

Access and Inclusion Service

Behaviour Support Service



Rhondda Cynon Taf
Anti-Bullying Policy and Guidance for
Schools
2018

*Senior Leadership Teams, Teachers and
other school-based staff*

Contents	Page
1. Introduction	3
2. National Legislation/Context	3
2.1 Why have an anti-bullying policy and Guidance?	3
2.2 Estyn: Thematic Review	5
3. Developing an Anti-Bullying Policy.	6
4. Responding to incidents of bullying	16
5. Procedures for responding to bullying incidents	16
6. Effective strategies for dealing with bullying	18
7. Websites and resources	23
8. Appendices	
Appendix 1- Checklist for anti-bullying policy	24
Appendix 2 – Suggested incident monitoring forms	26
Appendix 2.1- School monitoring forms	28
Appendix 3+4- Incident reporting forms	32
Appendix 5- Useful websites	38
Part 2 of 3: Children and Young People	40
Part of 3 of 3: Parent, Guardians and Care givers	56

1. INTRODUCTION

The Rhondda Cynon Taf County Borough Council Anti-Bullying Policy and Guidance for Schools has been developed to equip educational establishments with relevant information to tackle bullying and to inform the development of an appropriate, practical anti bullying strategy. It is aimed at schools, pupils and parent/guardians and replaces the previous single guidance document entitled Rhondda Cynon Taf Anti-Bullying Policy and Guidance for schools 2011.

Bullying is one of the key issues about which children and young people express concern. Rhondda Cynon Taf County Borough Council affirms the right for every child to be safe to learn, to develop healthy relationships and to achieve optimally and acknowledges our role as the LA in this vision.

Victims need to be kept safe and bullies need to be supported to change their behaviour and have the opportunity for any underlying emotional needs to be met. Specific support should be established for the most vulnerable, including those with protected characteristics and additional needs.

Bullying via technology (onlinebullying) has been reported locally, nationally and globally as an increasing concern which presents a challenge that benefits from wider partnership – working particularly in collaboration with the Police.

2. NATIONAL LEGISLATION/ CONTEXT

2.1 Why have an anti-bullying policy and guidance?

Legislation applicable to all schools in Wales, which aims to protect the rights of children and young people to live a life free from abuse and harm including bullying, includes the following:

- United Nations Convention on the Rights of the Child 1989
- The Education Act 1996 – Part 4 of the Act makes provision in relation to children with special educational needs (replaced by ALNET Act 2018)
- Human Rights Act 1998 – requires schools to have policies that comply with the Act, in particular, Part 1 of Schedule 1 to the Act which provides that no one must be subjected to torture or to inhuman or degrading treatment or punishment.
- Education Act 2002 – requires schools to have a complaints procedure. This is particularly important for parents and carers who feel that their school has not adequately dealt with a case of bullying.
- Children Act 2004 – requires a local authority to promote co-operation between itself and various other bodies and persons with a view to improving the well-being of children in its area so far as it relates to education, training and recreation.
- Education and Inspections Act 2006 – requires schools to establish policies to promote good behaviour, and in particular, prevent all forms of bullying among

pupils. It also gives head teachers the power to impose disciplinary sanctions for inappropriate behaviour.

- The Equality Act 2010 – Chapter 1, Part 6 of the Act prohibits discrimination, harassment and victimisation in schools.
- Children and Families (Wales) Measure 2010
- Rights of Children and Young People (Wales) measure 2011
- Breaking the Barriers (2014)
- Keeping Learners Safe (2015)

The Equality Act

Under the Equality Act 2010 local authorities and other public bodies including schools have a legal duty to meet the requirements of the Public Sector Equality Duties (PSED) to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- Foster good relations between people who share a relevant protected characteristic and those who do not

The Specific duties in Wales

Public sector organisations in Wales, including local authorities and schools have specific legal duties set out in the Equality Act 2010 (Wales) regulations 2011 to:

- Publish a Strategic Equality Plan and equality objectives every 4 years;
- Engage and involve activities for groups with 'protected characteristics';
- Ensure all published material is accessible;
- Assess the impact of relevant policies and plans;
- Provide training and allow for the collection of employment information;
- Promote knowledge and understanding of the Equality Act across the organisation;
- Address unfair pay differences;
- Use procurement practice to contribute to the delivery of equality objectives;
- Review progress in implementing the Strategic Equality Plan and related action plans.

For further information and detail on the Public Sector Equality Duties in Wales – Education and Schools please visit:
www.wlga.gov.uk/equalities-publications/briefing-on-public-sector-equality-duties-in-wales-education-and-schools

2.2 Estyn Thematic Report

Estyn published their thematic review 'Action on Bullying' looking at the effectiveness of action taken by schools to address bullying on the grounds of pupils' protected characteristics in June 2014. The report contained recommendations for schools and local authorities:

Schools should:

R1 – raise awareness of bullying on the grounds of protected characteristics with pupils; parents; staff and governors to take a more proactive approach to preventing and mitigating its effects;

R2 – consult pupils; parents and others to identify the extent and nature of bullying in the school and to agree the contents of strategic equality plans;

R3 – plan age-appropriate opportunities in the curriculum to discuss issues related to the protected characteristics and to build pupils' resilience to bullying;

R4 – ensure staff have a clear understanding of the extent and nature of bullying that may take place in school, including onlinebullying;

R5 - make sure that staff know how to deal with and record incidents of bullying;

R6 – record and monitor incidents of bullying in relation to the protected characteristics and use this information to review strategic equality objectives;

R7 – make sure all the policies and procedures meet the requirements of the Equality Act 2010.

Local Authority and Regional Consortia should:

R8 – provide training and support for school staff to improve their understanding of the Equality Act 2010 and its implications;

R9 – provide training and support for school governors to enable them to fulfil their statutory responsibilities to monitor strategic equality plans and objectives;

R10 – monitor the quality and effectiveness of schools' strategic equality plans more closely

Rhondda Cynon Taf Local Authority

Rhondda Cynon Taf Local Authority is committed to the Wellbeing of all children and young people. The county is committed to implementing the UNICEF Rights Respecting Schools Award in all secondary schools in the region. The principles include whole school anti-bullying strategies, respecting difference, celebrating diversity and empowering young people.

Welsh Government

R11 – publicise the Respecting Others' guidance. Guidance document: 050/2011

3 DEVELOPING AN ANTI-BULLYING POLICY

When developing an anti-bullying policy, consideration should be given to the following:

DEFINITION OF BULLYING

Does the policy define what the school considers 'bullying' to be? Is this definition of bullying clear and age-appropriate?

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

“Deliberately hurtful (including aggression), repeated often over a period of time (whilst recognising that even a one off incident can leave a pupil traumatised and nervous of future recurrence). Difficult for victims to defend themselves against.” Respecting Others: Anti-Bullying Overview 2011, Welsh Government.

“Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time that intentionally hurts or harms.” Tackling bullying in schools: A survey of effective practice - Estyn 2006

STRATEGIES FOR THE SCHOOL

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

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

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

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

- PSE
- Tutor groups

- Creative writing in English/Welsh lessons
- Drama
- History
- Religious Education

Does the policy address bullying that takes place outside of school, for example, the journey to and from school?

A good deal of bullying takes place outside the school gates, and on journeys to and from school. Many pupils take buses into schools, which gives greater potential for bullying to take place outside school. Perpetrators of the bullying may be pupils of the school, pupils of other schools, or people not at school at all. A school's anti-bullying policy should encourage pupils not to suffer in silence. Where a pupil tells of bullying off the school premises, a range of steps could be taken:

- talking to the local police about problems on local streets (if necessary seek a police presence at trouble spots: contact school liaison officers)
- talking to the transport company about bullying on buses and provide advice to drivers on how to report incidents
- allocating senior pupils to a bus close to where they live
- operating a bus buddy system whereby senior pupils report incidents to designated members of school staff
- considering involving parents or members of the local community
- talking to the head of another school whose pupils are bullying off the premises
- mapping safe routes to school, and tell pupils about them
- talking to pupils about how to avoid or handle bullying outside the school premises

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

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

Does the school have a strategic equality plan that contains equality objectives that have been considered and are relevant to the needs of the school?

The Equality Act 2010 requires schools to have a strategic equality plan. Schools should consult widely with the community and groups representative of the protected characteristics to ensure that equality objectives suit the needs of the school and support the school successfully in promoting equality and diversity and bullying on the grounds of the protected characteristics is reduced.

PROCEDURES INCLUDING REPORTING

Are there clear procedures for reporting and dealing with incidents of bullying for pupils, parents, teachers and other school staff?

Procedures should be clearly outlined (e.g. including bullet points and examples) and deal specifically with incidents of bullying and who will deal with them (i.e. teacher; Year Head; Assistant Head or Head). Procedures could include:

- talk to bullying victim
- talk to alleged bully
- design coping strategies for the victim to avoid the situation
- alert teachers as to the issue
- allow the victim and bully to meet and discuss issues leading to conflict resolution
- sanctions on bully (contact home; detention; internal exclusion; exclusion)

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

ABILITY TO IDENTIFY BEHAVIOUR AS BULLYING

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

Verbal Bullying:

Calling names, teasing, taunting, threatening, insulting and making offensive remarks [including sexist homophobic and racist comments] are all included in this type of bullying.

Physical Bullying:

Pushing, punching, kicking, spitting, fighting, stealing and sexual assault can result in physical bullying.

Social Bullying:

Intimidation, dirty looks, rumour spreading, breaking friends, isolating individuals, publicly writing, or displaying literature about a person.

Onlinebullying

Onlinebullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend themselves. Onlinebullying is an increasing and more recent problem and is particularly difficult to address. The potential audience for onlinebullying is huge. Several types of onlinebullying have been identified:

Text message bullying involves sending unwanted texts that threaten or are hurtful. This is one of the most common forms of onlinebullying and is now a criminal offence.

E-mail bullying involves sending threatening messages often under a false name or using someone else's name on which to pin the blame.

Social media and on line bullying involves sending menacing or upsetting responses to children when they are in a web-based chat room.

Bullying via websites includes the use of defamatory web logs [blogs], personal websites and online personal polling sites.

There has also been a significant increase in **social networking sites** for young people such as Snapchat, Facebook, Ask.FM, KIK and Twitter which provide further opportunities for online bullying.

Damage to Property:

Intentionally damaging other people's property; graffiti.

Does the policy identify bullying on the grounds of protected characteristics? i.e. race and ethnicity; gender; religion and belief; sexual orientation; disability; pregnancy and maternity and gender reassignment?

Bullying incidents on the basis of protected characteristics as identified in Equalities Act (2010)

Disability / Special Needs / Medical condition

Real or perceived disability, special need, gifted or talented or health conditions or association with someone in those categories (related derogatory language for example: retard / spaz / geek / nerd) or association with someone with a disability / special need

Gender Identity (Transphobic Bullying)

Transgender, perceived to be transgender, someone whose gender or gender identity is seen as being different to typical gender norms, or someone who has a transgender family member. Language/stereotyped perceptions of gender (sissy, butch, she/ he, gender bender, tranny)

Race / Ethnicity

Ethnic origin, skin colour, national origin, culture, language, real or perceived or because of their association with someone of a particular ethnicity, culture etc (racism)

Religion / Belief

Beliefs, faith, mistaken identity, lack of faith (Islamophobia and anti-Semitism for example). It may also be because of a perception or assumption about religion or belief (which may or may not be accurate), or because of their association with someone of a particular religion or belief

Sexual Orientation

Related to sexual orientation or perceived orientation of target or target's family / friends and/or homophobic / biphobic abuse and language used. This incorporates:

Homophobic bullying

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people. This can affect:

- Young people who identify as lesbian, gay or bisexual (LGB).
- Young people who are perceived by others to be lesbian, gay or bisexual.
- Young people who are different in some way – they may not act like the other boys or girls.
- Young people who have gay, lesbian or bisexual friends, or family, or parents/carers are gay, lesbian or bisexual.
- Teachers, who may or may not be lesbian, gay or bisexual.

Biphobic bullying

Bisexual people may experience homophobic bullying but they are also likely to experience biphobia, that is, prejudice which is specifically related to their bisexual identity. Biphobia often takes the form of stereotypes: for example, that bisexual people are 'greedy', 'promiscuous' or 'confused'. Bisexual people can experience biphobic prejudice from both heterosexual people and lesbian and gay people".

Sex (Gender)

Based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. Language such as bitch, slag etc (sexism)

STRATEGIES FOR PUPILS

Clear details should be given about a range of ways for pupils to report bullying, including important indirect ways, and information about support for both victims and perpetrators. For example, evidence of peer support, bully boxes, use of sixth form, web reporting, and counselling for suspected bullies. The Policy/Guidance should be drawn up to reflect the pupils' age and needs. The language should be modified to meet the pupils' needs.

Does the policy ensure that all children and young people are aware of the disciplinary processes for those involved in bullying incidents?

If all efforts fail to help pupils stop bullying, schools will need to take tougher action to deal with persistent and violent bullying. They will need to make sure that the whole school community knows what sanctions will be used. They should be fairly and consistently applied. Pupils should be aware that their behaviour is related to an outcome and has consequences for themselves and others. Possible disciplinary processes include:

- Withdrawal to a "Quiet Area". Removing the pupil from the class or situation, not so much as a punishment, but rather as a time when they can think about their behaviour and often a solution
- Denial of privileges, with the opportunity to redeem one's self
- Individual pupil management plan

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

If all steps fail it may be necessary to exclude the pupil for a fixed period or, particularly where serious violence is involved, the head teacher has the option of permanently excluding the pupil. In these cases it may be necessary to inform the police. Permanent exclusion however, should not be a standard course of action and each case should be considered separately.

Does the policy ensure that all children and young people are aware that incidents of bullying on the grounds of protected characteristics could constitute a criminal offence? [i.e. Hate Crime]

An effective anti-bullying policy builds mutual understanding and respect in children and young people. Promoting tolerance helps to prevent children and young people becoming perpetrators of Hate Crime in adult life.

A Hate Crime is defined as a criminal offence..... which is perceived by the victim or any other person to be motivated by a hostility or prejudice, based on a person's actual or perceived disability, race, religion and belief, sexual orientation and transgender.

Put simply, if someone targets you because of who you are or who they think you are along the lines of disability, race, religion and belief, sexual orientation and transgender then this is a Hate Crime or a Hate Incident. Hate crimes are serious criminal offences that have a higher level of sentencing. Where someone is targeted because of their age or life style choice, (for example Goths), then this is also recorded as a Hate Crime or a Hate Incident, but without the enhanced level of sentencing, although support services would still be available.

Hate Crime or Hate Incidents may include –

- Verbal abuse
- Offensive graffiti
- Threatening behaviour
- Damage to property
- Assault
- Onlinebullying
- Abusive texts, emails or phone calls
- Taking money, valuables or your possessions

Most Hate Incidents within schools are most effectively managed via the Anti-Bullying Policy and with a restorative practice approach. Serious Hate Crimes may be reported as outlined below –

Hate Crimes or Hate Incidents may be reported to the Police on 101 or 999 in an emergency. All victims of Hate Crime are appointed a specially trained Hate Crime Support Officer.

Hate Crimes or Hate Incidents can also be reported to the Official National Hate Crime Report and Support Centre for Wales. This is a confidential reporting and support service run by Victim Support.

0300 30 31 982 (free 24/7)

www.reportheate.victimsupport.org.uk

Victim Support has been funded by the Welsh Government to increase the reporting of hate crimes and hate incidents across Wales and to offer support to victims of these offences. Working with other organisations such as the Police, Victim Support can be pro-actively preventing further hate offences through local and national targeted interventions. Hate incidents and hate crimes are under-reported. We need to understand the problem so that the right decisions can be made to stop people from becoming the next victim.

- People in immediate danger should call the Police directly by dialling 999, or 101 for non-emergencies.
- Victim Support can be contacted directly on (Free) 0300 30 31 982 (24/7). Calls are treated confidentially and there is the option to remain anonymous.
- Reporting online is available at www.reportheate.victimsupport.org.uk

'Mate Crime' is when someone has been targeted by so-called *'friends'*, usually because of a learning disability. Victims are often exploited for their money, accommodation or possessions.

STRATEGIES FOR PARENTS

Have parents/carers been consulted on the development of the school's anti-bullying strategies?

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

- Regular consultation and communication
- Providing information about the nature and effects of bullying, by means of posters displayed in the school and information packs presenting the findings of surveys
- Raising the profile of online sources of information and support
- Advising parents of possible consequences of their children bringing valuable items to school
- Putting on a drama to which parents are invited – an existing play, such as "Only Playing, Miss", or one based on the pupils' own experiences (developed from role-play in drama classes, or survey examples)

Parents can also be kept informed through:

- Leaflets and newsletters home
- Open days
- Anti-bullying weeks
- The school prospectus
- The school website

Does the policy lay out clear guidelines for parents wishing to complain about bullying?

For example:

Talking to teachers about bullying:

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

If your concerns are not being addressed:

- Check the school anti-bullying policy to see if agreed procedures are being followed
- Make an appointment to meet the head teacher
- If this does not help, follow the schools complaints procedure
- Contact the Director of Education for your authority, who is able to ensure that the Governors respond to your concerns
- Contact local or national parent support groups for advice

TRAINING

Do staff and governors receive regular anti-bullying training?

Many schools provide staff and governors with training about combating bullying and how to help pupils develop resilience to bullying. However this tends to be general and does not specifically relate to the protected characteristics. Schools should refer to the Welsh Government Guidance 'Respecting Others' to raise awareness of the issues and provide training.

<http://wales.gov.uk/topics/educationandskills/publications/circulars/antibullying/?lang=en>

Do staff and governors have a clear understanding of the protected characteristics and their legal implications under the Equality Act 2010?

The Equality Act 2010 brought together a number of different pieces of legislation to provide a single legal framework to more effectively tackle discrimination and

disadvantage. The Act sets out groups of people which are specifically listed as having 'protected characteristics':

- Age
- Disability
- Gender reassignment
- Race
- Religion and Belief
- Sex
- Sexual orientation
- Pregnancy and maternity
- Marriage and Civil Partnership

Schools have a legal duty to ensure bullying is dealt with. Under the Education and Inspections Act 2006, head teachers, with the advice and guidance of governors and the assistance of school staff, must identify and implement measures to promote good behaviour, respect for others, and self-discipline among pupils, and to prevent all forms of bullying. The Equality Act 2010 specifically relates to those with protected characteristics.

Do staff and governors keep up to date with new forms of bullying, such as onlinebullying?

The increase in onlinebullying has created new forms of bullying that staff and governors are often unfamiliar with. Staff and governor training in e-learning and technology provides a good opportunity to develop practice creatively and to support children and young people in their safe and responsible use.

TIMETABLE FOR DEVELOPMENT AND REVIEW

Does the policy include deadlines for when things should have happened?

In monitoring the policy, a key member of staff identifies progress and enables follow-up, showing whether the policy is effective. Make clear under what circumstances records should be used for monitoring, how long they will be kept and who should have access to them. It is essential to follow up the launch of the policy with regular reminders. A low-profile policy can be easily forgotten, and in subsequent years, new pupils need to be made aware of the policy. Schools should be aware of the temptation of using the existence of an anti-bullying policy to deny the existence of bullying. In monitoring the policy's effectiveness, the views of staff, pupils and parents should be sought on how well the policy is working. Any areas where problems persist, and where further work may be needed, should be identified.

Does the policy lay out dates for regular review of the policy?

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

CONSULTATION

A policy will only be effective if everybody in school has discussed and understood the problem of bullying and agreed on good and bad practice. Consultation lets everybody say what they think the policy should contain, but it requires careful planning.

Has the school consulted widely in developing its policy?

For example, this could include:

Direct Approaches in Schools	External Support	Strategic Guidance/Evaluation
Pupils	School nurses	Governors
Parents/carers	Educational Psychologists	Local Authority
Teachers/Staff	Behaviour Support Service	Teaching Unions
Pastoral teams	Third sector organisations	
Auxiliary staff	CAMHS	
ELSA	Attendance and Wellbeing Service	
	Youth Engagement and Participation Service	
	School Community Police Officers	
	Eye to Eye Counselling Service	
	Children's Services	

Have a variety of methods of consultation been used?

For example, this could include:

- Questionnaires
- Interviews with pupils – individually or in small groups
- Focus groups
- Accessible Suggestion Boxes

- School council
- PTA meetings
- Working parties of pupils/parents/other interested groups
- Governors meetings

Please refer to Appendix 1 for a checklist for use when developing an anti-bullying policy.

4. RESPONDING TO INCIDENTS OF BULLYING

4.1 School based recording and monitoring of incidents

When incidents of bullying occur it is recommended that detailed records are maintained and data analysed to identify trends and corrective action is required. Issues and concerns should warrant further investigation and prompt action, and where appropriate, prioritisation with strategic plans. A suggested template is provided in Appendix 2

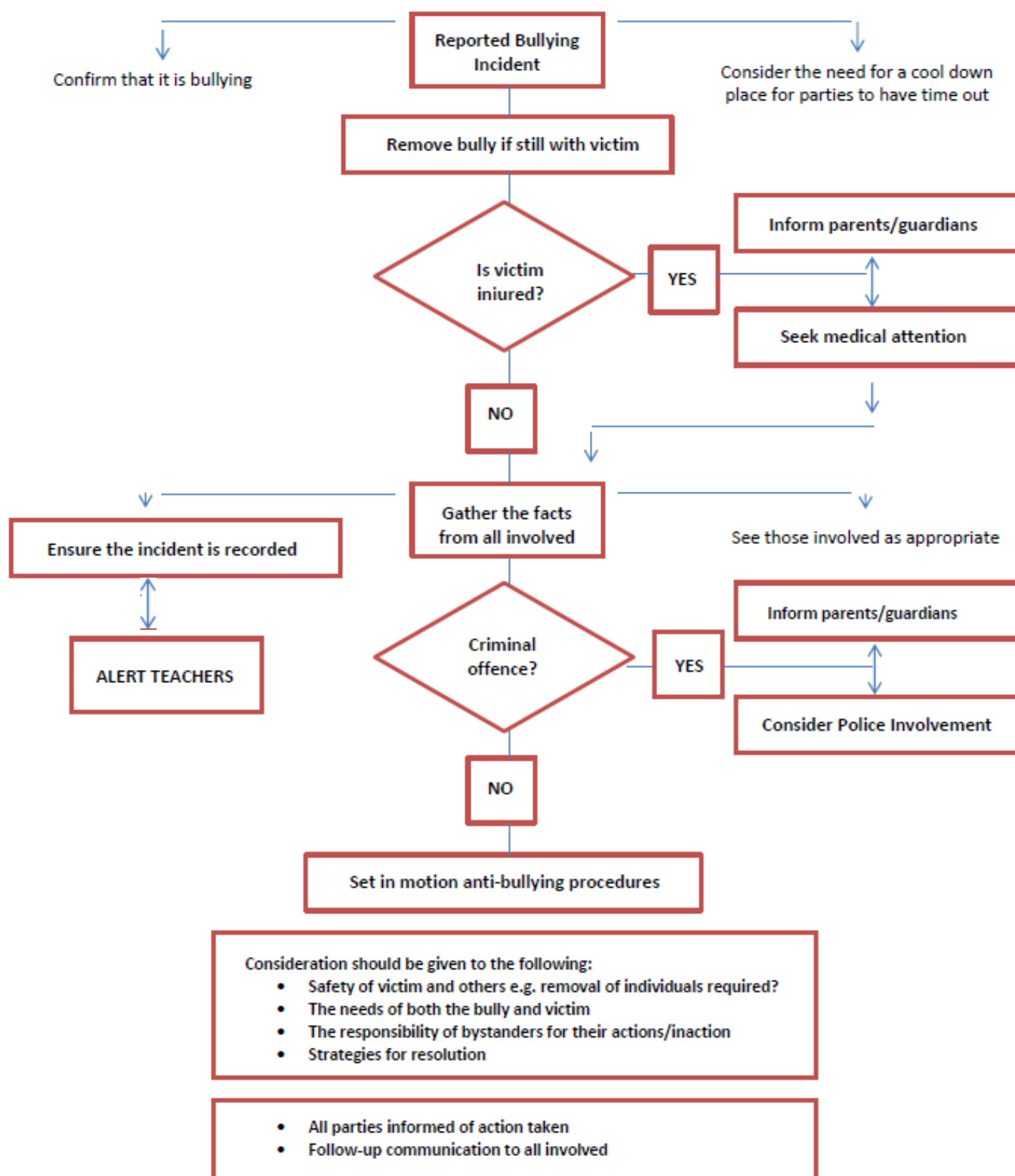
4.2 Local Authority recording of school based incidents

All school based incidents should be reported to the local authority termly. Detailed proformas are provided in Appendix 3 and 4. Further guidance on the recording of **school based** bullying incidents using SIMS is provided in Appendix 2.1.

5. PROCEDURES FOR DEALING WITH INCIDENTS OF BULLYING

5.1 School based decision making

A suggested process map is provided overleaf to inform school based decision making when responding to incidents of bullying. This is a suggested response. Every bullying incident is different and therefore whilst the diagram below may prove helpful, it is likely to need adapting to suit individual settings' circumstances



6. EFFECTIVE STRATEGIES FOR DEALING WITH BULLYING

6.1 Some key skills and tips for school staff to challenge prejudice

- Follow school policy and legal requirements at all times.
- If required by school policy / the law record the incident for monitoring purposes and report to relevant school personnel.
- Be firm and clear about diversity and rights – and what is not acceptable. This should be supported by policy.
- Challenge all incidents, behaviour and language and be seen to be doing this.
- Take time, remain silent if you are upset or angry until you regain control.
- Be calm and constructive (responding and helping to build skills).
- If appropriate remove perpetrators from an audience or the scene of the incident, although be clear with the whole group that the language / behaviour was unacceptable.
- Role model how to challenge/how to take a stand in a non-aggressive way so that the group can be effective without you.
- Be mindful of what happens next with friendships.
- Show you are delaying judgement (in some cases) by asking questions.
- Allow space to reflect on what has just been said or done.
- Give a chance to back-track: self-justify, own or modify behaviour.
- Be critical of behaviour and language, but not of individuals and so allowing the challenged child/person to still feel OK and able to move on.
- Build a sense of empathy, co-operation and shared rules “we all agreed...” “how would you feel if...” Linking back to ground rules at all times.
- Show upset and hurt if appropriate.
- Search for the personal, individual concerns which may lie behind the words.
- Use stories/scenarios as distancing techniques – to help find solutions to issues that have arisen within the group.

6.2 Responding to homophobic, biphobic, transphobic and other prejudiced language

All prejudiced language should be challenged and how that challenge is made will depend on the circumstances of the incident, the severity of the incident, who it involves, where it takes place and the intention behind the comment. This script can be adapted for use in challenging all forms of prejudice.

School Response	<ul style="list-style-type: none"> • In our school we always try to be kind to each other and when you use 'gay' like that it is unkind. • In our school we treat everyone with respect and when you use 'gay' like that it is disrespectful of gay and lesbian people. • The ground-rules we agreed at the beginning of the session said we would show respect to each other. • Some people would find that word insulting so it's not ok to use it at our school. • The anti-bullying policy says that homo/bi/transphobic language is not tolerated. • The school policy says that we are all responsible for making this a safe place for everyone. • That kind of language is homo/bi/transphobic and makes people feel unsafe. Therefore it is unacceptable. • It's really important that at this school people feel able to express their gender however they feel comfortable so we try to avoid gender stereotypes. • At this school we want to recognise every pupil's strengths and we don't want people to feel limited by expectations that relate to their gender
Question	<ul style="list-style-type: none"> • What do you think that word means? • What makes you think that? • Do you realise that what you said is homo/bi/transphobic? • Can you explain what you mean by calling that 'gay'? • That word is an insulting term for someone who is Transgendered. Do you know what it means to be transgendered? • How would you feel if someone spoke about you in that way? • Do you know what a gender stereotype is? Can you think of why some people might be upset when they hear them at school?
Confront	<ul style="list-style-type: none"> • Language like that is not acceptable. • You might not think that remark is offensive, but many would. • What you are saying presents a very stereotypical view of what men and women are like. When you do that it means that people who don't fit into your way of seeing things can feel left out or ashamed.
Personal Response	<ul style="list-style-type: none"> • I'm not happy with what you said. • Homo/bi/transphobic/sexist language offends me. I don't want to hear it again. • What you've said really disappoints/disturbs/upsets/angers me. I hoped you would recognise that it is important to treat everyone with respect and that it is therefore wrong to use such as homo/bi/transphobic language.

6.3 Proactive whole school initiatives

Circle Time

The philosophy behind Circle Time or Quality Circles reflects mutual respect and a capacity for children and young people to be given opportunities to talk, share concerns and participate in decision-making.

Of paramount importance to Circle Time is emotional safety, which is produced by firm ground rules designed to encourage respect for all participants. The Circle Time model can be applied to many settings in which children and young people spend their time. Circle Time creates a positive ethos by providing:

- A space for listening and for being listened to
- A time and a place for reviewing and reflecting on what has been learned
- A feeling of community and responsibility

The exchange of views and ideas can cover a range of different topics, including personal and social relationships as well as bullying. Circle Time can help support the personal and social development of children and young people. It can be an opportunity for them to be heard, by their peers and adults, in a secure and supportive atmosphere.

Circle Time builds the esteem of each participant and encourages people to take responsibility for the consequences of their actions. It therefore has an impact upon many areas of their lives including:

- Emotional intelligence
- Skills of assertiveness
- Individual motivation and achievement
- Enhancing positive relationships
- Personal and social development
- Producing calm behaviour and self-discipline
- Recognising and managing their own feeling and other peoples

Buddying Schemes

These schemes are where older students support younger ones in a range of different issues, including bullying, forming friendships and coping with transitions. Groups of younger children might be of the same age. These schemes can offer a listening ear and non-threatening support for all children and young people and provide them with a sense of security.

Buddying schemes can be set up for any age group as they are based on the fact that young people, when experiencing some concern or worry, most often seek out other young people. This may happen anyway in an informal manner in any environment but a buddying scheme gives it a structured and supervised approach. For schemes to be effective the senior buddies need some training. This does not of course make them professional counsellors in any way. They are simply young people to help others think about and reflect on concerns they may be experiencing. The basis of any buddying scheme is the understanding that those involved have similar characteristics with those being helped, for example age or life experience.

Training could include:

- Ground Rules
- Responsibilities
- Duties
- Attitudes
- Questioning Skills
- Listening Skills
- Confidentiality
- Child Protection Issues

The aim of the training would be to promote a sensitive approach to listening that encourages others to express and explore their frustrations. Examples of what a buddy can do:

- Help children and young people who are being bullied
- Help children who are lonely and don't seem to have any friends
- Help young people cope with transitions and new environments
- Represent the view of young people

Restorative Approaches

Restorative Approaches provides an underpinning ethos and philosophy for making, maintaining and repairing relationships and for fostering a sense of social responsibility and shared accountability.

There are many challenges in implementing an organisation or institution-wide approach since the restorative way challenges deeply-held notions about power and control and the urge to make things unpleasant for someone when they have done something wrong or 'misbehaved'. When harm has been caused by inappropriate, sometimes thoughtless, negative behaviour then all sides need a chance to tell their side of the story and feel heard; to understand better how the situation happened; to understand how it can be avoided another time; to feel understood by the others involved and to find a way to move on and feel better about themselves

If conflicts and challenges are dealt with in a way that get these needs met then those involved can repair the damage done to their connections with the others involved, or

even build connections where there were none previously. They feel fairly treated and respected, since they have been trusted to find solutions for themselves and put things right in their own way. Because they have been listened to, people in conflict are more ready to listen to others' perspectives and emotional responses, and so empathy is developed. This can change the choices made in future situations, as mutual respect and consideration develop.

Environments that have had most success in the implementation of a restorative approach are those that have seen it as part of an ongoing plan to develop relationship skills, emotional literacy, health and wellbeing and distributed leadership opportunities. In schools this also includes participatory and collaborative teaching and learning and peer support. By seeking to build cohesive, compassionate communities wherever people live and work together, restorative approaches also address community cohesion in practical and pragmatic ways.

KiVa

KiVa is an evidence-based program to prevent bullying and to tackle cases of bullying effectively. KiVa recognises that there needs to be tools to be utilized when a case of bullying comes to light. KiVa constantly monitors the situation in a school and records the changes taking place over time. This is enabled by the online tools included in KiVa. These tools produce annual feedback for each school about their implementation of the program as well as the outcomes obtained.

KiVa includes both *universal* and *indicated actions*. The *universal actions*, such as the KiVa curriculum (student lessons and online games), are directed at all students and focus mainly on preventing bullying. The *indicated actions* are to be used when a bullying case has emerged. They are targeted specifically to the children and adolescents who have been involved in bullying as perpetrators or victims, as well as to several classmates who are challenged to support the victim; the aim is to put an end to bullying.

'Rights Respecting School' Award (RRSA)

Every school aims to be effective in ensuring every child's wellbeing. In order to promote a happy and successful school, many schools are working towards recognition as a "Rights Respecting School". This is an award which is given to schools on behalf of UNICEF.

UNICEF is the world's leading organisation working for children and their rights. In 1989, governments worldwide promised all children the same rights by adopting the UN Convention on the Rights of the Child (CRC). These rights are based on what a child needs to survive, grow, participate and fulfil their potential.

The 'Rights Respecting School' award (RRSA) supports pupils to grow into confident, caring and responsible young citizens both in school and within the wider community. By learning about their rights, pupils also learn about the importance of respecting the rights of others i.e. their responsibilities.

The 'Rights Respecting School' award (RRSA) encourages pupils to reflect on how their behaviour and actions affect those around them, which allows pupils to build and maintain a positive and safe learning environment for all, both in the classroom and around the school grounds. Please contact: Community Engagement and Rights Team Leader (YEPS)
01443 744106

7. Websites and resources

Please refer to Part 2 for further information on useful websites and resources to tackle bullying in your school.

7.1 Anti Bullying Week

This takes place in November every year where anti bullying work is given a high profile across all media nationally. Many resources are available from the online resources in Appendix 5

8. APPENDICES

Appendix 1: Checklist for anti-bullying policy

CONSULTATION	Tick
Has the school consulted widely in developing its policy?	
Have a variety of methods of consultation been used?	
Are interested groups being consulted at all stages of developing, implementing, monitoring and evaluating the policy?	
DEFINITION OF BULLYING	
Does the policy define what the school considers bullying to be?	
Is this definition clear and age -appropriate?	
ABILITY TO IDENTIFY BEHAVIOUR AS BULLYING	
Does the policy identify types of bullying behaviour?	
Does the policy identify bullying on the grounds of protected characteristics? i.e. race and ethnicity; gender; religion and belief; sexual orientation; disability; pregnancy and maternity and gender reassignment	
STRATEGIES FOR SCHOOL	
Does the policy deal with bullying as a whole-school issue?	
Does the policy identify a range of strategies the school can use to reduce bullying?	
Does the policy consider all the opportunities where bullying can be tackled through the curriculum?	
Does the policy address bullying that takes place outside of school, for example, the journey to and from school?	
Does the policy lay out an effective system for keeping records of bullying incidents and in particular bullying on the grounds of protected characteristics?	
Does the school know when it is appropriate to report bullying behaviour as a criminal act or child protection concern?	
Does the school have a strategic equality plan that contains equality objectives that have been considered and are relevant to the needs of the school?	

STRATEGIES FOR PARENTS/CARERS	Tick
Have parents/carers been consulted on the development of the school's anti-bullying strategies?	
Does the policy set out clear guidelines for parents wishing to complain about bullying?	
STRATEGIES FOR PUPILS	
Does the policy lay out clear, age-appropriate guidelines for pupils wishing to complain about bullying?	
Does the policy ensure that all children and young people are aware of the support available for those who have been bullied?	
Does the policy ensure that all children and young people are aware of the disciplinary process for those involved in bullying incidents?	
Does the policy ensure that all children and young people are aware that incidents of bullying on the grounds of protected characteristics could constitute a criminal offence? [i.e.Hate Crime]	
PROCEDURES	
Are there clear procedures for reporting and dealing with incidents of bullying for pupils; parents/carers; teachers and other staff?	
Are there clear guidelines on how new pupils/staff are inducted into the school's anti-bullying policy?	
Are there clear processes for keeping the policy under continuous monitoring?	
TRAINING	
Do staff and governors receive anti-bullying training?	
Do staff and governors have a clear understanding of the protected characteristics and their legal implications under the Equality Act 2010?	
Do staff and governors keep up with new forms of bullying, such as onlinebullying?	
TIMETABLE FOR DEVELOPMENT AND REVIEW	
Does the policy include deadlines for when things should have happened?	
Does the policy lay out dates for regular reviews of the policy?	

Appendix 2
Suggested Incident Monitoring Form For School Use Using SIMS

BULLYING INCIDENT REPORT					
Date report filed:					
Name of person reporting incident:					
Location of incident:					
Details of people involved					
Name	Age	CLA?	Role (victim; ringleader; assistant; witness/bystander)	Level of involvement	
*Levels of involvement 1 = very involved; 2 = involved; 3 = slightly involved; 4 = indirectly involved					
Protected Characteristic/s of the victim *Where possible staff should seek pupils' and staff's views on the type of prejudiced based bullying they feel they have experienced.					
Age (Adult only)		Disability		Gender Reassignment	
Race		Religion or Belief		Sex (Gender)	
Sexual Orientation:		Pregnancy and Maternity		Marriage & Civil Partnership (Adult only)	
Carers		Welsh Language		Poverty	
Does the victim feel that they have been bullied as a result of one or more of the above? <i>Please tick as appropriate</i>		Yes		No	
If No what is the reason for the bullying?					
Type of bullying <i>tick as appropriate</i>					
Verbal: name calling; teasing; threatening; rumours		Onlinebullying: texting; emailing; blogs; chatrooms; facebook/twitter etc.			
Physical: pushing; hitting; kicking; sexual assault		Damage to/taking of possessions			
Social: deliberately excluding		Other <i>please state:</i>			

Frequency and duration of bullying <i>tick as appropriate</i>			
Twice		Persisting for several months	
Several times a week		Persisting for more than a year	
Other notes relating to the incident (including any relevant previous behaviour)			
Check List <i>tick as appropriate</i>			
Checked for incidents involving the same person		Action agreed with victim	
Notified parents/guardians		Action agreed with perpetrator/s	
Individual discussion with people involved		Follow up date set	
Other actions <i>tick as appropriate</i>			
Medical treatment required		Referred to other agencies	
Police involvement		Specific report from staff attached	
Details of action/s agreed with people involved (including victim; perpetrators; parents/guardians; police; other agencies)			
Follow up review dates and interventions			
Outcomes of follow up and further action/s taken			
Has the bullying stopped? Does the pupil targeted agreed with this? Are there actions in place if bullying is repeated?		Yes	No

Appendix 2.1

School monitoring forms for responding to incidents of bullying

The purpose of this document is to assist schools in using SIMS to record bullying and prejudice-based incidents. This will enable the effective monitoring of bullying and incidents and support schools to meet the requirements under the Equality Act.

To record a bullying or prejudice based incident you will need to go to Focus | Behaviour Management | Maintain Behaviour Incidents.

Click the new button and the following screen will appear:

You will then need to complete the following fields to ensure the bullying incident or prejudice based incident are reported correctly

Prejudiced based and type of bullying:

The first thing you need to do is record the Behaviour Type. To do this, select the drop down arrow on against the type field and choose from the following:

PREJUDICE-BASED INCIDENT Verbal
PREJUDICE-BASED INCIDENT Physical
PREJUDICE-BASED INCIDENT Social
PREJUDICE-BASED INCIDENT Onlinebullying
PREJUDICE-BASED INCIDENT Damage to/ taking of possessions
BULLYING Verbal
BULLYING Physical
BULLYING Social
BULLYING Onlinebullying
BULLYING Damage to/ taking of possessions

You will then be able to record the main focus of the bullying or incident:

Protected Characteristics

To record the protected characteristics please choose the relevant type from the type of bullying field. This field will contain the following:

Age (Staff)
Disability
Gender Reassignment
Race
Religion or Belief
Welsh Language
Homophobic
Biphobic
Pregnancy and Maternity
Marriage & Civil Partnership (Staff)
Sex (Gender)

This is the subset of types offered when either PREJUDICE-BASED INCIDENT or BULLYING is selected in box 1; it is essential that a 'main focus' type is selected. You can then record the behaviour that occurred

Location

Click the drop down arrow on the location to select the relevant from the following list

School
Journey to/from school
School activity/trip
Wider Community

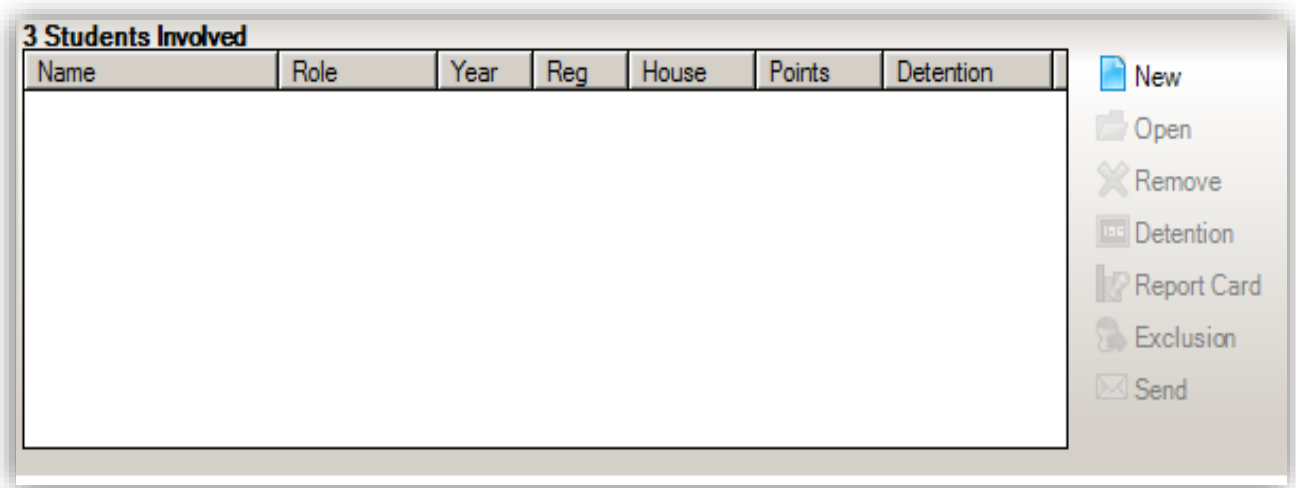
Comments

There is space to record what action you have taken and a free text '**comments**' box to include any other relevant information or longer term responses.

The comments box may be used when there is more than one type of prejudice expressed in the bullying or incident or when a range of behaviours have been used.

Students involved

You will then need to scroll to panel 3 Students involved

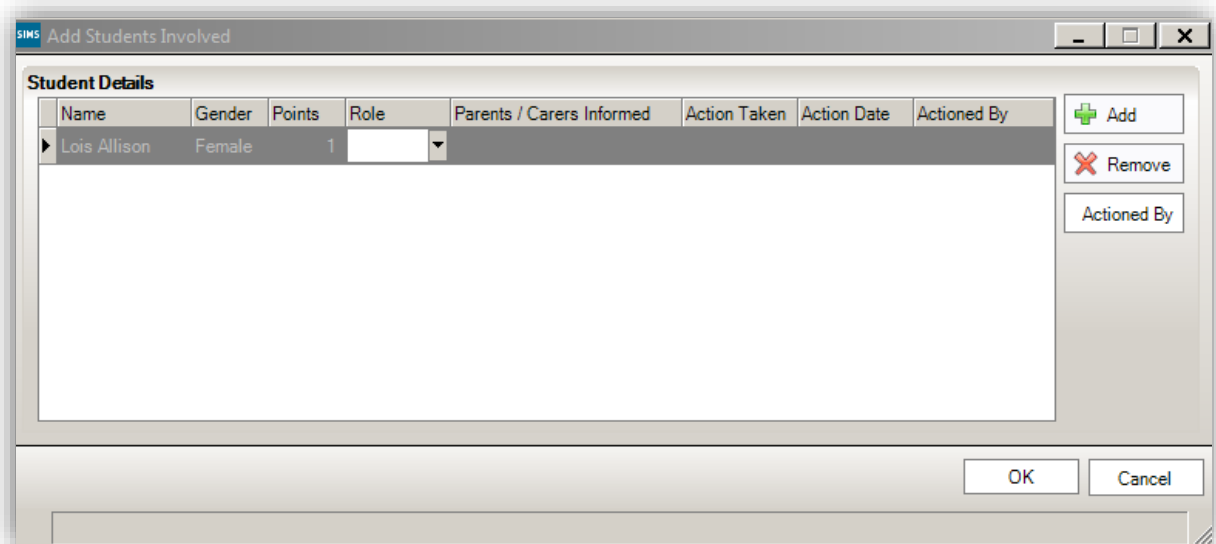


The screenshot shows a window titled "3 Students Involved". It features a table with the following columns: Name, Role, Year, Reg, House, Points, and Detention. The table is currently empty. To the right of the table is a vertical toolbar with the following buttons: New (document icon), Open (folder icon), Remove (X icon), Detention (ID card icon), Report Card (report card icon), Exclusion (person with X icon), and Send (envelope icon).

Here you must record all the students involved in the incident

Click the **New** button

Search for the relevant pupil and click ok to add them to the panel. You will then need to add the role of the pupil involved.



The screenshot shows a dialog box titled "Add Students Involved". It contains a table with the following columns: Name, Gender, Points, Role, Parents / Carers Informed, Action Taken, Action Date, and Actioned By. The first row of the table is populated with the following data: Name: Lois Allison, Gender: Female, Points: 1, Role: (dropdown menu), Parents / Carers Informed: (checkbox), Action Taken: (checkbox), Action Date: (checkbox), and Actioned By: (checkbox). To the right of the table is a vertical toolbar with the following buttons: Add (plus icon), Remove (X icon), and Actioned By (checkbox). At the bottom of the dialog box are two buttons: OK and Cancel.

Click on the cell under role and a drop box will appear containing the following options.

Instigator
Victim
Witness

You can also record here if the parents/Carers have been involved and what action has been taken.

Appendix 3

Bullying Incidents Termly Reporting Form (Primary Schools): To be reported to the LA.

School Name:			
Term:		Academic Year:	
Total number of incidents of bullying recorded:			
Total number of pupils responsible:			
Total number of victims:			

Please provide the following additional information ensuring that the totals tally against figures provided above:

Detail of pupils responsible:	Male	Female	Total
Year Group:			
• Nursery/Reception			
• Year 1			
• Year 2			
• Year 3			
• Year 4			
• Year 5			
• Year 6			
Total			
CLA			
Ethnic group:			
• White			
• Mixed			
• Asian / Asian British			
• Black / Black British			
• Chinese / Chinese British			
• Any other ethnic background			
• Ethnic background not known			
Total			

Detail of victims:	Male	Female	Total
Year Group:			
• Nursery/Reception			
• Year 1			
• Year 2			
• Year 3			
• Year 4			
• Year 5			
• Year 6			
CLA			
Ethnic group:			
• White			
• Mixed			
• Asian / Asian British			
• Black / Black British			
• Chinese / Chinese British			
• Any other ethnic background			
• Ethnic background not known			
Total			

Types of bullying	Number of bullying incidents
Verbal	
Physical	
Social	
Onlinebullying	
Damage to/ taking of possessions	

Bullying incidents on the basis of protected characteristics	Number of incidents
Age	
Disability	
Gender Reassignment (Transphobic)	
Race	
Religion or Belief	
Welsh Language	
Homophobic	
Biphobic	
Pregnancy and Maternity	
Marriage & Civil Partnership (Staff)	
Sex (Gender)	

Locations of incidents of bullying	Number of Incidents
School	
Journey to/from school	
School activity/trip	
Wider Community	

Appendix 4

Bullying Incidents Termly Reporting Form (Secondary Schools): To be reported to the LA.

School Name:			
Term:		Academic Year:	

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

Please provide the following additional information ensuring that the totals tally against figures provided above:

Detail of pupils responsible:	Male	Female	Total
Year Group:			
• Year 7			
• Year 8			
• Year 9			
• Year 10			
• Year 11			
• Year 12/13			
Total			
CLA			
Ethnic group:			
• White			
• Mixed			
• Asian / Asian British			
• Black / Black British			
• Chinese / Chinese British			
• Any other ethnic background			
• Ethnic background not known			
Total			

Detail of victims:	Male	Female	Total
Year Group:			
• Year 7			
• Year 8			
• Year 9			
• Year 10			
• Year 11			
• Year 12/13			
Total			
CLA			
Ethnic group:			
• White			
• Mixed			
• Asian / Asian British			
• Black / Black British			
• Chinese / Chinese British			
• Any other ethnic background			
• Ethnic background not known			
Total			

Types of bullying	Number of bullying incidents
Verbal	
Physical	
Social	
Onlinebullying	
Damage to/ taking of possessions	

Bullying incidents on the basis of protected characteristics	Number of incidents
Age	
Disability	
Gender Reassignment (Transphobic)	
Race	
Religion or Belief	
Welsh Language	
Homophobic	
Biphobic	
Pregnancy and Maternity	
Marriage & Civil Partnership (Staff)	
Sex (Gender)	

Locations of incidents of bullying	Number of Incidents
School	
Journey to/from school	
School activity/trip	
Wider Community	

Appendix 5

Useful websites

Resource	Link
School curriculum	http://gov.wales/topics/educationandskills/schoolshome/curriculuminwales/arevisedcurriculumforwales/?lang=en
Welsh Government anti-bullying guidance link to Respecting Others	http://gov.wales/topics/educationandskills/publications/circulars/antibullying/?lang=en
SEAL guidance	http://webarchive.nationalarchives.gov.uk/20110809101133/nsonline.org.uk/node/87009
Anti-bullying programme	http://www.kivaprogram.net/
Anti-bullying resource	http://www.schoolbeat.org/en/teachers/anti-bullying-week/
(Gender issues support and workshops for schools.	http://www.cteg.org.uk/projects/fair-foundations/ Contact: Jess Morgan on 01443 824424)
Welsh Anti-bullying network	http://www.progression-training.co.uk/learners.php?id=10&folder_id=3
Jenny Mosley circle time	http://www.circle-time.co.uk/
Child line workshops for schools	cath.jones@nspcc.org.uk
Healthy relationships, abuse and its consequences via spectrum project	http://www.hafancymru.co.uk/spectrum/Nicola.watts@hafancymru.co.uk
Rights Respecting School Award	http://www.unicef.org.uk/rights-respecting-schools/
Mindfulness in schools	https://mindfulnessinschools.org/courses/paws-b/
Online safety for selfies and sexting	http://www.swgfl.org.uk
Anti-bullying alliance	https://www.anti-bullyingalliance.org.uk/
Childline (Anti-bullying)	https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/

Schemes of work:

Rights Respecting Schools <http://www.unicef.org.uk/rights-respecting-schools/>

Social Emotional Aspects of Learning (SEAL)

KIVA <http://www.kivaprogram.net/>

School Health Research Network (SHRN) for Key stage 3 and 4
<http://www.shrn.org.uk/>



Rhondda Cynon Taf

Anti-Bullying Policy and Guidance for Schools 2018

Part 2 of 3: Children and Young People

Foreword

This section of the policy has been written in consultation with the RCT young person's Anti-Bullying sub group. It is designed to be a bank of resources covering the bullying issues concerning young people which can be used directly by and with them. Of particular concern was the issue of onlinebullying.

RESOURCES TO FACILITATE DISCUSSION WITH CHILDREN AND YOUNG PEOPLE

I won't be bullied

I won't be judged

I won't be silent

I am not ashamed

I am strong

I am proud to be me

**Do you know someone who is being
bullied?**

IS IT BULLYING?

It is if you feel hurt because someone or a group of people
are:

- Calling you names
- Threatening you
- Pressuring you to give someone money or possessions
- Hitting you
- Damaging your possessions
- Spreading rumours about you or your family

- Ignoring you
- Using text, email or social media to write or say hurtful things about you (Onlinebullying)
- Spitting, Kicking and Pushing

It is bullying if you feel hurt because of things said about where you are from or your culture, religion or beliefs, gender, sexuality, disability, special educational need, appearance or specific issues in your family.

What is Bullying?

Bullying is when someone keeps doing or saying things to have power over another person.



What Can School Do?

Our School does not tolerate bullying. This is what we can do about bullying:

- Work to make sure that the person being bullied is safe
- Work to stop the bullying happening again
- Provide support to the person being bullied
- Take actions to ensure that the person or people doing the bullying learn not to harm others



What Can You Do?

Talk to someone you trust and get them to help you take the right steps to stop the bullying.

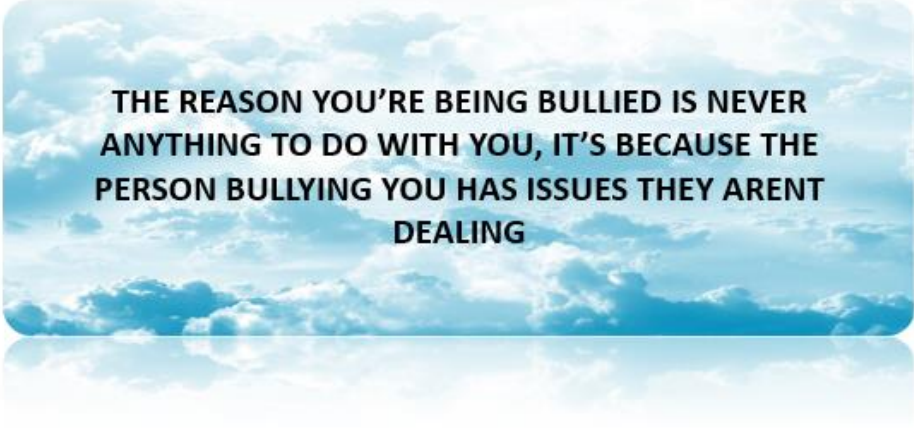
If you feel that you are being bullied:

- 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
- If the individual or group continue to bully you keep a diary of the incidents

If you have been bullied:

- Tell a teacher or another adult in your school
- Tell your family

- If you are scared to tell a teacher or an adult on your own, ask a friend to go with you
- Keep on speaking until someone listens and does something to stop the bullying
- Don't blame yourself for what has happened



THE REASON YOU'RE BEING BULLIED IS NEVER
ANYTHING TO DO WITH YOU, IT'S BECAUSE THE
PERSON BULLYING YOU HAS ISSUES THEY AREN'T
DEALING

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

What Should You Do If You See Someone Being Bullied?



Don't ignore it. Bullying can be very serious for the person who is being bullied and they could get hurt or feel upset enough to hurt themselves:

- Tell a responsible adult e.g. teacher; parent / guardian
- Encourage the person being bullied to report it



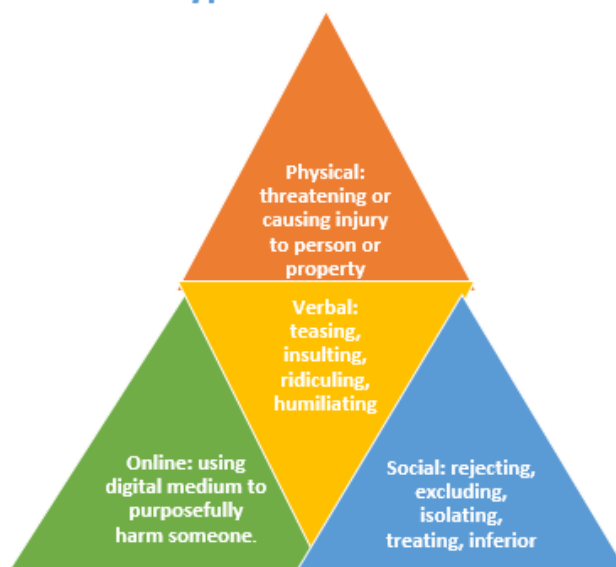
Are You Behaving In The Way That May Be Considered "Bullying"?



Bullying can be very serious for the person who is being bullied and they could feel upset enough to hurt themselves. You could get into trouble and in some cases bullying is a crime and could get you into trouble with the police:

- Think about why you are bullying someone and how it would make you feel if you were being bullied in the same way
Talk to a friend, parent, teacher or another responsible adult about how you feel and get some help to stop being a bully
- Understand that colleges, universities and employers regularly look at social media sites like Facebook and if you are a bully you may harm your education and job prospects

Types of BULLYING



Are you the target of Onlinebullying?

DON'T GIVE POWER TO BULLIES

Bullies want to achieve power and be seen by others as stronger and better. If you respond it could get you into trouble and a bully can boast about it to others. Stay calm and report the bully.

ONLINEBULLYING

Onlinebullies use the internet or mobile phones to send hurtful messages, photos or post information to cause trouble. Onlinebullying can also include causing alarm or distress by threatening, harassment, intimidation, impersonating others, humiliation and in some cases be a criminal offence.



The Relationship between 'Traditional' Bullying and Online Bullying

Research by Warwick University released in 2017 shows that there is a strong link between 'traditional' face to face bullying and onlinebullying. In a study of almost 3000 pupils aged 11-16 from UK secondary schools it found:

Onlinebullying doesn't create large numbers of new victims
Most bullying is face-to-face - with onlinebullying used as a modern tool to supplement traditional forms

- 29% of UK teenagers reported being bullied - only 1% were victims of onlinebullying alone
- 80% of victims of onlinebullying were also bullied face to face
- Bullying intervention strategies should focus on traditional bullying as well as onlinebullying.



Preventing Onlinebullying

There are things that you can do to avoid being a target of Onlinebullying:

- Protect yourself. Never provide any information or images in electronic form that could be used against you
- Look at your own comments and posts. If you find that people are attacking you, this may be because of your own comments. Are you annoying people or hurting their feelings? Comments and messages that are written can lead to misunderstanding of what you actually mean. The people that are reading your comments can not 'hear' your tone or 'see' your body language so take care to be clear
- Find some new friends. If you are trying to fit into a group of people who are treating you badly, it might be easier to

simply find some nicer friends. Life's too short to waste time trying to be friends with mean people.



The internet can actually help you if you are being bullied.
There is written evidence of the bullying activity,
A very important rule: Never Respond!

A bully wants you to get upset. If you get mad and strike back in an attempt to hurt the bully as badly as you were hurt, it just won't work. All it does is give the bully a 'win'. Responding can also make you look bad and you could set yourself up for trouble. People who see your response may think you are the one who is causing the problem. If someone shows your message to an adult, you could be the one who gets into trouble.

What You Should Do If You Are Cyberbullied

Remember the most important rule, never reply but do take action. Always save the evidence. Copy the posts and

comments, save any chats but don't keep looking at it as this will only make you feel worse.



Decide if you need to involve an adult. Sometimes you can make things right on your own - or at least you might wish to try to do so first. It is not a sign of weakness to tell an adult. Even adults sometimes ask for help when a person is doing something that is harming them. Adults may take action like calling the police, hiring a solicitor or complaining to their boss. Asking for help from someone is a sign that you are not willing to accept harm being done to you and are willing to get help to protect yourself.

Tell an adult if:

- You are really upset or are not sure what to do
- You have been threatened with harm or the Onlinebullying appears to be a crime
- The Onlinebully is sending or posting things that is causing trouble and could affect your reputation, friendships or future education and career opportunities
- The Onlinebully is also bullying other people

ONLINE-BULLYING LETS SHUT IT DOWN!!

ONLINEBULLYING tips

- Ignore the Onlinebully
- Block the Onlinebully from your network/friends list
- Stop going to any group where you are being Cyberbullied
- Remove the Onlinebully from your buddy or friends list
- Have your parents contact the Onlinebulliesparents (if you know who they are). Your parents may talk with the parents or send them a letter. If a letter is sent it may be helpful to include a copy of the posts or comments that have upset you. This can be the best way to get the Onlinebullying to stop.
- **Send a complaint to the website or service.** Most sites and services don't allow bullying behaviour. You can usually find an email-contact on the home page. Explain what has happened and provide copies of the comments or posts that have upset you. Ask for these posts or comments to be removed and that the bully is removed from the site.
- **Talk to someone at school.** If the Onlinebully goes to your school and especially if the Onlinebully is also bullying you at school, tell your teacher, head of year or headteacher, or another adult at the school, and provide copies of the comments and posts.



**ONLINE-BULLYING
AFFECTS REAL LIVES!!**

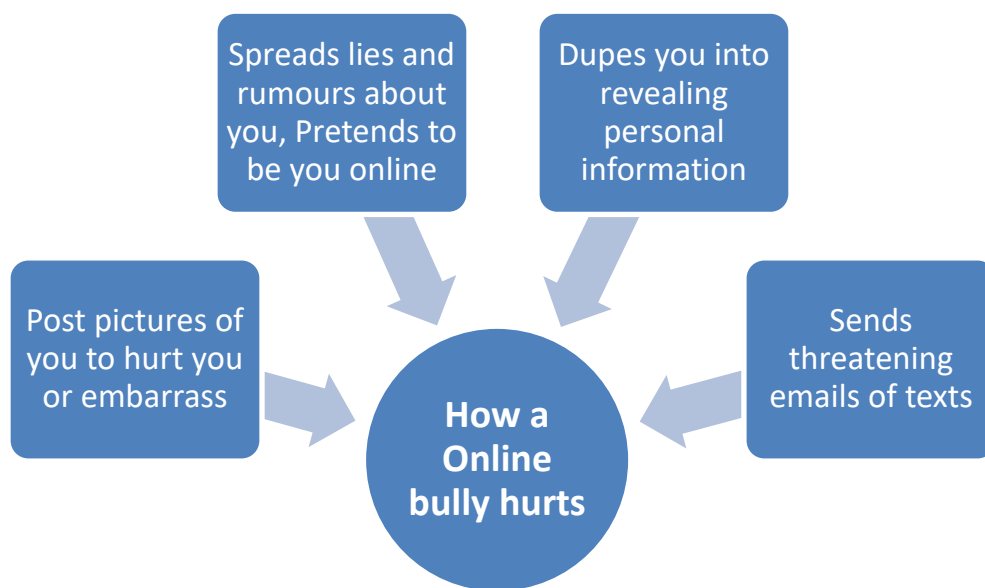
- **Contact the police.** You may need your parents to help with this. The Onlinebullying could be a crime. Universities and employers regularly check social media sites and so being involved in Onlinebullying behaviour, could affect the chances of the bully furthering their education or getting a job.

DON'T BE A ONLINEBULLY

People lose their temper from time to time. Many people have sent a message by phone or on the internet that was angry and wrong. This does not make you a bully. If you have sent an angry or hurtful message, apologise. If you have posted anything that is angry or hurtful remove it and apologise. Try to make things right.

Bullies don't just lose their temper and make a mistake. Bullies set out to put other people down so that they can make themselves feel more important. Bullies try to defend their actions in a number of ways, including that they were not doing anything wrong, just playing around or joking. If you are behaving like a bully, the most important question is to ask yourself why? What are you trying to gain by putting others down?

What you should understand about Onlinebullying is that whenever you use electronic communications you are leaving traces - cyber footprints - that lead right back to you. Even if you are doing this under a 'different name' eventually, people will be able to figure out who you are and you could get into trouble with your parents, school or even the police.



BE A FRIEND TO A TARGET

Onlinebullies love an audience. Most people do not like to see others being bullied, but are not sure what to do.

Here are some things you could do:

- Speak out against Onlinebullying in your online communities
- Help the person being bullied and encourage them to report the Onlinebullying
- Report the Onlinebullying to the school the person being bullied attends.

- You can copy the comments and posts and report them without saying who you are if you don't want to
- Tell your parents and ask for their guidance



USEFUL LINKS

<https://www.kidscape.org.uk/advice/advice-for-young-people/>

www.bullying.co.uk

<http://www.childline.org.uk/explore/bullying/pages/bullying.aspx>

www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-onlinebullying

www.thinkuknow.net

<http://gov.wales/topics/educationandskills/schoolhome/wellbeing/antibullying/are-you-being-bullied/?skip=1&lang=cy>



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Anti-Bullying Policy and Guidance for
Schools
2018

Part 3: Parents, Guardians and Care-givers

Contents	Page
Introduction	54
Definitions of Bullying and what you should do if your child is being bullied	55
What should the school do?	56
Complaints Procedure	56
Types of Bullying	56
Sources of Information and Support for Bullying	59

Introduction

The Rhondda Cynon Taf County Borough Council (RCTCBC) Anti-Bullying Policy for Parents/Guardians has been developed to equip you with relevant information regarding what to do if your child is involved in a bullying incident/s. It forms part of a series of three guidance documents aimed at schools, pupils and parents / guardians and replaces the previous single guidance document 'RCT Anti-Bullying Strategic Policy 2011'

Bullying is one of the key issues about which children and young people express their worries. RCTCBC affirms the right for every child to be safe to learn, to develop healthy relationships and to achieve their best.

Here are some examples of definitions of bullying	What should you do if your child is being bullied?
<p>This is not an exhaustive list – schools may develop their own definition of bullying with input from pupils, staff, parents and other stakeholders:</p> <ul style="list-style-type: none"> • “Bullying is considered to be deliberate behaviour, repeated over time, and intended to cause emotional or physical harm to an individual or group of people. There usually exists a power difference between the bullied and the bully with makes it difficult for the victim to defend themselves. • Deliberately hurtful (including aggression), repeated often over a period of time (whilst recognising that even a one off incident can leave a pupil traumatised and nervous of future recurrence difficult for victims to defend themselves against.) • Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time that intentionally hurts or harms. <p>If individuals or groups are regularly:</p> <ul style="list-style-type: none"> • Calling your child names • Threatening him/her • Pressuring your child to give someone money or possessions • Hitting your child • Damaging your child’s possessions 	<p>Talk to school staff about the bullying. The first contact point is your child’s class/form teacher.</p> <ul style="list-style-type: none"> • It will help to sort out what action to take if you can 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 pupils involved. • Make a note of what action the school intends to take. • Ask if there is anything you can do to help your child. • Stay in touch with the school; let them know if things improve as well as if problems continue.
<p>Bullying can be very serious for the person who is being bullied and they could feel upset enough to hurt themselves. If your child is involved in bullying they could get into trouble. In some cases bullying is a crime and could get them into trouble with the police. Help your child to understand that colleges, universities and employers regularly look at social media sites like Facebook and if they are involved in bullying they may harm their future education and job prospects.</p>	

What should the school do?

Schools should not tolerate bullying.

- Schools will have their own anti-bullying policy outlining how they deal with bullying
- Schools will work to make sure that the person being bullied is safe
- Schools will work to stop the bullying happening again
- Schools will provide support to the person being bullied
- Schools will take actions to ensure that the person/s doing the bullying learn not to harm others

Complaints Procedure

Families who feel that their concerns are not being addressed appropriately by the school might like to consider the following steps:

- Check with the school anti-bullying policy to see if agreed procedures are being followed
- Discuss your concerns with other parents/professionals
- Make an appointment to discuss the matter with the Headteacher and keep a record of the meeting

TYPES OF BULLYING

Verbal Bullying:

Calling names, teasing, taunting, threatening, insulting and making offensive remarks [including sexist, homophobic and racist comments] are all included in this type of bullying.

Physical Bullying:

Pushing, punching, kicking, spitting, fighting, stealing and sexual assault can result in physical bullying.

Social Bullying:

Intimidation, dirty looks, rumour spreading, breaking friends, isolating individuals, publicly writing, or displaying literature about a person.

Onlinebullying

Onlinebullying is an aggressive, intentional act carried out by a group or individuals using electronic forms of contact repeatedly over time against a victim who cannot easily defend themselves. Onlinebullying is an increasing and more recent problem and is particularly difficult to address. The potential audience for Onlinebullying is huge. Several types of Onlinebullying have been identified:

Text message bullying involves sending unwanted texts that threaten or are hurtful. This is one of the most common forms of Onlinebullying and is now a criminal offence.

E-mail bullying involves sending threatening messages often under a false name or using someone else's name on which to pin the blame.

Social media and on line bullying involves sending menacing or upsetting responses to children when they are in a web-based chat room.

Bullying via websites includes the use of defamatory web logs [blogs], personal websites and online personal polling sites. There has also been a significant increase in **social networking apps** for young people such as Snapchat, Facebook, Ask.FM, KIK, Instagram and Twitter which provide further opportunities for Onlinebullying.

BULLYING INCIDENTS ON THE BASIS OF PROTECTED CHARACTERISTICS

Disability / Special Needs / Medical condition

Real or perceived disability, special need, gifted or talented or health conditions or association with someone in those categories (related derogatory language for example: retard / spaz / geek / nerd) or association with someone with a disability / special need

Gender Identity (Transphobic Bullying)

Transgender, perceived to be transgender, someone whose gender or gender identity is seen as being different to typical gender norms, or someone who has a transgender family member. Language/stereotyped perceptions of gender (sissy, butch, she/ he, gender bender, tranny)

Race / Ethnicity

Ethnic origin, skin colour, national origin, culture, language, real or perceived or because of their association with someone of a particular ethnicity, culture etc (racism)

Religion / Belief

Beliefs, faith, mistaken identity, lack of faith (Islamophobia and anti-Semitism for example). It may also be because of a perception or assumption about religion or belief (which may or may not be accurate), or because of their association with someone of a particular religion or belief

Sexual Orientation

Related to sexual orientation or perceived orientation of target or target's family / friends and/or homophobic / biphobic abuse and language used. This incorporates:

Homophobic bullying

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people. This can affect:

- Young people who identify as lesbian, gay or bisexual (LGB).
- Young people who are perceived by others to be lesbian, gay or bisexual.
- Young people who are different in some way – they may not act like the other boys or girls.
- Young people who have gay, lesbian or bisexual friends, or family, or parents/carers are gay, lesbian or bisexual.
- Teachers, who may or may not be lesbian, gay or bisexual.

Biphobic bullying

Bisexual people may experience homophobic bullying but they are also likely to experience biphobia, that is, prejudice which is specifically related to their bisexual identity. Biphobia often takes the form of stereotypes: for example, that bisexual people are 'greedy', 'promiscuous' or 'confused'. Bisexual people can experience biphobic prejudice from both heterosexual people and lesbian and gay people".

Sex (Gender)

Based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. Language such as bitch, slag etc (sexism)

Responding to homophobic, biphobic, transphobic and other prejudiced language

Even if lesbian, gay, bisexual and transgender pupils and students are not directly experiencing bullying they are learning in an environment where homophobic language and comments are commonplace. According to Stonewall's *The School Report* (2012), ninety six percent gay pupils hear homophobic remarks such as 'poof' or 'lezza' used in school. Almost all, (99 per cent) hear the phrases "that's so gay" or "you're so gay" in school. If homophobic language is allowed to persist it is likely to encourage homophobic bullying.

SOURCES OF INFORMATION AND SUPPORT FOR BULLYING

Service Type	Link
Research and empowering young people	www.actionforchildren.org.uk
Support for all forms of bullying	www.bullying.co.uk
Support for all forms of bullying	http://gov.wales/topics/educationandskills/schoolshome/wellbeing/antibullying/are-you-being-bullied/?lang=en
Bullying, abuse, neglect	www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-onlinebullying https://www.nspcc.org.uk/services-and-resources/childline/
Support for all forms of bullying	https://www.kidscape.org.uk/
Support for all forms of bullying	https://bulliesout.com/
Support for all forms of bullying	http://anti-bullyingalliance.org.uk/
Support for all forms of bullying	http://ww1.beatbullying.co.uk/
Support for all forms of bullying	http://www.schoolbeat.org/
Onlinebullying	http://wisekids.org.uk/wk/
Onlinebullying	http://www.kidsmart.org.uk/
Bullying, abuse and neglect	http://www.childline.org.uk/Pages/Home.aspx
Abuse and neglect	http://thisisabuse.direct.gov.uk/

Child sexual exploitation online	http://www.ceop.police.uk/
Child sexual exploitation online (onlinebullying)	http://www.thinkuknow.co.uk/
Mental health	http://www.youngminds.org.uk/
Mental health	http://www.time-to-change.org.uk/youngpeople
Support for children and parents with additional needs	http://www.snapcymru.org/
Pupil voice and participation	http://www.pupilvoicewales.org.uk/
Pupil voice and participation	http://www.childreninwales.org.uk/
Counselling service: secondary	www.eyetoeyewales.co.uk
Equality of lesbian, gay, bisexual and trans people	www.stonewallcymru.org.uk