



CYNGOR BWRDEISTREF SIROL MERTHYR  
TUDFIL  
MERTHYR TYDFIL COUNTY BOROUGH

# GREENFIELD SCHOOL POLICIES 2021

## Anti-Bullying



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**‘ Opening Doors To The Future ’  
‘ Agor drysau i’r dyfodol’**

**Date**

April 2021

**Author**

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## **MONITORING THE POLICY**

This policy will be reviewed annually, unless a change of circumstances or legislation requires it to be amended earlier.

Signed: Mrs Rhiannon Stephens-Davies  
Date: 04/05/2021  
Headteacher

Signed Miss Maria Rowlands  
Date: 04/05/2021  
Chair of Governors

## **Our Vision**

**'To open the doors to the future'**

## **Our Mission Statement**

In Greenfield we aim to create a strong sense of belonging within our pupils that extends to our families and local community. We will share in each other's successes and support each other in our aspirations to achieve. Together we will nurture confident, happy and independent pupils who show positive Greenfield values as they continue their journeys into the future.





## **Aims**

- To develop pupils' communication skills
- To use technology to impact positively upon quality of life
- To develop pupils' independence and ability to communicate their choices
- To inspire a love for learning
- To provide a meaningful curriculum for all
- For pupils to value themselves and others
- To try new things and overcome challenges
- To foster a sense of belonging to a community
- For pupils to develop an increasing understanding of their role and responsibilities in life
- To respect the needs and rights of others as a member of our community

## **We Value**

- Communication
- Kindness
- Creativity
- Respect
- Team work
- Well-being
- Innovation
- Manners
- Celebrating success
- Effort

Our vision and values have been developed using the UN Convention on the Rights of the Child (UNCRC) as our guide, to create a safe and inspiring place to learn, where children are respected, their talents are nurtured and they are able to thrive. Our vision and values also compliment the 'Four Purposes of Learning' which underpin Curriculum for Wales. The Four Purposes are the shared vision and aspiration for every child and young person in Wales and support our pupils to become:

<b>Ambitious Capable Learners</b> 	<b>Healthy Confident Individuals</b> 	<b>Enterprising Creative Contributors</b> 	<b>Ethical Informed Citizens</b> 
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Context

Following the anti-bullying statutory guidance produced by Welsh Government in November 2019, Merthyr County Borough Council set out revised Local Authority guidance in July 2020, which is the basis for this policy and supports our commitment to the United Nations Convention on the Rights of the Child (UNCRC). The purpose of this document is to provide clear policy with procedures in order to tackle bullying effectively at Greenfield School.

This policy is linked with the:

- Behaviour Policy
- Child Protection Policy
- RSE Policy
- Safeguarding Policy
- Complaints Policy

## WHAT IS BULLYING?

There is no legal definition of bullying in Great Britain but there are three main common themes. It is:

- deliberate hurtful behaviour
- repeated over a period of time
- difficult for those being bullied to defend themselves

In the Welsh Government statutory guidance (2019), bullying is defined as:

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

Merthyr Tydfil has adopted the following definition following consultation with schools and individuals including Student Councils:

*'The constant wilful, conscious desire to hurt, threaten or frighten someone.'*

Bullying can occur in the following ways:

1. **Physical** - hitting, kicking, pushing or any use of violence
2. **Verbal** - name calling, insults, spreading rumours, teasing, etc.
3. **Emotional** - behaviour intended to isolate or humiliate, mock
4. **Online** – any technological means, mobile devices, social networks, gaming, text, images and video
5. **Relational aggression** – harms relationships or social status: exploiting a person's Additional Learning Needs (ALN) or long-term illness, spreading nasty stories, excluding from groups, , isolating or humiliating someone, creating malicious rumours, deliberately getting someone into trouble
6. **Sexual** – unwanted touching, threats, suggestions, comments and innuendo. This can also include sextortion, 'revenge porn' and any misuse of intimate, explicit images of the learner targeted
7. **Prejudice-related** – this could be linked to stereotypes or presumptions about identity and bullying for reasons such as social status and background and includes the protected characteristics (age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex, and sexual orientation).

## Counter-Terrorism and Security Act 2015

Some victims of bullying who may be isolated and may feel that they 'do not belong' can be more susceptible to radicalisation, recruitment and grooming. Any such concerns regarding terrorism may constitute a safeguarding issue and require reporting according to the procedures in the Safeguarding Policy.

### **Cyberbullying**

With the rapid advancement in technology and social media platforms, the following section is specific to raising awareness of and the prevention of Cyberbullying.

Cyberbullying can be defined as:

*The use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.*

It can be an extension of face-to-face bullying, with technology providing the perpetrator with another route to harass their target. However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the person doing the bullying and their target.

Research into the extent of cyberbullying indicates that it is a feature of many young people's lives. It also affects members of school staff and other adults; there are examples of staff being ridiculed, threatened, and otherwise abused online by pupils.

Research commissioned by the Anti-Bullying Alliance from Goldsmiths College, University of London, identifies seven categories of cyberbullying:

- **Text message bullying** involves sending unwelcome texts that are threatening or cause discomfort.
- **Picture/video-clip bullying** via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks.
- **Phone call bullying** via mobile phone uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.
- **Email bullying** uses email to send bullying or threatening messages, often using a pseudonym for anonymity, or using someone else's name to pin the blame on them.
- **Chat room bullying** involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.

- **Bullying through instant messaging (IM)** is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online.
- **Bullying via websites** includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people
- **Bullying via webcams** let you see, in real time (i.e. live), people you are chatting to, places or events. They can have educational value, however, children can be persuaded or threatened into doing things on a webcam that they might not have otherwise done, for example undressing or acting in unsuitable ways.

Because of the anonymity that new communications technologies offer, anyone with a mobile phone or Internet connection can be a victim for cyberbullying. What is more, perpetrators can reach much larger numbers within a peer group than they can with conventional bullying. Vindictive comments posted on a website, for instance, can be seen by a large audience, as can video clips sent by mobile phone.

Most cyberbullying is done by students in the same class or year group. Although it leaves no visible scars, cyberbullying of all types can be extremely destructive.

### **Preventing Cyberbullying at Greenfield School**

The Deputy Head for Wellbeing has overall responsibility for anti-bullying and co-ordinates prevention work throughout the school including the learners' wellbeing council. This includes specific activities and event for learners, staff, parents and the Governing Body.

The use of private mobile devices by learners at Greenfield School is not permitted.

### **Responding to Cyberbullying**

In addition to considerations about the invasiveness of cyberbullying, the size of the audience, and other such factors, cyberbullying yields evidence in a way that other forms of bullying do not. The 24/7 nature of cyberbullying can make it difficult for a target to escape the attacks directed at them.

The victim will usually have examples of texts or emails received and should be encouraged to keep these to aid in any investigation. There are also additional reporting routes available, through mobile phone companies, internet service providers and social networking sites.

Some forms of cyberbullying involve the distribution of content or links to content, which can exacerbate, extend and prolong the bullying. There are advantages in trying to contain the spread of these, and options here include contacting the service provider, confiscating phones, and contacting the police (in relation to illegal content).

Advise those experiencing cyberbullying on steps they can take to avoid recurrence – for example, advise those targeted not to retaliate or reply; provide advice on ‘blocking’ or removing people from ‘buddy lists’; and ask them to think carefully about what private information they may have in the public domain.

Take steps to identify the person responsible for the bullying. Steps can include looking at the school system and computer logs; identifying and interviewing possible witnesses; and, with police involvement, obtaining user information from the service provider.

Once the person responsible for the cyberbullying has been identified, it is important that, as in other cases of bullying, sanctions are applied in conjunction with appropriate opportunity to reflect and receive support to cease such practice.

### **Cyberbullying – advice and guidance for young people and the staff that support them**

#### **If you're being bullied by phone or the internet**

Remember, bullying is never your fault. It can be stopped, and it can usually be traced.

- Don't ignore the bullying. Tell someone you trust, such as a teacher or parent/carer, or call an advice line.
- Try to keep calm. If you are frightened, try to show it as little as possible. Don't get angry, it will only make the person bullying you more likely to continue.

#### **Text/video messaging**

You can easily stop receiving text messages for a while by turning off incoming messages for a couple of days. This might stop the person texting you by making them believe you've changed your phone number.

Don't reply to abusive or worrying text or video messages. Your mobile service provider will have a number for you to ring or text to report phone bullying. Visit their website for details.

Don't delete messages from the perpetrator. You do not have to read them, but you should keep them as evidence.

Text harassment is a crime. If the calls are simply annoying, tell a teacher, parent or carer. If they are threatening or malicious and they persist, report them to the police, taking with you all the messages you've received.

#### **Telephone calls**

- If you get an abusive or silent phone call, do not hang up immediately. Instead, put the phone down and walk away for a few minutes. Then hang up or turn your phone off. Once they realise they can't get you rattled, callers usually get bored and stop bothering you.
- Always tell someone else: a teacher, youth worker, parent/carer. Get them to support you and monitor what is going on.
- Do not give out personal details such as your phone number to just anyone, and never leave your telephone lying around. When you answer your telephone, just say 'hello', not your name. If they ask you to confirm your phone number, ask what number they want and then tell them if they have got the right number or not.



- You can use your voicemail to vet your calls. A lot of mobiles display the caller's number. See if you recognise it. If you do not, let it divert to voicemail instead of answering it. And do not leave your name on your voicemail greeting. You could get an adult to record your greeting. Their voice might stop the caller ringing again.
- Almost all calls nowadays can be traced.
- If the problem continues, think about changing your phone number.
- If you receive calls that scare or trouble you, make a note of the times and dates and report them to the police. If your mobile can record calls, take the recording too.

### **Emails**

- Never reply to unpleasant or unwanted emails — the sender wants a response, so don't give them that satisfaction.
- Keep the emails as evidence and tell an adult about them.
- Ask an adult to contact the sender's internet service provider (ISP) by writing abuse@ and then the host, e.g. [abuse@hotmail.com](mailto:abuse@hotmail.com)
- Never reply to someone you don't know, even if there's an option to 'unsubscribe'. Replying simply confirms your email address as a real one.

### **Web bullying**

If the bullying is on a school website, tell a teacher or parent, just as you would if the bullying were face-to-face.

If you do not know the owner of the website, follow one of the online safety links below to find out how to get more information about the owner.

### **Chat rooms and instant messaging**

- Never give out your name, address, phone number, school name or password online. It is a good idea to use a nickname. And do not give out photos of yourself.
- Do not accept emails or open files from people you do not know.
- Remember it might not just be people your own age in a chat room.
- Stick to public areas in chat rooms and get out if you feel uncomfortable.
- Tell your parents or carers if you feel uncomfortable or worried about anything that happens in a chat room.
- Think carefully about what you write; don't leave yourself open to bullying.

### **Three steps to stay out of harm's way**

1. Respect other people - online and off. Do not spread rumours about people or share their secrets, including their phone numbers and passwords.
2. If someone insults you online or by phone, stay calm – and ignore them.
3. 'Do as you would be done by.' Think how you would feel if you were bullied. You are responsible for your own behaviour – make sure you don't distress other people or cause them to be bullied by someone else.

### **The law is on your side**

The **Protection from Harassment Act**, the **Malicious Communications Act 1988** and Section 43 of the **Telecommunications Act** may be used to combat cyberbullying. People may be fined or sent to prison for up to six months.

## **SIGNS AND SYMPTOMS OF BULLYING**

A child may indicate signs or behaviour that they are experiencing bullying. Adults should be vigilant for these and that they should investigate, if a child:

- Is frightened of travelling to or from school
- Is unwilling to go to school
- Begins to do poorly in school work
- Becomes withdrawn, starts stammering, etc
- Regularly has books, clothes damaged
- Becomes distressed, stops eating
- Has injuries which are often difficult to explain
- Self-harms
- Has difficulty sleeping or concentrating
- Wets the bed
- Vomits
- Hyperventilates
- Cries easily
- Becomes disruptive or aggressive
- Has possessions that “go missing”
- Has dinner or other monies continually “lost”
- Starts stealing money
- Is frightened to say what’s wrong
- Attempts self harm or runs away
- Has nightmares

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and investigated. It is important to consider that learners in our ALN setting are particularly vulnerable and may not have the communication skills to tell an adult if they are experiencing bullying.

In some circumstances, a bullying incident may need addressing as a Child Protection concern when there is reasonable cause to suspect that a child (or young person) is suffering, or is likely to suffer, significant harm. Where this is the case, the concern must be reported to MTCBC Children’s Services department.

A person who observes or knows about bullying behaviour and chooses not to act is a bystander. Bystanding is not passive and ‘doing nothing’ *does* have a real impact on events and may cause harm.

## THE EFFECTS OF BULLYING

Children and young people who experience bullying generally have low self-esteem and sometimes feel they are to blame themselves for being a target of bullies. The targets of bullies are more likely to lack social skills, be more sensitive, cautious, quiet and anxious. Bullying is responsible for a significant percentage of referrals to psychiatric services with depression emerging in 70% of the diagnoses. Bullying can have long term, detrimental mental health effects.

## AIMS

We are committed to providing a caring, friendly and safe environment for all of our learners and staff so they can work and learn in a relaxed and secure atmosphere. **Bullying of any kind is unacceptable at our school.** If bullying does occur, everyone should be encouraged to tell and know that incidents will be addressed promptly and effectively. We are a TELLING school – *anyone* who knows that bullying is happening is expected to tell someone who can help. Tackling bullying at Greenfield School *matters* because:

- Bullying makes people unhappy
- Learners who are being bullied are unlikely to concentrate fully on their school work
- Some learners avoid being bullied by not going to school
- Learners who observe unchallenged bullying behaviour may copy this anti-social behaviour
- Schools which do take action against bullying build a reputation as an effective, caring school

We aim:

- To emphasise to all members of the school community that bullying will not be tolerated
- To increase knowledge and awareness of staff and students about bullying in and out of school
- To maximise involvement of **all** learners, staff and other agencies, where appropriate, in the prevention of bullying
- To improve monitoring and supervision of students by adults, especially on the playground, in order to deter and intervene, in order to prevent bullying
- To maximise support for victims and help for bullies from staff and other, uninvolved students
- To ensure that we create a secure and safe environment for the learners in our care, so that parents may send their children to Greenfield School in the confident knowledge that we will do all that we can to protect them from bullying

All staff can help to prevent bullying by supporting learners who feel vulnerable, by coaching them in appropriate strategies to avoid bullying, by building their self-esteem and by promoting a climate of trust and mutual respect. The school's PSE curriculum, pastoral systems including

the tutorial system and the Behaviour Policy, provide opportunities to build learners' emotional and social development and to raise self-esteem.

### **PROCEDURES AND OUTCOMES**

As a school community, we will not allow cases of bullying to go unreported but will speak up.

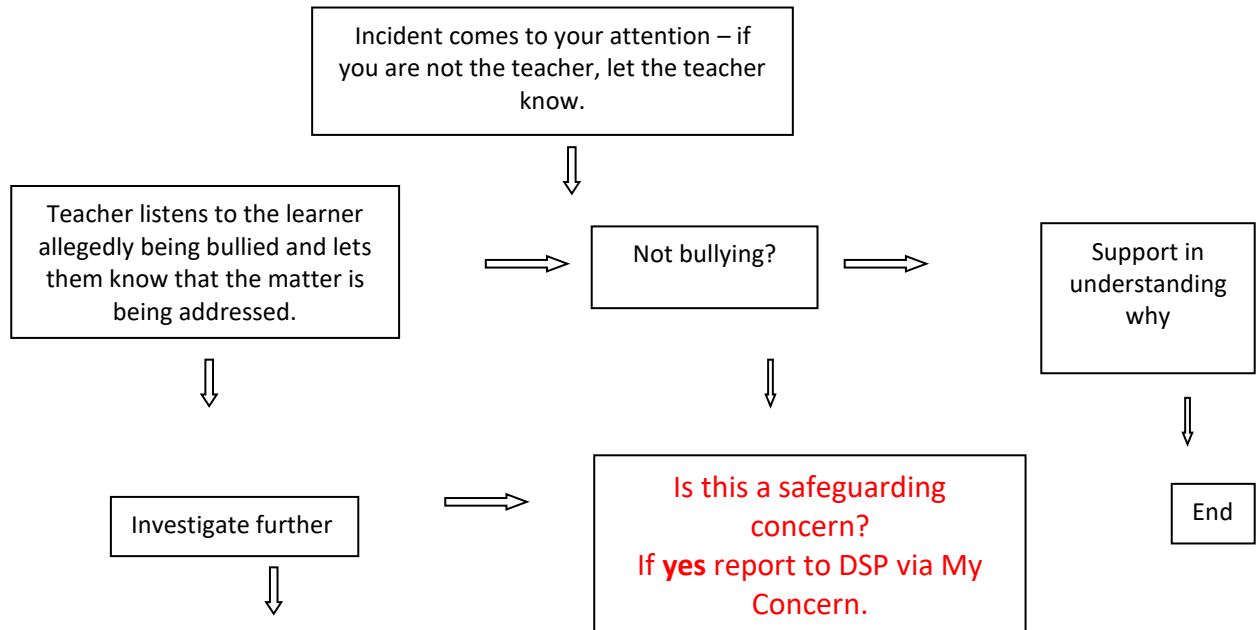
#### **Learners should:**

- Trust that the staff will act if a child is being bullied
- Understand that there is a consequence to their actions
- Inform members of staff if they or their friends are being bullied
- Not ignore any incidents of bullying
- Try to be kind and to help others

#### **This requires staff to:**

- Be role models in word and action at all times, promoting the values and ethos of the school
- Be observant of signs of distress or suspected incidents of bullying
- Make efforts to remove opportunities for bullying by active patrolling
- Arrive at class on time and move promptly between lessons
- Report suspected incidents to the appropriate staff member and record praise good behaviour regularly
- Ensure that everything done in school gives the message that "bullying is not right"
- Make time to listen to children, taking what they hear seriously, ensuring that a child will not be embarrassed or mocked.
- Investigate incidents carefully by interviewing the alleged victim, the alleged bully / bullies and any bystanders, in the spirit of finding a solution to the problem for all concerned
- Take short-term measures while the incident is being investigated by separating the alleged victim and alleged bully if necessary / possible or by ensuring a monitoring system.
- Ensure that the appropriate communication is maintained at all times between the school and all the parents/carers involved
- Avoid labelling learners at costs i.e. he/she/they are a victim, he/she/they are a bully
- Keep records of alleged bullying using Behaviour Watch and the Bullying Incident Reporting Form (See Appendix I)

Flow chart of response to a bullying incident and procedure (staff)

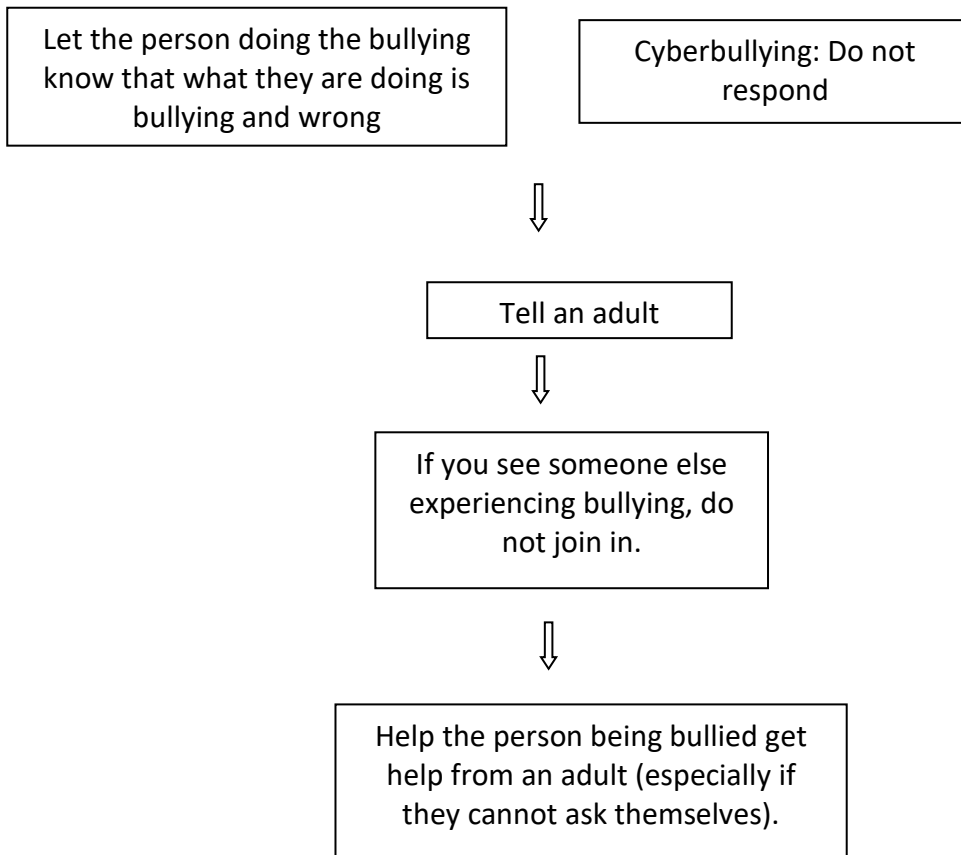


- Teacher addresses the matter in class with the perpetrator and a resolution sought
- Teacher informs SLT member
- Teacher reassures the learner being bullied that the matter is being addressed
- Teacher records incident using Behaviour Watch and completes the Bullying Incident Reporting Form (See Appendix I)

- SMT member informs the parents of both the perpetrator and the learner being bullied. SLT member records details on My Concern and attaches any relevant files
- Appropriate support for the learner being bullied agreed with teacher and parent
- Appropriate PBS strategy to be put in place for the perpetrator

- Outcome recorded and updated on My Concern by SLT
- Teacher monitors for possibility of re-occurrence.

Flow chart of response to a bullying incident and procedure (learner)



**Head teacher /Senior Management Team will:**

- Ensure that all allegations are noted and filed
- Record details in My Concern with any relevant documents if considered safeguarding
- Follow the same procedures as those noted above for staff
- Give a verbal warning to learners
- Speak to the parents/carers of the alleged victim and the alleged bully
- Decide on any sanctions to be implemented which must be developmentally appropriate
- Provide support if necessary for the victim
- Provide support and guidance for the bully to prevent this happening again
- Decide that the bullying is of such a serious nature that he issues a formal warning of exclusion in the presence of parents
- Consider temporarily excluding the bully
- Inform the Governing Body if exclusion is deemed necessary
- Report termly to the Local Authority the numbers and details of any incidents of bullying

**Parents should:**

- Inform the school whenever they have concerns about their child's well-being. Firstly to the class teacher, but if the incident is deemed to be serious or ongoing, it should be reported directly to the Head Teacher.
- When an incident of bullying occurs, parents and staff should agree a timetable so that adequate time is given to the school to investigate and deal with any problems effectively and so that parents know by when they can expect a response
- Parents of the alleged bullies will be involved in positive ways to help resolve the problems. (All parents need to accept that their child could be the perpetrator of bullying)
- Be aware that many incidents of online bullying take place beyond the school gates but impact upon learners wellbeing, academic ability and behaviour whilst in school
- Inform the school of any instances of online bullying
- Go back to the school and discuss their concerns if they continue to have concerns.
- Write to the Head Teacher to make a formal complaint if they are not satisfied with the way the situation has been addressed
- Write to the Chair of the Governors asking that the situation be formally reviewed if they are still dissatisfied after the Head Teacher has investigated and responded

**Learners are encouraged to speak out if they experience bullying as they may help to reduce suffering for themselves and other potential victims.**

## Appendix I

**Greenfield School**

Term:

Year:

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

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

Physical	<input type="checkbox"/>	Relational	<input type="checkbox"/>
Verbal	<input type="checkbox"/>	Prejudice-related	<input type="checkbox"/>
Indirect	<input type="checkbox"/>	Exclusion and isolation	<input type="checkbox"/>
Online or via mobile	<input type="checkbox"/>	Face to face	<input type="checkbox"/>
Other (please state):			

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

Racist (focused on race, religion or culture)	<input type="checkbox"/>	Related to gender identity	<input type="checkbox"/>
Homophobic (LGBT+)	<input type="checkbox"/>	Related to SEN or disability	<input type="checkbox"/>
Sexual	<input type="checkbox"/>	Related to family status or looked after child (LAC) status	<input type="checkbox"/>
Transphobic	<input type="checkbox"/>	Related to disadvantage	<input type="checkbox"/>
Sexist	<input type="checkbox"/>	Focused on appearance	<input type="checkbox"/>
Other (please state):			

**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.



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 <input type="checkbox"/>	No <input type="checkbox"/>
If yes, how long has victimisation of this person being going on? Please provide details		

What occurred?
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Who was involved?
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Has any intervention been tried?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Does this case require the serious incident protocol to be activated?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Do the police need to be informed?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Does a device or evidence need to be confiscated/isolated as evidence?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Does online material need to be taken down?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Have parents/carers been informed?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Who has taken responsibility for these steps?
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Action taken:
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Follow-up required?:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Case resolved?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If so please note date:		

Outcome summary:
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Learning opportunities:
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Would you recommend any changes to approaches, policies or procedures as a result of this incident?
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SIGNED: ..... DATE: .....

## Appendix II

### Useful Resources

#### **Anti-Bullying Alliance (ABA)**

Brings together over 60 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.

Tel 020 7843 1901

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

#### **Children's Commissioner for Wales**

Looks after the interests and acts as the voice of children and young people by exposing issues affecting young people, facilitating and provoking debate, influencing policy, and holding organizations to account.

Tel 0808 801 1000

[www.childcomwales.org.uk](http://www.childcomwales.org.uk)

#### **The ACE Support Hub Wales**

Toolkit for school staff on ACEs.

[www.wales.nhs.uk/sitesplus/888/page/88504](http://www.wales.nhs.uk/sitesplus/888/page/88504)

#### **Children in Wales**

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

[www.childreninwales.org.uk/our-work/bullying](http://www.childreninwales.org.uk/our-work/bullying)

#### **ChildLine**

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

Tel 0800 1111

[www.childline.org.uk](http://www.childline.org.uk)

#### **Educational Action Challenging Homophobia (EACH)**

Established to challenge homophobia in education.

Tel 0808 1000143

[www.eachaction.org.uk](http://www.eachaction.org.uk)

#### **Mencap**

Mencap fights for equal rights for people with learning disabilities and their families and carers, and provides housing and employment support.

Tel 020 7454 0454

[www.mencap.org.uk](http://www.mencap.org.uk)

### **National Society of Prevention of Cruelty to Children (NSPCC)**

NSPCC aims to end cruelty to children. Works with children and families, as well as influencing public policy and attitudes.

Tel 0207 825 2500

[www.nspcc.org.uk](http://www.nspcc.org.uk)

### **Stonewall**

A campaign and lobby group working to achieve legal equality and social justice for lesbians, gay men and bisexuals.

Tel 020 7593 1850

[www.stonewall.org.uk](http://www.stonewall.org.uk)

### **LGBT Excellence Centre**

The LGBT Excellence Centre is a social enterprise based in Wales with a commitment to Wales, although it also has projects working across the UK and abroad. The centre gathers and shares excellence, information and good practice for LGBT people, as well as organisations that want to achieve better equality and human rights.

[www.ecwales.org.uk](http://www.ecwales.org.uk)

### **Useful cyberbullying Resources**

Secondary school teachers can download an information pack from

[www.childnet-int.org](http://www.childnet-int.org) has a DVD for secondary schools about keeping safe in online chat rooms. They are currently distributing free Internet safety leaflets for parents to primary schools.

### **Wise Kids**

WISE KIDS works with young people, community groups, parents, librarians, youth organisations, local education authorities, schools and businesses throughout Wales and elsewhere, to raise awareness of positive and safe Internet use.

[www.wisekids.org.uk](http://www.wisekids.org.uk)

### **Racial bullying resources**

#### **Rewind**

Intended for secondary students as well as for teachers and youth workers, a lively collection of materials and discussions about racism and race equality.

[www.rewind.org.uk](http://www.rewind.org.uk)

#### **The Three Lions**

A story for KS2 with vivid illustrations about a black footballer. Many questions for discussion and reflection. Intended for PSE and citizenship lessons, and for literacy development.

[www.staffpart.org.uk/bridges.htm](http://www.staffpart.org.uk/bridges.htm)

**Websites for children and young people around special educational needs and disabilities**

**Anti-bullying Alliance**

The ABA 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.

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

**Directgov – section for disabled people**

Issues affecting disabled people.

[www.direct.gov.uk/DisabledPeople](http://www.direct.gov.uk/DisabledPeople)

**Equality and human rights commission**

[www.equalityhumanrights.com](http://www.equalityhumanrights.com)

**I CAN**

I CAN works to support the development of speech, language and communication skills in all children, with a special focus on those who find this hard – children with a communication disability.

[www.ican.org.uk](http://www.ican.org.uk)

