POLICY AND GUIDANCE ON ANTI-BULLYING IN SCHOOLS / EDUCATIONAL SETTINGS

Responsibility:	L E Pownall
Review:	2019

This policy has been formulated after consultation by / with the Local Education Authority

It has been adopted by the School and the Governing Body as a possible strategy. The School also has a Summary Anti-Bullying Policy which is aligned to this policy and guidance.

<u>Contents</u>

Anti-Bullying Policy & Procedures

1.　INTRODUCTION

Ensuring the safety and wellbeing of all our children and young people is of paramount importance for the Council, our schools and all educational settings.

Bullying is an issue which is high on the agenda for us all; Welsh Government, Council, parents, carers, school staff and children and young people. When a child or young person is being bullied the effects can be far-reaching and unquantifiable. There will be distress that can cause changes in behaviour. This could include signs of school avoidance, loss of concentration and result in significant underachievement and wellbeing issues.

It is a requirement for all schools and educational settings to now have a policy which clearly sets out their strategies for preventing and responding to bullying behaviours based on protected characteristics. This guidance provides advice to head teachers and educational staff on how to manage this process most effectively.

It reminds us all that bullying is an endemic social factor so that we all need to be vigilant and proactive in ensuring it has minimal impact on our children and young people. No school or setting can say that bullying never occurs. This guidance will support those who are dealing with the issue.

By taking a proactive approach and addressing bullying effectively we can reduce the instances and the long term impact, by our responses, to both the 'perpetrator' and the 'victim'.

It is expected that all those who work closely with children and young people in the Vale of Glamorgan will adopt and implement this guidance.

2.　NATIONAL CONTEXT

The Welsh Government identifies seven core aims in its 'Rights to Action' document, four of which directly link to their priority to reduce bullying these include that every child and young person should:

- enjoy education, training and learning opportunities that are free from personal threat of bullying;
- experience the best possible mental, social and emotional health, which is free from abuse, victimisation and exploitation;
- be listened to, treated with respect and have their race and cultural identity recognised;
- have a safe home and community which supports emotional wellbeing.

The Welsh Government also issued specific anti bullying guidance, taking into account the context of the '*United Nations Convention on the Rights of the Child', this guidance,* '*Respecting Others' (WG Circular 23/2003)*, provided information on tackling bullying in schools. It offered direct practical solutions to both prevention and dealing with incidents of bullying. In 2009, Welsh Government carried out an all Wales bullying survey, these outcomes informed their updated guidance, Respecting Others 2011. **(Appendix 2)**

Preventing and responding to bullying should be seen within the wider context of work on behaviour and attendance in schools. In 2006, the Welsh Government undertook a National Behaviour and Attendance Review (NBAR) with the resulting report published in 2008 identifying key areas for development. This was followed by the *Behaving and*

Attending: Action Plan Responding to the National Behaviour and Attendance Review (2009), which set out the actions intended to strengthen the ongoing work of the Welsh Government, local authorities and schools in improving and promoting positive behaviour and attendance. This, in turn, is intended to enhance the nurturing and support of children and young people, providing the right climate to guide them during their education and to help them to reach their potential.

3.   <u>LOCAL CONTEXT</u>

The Local Authority (LA) and Council recognises the detrimental effect bullying has on children and young people and will work proactively to minimise the risks of bullying whenever and wherever it occurs. The LA further recognises that the school day includes extra-curricular activities e.g., breakfast and after school clubs. The school day also includes the journey to and from school.

The Council believes that it is the responsibility of all its services to support schools and educational settings that work with children and young people to:

- develop an anti-bullying policy by translating the local authority policy into one that is appropriate to their own specific context;
- ensure that the development of the policy incorporates awareness-raising activities and consultation with staff, children, governors, parents and carers as appropriate;
- ensure that appropriate support and training is made available to staff;
- ensure that there is recording and monitoring of incidents of bullying;
- actively listen to and support children and young people;
- act appropriately on information received in order to keep children and young people safe in a positive and secure environment
- ensure that all children and young people feel safe and secure.
- promote the message that all forms of bullying are unacceptable;
- ensure that all victims of bullying will be positively supported and heard;
- ensure that those who bully and discriminate against others will also need support;
- report any bullying they witness.
- have a right to the protection of all adults acting on behalf of the LA.

Policies on bullying should sit comfortably alongside those on behaviour and discipline, child protection and personal, social and health education. Best practice demands that children and young people must be involved in creating solutions, in developing policy and practice and in maintaining agreed strategies and behaviour.

4.   <u>AIMS AND OBJECTIVES</u>

- To help create and support a culture of care and consideration for others where bullying is not acceptable.
- To raise awareness of bullying and its effects on children and young people's emotional health and well-being, life chances and achievement

- To establish a consistent, coordinated approach to tackling bullying in all schools and educational settings.
- To highlight conditions in which bullying is likely to happen.
- To challenge and stop incidents of bullying in all its forms. This includes children and young people bullying each other, adults bullying children and young people and children and young people bullying adults.

- To ensure that all staff are aware of this policy and can identify their roles in relation to it.
- To acknowledge that the Council and all those acting on its behalf consider bullying to be unacceptable and are committed to dealing with it.

5. <u>GENERAL PRINCIPLES</u>

The Vale of Glamorgan Council seek to provide a safe, secure and positive environment in which all children and young people can maximise their potential using the full range of LA services and facilities available.

The Council believes that all children and young people are entitled to be treated with respect and understanding. They should also be able to undertake any activity without fear of intimidation. Behaviours that undermine these principles are totally unacceptable.

The Council is also committed to the fundamental principle that early intervention strategies and partnership working is crucial to ensuring the protection and wellbeing of all its children and young people.

6. <u>PROCESS AND IMPLEMENTATION</u>

Schools and educational settings need to fulfil their legal obligations by ensuring an appropriate anti-bullying policy is in place. Each anti-bullying policy needs to be clear about what bullying is based on protected characteristics and how the setting intends to deal with it. (**Appendix 5** will assist with this process).

Account should be taken of the following:

- statements of council principles are reflected in their own anti-bullying policies;
- children and young people, parents/carers and the wider school or educational community are involved in preparing and reviewing their policy;
- that their policy document is recognisable and known to all within the school/ educational community;
- a named person has the lead responsibility for co-ordinating and implementing the policy;
- it is made clear that everyone has a responsibility for the safety of others;
- appropriate training on bullying is provided for all staff, children and young people and any other relevant person identified within the school community;
- that they regularly update and raise awareness of adults, children and young people about bullying issues;
- that all staff and volunteers maintain positive relations with children and young people;
- provide and encourage a safe environment in which adults listen positively and discuss the concerns of youngsters around bullying.

Anti-bullying policies are most effective when the whole workforce:

- understand the principles and purpose of the anti-bullying policy;
- are clear about their responsibility to resolve the problems at the nearest level to the child and young person;

- know what sanctions and behaviour management strategies are in place and where to find support;
- have the requisite skills and knowledge for preventing bullying and repairing harm;
- understand the needs of vulnerable , including disabled pupils and those with special educational needs;
- know the procedures for referral;
- understand the procedures in relation to safeguarding.

Schools and educational settings should work in partnership to develop links with agencies that might help in countering bullying behaviour. An excellent comprehensive list appears in Respecting Others: Anti-bullying Guidance WAG Circular 23/2003.

All adults, children and young people should be alert to the signs of bullying behaviour.

All schools and educational settings should make a commitment to take effective and appropriate action in countering bullying behaviour. Failure in responding to incidents may be taken as condoning such behaviour.

Schools and educational settings should also develop appropriate mechanisms for:

- making children and young people who allege they have been bullied immediately feel supported; investigating incidents and clearly mapping what actions will be taken following the investigation process;
- recording incidents and subsequent actions;
- giving due consideration to confidentiality issues;
- involving parents and other appropriate organisations;
- ensuring staff are more proactive in certain situations to prevent bullying;
- monitoring and evaluating the actions taken.

The Directorate of Learning and Skills recommends that schools and educational settings identify how they will ensure that staff training reflects its anti-bullying policy and practice and where specific training needs have been identified for particular members of staff, those staff members have access to the advice, training and development opportunities appropriate to their needs.

The Lawrence Enquiry and subsequent Macpherson Report (1999) recommends that LA's and school governors have a duty to create and implement strategies in their schools and educational settings to prevent and address racism. This includes that:
- schools and educational settings should record all racist incidents;
- all recorded incidents are reported to the pupils parents/guardians, school governors and the LA;
- the numbers of racist incidents are published annually on a school by school basis;
- the numbers and self defined ethnic identity of excluded pupils are published annually on a school by school basis.

Schools and educational settings should undertake an audit of where and when bullying behaviours occur and use the information to inform further planning.

The Directorate of Learning and Skills recognises the need to respond to increased levels of public concern around bullying issues. Existing good practice should be further developed and disseminated without over reacting to media pressures

Schools and educational settings should use the WG Circular 23/2003 as a resource in all incidents relating to bullying. The guidance is comprehensive with an excellent resource section and directory of supportive literature and agencies that can offer advice and guidance on bullying related issues. Other useful documents /guidance published by the Welsh Government in September 2011 are Respecting Others: Anti-bullying Overview (Guidance Document 050/2011). **Please refer to Appendix 2 for a summary of all legal responsibilities and Welsh Government Guidance.**

7. MONITORING, EVALUATION AND REVIEW

The Welsh Government recommends that organisations should record all incidents of bullying, including by type and report the statistics to the Local Authority at the end of each term. Schools will be expected to complete a Bullying Incident Reporting Form **(Appendix 6)** on a termly basis.

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

Schools and educational settings have a specific legal duty to have a race equality policy and monitor its impact on pupils, staff and parents. Schools and educational settings also have a specific duty to eliminate disability related harassment under the Disability Discrimination Act 1995. Schools and educational settings who are monitoring and recording incidents of bullying as described above will evidence how effective strategies are in achieving these goals.

Keeping records of bullying incidents will enable organisations to:

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

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

- information on what action was taken and the impact this had on the bullying;
- a range of data from pupil surveys including quantitative data;
- exclusions data relating to bullying;

- records held by the Attendance and Well-being Service identifying where bullying is a factor in non-attendance in school;
- parent / carer complaints to the school or the authority regarding bullying.

School governing bodies should regularly review their schools anti-bullying policy, making it clear in prospectuses and policy documents that bullying is not going to be tolerated. They should also outline procedures for reporting incidents of bullying detailing what support the individual child or young person can expect to receive. Details of where parents/carers might receive independent support and advice should also be made available, see WAG Circular 23/2003.

The Directorate of Learning and Skills will monitor how effective schools and other educational settings are through:

- Estyn reports;
- JES MCSI programme of visits
- LA specialist staff visits and reports;
- Internal or Independent reviews;
- School self evaluation processes;
- Tracking and collating relevant data, as previously outlined in this section.

The work of the Directorate will be monitored through:

- National and local performance indicators;
- Estyn reports;
- Directorate self evaluation processes;
- Tracking and collating relevant data.

This Policy will be reviewed annually and updated in light of any changes in legislation.

8.   APPENDICES

Appendix 1a)

Types of bullying

Type	Example

Physical Bullying	• Kicking or hitting • Prodding, pushing or spitting • Other physical assault • Intimidating behaviour • Interference with physical property
Verbal/Psychological	• Threats or taunts • Shunning/ostracism • Name calling/verbal abuse • Spreading rumours • Making inappropriate comments in relation to appearance • Extortion
Socio-economic Status	• Negative stereotyping, name calling or ridiculing based on financial circumstances
Sexist	• Use of sexist language • Negative stereotyping based on gender
Sexual	• Unwanted/inappropriate physical contact • Sexual innuendo • Suggestive propositioning • Distribution/display of pornographic material aimed at an individual • Graffiti with a sexual content aimed at an individual
Homophobic	• Name calling, innuendo or negative stereotyping based on sexual orientation • Use of homophobic language
Faith-based	• Negative stereotyping name calling or ridiculing based on religion
SEN/Disability	• Name calling, innuendo or negative stereotyping based on disability or learning difficulties • Excluding from activity on the basis of disability or learning difficulty
Gifted/Talented	• Name calling, innuendo or negative stereotyping based on high levels of ability or effort • Ostracism resulting from perceptions of high levels of ability
Cyber	• Abuse on-line (e.g. social networking sites) or via text messaging / emails • Interfering with electronic files • Setting up or promoting inappropriate websites • Inappropriate sharing of images from webcams/mobile phones etc • Interfering with email accounts

Racist	• Physical, verbal, written, on-line or text abuse or ridicule based on differences of race, colour, ethnicity, nationality, culture or language. • Refusal to co-operate with others on the basis of any of the above differences • Stereotyping on the basis of colour, race ethnicity etc • Promoting offensive materials such as racist leaflets, magazines or computer software on Vale County Council premises

Discriminatory bullying should be explicitly discussed in the setting and there must be clear guidelines for dealing with incidents. The Governing Body is required to record all discriminatory incidents that take place in the school and report them to the LA each term on the Excel monitoring form already circulated. All other agencies should follow their service policy with regard to their general duty under the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011.

Appendix 1b)

Children and Young Persons' definition of bullying

Bullying is hurting people on purpose over and over again, making them feel sad, afraid and upset.

Bullying can be:

- being unfriendly, nasty, mean, leaving people out, hiding people's things, threatening

- using violence e.g. pushing, kicking, hitting, punching

- picking on someone because of their colour, religion, nationality, accent or dress

- touching someone in a way that is wrong or saying things that make them feel uncomfortable or scared

- teasing someone because of who they are friends with, how they look or what they like

- name-calling, spreading stories, teasing, making fun of people

- misusing internet chat rooms, sending threatening or nasty e-mails or texts, taking inappropriate photos or videos

Appendix 2

Legal responsibilities / Welsh Government Guidance

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

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

The Equality Act 2010
Under the Equality Act 2010, new duties on schools and other public bodies came into force in April 2011. The Act strengthens and simplifies existing equality legislation. The Act brings together existing duties not to discriminate on grounds of race, disability and gender which schools are already bound to comply with, and it extends these to include duties not to discriminate on the grounds of age, sexual orientation, religion or belief, and gender re-assignment. It places a requirement on governing bodies and proprietors of schools to eliminate discrimination and promote equal opportunities, some of which they will already be doing. It applies to school policies for tackling prejudice based bullying.

Safeguarding children and young people.
Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority Children's Services in line with All Wales Child Protection Procedures. Under the Children Act 2004, all agencies have a responsibility to safeguard children and young people and promote their welfare. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

Criminal law
Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If school staff, feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

Bullying outside school premises

Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Other References:

Lawrence Enquiry and Report, 1999.

Welsh Government Guidance:

1.Respecting Others: Anti-bullying Guidance WAG Circular 23/2003.

- Respecting Others: Bullying and Special Educational Needs and Disabilities (Guidance Document 052/2011)
- Respecting Others; Homophobic Bullying (Guidance Document 056/2011)
- Respecting Others: Bullying Around Race, Religion and Culture (Guidance Document 051/2011)
- Respecting Others: Cyber Bullying (Guidance Document 057/2011)
- Respecting Others: Sexist, Sexual and Transphobic Bullying (Guidance Document 055/2011)

2.National Behaviour and Attendance review, 2006, Report, 2008 and Action Plan, 2009.

3.Rights to Action (based on the United Nations Convention on the Rights of the Child, 2000

Bullying advice for Children and Young People

What is bullying?
Bullying is when someone deliberately hurts someone on more than one occasion by using behaviour, which is meant to physically hurt, frighten or upset the other person.

Bullying can be:

Emotional: hurting people's feelings, excluding from activities or play

Physical: pushing, kicking punching, spitting, pinching

Verbal: teasing, name-calling, making threats, spreading rumours

Cyber: nasty text messages, emails, pictures sent electronically

Racist: hurtful behaviour because of a person's colour, religion, culture

Sexual: unwanted physical contact, rude comments

Homophobic: bullying motivated by prejudice against someone who is lesbian, gay or bisexual

Disability: bullying around special educational needs or disabilities

What can I do if I am being bullied?

- Schools have to have an anti-bullying policy and must deal with incidents of bullying so tell a teacher. The school will want to know if you are being bullied and will want to help you.
- Tell your parents and your friends. Ask your friends to look out for you
- Help yourself by trying to ignore the bully
- Act as though you don't care what they say or do
- Use eye contact and firmly tell them to go away
- Walk away
- Try not to cry or look upset as bullies want to get a reaction
- Stay calm and try not to get angry
- Don't fight back as this could make the situation worse
- Keep a record of all the events – time and place and what happens. Save any nasty texts or emails
- Think about when and where it happens, and try to avoid these places
- If possible, stay away from the bullies, or stay with a group when you don't feel safe
- Practise "walking tall". Try to look positive and confident even if you are not
- Never respond to nasty texts, emails or comments on social networking sites that you have received and always save them for evidence
- Remember - it is not your fault – no-one deserves to be bullied

Useful Websites and telephone numbers:

www.kidscape.org.uk Tel: 0845 205 204

www.childline.org.uk   Tel 0800 1111

www.bullying.co.uk

www.dontsufferinsilence.com

www.chatdanger.com

www.there4me.com

www.antibullying.net

www.bullyonline.org

www.safenetwork.org.uk

www.bulliesout.com

Appendix 3b)

Bullying Advice for Parents and Carers

What is bullying?

There are many definitions of bullying; most contain reference to the following characteristics:

- it tends to be prolonged and repeated;
- it involves an imbalance of power between victim and perpetrator;
- it may be physical, verbal or psychological.

Bullying is a complex issue that may be defined as the intentional abuse of power by an individual or group with the intent of causing concern or distress to another individual or group. It may occur on a regular or irregular basis; every reported incident should be treated seriously and be thoroughly investigated.

Bullying is experienced by significant numbers of children and young people; adults should be vigilant in looking for possible incidents. Bullying and harassment can seriously blight lives and cause acute unhappiness and anxiety. This can lead to changes in a victim's behaviour causing hindrance to academic progress, truancy and self-harming.

Bullies are not all the same. They can be:

- aggressive and physically intimidating and act in gangs to harass their victims;
- anxious bullies who join bullying groups to avoid adverse attention themselves;
- victim bullies who turn to bullying weaker youngsters after having suffered bullying themselves;
- verbal bullies who taunt and disparage their victim effectively attacking the victims self esteem;
- psychological bullies who spread harmful stories or hint at possible negative outcomes to their victims.

Victims also differ in nature. Some examples can be:

- looked after children;
- children with special education needs;
- children who have a different mode of speech or appearance from others. This would include those from different ethnic backgrounds to the majority;
- anxious or nervous children with low self-esteem;
- children with under-developed social skills;
- attention seeking individuals who provoke others or seek the role of victim.
- newcomers to school, class, social group or neighbourhood

Sexual or racial harassment are forms of bullying. The former is most often perpetrated by boys against girls and is more often than not an abuse of physical power. The Commission for Racial Abuse defines abuse of a racist nature as "violence, which may be verbal or physical, including attack on property as well as the person. This may be suffered by individuals or groups because of their colour, race, nationality or ethnic origins, when the victim believes the perpetrator was acting on racial ground".

Not all aggressive behaviour is bullying. Some behaviour, particularly with very young children, might be aggressive but have no knowing intent to cause distress or injury. Victims who report that they feel bullied when they may not have been are obviously vulnerable and should be supported. Adults in these types of instances need to carefully explain the differences between bullying and isolated, though regrettable, acts of aggression that might be a one-off incident.

Bullying is an intentional abuse of relational power.

There are other types of negative behaviour, which are sometimes mistaken for bullying. Squabbles, quarrels, pushing and shoving should not automatically be seen as bullying. Children and adults quarrel from time to time and it is not bullying if there is no imbalance of power.
It is important that schools recognise the difference between conflict and bullying, which is typically surrounded by a complex web of deceit and power misuse.

Bullying is deliberate behaviour, by an individual or a group, repeated over a period of time.

Anyone can be the target of bullying and this can be for a variety of reasons such as gender, race, sexual orientation, religion, age and disability.

Bullying can be:

Emotional   being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)

Physical   pushing, kicking, hitting, punching or any use of violence

Racist   hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status

Sexist, Sexual or Transphobic   when a learner usually repeatedly harms another learner or intentionally makes them unhappy because of their sex or because they may not be perceived to conform to typical gender norms

Homophobic   bullying motivated by prejudice against lesbian, gay and bisexual people (LGB) or those perceived to be LGB

Verbal	name-calling, sarcasm, spreading rumours, teasing
Cyber/Technological	all areas of internet, such as email & internet chat room misuse; mobile threats by text messaging & calls; misuse of associated technology, i.e. camera & video facilities
Disability	bullying around special educational needs and disabilities

What are the signs of bullying?

Indicators that a child is being bullied could include:

- Reluctance to go to school
- Appearing frightened of / during the journey to and from school
- Changing their usual route
- Being anxious, moody, withdrawn, quiet
- Complaining of illnesses such as stomach aches and headaches
- Bed-wetting in a previously dry child or young person
- Having nightmares or sleeping difficulties
- Coming home regularly with missing or damaged possessions
- Arriving home hungry
- Asking for extra money or stealing money
- Truanting
- Deterioration in their work / handwriting
- Not eating
- Unexplained cuts and bruises
- Being aggressive and bullying others
- Giving improbable excuses for any of the above

How can parents/carers help?

- Give reassurance to your child that it is not their fault
- Talk calmly about what is happening even though you may feel upset yourself
- Listen to your child and take what they say seriously
- Encourage your child to report incidents to a member of staff
- Make notes of what has happened (who, what, when, where)
- Talk to the school or organisation
- Do not confront the bully or parents yourself-work with the school or other organisation

Talking to the school

Schools must have an anti-bullying policy. It should make clear the strategies it will use in response to bullying incidents. Schools have a duty to promote positive behaviour and have strategies to prevent bullying incidents occurring.

- Tell the school about the incident
- Try and stay calm the school may have had no idea that your child is being bullied or may have heard conflicting accounts of the incident
- Give as much detail of the incident as you can - time, location, what happened, names of those involved including witnesses
- Arrange a meeting with school staff
- The school should investigate the incident before the meeting
- Take written details of the incident to the meeting
- Ask for notes to be taken so that there is a record of what is discussed and agreed
- Ask for a named contact at the school for both you and your child
- Stay in touch with the school and let them know if things improve as well as if problems continue
- Agree a plan of action and a time for a follow up meeting

After the meeting

- Write to the school outlining what you think was agreed at the meeting.
- Give the school time to deal with the incident but agree a deadline with the school
- Talk to your child about what is happening

Useful websites and telephone numbers

www.bullying.co.uk

www.kidscape.org.uk Tel: 08451 205 204

www.parentlineplus.org.uk Tel: 0808800 2222

www.snapcymru.org

www.wales.gov.uk/respectingothers

www.antibullying.net

www.childline.org.uk Tel: 0800 1111

www.ace-ed.org.uk

www.bulliesout.com

Appendix 4

TACKLING BULLYING: ESTYN BEST PRACTICE

ESTYN'S 2006 report "Tackling Bullying in Schools "had the following findings:

Best practice occurs where:

- Leadership is positive and promotes a strong ethos of respect and deploys staff to deal with bullying and other types of oppressive behaviour
- There is a clear definition for pupils, parents/carers and school staff of what bullying is and why it is unacceptable
- It is the responsibility of all staff to ensure a safe environment
- School staff themselves do not use bullying strategies e.g. sarcasm, nicknames
- Responses of staff to pupils are consistent
- Pupils are regularly consulted
- Pupils feel confident and have opportunities to report bullying
- Pupils feel confident and talk openly about their concerns
- Schools work in partnership with parents/carers and key organisations such as transport
- Careful records of bullying incidents are kept
- Staff deployed effectively so opportunities for bullying are kept to a minimum
- School has well-developed strategies which are part of school life. These include: suggestion boxes where pupils can indicate their concerns; circle time; circle of friends; school council; peer support schemes; playground buddies; a supervised recreational area other than the playground at break and lunchtimes

Reference
Respecting Others: Anti-bullying Guidance (WAG Circular 23/2003)

A review of the effectiveness of action taken by schools on the grounds of pupils' protected characteristics

What are the protected characteristics?

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex and sexual orientation

Estyn state that 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 pupils are at a higher than average risk of being bullied. These are:

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

Estyn states that schools should:

1. Raise awareness of bullying on the grounds of protected characteristics with pupils, parents , staff and governors in order to prevent and mitigate its effects
2. Consult with pupils, parents and others to identify the extent and nature of bullying and agree with them the contents of strategic equality plans
3. Plan age appropriate opportunities in the curriculum to discuss issues related to the protected characteristics and to build pupils' resilience to bullying
4. Ensure that staff have a clear understanding of the extent and nature of bullying in their schools including cyberbullying
5. Make sure that all staff know how to deal with and record incidents of bullying in relation to the protected characteristics
6. Make sure that all policies and procedures meet requirements of the Equality Act 2010

Appendix 5

Model School Anti-Bullying Policy

1) Objectives of this Policy

_ _ _ _ _ School Anti-Bullying Policy outlines what _ _ _ _ School will do to prevent and tackle bullying. The policy has been drawn up with the involvement of the whole school community.

2) Our school community:

- Discusses , monitors and reviews our anti-bullying policy annually.
- Supports staff to promote positive relationships, to identify and tackle bullying appropriately.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns about bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate[1].

3) Definition of bullying

Bullying is "**Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally**".

Bullying can include: name calling, taunting, mocking, making offensive comments,; kicking; hitting; taking belongings; inappropriate text messaging and electronic messaging (including through web-sites, social networking sites and instant messenger); sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.[2]

4) Forms of bullying covered by this Policy

Bullying can happen to anyone. This policy covers all types of bullying including:
- Bullying related to race, religion or culture.
- Bullying related to special educational needs.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual bullying.
- Cyber bullying.
- Physical and emotional

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[1] Adapted from Bullying – A Charter for Action, DCSF
[2] Adapted from Safe to Learn, Embedding anti-bullying work in schools, DCSF, 2007

5) Preventing, identifying and responding to bullying

We will:
- o Work with staff and outside agencies to identify all forms of prejudice-driven bullying based on protected characteristics.
- o Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- o Consider all opportunities for addressing bullying through the curriculum, displays, peer support and the School Council.
- o Train all staff including lunchtime staff and learning mentors to identify bullying and follow school policy and procedures on bullying.
- o Actively create "safe spaces" for vulnerable children and young people.

6) Involvement of pupils / students

We will:
- o Regularly canvas children and young people's views on the extent and nature of bullying.
- o Ensure students know how to express worries and anxieties about bullying.
- o Ensure all students are aware of the range of sanctions that may be applied against those engaging in bullying.
- o Involve students in anti-bullying campaigns in schools.
- o Publicise the details of helplines and websites.
- o Offer support to students who have been bullied.
- o Work with students who have been bullying in order to address the problems they have.

7) Liaison with parents and carers

We will:
- o Ensure that parents / carers know whom to contact if they are worried about bullying.
- o Ensure parents know about our complaints procedure and how to use it effectively.
- o Ensure parents / carers know where to access independent advice about bullying.
- o Work with parents and the local community to address issues beyond the school gates that give rise to bullying.

8) Monitoring & review, policy into practice

We will review this Policy annually as well as when incidents occur that suggest the need for review. The school uses the guidance by the DCSF* and the Anti-Bullying Alliance** to inform its action planning to prevent and tackle bullying.

9) Responsibilities

This Policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Head teacher, Senior Managers, Teaching and Non Teaching staff to read this policy and implement it accordingly.
- The Head teacher to communicate the policy to the school community.
- Pupils to abide by the policy.

The named contact for this policy is:_____

Appendix 5 b)

CHECKLIST FOR ANTI-BULLYING POLICY

Has the organisation consulted widely in developing its policy? E.g. Pupils, staff, governors and parents/carers?	
Does the policy acknowledge that the organisation considers bullying to be unacceptable and is committed to dealing with it?	
Are staff/pupils' views on bullying sought regularly and is it clear how they can contribute ideas about how to tackle bullying?	
Does the policy define what the organisation considers bullying to be?	
Is it clear and age-appropriate?	
Does the policy identify types of bullying behaviour?	
Do we keep a record of bullying incidents and analyse it for patterns-people, places and groups?	
Does the policy ensure that pupils/staff are aware that all bullying concerns will be dealt with sensitively and effectively and support offered to those who have been bullied?	
Does the policy ensure that all pupils/staff are aware of the disciplinary processes for those involved in bullying incidents	
Do the aims and objectives include supporting pupils who have been bullying in order to address the problems they have?	
Are there clear procedures for reporting incidents of bullying for pupils/staff?	
Do parents/carers know who to contact if they are worried about bullying?	
Do parents/carers know about the complaints procedure and how to use it?	
Are teaching and non-teaching staff clear about their responsibilities?	
Does the policy identify a range of strategies that can be used by parents/carers, pupils and the organisation as a whole to reduce bullying?	
Are there clear processes for the policy to be monitored and its aims restated to the whole organisation?	

Palmerston Primary School   **Appendix 6**
Bullying Incidents Termly Reporting Form (Primary/Secondary Schools)

School:	Palmerston Primary School	Number of Pupils on Roll:	
Term: Please tick one	Autumn 2015		Spring 2016		Summer 2016	

Total number of reported incidents of bullying recorded:	Total number of pupils responsible:	Total number of victims:

	Number of pupils responsible:		Number of Victims:	
	Male	**Female**	**Male**	**Female**
Nursery				
Reception				
Year 1				
Year 2				
Year 3				
Year 4				
Year 5				
Year 6				
Year 7				
Year 8				
Year 9				
Year 10				
Year 11				
Year 12/13				
Total:				
Ethnic group:				
White British				
White non British				
Asian				
Black				
Chinese / Chinese British				
Any other				
not known				

Type of Bullying How many were?:					
Verbal / Emotional		Sexist / Sexual		Relating to Disability/ALN	
Physical		Homophobic		Religion/Culture	
Racist		Cyber		Other(Please Specify)	

Please detail any additional support required of the LA that would help tackle bullying issues, e.g. training

Signature:		**Date:**	

Palmerston Primary School   **Appendix 7c)**

Bullying Incident Log

Name of pupil	Gender		Yr Group	Date of Incident	Investigated		Victim			Outcome	Type of bullying/Nature of Bullying *(refer to key)*							
	M	F			By whom	Date	M	F	Yr Group		1	2	3	4	5	6	7	8

Key:
Type of Bullying
1 – Verbal / Emotional, 2 – Physical, 3 – Cyber

Nature of Bullying
4 – Disability / Special Needs, 5 – Race, Religion, Culture, 6 – Sexist / Sexual,
7 – Homophobic, 8 – Other

DIRECTORY OF ADVICE AND RESOURCES

ADVICE, COUNSELLING AND SUPPORT ORGANISATIONS

It should be noted that the Vale of Glamorgan Council is not responsible for the content or reliability of the linked websites. Listing should not be taken as endorsement of any kind. We cannot guarantee that these links will work all of the time and we have no control over the availability of linked pages.

Stonewall Cymru Education for All Campaign

Stonewall Cymru
Transport House
1 Cathedral Road
Cardiff
CF11 9SB
Tel: 029 2023 7744

Education for All is a joint campaign developed by Stonewall, FFLAG and LGBT Youth Scotland.

The aim of Education for All is to ensure that all young lesbian, gay and bisexual (LGB) people can fulfill their potential, and that the UK's schools and education systems can deal appropriately with homophobia and homophobic bullying. We are working with a broad-based coalition of organisations; including government departments, local authorities, unions, voluntary and community organisations, children and LGB groups to develop and implement a Great Britain-wide action plan to address this problem.

Our Education for All website brings together practical resources and information for both education professionals and young people, to support and enable them to identify and deal effectively with homophobic bullying.

If you would like more information about the campaign contact:

Stonewall Cymru
Transport House
1 Cathedral Road
Cardiff
CF11 9SB
Tel: 029 2023 7744

www.stonewallcymru.org.uk

NSPCC

Shân Jones
Education Adviser
44 The Parade
Roath
Cardiff
CF24 3AB

Tel No: 01792 245545

www.nspcc.org.uk (has links to a selection of materials for children, parents and schools)

The NSPCC provides: -

- o training, workshops and talks on bullying behaviours and strategies for parents and professionals;

- o support for inset training on tackling bullying behaviours and developing anti-bullying policy;

- o support for PSE related topics, alongside child protection and emotional literacy and health can also be covered – with each topic being tailored to suit the need of individual organisations;

- o peer support training for professionals;

- o a wealth of free advice and publications on the NSPCC website with the "inform" section is a good starting point for those looking for information.

The Swansea office also provides the following services: Young Witness Service, Advocacy Service, and Training and Consultancy.

Children in Wales

Sarah Thomas
Windsor Place
Cardiff
Email: Sarah.Thomas@childreninwales.org.uk
Tel No: 02920 342434

www.childreninwales.org.uk/areasofwork/bullying/index.html (has links to other sources of help and information)

Member of the Welsh Anti-Bullying Network

Aims:

- o To raise the profile of bullying and its effects
- o To identify and highlight those groups most at risk
- o To ensure all young people can participate in and benefit from the groups development
- o To co-ordinate a strategic anti-bullying approach across Wales
- o To share best practice within groups, and with schools, parents and young people
- o Look broadly at problems in schools and the wider community

Action for Children (formerly NCH)

Jane Isaacs
St David's Court
68a Cowbridge Road East
Cardiff
CF11 9DN

Tel No: 02920 222127

www.actionforchildren.org.uk (has links to other sources of help and information)

A children's charity that supports and speaks out for the UK's most vulnerable children and young people.

Offers a wide range of services that can help schools to promote children's well-being and self-confidence.

Provides needs-led, child-centred services tailored to each school's particular requirement e.g. 1:1 sessions or group work with pupils; work with teachers and family on various issues and in a range of settings.

CHIPS (Childline in Partnership)

Alex Walters
Tel No: 02076 506873
Young persons help line: 08001111

www.childline.org.uk

CHIPS (Childline In Partnership) offers training for teachers, staff workshops for schools and peer support training and advice - both are general and can be applied specifically to bullying. Printed packages support the training including resources for teachers to use. Services are available for both secondary and primary schools. There is a cost to some services but services are subsidised to minimise the expense to schools.

ChildLine

Freepost 1111
London
N1 0BR

Freephone: 0800 1111

This is a free, 24-hour help line for children and young people in the UK. Children and young people can call the freephone number to talk about any problem.

Barnados

www.barnados.org.uk

A major charity which runs a number of projects aimed at helping the most vulnerable children and young people transform their lives and fulfil their potential (including bullying related issues).

BBC

www.bbc.co.uk (has links to sources of help and information and interactive sites for children)

Bullies Out

Linda James
Project Co-ordinator
PO Box 658
Cardiff
CF11 1EY

Tel No: 02920 492169
Mobile: 07899 874358
Email: mail@bulliesout.com

www.bulliesout.com - an anti bullying charity that was launched in May 2006 for the children and young people of Wales.

The purpose of a scheme such as this is to encourage better interpersonal relationships throughout the school/organisation and to provide a support system. All resources are available free of charge, however, this may have to change if we are unable to receive funding.

For Schools/Professionals/Governors

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Anti-Bullying Network

www.antibullying.net/

The website provides information about how bullying can be tackled. It is not an advice or counselling service. The Network was established in 1999 so that teachers, parents and young people (in Scotland) could share ideas about how bullying should be tackled. Includes links to materials, resources and websites for children and young people, families and school staff.

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nationalstrategies.standards.dcsf.gov.uk/inclusion/behaviourattendanceandseal
(previously known as www.bandapilot.org.uk)

This Website has been established to support the Primary National Strategy's Behaviour and Attendance Pilot SEAL (Social and Emotional Aspects of Learning) resource. The SEAL resource provides a framework for explicitly promoting social, emotional and behavioural skills, with built-in progression for each year group within a school.

Bullying Online

www.bullying.co.uk

Bullying Online helps thousands of pupils and their parents deal with school bullying every year and the website is also used as a teaching resource.

Child Exploitation and Online Protection (CEOP)

www.thinkuknow.co.uk

This website is created by the Child Exploitation and Online Protection (CEOP) Centre and contains information on internet safety and safe surfing for young people. Topics covered include mobiles, blogging and gaming sites and allows young people the opportunity to report any concerns they have about chatting to people online.

Includes parents, teachers and resource areas.

ChildLine

www.childline.org.uk/Bullying.asp

Links to bullying resources and information sheets.

Children in Wales

www.childreninwales.org.uk/Search.html?Keywords=bullying

Children in Wales promote the interests of and take action to identify and meet the needs of children, young people and their families in Wales and work in partnership with the National Children's Bureau and Children in Scotland.

This website provides links to various documents, reports and surveys relating to bullying.

Department for Education and Skills

www.dfes.gov.uk/bullying

Provides links to bullying related material, resources and websites for schools, children, young people and parents.

Directgov

www.direct.gov.uk/en/AdvancedSearch/Searchresults/index.htm?fullText=bullying

Contains a wide range of government information and services. The site provides extensive advice for parents, including information on finding a school, healthy eating, special educational needs and youth justice. In addition to Government departments, the site also links through to other relevant websites and information sources that can offer additional advice and support.

ESTYN Inspectorate

www.estyn.gov.uk/home.asp

ESTYN published a report in June 2006 entitled 'Tackling Bullying in School – A Survey of Effective Practice'.

Kidscape

www.kidscape.org.uk

Kidscape is a registered charity, which works to keep children safe from harm. The site contains information for parents, professionals and children on preventing and dealing with bullying.

Kidscape is the first charity in the UK established specifically to prevent bullying and child sexual abuse. Kidscape believes that protecting children from harm is key.

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.

Kidscape works with children and young people under the age of 16, their parents/carers, and those who work with them.

Kidscape offers:

- A Helpline offering support and advice to parents of bullied children;
- Booklets, Literature, Posters, Training Guides, Educational Videos on bullying, child protection, and parenting;
- National Comprehensive Training Programme on child safety & behaviour management issues;
- Advice and Research; and
- Confidence Building Sessions for children who are bullied

Lucky Duck Publishing Ltd

Log onto www.google.co.uk - search for "Lucky Duck No Blame Support Group"

Lucky Duck Publishing Ltd created the "No Blame" Support Group approach to bullying. It publishes videos, books and training materials for all age groups focusing on:

Anger Management	Families & Relationships
Asperger's Syndrome	Parents
Behaviour Management	Peer Support
Bullying	Self-esteem
Circle Time	Special Needs
Citizenship	Thinking Skills
Eating Disorders	Training
Emotional Literacy	Transition
Equal Opportunities	Writing
Exam Skills	

National Children's Bureau (NCB)

www.ncb.org.uk

The National Children's Bureau (NCB) was founded in 1963 and is a charitable organisation that acts as an umbrella body for organisations working with children and young people in England & Northern Ireland. The NCS works in partnership to share knowledge, resources and services to improve the lives of children and young people. The website provides links to other sources of information related to bullying.

National Society of Prevention of Cruelty to Children (NSPCC)

www.nspcc.org.uk

The National Society of Prevention of Cruelty to Children (NSPCC) aim is to protect children from cruelty, support vulnerable families, campaign for changes to the law and raise awareness about abuse and to end cruelty to children. The website links to various resources, materials and information for children and young people, parents, schools and governors.

Action For Children Children's Charity (formerly NCH)

www.actionforchildren.org.uk/

Action for Children is children's charity that helps children achieve their full potential. Action for Children runs more than 500 projects for some of the UK's most vulnerable and excluded children and young people, and their families, supporting over 160,000 people at children's centres throughout the UK. The website provides links to documents and information on bullying related issues.

Rob Long's Education Works

www.roblong.co.uk

Provides training, publications and other services mainly in the field of education. Common topics include:

- Whole School Behaviour Management
- Classroom Management
- Behavioural, Emotional and Social Difficulties
- Emotional Literacy
- Self-Esteem
- Depression

- Adolescent and Child Development
- Communication Skills
- Team Building
- Loss and Separation
- Peer Mediation
- Anger and Confrontation Management
- Stress Management
- Playtimes
- Motivation

SNAP Cymru

www.snapcymru.org

A national charity, unique to Wales. Its main aim is to advance the education of people in Wales and support their inclusion. Trained experienced staff and volunteers work with families, children and young people, their parents, carers and professionals working with those who have or may have additional learning needs, which include SEN, disability, and other barriers e.g. exclusion, disaffection, poverty, deprivation, English or Welsh as a second language.

SNAP Cymru provides accurate information, objective advice and support for a range of issues including assessments, statements of special educational needs, bullying, school attendance, exclusion, health and social care provision and discrimination. Other services we provide include advocacy, disagreement resolution and training for young people, parents and professionals

Stonewall

www.stonewallcymru.org.uk

Equality & Justice for lesbians, gay men & bisexuals

TeacherNet

www.education.gov.uk/schools

The website has a wide range of resources and support for the schools workforce, dedicated areas include:

- teaching and learning;
- professional development;
- Management;
- community.

Within these areas there is information and free teaching resources and links to other websites and documents

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Teachers' TV

www.teachers.tv

This is a TV channel and website catering for everyone who works in education, from heads to NQTs, governors to support staff.

Welsh Government

http://wales.gov.uk/dcells/publications/publications/circularsindex/03/respectingothers/nafwc2303-e.pdf?lang=en

Links to Respecting Others: Anti-Bullying Guidance (Circular 23/2003) document and includes sections on strategies, materials and resources for schools and advice for pupils, parents and families.

Big Foot Theatre –
The Bigger Picture: Promoting Positive Relationships

www.bigfoot-theatre.co.uk

Workshops designed for maximum of 30 students aims to stimulate students into becoming aware of their own behaviour patterns and to explore the consequences that arise from choices made with regards to bullying. Students will be encouraged to explore what bullying is; how it feels; why people bully; how we can prevent and respond to it; and how they can use their social, emotional and behavioural skills to tackle this fundamental problem as a whole community in order to make their school a safe, happy and inclusive environment in which to learn.

BANES & North Somerset t 0870 950 9314
Bristol & South Gloucestershire t 0870 0114 948
Brighton t 0870 0114 914 Birmingham t 0870 0114 308
Cardiff t 0870 950 9312 Exeter t 0870 950 9311
Kent t 0870 950 9313 Leeds t 0870 950 9315
London t 0870 0114 307 Newcastle t 0870 950 9310

USEFUL WEBSITES

For Parents, Carers and Families

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www.thinkuknow.co.uk

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Includes parents, teachers and resource areas.

ChildLine

www.childline.org.uk/Bullying

Links to bullying resources and information sheets.

Children in Wales

www.childreninwales.org.uk/Search.html?Keywords=bullying

Children in Wales promote the interests of and take action to identify and meet the needs of children, young people and their families in Wales and work in partnership with the National Children's Bureau and Children in Scotland.

This website provides links to various documents, reports and surveys relating to bullying.

Department for Education and Skills

www.education.gov.uk

Provides links to bullying related material, resources and websites for schools, children, young people and parents.

The DfES (Department for Education and Skills) set up the site as an anti-bullying resource. Contains advice for parents, teachers and pupils.

Directgov

www.direct.gov.uk

Contains a wide range of government information and services. The site provides extensive advice for parents, including information on finding a school, healthy eating, special educational needs and youth justice. In addition to Government departments, the site also links through to other relevant websites and information sources that can offer additional advice and support.

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Parent Line Plus

www.parentlineplus.org.uk/index.php?id=9

Parent Line Plus is a national charity that works for, and with, parents. Parent Line Plus works to offer help and support through an innovative range of free, flexible, responsive services - shaped by parents for parents

Parents Centre

www.parentcentre.co.uk

Parents Centre provides information and support for parents on how to help with their child's learning from birth to 19 years old. The site covers a whole range of issues that you and your child may encounter, from finding childcare, homework and exams, to bullying and truancy. The forum and ask-an-expert section allow parents to share experiences and put questions to the panel of experts

SNAP Cymru

www.snapcymru.org

A charity that offers information and support to families of children and young people who have or may have additional learning needs, which include SEN, disability, and other barriers e.g. exclusion, disaffection, poverty, deprivation, English or Welsh as a second language.

Stonewall

www.stonewallcymru.org.uk

Welsh Assembly Government

http://wales.gov.uk/news/archivepress/educationpress/edpress2006/1087472/?lang=en provides information on Respecting Others week 2006 and other websites on bullying

http://wales.gov.uk/dcells/publications/publications/circularsindex/03/respectingothers/nafwc2303-e.pdf?lang=en

Links to Respecting Others: Anti-Bullying Guidance (Circular 23/2003) document and includes sections on strategies, materials and resources for schools and advice for pupils, parents and families.

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Stonewall

www.stonewallcymru.org.uk

Equality & Justice for lesbians, gay men & bisexuals

Voices from Care Cymru

www.voicesfromcarecymru.org.uk/main.htm

Voices From Care Cymru was set up in 1990 to help young people who are or have been looked after by local authorities in Wales.

FURTHER INFORMATION ON DEALING WITH BULLYING

The Welsh Assembly Government document entitled Respecting Others: Anti-Bullying Guidance Circular No 23/2003 (part 4) provides detailed information on the following **strategies** to assist schools in dealing with bullying (http://wales.gov.uk/dcells/publications/publications/circularsindex/03/respectingothers/naf wc2303-e.pdf?lang=en)

- Whole-school Approach
- Curricular Approaches to Bullying
- Co-operative Group Work (from age 5)
- Circle Time (from age 5)
- Circle of Friends (from age 5)
- Buddying (from Age 9)
- School Council (Primary & Secondary)
- The Support Group Approach (from age 9)
- Mediation by Adults (from age 7)
- Mediation by Peers (from age 7)
- Peer Support (Primary & Secondary)
- Quality Circles (Secondary)
- Assertiveness Training Groups (Primary & Secondary)
- Working with Victims
- Working with External Agencies

Additionally, Parts 9 of Circular 23/2003 provides an extensive list of materials and information available on:

- General handbooks
- Background information
- Whole-school policy development
- Curriculum materials
- Video and drama
- Quality circles
- Working with pupils involved in bullying situations
- Peer support

- Training lunchtime supervisors
- Improving playground activities and the school grounds
- Governors
- Families
- Questionnaires and checklists
- Helpful organisations (for everybody, for families, for children and for teachers)
- CD-ROMs about bullying
- Advice, information and resources for pupils, parents and families
- Organisations who can help