



Cyngor Bwrdeistref Sirol
MERTHYR TUDFUL
MERTHYR TYDFIL
County Borough Council

ANTI-BULLYING STATUTORY GUIDANCE 2020-2025

‘Llwyddiant i bob plentyn – Success for every child’

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Foreword

Challenging bullying across Merthyr Tydfil remains a key priority for us. Schools are uniquely placed to enable our learners to develop as ethical, healthy, confident and ambitious individuals. As elected members, we want our schools to be places where our learners feel happy and safe. We are all committed to ensuring that each child and young person enjoys their rights to an education and are treated equitably.

We will continue to challenge bullying holistically. We understand that this is achieved by addressing the root causes of unacceptable behaviour and by creating an inclusive environment of mutual respect. This can only be achieved if wellbeing is at the heart of all that we do. This way learners will feel safe and ready to learn.

Children and young people need to be taught both at home and at school about having respectful relationships. This statutory guidance has been produced to provide advice to enable the values of respect, tolerance and kindness to be embedded in our schools and across the wider community. It is only by working together that we can achieve this and truly make a difference.

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Attainment and Achievement

Research clearly shows that emotional and social wellbeing is the basis of good academic attainment. Numerous studies show that education and mental wellbeing are closely linked and that by promoting the health and wellbeing of learners, schools can positively impact upon learner cooperation, commitment, learning and engagement. Evidence shows that poor quality family or school relationships place children at risk of poor mental health. For children and young people with poor mental health there is an increased likelihood of poor social and economic outcomes, in both the short and long term (NICE, 2013).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf

As such, the damaging effects of bullying are long term and far-reaching, impacting upon personal and social development as well as educational achievement. Unfortunately, bullying takes place in all schools to some degree, as well as in the wider community. 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 statutory guidance?

This guidance has been reviewed in light of the suite of statutory anti-bullying guidance produced by Welsh Government in November 2019. These have been created to challenge bullying in schools in Wales. It is recommended that these are read in conjunction with any anti-bullying policy development.

- National Assembly for Wales Guidance 2019 Rights, respect, equality: Statutory guidance for LAs
- National Assembly for Wales Guidance 2019 Rights, respect, equality: Statutory guidance for governing bodies of maintained schools
- National Assembly for Wales Guidance 2019 Rights, respect, equality: Statutory guidance for parents and carers
- National Assembly for Wales Guidance 2019 Rights, respect, equality: Statutory guidance for young people
- National Assembly for Wales Guidance 2019 Rights, respect, equality: Statutory guidance for children

Gallwch weld y canllawiau yn: <https://gov.cymru/anti-bullying-guidance>

The guidance can be accessed at: <https://gov.wales/anti-bullying-guidance>

We recognise the ambitious National Mission for education that will inform and shape education delivery over the lifetime of this guidance and beyond. Schools are already working towards the Curriculum for Wales 2022 where the Health and Wellbeing Area of Learning and Experience is the anchor around which the whole school approach to emotional wellbeing will be built.

The guidance has also been written against the backdrop of recovery plans of the COVID 19 pandemic, including the aims as set out in the Welsh Government Framework on embedding a whole-school approach to mental health and emotional wellbeing.

Estyn's survey of effective practice in tackling bullying identified that there would be a significant reduction in bullying if all schools and local authorities 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 as reported to the local authority in 2019/20

- There has been an increase in the number of reported incidents since 2011/12.
- The number of racial incidents remains low and has reduced since 2011/12.
- There was a spike in incidents, including those of a racial nature in 2017/18, but since then these have decreased.
- There has been an increase in the number of incidents reported for physical, gender and cyberbullying.

Summary of key messages as reported by secondary pupils in three out of four mainstream schools in the School Health Research Network in 2019/20

- 12% of students have taken part in bullying another student(s) at school in the past couple of months; below NA (15%) and reduction on last local authority report (2017/18) 14%.
- 31% of students have been bullied at school in the past couple of months; below NA (33%) and reduction on last local authority report (2017/ 18) 35%.

Vision

Success for every child – Llwyddiant i bob plentyn

The opportunity for all children and young people in Merthyr Tydfil to access high quality education so that they develop as ambitious capable learners, enterprising and creative contributors, ethically informed citizens and healthy, confident individuals, ready to lead fulfilling lives

Measures of Success

- An increase in school attendance across both primary and secondary schools.
- A decrease in the number of exclusions across both primary and secondary schools.
- A decrease in the number of bullying incidents.
- Children and young people report that their wellbeing is good.
- Fewer children and young people develop serious mental health problems and any that do are given access to high quality effective support.

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 target and the perpetrator.
7. Bullying incidents are reported, recorded and analysed by schools.

Strategic Aims and Objectives

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.

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.

Guidance

Research

Bullying is widely believed to be under-reported, but evidence at a national level confirms that it remains a significant problem despite the work undertaken by schools and other services. Online spaces and social media continue to provide new tools and opportunities to bully others. If bullying becomes dominant in a school no learner can fully enjoy their right under the United Nations Convention on the Rights of the Child (UNCRC), including to be safe and to receive an education.

- The UK has been found to be one of the worst countries for children and young people's life satisfaction, and bullying is mentioned as a cause of this (2)
- Bullying behaviour can signal that there are other disadvantages in a child or young person's life, reflecting low overall life satisfaction (3)
- In Wales and England there is an increase in reported hate crime revealing the need to challenge discrimination (4)
- Thousands of children and young people in Wales have said bullying remains their top priority (5)

(2) *Children's Worlds Project* www.isciweb.org/

(3) *The Children's Society 2017 The Good Childhood*

(4) *Home Office statistics show a 15 per cent increase in recorded hate crimes across Wales compared to 2016–17 – see www.gov.uk/government/statistics/hate-crime-england-and-wales-2017-to-2018.*

(5) *In 2016 children told the Children's Commissioner for Wales that bullying remained their top priority.*

Definitions- What is bullying?

There is no legal definition of bullying in Great Britain, but there are three main common themes:

- 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. Agreeing a definition provides an opportunity to align values and vision in order to create a consistent framework of policies and procedures.

This should cover:

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

For the purposes of the 2019 Welsh Government statutory guidance, bullying is defined as:

Behaviour by an individual or group, usually repeated over time, that intentionally hurts others either physically or emotionally.

Merthyr Tydfil Definition of Bullying

During the initial consultation on this guidance 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 primary and secondary 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	behaviour intended to isolate or humiliate, mock
Online	using any form of technological means, mobile phones, social networks, gaming, chat rooms, forums or apps to bully via text, messaging, images or video
Relational aggression	bullying that tries to harm the target’s relationships or social status: drawing their friends away, exploiting a person’s additional learning needs (ALN) or long-term illness, targeting their family’s social status, isolating or humiliating someone or deliberately getting someone into trouble
Sexual	unwanted touching, threats, suggestions, comments and jokes or innuendo. This can also include sextortion, so called ‘revenge porn’ and any misuse of intimate, explicit images of the learner targeted
Prejudice-related	bullying of a learner or a group of learners because of prejudice. This could be linked to stereotypes or presumptions about identity. Prejudice-related bullying includes the protected characteristics. Prejudice can and does also extend beyond the protected characteristics and can lead to bullying for a variety of other reasons such as social status and background.

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 rights, respect and equality opportunities.

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

Bullying and safeguarding

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. Some cases of bullying might be a safeguarding matter. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child (or young person) is suffering, or is likely to suffer, significant harm'. Where this is the case, the school must report their concerns to the local authority's Children's Services department.

Who is involved in bullying?

The person who exhibits bullying behaviour towards others – the perpetrator

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

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

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?
- Maybe 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

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

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 perpetrator and not to "**demonise**" him or her, with the intention of learning from his/her mistakes.

The person who experiences the bullying behaviours – the target

Any child can be bullied, but there are some factors which may make a child more likely to be exposed to being bullied. It 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 additional learning needs or a disability.
- Physical, mental or sensory impairment.
- Scarring or disfigurement on the face or body.
- Mental illness.
- Having a long-term medical condition such as diabetes or asthma.
- Physical characteristics, such as ‘thinness’ or obesity. Different stages of puberty can mean individuals may be early or late developers. Being different from the perceived norm of the peer group may mean you are seen as a target for bullying.
- Being from a different racial or ethnic group to the majority.
- Religious affiliation.
- Speaking a different language or using a different accent from the majority of the pupils.
- Possessing expensive accessories such as mobile phones, computer games, designer clothing (or conversely not possessing these).
- A knowledge or perception that a child has a sexual orientation which is different from the majority.
- Having physical characteristics or traits which do not conform to recognisable traditional forms of masculinity or femininity.
- Coming from a different social class than that of the majority of the pupils.
- Evidence of poverty.
- Being from a family with unorthodox or ‘different’ family structures.
- Looked after children or young carers.

Targets 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 targets of bullying, such as social skills or assertiveness training, which have been shown to improve their self-esteem, sense of competence and abilities to effectively cope with bullying behaviours. There are a variety of intervention methods that can be used. Examples of these include:

- Mediation
- Restorative approaches
- Building resilience
- Peer support
- School sanctions
- SEAL

More information on interventions can be found in **Guidance Note E**.

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, whether online or offline, 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.

Bystanders can successfully reduce victimisation, by reducing the social reinforcement of the bully’s actions using 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. Targets 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 targets 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

There is legislation in place that aims to protect the rights of children and young people to a life free from abuse and harm including bullying. Existing legislation with relevant to bullying in Wales include, set out chronologically, are the following:

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

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. The Act creates anti-discrimination legislation covering nine “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.

Counter-Terrorism and Security Act 2015

Counter-Terrorism and Security Act 2015 places a duty on schools in relation to the Prevent duty. Schools must demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies in place to identify children and young people at risk, where necessary intervening as soon as possible. This is relevant in the context of bullying because children and young people who are isolated, victimised and/or who otherwise feel they do not belong can be more likely to fall prey to recruitment and grooming. The process to follow, should there be any concerns of terrorism is outlined in the Schools Safeguarding policy.

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. (**Appendix 1**) and guidance notes (**Appendix 2**).

Reviewing your current policy

One of the aims of this statutory guidance 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 in (**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 of 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 targets 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

While schools already have a legal obligation to report details of racist incidents to the Authority on a termly basis, schools are asked that they submit information about bullying on a termly basis using the standard form attached in Annex E

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 you may have identified a range of issues, which need addressing. You can contact the Education Welfare Service within the local authority to support you to ensure that learners have access to appropriate education provision. A main area of support is school attendance and advising on the welfare of the child or young person. This includes exploring reasons behind non-attendance and a focus on safeguarding. Supporting learners, their families and schools to resolve issues of non-attendance, which may include bullying, will improve a learner's well-being and is likely to improve attendance.

Inclusion Manager (01685 725082)

Education Welfare Service (01685 724681)

Behaviour Support Service (01685 724823)

School support Service (Outreach & BST) Vicky.Jefferson@merthyr.gov.uk.

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.
- Provide information and training for schools, parents/carers and governors.
- Manage individual incidents, such as Restorative Justice.
- Work with pupils and parents to address behaviour.
- 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

APPENDICES

Appendix 1 – Anti-bullying Model Policy

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 whole 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 all types of bullying;
- actively engage with external agencies to support pupils who experience bullying;
- provide counselling services;
- make sure that there is effective supervision between lessons, at breaks and lunchtimes;
- provide safe places for vulnerable groups at breaks and lunchtimes;
- display details of where help is available in school, and details of local and national helplines; and
- provide opportunities for pupils to take responsibility, for example through buddy systems or peer support?

Do staff:

- 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 respect, 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 and/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 'Rights, Respect, Equality' 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 those that occur online?

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 annually.

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 allows everybody to 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
- Healthy Schools
- 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/carers support anti-bullying measures and are keen to participate. Useful approaches include:

- Regular consultation and communication.
- Providing information about the nature and effects of bullying, by means of posters displayed in the school and information packs presenting the findings of surveys.
- Advising parents/carers of possible consequences of their children bringing valuable items to school.
- Putting on a drama to which parents/carers are invited – such as those 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? And understood by all?**

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

For the purposes of the 2019 Welsh Government statutory guidance, bullying is defined as:

Behaviour by an individual or group, usually repeated over time, that intentionally hurts others either physically or emotionally.

- 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 target feeling defenceless

Bullying is expressed through a range of hurtful behaviours: it can happen face-to-face or in the digital environment. It can be carried out by an individual or group but is generally executed in front of an audience to assert power or popularity. It may involve an element of secrecy so that adults are not aware of it.

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 on many forms:

Physical	pushing, hitting, kicking, punching, biting, etc.
Verbal	name-calling, taunting, teasing, intimidating, humiliating, gossiping
Emotional	behaviour intended to isolate or humiliate, mock
Online	using any form of technological means, mobile phones, social networks, gaming, chat rooms, forums or apps to bully via text, messaging, images or video
Relational aggression	bullying that tries to harm the target’s relationships or social status: drawing their friends away, exploiting a person’s additional learning needs (ALN) or long-term illness, targeting their family’s social status, isolating or humiliating someone or deliberately getting someone into trouble
sexual	unwanted touching, threats, suggestions, comments and jokes or innuendo. This can also include sextortion, so called ‘revenge porn’ and any misuse of intimate, explicit images of the learner targeted
prejudice-related	bullying of a learner or a group of learners because of prejudice. This could be linked to stereotypes or presumptions about identity. Prejudice-related bullying includes the protected characteristics. Prejudice can and does also extend beyond the protected characteristics and can lead to bullying for a variety of other reasons such as social status and background.

Bullying differs from an argument, a fight or friendship fallout in that it:

- **is deliberate or intentional;**
- **is generally repeated over time;**
- **involves a perceived imbalance of power between perpetrator and target; and**
- **causes feelings of distress, fear, loneliness, humiliation and powerlessness.**

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 Rights, Respect, Equality Guidance 2019

The guidance can be accessed at: <https://gov.wales/anti-bullying-guidance>

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 new curriculum:

- Expressive Arts e.g. Drama
- Health and Wellbeing e.g. RSE
- Humanities e.g. English/Welsh lessons, History, RE
- Tutor groups

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
- P4C
- Show Racism the Red Card training for staff and workshops for pupils
- Kidscape workshops

Feedback from young people who have attended the Merthyr Tydfil school council conferences over the years have 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 targets 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
- More time for RSE lessons

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.

Peer Support

Research shows that often the first person a child or young person turns to for support is a friend. Le Surf and Lynch (1999) speculate that adults may be perceived as a poor source of assistance because of age and status gaps can act as barriers to communication. Peer supporters conversely are easily accessible and have the potential to support outside formal interventions. In addition, they can offer unique solutions in order to support their peers and provide a catalyst for peer rejection of anti-social and negative behaviour.

Peer support involved recruiting and training pupils in basic communication skills so that they can develop the confidence and competence to support their peers. This enables them to reach decisions about what they can do to resolve difficult situations. Peer support offers an initial action to reduce and perhaps resolve minor problems, but it must never be seen as a way of delegating responsibility for dealing with pupils' emotional and learning difficulties, away from the adults to pupils.

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.

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 considered 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.

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.
- 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, disability 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, perpetrator and any witnesses
- Dates of incidents
- Details of incidents
- Action taken
- Monitoring of situation.

The monitoring form to be used by schools can be found at **Appendix 4** of the Anti-bullying strategy. Schools will be expected to collect the following information to complete a termly return to the Authority:

¹ Taken from Bristol LEA Antibullying policy

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 targets of bullying, broken down by gender and key stage.
- The type of bullying, i.e. was it:
 - Verbal
 - Physical
 - Online or via mobile
 - Indirect
 - Relational
 - Prejudice-related
 - Exclusion and isolation
 - Face to face
- For prejudice-related incidents one of the following categories which best describes the prejudice involved will need to be selected:
 - Racial
 - Homophobic (LGBT+)
 - Gender/Sexual
 - Transphobic
 - Sexist
 - Disability
 - Family status or LAC
 - Related to disadvantage
 - Focuses on appearance
 - Other

This will be analysed termly, and subsequent resources and advice will need to 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 **Appendix 7**)

The policy will need to include guidance for parents on what they can do to prevent their child from being bullied and/or from becoming a perpetrator.

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 targets and perpetrators. For example, evidence of peer support, bully boxes, use of sixth form, web reporting, and counselling for suspected perpetrators.

Example of good practice from the Cardiff University Report

- As a “Telling-School” targets of bullying have five potential routes to voice their concerns:
 - Peer Support/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 targets 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 targets 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 perpetrator’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 perpetrator.
- Support will be available for the victim.
- Support will be available for the perpetrator 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 one’s self.
- Individual student management plan (ref: pastoral support programme).
- Parental involvement.
- Counselling.
- Removal of perpetrator away from the target (e.g. into another class).

² Ref Bristol Anti-bullying policy

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 the victim.
- Talk to alleged perpetrator.
- Design coping strategies for the target to avoid the situation.
- Alert teachers as to the issue.
- Allow the target and perpetrator to meet and discuss issues leading to conflict resolution.
- Sanctions on perpetrator – 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 target 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 target
 - ✓ Verbal
 - ✓ written
 - Child is counselled by class teacher (and ALNCo/headteacher if necessary)
 - Possible loss of privileges
 - Parents/carers may be informed
- Stage 2 – (School Action)
 - Class teacher/Special Education Needs Coordinator (ALNCo)/ 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 pupil, parents/carers and appropriate staff decide if there are any ALNs that need to be supported.
- Stage 3 – (School action plus)
 - Headteacher control.
 - Headteacher/outside agency/ALNCo 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 full time exclusion

Warning 1 – when an incident of bullying occurs a teacher enters the name of the perpetrator 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

Warning 2 – if or when a second bullying incident occurs, the same action is taken, and the perpetrator 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 local authority. This in turn will be analysed termly and resources targeted accordingly.

Warning 3 – bullying may continue, for which a higher-level warning is given, recorded and dated by the Headteacher. When the perpetrator 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 perpetrator from a sports event or removing other privileges.

Warning 4 – 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 perpetrator or perpetrators 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.

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 and staff 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? And accessible to all?	
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 provide parents with guidance on how they can support their child if bullied or if he/she is the perpetrator?	
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 OF ‘BULLYING INCIDENT REPORTING’ FORM

[LOGO] [NAME OF SCHOOL] AUTUMN/SPRING/SUMMER TERM 20XX

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

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

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

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

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

Safeguarding considerations

If there is or might be a significant risk of harm, talk to your school's designated safeguarding lead (DSL). Under Section 89, (5) of the Education and Inspections Act 2006 the school has powers to discipline for incidents that occur off the premises.

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

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

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

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

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

What occurred?

Who was involved?

Has any intervention been tried?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Does this case require the serious incident protocol to be activated?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Do the police need to be informed?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Does a device or evidence need to be confiscated/isolated as evidence?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Does online material need to be taken down?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Have parents/carers been informed?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Who has taken responsibility for these steps?

Action taken:

Follow-up required?:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Case resolved?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If so please note date:		

Outcome summary:

Learning opportunities:

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

SIGNED:

DATE:

Appendix 5 – 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 perpetrator 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.

Because of the anonymity that new communications technologies offer, anyone with a mobile phone or Internet connection can be a victim for cyberbullying. What is more, perpetrators 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 for 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 victim will usually have examples of texts or emails received and should be encouraged to keep these to aid in any investigation. There are also additional reporting routes available, through mobile phone companies, internet service providers and social networking sites.

Some forms of 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 perpetrator, 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 <https://360safe.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 the perpetrator. You do not 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, do not 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, parent/carer. Get them to support you and monitor what is going on.
- Do not 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 have 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 do not, let it divert to voicemail instead of answering it. And do not 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 do not 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 is a good idea to use a nickname. And do not give out photos of yourself.
- Do not accept emails or open files from people you do not 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 harm's way

1. Respect other people - online and off. Do not 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 are 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 6 – 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.

<https://gov.wales/anti-bullying-guidance>

The Diana Award

Trains young anti-bullying ambassadors to help others.

www.antibullyingpro.com/

Act Against Bullying

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

Tel 0845 230 2560

www.actagainstbullying.org/

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

The ACE Support Hub Wales

Toolkit for school staff on ACEs.

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

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>

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

Children in Wales

A national umbrella body for organisations and individuals from the voluntary, statutory and professional sectors who work with children, young people and their families in Wales, helping to ensure they have a voice.

www.childreninwales.org.uk/our-work/bullying

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

Educational Action Challenging Homophobia (EACH)

Established to challenge homophobia in education.

Tel 0808 1000143

www.eachaction.org.uk

Heads Above The Waves

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

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

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

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

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

Kooth

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

www.kooth.com

CALL (Community Advice and Listening Line)

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

www.callhelpline.org.uk

Mental Health Matters Wales

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

<https://www.mhmwales.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

ParentZone

Support and advice for parents/carers.

www.parentzone.org.uk

Professionals Online Safety Helpline

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

Tel: 0344 381 4772

e-mail: helpline@saferinternet.org.uk

Rethink Mental Illness

Advice and information for people with mental health issues.

www.rethink.org/

Tel: 0300 500 0927

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

South West Grid for Learning (SWGfL)

Self-evaluation tool for schools and guidance

www.swgfl.org.uk

School Beat

All Wales School Liaison Core Programme.
www.schoolbeat.org/en/parents/know-the-programme/national-events/what-is-the-all-wales-school-liaison-core-programme/

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

Victim Support

Staff and volunteers offer free and confidential information and support for targets 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

YoungMinds

Support to help improve the mental health of children and young people.
www.youngminds.org.uk

Tel: 0808 802 5544 (parents'/carers' helpline)

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.

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/>

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

www.internetmatters.org.uk **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/>

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

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

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

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

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

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

Show Racism The Red Card

Training and resources to challenge racism in society.
www.theredcard.org

Indobrit

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

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

Kids

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

www.kids.org.uk

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.nasuwt.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

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

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

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

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@ttht.org.uk

www.ttht.org.uk

Helplines and resources for young people dealing with homophobic bullying

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

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.

<https://switchboard.lgbt/>

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

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.nasuwat.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