Challenging bullying, hate crime, hate incidents and harassment

Guidance for Cardiff Schools

December 2021

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FOREWORD

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This guidance aims to set out a clear and consistent message to school communities across Cardiff with a focus on promoting equality and tackling direct and indirect discrimination against children and young people.

It is essential that the implications of bullying and discrimination are widely understood by staff and children themselves.

Schools are required to develop appropriate priorities and programmes of action to reduce discrimination against excluded, socially marginalised, disadvantaged children and to promote equality for these groups.

We need to recognise the importance of celebrating the different identities in our communities and support children and young people to feel positive about difference.

Gathering and understanding relevant data, to enable identification of discrimination or inequalities is an important element of this work.

Central to our approach should be educating children and young people around these important issues from an early age, developing a set of values that act as a foundation for schools and wider society.

BACKGROUND

1. Welsh Government's 'Rights, respect, equality – challenging bullying guidance document, November 2019

WG published new guidance to challenge bullying in schools in Wales. The guidance, aimed at governing bodies for maintained schools, local authorities, parents, carers and children and young people, was launched ahead of Anti-Bullying Week November 2019.

Overview

There are 5 guidance documents all of which are supported by an online toolkit playlist of resources, published on Hwb https://gov.wales/anti-bullying-guidance

Each document within this series provides tailored advice specifically aimed at key audiences.

The Statutory guidance documents and advisory guidance documents provide information for all involved in preventing and challenging bullying in schools.

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

Guide and toolkits

1. Statutory guidance for governing bodies of maintained schools, setting out Welsh Government expectations of school governors, head teachers and schools in addressing bullying.

Anti-bullying toolkit for schools

2. Statutory guidance for local authorities in Wales, setting out Welsh Government expectations for addressing bullying in schools at a local level.

Anti-bullying toolkit for local authorities

3. Advisory guidance for parents and carers, outlining roles and responsibilities for addressing bullying in the school community.

Anti-bullying toolkit for parents and carers

4 & 5. Set of advisory guides for children and young people, which provide advice and support to those affected by bullying and sets out rights and responsibilities of learners in addressing bullying in their school communities.

Anti-bullying toolkit for children   Anti-bullying toolkit for young people

2. THE CARDIFF CONTEXT

As Cardiff advances its ambition to make rights a reality for all children, challenging prejudice and bullying effectively will be integral to promoting a culture where children's rights are respected in our city.

Throughout our approach, we identify children and young people as **rights holders**, and their parents, teachers, governors and wider community, as **duty bearers** with a responsibility to uphold these rights and make them a reality for children in Cardiff.

Cardiff Council is committed to the elimination of all forms of bullying, oppressive behaviour and harassment. Every member of the community has the right to work and learn in a safe and protective environment, free from bullying, oppressive behaviour and harassment of any kind.

In light of the increase in reported hate crime, information, guidance and expectations relating to hate crime and hate incidents, have also been included within this document.

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.

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 crime revealing the need to challenge discrimination. Thousands of children and young people in Wales have said bullying remains their top priority. 'Rights, respect, equality – challenging bullying guidance document, Welsh Government, November 2019, pg12.

Certain groups of pupils are at a higher risk than others, including those with protected characteristics as defined in the 2010 Equalities Act. (Equality Act 2010 (legislation.gov.uk)

There is a close link between how pupils treat one another and how well leaders communicate expectations about pupil behaviour. The best schools take a proactive approach to preventing bullying and to mitigating its effects when it occurs.

Local authorities are required to produce guidance, identifying any particular trends and stating how they will support schools to, for example, provide staff training on how to identify, prevent and manage bullying.

The purpose of this Cardiff guidance is to fulfil this requirement and to promote a consistent message that bullying, hate crime, hate incidents and harassment are taken very seriously, and should be effectively managed through a combination of preventative and reactive measures.

The aims of this guidance are to:

- ensure clear definitions are understood by all;

- seek to reduce the frequency of all bullying, including hate crime and incidents involving pupils with protected characteristics;

- increase the likelihood that incidents are disclosed to responsible adults;

- ensure the effective employment of anti-racist strategies e.g. whole school approach to measure health and well-being;

- increase the confidence of staff to work with perpetrators, bystanders and targets;

- ensure that appropriate safeguards are in place to improve pupil wellbeing;

- help ensure schools and settings are safe and fulfil the responsibility for a duty of care to young people and employees.

2.1. Background data – what young people are saying in Cardiff

In 2019/20 three surveys were run across Cardiff's educational settings:

- **Child Friendly Cardiff (CFC) Survey 2019**
  (6,243 of Cardiff Secondary and Primary school pupils participated, including EOTAS pupils)

- **School Health Research Network (SHRN) Survey 2019/20**
  (11,514 of pupils from 16 Cardiff Secondary Schools participated)

- **Cardiff Youth Service (CYS) Education Assessment Survey 2020/21**
  (237 (26%) of pupils from St Illtyd's High School participated)

These surveys included questions relating to their experiences of bullying within school. Here is a summary of key data relating to bullying:

- Over 1 in 3 pupils experienced bullying at school in the months leading up to the time they completed the surveys. The average of all results is 34%, almost equal to the national average of 33%.

- On average 1 in 6 pupils (15%) in Cardiff take part in bullying another student(s) in school. This is equal to the national average.

- Almost 1 in 5 pupils (18%) experienced cyberbullying in the months leading up to the time they completed the surveys. This reflects the national average.

- The most common reasons pupils are bullied given by survey participants were weight, sexuality, having a disability and for who their friends are.

3. WHAT IS BULLYING

3.1 Definitions of bullying

There is no legal definition of bullying in Wales. Previous Welsh Government anti-bullying guidance (Respecting others: Anti-bullying overview, Guidance document No: 050/2011) states that bullying is:

- deliberately hurtful (including aggression);
- repeated over a period of time (whilst recognising that a one off incident can leave a pupil traumatised and nervous of future recurrence);
- difficult for targets to defend themselves against.

Rights, respect, equality: Statutory guidance for governing bodies of maintained schools (2019) defines bullying as:

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

Cardiff LA will adopt this definition.

Clarifying what is meant by bullying behaviour is an essential starting point. The above definitions may be helpful for schools when developing their own definition, or a learner-friendly version.

3.2 Reasons and motivations for bullying

Children and young people who engage in bullying can have a range of motivations. They may have prejudices against certain groups in wider society. These prejudicial opinions may be informed by a wide range of factors including the following influencers: media, community and/or family values, or previous personal experience. Perpetrators' motivations may also include a desire:

- for power, pride and popularity;
- to belong to a strong in-group with a robust sense of identity and self-esteem;
- to avoid being a target of bullying themselves;
- to compensate for humiliations, which they themselves have suffered in the past.

Bullying does not occur solely between pupils. From time to time accusations of bullying of pupils by adults (this could include a parent of a pupil) in school are raised, pupils bullying adults or indeed adults bullying adults. This should be addressed in schools' anti-bullying policies.

3.3 Forms of bullying

Bullying can take many forms, including:

- **physical** – kicking, tripping someone up or shoving them, injuring someone, damaging their belongings or gestures of intimidation;

- **verbal** – taunts and name-calling, insults, threats, humiliation or intimidation;

- **emotional** – behaviour intended to isolate, hurt or humiliate someone, sly or underhand actions carried out behind the target's back or rumour-spreading, bullying that tries to harm the target's relationships, drawing their friends away, isolating or humiliating someone or deliberately getting someone into trouble;

- **sexual** – unwanted touching, threats, suggestions, comments and jokes or innuendo. This can also include sextortion, so called 'revenge porn' and any misuse of intimate, explicit images of the learner targeted;

- **online (cyber)** – using any form of technological means, mobile phones, social networks, gaming, chat rooms, forums or apps to bully via text, messaging, images or video;

- **prejudice-related** – bullying of a learner or a group of learners because of prejudice.

This could be linked to stereotypes or presumptions about identity. Prejudice-related bullying includes the protected characteristics;

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

All forms of prejudice should be challenged equally.

Prejudice can and does also extend beyond the protected characteristics and can lead to bullying for a variety of other reasons such as;

- targeting a family's social status
- background,
- appearance
- exploiting a person's additional learning needs (ALN) or long-term illness.

It is important to bear in mind that many behaviours, which in the school context are called bullying, may be defined in law as threatening behaviour, criminal damage, theft, assault, sexual harassment, disablist, homophobic or racial harassment, hate crime. It is the right of pupils and parents to report such incidents to the Police.

4. WHAT IS A HATE CRIME AND A HATE INCIDENT?

4.1 Definition of hate crime

A hate crime is defined as any **criminal offence** which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender.

Hate Crimes can include:

- Physical attack/assault

- Criminal damage, damage to property, offensive graffiti, arson

- Harassment

- Hate mail

- Causing harassment, alarm or distress (Public Order Act 1986)

4.2 Definition of a hate incident

A hate incident is **any non-crime incident** which is perceived by the victim or any other person, to be motivated by a hostility or prejudice based on a person's race or perceived race / religion or perceived religion / sexual orientation or perceived sexual orientation / disability or perceived disability / transgender or perceived to be transgender.

Anyone can be the victim of a hate incident. For example, you may have been targeted because someone thought you were gay even though you're not, or because you have a disabled child.

Not all hate incidents will amount to criminal offences, but it is equally important that these are reported and recorded.

Hate incidents can include:

- Verbal abuse, name calling, offensive jokes

- Harassment and insults

- Bullying or intimidation

- Hate mail, abusive phone or text messages

- Malicious complaints
- Online abuse

4.3 An example of when bullying becomes a hate incident:

A student may be bullied for their weight on multiple separate occasions. While unpleasant, these incidents are not considered hate incidents. If, on one or more occasion there is evidence of one of the mentioned characteristics (e.g. a homophobic/racist slur, mocking of a disability) this then becomes a hate incident and should be recorded as such.

So, the staff member would log all incidents the student has faced, as per the anti-bullying reporting guidelines, but on occasions where a protected characteristic was used these could also be flagged as hate incidents.

4.4 Forms of hate crime and hate incidents

Hate crime and hate incidents can take many forms, including:

1. Disability

Disability hate crimes and incidents are motivated by prejudice against disabled people. This can be related to a perceived or actual disability/additional need. By perceived, we mean that some children may treat a physical or 'behavioural' characteristic of another child as a disability, and exclude or bully because of that, even though the child him/herself does not consider they have a disability. The other children may regard this characteristic as a disability either through genuine misunderstanding or because of an intolerance of difference.

Examples can include being:

- called mean names linked to a disability/additional need
- left out because of their perceived or actual disability/additional need
- spat at or kicked because of their perceived or actual disability/additional need

2. Race

Race hate crime and incidents occurs when a child or young person experiences repeated hostile or offensive behaviour against them based on:

- colour of their skin
- cultural and religious background or traditions
- ethnicity or perceived ethnicity

Examples of racist hate crime and incidents can include:

- Calling someone names, teasing or humiliating them using racially offensive language
- Mocking someone's religious customs or traditions
- Making fun of their clothes, accent, food, etc.
- Refusing to work or cooperate with someone because of their ethnicity
- Vandalism of property, offensive graffiti or displaying racist symbols

3. Religion

Religious hate crime and incidents occur when a child or young person experiences repeated hostile or offensive behaviour against them based on their actual or perceived religion, faith or belief. This includes sectarian incidents.

Examples of religious hate crime and incidents can include:

- Calling someone names, teasing or humiliating them using offensive language
- Mocking someone's religious customs or traditions
- Hitting, kicking, punching or physically hurting someone
- Refusing to work or cooperate with someone because of their real or perceived religious or cultural background
- Vandalism of property, offensive graffiti or displaying symbols purposefully to make someone feel unwelcome.

4. Sexual Orientation - Homophobic

Homophobic hate crime and hate incidents often occurs as a result of others' prejudice being directed at a child or young person because they:

- are lesbian, gay or bisexual
- are perceived to be lesbian, gay or bisexual because they fit certain stereotypes (e.g. softly spoken boys, girls that like football, etc.)
- have LGB friends or family members
- are perceived as being different

Examples of homophobic hate crime and hate incidents can include:

- Calling someone names, teasing or humiliating them using homophobic language
- Hitting, kicking, punching or physically hurting someone
- Mocking or imitating someone's voice, mannerisms, etc.
- Refusing to work or cooperate with someone because of their real or perceived sexual orientation
- Vandalism of property, offensive graffiti or displaying symbols
- Outing someone (telling their family and/or friends they are lesbian, gay or bisexual, whether they are or not) or spreading rumours about their sexual orientation
- Inappropriate sexual comments or gestures

5. Gender identity - Transphobic

Transphobic hate crime and hate incidents often occur as a result of others' prejudice being directed at a child or young person because they:

- are transgender
- are perceived to be transgender
- do not fit with traditional gender norms (e.g. boys with long hair or wearing make-up, girls playing team sports)
- have transgender friends or family members
- are perceived as being different

Examples of transphobic hate crime and hate incidents can include:

- Calling someone names, teasing or humiliating them using transphobic language
- Using incorrect pronouns (e.g. he/she, him/her) to humiliate someone
- Hitting, kicking, punching or physically hurting someone
- Refusing to work or cooperate with someone because of their real or perceived gender identity
- Vandalism of property, offensive graffiti or displaying symbols
- Inappropriate sexual comments or gestures

6. Hate incident motivated by sex or gender

Following some recent cases, including the tragic murder of Sarah Everard, the UK Government has recently implemented discussions that misogyny should be covered under hate crime/hate incidents. At the moment only some Local Authority and Policing areas have formally adopted this, and so is included, (along with conversely misandry) in the spirit of best practice.

- **Misogyny** is the dislike of, contempt for, or ingrained prejudice against women. This can manifest in a continuum that includes the vocal or active hatred of women in opposition to women's fundamental rights, such as individual liberty and respect.
- **Misandry** is the hatred of, contempt for, or prejudice against men or boys in general. Misandry may be manifested in numerous ways, including social exclusion, sexism, hostility, belittling of men, violence against men, and sexual objectification.

4.5 Reporting hate crime and hate incidents

If a hate crime or hate incident has happened it is important that is reported to the police. When reporting the crime or incident you or they should say whether you think it was because of disability, race, religion, transgender identity, sexual orientation or a combination of these things. This is important because it makes sure it is recorded it as a hate crime or hate incident.

- Reporting can be done directly to the police or via victim support. Hate crimes and incidents can be reported in the following ways:
- Via the online reporting tool – www.reporthate.victimsupport.org.uk
- Call 24/7 0300 3031 982
- Email Hate.CrimeWales@victimsupport.org.uk
- In an emergency call 999

- How to report hate crime | South Wales Police (south-wales.police.uk)
- https://www.cardiff.gov.uk/ENG/resident/Community-safety/Hate-Crime/Pages/default.aspx

Victim Support Cymru operates the National Hate Crime Report and Support Centre in Wales.

Hate crime and incidents can, and do, have a profound impact on the physical and emotional health of those who experience them. Hate crime and hate incidents can take various form, for example as verbal abuse, assault, criminal damage or online abuse. Seemingly low level incidents can still have a cumulative impact on psychological wellbeing. People experiencing persistent incidents of hate crime can lead to an ongoing 'drip-drip' effect. The effects of hate crime can result in the individual fearing for their personal safety, becoming isolated, and behavioural changes. It is likely to have an impact on the individual's ability to learn.

Victims of hate crime can receive ongoing emotional and practical support from fully trained Victim Care officers and Case workers. This support is open ended until they feel ready to move away from the service. Under 18's must be supported via their parents or guardian.

Support is available regardless of whether the victim chooses to report the crime or not. If you are referring someone to the service, you must have permission from them and their parent or guardian (if under 18). You can also signpost to Victim Support where they can refer themselves (via their parent or guardian if under 18).

5. HARASSMENT

5.1. Harassment

Harassment is unwanted attention, which is offensive or makes a person feel intimidated or humiliated. This can include spoken or written words or abuse.

Unwanted attention can include:

- spoken or written words
- offensive emails
- tweets or comments on websites and social media
- images and graffiti
- physical gestures
- facial expressions
- banter that is offensive to you

5.2. Sexual harassment / Harmful sexual behaviour

Sexual harassment

Sexual harassment is **a form of unlawful discrimination under the Equality Act 2010.** The law says it's sexual harassment if the behaviour is either meant to, or has the effect of violating your dignity, or, creating an intimidating, hostile, degrading, humiliating or offensive environment.

Harmful sexual behaviours

Sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, may be harmful towards self or others, or abusive towards another child, young person or adult.

The following model is used to explain the continuum of sexual behaviours presented by children and young people, from normal to violent. Harmful sexual behaviour encompasses a range of behaviour, which can be displayed towards younger children, peers, older children or adults. It can occur online and offline or a mixture of both. Review of sexual abuse in schools and colleges - GOV.UK (www.gov.uk)

Normal	Inappropriate	Problematic	Abusive	Violent
Developmentally expected	Single instance of inappropriate sexual behaviour	Problematic and concerning behaviour	Victimising intent or outcome	Physically violent sexual abuse
Socially acceptable	Socially acceptable behaviour within peer group	Developmentally unusual and socially unexpected	Includes misuse of power	Highly intrusive
Consensual, mutual, reciprocal	Context for behaviour may be inappropriate	No overt elements of victimisation	Coercion and force to ensure victim compliance	Instrumental violence that is psychologically and/or sexually arousing to the perpetrator
Shared decision-making	Generally consensual and reciprocal	Consent issues may be unclear	Intrusive	Sadism
		May lack reciprocity or equal power	Informed consent lacking or not able to be freely given by victim	
		May include levels of compulsivity	May include elements of expressive violence	

Source: Hackett, S, 'Children, young people and sexual violence' in 'Children behaving badly? Exploring peer violence between children and young people', 2010.

There is extensive guidance available on preventing and responding to sexual harassment and abuse, some of which are outlined in Jeremy Miles' Minister Letter, June 2021.

Extract from Jeremy Miles AS/MS' Ministerial letter June 2021.

The statutory Keeping Learners Safe (KLS) guidance is to help all education settings ensure they have effective safeguarding systems in place. Section 5 of the KLS provides advice and signposting to all those working in an education setting to manage specific circumstances. To fulfil your safeguarding duties the KLS modules are available on Hwb for you to complete.

The Wales Safeguarding Procedures detail the essential roles and responsibilities for practitioners to ensure that they safeguard children and adults who are at risk of abuse and neglect. The All Wales Practice Guides provide support on safeguarding in a range of areas, including online abuse and child sexual exploitation.

The Guidance for education settings on peer sexual abuse, exploitation and harmful sexual behaviour provides practical tools to prevent and respond to instances of peer sexual abuse, exploitation and harmful sexual behaviour taking place both inside and out of the settings, including digital abuse, harmful sexual behaviour and exploitation.

Regional Safeguarding Boards have been promoting resources and learning opportunities as part of their work to implement the National Action Plan on preventing and responding to child sexual abuse.

The Welsh Government has published Violence against women, domestic abuse and sexual violence (VAWDASV) guidance for governors and a Toolkit for education staff containing best practice.

6. OTHER

6.1. Gaslighting

Gaslighting is a form of psychological manipulation in which a person or group covertly sows the seeds of doubt in a targeted individual or group, making them question their own memory, perception, or judgement. It often evokes in them cognitive dissonance and other changes including low self-esteem. Gaslighting involves a pattern of abusive behaviours with the intent not just to influence someone, but to control them.

6.2 If there are any other incidents reported that do not fit under the above categories, please record under 'Other.'

7. EXPECTATIONS OF SCHOOLS AND GOVERNING BODIES IN CARDIFF

7.1. Expectations of schools

The Welsh Government guidance, 'Rights, respect, equality' provides statutory guidance for both governing bodies of maintained schools and local authorities to help address and prevent bullying in education settings in Wales. The guidance outlines the Welsh Government's expectations for schools to:

- take a proactive approach to prevent bullying and promote positive, respectful behaviour between staff and learners as part of their whole-school approach to health and well-being;

- have a separate anti-bullying policy, which links to broader school policies, such as behaviour, safeguarding, attendance and discipline and clearly sets out expectations for positive behaviour of learners off the school site;

- use the definitions of bullying, provided in this guidance, as a basis of their own definition and school's anti-bullying policy;

- use the agreed definition of bullying in staff training and day-to-day anti-bullying work with learners and when clarifying provision to parents and carers;

- record and monitor perceived and actual incidents of bullying in their schools, in compliance with relevant data protection requirements, to inform self-evaluation and help the school take pro-active steps to challenge bullying; and

- report recorded incidents to the LA when requested to do so

- regularly review their anti-bullying policy and strategies in collaboration with school staff, learners, parents and carers.

Cardiff LA also require schools to apply the above points to Hate Crime, Hate Incidents and harassment.

All members of the school community should be able to demonstrate their commitment to combating bullying through their policies, practices and management processes. Best practice would be to involve pupils, parents and all staff in the development of the policy.

All schools, by law, must have a policy to prevent all forms of bullying among pupils.

Headteachers and governing bodies will need to satisfy themselves that their policies comply with the Equality Act 2010. The Act creates anti-discrimination legislation covering nine "protected characteristics". Governing bodies in schools make sure that their school's anti-bullying policy is up-to-date and effectively implemented. It is recommended that a governor is responsible to support Anti-Bullying policy.

7.2 Developing a policy for anti- bullying, hate crime, hate incidents, harassment and 'other'

What should be included in your school's policy?

"The Welsh Government expects schools to develop their anti-bullying policy as a separate policy document, but that it should link to the school behaviour policy, which schools must have by law." Rights, Respect, Equality: Statutory guidance for governing bodies of maintained schools. pg 52.

Welsh Government have developed a model anti-bullying policy and checklist to support schools with this. We have developed our own model policy checklist to include anti-bullying, hate crime, hate incidents, harassment and 'other.'

The policy should be drawn up in consultation with the whole school community; teaching staff, non-teaching staff, governors, parents/carers and pupils. An agreed policy should be short, succinct and written in language that everyone understands; schools may wish to consider producing a children and young person friendly version of the policy

It should include:

- a definition of bullying; hate crime, hate incident and harassment
- aims and objectives;
- whole-school preventative measures, intervention techniques, curriculum support, training policy, play policy (depending on resources);
- procedures to follow – who to tell, how to record bullying (including possibly providing a system for pupils to inform confidentially) and sanctions;
- links to other policies such as Safeguarding, Attendance, Positive Relationship/ Wellbeing Policy.

The policy should be monitored and reviewed on an annual basis.

Monitoring and Evaluation

Schools are advised to monitor and evaluate their own policies in the following ways:

- surveys of pupil and staff perceptions;

- monitoring of incidents and complaints;

- regular checking of "hidden" areas of the school site;

- involve school councils and pupil voice groups;

- monitor the effectiveness of policy and manipulation of strategies.

7.3. Recording at a school level

MyConcern and the Local Authority have worked together to ensure that the necessary categories are available on MyConcern. Schools will be expected to record all incidents within the categories listed below. Training will be offered to all schools in order to support this process.

Recording categories on MyConcern

1. Bullying

1. physical
2. verbal
3. emotional
4. sexual
5. online (cyber)
6. prejudice-related

2. Hate Crime

1. Disability
2. Race
3. Religion
4. Sexual orientation - Homophobic
5. Gender identity - Transphobic
6. Misogyny / misandry

3. Hate Incidents

1. Disability
2. Race
3. Religion
4. Sexual orientation - Homophobic
5. Gender identity - Transphobic
6. Misogyny / Misandry

4. Harassment

1. Harassment
2. Sexual Harassment / Harmful sexual behaviours

   2.1 Normal

   2.2 Inappropriate

   2.3 Problematic

   2.4. Abusive

   2.5 Violent

5. Other

1. Gaslighting
2. Other

Keeping accurate records of incidents will enable schools to:

- manage individual cases effectively;
- monitor and evaluate the effectiveness of strategies;
- demonstrate defensible decision making in the event of complaints being made;
- engage and inform multi-agency teams as necessary;
- inform curriculum as an educational approach.

As well as information held on the type of incident and the motivation(s) behind the behaviour, it is recommended that the following information is recorded:

- brief summary of incident;
- link(s) to previous incidents of targeting individuals or groups;
- intervention(s) tried;

- serious incident protocol activated;

- police involvement;

- confiscation of personal property (e.g. mobile phone);

- follow up actions and outcome;

- learning opportunities;

- changes in approach, policies or procedures as a result of the incident.

Schools must ensure that the information they record, maintain and monitor, complies with GDPR and data protection law.

Schools are likely to find this information helpful in the context of their Public Sector Equality Duty under the Equality Act 2010.

7.4. Submitting data to the local authority

The statutory guidance for schools requires all schools to record and report incidents of bullying in schools. The Equality Act 2010 requires all schools and local authorities to record and report on all perceived incidents related to protected characteristics.

The Local Authority will run **termly** reports relating to all the categories.

The purpose of reporting incidents is to enable the gathering of information on the number and nature of incidents and to identify developing trends. The information will be used in a supportive way to develop and share good practice. Without the collecting and recording of information, it is difficult to get an accurate picture of the extent of bullying, hate crime, hate incidents and harassment or to measure how effective strategies are at combating these issues.

Process

- All schools to record incidents on MyConcern using the agreed categories listed above

- The local authority will run termly reports

- The data will be analysed

- Data will be discussed at the LA's EMT Assurance meetings on a termly basis

- Any questions emerging from the data to be discussed with Improvement Partners who will follow up with their schools

7.5. Support from Cardiff Local Authority

The Local Authority encourages all schools to develop their own policy statements and to monitor their policies and procedures. This guidance document is intended to build on existing good practice in schools and to assist Governors, Head teachers, and staff to review their current policies to ensure that they fulfil the school's legal obligations. Some templates are included in the additional information section.

Cardiff LA requires policies and procedures to include hate crime, hate incidents and harassment.

The Local Authority will:

- provide schools with information on how to access guidance and support on anti-bullying, hate crime, hate incidents, and harassment policies and strategies;

- raise awareness of the issues of bullying, hate crime, hate incidents and harassment in schools through training and network events;

- provide guidance and training to help establish effective reporting and recording procedures and dealing with incidents of bullying, hate crime, hate incidents, and harassment in schools;

- ensure schools monitor the incidents of bullying, hate crime, hate incidents, and harassment in schools via MyConcern;

- analyse the information gathered from schools to identify any issues of particular concern or identify developing trends or equality issues.

- advise schools on local trends by monitoring data, in accordance with data protection requirements and initiating responses or interventions as appropriate

- disseminate good practice through network events;

- encourage the sharing of anti-bullying, hate crime, hate incidents and harassment approaches between school clusters, both feeder and secondary schools;

- provide quality follow-up support by external agencies where appropriate

8. COMPLAINTS

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.

Any complaints should be e-mailed to the Education Complaints Team.

Education Complaints Team

EducationComplaints@cardiff.gov.uk

A copy of the Corporate Comments, Complaints and Compliments Policy can be obtained via the following link or by contacting the Education Complaints Team.

http://vmweb22.cardiff.gov.uk/cis/documentuploads/01354/018877/9809/1.CM.047%20Corporate%20Comments%2C%20Complaints%20%26%20Compliments%20Policy.pdf

USEFUL LINKS AND INFORMATION

1. Support for schools

1.1 LA support

1.2 Other agency support

1.1. Local Authority support

Cardiff Family Advice and Support

ContactFAS@cardiff.gov.uk

Cardiff Family Advice and Support offers a range of information, advice and assistance for children, young people and their families. The team can provide information and advice on family life, child behaviour, childcare, parental support, school attendance, employment and money and housing. The team can also provide support for emotional wellbeing and mental health concerns which children and young people may be experiencing as a result of difficult or challenging relationships both at home and in school.

For further information on the support that is available you can call on 0300 133 133, e-mail ContactFAS@cardiff.gov.uk or go to the website www.cardifffamilies.co.uk

Education Psychology Service
Education Psychology and School Based Counselling

Chris Alders - Chris.Alders@cardiff.gov.uk

The Education Psychology Service (EPS) are a team of psychologists and trainees who apply their training, research and knowledge of psychology and therapeutic approaches to support schools. Their aim is to nurture the best possible conditions for children and young people to thrive, learn and develop. Each school has an allocated EP who, through consultation, will work collaboratively to bring about positive change for individuals, groups or at a whole-school level. This may include individual work, group consultations, staff training etc.

Education Safeguarding Team

Lynda Gallagher - EducationSafeguarding@cardiff.gov.uk

Education Safeguarding Team keep learners safe in performance and education across Cardiff and sit within Children Services. The team offer advice & support to all Cardiff schools on safeguarding matters; offer extended to Independent Schools and Further Education colleges in Cardiff on an elected basis. The team delivers a range of training provision for Designated Senior Person (DSP schools) and Governing Bodies.

Their training packages can be extended to the Independent, Third Sector and Religious settings. Close working with Childrens Services and Schools and attendance at Multi Agency Safeguarding Hub (MASH). Attendance at MARAC for Domestic Abuse/Violence and Human Trafficking; the team are likely to contact Social Workers and Schools to discuss any children and young people. Annual review and circulation of Child Protection Model Policy for Schools.

Education Welfare Service

Eleanor Jones – EWSreferrals@cardiff.gov.uk

The Education Welfare Service (EWS) supports schools, children and their families to raise achievement by promoting high levels of school attendance and punctuality, working to prevent truancy and disengagement from school as well as ensuring children are safeguarded. The service works through whole school approaches, and by providing early intervention and targeted support to pupils and families to address personal and social issues.

Each high school and their cluster primary schools has a School Attendance Officer who will support children and their families in the first instance to resolve difficulties around regular attendance at school which may include bullying. The School Attendance Officer will refer onto the EWS if issues persist and further support and intervention is needed. The Service can provide advice to parents on all matters relating to attendance or bullying as well as how to seek advice and support from other agencies.

Emotional Health and Wellbeing Team

Rhian Davies – EHW@cardiff.gov.uk

The Emotional Health and Wellbeing Team (EHW) offer bespoke support to individual pupils, groups and staff across all schools in Cardiff. They work closely with schools to identify and support pupils, construct transition plans, managed moves, pastoral support plans and give advice on exclusions. The team focus on person centred practice to ensure that children and young people's emotional health and wellbeing needs are met.

Every school has an assigned Specialist Teacher who can guide and give training on policy and strategies as well as directly supporting pupils through therapeutic approaches and specific interventions. The team offer training to all school staff on ADHD, Attachment and Trauma, Nurture, Relational Based Play, Emotional Resilience, Mindfulness, Positive Relationships and Supporting Anxious Pupils.

Ethnic Minority and Traveller Achievement Service (EMTAS)

Gill James - GillJames@cardiff.gov.uk

The Ethnic Minority and Traveller Achievement Service is made up of two service areas; the Ethnic Minority Achievement Service (**EMAS)** and the Traveller Education Service (**TES).** The two service areas work together as EMTAS and provide support to raise the achievement of Minority Ethnic (ME) pupils, and Gypsy/Traveller pupils. EMTAS works in partnership with schools and communities to raise expectations and standards and to promote inclusion of all pupils by offering advice and training.

Equalities Team

EqualityTeam@cardiff.gov.uk

The Equality Team are responsible for providing support and advice to all Council Directorates to help ensure that as an organisation, we meet our General and Specific duties and build equality into everything we do.

Governor Services

Ruth Lock G.Services@cardiff.gov.uk

Governor Services work with schools in securing highly effective school governance through the provision of advice, guidance, training, support and challenge to headteachers, school governors and clerks to governing bodies. The team provides reliable, prompt and relevant advice on all aspects of school governance, supporting chairs of governors, governors and clerks in their roles and enabling them to comply with the law.

The service also works closely with the Central South Consortium on school improvement strategies, monitoring progress and in developing training and development opportunities for all governors. A full training programme is available on all areas of school governance including online training, briefing sessions and events. Information relevant to their role is also shared with governors on a regular basis.

Healthy Schools Team

Karen Trigg - KTrigg@cardiff.gov.uk

The Cardiff Healthy Schools team within the Cardiff Education Service supports all schools across the LA to achieve a whole school approach to promoting health and wellbeing. The team promote relevant national events via e-bulletins, social media and signpost resources. They encourage schools to have a whole school approach to mental and emotional wellbeing including: Anti-bullying / Respect Policy with pupil input and child-friendly versions.

Looked After Children in Education Team

Nicola Holder - LACETeam@cardiff.gov.uk

The Looked after Children in Education Team are able to provide a first point of contact and liaison service for schools, social workers, supervising social workers and foster carers, ensuring a joined up multi agency approach to support Looked After Children on their road to success. Their purpose is to support Looked After Children with all aspects of their education, to monitor and report on their achievements, and assist them in overcoming any barriers to their success, ensuring they achieve their full potential. They work to raise attendance and attainment, monitor and track the Personal Education Plans and monitor pupil progress (at every Key Stage). They support schools, CS and FCs with admission to school, issues arising at school that potentially require specialist support and we positively promote wellbeing through identification of a key adult in school. All children that are looked after by Cardiff are part of a LACE Virtual tracker. They also have a record of the LACE looked after by other authorities that attend Cardiff Schools. Training is offered to all schools and Governors on 'Looked after Children Friendly Schools'.

Pupil Participation/Child Friendly Cities

Lee Patterson LeePatterson@cardiff.gov.uk

Child Friendly Cardiff works with schools and communities to raise knowledge and awareness of children's rights inside and outside of school. They are working with UNICEF to roll out the Rights Respecting Schools Award across the city. The goal is to create safe and inspiring places to learn, where children are respected, their talents are nurtured, and they are able to thrive.

Youth Service

Philip Norton pnorton@cardiff.gov.uk

Cardiff Youth Service provide a service for young people 11-16. We undertake a Vulnerability Assessment Profile for every school three times a year, to identify those young people at risk of dis-engaging from school and at risk of not making a positive transition post 16. Young people who are referred undertake

an intervention with a youth mentor developing an action plan that is goal driven to address the barriers young people identify as putting them at risk. All staff are professionally qualified and registered with the Education Workforce Council.

Community Cohesion

Nick Olsen - Nicholas.Olsen2@cardiff.gov.uk

Roxanne Bainbridge - Roxanne.Bainbridge@cardiff.gov.uk

Poole, Adam Adam.Poole@cardiff.gov.uk

Cohesion Cohesion@cardiff.gov.uk

The Cardiff Council Cohesion Team play a significant role in celebrating positive attitudes to diversity, supporting marginalised groups, and helping everyone in our communities to live harmoniously. The team identifies potential problems and arising tensions and ensure these are mitigated effectively before they have a chance to escalate.

Prevent

Tom Noaks Thomas.Noaks3@Cardiff.gov.uk

The Cardiff Prevent Team provide advice & support for schools who have concerns regarding children or young people vulnerable to being groomed into extremism, radicalisation or terrorism. The team work in partnership with all education settings across the city from early-years to further & higher education settings providing a 'check' facility should school have any identified concerns.

The team support the Channel Panel (Prevent multi-agency safeguarding panel) process and also offer a range of training e.g. the Level 1 or 2 Introduction to Prevent & Workshop to Raise Awareness of Prevent (statutory for all staff). The team also support the facilitation of relevant Home Office funded projects to staff & students. The team work closely across the authority in partnership with services in order to embed Prevent firmly within the safeguarding arena.

School Admissions Team

PrimaryAdmissions@cardiff.gov.uk

SecondaryAdmissions@cardiff.gov.uk

MyConcern

For technical queries/support contact 0330 66 00 767

Support@thesafeguardingcompany.com

Frontline support are available from 08.30 -17.00 Monday -Friday.

MyConcern

All schools in Cardiff now have MyConcern safeguarding software. It is also used by the LA's Youth Service, Inclusion and EOTAS teams.

MyConcern is a simple and safe system for recording and managing all safeguarding, pastoral and wellbeing concerns.

Staff can easily record and manage any safeguarding concerns as they occur. Integrated with SIMS, MyConcern pulls through the relevant student information across from SIMS to create the student profile in MyConcern. Automatic notifications are sent to the designated safeguarding lead when any new concerns are added by users. MyConcern enables a complete picture of an individual's well-being and safeguarding to be held in one place, minimises the need for paper records and centralises all relevant and supporting information.

All bullying, hate crime, hate incidents and harassment categories will be updated for recording purposes in MyConcern. Reports can be created on any combination of categories of concern or student information over a fixed or dynamic time period. Typical reports schools can run include a breakdown of 'total concerns by month', 'concerns by category' etc.

If you have any queries related to MyConcern in respect of this guidance, please contact scadwalladr@cardiff.gov.uk

1.2 Other support agencies, resources and organisations

The following suggestions are for information and guidance. Cardiff Council does not necessarily endorse all the views expressed by these organisations.

- Advocacy
- Victim Support
- School Community Police Officers & School Beat Officers
- Bullying
- Cyber bullying
- LGBT
- Racism
- Mental health and Well-being
- Hate Crime
- On-line sexual harassment
- Complaints procedure for school governing bodies

Advocacy

National Youth Advocacy Service

Samantha Anderson Samantha.Anderson@nyas.net

National Youth Advocacy Service (NYAS) is a UK charity offering information, advice, advocacy and legal representation to the most vulnerable children and young people (CYP). The core work undertaken by NYAS is the advocacy service. Advocates work with CYP who are subject to child protection plans, looked after children, care leavers, those receiving care and support or who have a disability or special need.

CYP have the right to an independent Advocate who will ensure their rights are upheld, their views, wishes and feelings are respected, and their voices are heard. NYAS also operates a national helpline which is open Mon-Fri between 9am-8pm. In relation to schools, the advocacy issues addressed include bullying, exclusion and changing schools.

NYAS are commissioned by Cardiff Children's Services to deliver a participation service (Bright Sparks) to children and young people aged 11-25 who are receiving care and support from them. The group has the principle objective of ensuring that CYP are afforded a voice and are active participants in shaping policy and service provision within the council and externally.

Bright Sparks is also a peer support forum for care experienced children and young people, providing them with opportunities to take part in social activities, other participation opportunities and avenues of support.

The NYAS Cymru Participation Officer facilitates fortnightly group sessions which have been online since the Covid 19 pandemic. Previously meetings were held at children's services offices, with social activities taking place in the community at venues accessible to children and young people. Bright Sparks will return to this model after lockdown restrictions ease further.

Victim Support

Victim Support Cymru operates the National Hate Crime Report and Support Centre in Wales.

➢ Call 24/7 0300 3031 982
➢ Email Hate.CrimeWales@victimsupport.org.uk

School Community Police Officers & School Beat Officers

South Wales Police School Liaison Team

➢ Catherine Lewis - Catherine.Lewis@south-wales.police.uk

To contact your School Community Police Officer

➢ communication@schoolbeat.org

The Welsh Government and the four Police Forces in Wales jointly fund the Wales Police Schools Programme, which operates in all primary and secondary schools. School Community Police Officers work closely with schools to deliver education on substance misuse and wider community and personal safety issues at all key stages of the curriculum, amongst a range of other lessons.

In addition, School Beat Cymru, provides information and resources for pupils, teachers, parents and partners to reinforce the key messages delivered by the Officers. The website focuses on the three main themes of the Programme: drug and substance misuse, personal safety and safeguarding, and social behaviour and community. SchoolBeat: Home

Hafan Cymru Spectrum Project

Developed by: Hafan Cymru

This is a free, Welsh Government funded resource that is available to primary and secondary schools across Wales.

Aims of Spectrum: To promote the importance of healthy relationships and raise the awareness of children about the issues of violence and abuse in an age appropriate and safe way. Online and face to face sessions can be offered and numerous topics are covered. Sessions are available in Welsh.

➢ http://spectrumproject.co.uk/

Bullying

Welsh Government guidance on anti-bullying

Welsh Government has produced a suite of guidance, resources and toolkits to help stop bullying in schools. This includes; Guidance for parents and carers, guidance for children and young people, schools, governing Bodies and local authorities.

➢ https://gov.wales/school-bullying

Estyn

Resources and reports including best practice www.estyn.gov.wales/thematic-report/action-bullying-june-2014

Estyn's Inspection Framework includes clear links to preventing bullying in two of the inspection areas which are:

- well-being and attitudes to learning
- care, support and guidance.

Welsh Government - Keeping learners safe

The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002. April 2021

➢ 210419-kls-the-role-of-local-authorities-governing-bodies-and-proprietors-of-independent-schools-under-the-education-act.pdf

The Diana Award's Anti-Bullying Campaign

Involves a number of different projects aimed at reducing bullying in schools. One of their main projects is the Anti-Bullying Ambassadors programme which has trained over 24,000 young people across the U.K. to lead on anti-bullying campaigns in their schools.

➢ https://diana-award.org.uk/anti-bullying
➢ Tel: 020 3934 2160

Social and Emotional Aspects of Learning (SEAL).

SEAL provides a whole-school ethos and curriculum based approach to reducing bullying in schools. The website offers education professionals access to all of the national SEAL curriculum materials, teacher guidance and professional development materials, national reports and evaluations. The website also offers staff an opportunity to share news, good practice, resources and expertise.

➢ http://www.sealcommunity.org

KiVa Anti-Bullying Programme

Is a research-based programme that has been developed in the University of Turku, Finland. The programme includes lessons on emotions, healthy relationships and bystander responses to bullying. The programme also outlines specific protocol for school staff to follow when they encounter incidents of

bullying. The Centre for Evidence Based Early Intervention at Bangor University is the Official License Partner of the University of Turku and offers two types of training for the KiVa Anti-Bullying Programme: KiVa training for schools and KiVa training for trainers. Training providers are also available in South Wales.

➤ KiVa International: www.kivaprogram.ne

➤ KiVa, Centre for Evidence Based Early Intervention, Bangor University:

➤ https://www.bangor.ac.uk/psychology/cebei/kiva.php.en

The Anti-Bullying Alliance

Brings together over 130 organisations into one network with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

The ABA produce resources and tools to help schools and local authorities develop anti-bullying strategies. The ABA was established by the NSPCC and the National Children's Bureau in 2002 and is hosted by the National Children's Bureau.

➤ www.anti-bullyingalliance.org.uk

Act Against Bullying

A national charity which highlights new forms of bullying, particularly bullying through social exclusion.

➤ www.actagainstbullying.com/

➤ Tel 0845 230 2560

Bullies Out

A Welsh based anti-bullying charity providing help, support, training and information to individuals, schools, youth and community settings affected by bullying.

➤ www.bulliesout.com

Kidscape

Provides training for professionals, courses for bullied children, a helpline for parents and carers of bullied children; books, videos, free booklets and leaflets about the prevention of bullying, many in several languages.

➤ www.kidscape.org.uk

➤ Tel: 020 7730 3300

National Bullying Helpline

The National Bullying Helpline offers practical help and advice for children and adults dealing with bullying at schools or work.

- ➢ www.nationalbullyinghelpline.co.uk/
- ➢ Tel: 0854 22 55 787

Bully Free Zone

Provides a peer mediation service, written and telephone advice, and provides training for children and young people, parents, teachers, youth workers and other professionals.

- ➢ www.bullyfreezone.co.uk
- ➢ Tel 01204 454958

Children in Wales

Work with partners to develop a shared understanding of bullying and bullying behaviours, and to build regional and national co-ordination. Work includes Co-ordination of the Preventing Bullying Behaviours Group, influencing policy and strategy around bullying, training on cyber-bullying.

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

Children's Commissioner for Wales

- ➢ https://www.childcomwales.org.uk/anti-bullying-resources/

Teachers TV

Section of the Teachers TV website devoted to anti bullying, featuring programmes which can be watched online, downloadable resources, links, and interviews with experts on bullying.

- ➢ www.teachers.tv/bullying

NASUWT: Prejudice-related bullying

Guidance on prejudice-related bullying, including homophobic bullying, racist bullying, faith-based bullying, disability bullying, sexist bullying and transphobic bullying.

- ➢ www.nasuwt.org.uk

Cyber Bullying

Cyberbullying.org

The world's first website dedicated to cyberbullying has plenty of useful advice on combating cyberbullying, including how to take screenshots of online bullying for evidence.

> ➢ www.cyberbullying.org/

Chatdanger

A website about the potential dangers online (including bullying) and advice on how to stay safe while chatting.

> ➢ www.chatdanger.com

Internet Matters

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

> ➢ www.internetmatters.org.uk

Bullying Online

Provides an email advice service for children and young people as well as online help and information, for schools as well as pupils.

> ➢ www.bullying.co.uk

NSPCC

What to look out for and how to deal with cyberbullying. Advice for parents and young people.

> ➢ www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/#cyberbullying.

Websafe Crackers: IH8U

A website for children and young people focusing on cyberbullying and how to deal with phone abuse. It's free to email, chat, phone or text them for advice.

> ➢ www.websafecrackerz.com/ih8u.aspx

Wired Safety

The world's largest online safety and help group. Has tips on how to stop cyberbullying, along with information on popular sites such as bebo.com.

➢ www.wiredsafety.org

NCH

A leading children's charity dedicated to supporting vulnerable children. In partnership with Tesco Mobile, NCH has produced valuable research on text bullying and information on phone and Internet safety.

➢ www.nch.org.uk

Childnet International

Advises on Internet safety and has a range of leaflets for children and parents in a number of languages, including Hindi, Punjabi and Maltese
.

➢ www.childnet-int.org

ATL:Cyberbullying

This fact sheet explains the problem of cyberbullying, what steps teachers should take if they are a target of cyberbullying, and what schools should do to tackle the problem.

➢ www.atl.org.uk/publications-and-resources/factsheets/cyberbullying.asp

LGBT

Stonewall Cymru

Is an LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

➢ www.stonewall.org.uk

Schools Out!

Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education

➢ www.schools-out.org.uk

Educational Action Challenging Homophobia (EACH)

Established to challenge discrimination on the grounds of gender and sexual orientation. National Helpline for young people experiencing homophobic bullying: (Monday to Friday, 10am–5pm; Saturday, 10am–midday)

➢ Helpline Tel: 0808 1000143

➢ https://each.education/

Umbrella Cymru

Offer support, advice, guidance and training to young people, families and professionals about anything related to gender or sexual diversity, identity or equality.

➢ www.umbrellacymru.co.uk

➢ Tel: 0300 302 3670 / 07860039527

Mermaids

support transgender and gender-diverse children, young people, families and professionals involved in their care.

➢ https://mermaidsuk.org.uk/

➢ Confidential helpline: 0808 801 0400

CLIConline

The Welsh Government's national information and advice service for young people aged 11 to 25 provides information on sexual orientation and homophobic bullying.

➢ www.cliconline.co.uk

Racism

Show Racism the Red Card

provides resources and workshops for schools to educate young people, often using the high profile of football about racism

➢ www.theredcard.org/education/

Kick it Out

uses the appeal of football to educate young people about racism and provide education packs for schools

➢ www.Kickitout.org

Mental Health and Well-being

YoungMinds

Support to help improve the mental health of children and young people.

➢ www.youngminds.org.uk
➢ Tel: 0808 802 5544 (parents'/carers' helpline)

Time to Change Wales

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

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

Kooth

Online counselling and emotional well-being platform for children and young people.

➢ www.kooth.com

Heads Above The Waves

Support for children and young people suffering depression or self-harming.

➢ http://hatw.co.uk/straight-up-advice

Childline

Offers a free, 24-hour helpline and counselling service for children in distress or danger.

➢ www.childline.org.uk
➢ Tel: 0800 1111

Meic

Meic is the helpline service for children and young people up to the age of 25 in Wales. The service is funded by Welsh Government and the website contains school resources and lessons on themes such as bullying (including online bullying), mental health, healthy relationships and sexual health.

➢ Website: https://www.meiccymru.org/
➢ Freephone: 0808 80 23456 55

Live fear free

0808 8010800

https://gov.wales/live-fear-free

Hate Crime

Victim Support: Hate crime toolkit

A toolkit, suitable for learners aged 10-16, to raise awareness and improve understanding about the laws surrounding hate crime. It will enable learners and their families to speak confidently about protected characteristics and to celebrate the different values, interests and backgrounds of others. It can be led by practitioners or parents/carers and includes a presentation, an animated video and an information pack.

➢ Repository - Hwb (gov.wales)

**Hate crime awareness project educational resource:
See it, Say it, Sort it!**

These resources are designed for learners aged 11-16. The resources can be used as a collective or individually during lessons to highlight Hate Crime as an issue and raise awareness of the importance of reporting hate crime. Each activity has information and a resource/resources.

➢ Repository - Hwb (gov.wales)

On-line sexual harassment

'Just a Joke?' toolkit (9-12 year olds)

Resources to support practitioners tackle the issue of peer-on-peer online sexual harassment with 9-12 year olds in an appropriate and engaging way. The pack includes a film and leaflets aimed at parents and carers

'Step Up, Speak Up' toolkit (13-17 year olds)

The 'Step Up, Speak Up' toolkit for practitioners includes guidance and a series of lesson plans and activities designed to address the issue of online sexual harassment amongst young people 13-17 years old

Sexual images

➢ sharing-nudes-and-semi-nudes-guidance-for-education-settings-in-wales-final-english-011220.pdf (gov.wales) Guidance document no: 266/2020 Date of issue: December 2020

➢ Sharing nudes and semi-nud Attach?es: how to respond to an incident (gov.wales)

Complaints procedure for school governing bodies

WG's Complaints procedure for school governing bodies in Wales
Welsh Government circular no: 011/2012 Date of issue: October 2012

➢ complaints-procedures-for-school-governing-bodies-in-wales-guidance.pdf

2. Templates

2.1. Model Anti Bullying policy

2.2 Model policy- Hate crime, hate incidents and harassment

2.3 Checklist for the development of an **Anti-Bullying Policy** and **Hate Crime, Hate Incident and Harassment Policy**

2.4 Example of an Incident Form, modified from WG's template for bullying - **Incident recording form (Bullying, hate crime, hate incident, harassment, 'other')**

2.1 Model Anti-bullying Policy

This document is a model policy created by Cardiff Council in response to Welsh Government Guidance; 'Rights, respect, equality: Statutory guidance for governing bodies of maintained schools' (Published November 2019)

It includes a checklist for the development of an Anti-Bullying Policy and Hate Crime, Hate Incident and Harassment Policy (2 pages) and an Incident recording form (3 pages).

IT IS IMPORTANT TO USE THIS POLICY IN CONJUNCTION WITH THE ANTI-HATE INCIDENT/CRIME AND HARASSMENT POLICY

Anti-bullying Policy Development

Important points to remember when developing a Whole School Anti-bullying policy in your school:

Consultation -

- Set up a consultation group consisting of representatives from the whole school community to agree definitions, understand the problem and agree practice/ procedure.

- Appoint a nominated person with delegated authority and responsibility to manage issues to co-ordinate the group.

- Parental/carer support is often key to success or failure in anti-bullying initiatives. The majority of parents/carers support anti-bullying measures and are keen to participate.

Prevention –

- Consider curriculum content, resources, interventions, and activities aimed at raising awareness and tackling bullying.
- Amend the exemplar policy as appropriate to meet the aims and aspirations identified by your school group.

Effective Record Keeping –

- There should be a framework for responding effectively with clear guidelines for parents/carers.
- The policy should be consistent with other school policies, and cross referenced where appropriate.
- The format and presentation of the policy should make it accessible to all users. (consider a child friendly version.)

Development and Review -

- The policy should be adopted by the Governing Body.
- Monitoring of the policy should include feedback from staff, pupils and families
- There should be review dates and signatures.

How to use this Document:

This exemplar policy has been designed to support your school in developing your own Whole School Anti-Bullying Policy.

The policy is designed for you to reflect on the current position of your school regarding Anti-bullying. It is also designed to be used as a "working document" to support your school in implementing changes to identified practices and procedures on bullying.

Introduction

This school believes that bullying behaviour is totally unacceptable and must not be tolerated. All members of the school community share a collective responsibility for tackling bullying should it occur and in working together to promote positive behaviour. The school acknowledges it has a legal duty to prevent and tackle all forms of bullying behaviour.

This policy has been drawn up with the involvement of the whole school community and compliments the Statement of Shared Values on which …………. School bases its work.

This policy is designed to be read alongside the principles and practices enshrined in the school's: Anti Hate Incident/Crime and Harassment Policy; Behaviour Policy; Attendance Policy and Safeguarding/Child Protection Policy.

In setting policy objectives for this school, we will take due regard to the Equality Act 2010 general duty to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.

- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; this means removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic.

- Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it.

This school policy is based on the Welsh Government guidance series 'Challenging *Bullying – Rights, Respect, Equality'* which includes statutory guidance for local authorities and governing bodies, as well as advisory guidance for children and young people, parents and carers.

We will ensure that all pupils, parents, staff, governors, and others are aware of this policy and know that appropriate action will be taken.

We acknowledge that bullying can and does happen in all schools, play & youth settings, as well as in the wider community; and that bullying can happen to adults in the workplace. The school will endeavour to respond appropriately as if it had happened on site by involving external agencies.

Aims

This policy in partnership with the Anti- Hate Crime, Hate Incident and Harassment Policy is essential to support our whole school ethos, which is to **ensure that children can learn without fear, feel safe, secure, confident and happy free from humiliation, harassment, oppression, and abuse**.

It is designed to **prevent** bullying behaviour wherever possible, to **respond** consistently in line with agreed procedures should it occur and to provide **support** to those involved as appropriate.

Objectives and desired outcomes of the policy

This should set out what the policy aims to achieve, and as far as possible these should be measurable so that you can monitor and evaluate the success of the policy.

For example, your policy could aim to:

- reduce the frequency of bullying incidents, including for pupils with protected characteristics.

- increase the likelihood that incidents will be reported to a responsible adult.

- intervene effectively when incidents occur.

- improve pupil attendance.

- equip pupils with strategies to respond to bullying behaviour.

- reinforce the anti-bullying ethos with whole school inset, staff meetings etc.

- ensure all stake holders understand what bullying is and how to recognise it.

- listen and act on pupil opinion.

- provide peer support and reinforce the anti-bullying message through Health and Wellbeing/ /PSE/SEAL.

- make school a safer and more enjoyable place.

What is Bullying?

There is no legal definition of bullying in Wales. Previous Welsh Government anti-bully guidance (Respecting others: Anti-bullying overview, Guidance document No: 050/2011) states that bullying is:

- deliberately hurtful (including aggression);

- repeated over a period of time (whilst recognising that a one off incident can leave a pupil traumatised and nervous of future recurrence);

- difficult for targets to defend themselves against.

This school uses the definition provided by Welsh Government - Rights, respect, equality: Statutory guidance for governing bodies of maintained schools (2019):

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

Bullying is about power. Victims feel powerless to stop it. Others, such as parents for instance, may feel powerless to know how to help. Whatever the reason, bullying is never acceptable and will not be tolerated.

Bullying can take many forms but may be:

- **physical** – kicking, tripping someone up or shoving them, injuring someone, damaging their belongings or gestures of intimidation;

- **verbal** – taunts and name-calling, insults, threats, humiliation or intimidation;

- **emotional** – behaviour intended to isolate, hurt or humiliate someone; sly or underhand actions carried out behind the target's back or rumour-spreading' bullying that tries to harm the target's relationships, drawing their friends away, isolating or humiliating someone or deliberately getting someone into trouble;

- **sexual** – unwanted touching, threats, suggestions, comments and jokes or innuendo. This can also include sextortion, so called 'revenge porn' and any misuse of intimate, explicit images of the learner targeted;

- **online (cyber)** – using any form of technological means, mobile phones, social networks, gaming, chat rooms, forums or apps to bully via text, messaging, images or video;

- **Prejudice-related** – bullying of a learner or a group of learners because of prejudice. This could be linked to stereotypes or presumptions about identity.

- **Prejudice-related** - bullying includes the protected characteristics. (Including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) Prejudice can and does also extend beyond the protected characteristics and can lead to bullying for a variety of other reasons such as social status and background.

For definitions on hate crime/incidents and harassment refer to Hate Incident / Crime and Harassment Policy.

Possible Signs of Bullying

Those being bullied may show changes in behaviour such as becoming shy and nervous, feigning illness or clinging to adults. Their schoolwork may deteriorate. They may lack concentration or truant from school.

Our whole school approach to preventing bullying includes:

(These resources and ideas can be extended to cover Anti-Hate crime/ incidents and harassment)

(Use these examples and add or delete as appropriate for your school)

As a school we will:

- Appoint an anti-bullying, hate crime, hate incidents and harassment lead - This could be a designated role for an individual or a team.

- The key responsibilities would be: anti-bullying / anti-hate and harassment policy creation; review and ongoing development; implementation of policy and monitoring of its effectiveness and progress; managing the bullying incident process, e.g. interventions used, reporting, recording, monitoring and evaluating; ensuring new staff/pupils/parents are inducted into the policy.

- Ensure all staff are trained to the appropriate level on Violence Against Women, Domestic Abuse and Sexual Violence (VAWDASV)

- Raise awareness about bullying behaviour by…… Anti-bullying week activities every November / assemblies / PSE sessions / curriculum content

- Use opportunities across the **new curriculum for Wales 2022** to embed positive behaviour and respect. Opportunities will not be limited to the Health and Wellbeing Area of Learning Experience but extended across all curriculum areas and beyond.

- Use interventions such as SEAL as a whole-school strategy to address bullying behaviour. Others include KiVa Anti-Bullying Programme, Olweus Bullying Prevention Programme, The Right Way: A Children's Rights Approach in Wales and AGENDA: Making Positive Relationships Matter. It is for individual schools to determine the most effective way of creating a rights based, safe learning environment.

- Utilise opportunities for addressing bullying through, displays, posters, bully box, restorative justice sessions, peer support and the School Council.

- Make the information in this policy available to everyone in our school community – through availability on website / staff handbooks / school prospectus

- Involve all members of the school community in designing /implementing the policy- using school council to develop a "child friendly version"

- Adopt preventative approaches to bullying, for example…..

- Develop a positive ethos which includes knowing bullying is unacceptable.

- Expect positive behaviour which helps and supports learning and development…see Behaviour Policy.

- Promote co-operation and expecting socially responsible behaviour.

- Encourage bystanders who witness bullying to act positively by alerting staff and exerting collective peer pressure to deter perpetrators.

- Value and celebrating everyone's differences, skills and talents.

- Support the development of emotional literacy, self-esteem and resilience through: assemblies, group work, Circle Time, PSE, the Healthy Schools programme, skills development, teaching pupils personal coping strategies, School Council involvement, Buddy schemes, peer mentoring, mediation and Restorative Approaches.

- Promote the importance of healthy relationships and raise the awareness of children about the issues of violence and abuse in an age appropriate and safe way by hosting sessions from Hafan Cymru- **Spectrum Project.**

- Train all staff including lunchtime staff and learning coaches, teaching assistants and support staff to identify bullying and follow school policy and procedures on bullying. Training needs will be reviewed annually for all members of staff.

- Actively create "safe spaces" for vulnerable children and young people.

- Where appropriate use trained mediators (eg. Police Schools Liaison Officers) in achieving a suitable resolution;

- Continuously review and update policy in line with best practice and findings.

- Contact relevant outside agencies where appropriate.

- Actively involve our designated School Police Officer in the delivery of the Wales Police School Programme.

- Show respect for others and challenging and educating about inappropriate language that is; racist, homophobic, sexist, religiously biased, disablist or would be deemed offensive or derogatory by any protected groups named in the Equality Act.

- Set out clear **guidelines for parents/carers** wishing to complain about bullying. Under section 29 of the Education Act 2002 school governors are required to have and publicise a complaints procedure. A school complaints procedure must be available on the school website and/or made available on request from the school. The policy must explain the process for raising a complaint.

- Set out clear age-appropriate guidelines for pupils wishing to complain about bullying

- All staff model appropriate positive behaviours by example.

We will involve students by

- Regularly canvasing students' views on the extent and nature of bullying;
- Ensuring students know how to express worries and anxieties about bullying;
- Ensuring all students are aware of the range of sanctions that may be applied against those engaging in bullying;
- Involving students in anti-bullying campaigns in schools;
- Offering support to students who have been bullied; and
- Working with students who have been bullied to address the problems they have.

We will work closely with families to

- Ensure that parent(s)/carer(s) know whom to contact if they are worried about bullying;
- Ensure parents know about our policy by publicising it on the school website and giving guidance on how to use it effectively;
- Ensure parent(s)/carer(s) know where to access independent advice about bullying; and
- Work with parent(s)/carer(s) and the local community to address issues beyond the school gates that give rise to bullying.

Encouraging reporting if Bullying occurs:

It is important that we create an atmosphere in our school where anyone who is being bullied, or others who know about it, feel that they will be listened to, and that action taken will be swift and sensitive to their needs. Disclosure (telling an adult) can be direct and open or indirect and anonymous. Everyone must realise that not telling means that bullying is likely to continue.

Our whole school approach to responding to bullying incidents includes:

- Pupils and parents/carers can be assured that their concerns will be responded to with sensitivity.
- All reports will be taken seriously and investigated.
- Confidentiality for anyone who shares information will be respected.

- Opportunities for children to communicate concerns include a problem box access to any member of staff, representation on the School Council and buddies/mentors who will pass on concerns.

If bullying occurs we will implement the following procedures, as appropriate, in line with the Welsh Government guidance series '*Challenging Bullying – Rights, Respect, Equality'* We will take all incidents seriously and record their occurrence on a Bullying Log.

A designated person will monitor and collate information on victims of bullying <u>and</u> perpetrators, that person will:

- Investigate the incident / establish facts by independently talking to all involved.

- Use appropriate Restorative intervention techniques to manage difficulties between perpetrators & targets; encourage reconciliation where this is possible/ feasible.

- Where bullying behaviour has been established, implement agreed sanctions consistently and fairly as necessary to prevent further incidents.

- Involve parents as early as possible where appropriate.

- Keep accurate, factual records of all reported incidents and the school's response.

- Always follow-up incidents after they have been dealt with and review outcomes to ensure bullying behaviour has ceased.

- Provide on-going support for those involved where necessary; Welsh Government leaflets are available for children, young people and parents/carers.

The school will offer a Restorative Approach and look to repair harm. It may also, depending on the type of incident, use sanctions, these may include;

- Withdrawing privileges/free time.

- Preventing access to parts of school.

- Short or long term exclusion, detention or lunchtime exclusion.

- Involving parents when necessary.

- Involving appropriate outside agencies.

- Including details on the perpetrator's school record.

Support for staff who are bullied

Bullying of staff, whether by pupils, parents, or colleagues, is unacceptable. The school will seek to comply with advice from the Welsh Government for headteachers and school staff on how to protect themselves from cyberbullying and how to tackle it if it happens.

Does the school have an effective system for keeping records of bullying incidents?

An Incident recording form (Bullying, hate crime, hate incident, harassment, 'other') is attached. Such data should be analysed termly, and subsequent resources and advice will be targeted accordingly.

Review, Monitoring and Evaluation

The final details of this policy have been drawn up in consultation with pupils, parents, staff and members of the school community.

It will be discussed, reviewed, and revised annually.

This policy and accompanying procedures will be monitored and the effectiveness will be evaluated in the light of:

- numbers of pupils being bullied.
- pupil's willingness to report incidents
- staff vigilance and response to bullying behaviour
- numbers of pupils and parents feeling secure about the school's response to bullying.

Data will be gathered via MyConcern.

The Designated Person(s) for Anti-bullying is:		
The Senior Members of Staff with responsibility for this policy area is:		
The Governor with oversight of this policy is:		
Agreed by the Governing Body		Date:
Head Teacher		Date:
To be reviewed		Date:

2.2 Hate crime, hate incidents and harassment Model Policy

Hate crime, hate incidents and harassment **Policy Development**

The same principles of "**Consultation**", "**Prevention**", "**Effective Record Keeping**", and "**Development and Review**" as outlined in the Anti-bullying policy development are relevant here. The policy checklist and incident recording form also relate to both policies.

Introduction

Our school is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each another with respect and kindness.

Our school believes that any form of hate crime, hate incident or harassment is totally unacceptable and must not be tolerated.

All members of the school community share a collective responsibility for tackling hate crime, hate incidents and harassment should it occur and to work together to promote positive behaviour.

The school acknowledges it has a legal duty to prevent and tackle all forms of hate crime, hate incidents and harassment behaviour.

Our policy has been drawn up with the involvement of the whole school community and complements the Statement of Shared Values on which …………. School bases its work.

This policy is designed to be read alongside the principles and practices enshrined in the school's: Anti-bullying Policy; Behaviour Policy; Attendance Policy and Safeguarding/Child Protection Policy.

In setting policy objectives for our school, we will have due regard to the Equality Act 2010 general duty to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.

- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; this means removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic.

- Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it.

We will ensure that all pupils, parents, staff, governors, and others are aware of this policy and know that appropriate action will be taken.

We acknowledge that hate crime, hate incidents and harassment can and does happen in all schools, play & youth settings, as well as in the wider community; and that hate crime, hate incidents and harassment can happen to adults in the workplace. Our school will endeavour to respond appropriately as if it had happened on site by involving external agencies.

Aims

This policy in partnership with the Anti-bullying policy is essential to support our whole school ethos, which is to **ensure that children can learn without fear, feel safe, secure confident and happy free from humiliation, harassment, oppression, and abuse.**

It is designed to **prevent** hate crime, hate incidents and harassment wherever possible, to **respond** consistently in line with agreed procedures should it occur and to provide **support** to those involved as appropriate.

Objectives and desired outcomes of the policy. (*This should set out what the policy aims to achieve, and as far as possible these should be measurable so that you can monitor and evaluate the success of the policy. (These are the same as the Anti-bullying Policy but relate to hate crime, hate incidents and harassment)).*

What is hate crime, hate incidents and harassment?

Definition of hate crime

A hate crime is defined as any **criminal offence** which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender.

Hate Crimes can include:

- Physical attack/assault
- Criminal damage, damage to property, offensive graffiti, arson
- Harassment
- Hate mail
- Causing harassment, alarm or distress (Public Order Act 1986)

Definition of a hate incident

*A hate incident is **any non-crime incident** which is perceived by the victim or any other person, to be motivated by a hostility or prejudice based on a person's race or perceived race / religion or perceived religion / sexual orientation or perceived sexual orientation / disability or perceived disability / transgender or perceived to be transgender.*

Anyone can be the victim of a hate incident. For example, you may have been targeted because someone thought you were gay even though you're not, or because you have a disabled child.

Not all hate incidents will amount to criminal offences, but it is equally important that these are reported and recorded.

Hate incidents can include:

- Verbal abuse, name calling, offensive jokes
- Harassment and insults
- Bullying or intimidation
- Hate mail, abusive phone or text messages
- Malicious complaints
- Online abuse

Hate crime and hate incidents can take many forms, including:

(For examples see Challenging Bullying, Hate Crime, Hate Incidents and Harassment guidance document.)

1. Disability

Disability hate crimes and incidents are motivated by prejudice against disabled people. This can be related to a perceived or actual disability/additional need. By perceived, we mean that some children may treat a physical or 'behavioural' characteristic of another child as a disability, and exclude or bully because of that, even though the child him/herself does not consider they have a disability. The other children may regard this characteristic as a disability either through genuine misunderstanding or because of an intolerance of difference.

2. Race

Race hate crime and incidents occurs when a child or young person experiences repeated hostile or offensive behaviour against them based on:

- colour of their skin
- cultural and religious background or traditions
- ethnicity or perceived ethnicity

3. Religion

Religious hate crime and incidents occur when a child or young person experiences repeated hostile or offensive behaviour against them based on their actual or perceived religion, faith or belief. This includes sectarian incidents.

4. Sexual orientation - Homophobic

Homophobic hate crime and hate incidents often occurs as a result of others' prejudice being directed at a child or young person because they:

- are lesbian, gay or bisexual
- are perceived to be lesbian, gay or bisexual because they fit certain stereotypes (e.g. softly spoken boys, girls that like football, etc.)
- have LGB friends or family members
- are perceived as being different

5. Gender identity - Transphobic

Transphobic hate crime and hate incidents often occur as a result of others' prejudice being directed at a child or young person because they:

- are transgender
- are perceived to be transgender
- do not fit with traditional gender norms (e.g. boys with long hair or wearing make-up, girls playing team sports)
- have transgender friends or family members
- are perceived as being different

6. Hate incident motivated by sex or gender

The Government has recently announced that misogyny will be covered under hate crime/hate incidents.

- **Misogyny** is the vocal or active hatred of women in opposition to women's fundamental rights, such as individual liberty and respect.
- **Misandry** is the hatred of, contempt for, or prejudice against men or boys in general. Misandry may be manifested in numerous ways, including social exclusion, sexism, hostility, belittling of men, violence against men, and sexual objectification.

Possible Signs of hate crime, hate incidents and harassment

Those experiencing hate crime, hate incidents or harassment may show changes in behaviour such as becoming shy and nervous, feigning illness or clinging to adults. Their schoolwork may deteriorate. They may lack concentration or truant from school.

Our whole school approach to preventing hate crime, hate incidents and harassment includes:

(**See the examples given in the Anti-bullying model policy** but include aspects of hate crime/incidents and harassment)

As a school we will:

- Appoint an anti-bullying hate crime, hate incidents and harassment lead- see Anti-bullying policy.

- Raising awareness about hate crime, hate incidents and harassment behaviour by……

- Use opportunities across the **new curriculum for Wales 2022** to embed positive behaviour and respect.

- Use interventions such as SEAL as a whole-school strategy to address hate crime, hate incidents and harassment behaviour.

- Utilise opportunities for addressing hate crime, hate incidents and harassment through, displays, posters, bully box, restorative justice sessions, peer support and the School Council.

- Making the information in this policy available to everyone in our school community – through availability on website / staff handbooks / school prospectus

- Encouraging those bystanders who witness hate crime, hate incidents and harassment to act positively by alerting staff and exerting collective peer pressure to deter perpetrators.

- Valuing and celebrating everyone's differences, skills and talents.

- Actively create "safe spaces" for vulnerable children and young people;

- Where appropriate use trained mediators (eg. Police Schools Liaison Officers) in achieving a suitable resolution;

- Continuously review and update policy in line with best practice and findings; and

- Contact relevant outside agencies where appropriate.

- Active involvement of our designated Police SCPO in the delivery of the All Wales School Liaison Core Programme.

- Showing respect for others and challenging and educating about inappropriate language that is; racist, homophobic, sexist, religiously bias, disablist or would be deemed offensive or derogatory by any protected groups named in the equality act.

- Set out clear **guidelines for parents/carers** wishing to complain about hate crime, hate incidents and harassment?

- Set out clear age-appropriate guidelines for pupils wishing to complain about hate crime, hate incidents and harassment?

- All staff modelling appropriate positive behaviours by example.

Encouraging reporting if hate crime, hate incidents or harassment **occurs:**

It is important that we create an atmosphere in school where anyone who has experienced hate crime, hate incidents or harassment, or others who know about it, feel that they will be listened to, and that action taken will be swift and sensitive to their needs.

Disclosure (telling an adult) can be direct and open or indirect and anonymous. Everyone must realise that not telling means that hate crime, hate incidents and harassment is likely to continue.

Our whole school approach to responding to hate crime, hate incidents and harassment includes:

- Pupils and parents/carers can be assured that their concerns will be responded to with sensitivity.

- All reports will be taken seriously and investigated.

- Confidentiality for anyone who shares information will be respected.

- Opportunities for children to communicate concerns include a problem box access to any member of staff, representation on the School Council and buddies/mentors who will pass on concerns.

A designated person will monitor and collate information on victims and perpetrators of hate crime, hate incidents and harassment that person will:

- Investigate the incident / establish facts by independently talking to all involved.

- Use appropriate Restorative intervention techniques to manage difficulties between perpetrators & targets; encourage reconciliation where this is possible/ feasible.

- Where incidents of hate crime, hate incidents or harassment has been established, implement agreed sanctions consistently as necessary to prevent further incidents.

- Involve parents as early as possible where appropriate.

- Keep accurate, factual records of all reported incidents and the school's response.

- Always follow-up incidents after they have been dealt with and review outcomes to ensure hate crime, hate incidents and harassment has ceased.

- Provide on-going support for those involved where necessary.

The school will offer a Restorative Approach and look to repair harm. It may also, depending on the type of incident, use sanctions, these may include;

- Withdrawing privileges/free time.

- Preventing access to parts of school.

- Short- or long-term exclusion, detention or lunchtime exclusion.

- Involving parents when necessary.

- Involving appropriate outside agencies.

- Including details on the perpetrator's school record.

Support for staff who have experienced hate crime, hate incidents and harassment

Incidents of hate crime, hate incidents and harassment towards staff, whether by pupils, parents, or colleagues, is unacceptable. The school will seek to comply with advice from the Welsh Government for headteachers and school staff on how to protect themselves from hate crime, hate incidents and harassment and how to tackle it if it happens.

An effective system for keeping records of hate crime, hate incidents and harassment **incidents**

All incidents will be recorded on MyConcern under the categories listed in the 'Challenging bullying, hate crime, hate incidents and harassment' guidance document.

An Incident recording form (Bullying, hate crime, hate incident, harassment, 'other') is attached. Such data will be analysed termly and subsequent resources and advice will be targeted accordingly. The data will be shared with the LA.

Review, Monitoring and Evaluation

The final details of this policy have been drawn up in consultation with pupils, parents, staff and members of the school community.

It will be discussed, reviewed and revised annually.

This policy and accompanying procedures will be monitored and the effectiveness will be evaluated in the light of:

- numbers of pupils experiencing hate crime, hate incidents and harassment.

- pupil's willingness to report incidents

- staff vigilance and response to hate crime, hate incidents and harassment

- numbers of pupils and parents feeling secure about the school's response to hate crime, hate incidents and harassment.

The Designated Person(s) for hate crime, hate incidents and Harassment is:		
The Senior Members of Staff with responsibility for this policy area is:		
The Governor with oversight of this policy is:		
Agreed by the Governing Body		Date:
Head Teacher		Date:
To be reviewed		Date:

2.3 Checklist for the development of an Anti-Bullying Policy and Hate Crime, Hate Incident and Harassment Policy (2 pages)

	Yes /No	Comments/ Actions Needed
Does the policy have an introduction that includes values and ethos statement, aims and objectives and desired outcomes?		
Is there a named person?		
Consultation		
Has the school consulted widely in developing its policy?		
Who has been consulted?		
Have a variety of methods been used to assess the extent of the problem in your school?		
Are interested groups being consulted at all stages of developing, implementing, monitoring and evaluating the policy?		
Definition of Bullying, Hate Crime, Hate Incident, Harassment		
Do the policies define what the school considers to be bullying, hate crime, hate incident and harassment		
Are the definitions clear and age-appropriate and accessible to all?		
Do the policies identify different types of bullying behaviour, hate crime, hate incident and harassment including the use of modern technology as a tool		

Does the Anti-bullying policy identify important categories of bullying? For example, bullying on the basis of race, gender, sexual orientation, special educational needs or disabilities and long-term health conditions		
Does the Anti- Hate Crime, Hate Incident and Harassment policy the differences between a hate incident and crime?		
Prevention – reducing the frequency of incidents		
Do the policies deal with incidents as a whole-school issue?		
Do the policies identify a range of strategies the school can use to reduce incidents?		
Do the policies consider all the opportunities where incidents can be tackled through the curriculum?		
Do the policies lay out an effective system for keeping records of incidents		
Reaction – responding effectively to reported incidents		
Do the policies provide parents with guidance on how they can support their child if he/she is the perpetrator.		
Do the policies set out clear guidelines for parents wishing to complain about bullying, hate crime/incidents or harassment?		
Do the policies set out clear age-appropriate guidelines for pupils wishing to complain about bullying hate crime/incidents or harassment?		
Do the policies set out the support available to pupils who have been the victim of bullying, hate crime/incidents or harassment?		

Do the policies clearly set out the responses to incidents so everyone understands what will happen? This should include clear procedures for reporting and dealing with incidents, and disciplinary processes.		
Do the policies ensure that staff are identified to undertake this role and that they have sufficient support/training for this task?		
Do the policies set out how new staff/pupils/parents are inducted into them?		
Development and Review		
Do the policies include a checklist for when things should have happened?		
Are there clear processes for keeping the policies under continuous monitoring?		
Do they set out dates for regular reviews of the policies?		

2.4 Incident recording form (Bullying, hate crime, hate incident, harassment, 'other')

Name of person reporting incident (please note anonymous if this is an anonymous report):	
Name of person recording incident:	
Date of report:	

Safeguarding considerations

If there is or might be a significant risk of harm, talk to your school's designated safeguarding lead (DSL).

Under Section 89, (5) of the Education and Inspections Act 2006 the school has powers to discipline for incidents that occur off the premises.

The Education Act 2011 gives schools powers to search and confiscate a device but please have regard for protocols on the safe handling of evidence or mobiles/devices. Do not view, store or share material that contains intimate images of a learner without consulting the DSL

Type of bullying incident (please tick all that apply):

Physical	☐	**Sexual**	☐
Verbal	☐	**On-line (Cyber/phone)**	☐
Emotional	☐	**Prejudice-related**	☐
Indirect	☐	**Face to face**	☐
Other (please state):			

For prejudice-related incidents please select the category which best describes the prejudice involved:

Age	☐	Race	☐
Disability	☐	Religion or belief	☐
Gender reassignment	☐	Sex and sexual orientation	☐
Marriage and civil partnership	☐	Pregnancy and maternity	☐
Targeting family social status	☐	Appearance	☐
Background	☐	Additional Learning Need	☐
Targeting looked after child status	☐	Long term illness	☐
Other (please state):			

Type of Hate Crime

Disability	☐	Sexual orientation	☐
Race	☐	Gender Identity	☐
Religion	☐	Misogyny / Misandry	☐
Other (please state):			

Type of Hate Incident

Disability	☐	Sexual orientation	☐
Race	☐	Gender Identity	☐
Religion	☐	Misogyny / Misandry	☐
Other (please state):			

Type of harassment

Harassment	☐
Sexual harassment / Harmful sexual behavious	☐
- Normal - inappropriate - Problematic - Abusive - Violent	
Other (please state):	

Any other type of incident not recorded above:

Other (please state):

Brief summary of incident:

Name of alleged target:	
Class/ form/ age:	**Year group/ house:**

Name of alleged perpetrator(s) (if known):	
Class/ form/ age:	**Year group/ house:**

Date(s) of incident(s):	Day	Month	Year

Approximate time(s):	Before school	Morning	Afternoon	After school

Is this incident linked to previous incidents of victimisation of the target?	Yes	No
	☐	☐

If yes, how long has victimisation of this person being going on? Please provide details:

What occurred?

Who was involved?

Has any intervention been tried?	Yes	No
	☐	☐

Does this case require the serious incident protocol to be activated?	Yes	No
	☐	☐

Do the police need to be informed?	Yes	No
	☐	☐

Does a device or evidence need to be confiscated/isolated as evidence?	Yes	No
	☐	☐

Does online material need to be taken down?	Yes	No
	☐	☐

Have parents/carers been informed?	Yes	No
	☐	☐

Who has taken responsibility for these steps?

Action taken:

Follow-up required?	Yes	No
	☐	☐

Case resolved?	Yes	No
If so please note date:	☐	☐

Outcome summary:

Learning opportunities:

Would you recommend any changes to approaches, policies or procedures as a result of this incident?

Signed:	Date: