been bullied and teaching assertiveness techniques.
- Exploring the usefulness of the Restorative Justice Approaches in dealing with bullying incidents.
- Providing a Bully Box in the school office, where a pupil can leave a note of an incident of bullying, if they feel unable to tell someone directly.
- Supervising areas of the playground or school which pupils have identified as key areas where they feel vulnerable.
- Training pupils to be peer counsellors.
- Staff training on specific areas of harassment e.g. racial harassment, homophobia, disabled bullying.

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

For example, details could be recorded on a bullying register:

- Names of those involved, including the victim, bully and any witnesses
- Dates of incidents
- Details of incidents
- Action taken
- Monitoring of situation.

Examples of different monitoring forms which schools may find useful can be found at Annex D of the Anti-bullying strategy. Schools will be expected to collect the following information in order to complete a termly return to the Authority:

Number of incidents, including:

- 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, i.e. was it:
 - Verbal
 - Physical
 - Cyber
 - Indirect/Silent.
- The motivation for the bullying, i.e. was it:
 - Racial
 - Sexual orientation
 - Gender/sexual
 - Disability
 - Other.

This will 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?

For example:

Talking to teachers about bullying:

- Try to stay calm.
- Be as specific as possible about what your child says has happened.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child at school.
- Stay in touch with the school.

This should be linked to the schools' complaint procedure and if the concerns are not being addressed parents/carers can:

- Check the school anti-bullying policy to see if agreed procedures are being followed.
- Discuss the concerns with the parent governor or other parents.
- Make an appointment to meet the head teacher.
- If this does not help, write to the chair of governors explaining your concerns.
- Contact the Chief Education Officer who will be able to ensure that the governors respond to your concerns.
- Contact local or national parent support groups for advice. (refer to ANNEX G)

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?

Clear details should be given about a range of ways for pupils to report bullying, including important indirect ways, and information about support for both victims and perpetrators. For example, evidence of peer support, bully boxes, use of sixth form, web reporting, and counselling for suspected bullies.

Example of good practice from the Cardiff University Report

- As a “Telling-School” victims of bullying have five potential routes to voice their concerns:
 - Mentors. Each Year 7 pupil has a Year 12 mentor. These Year 12 students have child line training and are trained to deal with the victims of bullying.

- Form teacher. The form teacher is the member of staff who is primarily entrusted with the wellbeing of the child in their form. Pupils are encouraged to talk to their form teachers.
- Year head. Some pupils feel more comfortable telling their head of year.
- Assistant headteacher (pastoral) leads the anti-bullying procedures in the school but is happy to deal directly with the victims of bullying.
- Parents are welcome to contact senior staff to express concerns over bullying.

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?

Procedures should be clearly outlined (e.g. including bullet points and examples) and deal specifically with incidents of bullying.

The exact course of action will vary with each situation but the main objectives should be that bullying incidents are brought into the open, discussed and strategies agreed to help resolve the problem. It is always important to make clear that:

- The bully's behaviour is unacceptable and the bullying must stop.
- Everything that happens is carefully recorded.
- The application of sanctions will depend on the individual circumstances of each incident.
- Revenge is not appropriate for the victim.
- The school will work with the parents of both the victim and the bully.
- Support will be available for the victim.
- Support will be available for the bully to help change his/her behaviour².

If all efforts fail to help pupils stop bullying, schools will need to take tougher action to deal with persistent and violent bullying. They will need to make sure that the whole school community knows what sanctions will be used. They should be fairly and consistently applied. A possible graduated approach suggested by Suckling and Temple in their publication "Bullying: a whole school approach" (Jessica Kingsley, 2001) is as follows:

- Logical consequences. Students need to be made aware that their behaviour is related to an outcome, and has consequences for themselves and others.
- Time-out. Removing the student from the group, not so much as a punishment, but rather as a time when he or she can think about their behaviour and often a solution.
- Denial of privileges, with the opportunity to redeem ones self.
- Individual student management plan (ref: pastoral support programme).

² Ref Bristol Anti-bullying policy

- Parental involvement.
- Counselling.
- Removal of bully away from the victim (e.g. into another class).

If all steps fail it may be necessary to exclude the pupil for a fixed period or, particularly where serious violence is involved, the headteacher has the option of permanently excluding the pupil. This should not, however, be a standard course of action and each case should be considered separately.

Examples of good practice from the Cardiff University Report:

Example 1: Once bullying concerns have been expressed these should be dealt with by either the form teacher, the year head or assistant head (pastoral). The normal stages would be:

- Talk to bully victim.
- Talk to alleged bully.
- Design coping strategies for the victim to avoid the situation.
- Alert teachers as to the issue.
- Allow the victim and bully to meet and discuss issues leading to conflict resolution.
- Sanctions on bully – contact home
 - detention
 - use of internal exclusion
 - exclusion.

Every case is different and will require different solutions; however the policy should be upheld so that any victim of bullying can see that the issue is dealt with and resolved.

Example 2: Other schools with good, clear policies provided flow charts or other simple and clear explanations of their procedures, in some cases described as clear stages in an on-going and escalating process, for example:

- **Stage 1 (Teacher Concern)**
 - Child reports to headteacher.
 - Apology to victim – verbal
– written.
 - Child is counselled by class teacher (and SENCo/headteacher if necessary).
 - Possible loss of privileges.
 - Parents/carers may be informed.
- **Stage 2 (School Action)**
 - Class teacher/Special Education Needs Coordinator (SENCo)/headteacher.

- Child is given notice that “bullying” and other inappropriate behaviour is being recorded.
 - Record is begun containing date and description of incident.
 - Class teacher and SENCo counsel child informally.
 - Parent/carers are involved in counselling.
 - Collect evidence and in consultation with parents/carers decide if child has a special educational need. Access to Stage 3 Code of Practice is implemented.
- **Stage 3 (School action plus)**
 - Headteacher control.
 - Headteacher/outside agency/SENCo implement strategies to correct behaviour.
 - Parents/carers work in tandem with school.
 - Chair of governors is informed and a meeting of all concerned takes place as soon as possible. Appropriate action such as exclusion may be considered.

Example of good practice in recording and dealing with incidents of bullying taken from ‘Tackling bullying in schools - A survey of effective practice’ Estyn 2006

Name of Pupil	Warning		Parent informed	Class teacher & parent discussion	Warning 3	Head teacher letter/loss of privileges	Warning 4	Headteacher, class teacher & parent meeting/discussion of sanctions
	1	2						
Joe Bloggs	10/01/11 V	25/02/11 P	16/02/11	20/02/11	19/03/11 P	21/02/11 Restrictions at lunchtime	24/03/11 R	30/03/11 Discussion with parent possible f/t exclusion

1. When an incident of bullying occurs a teacher enters the name of the bully into the table. The teacher will give a first verbal warning. The warning is recorded on the Bullying Incident Record sheet by the teacher and dated. Specific letters identify the type of bullying. The identifying letters are explained in the key on the record sheet, e.g.:
 - V = verbal abuse
 - P = physical abuse.
2. If or when a second bullying incident occurs, the same action is taken and the bully receives a second warning. In this instance the parents of the bullying child are informed of the incidents, via the home/school diary. They are invited to school for discussions. Any essential information is recorded on the Bullying Incident Record

form, and is also logged on a school incident report form which will be collected by the LA. This in turn will be analysed termly and resources targeted accordingly.

3. Bullying may continue, for which a higher level warning is given, recorded and dated by the headteacher.
4. When the bully receives this warning, a letter is sent from the headteacher to the respective parents/carers inviting them in to discuss suitable and appropriate sanctions. These can include excluding the bully from a sports event, or removing other privileges.
5. A further incident of bullying results in the headteacher sending out a final letter to the parents/carers inviting them into school for further discussions. At this meeting a further set of sanctions will be imposed on the bully or bullies by the headteacher. The school anticipates that very few incidents of this severity will occur. Sanctions imposed may include exclusion at lunch time or as a last resort, a fixed term exclusion.
6. The measures outlined above are applied consistently by staff. The headteacher monitors the record of bullying incidents regularly to check for patterns in individual behaviour that may require attention and this should be reported to the governing body.

Additional considerations:

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

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

Guidance Note G:

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?

In monitoring the policy, a key member of staff identifies progress and enables follow-up, showing whether the policy is really effective. Make clear under what circumstances records should be used for monitoring, how long they will be kept and who should have access to them.

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 – at least once every school year. A report each term to the governing body, parents/carers and staff may be helpful.

Appendix 3 - 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 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?	

Appendix 4 – EXAMPLE REPORTING FORM
[LOGO]
[NAME OF SCHOOL]
DISCRIMINATORY INCIDENTS RECORDING FORM A
AUTUMN/SPRING/SUMMER TERM 200X

Name of Pupil	Warning		Parent informed	Class teacher & parent discussion	Warning	Head teacher letter/loss of privileges	Warning	Head teacher, class teacher & parent meeting/ discussion of sanctions
	1	2						
Joe Bloggs	10/01/11 V	25/02/11 P	16/02/11	20/02/11	19/03/011 P	21/02/11 Restrictions at lunchtime	24/03/11 R	30/03/11 Discussion with parent possible f/t exclusion

Please return at the end of term (by post or email) to Head of Inclusion Merthyr Tydfil County Borough Council

[LOGO]
 [NAME OF SCHOOL]
 DISCRIMINATORY INCIDENTS RECORDING FORM B
 AUTUMN/SPRING/SUMMER TERM 200X

Name of Pupil	Gender		Year Grp	Date of Incident	Investigated & by whom	Outcome & Actions	Bullying type & Motivation							
	M	F					Verbal	Physical	Cyber	Indirect	Racial	Sexual Orientation	Gender	Disability
Joe Bloggs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	7	16/02/08	20/02/08 Mrs Thomas class teacher	Victim: Male <input checked="" type="checkbox"/> Female <input type="checkbox"/> Yr Grp Bullying Confirmed Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Agreed action Restorative justice approach	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>				Victim: Male <input type="checkbox"/> Female <input type="checkbox"/> Yr Grp Bullying Confirmed Yes <input type="checkbox"/> No <input type="checkbox"/> Agreed action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>				Victim: Male <input type="checkbox"/> Female <input type="checkbox"/> Yr Grp Bullying Confirmed Yes <input type="checkbox"/> No <input type="checkbox"/> Agreed action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Racial <input type="checkbox"/>	Orientatio n <input type="checkbox"/>	Gender <input type="checkbox"/>	Disabilit y <input type="checkbox"/>
Religion <input type="checkbox"/>	Other: <input type="checkbox"/>		

[LOGO]
 [NAME OF SCHOOL]
DISCRIMINATORY INCIDENTS RECORDING FORM C
AUTUMN/SPRING/SUMMER TERM 200X

Name of Pupil: Joe Bloggs
Class Teacher: Mrs Thomas

Year Group: 8

Date of Incident	Outcome & Actions	Bullying type & Motivation
16/02/08	Victim: Jane Smith Male <input type="checkbox"/> Female <input checked="" type="checkbox"/> Yr Grp 7 Description of incident Joe refused to take part in a group activity in class with Jane. He said he didn't want to work with a 'smelly girl'. Jane was very upset by this Bullying Confirmed Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Agreed action Restorative justice approach	Type Verbal <input checked="" type="checkbox"/> Physical <input type="checkbox"/> Cyber <input type="checkbox"/> Indirect <input type="checkbox"/> Motivation Sexual Racial <input type="checkbox"/> Orientation <input type="checkbox"/> Gender <input checked="" type="checkbox"/> Disability <input type="checkbox"/> Religion <input type="checkbox"/> Other: <input type="checkbox"/>
	Victim Male <input type="checkbox"/> Female <input type="checkbox"/> Yr Grp: Description of incident Bullying Confirmed Yes <input type="checkbox"/> No <input type="checkbox"/> Agreed action	Type Verbal <input type="checkbox"/> Physical <input type="checkbox"/> Cyber <input type="checkbox"/> Indirect <input type="checkbox"/> Motivation Sexual Racial <input type="checkbox"/> Orientation <input type="checkbox"/> Gender <input type="checkbox"/> Disability <input type="checkbox"/> Religion <input type="checkbox"/> Other: <input type="checkbox"/>

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**Appendix 5 – TERMLY REPORTING FORM
 DISCRIMINATORY INCIDENTS REPORTING FORM
 AUTUMN/SPRING/SUMMER TERM 200X**

Name of School:

Number of Incidents of bullying recorded

Number of pupils responsible

Of which:

Male:

Female:

KS1

KS2

KS3

KS4

Number of victims

Of which:

Male:

Female:

KS1

KS2

KS3

KS4

Incidents of bullying

Type

Motivation

Of the bullying incidents, how many were:

Of the bullying incidents, how many were:

Verbal

Racial*

Physical

Sexual Orientation

Cyber

Gender/sexual

Indirect

Disability

Religion

Other

*please attach copies of all completed racist incidents forms for the reporting period

Please detail below any additional support requirements you have identified to help tackle bullying issues, e.g. training, inclusion officer support etc.

Headteacher:

Date:

Appendix 6 – CYBERBULLYING

The section that follows aims to provide some key facts and guidance on Cyberbullying and should be read in conjunction with the resources from page 54 onwards. This information has mainly been taken from Welsh Government Respecting others Cyberbullying and Anti-bullying alliance guidance

Cyberbullying can be defined as:

the use of Information and Communications Technology (ICT), particularly mobile phones and the 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 cyberbullying indicates that it is a feature of many young people's lives. It also affects members of school staff and other adults; there are examples of staff being ridiculed, threatened and otherwise abused online by pupils.

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

- **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 websites** includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people
- **Bullying via webcams** webcams let you see, in real time (i.e. live), people you are chatting to, places or events. They can have educational value, however, children

can be persuaded or threatened into doing things on a webcam that they might not have otherwise done, for example undressing or acting in unsuitable ways.(Respecting Others Cyberbullying, 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 cyberbullying 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 cyberbullying.
- Girls are more likely to be involved in cyberbullying. 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 cyberbullying 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 cyberbullying, 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 cyberbullied at least once over the previous few months.
- Phone calls, text messages and email were the most common.
- There was more cyberbullying outside school than in.
- Girls are more likely than boys to be involved in cyberbullying 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 cyberbullying. 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.

Most cyberbullying is done by students in the same class or year group. Although it leaves no visible scars, cyberbullying of all types can be extremely destructive

Preventing cyberbullying

It is important to decide on the roles and responsibilities for cyberbullying 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 cyberbullying. Awareness can be raised and understanding promoted through discussion and activity around what cyberbullying 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 cyberbullying within curriculum delivery.

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

Stay up to date – prevention and responding strategies require continuous review and refinement as new technologies and services become popular. This guidance, similarly, will be updated periodically as technologies develop.

Responding to cyberbullying

Cyberbullying is a form of bullying, and as such schools should already be equipped to deal with the majority of cyberbullying cases through their existing anti-bullying and behaviour policies and procedures. However, schools should recognise the ways in which cyberbullying differs from other forms of bullying and reflect that in how they respond to it. In addition to considerations about the invasiveness of cyberbullying, the size of the audience, and other such factors, cyberbullying yields evidence in a way that other forms of bullying do not. The 24/7 nature of cyberbullying can make it difficult for a target to escape the attacks directed at them.

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. Detailed information on retaining evidence, containing incidents, and contacting the relevant organisations is provided in this guidance.

Some forms of cyberbullying 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 cyberbullying 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 cyberbullying 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 cyberbullying. 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 cyberbullying 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.

Cyberbullying – advice and guidance 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 cyberbullying. For example, www.wiredsafety.org and 360safe@swgfl.org.uk has 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 cyberbullies. 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 cyberbullying. People may be fined or sent to prison for up to six months.

Appendix 7 - Useful Resources

Merthyr Tydfil County Borough Council does not necessarily endorse all the views expressed by these organisations.

Anti-Bullying Alliance (ABA)

Brings together over 60 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.

Tel 020 7843 1901

www.anti-bullyingalliance.org.uk

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 organizations to account.

Tel 0808 801 1000

www.childcomwales.org.uk

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/

Welsh Assembly Government

Guidance on anti-bullying from the Welsh Assembly Government.

www.wales.gov.uk/respectingothers

Act Against Bullying

A national charity which highlights new forms of bullying, particularly bullying through social exclusion.

Tel 0845 230 2560

www.actagainstbullying.com/

Actionwork

A multi-media organisation that uses film, theatre and other creative arts to explore and tackle issues that affect young people, in particular bullying.

Tel 01934 815163

www.actionwork.com/

Advisory Centre for Education

Advice line for parents on all procedural matters concerning schools.

Tel 0808 800 5793

www.ace-ed.org.uk

Bullies Out

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

<http://www.bulliesout.com>

Bully Free Zone

Provides a peer mediation service, written and telephone advice, and provides training for children and young people, parents, teachers, youth workers and other professionals.

Tel 01204 454958

www.bullyfreezone.co.uk

Bullying Online

Provides an email advice service for children and young people as well as online help and information, for schools as well as pupils.

www.bullying.co.uk

ChildLine

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

Tel 0800 1111

www.childline.org.uk

Children's Legal Centre

Provides legal advice, information, assistance and representation to children, parents/carers and professionals working with children.

Tel 0800 7832187

www.childrenslegalcentre.com

Commission for Racial Equality

A publicly funded, non-governmental body set up under the Race Relations Act 1976 to tackle racial discrimination and promote racial equality.

Tel 020 7939 0000

www.cre.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; and books, videos, free booklets and leaflets about the prevention of bullying, many in several languages.

Tel 020 7730 3300

www.kidscape.org.uk

Leap Confronting Conflict

Provides opportunities, regionally and nationally, for young people and adults to explore creative approaches to conflict in their lives.

Tel 0207 272 5630.

www.leaplinx.com

Mencap

Mencap fights for equal rights for people with learning disabilities and their families and carers, and provides housing and employment support.

Tel 020 7454 0454

www.mencap.org.uk

Miss Dorothy.com

Provides a programme which offers an approach to learning about personal behaviour and safety for 4-11 year olds.

Tel 0870 759 3388

www.missdorothy.com

National Autistic Society

Champions the rights and interests of all people with autism and seeks to ensure that they and their families receive quality services appropriate to their needs.

Tel 0845 0704004

www.autism.org.uk

National Children's Bureau

Promotes the voices, interests and well-being of all children and young people across every aspect of their lives. As an umbrella body for the children's sector in England and Northern Ireland, provides information on policy, research and best practice.

Tel 020 7843 6000

www.ncb.org.uk

NCH

A leading children's charity dedicated to supporting vulnerable children. In partnership with Tesco Mobile, NCH has produced valuable research on text bullying and information on phone and Internet safety

www.nch.org.uk

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

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

School's Out!

Aims to support lesbian, gay, bisexual and transsexual (LGBT) staff in education and to raise the profile of LGBT people and issues.

Tel 01273 298299

www.schools-out.org.uk

Stonewall

A campaign and lobby group working to achieve legal equality and social justice for lesbians, gay men and bisexuals.

Tel 020 7593 1850

www.stonewall.org.uk

Teachers support

www.teachersupport.info

Teachers TV

Section of the Teachers TV website devoted to anti bullying, featuring programmes which can be watched online, downloadable resources, links, and interviews with experts on bullying.

www.teachers.tv/bullying

UK Observatory for the Promotion of Non-Violence

A national initiative committed to addressing the key issues of aggression, bullying, anti-social behaviour and violence amongst children and young people.

Tel 01483 684552

www.ukobservatory.com

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

Useful cyberbullying Resources

Secondary school teachers can download an information pack from www.childnet-int.org has a DVD for secondary schools about keeping safe in online chat rooms. They are currently distributing free Internet safety leaflets for parents to primary schools.

ATL: Cyberbullying

This fact sheet explains the problem of cyberbullying, what steps teachers should take if they are a victim of cyberbullying, and what schools should do to tackle the problem.

www.atl.org.uk/publications-and-resources/factsheets/cyberbullying.asp

Childnet International

Advises on Internet safety and has a range of leaflets for children and parents in a number of languages, including Hindi, Punjabi and Maltese.

<http://www.childnet-int.org/>

Cyberbullying.org

The world's first website dedicated to cyberbullying has plenty of useful advice on combating cyberbullying, including how to take screenshots of online bullying for evidence.

<http://www.cyberbullying.org/>

Get Safe Online

Helps you protect yourself and your family against Internet threats.

<http://www.getsafeonline.org/>

Know IT All

Know IT All (KIA) is Childnet's award-winning suite of free education resources designed to help educate parents/carers, teachers and young people about safe and positive use of the internet. Currently there are four KIA resources for parents/carers, secondary schools, primary schools and trainee teachers and all four resources include content for young people.

www.childnet-int.org/kia

Thinkuknow.co.uk

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

www.thinkuknow.co.uk

Virtual Global Taskforce (VGT)

Made up of police forces around the world, working together to fight online child abuse. The site includes advice, information and support for adults and children.

<http://www.virtualglobaltaskforce.com/>

Websafe Crackers: IH8U

A website for children and young people focusing on cyberbullying and how to deal with phone abuse. It's free to email, chat, phone or text them for advice.

<http://www.websafecrackerz.com/ih8u.aspx>

Wired Safety

The world's largest online safety and help group. Has tips on how to stop cyberbullying, along with information on popular sites such as bebo.com.

www.wiredsafety.org

Wise Kids

WISE KIDS works with young people, community groups, parents, librarians, youth organisations, local education authorities, schools and businesses throughout Wales and elsewhere, to raise awareness of positive and safe Internet use.

www.wisekids.org.uk

Useful cyberbullying websites for children and young people

Anti-Bullying Alliance

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 at National Children's Bureau.

Tel: 020 7843 1901

e-mail: aba@ncb.org.uk

www.anti-bullyingalliance.org.uk

Chatdanger

A website about the potential dangers online (including bullying), and advice on how to stay safe while chatting.

www.chatdanger.com

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 cyberbullying, which forms the remit of CEOP.

www.ceop.gov.uk

Childnet International

A range of resources for primary and secondary schools, children and young people, teachers and parents/carers.

www.childnet-int.org

Cyberbullying.org

One of the first websites set up in this area for young people,

providing advice around preventing and taking action against cyberbullying. It is a Canadian-based site.

www.cyberbullying.org

Internet Watch Foundation

They can be contacted where internet material may contain child sexual abuse content, criminally obscene adult content and incitement to racial hatred.

www.iwf.org.uk

Kidsmart

This site contains a range of resources and activities for children, young people and parents/carers, including lesson ideas for teachers. Produced by Childnet International.

www.kidsmart.org.uk

London Grid for Learning (LGfL)

The LGfL website has a number of resources in its e-safety section, including hints and tips for teachers about social networking sites and a model acceptable use policy.

www.lgfl.info

Meic

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

www.meiccymru.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 (TUK) – teachers and trainers area

Here you'll find resources for teachers and all other professionals working with young people. There are films, presentations, games, lesson plans and posters covering a range of issues from grooming by child sex offenders to cyberbullying. All of these resources encourage young people to have fun with new technology, while staying in control of the risks. Importantly, they also teach young people where to go if they have any concerns.

www.thinkuknow.co.uk

UK code of practice for the self-regulation of new forms of content on mobiles (2004)

This code outlines the mobile operators' commitment to deal vigorously with malicious communications.

www.imcb.org.uk

UK Council for Child Internet Safety (UKCCIS)

Brings together over 150 stakeholders from across the internet safety spectrum to work on internet safety. UKCCIS launched the 'Click Clever Click Safe' campaign to promote internet safety among children and parents/carers.

www.education.gov.uk/ukccis

Wise Kids

A site promoting innovative, positive and safe internet use. It has advice and resources for educators, as well as young people, parents/carers, communities and business.

www.wisekids.org.uk

How mobile phone operators are combating cyberbullying

Responsible mobile phone operators are taking steps to help tackle cyberbullying. Each phone operator should have a number to ring to report phone bullying.

Details of how to contact mobile phone operators

- **O2:** Call 08705 214000 or e-mail ncb@O2.com
- **Vodafone:** Call customer services on 191 from a Vodafone phone or on any other phone call 08700 700191 for Pay Monthly customers or on 08700 776655 for Pay As You Go customers.
- **3:** Call 333 from a 3 phone, or 08707 330 333.
- **Orange:** call 450 on an Orange phone or 07973 100450 for Pay As You Go customers; call 150 from an Orange phone or 07973100150 for Pay Monthly customers.

T-Mobile: call customer services on 150 from your T-Mobile phone or on 0845 412 5000 from a landline, or e-mail using the 'How to contact us' section of the T-Mobile website at www.t-mobile.co.uk

Racial bullying resources

Rewind

Intended for secondary students as well as for teachers and youth workers, a lively collection of materials and discussions about racism and race equality.

www.rewind.org.uk

The Three Lions

A story for KS2 with vivid illustrations about a black footballer. Many questions for discussion and reflection. Intended for PSE and citizenship lessons, and for literacy development.

www.staffpart.org.uk/bridges.htm

Crosspoint

Descriptions of, and links to, a very wide range of antiracist organisations and projects, including many with a local focus. The link takes you to the UK section but elsewhere on the site there is information from over 100 other countries.

<http://www.magenta.nl/crosspoint/uk.html>

Joseph Rowntree Foundation

The Foundation's research reports include *The Search for Tolerance: challenging and changing racist attitudes and behaviour among young people* by Gerard Lemos, published in March 2005. Six practical projects are described and general principles are outlined.

<http://www.jrf.org.uk/knowledge/findings/socialpolicy/0135.asp>

Racism No Way

Based in Australia, but with much that is entirely relevant, valuable and up-to-date for teachers and learners in other countries as well. Fact sheets, classroom activities, quizzes, webquests, news items, and links to recent articles from around the world.

<http://www.racismnoway.com.au/>

Antibullying

Based in Scotland, this site contains a section on countering racist bullying, particularly in mainly white schools.

<http://www.antibullying.net/racistinfotwo.htm>

School Mediation

Based in the United States, this site has a large archive of newsletters about all aspects of using peer mediation to resolve conflict in schools.

<http://www.schoolmediation.com/>

Websites relating specifically to racism, anti-Semitism and Islamophobia**Anne Frank's House**

There are several websites teaching about anti-Semitism and racism through the inspiration of Anne Frank's diary. Links to most of them are available through the site of Anne Frank House, based in Amsterdam.

www.annefrank.org

Anti-Defamation League

Lesson plans and resource lists for teaching about a wide range of equality and diversity issues under the general heading of anti-bias teaching. Based in the United States, but with stimulating ideas for many other countries as well.

www.adl.org/education

Anti-Slavery

This website hosts information about the Cross Community Forum, set up to promote discussion and debate about, and provide resources for, the bicentenary in 2007 of the abolition of the Transatlantic Slave Trade.

www.antislavery.org

Facing History

'By studying the historical development and the legacies of the Holocaust and other instances of collective violence students learn to combat prejudice with compassion, indifference with ethical participation, myth and misinformation with knowledge.' The site is invaluable for teaching about anti-Semitism – but also other forms of racism, and about current and recent issues such as the Danish cartoons about Islam.

www.facinghistory.com

Football Unites

Campaigns against racism in and around football grounds are a significant development in recent years. Much valuable information is available from the Football Unites Racism Divides project, set up by Sheffield United.

www.furd.org

Forum Against Islamophobia and Racism

Useful range of recent newspaper articles and several valuable factsheets.

www.fairuk.org

Genocide Watch

A focus on political and philosophical issues, with material in French, Portuguese and Spanish as well as English. Includes a useful short framework entitled 'The eight stages of genocide' and applies this to

a wide range of current situations throughout the world.

www.genocidewatch.org

Institute of Race Relations

Many key articles and a large archive of links to news items in the local press throughout the UK, plus a weekly newsletter about current events.

www.irr.org.uk

Jewish Council for Racial Equality

Materials about racism and anti-Semitism and for teaching about refugees and people seeking asylum. Intended in particular for Jewish educational settings, but of relevance and use more generally as well.

www.jcore.org.uk

Kick It Out

The national campaign against racism in football. For materials on the same theme intended for schools see 'Show Racism the Red Card' (page 54).

www.kickitout.org

NASUWT: Prejudice-related bullying

Guidance on prejudice-related bullying, including homophobic bullying, racist bullying, faith-based bullying, disability bullying, sexist bullying and transphobic bullying. Also has specific guidance for schools on tackling Islamophobia and on racial harassment of teachers.

www.nasuwat.org.uk

Websites relating specifically to cultural and religious identities

Anglo-Sikh Heritage Trail

Substantial information about the history and present situation of Sikh communities in Britain and about Sikh faith and culture. A special area for children is entitled Ajit and Raj.

www.asht.info

Blacknet

Extensive collection of news items and articles about events and trends affecting Black British communities, with extensive links to other relevant sites.

www.blacknet.co.uk

Catalyst

A magazine about race, culture and integration published online as well as in print by the Commission for Racial Quality. The first issue

was in January 2006.

www.catalystmagazine.org

Every Generation

The winner of the website category in the 2003 Race in the Media Awards (RIMA) Scheme run by the Commission for Racial Equality. A wealth of information about black communities in Britain.

www.everygeneration.co.uk

Indobrit

Discusses issues of interest to the younger generation of British people who are of Indian, particularly Gujarati, heritage.

www.indobrit.com

Islam Awareness Week

A wealth of information and links to other sites, geared in particular to the needs and interests of teachers.

www.iaw.org.uk

Websites for children and young people around special educational needs and disabilities**Anti-bullying Alliance**

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.

www.anti-bullyingalliance.org.uk

ChildLine

ChildLine is the free helpline for children and young people in the UK. Children and young people can call on 0800 1111 to talk about any problem.

www.childline.org.uk

Contact a Family

A UK-wide charity providing advice, information and support to the parents of all disabled children – no matter what their disability or health condition. It also enables parents/carers to get in contact with other families, both on a local and national basis.

www.cafamily.org.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.org.uk/cdc

Directgov – section for disabled people

Issues affecting disabled people.

www.direct.gov.uk/DisabledPeople

Equality and human rights commission

www.equalityhumanrights.com

I CAN

I CAN works to support the development of speech, language and communication skills in all children, with a special focus on those who find this hard – children with a communication disability.

www.ican.org.uk

In the Picture

In The Picture (Scope) aims to encourage publishers, illustrators and writers to embrace diversity – so that disabled children are included alongside others in illustrations and storylines in books for young readers.

www.childreninthepicture.org.uk

Kids

Information and resources on supporting children with SEN and disabilities in accessing play, leisure, education and family support.

www.kids.org.uk

Making Ourselves Heard

Making Ourselves Heard is a project that aims to ensure the active participation of disabled children and young people in all decisions directly affecting them – in the development of their local communities; in the strategic planning of services; and in all aspects of the work of the Council for Disabled Children.

www.ncb.org.uk/cdc_moh

Meic

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

www.meiccymru.org

Mencap

Mencap is the UK's leading learning disability charity working with people with a learning disability and their families and carers.

www.mencap.org.uk

National Deaf Children's Society

NDCS is the leading national charity dedicated to creating a world without barriers for deaf children and young people.

www.ndcs.org.uk

National Autistic Society

The National Autistic Society champions the rights and interests of all people with autism and aims to provide individuals who have autism, and their families, with help, support and services.

www.autism.org.uk

NASUWT: Prejudice-related bullying

Guidance on prejudice-related bullying, including homophobic bullying, racist bullying, faith-based bullying, disability bullying, sexist bullying and transphobic bullying.

www.nasuwat.org.uk

Useful websites for homophobic 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 at National Children's Bureau.

Tel: 020 7843 1901

e-mail:

www.anti-bullyingalliance.org.uk

ATL: An inclusive culture: Challenging homophobic and sexist behaviour

Established in 1884, ATL is the union for education professionals across the UK, and currently represents 160,000 members in the maintained, independent and post-16 sectors.

www.atl.org.uk/policy-and-campaigns/policies/an-inclusive-culturehomophobic-bullying.asp

Bullying Online

Bullying Online provides online information for schools, learners and parents/carers about bullying. They also provide workshops and training to schools, youth organisations, police forces and health trusts.

e-mail: help@bullying.co.uk
www.bullying.co.uk

Educational Action Challenging Homophobia (EACH)

EACH is the charity providing UK-wide helpline support to young people experiencing homophobic bullying and award-winning training to challenge homophobia in schools for local authorities and children's services.

National Helpline: 0808 1000 143 (Monday to Friday, 10am–5pm; Saturday, 10am–Midday)

Helpline Officer: 0117 946 7607

e-mail: info@eachaction.org.uk
www.eachaction.org.uk

Imaan

This is a social support group for lesbian, gay, bisexual and transgender Muslims, their family, friends and supporters, and those questioning their sexuality or gender identity.

www.imaan.org.uk

Jewish Gay and Lesbian Group

They provide an atmosphere of friendship and support for Jewish gay men, lesbians, bisexuals and their partners.

www.jglg.org.uk

Kidscape

Kidscape works UK-wide to provide individuals and organisations with practical skills and resources necessary to keep children safe from harm. The Kidscape staff equips vulnerable children with practical non-threatening knowledge and skills in how to keep themselves safe and reduce the likelihood of future harm.

e-mail: experience@kidscape.org.uk
www.kidscape.org.uk

Lesbian and Gay Christians

A UK-based international charity who are praying for an inclusive church.

www.lgcm.org.uk

LGBT Excellence Centre

The LGBT Excellence Centre is a social enterprise based in Wales with a commitment to Wales, although it also has projects working across the UK and abroad. The centre gathers and shares excellence, information and good practice for LGBT people, as well as organisations that want to achieve better equality and human rights.
www.ecwales.org.uk

LGBT History Month

February is LGBT History Month where organisations, including schools, explore issues relating to lesbian, gay, bisexual and transgender people and their history. The website has resources for schools.

www.lgbthistorymonth.org.uk

NASUWT: Prejudice-related bullying

Guidance on prejudice-related bullying, including homophobic bullying, racist bullying, faith-based bullying, disability bullying, sexist bullying and transphobic bullying.

www.nasuwat.org.uk

National Society for the Prevention of Cruelty to Children (NSPCC)

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

e-mail: help@nspcc.org.uk

www.nspcc.org.uk

Safra project

The Safra Project is a resource project working on issues relating to lesbian, bisexual and/or transgender women who identify as Muslim religiously and/or culturally.

www.safraproject.org

Schools Out

Schools Out provides both a formal and informal support network for all people who want to raise the issue of homophobia in education.

Helpline (Male): 01582 451 424

Helpline (Female): 0207 635 0476

e-mail: secretary@schools-out.org.uk

www.schools-out.org.uk

Sex Education Forum

This forum believes good quality sex and relationship education is an entitlement and provides useful information for schools to deliver in this area.

www.ncb.org.uk/sef

SPLAG Wales (Support for Parents of Lesbians and Gays in Wales)

SPLAG Wales aims to help parents who have a lesbian, gay or bisexual daughter or son to come to terms with their child's sexuality.

www.splagwales.org.uk

Stonewall Cymru

Stonewall Cymru is the all-Wales lesbian, gay and bisexual equality charity campaigning for equality and social justice for LGB people across Wales. It runs the Education for All Campaign. The aim of the campaign is to ensure that all young LGB people can fulfil their potential, and that the UK's schools and education systems can deal appropriately with homophobia and homophobic bullying. Stonewall has produced a number of resources and carried out key pieces of research into homophobic bullying in schools, including a DVD called 'Spell it Out', hold an annual conference for educational practitioners, and run a youth volunteering programme for all young people in Wales who want to tackle homophobic bullying.

e-mail: education@stonewallcymru.org.uk

www.stonewallcymru.org.uk

Terrence Higgins Trust (THT)

THT provides information and resources on HIV and AIDS, as well as information about challenging homophobia. They are increasingly providing youth groups around the country, and are able to visit schools and make presentations.

e-mail: info@tht.org.uk

www.tht.org.uk

Helplines and resources for young people dealing with homophobic bullying

CLIConline

The Welsh Government's national information and advice service for young people aged 11 to 25 provides information on sexual orientation and homophobic bullying.

www.cliconline.co.uk

Educational Action Challenging Homophobia Helpline

National Helpline for young people experiencing homophobic bullying: 0808 1000 143 (Monday to Friday, 10am–5pm; Saturday, 10am–midday)

e-mail: info@eachaction.org.uk

Finding a youth group

Try 'Google', the local authority, or visit Stonewall Cymru's website where there are listings of resources for young people.

www.stonewall.org.uk/education_for_all/resources/young_people/default.asp

London Lesbian and Gay Switchboard (LLGS)

LLGS provides an information, support and referral service throughout the UK. You can find out about your local LGBT youth group here.

PO Box 7324

London

N1 9QS

National Helpline: 020 7837 7324

Fax: 020 7837 7300

e-mail: admin@llgs.org.uk

www.llgs.org.uk

Meic

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

www.meiccymru.org/index.php

NSPCC Cymru

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

www.nspcc.org.uk

The Child Exploitation and Online Protection (CEOP)

This website offers information for children and young people, parents/carers and adults to help stay safe online.

www.thinkuknow.co.uk

The Children's Commissioner for Wales

The Children's Commissioner for Wales provides an advice and support service for children and young people.

Tel: 0808 801 1000

www.childcom.org.uk

Support for parents/carers**Families and friends of Lesbians and Gays (FFLAG)**

FFLAG is dedicated to supporting parents and their gay, lesbian and bisexual sons and daughters.

National Helpline: 0845 652 0311

Office: 0117 9429311

e-mail: info@fflag.org.uk

www.fflag.org.uk

Family Lives

Family Lives is a national charity providing help and support in all aspects of family life. Call the Parentline free on 0808 800 2222.

Office: 0117 9429311

www.familylives.org.uk

Pink Parents

Pink Parents works for lesbian, gay and bisexual parents and their children, providing information, resources, advice and access to local groups.

National Helpline: 08701 273 274 (Monday to Friday 9am–12pm (excluding public holidays))

Office: 0161 633 2037 (Monday to Friday 9.30am–2.00pm (excluding public holidays))

www.pinkparents.org.uk

SPLAG Wales (Support for Parents of Lesbians and Gays in Wales)

SPLAG Wales aims to help parents who have a lesbian, gay or bisexual daughter or son to come to terms with their child's sexuality.

www.splagwales.org.uk

Useful websites dealing with sexist, sexual and transphobic bullying**Anti-Bullying Alliance**

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 co-ordination team is based at National Children's Bureau.

Tel: 020 7843 1901

e-mail: aba@ncb.org.uk

www.anti-bullyingalliance.org.uk

Gender Identity Research and Education Society (GIRES)

They provide information for trans people, their families and the professionals who care for them.

www.gires.org.uk

Meic

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

www.meiccymru.org

Mermaids

Mermaids exists to offer family support for children and teenagers with gender-identity issues.

www.mermaidsuk.org.uk

NASUWT: Prejudice-related bullying

Guidance on prejudice-related bullying, including homophobic bullying, racist bullying, faith-based bullying, disability bullying, sexist bullying and transphobic bullying.

www.nasuwt.org.uk

Teen Boundaries UK

Teen Boundaries is a charity devoted to stopping sexual bullying and encouraging positive gender relationships. They provide workshops for schools on sexual bullying and on positive gender relationships.

www.teenboundaries.co.uk