

## Respecting others

### Consultation response form

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Responses should be returned by **15/02/2019** to

Supporting Achievement and Safeguarding Branch  
Support for Learners Division  
Education Directorate  
Welsh Government  
Cathays Park  
Cardiff  
CF10 3NQ

or completed electronically and sent to:

e-mail: CCD.SAS@gov.wales

## Respecting others

The National Education Union Cymru (NEU Cymru) welcomes the opportunity to respond to the Welsh Government consultation 'Respecting others: Inspiring rights, respect and equality'.

Education professionals are highly committed to making a difference in the lives of the children and young people they deal with. Dealing with the underlying causes of challenging behaviour takes time, and problems are often deeply rooted. The way in which head teachers and governing bodies approach pupil behaviour and the level of support given to education professionals, determines the effectiveness of schools in promoting positive classroom management and meeting the emotional and behavioural needs of their pupils.

**Question 1** – Is the anti-bullying guidance explained clearly? If not, which areas could be improved and why? Are there aspects that you particularly like, and if so, why?

### Supporting comments

#### **Schools Guidance**

Overall, the guidance is explained clearly and is easy to follow. This document does include the Welsh Governments' target audiences and addresses the feedback that was received during the informal engagement process with key partners and stakeholders.

There is now a clear, easy to understand, definition of bullying which education professionals will find very useful.

However, if this definition is to be used it needs to cover all aspects of bullying. Therefore, it should include a reference to online bullying, especially when a comment or photo can be shared numerous times, even though it might only be posted once. It is important that online bullying is included because the person sharing it should know it can easily be 'repeated over time', which is part of the definition. This is mentioned in 7.2 (audience) and should be included in the definition.

The 'What is not bullying' section will be very useful for education professionals to use when discussing bullying with parents and young people. There are clear bullet points on what should be included in the schools anti-bullying policy within the Governance section.

However, 10.1 refers to a school possibly including their anti-bullying policy within the school's behaviour policy. It would be better if every school had a separate policy for both.

Restorative practice is a popular method used in schools, and a whole school approach used appropriately can be very effective.

Examples of best practice – and expectation of what schools are expected to have – would be beneficial within section the 'Curricular approaches' part of Section 11.

12.6 should include an online system for reporting as some pupils find it easier to than having a face to face conversation with a staff member.

#### **Children & Young People Guidance**

Both the 5 to 11 and 11 to 18 guidance are clearly explained and easy to follow for its target audience. The explanation of the differences between banter and bullying is welcomed in the 11 to 18 guidance. It would be helpful to suggest actions that might help children feel better within the "about feelings" section in the 11 to 18 guidance.

**Question 2** – Is the anti-bullying guidance user-friendly? If not, which areas could be improved and why? Are there aspects that you particularly like, if so, why?

**Supporting comments**

**Schools Guidance**

The guidance is user-friendly, and it deals with all the different ways young people can be bullied. It is a condensed version of the three separate guidance documents that were issued in September 2011, which makes it easier to read and digest.

Having the toolkit icons, with particular reference to which part of the toolkit each icon refers, is an excellent idea. This should ensure that anyone who reads the guidance electronically and needs more information can access the toolkit by clicking on the icon.

The online bullying and aggression section is easy to understand.

**Children & Young People Guidance**

Both the 5 to 11 and 11 to 18 guidance are user-friendly and easy to follow. It's very clearly laid out and well suited to the target audience. Children and young people need to understand where they can go for help and the inclusion of the names and contact details of outside agencies that can be contacted if needed is welcomed.

**Question 3** – Does the guidance on anti-bullying connect properly with broader policy areas and guidance on separate but related topics? Are there links with related areas that are not made in the guidance which should be made?

**Supporting comments**

**Section 10 – Governance**

This section mentions the broader school policies with which the anti-bullying policy should align, and we agree with the guidance in 10.6.

NEU Cymru believes in using a whole-school approach to prevent and tackle school bullying and this should be incorporated into the anti-bullying policy and the broader school policies.

**Question 4** – Should other areas be included in the anti-bullying guidance which you have not had an opportunity to comment on above? If yes, please provide details.

**Supporting comments**

The guidance is comprehensive and includes all areas that need to be included.

**Question 5** – On a scale of 1–5 (1 being 'not at all' and 5 being 'very') how helpful do you find the anti-bullying guidance? Are there improvements you would like to see which you have not had an opportunity to comment on above? (Please put a 'X' in the relevant box.)

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Supporting comments**

Please see comments in Question 1

**Question 6** – Which of the following titles would you like the anti-bullying guidance to be named? (Please pick one option by putting a ‘X’ in the relevant box.)

Proposed title:	Please choose one option
Inspiring rights, respect and equality: Preventing and tackling bullying	<input type="checkbox"/>
Inspiring rights, respect and equality: Preventing and challenging bullying	<input checked="" type="checkbox"/>
Knowing rights, showing respect, being equal: Preventing and tackling bullying	<input type="checkbox"/>
Knowing rights, showing respect, being equal: Preventing and challenging bullying	<input type="checkbox"/>
None of the options stated above – please provide an alternative title in the supporting comments box	<input type="checkbox"/>

### Supporting comments

None

### Anti-bullying toolkit

**Question 7** – On a scale of 1–5 (1 being ‘not at all’ and 5 being ‘very’) how useful do you find the resource toolkit in supporting the practical application of the anti-bullying guidance?

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Supporting comments

The toolkit has many documents included within it which can be used by schools to create or amend their anti-bullying policy. However, it will require a lot of time to read and digest all the information provided, as well as extracting what will be required, to create an effective policy.

We are concerned that this has not been fully workload impact assessed and would welcome assurances that those education professionals who will be responsible for creating or amending the anti-bullying policy in their schools can easily access the documents and that this does not increase their current workload.

**Question 8** – On a scale of 1–5 (1 being ‘not at all’ and 5 being ‘very’) how accessible do you find the resource toolkit?

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### Supporting comments

The online toolkit is very accessible and navigation around the toolkit is straightforward. You can read the guidance in order or can jump to any preferred section at any time. However, as there will be many documents within the toolkit, we are concerned that this has not been fully workload impact assessed and would welcome assurances that those education professionals who will be responsible for creating or amending the anti-bullying policy in their schools can read and digest the documents and that this does not increase their current workload.

**Question 9** – Are there any particular resources within the toolkit you find useful? If yes, please state which and why they are useful.

### Supporting comments

**“I wish my teacher knew...”**

This is a useful resource for primary aged children, especially if they're afraid of approaching an adult/teacher with their concerns.

**Online Bullying Incident Form**

This is a very comprehensive form which enables the school to note down everything needed to deal with the incident. It's good to see that a 'follow up' section has been included and it's vital that this is used every time.

**Bullying incident recording form**

This a comprehensive form which enables the school to note down everything needed to deal with the incident. This form allows incidents to be reported anonymously therefore we assume that it's available for pupils to download.

**Show Racism the Red Card Resources**

The resources provided are excellent and gives education professionals the information they need when dealing with any racist incident in school. The explanations of why certain words are not acceptable to use will be a great resource for schools to use during PSE lessons or at any appropriate time during. The visual guide to reporting racism is also an excellent resource and can be adapted to be put up in classrooms so that pupils can see what to do if they witness, or are victims of, racism.

**Question 10** – Are there any particular resources within the toolkit you don't find useful? If yes, please state which and why are they not useful.

### Supporting comments

As we were only given access to some, there weren't any that we didn't find useful. However, we do recommend that the “I wish the teacher knew...” resource be amended. Currently it only includes a smiley face, which could be confusing for some pupils. We feel it should also include a sad face so that the pupils can see that it can also be used to tell someone that they are feeling sad.

**Question 11** – The resource toolkit is continuing to be developed, only a snapshot of the resources we anticipate being available have been made available as part of this consultation. To inform this ongoing work, are there areas or topics on which resources are not currently available which you would like to see included in the final version of the toolkit?

### Supporting comments

It would have been beneficial to have all the resources that will be made available via the online toolkit to hand to review the content and its appropriateness during this consultation period.

As there will be many documents within the toolkit, we are concerned that the use of this toolkit has not been fully workload impact assessed and would welcome assurances that the workload of those education professionals who will be responsible for creating or amending the anti-bullying policy in their schools does not increase.

## Anti-bullying guidance and toolkit

**Question 12** – We would like to know your views on the effects that revising the anti-bullying guidance would have on the Welsh language, specifically on:

- i) opportunities for people to use Welsh
- ii) treating the Welsh language no less favourably than the English language.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

### Supporting comments

The guidance will also be available in Welsh, for those Welsh medium and bilingual schools, and this will ensure that Welsh is treated no less favourably than English.

**Question 13** – Please also explain how you believe the revised anti-bullying guidance could be formulated or changed so as to have:

- i) positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language
- ii) no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

### Supporting comments

See Question 12.

**Question 14** – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them.

### **Section 14 – Recognising bullying – reporting, recording, and monitoring**

In addition to the suggestions published in the above section, NEU Cymru would also recommend that recording incidents of bullying in schools should not only be a suggestion but a requirement.

We support the recommendations made in “The future of the sex and relationships education curriculum in Wales” report published in January 2018 and welcome the fact that Relationships and Sex Education (RSE) will be part of the new curriculum in 2022. The specific types of bullying relating to homophobic, sexist, sexual, transphobic, biphobic, and race, religion and culture should be included within the RSE section of the curriculum. This anti-bullying guidance should make reference to this in Section 6, ‘Specific types of bullying’.

The NEU has conducted a study on sexism in schools and how we tackle it, called “It’s just everywhere”<sup>1</sup>. It recommends that schools adopt a ‘whole school approach’ to tackling sexism and takes a zero-tolerance approach to sexual harassment.

Those bystanders who witness any form of bullying (traditional or online) should also know how to report what they have witnessed and get support if needed, and there should be more guidance on this within the document. The annual bullying survey conducted by Ditch the Label, the international anti-bullying charity, has a section on witnessing bullying and they offer support to anyone who has been affected by bullying. This should be included in the Further help and advice section.

<sup>1</sup> <https://neu.org.uk/advice-and-resources/publications/sexism-schools>

Responses to consultations are likely to be made public, on the internet or in a report. If you would prefer your response to remain anonymous, please tick here: