



WOODLANDS SCHOOL

ANTI-BULLYING POLICY AND PROCEDURES

Procedure/Guidance

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This policy has been written in line with Welsh Government circular 'Rights, respect, equality: Statutory guidance for governing bodies of maintained schools.'

Terms used

For the purposes of this policy the following terms are defined.

Additional learning needs (ALN)

A learning difficulty or disability (whether the learning difficulty arises from a medical condition or otherwise) that calls for additional learning provision (see section 2 of the Additional Learning Needs and Educational Tribunal (Wales) Act 2018).

Bystander

A person who is present, whether online or offline, at an event or incident of bullying but does not take part.

Children and young people

People under the age of 18 years of age, in line with the definition of 'children' within the Children Act 1989.

Disability and disabled person

A person has a disability if a) the person has a physical or mental impairment, and b) the impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day-to-day activities. A reference to a disabled person is a reference to a person who has a disability (see section 6 of the Equality Act 2010).

Estyn

The education and training inspectorate for Wales. It provides an independent inspection and advice service on quality and standards in education and training provided in Wales.

Gender

Often used to refer to whether someone identifies as female, male or non-binary (see 'gender identity'). It can also be used more broadly to refer to the ways that social and cultural forces create differences and inequalities between women, men and non-binary people, including through social norms, gender roles and gender stereotypes.

Gender identity

Refers to a person's internal sense of their own gender, whether male, female or something else (e.g. non-binary). People's gender identity does not always align with the sex they were assigned at birth (see 'transgender/trans')

Hate crime

A term that can be used to describe a range of criminal behaviour where the perpetrator is motivated by hostility or demonstrates hostility towards a characteristic

of the target, which could include the target's disability, race, religion, sexual orientation or transgender/trans identity. A hate crime can include verbal abuse, intimidation, threats, harassment assault and bullying, as well as damage to property. The perpetrator can also be a friend, carer or acquaintance who exploits their relationship with the target for financial gain or some other criminal purpose.

LGBT

Refers to lesbian, gay, bisexual/bi and transgender/trans people. Other letters can be added to the acronym to include other groups and identities, such as I (intersex), Q (queer or questioning) and A (asexual/aromantic).

Online bullying

Describes all bullying via technology, also known as cyberbullying.

Otherness

Refers to being or feeling different in appearance or character from what is familiar, expected or generally accepted.

Perpetrator

Refers to children and young people who exhibit bullying behaviour towards others.

Prejudice-related bullying

Refers to any form of bullying relate to characteristics considered to be part of a person's identity or perceived identity group. Prejudice-related bullying includes the protected characteristics but 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.

Protected characteristics

Under the Equality Act 2010, it is against the law to discriminate against someone because of: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation. These are called protected characteristics.

Public sector Equality Duty (PSED)

The duty on public authorities to consider under the Equality Act 2010 to have due regard to the need to:

- a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under that Act
- b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Race

Includes colour, nationality and ethnic or national origins (see section 9 of the Equality Act 2010).

Restorative justice

A restorative approach is a way of addressing conflict with a focus on repairing the harm that has been done. It includes all parties involved.

School

Means an educational institution which is outside the further education sector and the higher education sector and is an institution for providing:

- a) Primary education
- b) Secondary education
- c) Both primary and secondary education

Whether or not the institution also provides part-time education suitable to the requirements of junior learners or further education.

Sex

Assigned to a person on the basis of primary sex characteristics (genitalia) and reproductive functions. Some people's gender identity does not match up with the sex they were assigned at birth (see 'transgender/trans'). Sometimes the terms 'sex' and 'gender' are used interchangeably to refer to whether someone is female, male or non-binary.

Sexual orientation

Describes the sexual, romantic or emotional attraction of one person to another. People might use the terms gay, bisexual/bi, lesbian or straight to describe their sexual orientation.

Special educational needs (SEN)

Children and young people have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children and young people have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of children or young people of the same age
- b) Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children and young people of the same age in schools within the area of the local authority
- c) Are under compulsory school age in schools within the area of the local authority

Special educational provision means:

- a) For children or young people of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children or young people of their age in schools (other than special schools) maintained but the local authority in the area
- b) For children under two, educational provision of any kind.

(see section 312 of the Education Act 1996.)

Targets

Refers to children and young people who are bullied.

Transgender/trans

An umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth.

Introduction

Despite work by schools, other services as well as government initiatives, bullying remains a desperately worrying problem for many. Online spaces and social media have provided new tools and opportunities to bully others.

Bullying can also lead to children becoming lonely and socially isolated. The growing evidence on Adverse Childhood Experiences (ACEs) demonstrates the ways in which childhood experiences can have significant impacts on a person's ability to form and maintain relationships in childhood and with long lasting impacts into adulthood. This is why it is so important to ensure children have positive relationship experiences.

In July 2018, the NSPCC reported that Childline had carried out 4,636 counselling sessions for loneliness in 2017-18: a 14% increase on the previous year. Girls received almost eight out of ten of the counselling sessions. The most common reasons cited for their increased feelings of loneliness were bullying, mental health issues and social media use. This can be seen also in the 2018 UK Youth report A Place to Belong which noted that when asked to identify the major causes of youth loneliness . . . one of the top three answers provided by youth workers was bullying (83%).

The United Nations Convention on the Rights of the Child (UNCRC) is a list of rights for all children. No matter who you are, where you live, what you believe in, what your parents/carers do, what language you speak, what sex you are, whether you have a disability or not, or whether you are rich or poor, all children should be treated fairly on any basis. These rights apply to you up to the age of 18.

The UNCRC lists 42 articles – rights that children have, to be safe, healthy and happy. These include:

- you have the right to be protected from being hurt and mistreated, in body or mind
- you have the right to a good-quality education
- you have a right to practice your religion
- your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people
- you have a right to a safe environment.

To enjoy your rights, you also have a responsibility to respect the rights of others and not do anything which stops them from having those rights too. Everyone should learn in a respectful culture that celebrates all our differences and promotes equality. Everyone is different and we can learn about and from each other to help us understand the world and our part in it.

In 2011 the Welsh Government decided to take an extra step and make the UNCRC law in Wales.

This law is called the Rights of Children and Young Persons (Wales) Measure 2011. The Measure has changed the way we work. It means we have to consider children's rights in everything we do.

The law changes the way we and the staff who help us do our job think about children's rights and how the things we do affect your rights. Woodlands has gained the silver award for Rights Respecting Schools to show our commitment to Children's Rights.

The Measure says all ministers in Wales have to think about children's rights when making decisions. This is called 'due regard'. The decisions can be about anything, from deciding on how schools treat children to building roads.

Schools must have in place a plan to encourage positive behaviour and challenge bullying. They must have a written document explaining how this is being done.

Woodlands School will consult with you about their anti-bullying policy and activities. They will make you aware of the policy and you should act and behave as the policy says.

1.0 Purpose of policy

At Woodlands School we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school.

If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively through the school's procedures for dealing with incidents and concerns regarding behaviour. It would also be recorded in the Bullying log which would be shared at the relevant team meeting and Governors' meeting.

We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff or share concerns with another adult within the organisation.

2.0 The power of language

There is a debate about the language used when talking about bullying behaviour. Using language that includes bullying or aggressive words such as 'stamp out', 'kick out' or 'combat' bullying has been challenged. It has not been shown to reduce bullying effectively. Instead it entrenches the notion that the powerful have power over the weak, leading learners to aim to be one of the 'powerful' rather than the 'weak' group. This can encourage weaker members of a group to begin bullying others weaker than themselves to assert some ascendancy. In contrast, the aim is to create a respectful community whose members learn to live alongside one another with aggression reduced.

When referring to the roles played in bullying incidents it is preferable not to label children and young people as a 'victim' or 'bully' because:

- learners are often encouraged to 'hate bullying' which can then translate into hating individuals who bully. It is a label a child or young person can internalise and live up to, or it can impede their ability to change their behaviour. By not labelling someone a bully, space opens up to help them change their unacceptable behaviour and use their power or leadership in other ways. It is helpful to separate the person from their behaviour to allow the person to change. Their behaviour is disliked or unacceptable, but they are not hated as individuals
- labelling learners 'victims' can entrench their 'otherness' and ensure they are not accepted by their peers. They are seen as weak and many children and young people avoid them for fear of being seen in the same way. Some targeted children or young people begin to believe it is their fault they are bullied and see themselves as a victim.

To reflect understanding this policy uses the terms 'target' and 'perpetrator'. There are many roles played by all who are involved, including bystanders who witness bullying. It is not always clear-cut.

3.0 What Is Bullying?

There is no legal definition of bullying in Wales or indeed Great Britain. Therefore, the definition used in this guidance builds upon widely used principles established in the UK since 1993¹.

For the purposes of this guidance, bullying is defined as:

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

The Welsh Government expects school to use this definition as the foundation for developing their own definition, or a learner-friendly version. It is essential that schools define what is meant by bullying because this will form the basis of their anti-bullying policy and everyone, including all staff and learners, should understand what it means.

At Woodlands School 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 it 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.

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
- causes feelings of distress, fear, loneliness, humiliation and powerlessness.

It is recognised that a one-off incident can leave a learner traumatised and nervous of reprisals or future recurrence. Woodlands School would ensure that intervention would be immediate whether it is bullying or any one-off negative behaviour. Woodlands School expects one-off incidents that do not appear to be the start of bullying to be handled as inappropriate behaviour and addressed under the school's behaviour policy.

The importance of a clear definition of bullying

Clarifying what is meant by bullying behaviour is an essential starting point. Through assemblies, School Council, community meetings and team meetings an agreed definition will be decided and will be aligned to our values and vision allowing for a consistent framework of policies and procedures. The definition will be reviewed regularly and be used in staff training, in day-to-day anti-bullying work with learners and to clarify the position for parents/carers. This will help to make the policy clear and consistent for the whole school community.

The School Council will to be consulted in the development of their school's definition of bullying and the associated policy for how their school challenges bullying. Learners will also draft the pupil version of their school's policy with the definition explained clearly and simply.

The distinctive elements of bullying behaviour

There are a number of distinctive elements associated with bullying. These include, but are not limited to:

¹ Olweus, D (1993) *Bullying at School: What we know and what we can do.* Blackwell

- **intention to harm** – bullying is deliberate with the intention to cause harm. Those who bully others are often skilled at knowing exactly how to humiliate or hurt their target, picking on key aspects of their appearance, personality or identity that produces the effect wanted. They seek out the area in which they have power over their target
- **harmful outcome** – someone or a group is hurt physically or emotionally. They can be isolated, humiliated or made fearful. Their sense of self-worth is reduced
- **direct or indirect acts** – bullying can involve direct aggression such as hitting as well as indirect acts such as spreading rumours, revealing private information about someone or sharing images with people for whom the information/images were not intended.
- **repetition** – bullying usually involves repeated acts of negative behaviour or acts of aggression. An isolated aggressive act, such as a fight, is not considered bullying². Yet any incident can be the start of a pattern of bullying behaviour which develops subsequently. That is why incident records are so valuable
- **unequal power** – bullying involves the abuse of power by one person or a group who are (perceived as) more powerful, often due to their age, physical strength, popularity or psychological resilience.

How is bullying expressed?

Bullying can take many forms, including:

- **physical** – kicking, tripping someone up or shoving them, injuring someone, damaging their belongings or gestures of intimidation
- **verbal** – taunts and name-calling, insults, threats, humiliation or intimidation
- **emotional** – behaviour intended to isolate, hurt or humiliate someone
- **indirect** – sly or underhand actions carried out behind the target's back or rumour-spreading
- **online** – using any form of technological means, mobile phones, social networks, gaming, chat rooms, forums or apps to bully via text, messaging, images or video
- **relational aggression** – bullying that tries to harm the target's relationships or social status; drawing their friends away, exploiting a person's special educational needs (SEN) or long-term illness, targeting their family's social status, isolating or humiliating someone or deliberately getting someone in 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 characteristics³. 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.

² Where fights occur but are not considered acts of bullying, the Welsh Government expects them to be managed using the school behaviour policy.

³ Including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Bullying and safeguarding

Some cases of bullying might be a safeguarding matter or require involvement of the police⁴. 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, Woodlands School will report their concerns to their local authority's social services department.

What is not bullying?

Some behaviour, though unacceptable, is not considered bullying. These behaviours will be dealt with in accordance with the school's behaviour policy to prevent an incident potentially escalating to become bullying.

The following examples are cases which would not normally be considered bullying:

- **friendship fallouts** – a friendship feud may however deteriorate into bullying behaviour that is enabled by the fact that former friends have an intimate knowledge of the fears and insecurities of one another. Children and young people who are targeted by former friends feel the betrayal deeply and are frequently isolated from their former friendship group
- **a one-off fight** – the Welsh Government expects it to be addressed according to the school's behaviour policy unless it is part of a pattern of behaviour that indicates intentional targeting of another individual
- **an argument or disagreement** – between two children or young people is not generally regarded as bullying. Nevertheless they may require assistance to learn to respect others' views
- **a one-off physical assault** – the Welsh Government expects it to be stopped and addressed immediately. Police involvement in cases where physical assault has happened may also be appropriate
- **insults and banter** – children and young people will often protest that an incident was a joke or banter. If two friends of equal power are in the habit of bantering with one another it is not deemed to be bullying. If one learner uses banter to humiliate or threaten another who is powerless to stop it and made fearful by the act, the border between banter and bullying is likely to be crossed
- **a one-off instance of hate crime** – unless this behaviour is repeated it would not usually be regarded as bullying but it would be criminal behaviour, which the Welsh Government would expect to be dealt with in accordance with the school's behaviour policy and other relevant policies, such as the school's 'Prevent' policy. If considered necessary, the school would also need to involve the police.

These incidents will be reported and record it. The analysis of behaviour records will ensure that any previously recorded incidents are reviewed.

Woodlands School would record all hate incidents in order to monitor patterns and prevent discrimination. Local authorities frequently monitor hate incidents and may require schools to report these to evidence how they are complying with the public sector Equality Duty (PSED) under the Equality Act 2010.

⁴ The police should be notified as soon as possible if it is suspected that a criminal offence has been committed against a child or young person.

What motives lie behind acts of bullying?

Children and young people who engage in bullying can have a range of motivations. They may have prejudices against certain groups in wider society. These prejudicial opinions may be informed by a wide range of factors including the follower's 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.

Through the school's Personal, Social and Emotional programme and tutor sessions staff would seek 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.

Bullying behaviour may reflect attitudes held in society or expressed in the media. Woodlands School will sometimes find they need to challenge these attitudes with the wider school community beyond the case they are addressing.

4.0 Whole School Prevention

We will use proven methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of school rules via the School Council
- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays (or using KIDSCAPE role-plays)
- having discussions about bullying and why it matters
- help pupils to understand what constitutes bullying in its different forms; its impact and the roles of those involved in bullying behaviour including bystanders
- Develop personal and social education skills that help protect pupils from bullying and develop positive peer relationships.
- Address online safety with pupils and parents/carers
- Recognise and celebrate diversity
- Activities and events including Anti-Bullying Week
- Engaging with parents/carers through information held on the school website and school prospectus.
- Ensuring that parents/carers understand that complaints regarding bullying can be addressed through the school's Complaints Policy.

5.0 Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. We have a responsibility to respond promptly and effectively to issues of

bullying. All pupils have the right to learn in a safe environment and at Woodlands School we will do our best to ensure that everyone is able to maximise their learning.

At Woodlands School we celebrate inclusion and diversity through Themes of the Week assemblies and workshops. We recognise and value the differences of everyone and understand that it is these differences that give Woodlands our unique richness and warmth.

6.0 Objectives of this Policy

- All governors, teaching and non-teaching staff, care staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents/carers should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

7.0 Signs and Symptoms

A child may indicate by signs or behaviour that he is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- changes their usual routine
- is unwilling to go to school
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay perpetrator)
- has monies continually "lost"
- has unexplained cuts or bruises
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone when permitted to do so.
- is nervous & jumpy when a cyber-message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

8.0 Sanctions

- initial meeting to discuss behaviour and an opportunity to reflect – outcomes from the meeting could include a restorative meeting to be held.

- Social times (breaks/lunches) to be with a member of staff to discuss behaviour.
- Discussions with therapists/ social worker about work to be completed if not resolved.
- Further action to involve external agencies if still not resolved.

RESPONSIBILITIES OF ALL STAKEHOLDERS.

The Responsibilities of Staff

Our staff will:

- Foster in our pupils self-esteem, self-respect and respect for others
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is targeted and to the perpetrator and the importance of telling a teacher about bullying when it happens
- Be alert to signs of distress and other possible indications of bullying
- Listen to children who have been bullied, take what they say seriously and act to support and protect them
- Report suspected cases of bullying (to the Head Teacher or to our designated teacher for child protection James Hughes) and your account will be recorded in the Bullying log book
- Head teacher or Deputy head teacher to follow up any complaint by a parent/carer about bullying, and report back promptly
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

The Responsibilities of Pupils

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.

Anyone who becomes the target of bullies should:

- Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.

The Responsibilities of Parents/Carers

We ask our parents/carers to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising their children to report any bullying to the Head Teacher or James Hughes and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
- Advising their children not to retaliate violently to any forms of bullying.

- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
- Keep a written record of any reported instances of bullying
- Informing the school of any suspected bullying, even if their children are not involved
- Co-operating with the school, if their children are accused of bullying, try to ascertain the truth and point out the implications of bullying, both for the children who are targeted and for the perpetrators.

The Responsibilities of All

Everyone should:

- Work together to combat and, hopefully in time, to eradicate bullying.

8.0 Procedures

1. Pupils, carers /parents are to report bullying incidents to staff and they will be recorded in Daily Handovers via the Bullying log book to inform care and therapy staff.
2. In cases of serious bullying, the incidents will be recorded by staff in the Incidents Book and House Manager informed. It would also be added into the Monthly record sent to social worker by the child's link worker.
3. In serious cases parents/carers/social worker should be informed and will be asked to come to a meeting to discuss the problem.
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated, and the bullying stopped quickly
6. An attempt will be made to help the perpetrator(s) change their behaviour and support given to the target through therapy.
7. Procedures for reporting to pupils/parents/carers bullying incidents are through meetings with parents/carers and pupils involved. Outcomes and actions are also agreed.
8. The school will also respond to incidents that happen out of school and liaise with parents/carers/social worker.
9. Strategies are used to engage those who have bullied to acknowledge their responsibility to recognise harm caused and to support them to change their behaviour.
10. Bullying log to record incidents and actions to be presented at each Full Governors' Meeting.

9.0 Outcomes

The perpetrator(s) may be asked to genuinely apologise. Other consequences may take place which would be decided using the Behaviour Policy.

1. If possible, the pupils will be reconciled
2. After the incident / incidents have been investigated and dealt with, each case will be monitored by staff to ensure repeated bullying does not take place.

10.0 Training and Support

- Staff to have training updated annually at INSET days (usually September INSET Day)
- Assemblies and activities to cover anti-bullying awareness and support.
- Anti-bullying flowchart to be displayed around school and a copy in pupil planners/induction packs.

11.0 The law Relating to Bullying

There is no legal definition of bullying in Great Britain, but broader legislation can be applied to address certain acts of bullying.

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

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

Human Rights Act 1998

The Human Rights Act 1998 sets out the fundamental rights and freedoms that everyone in the UK is entitled to. It incorporates the rights set out in the European convention on Human Rights (ECHR) into domestic British law. The Human Rights Act came into force in the UK in October 2000.

The 1998 Act requires all public bodies, including schools and local authorities, and other bodies carrying out public functions, to respect and protect individuals' human rights.

United Nations Convention on the Rights of the Child (UNCRC)

In 2004, the National Assembly for Wales adopted the United Nations Convention on the Rights of the Child (UNCRC) as a basis of all policymaking for children and young people in Wales.

Rights of Children and Young Persons (Wales) Measure 2011

In 2011, the National Assembly for Wales passed Rights of Children and Young Persons (Wales) Measure ('the 2011 Measure'), which strengthened and built on the rights-based approach. It placed a duty on Welsh Ministers to have due regard to the requirements of the UNCRC when exercising any of their functions.

The 2011 Measure underpins the framework and values for education settings. Children and young people have a right to be safe and a right to an education.

Public authorities have duties that contribute towards the realisation of the rights of children and young people stated in the UNCRC and the 2011 Measure.

United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)

The purpose of the UNCRPD is to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity.

Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments, which in interaction with various barriers may hinder their full and effective participation in society in an equal basis with others.

The principles of the UNCRPD are:

- Respect for the inherent dignity, individual autonomy (including the freedom to make one's own choices) and independence of persons
- Non-discrimination
- Full and effective participation and inclusion in society
- Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity
- Equality of opportunity
- Accessibility
- Equality between genders
- Respect for the evolving capacities of children and young people with disabilities and respect for the right of children and young people with disabilities to preserve their identities.

Education Act 2002

The Education Act 2002 places a legal duty on maintained schools and local authorities to safeguard and promote the welfare of children and young people.

Some incidents of bullying may also be, or reveal, a child protection issue. A bullying incident should be addressed as a child or young people protection issue under the Children Act 1989 when there is 'reasonable cause to suspect that a child or young person is suffering, or is likely to suffer, significant harm'. These concerns must be reported to James Hughes (Deputy) the member of staff in school responsible for child and young person protection and then reported to the local authority's children's social services. (This responsibility now extends to bullying incidents online where it has an impact on the well-being of learners at the school.)

Education and Inspections Act 2006

Under section 89 of the Education and Inspections Act 2006 ('the 2006 Act') headteachers of maintained schools are required to determine measures to:

- a) Promote among learners self-discipline and proper regard for authority
- b) Encourage good behaviour and respect for others on the part of learners and, in particular, prevent all forms of bullying among learners
- c) Secure that the standard of behaviour of learners is acceptable, secure that learners complete any task reasonable assigned to them in connection with their education, and otherwise regulate the conduct of learners.

In determining such measures the headteacher must act in accordance with the behaviour policy, which all schools are required by the 2006 Act to have. Woodlands School's anti-bullying policy sets out clearly how it will address bullying and strategies for challenging bullying behaviour. These measures will be communicated to all learners, school staff and parents/carers. The headteacher will communicate the policy and its adoptions to all learners, parents/carers and teachers.

Under the 2006 Act the headteacher at Woodlands School will work closely with other staff within the organisation to regulate the conduct of learners when they are off-site or not under the control or charge of a member of staff. This is of particular significance to online bullying, which often takes place out of school but can impact very strongly on the school life of those learners involved.

The 2006 Act also provides a defence for school staff in confiscating items, such as mobile phones, from learners as a disciplinary penalty if they are being used to cause a disturbance in class or they are being used to contravene the school behaviour and/or anti-bullying policy. School staff may request a learner reveal a message or show them other content on their phone for the purposes of establishing if bullying has occurred. A refusal to comply might lead to the imposition of a disciplinary penalty for failure to follow a reasonable instruction. Where the text or image is visible on the phone, staff can act on this. The school's behaviour policy allows that a member of care staff may search through the phone themselves where the learner is reasonably suspected of involvement. However, it is advisable to never to do so without another appropriate staff member present. This is best done with the designated safeguarding lead or the head of ICT and a careful written note taken of the date, time, who was present and the purpose of the search and any evidence that it was necessary.

Learner Travel (Wales) Measure 2008

The headteacher requires learners at Woodlands School to comply with the All-Wales Travel Behaviour Code ('the Code') statutory guidance made by the Welsh Ministers under section 12 of the Learner Travel (Wales) Measure 2008 where applicable. The Code sets out specific requirements regarding the behavioural conduct of learners when travelling. The Code requires all learners to 'never bully other learners' and 'respect others (including the bus driver)'.

The purpose of the Code is to promote safety when travelling, by laying down a set of behavioural standards across Wales, for all learners, irrespective of the mode of travel. This includes contract buses, public buses, public trains, walking, taxis, scooters and motorbikes, cycling and journeys in cars. It applies to all learners under the age of 19 years (or who have reached 19 but started a course when under 19 and continue to attend that course).

The Code guidance sets out the framework for the sanctions regime within the Code, which provides for the removal of free or subsidised transport for set periods of time if a learner misbehaves on learner transport.

There may be circumstances where the behaviour of the learner is not appropriate to be addressed through the Code and in these cases the school will work with the wider team at Woodlands, local authority, with the parents/carers, and with other services such as health professionals, the police, social services, etc. Bullying may be an example of this.

Any misbehaviour, including bullying, on the journey to and from school will be dealt with using the most appropriate policy, such as the school's behaviour/anti-bullying policies or by enforcement of the Travel Code.

The Equality Act 2010

The Equality Act 2010 ('the 2010 Act') provides protection from discrimination, harassment and victimisation of learners who have one of the protected characteristics set out in the 2010 Act.

The PSED requires schools to take action to improve outcomes for learners with different protected characteristics. It is a legal requirement, under the 2010 Act, which schools in Wales must follow. It can be used as a helpful mechanism to tackle prejudice-related bullying and implement a whole-school approach.

The general duty has three aims, each of which have clear links to anti-bullying. Woodlands School will ensure the need to:

- Eliminate discrimination and harassment and victimisation
- Advance equality and opportunity
- Foster good relations across all protected characteristics

To fulfil the three aims of the general duty, Woodlands School has three sets of specific duties:

- To collect, analyse and publish information about their progress in achieving the three aims of the 2010 Act
- To decide on certain specific and measurable objectives that they will pursue over the coming years to achieve the three aims and publish these objectives

And when undertaking the first two sets of specific duties:

- To engage with people who have a legitimate interest – including all staff, all parents/carers and learners, and local groups, organisations and individuals as appropriate.

Under the PSED there are also specific duties on school governing bodies to enable better performance of the general duty.

Woodlands School governing bodies will:

- Publish the school's 'equality objectives' in the Access Policy and review them within four years
- Publish a statement which sets out the steps it has taken or intends to take in order to achieve each equality objective
- Make appropriate arrangements to monitor its progress and effectiveness

- (when planning equality objectives) give due regard to relevant information that it holds and seek the involvement of those persons that it considers represents the interests of persons who share one or more of the protected characteristics.

Criminal offences legislation

Some online bullying activities could be criminal offences under a range of different laws, including the Malicious Communications Act 1988 and the Protection from Harassment Act 1997.

Malicious Communications Act 1988

Section 1 of the Malicious Communications Act 1988 makes it an offence to send an indecent, grossly offensive or threatening letter, electronic communication or other article to another person with the intention that it should cause them distress or anxiety.

Protection from Harassment Act 1997

The Protection from Harassment Act 1997 is relevant for incidents that have happened repeatedly (i.e. on more than two occasions). Section 1 prohibits behaviour amounting to harassment of another. Section 2 provides a criminal offence and section 3 provides a civil remedy for breach of the prohibition on harassment in section 1. Section 4 provides a more serious offence of someone causing another person to fear, on at least two occasions, that violence will be used against them. A civil court may grant an injunction to restrain a person from conduct which amounts to harassment and, following conviction of an offence under sections 2 or 4, restraining orders are available to protect targets of the offence.

Under the **Protection of Children Act 1978 (as amended)** and the **Criminal Justice Act 1988** it is illegal to make, circulate or possess indecent images of a child or young person under the age of 18 years.

Section 67 of the **Serious Crime Act 2015** inserts a new offence into the **Sexual Offences Act 2003**, at section 15A, criminalising sexual communication with a child. Under the new law, it is illegal for anyone over 18 years of age in Wales and England to send a sexually explicit message to a child or young person or attempt to encourage the child or young person to send something explicit.

If school staff or parents/carers feel that an offence may have been committed they should seek assistance from the police.

Chapter 5.5 of the All Wales Child Protection Procedures⁵ covers indecent images of children and the internet.

Counter-Terrorism and Security Act 2015

The Counter-Terrorism and Security Act 2015 places a duty on schools in relation to the Prevent duty. Woodlands school will 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

⁵ The All Wales Child Protection Procedures are currently under review.

otherwise feel they do not belong can be more likely to fall prey to recruitment and grooming.

Useful Materials

Some useful information to support staff at Woodlands School

Guide to available materials

SKINNER A. **Bullying: an annotated bibliography and resources**. Youth Work Press, 17-23 Albion Street, Leicester LE1 6GD, 1992, second edition 1997. Funded by the Calouste Gulbenkian Foundation (UK Branch), a complete bibliography of research, literature, materials and organisations concerned with bullying, up to 1997. Thematically organised with cross-referencing. Full references and descriptions.

General handbooks

DENBIGHSHIRE COUNTY COUNCIL: **Anti-bullying Pack. Safer Schools – Safer Communities** (2000).

This publication is available in both English and Welsh.

PERRY J. & JACKSON D. **Challenging Macho Values: practical ways of working with adolescent boys**. London: Falmer. 1966

This book is a balance between theories on boys/masculinities and classroom practice. Each chapter has a thematic introduction, a series of classroom strategies and an “in the classroom” section which includes a short account of working with boys on some of these themes in an inner-city comprehensive school.

SCOTTISH COUNCIL FOR RESEARCH IN EDUCATION MATERIALS. **Action against bullying** (1st Scottish pack, 1991), and **Supporting schools against bullying** (2nd Scottish pack, 1993). SCRE, 15 St John Street, Edinburgh EH5 5JR. The first pack provides guidance on policy development. The second focuses on families, parents groups and non-teaching staff.

SHARP S. & SMITH P K (editors). **Tackling bullying in your school: A practical handbook for teachers**. London: Routledge, 1994. For teachers and school staff. Gives detailed advice on whole-school policy development, curriculum work, training lunchtime supervisors, playground improvements, and working with individuals and groups of pupils. Includes the Anatol Pikas Method of Shared Concern and assertiveness training.

SULLIVAN K. **The anti-bullying handbook**. Oxford: Oxford University Press, 2000. Advice on policy development and a wide range of other interventions.

Background information

BESAG V. **Bullies and Victims in Schools**. Open University Press, 1989. A thorough account of the problem of bullying, summarising research into the subject and describing practical strategies for schools.

CONNOLLY P. **Racisms, gender identities and young children.** London. Routledge. 1998.

This book offers an account of the significance of racism in the lives of five and six year old school children. It graphically highlights the understanding that these children have of issues of race, gender and sexuality and the active role they play in using and reworking this knowledge to make sense of their schooling experiences.

DAVIES M & CUNNINGHAM G. **Adolescent parasuicide in the Foyle area.** Irish Journal of Psychological Medicine, Davies, 16: 5-9. 1998

DOUGLAS N, WARWICK I, KEMPS S & WHITTY G. **Playing is safe: Responses of secondary school teachers to lesbian, gay and bisexual pupils, bullying, HIV and AIDS, and Section 28.** London: Health and Education Research Unit, Institute of Education, November 1997.

DUNCAN N. **Sexual Bullying: gender conflict and pupil culture in secondary schools.** Aimed at professional, to explore and develop explanations for sexualised bullying in schools. Routledge, London. (1999)

ELLIOTT M. (editor). **Bullying: a practical guide for coping in schools.** Harlow: Longman, second edition 1997

HAWKER D & BOULTON M J. **Twenty years research on peer victimization and psychosocial maladjustment: A meta-analytic review of cross-sectional studies.** Journal of the Association of Child Psychologists and Psychiatrists, 41, 441-455. (2000)

KATZ A, BUCHANAN A & BREAM V. **Bullying in Britain. Testimonies from Teenagers.** Young Voices, London, 2001.

A study of 7,000 young people and their views and experiences of bullying.

KELLY E & COHN T. **racism in school – new research evidence.** Stoke on Trent: Trentham Books, 1988.

MACNAUGHTON P. **Re-thinking gender in early childhood education.** London: Paul Chapman, 2000

Offers valuable strategies for developing gender-relevant programmes in the primary and early years sector.

McLEOD M & MORRIS S. **Why Me? Children talking to Childline about bullying.** Childline, Royal Mail Building, Studd Street, London N1 0QW, 1996.

OLWEUS D. **Bullying at school: What we know and what we can do.** Oxford: Blackwell, 1993. An account of the research and intervention techniques used with success in the first Norwegian anti-bullying campaign in the 1980's.

O'MOORE M. (ed) **Bullying Behaviour in Schools.** Irish Journal of Psychology,

Vol. 18 No. 2, 1997.

A comprehensive review of initiatives and research in the UK, Republic of Ireland and Europe.

REID K. **Retrospection and persistent school absenteeism.** Educational Research, 5(2), 110-115. (1983).

RENOLD E. **Presumed Innocence: (hetero)sexual, heterosexist and homophobic harassment among primary school girls and boys,** Childhood, 9 (4) pp. 415-434, 2002.

This academic article examines the neglected area of primary school children's experiences of different forms of sexual and gender-based bullying. The rich empirical data (interviews and observations) can be drawn upon as a starting point to raise awareness and generate discussion amongst staff and pupils.

RIGBY K. **Bullying in schools and what to do about it.** London: Jessica Kingsley, 1997.

A clear single-authored overview of the topic.

ROBINSON S, LEIGH & MAINES. **No Bullying starts Today** – Awareness Raising Days on Bullying.

ROSS D M. **childhood bullying and teasing: What school personnel, other professionals, and parents can do.** Alexandria, VA: American counselling Association, 1998.

An overview with useful information on dealing with teasing as well as bullying.

SALMON G, JAMES A, CASSIDY E C & JAVALOYES A. (2000) **Bullying a review: presentations to an adolescent psychiatric service and within a school for emotionally and behaviourally disturbed children.** Clinical Child Psychology and Psychiatry, 5(4), 563-579.

SATO K, ITO I & AKABOSHI K. (1987) **Neuroses and psychosomatic syndromes of the bullied children.** Japanese Journal of Child and Adolescence Psychiatry, 28, 110-115.

SKELTON C. **Schooling the boys: masculinities and primary education.** 2001

Offer valuable strategies for developing gender-relevant programmes in the primary and early years sector.

SMITH P K & SHARP S, (editors). **School bullying: Insights and perspectives.** London: Routledge, 1994.

An account of the intervention project in Sheffield in which the 1994 version of the DfES' anti-bullying pack was based.

SMITH P K, MORITA Y, JUNGER-TAS J, OSWEUS D, CATALANO R & SLEE P. (editors) **The nature of school bullying: A cross-national perspective.** London:

Routledge, 1999.

SOUTH GLAMORGAN PSYCHOLOGICAL SERVICE: Managing Behaviour in Primary Schools (1992)

This publication includes a section on bullying.

TATTUM DP (editor). **Understanding and managing bullying.** London: Heinemann, 1993.

A collection of contributions from the UK and overseas.

TATTUM DP & HERBERT G. **Countering bullying. Initiatives by schools and local authorities.** Trentham Books, Stoke on Trent, 1993.

Examples of intervention strategies that schools can employ, and case studies of their use.

TATTUM DP & TATTUM E. **Bullying: The early years.** Cardiff: Countering Bullying Unit. 2000.

Gives advice for parents, teachers and carers on bullying in young children.

TATTUM DP & TATTUM E. **Bullying: Home, School and Community (1997)**

Gives advice on how home and school can work together on smoothing the transition from home to school for children entering the school system for the first time.

TATTUM DP & TATTUM E. **Social Education and Personal Development (1992)**

This deals with the transition from primary to secondary school.

Whole-school policy development

The following take schools through stages of whole-school policy development and implementation.

BESAG V. We don't have bullies here!

V Besag, 57 Manor House Road, Jesmond, Newcastle-upon-Tyne NE2 2LY, 1992.

INTER-AGENCY ANTI-BULLYING GROUP: Put a Dinner Lady on the Roof, Pack.

Produced on behalf of Swansea and Neath Port Talbot local education authorities with assistance of DYNAMIX LTD.

ISLINGTON SAFER CITIES PROJECT: We can stop it!

Islington Safer Cities Project. Islington Education Service, Laycock Street, Islington, London, N1, 1992

ROBINSON & MAINES. Safe to Tell producing an effective anti-bullying policy in schools (2001)

SHARP S & SMITH P K. **Tackling bullying in your school: A practical handbook for teachers.** London: Routledge, 1994. Chapter Three.

TATTUM DP TATTUM E & HERBERT G. **Cycle of violence.** Drake Educational Associates, Cardiff, 1993. (Video)

TATTUM DP TATTUM E & HERBERT G. **Bullying: A Positive Response Advice for Parents, Governors and Staff in Schools** A New Edition 2003

THOMPSON D & SHARP S. **Improving schools: Establishing and integrating whole school behaviour policies.** London: David Fulton, 1994. Describes a process of policy development which schools can apply to bullying as well as other social issues, such as general discipline or equal opportunities.

Curriculum materials

Books, packs and videos for use in the classroom

ACCAC (QUALIFICATIONS, CURRICULUM AND ASSESSMENT AUTHORITY FOR WALES), COMMISSION FOR RACIAL EQUALITY, DISABILITY RIGHTS COMMISSION, EQUAL OPPORTUNITIES COMMISSION. **Equal Opportunities and Diversity in the School Curriculum,** ACCAC publications, PO Box 2129, Erdington, Birmingham, B24 0RD, 2001.

HEADSTART. **Promoting positive behaviour: Activities for preventing bullying in primary schools.** Headstart East London, 18 Links Yard, Spelman St, London E1 5LX. Tel: 020 7247 9489.

INTER-AGENCY ANTI-BULLYING GROUP. **Happy Suns and Sad Sheep: An Anti-Bullying Pack for Use with the Under 5s**

Produced on behalf of Swansea and Neat Port Talbot local education authorities by DYNAMIX LTD.

KIDSCAPE, 2Grosvenor Gardens, London SW1W 0DH. Kidscape has a variety of child protection programmes and manuals, including ELLIOTT M & KILPATRICK J. **How to stop bullying: A Kidscape training guide.** Kidscape, 1994.

MOSLEY J. **Turn your school round.** Learning Development Aids, 1993. Manual for primary school teachers.

SCCC, **Speak-up: an anti-bullying resource pack.** Scottish Consultative Committee on the Curriculum/South Edinburgh Crime Prevention Panel, 1992.

Video and drama

CASDAGLI P & GOBEY F. **Only playing, Miss!** Trentham Books/Professional

Development Foundation, 1990.

Script and drama ideas from the Neti-Neti theatre group; for video tel: 020 7483 4239.

CARLTON TELEVISION (FORMERLY CENTRAL INDEPENDENT TELEVISION),
Sticks and stones, The trouble with Tom.

Videos available from Video Resources Unit, Carlton Studios, Linton Lane, Nottingham NG7 2na, 1990. Tel: 0121 643 9898 (main number in Birmingham).

DIALOGUE PRODUCTIONS, **Bullying: The business.**

Twin videos available from Dialogue, 46 Avondale Road, Wolverhampton, West Midlands WV6 0AJ

THE HEARTSTONE ODYSSEY,

Longden Court, Spring Gardens, Buxton, Derbyshire SK17 6BZ. Tel: 0298 72218

Quality circles

COWIE H & SHARP S. **Pupils themselves tackle the problem of bullying.**

Pastoral Care in Education, 10, 31-37, 1992.

Working with pupils involved in bullying situations

HERBERT C. **Sexual harassment in schools.** London: David Fulton, 1992.

Useful advice on coping with issues of sexual harassment.

KIDSCAPE. **Stop bullying!** Kidscape, 2 Grosvenor Gardens, London SW1W 0DH.

YOUNG S. **The support group approach to bullying in schools.** Educational Psychology in Practice, 14, 32-39, 1998.

Peer support

LUCKY DUCK PUBLICATIONS. **All for Alex.**

This publication examines the "Circle of Friends" approach.

CARDIFF ADVISORY SERVICE FOR EDUCATION. **6 years of Circle Time,** Lucky Duck Publishing Ltd.

BLISS T & TETLEY J. **Circle time.** Bristol: Lucky Duck Publishing, 1993. Guide to circle time approach.

GLOBAL CO-OPERATION FOR A BETTER WORLD: **CO-OPERATION IN THE CLASSROOM: A project pack for teachers.** 98 Tennyson Road, London NW6 7SB.

Handbook for facilitating co-operative work in classrooms.

COWIE H & SHARP S (editors). **Peer counselling in schools: A time to listen.**

London: David Fulton, 1996.

Collection including chapter on the Circle of Friends approach.

COWIE H & WALLACE P. Peer support in action: from by standing to standing by. London: Sage, 2000.

Advice on training for a wide range of peer support approaches.

CUNNINGHAM C E, CUNNINGHAM L J & MARTORELLI V. Coping with conflict at school: the collaborative student mediation project manual. Hamilton, Canada: COPE Works, 1997.

Training pack for conflict resolution used with success in Canada.

HIGHFIELD JUNIOR SCHOOL: Changing our school: Promoting positive behaviour. Highfield Junior School (Torrige Way, Efford, Plymouth, Devon PL3 6JQ) and Institute of Education (20 Bedford Way, London WC1 H OAL), 1997. Case study of anti-bullying work in a junior school with use of circle time and mediation.

MASHEDER M. Let's co-operate: activities and ideas for parents and teachers of young children for peaceful conflict solving. Peace Education Project, 6 Endsleigh St, London WC1 H ODX, 1986.

MOSLEY J. Quality Circle Time in the primary classroom. Wisbech: Learning Development Aids, 1996.

MOSLEY J & TEW M. Quality Circle Time in the secondary school. London: David Fulton.

NEWTON C WILSON D. Circles of friends. Dunstable: Folens, 1999.

SHARP S & COWIE H (1998). Counselling and supporting children in distress. London: Sage. 1998. Includes chapters on peer support and victimisation.

STACEY H & ROBINSON P. Let's mediate. Bristol: Lucky Duck Publishing, 1997. Guide to mediation approaches.

WARTON K & Barry S. Schoolwatch: An evaluation. Home Office Research, Development and Statistics Directorate, 1999.

This video gives a description of the Schoolwatch project.

Improving playground activities and the school grounds

ROSS C & RYAN A. Can I stay in today, Miss? Improving the school playground.

Stoke-on-Trent: Trentham Books, 1990.

A practical guide to activities for use with pupils, parents and staff which offers ideas for all aspects of primary school playground development.

Learning through Landscapes publications. Third Floor, Southside Offices, The Law Courts, Winchester, Hants S023 9DL.

DEPARTMENT OF EDUCATION AND SCIENCE: **Building Bulletin 71, The outdoor classroom: educational use, landscape design and management of school grounds, HMSO, 1990.**

Numerous practical suggestions for schools interested in developing their environment.

Governors

ADVISORY CENTRE FOR EDUCATION: **Bulletin 34, Governors and bullying, ACE, 1990.**

Families

ALEXANDER J. **Your child bullying: practical and easy to follow advice.** Element Books, 1998.

BESAG V. **Parents and teachers working together.** In ELLIOTT M (editor) *Bullying: a practical guide for coping in schools.* Harlow: Longman, 1991.

ELLIOTT M. **101 ways to deal with bullying – a guide for parents.** Hodder and Stoughton, 1997.

HARDING J & PIKE G. **Parental involvement in secondary schools.** A guide for reviewing practice and developing policy. ILEA Learning Resources Section, 1988.

KIDSCAPE. **Keeping safe: A practical guide to talking with children.** Kidscape, 2 Grosvenor Gardens, London SW1W 0DH, 1990.

LAWSON S. **Helping children cope with bullying.** Sheldon Press, 1994.

LINDENFIELD G. **Confident children: A parents' guide to helping children feel good.** Thorsnes, 1994.

MELLOR A. **Bullying and how to fight it: a guide for families.** Scottish Council for Research in Education, 15 St John Street, Edinburgh EH5 5JR, 1993.

PEARCE J. **Fighting, teasing and bullying: simple and effective ways to help your child.** Wellingborough: Thorsons, 1989.

TATTUM D & TATTUM E. **Bullying: The Early Years,** 2000.

TATTUM D & HERBERT G. **Bullying: A Positive Response.** Advice for parents, governors and staff in schools. UWIC, Cardiff, 2003

This booklet was sent to every school in the UK and the first edition was part of the first national anti-bullying campaign. It is also available in Welsh.

TRAIN A. The bullying problem: how to deal with difficult children. Condor Book, Souvenir Press, 1995.

Questionnaires and checklists

- The **Olweus questionnaire**: Professor Dan Olweus, Vognstolbakken 16, N-5096 Bergen, Norway; e-mail olweus@psych.uib.no
- The **'My Life in School'** questionnaire: Dr C.M.J. Arora, Division of Education, University of Sheffield, Sheffield S10 2TN; e-mail c.m.j.arora@sheffield.ac.uk
- The booklet **'Bullying Behaviour in Schools'**, by Sonia Sharp, is in the series Psychology in Education Portfolio, edited by N. Frederickson & R.J. Cameron, NFER-NELSON (tel: 01753-858961). It includes the Life in Schools questionnaire, as well as a pictorial one for infant school pupils (by Smith and Levan). Others are for examining participant roles (by Salmivalli), for investigating attitudes towards bullying (Pro-Victim Scale by Rigby & Slee), and for finding out how pupils define bullying and related terms using stick drawings (by Smith and colleagues).

Helpful organisations

For everybody

ANTI BULLYING CAMPAIGN, 185 Tower Bridge Road, London SE1 2UF.

Tel: 0207378 1446 (9.30am – 5pm).

Advice line for parents, children, teachers. Publishers parents' fact sheet, resource pack.

BRITISH ASSOCIATION FOR COUNSELLING AND PSYCHOTHERAPY,

1 Regent Place, Rugby, Warwickshire, CV21 2PJ.

Tel: 0870 443 5252 bacp@bacp.co.uk

BULLIES OUT

www.bulliesout.com

e-mail: mail@bulliesout.com

Anti-bullying charity based in Wales that works with individuals, schools, colleges, youth and community settings. Their e-mentors offer online support.

CALOUSTE GULBENKIAN FOUNDATION, (UK Branch), 98 Portland Place, London W1N 4ET

Tel: 0207 636 5313 Fax: 0207 637 3421

Has initiated and supported a wide range of anti-bullying projects and publications.

COMMISSION FOR RACE EQUALITY WALES, 3rd floor, Capital Tower, Greyfriars Road, Cardiff CF10 3AG

Tel: 02920 729 200 Fax: 02920 729 220

COUNTERING BULLYING UNIT, University of Wales Institute, Cardiff School of Education, Cyncoed Road, Cardiff CF23 6XD

Tel: 029 20 416781 Fax: 029 2041 6986

Resource centre for the study of bullying, and publishes booklets, packs and videos.

KIDSCAPE, 2 Grosvenor Gardens, London SW1W 0DH.

Tel: 0207 730 3300 Fax: 0207 730 7081

Has a wide range of publications for young people, parents and teachers. Bullying counsellor available Monday to Friday, 10am – 4pm.

NATIONAL SOCIETY FOR THE PREVENTION OF CRUELTY TO CHILDREN

Weston House, 42 Curtain Road, London, EC2 3NH.

NATIONAL SOCIETY FOR PREVENTION OF CRUELTY TO CHILDREN, WELSH HELPLINE, providing professional advice and counselling to young people and adults: 0808 100 2524. This service is located in Bangor and is bilingual, but calls are diverted to London between 5pm and 9am. An Asian Helpline is also available.

For families

ANTI-BULLYING CAMPAIGN, 185 Tower Bridge Road, London, SE1 2UF.

Tel: 0207 378 1446 (9.30am – 5pm)

Advice line for parents and children

CHILDREN'S LEGAL CENTRE,

Tel: 01206 873 820 (Mon-Fri 10am – 12.30pm and 2pm – 4.30pm).

Publications and free advice line on legal issues.

CHILDLINE, Royal Mail Building, Studd Street, London N1 0QW

Tel: 0207 239 1000 Fax: 0207 239 1001

CHILDLINE CYMRU/WALES, Royal Alexandra Hospital, marine Drive, Rhyl

LL18 3AS Tel: 01745 345111

9th Floor, Alexandra House, Alexandra Road, Swansea SA1 5ED Tel: 01792 480111

Besides the free national helpline for children, has a leaflet for parents: Bullying – What can parents do? And a leaflet for children: Bullying and how to beat it.

CIRCLES NETWORK, Parnwell House, 160 Pennywell Road, Upper Easton, Bristol BS5 0TX. Tel: 0117 939 3917.

Supports Circles of Friends activities.

COUNTEING BULLYING UNIT, University of Wales Institute, Cardiff.

Tel: 02920 416781 (Monday – Thursday 08.30am – 12.30pm and 2.00pm – 5.00pm on Fridays 08.30am – 12.30pm and 2.00pm – 4.30pm).

KIDSCAPE, 2 Grosvenor Gardens, London, SW1 0DH.

Tel: 0207 730 3300 Fax: 0207 730 7081

has a wide range of publications for young people, parents and teachers. Bullying counsellor available Monday to Friday, 10am – 4pm.

PARENTLINE PLUS, 520 Highgate Studios, 53-79 Highgate Road, Kentish Town, London NW5 1TL. Tel: 0808 800 2222.

National helpline for parents (24hours, 7 days a week)

For children

CALL, www.callhelpline.org.uk

Community Advice and Listening Line.

CHILDLINE, Freephone 0800 1111. Freepost 1111, London N1 0BR. Free, confidential helpline.

KOOTH, www.kooth.com

Counselling service.

Meic, www.meiccymru.org/

Information advice and advocacy for young people.

NSPCC Welsh Helpline. Freephone 0808 800 5000. Free, confidential helpline, which is also bilingual, operating between 09.00am and 5.00pm.

For teachers

ARAD GOCH, Stryd y Baddon, Aberystwyth, Ceredigion, SY23 2NN.

Tel: 01970 617998 Fax: 01970 611223 post@aradgoch.org

Theatre company which runs Welsh language workshops in schools around the subject of bullying.

ASSENT DISPUTE RESOLUTION, 13 Windsor Place, Cardiff, CF10 3BY

Tel: 029 2076 3366 info:assentdr.co.uk

A firm specialising in mediation, conciliation and counselling services.

KINGSTON FRIENDS MEDIATION, Quaker Meeting House, 78 Eden Street, Kingston-upon-Thames, Surrey KT1 1DJ. Tel: 0208 547 1197.

Organises courses in mediation and peer support.

LEAP Confronting Conflict, 8 Lennox Road, Finsbury Park, London N4 3NW.
Tel: 0207 272 5630.
Advises on training in group work methods.

LEARNING THROUGH LANDSCAPES, Third Floor, Southside Offices, The Law Courts, Winchester, Hants S023 9DL.
Tel: 01962 846258 Fax: 01962 869099 Email: charity@TCP.co.uk
Advice on all aspects of improving school grounds.

MEDIATION UK, 82a Gloucester Road, Bishopston, Bristol BS7 8BN.
Tel: 0117 904 6661
Advice and support for mediation approaches.

NATIONAL ASSOCIATION FOR PASTORAL CARE IN EDUCATION, NAPCE
Base, c/o Education Dept, University of Warwick, Coventry CV4 7AL.
Tel: 02476 523 810. Fax 02476 573 031 Email: NAPCE@warwick.ac.uk
Holds database of materials and trainers, available for teachers.

NATIONAL SOCIETY FOR THE PREVENTION OF CRUELTY TO CHILDREN,
Education Adviser, NSPCC Wales / Cymru, Unit 1, Cowbridge Court, 60 Cowbridge Road West, Cardiff, CF5 5BS. (029) 20 563421.
The Education Adviser can give advice and support to schools in formulating, implementing and evaluating their whole-school policy and also provides training to staff and pupils.

PEER SUPPORT FORUM, Mental health Foundation, 20/21 Corn 40L. Tel: 0207 535 7450.
Holds a database of materials and trainers, and a directory of school with peer support services. The Peer Support Forum website – www.peersupport.co.uk – gives a list of such training programmes and hosts Peer Support Networker.

POWYS MEDIATION, Sefton House, Middleton Street, Llandrindod Wells, Powys LD1 5DG
Tel: 01597 825123 mediation@powys.org.uk
www.pco.powys.org.uk/powysmediation
A registered charity working with school to change the general culture from confrontation to reliance on self-help and awareness of the needs of others.

CD-ROMs about bullying

COPING WITH BULLYING Version 1 – Primary, Version 2 – Secondary
Produced by the Rotary Club with Val Besag. Sections: students, parents, teachers.
PO Box 40, Ashington NE63 8YR.

Advice for pupils, parents and families.

Bullying

Respecting Others – information for pupils

If you are being bullied

- try to stay calm and look as confident as you can
- be firm and clear – look them in the eye and tell them to stop
- get away from the situation as quickly as possible
- tell an adult what has happened straight away.

After you have been bullied

- tell a teacher or another adult in your school or at home
- tell your family
- if you are scared to tell an adult by yourself, ask a friend to come with you
- keep speaking up until someone listens and does something to stop the bullying
- if your school has a peer support, use it
- don't blame yourself for what has happened.

When you are talking to an adult about bullying, be clear about

- what has happened to you
- how often it has happened
- who was involved
- who saw what was happening
- where it happened
- what you have done about it already.

If you find it difficult to talk to anyone at school or at home, ring **Childline**, Freephone 0800 1111, or write, Freepost 1111, London N1 0BR.

The phone call or letter is free. It is a confidential helpline.

NSPCC Welsh Helpline, Freephone 0808 800 5000

The phone call is free and is confidential – it is also bilingual and operates between 09.00am and 5.00pm.

Bullying

Respecting Others – information for parents and families

Every school is likely to have some problem with bullying at one time or another. Woodlands School must by law have an anti-bullying policy, and use it to reduce and prevent bullying.

Bullying behaviour includes:

- name calling and nasty teasing
- threats and extortion
- physical violence
- damage to belongings
- leaving pupils out of social activities deliberately and frequently
- spreading malicious rumours.

Parents and families have an important part to play in helping schools deal with bullying.

- First, discourage your child from using bullying behaviour at home or elsewhere. Show to resolve difficult situations without using violence or aggression.
- Second, ask to see the school's anti-bullying policy. Each school must have an anti-bullying policy, which sets out how it deals with incidents of bullying. You have a right to know about this policy which is as much for parents as for staff and pupils.
- Third, watch out for signs that your child is being bullied, or is bullying others. Parents and families are often the first to detect symptoms of bullying, though sometimes school nurses or doctors may first suspect that a child has been bullied. Common symptoms include headaches, stomach aches, anxiety and irritability. It can be helpful to ask questions about progress and friends at school; how break times and lunchtimes are spent; and whether your child is facing problems or difficulties at school. Don't dismiss negative signs. Contact the school immediately if you are worried.

If your child has been bullied:

- Calmly talk to your child about it
- make note of what your child says – particularly who was said to be involved; how often the bullying has occurred; where it happened, when it happened and what happened
- it is very important that accurate records are kept of the incidents of bullying and of the action taken when the bullying was reported
- reassure your child that telling you about the bullying was the right thing to do
- explain that any further incidents should be reported to a teacher immediately
- make an appointment to see your child's class teacher or form tutor
- explain to the teacher the problems your child is experiencing.

Talking to teachers about bullying

- try and stay calm – bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident
- be as specific as possible about what your child says has happened – give dates, places and names of other children involved
- make a note of what action the school intends to take
- ask if there is anything you can do to help your child or the school
- stay in touch with the school – let them know if things improve as well as if problems continue.

If you think your concerns are not being addressed:

- check the school anti-bullying policy to see if agreed procedures are being followed
- discuss your concerns with the parent governor or other parents
- make an appointment to meet the head teacher, keeping a record of the meeting
- if this does not help, write to the Chair of Governors, explaining your concerns and what you would like to see happen
- contact local or national parent support groups for advice
- contact the Director of Education for your authority, who will be able to ensure that the Governors respond to your concerns
- contact the Parentline Plus helpline for support and information at any of these stages
- in the last resort, write to the Minister for Education and Lifelong Learning.

If your child is bullying other children

Many children may be involved in bullying other pupils at some time or other. Often parents are not aware. Children sometimes bully others because:

- they don't know it is wrong
- they are copying older brothers or sisters or other people in the family they admire
- they haven't learnt other, better ways of mixing with their school friends
- their friends encourage them to bully
- they are going through a difficult time and are acting out aggressive feelings.

To stop your child bullying others:

- talk to your child, explaining that bullying is unacceptable and makes others unhappy
- discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- show your child how to join in with other children without bullying
- make an appointment to see your child's class teacher or form tutor, explain to the teacher the problems your child is experiencing and discuss with the teacher how you and the school can stop them bullying others
- regularly check with your child how things are going at school
- give your child lots of praise and encouragement when they are co-operative or kind to other people.

Resources for parents and families about bullying:

ALEXANDER J. **Your child bullying:** Practical and easy to follow advice. Element Books, 1998.

ELLIOTT M. **101 Ways to deal with bullying – A guide for parents.** Hodder and Stoughton, 1997.

KIDSCAPE. **Keeping safe: A practical guide to talking with children.** Kidscape, 2 Grosvenor Gardens, London SW1W 0DH, 1990.

LAWSON S. **Helping children cope with bullying.** Sheldon Press, 1994.

LINDENFIELD G. **Confident children: A parents' guide to helping children feel good.** Thorsens, 1994

MELLOR A. **Bullying and how to fight it: A guide for families.** Scottish Council for Research in Education, 15 St John Street, Edinburgh EH5 5JR, 1993.

PEARCE J. **Fighting, teasing and bullying: Simple and effective ways to help your child.** Wellingborough: Thorsons, 1989.

TRAIN A. **The bullying problem: How to deal with difficult children.** Condor Book, Souvenir Press, 1995.

Organisations who can help:

Advisory Centre for Education, IC Aberdeen Studios, 22 Highbury Grove, London N5 2DQ.

Tel: 0207 704 9822 Tel helpline: 0207 354 8321 (Mon-Fri 2-5pm).

Advice line for parents on all matters concerning schools.

Anti-Bullying Campaign, 185 Tower Bridge Road, London Se1 2UF.

Tel: 0207 378 1446 (9.30am – 5.00pm).

Advice line for parents and children.

Childline, Royal Mail Building, Studd Street, London N1 OQW

Tel: 0207 239 1000 Fax: 0207 239 1001

Childline Cymru/Wales, Royal Alexandra Hospital, Marine Drive, Rhyl LL18 3AS

Tel: 01745 345111

9th Floor, Alexandra House, Alexandra Road, Swansea SA1 5ED Tel: 01792 480111

Besides the free national helpline for children has a leaflet for parents: *Bullying –*

*What can parents do? And a leaflet for children: **Bullying and how to beat it.***

Children's Legal Centre, Tel: 01206 873 820
(Mon-Fri 10am – 12.30pm and 2pm – 4.30pm).
Publications and free advice line on legal issues.

Circles Network, Parnwell House, 160 Pennywell Road, Upper Easton, Bristol BS5 0TX.
Tel: 01179393917
Supports Circles of Friends activities

Countering Bullying Unit, University of Wales Institute, Cardiff, Tel: 029 20 416781
(Mon-Thursday 08.30am – 12.30pm and 2.00pm – 5.00pm on Fridays 08.30am – 12.30pm and 2.00pm – 4.30pm)

Kidscape, 2 Grosvenor Gardens, London SW1W 0DH.
Tel: 0207 730 3300 Fax: 0207 730 7081
Has a wide range of publications for young people, parents and teachers. Bullying counsellor available Monday to Friday, 10-4.

Parentline Plus, 520 Highgate Studios, 53-79 Highgate Road, Kentish Town, London NW5 1TL.
Tel: 0808 800 2222.
National helpline for parents (Mon-Fri 9-9; Sat 9.30-5; Sun 10-3).
Further copies of this document available from:

Department for Training & Education
National Assembly for Wales
Cathays Park
Cardiff
CF10 3NQ
Phone: 02920 821556
Fax: 02920 801044 E-mail: racel.pass@wales.gsi.gov.uk

Where to find further help and advice

Bullying

Bullies Out – Anti-bullying charity based in Wales that works with individuals, schools, colleges, youth and community settings. E-mentors offer online support (e-mail mentorsonline@bulliesout.com).

www.bulliesout.com

e-mail: mail@bulliesout.com

Anti-Bullying Alliance – Information for schools, parents/carers and children and young people on all aspects of bullying.

www.anti-bullyingalliance.org.uk

Kidscape – Anti bullying charity that runs workshops for children and young people who have been bullied.

www.kidscape.org.uk

The Diane Award – Trains young anti-bullying ambassadors to help others.

www.antibullyingpro.com

Helplines and support services

General

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

www.samaritans.org

Tel: 116 123 (English language line – free to call)

Tel: 0808 164 0123 (Welsh language line – free to call)

Rethink Mental Illness – Advice and information for people with mental health issues.

www.rethink.org

Tel: 0300 500 0927

Mencap Cymru – Advice and information about learning disabilities.

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

Tel: 0808 8000 300

Children and young people

Meic – Information, advice and advocacy for young people.

www.meiccymru.org

Childline – Provide counselling for anyone aged under 19 in the UK.

www.childline.org.uk

Tel: 0800 1111

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

Parents/carers

Family Lives – Support and advice for parents/carers.

Tel: 0808 800 2222

ParentZone – Support and advice for parents/carers.

www.parentzone.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)

Schools/professionals

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

Advice and support networks

General

Internet Watch Foundation – For reporting online images of child sexual abuse.

www.iwf.org.uk

Victim Support – Report hate crime in Wales.

www.reportthehate.victimsupport.org.uk

CEOP (Child Exploitation and Online Protection) – If child sexual abuse or exploitation is suspected.

www.ceop.police.uk

NSPCC – National Society for the Prevention of Cruelty to Children.

www.nspcc.org.uk

Tel: 0808 800 5000

Mental Health Matters Wales – Works with people who have a mental health-related issue.

www.mhmbcb.com/index.htm

Children and young people

Heads Above The Waves – Support for children and young people suffering depression or self-harming.

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

Parents/carers

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

www.internetmatters.org.uk

Resources for schools

EACH (Educational Action Challenging Homophobia) – Provide services to inspire lesbian, gay, bisexual and trans equality.

<https://each.education>

Show Racism The Red Card – Training and resources to tackle racism in society.

www.theredcard.org

The ACE Support Hub Wales – toolkit for school staff on ACEs.

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

South West Grid for Learning (SWGfL) – Self-evaluation tool for schools and guidance.

www.swgfl.org.uk

Other

School Beat – All Wales School Liaison Core Programme.

www.schoolbeat.org/parents/know-the-programme/national-events/what-is-the-all-wales-school-liaison-core-programme

Children in Wales – www.childreninwales.org.uk/our-work/bullying

Children’s Commissioner for Wales – www.childcomwales.org.uk

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

www.timetochangewales.org.uk/en/mental-health-stigma/young-people/wecanwewill

Online issues

Childnet International – Support on all aspects of online safety.

www.childnet.com