



Llywodraeth Cymru
Welsh Government

Challenging bullying

Rights, respect, equality: Statutory guidance for local authorities

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Rights, respect, equality: statutory guidance for local authorities

Audience

Local authorities; schools; school governors; diocesan authorities; social workers; healthcare professionals; Estyn; police; voluntary and third sector organisations involved with school children and young people and learner well-being and safeguarding; parents/carers; children and young people.

Overview

This document forms part of a series of statutory and advisory guidance documents providing information for all involved in preventing and challenging bullying in schools. Each document within this series provides tailored advice specifically aimed at key audiences. This statutory guidance provides statutory guidance and advice to local authorities.

This guidance replaces the Respecting others: anti-bullying guidance issued in 2003 and 2011.

Action required

This statutory guidance should be brought to the attention of local authority staff who work with schools or work on matters relevant to schools. Local authorities must have due regard to this statutory guidance when exercising their education functions and making arrangements for safeguarding and promoting the welfare of children and young people.

Further information

Enquiries about this document should be directed to:

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 [Facebook/EducationWales](https://www.facebook.com/EducationWales)

Additional copies

This document can be accessed from the Welsh Government's website at gov.wales/anti-bullying-guidance

Related documents

Inclusion and pupil support (2016)

Keeping learners safe (2015)

Thinking positively: Emotional health and well-being in schools and Early Years settings (Welsh Assembly Government, 2010)

School-based Counselling Operating Toolkit (Welsh Assembly Government, 2011)

Learner Travel (Wales) Measure 2008: All-Wales Travel Behaviour Code Statutory Guidance (2017)

Mae'r ddogfen yma hefyd ar gael yn Gymraeg.
This document is also available in Welsh.

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Ministerial foreword

Challenging bullying in schools is a key priority for this government. We are committed to ensuring all our learners feel safe, secure and are supported to achieve their full potential. All young people have a right to an education and to be treated equally.

As a government, we remain committed to challenging bullying holistically. This is achieved by addressing the root causes of unacceptable behaviour and creating an inclusive and engaging environment, with priority placed on well-being so learners feel safe and are ready to learn. It is imperative children and young people are taught, both at home and in school, about building and maintaining respectful relationships; this is the cornerstone on which positive behaviour is based.

We all need to ensure the values of respect, tolerance and kindness form part of our school communities and cultures.

I am adamant we must challenge all bullying in our education system and that is why 'Rights, respect and equality' is statutory guidance. The guidance is for governing bodies of maintained schools and local authorities with responsibility for young people's safety, well-being and education. It forms part of a suite of guidance that includes advice and support directly to children, young people and their parents/carers.

It is only by working together towards this common aim that we will truly make a difference and minimise bullying in our schools.



A handwritten signature in black ink that reads "Kirsty Williams". The signature is written in a cursive, flowing style.

Kirsty Williams AM
Minister for Education

Terms used in this document

For the purposes of this statutory guidance, 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 (section 2 of the Additional Learning Needs and Education 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 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 (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 gender 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 related 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 (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 and fall within the definitions at (a) or (b) above or would do so if special educational provision was not made for them.

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 by 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.

Status of this guidance

This is statutory guidance. The Welsh Ministers have exercised their powers in section 175 of the Education Act 2002 (duties of local authorities and governing bodies in relation to the welfare of children) to give this guidance. Local authorities must have regard to this guidance when exercising their education functions.

This statutory guidance refers to legal duties, and to matters to which persons must have regard. It identifies Welsh Government expectation, outlines good practice and makes recommendations. In this guidance the Welsh Government uses the following terms to indicate the status of a point made in this statutory guidance.

- 'Must' means that there is a legal duty to do or refrain from doing the specified action.
- 'The Welsh Government expects' means that the Welsh Ministers have indicated a course of action or approach they expect to be followed. Schools should follow the course of action or approach unless they identify a good reason to depart from it, which they may be asked to justify to Welsh Ministers, ombudsmen, independent commissioners or other such parties.
- 'The Welsh Government recommends' means that the Welsh Ministers have indicated a course of action or approach they expect to be followed. Schools should consider the recommendation, but it is a matter for their discretion whether or not they follow the recommended course of action or approach.
- 'The Welsh Government advises' means that the Welsh Ministers have set out advice for schools on issues relating to bullying.

Introduction

- 1.1 Despite work by schools and other services, as well as local, Welsh and UK government initiatives, bullying remains a desperately worrying problem for many. Online spaces and social media continue to provide new tools and opportunities to bully others.
- 1.2 The UK has been found to be one of the worst countries for children and young people's life satisfaction, and bullying is mentioned as a cause of this¹. Bullying behaviour can signal that there are other disadvantages in a child or young person's life, reflecting low overall life satisfaction².
- 1.3 Bullying is a widespread aggressive human behaviour and can be influenced by fear of others who are different, anger, prejudice or revenge. In some cases, bullying is a learned self-preservation behaviour. Factors and attitudes in the news and media, the community, within families and in each one of us can trigger the urge to bully others.
- 1.4 In the face of rising digital threats and broader prejudices expressed online and offline, a focus on challenging bullying is perhaps more vital than ever before. In Wales and England there is an increase in reported hate crime³ revealing the need to challenge discrimination. Thousands of children and young people in Wales have said bullying remains their top priority⁴. One of the reasons it regularly tops surveys as a primary concern is that it affects so many. Children and young people's calls for action to be taken by adults is supported by an array of research that shows the devastating and long-lasting impact bullying can have, not only to targets but to perpetrators of bullying and bystanders too. Severe impacts can be long-term, including poor mental health and reduced well-being.
- 1.5 Bullying can also lead to children and young people 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 or adolescence and with long-lasting impacts into adulthood. This is why it is so important to ensure children and young people have positive relationship experiences.
- 1.6 In July 2018 the National Society for the Prevention of Cruelty to Children (NSPCC) reported that Childline had carried out 4,636 counselling sessions for loneliness in 2017–18, a 14 per cent increase on the previous year. Girls received almost 8 out of 10 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 also be seen 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 per cent)⁵.

¹ Children's Worlds Project www.isciweb.org/

² The Children's Society 2017 *The Good Childhood Report 2017*

www.childrenssociety.org.uk/what-we-do/resources-and-publications/the-good-childhood-report-2017

³ Home Office statistics show a 15 per cent increase in recorded hate crimes across Wales compared to 2016–17 – see www.gov.uk/government/statistics/hate-crime-england-and-wales-2017-to-2018.

⁴ In 2016 children told the Children's Commissioner for Wales that bullying remained their top priority.

⁵ UK Youth report 2018 *A place to belong* <https://ukyouth.org/wp-content/uploads/2018/08/A-Place-To-Belong-The-role-of-local-youth-organisations-in-addressing-youth-loneliness.pdf>

- 1.7 Stigma and discrimination around mental ill-health can be a cause of bullying; though equally, bullying can also contribute to the targeted person developing poor mental health and well-being. Tackling the root cause of bullying is often the precursor to improving the child or young person's mental well-being.
- 1.8 If bullying becomes dominant in a school, no learner can fully enjoy their rights under the United Nations Convention on the Rights of the Child (UNCRC), including to be safe and to receive an education⁶.
- 1.9 Bullying behaviour:
- is harmful for all the individuals involved
 - becomes the focus of a learner's experience of daily life
 - undermines safety, well-being, and attainment
 - damages school ethos
 - is detrimental to the school and the wider community
 - affects bystanders and those who know it is prevalent in their school.
- 1.10 New learners enter the social world of schools every year and new forms of bullying are also constantly developing. In an environment where children and young people's interests and activities are changing, helped by new technology, this is not surprising. That is why we need to frequently renew our efforts to understand and challenge this complex behaviour and evaluate what we do. It is important to remember most children or young people do not bully others and positive caring behaviour can be the norm if the right school culture is developed.
- 1.11 Effective schools take a proactive approach to preventing all bullying and to mitigate its effects when it occurs. The Welsh Government expects all schools to adopt this approach and local authorities should take a proactive lead to encourage schools. This includes teaching children and young people and training staff about respect, positive behaviour, stereotypes and addressing prejudice, building confidence to challenge unacceptable language and address it in accordance with the school protocols. It also involves effective supervision between lessons with safe places provided for vulnerable learners during these times.
- 1.12 This document is part of a suite of statutory and advisory guidance covering the roles and responsibilities of governing bodies of maintained schools, school staff, parents/carers plus children and young people.

⁶ UNCRC, Articles 19 and 28, which the UK signed in 1991.

- 1.13 The suite of guidance is accompanied by an online toolkit providing resources to support implementation of the guidance at an operational level. Where the following symbol appears within this guidance it indicates toolkit resources are available.



The power of language

- 1.14 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.
- 1.15 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, and 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 the 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.
- 1.16 To reflect this the guidance 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.

What is bullying?

Defining bullying behaviour

- 2.1 There is no legal definition of bullying in Wales or indeed in Great Britain. Therefore the definition used in this guidance builds upon widely used principles established in the UK since 1993⁷.
- 2.2 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.

- 2.3 A full discussion on defining bullying and the different forms it takes can be found in the guidance for schools. This includes the dynamics of bullying, how bullying is expressed, how it varies when the target is from different groups and what is not bullying.
- 2.4 Apart from the direct harm done to those who are targeted, learners who are aware of bullying in their school may fear being bullied at some stage themselves, while some feel guilty at not stopping what they witness. This can cause mental distress to many⁸.

The importance of a clear definition of bullying

- 2.5 The Welsh Government expects local authorities to help schools clarify what is meant by bullying behaviour as an essential starting point. Agreeing a definition provides an opportunity for schools to align their values and vision and create a consistent framework of policies and procedures. The definition will be used in staff training, in day-to-day anti-bullying work with learners and to clarify the position for parents/carers. The Welsh Government expects the definition to be clear and consistent for the whole school community.
- 2.6 The Welsh Government expects local authorities to actively encourage schools to consult learners in the development of the policy. The Welsh Government expects learners to be given a version of the school's policy with the definition explained clearly and simply.
- 2.7 When a school anti-bullying policy clearly details the different types of bullying, research has found it is more likely these issues will be addressed by the whole school⁹. Some behaviour, though unacceptable, would not normally be considered bullying. Examples of such behaviour

⁷ Olweus, D (1993) *Bullying at School: What we know and what we can do*. Blackwell

⁸ Rivers, I, Poteat, VP, Noret, N and Ashurst, N (2009) 'Observing Bullying at School: The Mental Health Implications of Witness Status', *School Psychology Quarterly*, 24(4), pp211–223. American Psychological Association.

⁹ Smith, P, Smith, C, Osborn, R and Samara, M (2008) 'A content analysis of school anti-bullying policies: progress and limitations', *Educational Psychology in Practice*, 24(1), pp1–12

are set out in the guidance for governing bodies of maintained schools (gov.wales/anti-bullying-guidance). The Welsh Government expects these instances, if appropriate, to be dealt with in accordance with the school's behaviour policy.

- 2.8 Some bullying behaviour may be a criminal offence such as a hate crime, incitement to violence or illegal sharing of images of underage children or young people. Legislation also addresses situations in which bullying may be 'malicious communication'.

Insults and banter

- 2.9 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 so-called banter to humiliate or threaten another who is powerless to stop it and is hurt or made fearful by it the border between banter and bullying is likely to be crossed.
- 2.10 This illustrates the need for schools to deal with each incident reported and record it. This should reveal any previously recorded incidents and allow a considered assessment to be made. Further information on reporting, recording and monitoring incidents is provided in section 11 of the statutory guidance for governing bodies of maintained schools.

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Prejudice-related bullying

Prejudice in context

- 3.1 Acts of prejudice-related bullying often contain or express ideas, stereotypes and prejudices to do with discrimination and inequality that are current in wider society. These ideas and attitudes involve hostility towards people who have protected characteristics such as learners who are disabled (which can include those with special educational needs (SEN)¹⁰); who are lesbian, gay or bisexual/bi, or those questioning their gender or who are transgender/trans, or learners whose ethnicity, race, appearance, religious heritage or gender is different from the perpetrators of prejudice-related behaviour. Prejudice-related behaviour can also be directed towards those without protected characteristics and can lead to bullying for a variety of other reasons such as social status and background.

- *Welsh Government : Challenging racism in schools factsheets*
- *Equality and Human Rights Commission: What Equality Law Means for You as an Education Provider in Wales*
- *Welsh Government: Special educational needs code of practice for Wales*
- *Crown Prosecution Service's resources for schools*
- *Equaliteach resources*
- *Estyn: Action on bullying*

hwb.gov.wales/playlists/view/dc71ec16-66bd-4bc7-8da1-b07617daa45b/en/3



- 3.2 There are many examples of prejudice-related behaviour. Some of these might include:

- stigmatising a learner with a disability or SEN
- using homophobic, biphobic, transphobic, sexist or racist language
- actively trying to remove any religious clothing such as a hijab, kippah, turban, cap or veil
- using sexist comments, unwanted touching or the taking of images without permission
- commenting on someone's appearance such as their weight or hair colour.

The Welsh Government expects all forms of prejudice to be challenged.

¹⁰ To be amended to 'additional learning needs' following implementation of the Additional Learning Needs and Educational Tribunal (Wales) Act 2018.

- 3.3 All forms of prejudice-related behaviour connected with the protected characteristics have certain basic features in common. Therefore, the same essential principles apply when preventing and challenging them. The Welsh Government expects all forms of prejudice to be challenged equally. Individuals may have more than one protected characteristic. However, each separate form of prejudice-related bullying has certain distinctive features and each therefore has to be addressed with sensitivity and awareness.
- 3.4 Further information on the specific types of prejudice-related bullying can be found in the guidance for governing bodies of maintained schools (gov.wales/anti-bullying-guidance).
- 3.5 The Equality Act 2010 provides protection from discrimination, harassment and victimisation to learners who have one of the protected characteristics. The Public Sector Equality Duty (PSED) requires local authorities to have due regards to the need to:
- eliminate discrimination and harassment and victimisation
 - advance equality of opportunity
 - foster good relations across all protected characteristics.
- Regulations made under section 149 of the Equality Act 2010 require local authorities to publish objectives that are designed to enable them to perform better the PSED. An understanding of local attitudes and populations is helpful when planning these objectives.
- 3.6 The Welsh Government expects all prejudice-related incidents to be accurately recorded to enable schools to monitor patterns and prevent discrimination. Local authorities frequently monitor prejudice-related incidents and require schools to report these. This is appropriate to enable schools and local authorities to monitor their compliance with the PSED.

Preventing prejudice-related bullying

- 3.7 Effective schools take a proactive approach to preventing all bullying and to mitigating its effects when it occurs. This includes teaching learners and training staff about stereotypes and challenging prejudice, and not being afraid to challenge unacceptable language.

Positive action

- 3.8 The Welsh Government expects local authorities to encourage schools to take this approach and to record incidents so that patterns of prejudice-related behaviour can be identified.
- 3.9 The Welsh Government expects local authorities to have coherent plans for the development of inclusion linked to school improvement strategies.

4

The role of local authorities

4.1 Local authorities are effective when they provide advice and support to schools on best practice to prevent and challenge bullying. A local authority anti-bullying policy can act as a guide to best practice for schools in the area. The Welsh Government expects advice on anti-bullying approaches to be based on evidence and suitability for the local area.

- *Welsh Government: Bullying incident recording form*
- *Welsh Government: Online bullying incident recording form*
- *Kidscape: Anti-bullying policy checklist*
- *Estyn: Inspecting Safeguarding in Schools and PRUs*
- *Estyn: Action on bullying*
- *Estyn: A review of healthy relationship education*
- *Estyn: Framework for inspection – all age schools*
- *Welsh Government: Report by expert panel on a new sex and relationships education curriculum*
- *Welsh Government: Travel behaviour code*
- *The Contextual Safeguarding Network*
- *Professional conduct and practice for registrants with the Education Workforce Council*
- *Welsh Government: Professional standards for educational professionals*
- *Welsh Government: Special educational needs code of practice*
- *Sexting in schools and colleges*
- *Welsh Government: Education welfare service (EWS): induction pack*
- *Welsh Government: Complaints procedures for school governing bodies*

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What does best practice in preventing and challenging bullying look like?

Positive action

- 4.2 Local authorities must¹¹ provide an independent counselling service in respect of health, emotional and social needs for children and young people in their area.
- 4.3 The Welsh Government expects local authorities to:
- actively encourage schools to use an established approach and implement programmes accurately and effectively
 - encourage the sharing of anti-bullying approaches between feeder and secondary schools
 - put in place steps to facilitate transitions for vulnerable children and young people who are joining a new school
 - create a consistent and coherent anti-bullying approach within a local authority area, to such an extent as is possible or suitable
 - display advice and updates for schools, children, young people and parents/carers about bullying on the local authority website
 - work with police, travel providers and communities to ensure trouble spots such as bus stops where learners from different schools converge are made safe
 - monitor both their own and schools' equality objectives and progress towards achieving these
 - uphold children and young people's rights and enable them to celebrate difference across the local authority area and participate in decisions about addressing bullying.
- 4.4 Local authorities should also:
- train those who take the calls in a single point of access service to respond appropriately
 - advise schools on local trends by monitoring equality data, in accordance with data protection requirements and initiating responses or interventions as appropriate.
- 4.5 Examples of active positive engagement between local authorities and learners include:
- supporting events, campaigns, drama and other initiatives, e.g. during national Anti-Bullying Week (November) or Safer Internet Day (February)
 - promoting anti-bullying posters created by children and young people – this might be done by displaying these on public billboards, buses and trains, or in libraries and leisure centres

¹¹ School Standards and Organisation (Wales) Act 2013

- children and young people invited to speak at council meetings
- schools' debates on bullying run in the council chamber.

Such actions demonstrate that a local authority takes the issue of bullying seriously and gives appropriate respect to the efforts learners make towards shaping their community.

Consider the delivery model

- 4.6** The Welsh Government expects local authorities to encourage schools to use a range of tools within their chosen approach to addressing bullying. If one tool has not worked it is fruitless to persist with it, but instead another should be tried without changing the overall programme.
- 4.7** The Welsh Government does not expect learners who are bullied to be encouraged to move to a new school to address the issue. The Welsh Government expects school moves to only be considered as a last resort. The Welsh Government expects local authorities to work with their schools to ensure every effort is made to resolve a behavioural problem without this option. The Welsh Government expects local authorities to challenge schools where it becomes apparent a school is encouraging a school move to a learner and/or their parents/carers to address bullying. The target child or young person will be new in the next setting with the consequent difficulties of settling in and bullying may, if not resolved in the first school, follow them online or in the wider community. Good management of most cases will obtain a resolution enabling those involved to learn and mature while continuing in their school. It may take time and patience and skilled interventions.
- 4.8** For example, explore the reasons behind the bullying and enable the target and/or perpetrator to come up with a proposal to make amends to the target learner. For perpetrators of bullying, learning about the hurt they have caused may have a different outcome in each case. Some benefit from learning to use their power and leadership skills in a positive manner. However, some perpetrators are pleased they have achieved this level of effect; therefore, they require help to recognise why this is unacceptable.
- 4.9** Specialised interventions may include more intensive social skills development and emotion regulation approaches to help children and young people who are not responding to the universal system of prevention and support. For example, the public health model also acknowledges that beyond the child or young person, their family and the school, bullying reflects attitudes within the community, the media and the digital landscape. Thus children and young people may echo insults and inappropriate language or misogynist attitudes they have learned at home or heard around them. They may use this language without fully realising the hurt it causes.
- 4.10** A range of effective approaches are outlined in the school guidance. It can take time to change complex behaviour and some progress may be seen which is then followed by some steps back. A consistent intervention is needed in persistent cases.

Education Welfare Service

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

Complaints procedures

4.12 The Welsh Government expects local authorities to ensure all schools have appropriate complaints procedures in place.

4.13 If school governors are not available to make a decision regarding a complaint, the local authority may be required to step in to appoint suitable persons to do so.

4.14 In line with the complaints process, parents/carers may refer their complaint to the local authority if they believe the school and school governing body have not adhered fully to the process. Local authorities are expected to handle all complaints in line with the Welsh Government complaints process.

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The law relating to bullying

5.1 Local authorities duties that are the focus of this guidance, concern primarily:

- safeguarding
- equality
- children and young people's rights
- children and young people's welfare.

- *Welsh Government: Inclusion and pupil support guidance*
- *Welsh Government: Our national mission*
- *Welsh Government: Keeping learners safe guidance*
- *Welsh Government: All Wales Child Protection Procedures*
- *Equality and Human Rights Commission Is Wales Fairer?*
- *Welsh Government: Guidance for school governors in Wales – Behaviour and attendance*
- *Welsh Government: Digital Competence Framework*
- *Welsh Government: Respect and resilience guidance*
- *Welsh Government: Travel behaviour code*
- *Welsh Government: Safeguarding children and young people from sexual exploitation*
- *National Assembly for Wales: Mind over matter – mental health and well-being in schools*
- *Schools and the Prevent Duty (Counter-Terrorism and Security Act 2015)*
- *Estyn: Action on Bullying*
- *Estyn: Framework for inspection*
- *Welsh Government: Special educational needs code of practice*
- *Welsh Government: Independent counselling services – guidance for local authorities in Wales*

hwb.gov.wales/playlists/view/dc71ec16-66bd-4bc7-8da1-b07617daa45b/en/10



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

5.3 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
- United Nations Convention on the Rights of Persons with Disabilities (UNCPRD)
- Education and Inspections Act 2006
- Learner Travel (Wales) Measure 2008
- Equality Act 2010
- Rights of Children and Young Persons (Wales) Measure 2011
- School Standards and Organisation (Wales) Act 2013
- Social Services and Well-being (Wales) Act 2014
- Serious Crime Act 2015
- Counter-Terrorism and Security Act 2015.

Safeguarding

Social Services and Well-being (Wales) Act 2014

5.4 The primary statutory role of safeguarding the welfare of children and young people in Wales lies with local authorities. Regulations under section 134 of the Social Services and Well-being (Wales) Act 2014 specify where there are to be Safeguarding Children Boards. The objectives of a Safeguarding Children Board are to protect children and young people in its area who are experiencing or are at risk of abuse, neglect or other harm and to prevent children and young people in its area from becoming at risk of abuse, neglect or other harm. 'Abuse', 'harm' and 'neglect' are defined in section 197(1) of the Social Services and Well-being (Wales) Act 2014.

The Children Act 2004

5.5 The Children Act 2004 imposes requirements relating to safeguarding and promoting the welfare of children and young people. Section 25 places a duty on

all local authorities to promote cooperation, between themselves and partner agencies, with a view to improving the well-being of children and young people in their area.

- 5.6 Section 28 requires local authorities and their partners to make arrangements to ensure that their functions are discharged having regard to the need to safeguard and promote the welfare of children and young people.
- 5.7 The Welsh Government has issued statutory guidance *Keeping learners safe* (see <https://gov.wales/keeping-learners-safe>) to help schools in ensuring they have effective systems in place for creating and maintaining a safe learning environment for children and young people.

Equality

Human Rights Act 1998

- 5.8 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.
- 5.9 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.

The Equality Act 2010

- 5.10 The Equality Act 2010 places obligations on public authorities to eliminate discrimination, advance equality of opportunity and foster good relations between persons who share a protected characteristic and persons who do not. This focuses on the role of local authorities and their responsibilities implementing the Equality Act in the context of schools.
- 5.11 Local authorities have a role to play in helping schools to draw up their strategic equality objectives and plans.

Education (Wales) Measure 2011

- 5.12 The Education (Wales) Measure 2011 imposes a duty on local authorities in Wales to secure that school governors of maintained schools in Wales are provided free of charge with such information as the local authority considers appropriate in connection with the discharge of a school governor's functions. The **Government of Maintained Schools (Training Requirements for Governors) (Wales) Regulations 2013**, which were made under the Education (Wales) Measure 2011, impose requirements on school governors and chairs of governors to complete training. The Welsh Government expects local authorities to include arrangements for provision of information on obligations under the **Equality Act 2010** in the arrangements that they make to secure that school governors have information that the local authority considers appropriate.

- 5.13 The Welsh Government expects training to be provided to enable school governors to fulfil their statutory responsibilities, and the local authority should monitor the strategic equality objectives schools set and their progress towards achieving them. Ongoing support is required, including providing school governors with effective training that enables them to fulfil their statutory responsibilities to monitor strategic equality objectives and plans.
- 5.14 To prevent and challenge bullying and discrimination, sharing information and objectives between feeder and receiving schools is a key factor in enabling schools to focus attention on current trends and patterns.

Equality Act 2010

- 5.15 The PSED requires schools to:
- eliminate unlawful discrimination, harassment and victimisation
 - advance equality of opportunity
 - foster good relations
- between persons who share a protected characteristic and those who do not.
- 5.16 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.
- 5.17 The general duty has three aims, which each have clear links to anti-bullying. It requires schools in Wales to have due regard to the need to:
- eliminate discrimination and harassment and victimisation
 - advance equality and opportunity
 - foster good relations across all protected characteristics.
- 5.18 To fulfil the three aims of the general duty, schools have three sets of specific duties:
- (a) to collect, analyse and publish information about their progress in achieving the three aims of the 2010 Act
- (b) 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:
- (c) to engage with people who have a legitimate interest – including all staff, learners, parents/carers, local groups, organisations and individuals as appropriate.

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

- 5.19 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.
- 5.20 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 on an equal basis with others.
- 5.21 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.

Children and young people's rights

United Nations Convention on the Rights of the Child

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

Rights of Children and Young Persons (Wales) Measure 2011

- 5.23 In 2011 the National Assembly for Wales passed the 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.
- 5.24 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.

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

Children and young people's welfare

Education Act 2002

- 5.26 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.
- 5.27 Some incidents of bullying may also be, or reveal, a child or young person protection issue. A bullying incident should be addressed as a child or young person 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 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.)

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



Education and Inspections Act 2006

- 5.28 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 reasonably 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. The Welsh Government expects a school's anti-bullying policy to set out clearly how it will address bullying and strategies for challenging bullying behaviour. The Welsh Government expects these measures must be communicated to all learners, school staff and parents/carers. The headteacher must follow through and adopt the policy and the Welsh Government expects all learners, school staff and parents/carers to be notified of it once it has been decided.

- 5.29 Under the 2006 Act headteachers can determine measures that 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.
- 5.30 The 2006 Act also provides a defence for school staff in confiscating items, such as mobile phones, from learners as a disciplinary measure 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. Where the school's behaviour policy expressly allows it a member of staff may search through the phone themselves where the learner is reasonably suspected of involvement. However, it is advisable to never do so without another appropriate staff member present. This is best done with the designated safeguarding lead or the ICT manager 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. It is vitally important that these matters are well covered in the school's anti-bullying and/or behaviour policy.

The School Standards and Organisation (Wales) Act 2013

- 5.31 The 2013 Act places a duty on local authorities to provide an independent counselling service in respect of health, emotional and social needs for children and young people in their area.

Learner Travel (Wales) Measure 2008

- 5.32 The headteacher must require learners at the 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. 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)'.
- 5.33 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).
- 5.34 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.
- 5.35 There may be circumstances where the behaviour of the learner is not appropriate to be addressed through the Code and in these cases the Welsh Government expects schools to work with their 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.

Criminal offences legislation

- 5.36 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

5.37 Section 1 of the 1988 Act 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

5.38 The 1977 Act 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.

5.39 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.

5.40 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.

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

5.42 Chapter 5.5 of the All Wales Child Protection Procedures¹² covers indecent images of children or young people and the internet.

Counter-Terrorism and Security Act 2015

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

5.44 The Welsh Government expects schools to have clear safeguarding procedures which deal with matters linked to the Prevent duty.

¹² The All Wales Child Protection Procedures are currently under review.

Evaluation and accountability

Reporting, recording and monitoring

- 6.1 The Welsh Government expects schools to have in place mechanisms for reporting and recording bullying which are clearly communicated to the whole-school community. The Welsh Government expects the information schools record and monitor should directly relate to its own definition of bullying and broader provisions outlined in the school's anti-bullying strategy and policy.
- 6.2 Effective record maintenance enables schools to review an incident, check whether there are other reports concerning the learners involved and make a decision in the light of what is recorded in a holistic and informed way. Monitoring incidents of bullying enables a school to identify patterns of behaviour and the extent of bullying. The Welsh Government expects schools to then take proactive steps to challenge it. Having this system in place will aid the local authority if any complaints arise. It can also support Education Welfare Service staff when dealing with any issues, including reasons for absence.
- 6.3 Schools must ensure that the information they record, maintain and monitor complies with data protection laws, such as the EU General Data Protection Regulations (GDPR) and the UK Data Protection Act 2018 (DPA 2018). Schools are data controllers in their own right and are therefore responsible for ensuring compliance with data protection laws.
- 6.4 The Welsh Government expects schools to record all incidents of bullying, outlining the specific types of bullying, including bullying around the protected characteristics. The Welsh Government expects schools to regularly monitor processes. This will enable schools to modify their bullying policies to respond to specific trends and emerging issues in a swift and effective manner. Schools are likely to find this helpful in the context of their PSED under the Equality Act 2010. This information could also be used by schools when reviewing their equality objectives and monitoring the impact of their anti-bullying policies.

- *Welsh Government: Bullying incident recording form*
- *Welsh Government: Online bullying incident recording form*
- *Kidscape: Anti-bullying policy checklist*
- *Children's Commissioner for Wales: The Right Way: A Children's Rights Approach in Wales*

hwb.gov.wales/playlists/view/dc71ec16-66bd-4bc7-8da1-b07617daa45b/en/14



- 6.5 Where schools and local authorities collect data about bullying incidents in schools, much of which would be personal data under data protection legislation such as the EU GDPR and the DPA, the Welsh Government expects schools and local authorities to ensure that all personal data is processed lawfully and within appropriate protection for the individual's rights.

Evaluation

- 6.6 The Welsh Government expects local authorities to encourage schools to evaluate their anti-bullying strategies and review their policies and procedures. The Welsh Government expects schools to review their anti-bullying policy and strategy at least every three years or sooner in light of new initiatives or wider relevant policy change. The Welsh Government expects this to be done by consulting staff, learners and parents/carers.
- 6.7 Surveys and group discussions can be used to identify which aspects of the school's current policy and strategy work well and any areas for improvement. Effective schools use surveys of learners' experiences asking whether or not a learner, if bullied, reported it and the subsequent outcome. This gathering of feedback in order to learn lessons and continuously improve, more than any other, is of importance to establish trust among learners. Learners need to believe it is worthwhile to report being bullied and trust action will be taken.
- 6.8 When evaluation procedures are transparent they allow learners to engage with and influence the policies and processes of the school. If learners feel 'ownership' of the anti-bullying strategy, they are more likely to abide by it. It also allows them to influence decisions on matters that affect them, in line with their rights under the UNCRC. As respected members of the school, learners are more likely to feel a sense of belonging.
- 6.9 Successful anti-bullying work respects every member of the school community and demonstrates this respect rather than imposing a set of rules onto learners without any reference to how well this is working. The Welsh Government expects school staff and parents/carers to help to inform anti-bullying strategies and procedures.
- 6.10 If schools measure only the level of incidents reported, a false sense of success may be obtained if the figure is low, leading them to believe bullying is not happening. That is unlikely to be the case.

- 6.11** The school Standards and Organisation (Wales) Act 2013 gives a local authority powers to intervene in the conduct of a maintained school in Wales if specified grounds apply. The grounds include where:
- there has been a breakdown in the way the school is managed or governed
 - the behaviour of learners at the school or any action taken by those learners or their parents/carers is severely prejudicing, or likely to severely prejudice, the education of any learners at the school
 - the safety of learners or staff at the school is threatened (whether by a breakdown of discipline or otherwise).
- 6.12** The Welsh Government expects local authorities to consider whether failure by a school to adopt and implement effective anti-bullying policies and strategies and failure to take effective action over bullying incidents would give the local authority grounds to intervene in the conduct of the school.

Appendix

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 Diana 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.reporthathe.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 challenge racism in society.

www.theredcard.org

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

www.wales.nhs.uk/sitesplus/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/en/parents/know-the-programme/national-events/what-is-the-all-wales-school-liaison-core-programme/

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

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

Children's Commissioner for Wales – Speaks up for children and young people in Wales on important issues, supporting them to find out about their rights under the UNCRC. Holds public bodies to account on their responsibilities to children and young people.

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/talk-about-mental-health/wecanwewill/#WeCanWeWill

Online issues

Childnet International – Support on all aspects of online safety.

www.childnet.com/