

Equal Opportunities



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Education, Schools and Equalities Report 2013

WORKING TOGETHER
FOR THE GOOD OF ALL



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Introduction

The Public Sector Equality Duty in Wales specifically covers governing bodies and schools as organisations in themselves - they are not covered solely by the Council's policies, commitments and action plans.

As part of the reporting requirements of the Duty, this Education, Schools and Equalities report has been prepared to evidence the range of work that has been undertaken by Caerphilly County Borough Council (CCBC), schools and partner organisations. Parts of the work have been reported before in the council's corporate reporting process, however this is the first time Education-related work is being collated and presented in this way to the Education for Life Scrutiny Committee.

One of the Council's Strategic Equality Objectives is Tackling Identity-based Hate Crime and this work links directly to issues of bullying in schools :-

Action 1.2 - To work with schools to develop better understanding of links between Equalities issues and identity based school bullying, and improve recording and monitoring of incidents.

Since 2011, the Directorate of Education, working with the Council's Equalities and Welsh Language Team (based in Legal and Democratic Services), have done a great deal of work to support schools and governing bodies with these requirements, and many schools and governing bodies have also taken a proactive approach to dealing with issues within their own establishments. This report therefore contains information on all of this work to date, together with examples of good practice by the Council and some schools, some of the potential risks and areas for improvement and also the forward work programme.

The Children's Commissioner for Wales, in a consultation response to a Communities, Equality and Local Government Inquiry in April 2013, noted Caerphilly CBC as an example of a council that was engaging well with head teachers and governing bodies -

There are examples (Caerphilly Borough Council being one of which I am particularly aware) where the equality agenda has been aligned with the School Effectiveness Framework, expressing how schools which are community focused with a culture of mutual respect and dignity and where there is a safe and supportive environment can contribute to improved outcomes.

Children's Commissioner for Wales response to National Assembly for Wales' Communities, Equality and Local Government Committee Inquiry into the future of equality and human rights in Wales - April 2013 - section 1.7

For the financial year 2013-2014 there is funding available for training and awareness work, as outlined in Appendix B and already being provided and delivered by the Council's Equalities and Welsh Language Team, Gwent Police School's Liaison Officer and the Community Cohesion Coordinator (West Gwent), and the programme of work will continue into future financial years using whatever resources are available at the time.

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1. Discriminatory Incidents in Schools 2012-2013

Following on from the work undertaken with the Directorate of Education and schools in the county borough during the academic year 2011 - 2012, full reporting of discriminatory incidents became mandatory from September 2012.

Whereas previously, only racial incidents were recorded, the current forms record the following 10 categories :-

Caring For / Cared For	Language
Cultural	Nationality
Disability	Pregnancy
Gender	Race
Homophobic	Religion or Belief

But in addition, the type of incident is also recorded in order for the right kind of response to be made by the school and governing body :-

A	Incitement of others to behave in a discriminatory way
B	Physical assault against a person or group
C	Derogatory name-calling, insults, jokes and language
D	Graffiti
E	Provocative behaviour such as wearing offensive badges or insignia
F	Bringing discriminatory materials such as leaflets, comics, magazines or computer software into school
G	Using any electronic systems to threaten, harass and discriminate
H	Verbal abuse and threats
I	Discriminatory comments in the course of discussions in lessons
J	Attempts to recruit other pupils and students to discriminatory organisations and groups
K	Ridicule of an individual for perceived differences
L	Refusal to co-operate with other pupils because of their perceived difference
M	Discrimination by association
N	Sexual Harassment

Overleaf are the actions that are taken when issues are reported, depending on the nature and severity of the incident recorded. More than one option is often used.

1	Review anti-bullying strategy/policy (& other related policies)
2	Awareness raising at assemblies/class lessons
3	Discussion with victim
4	Discussion with perpetrator
5	Discussion with parent(s)/carer(s) of victim
6	Discussion with parent(s)/carer(s) of perpetrator
7	Risk assessment
8	Change of teaching group for perpetrator
9	Counselling for victim
10	Counselling for perpetrator
11	Letter to parent(s)/carer(s) of victim
12	Letter to parent(s)/carer(s) of perpetrator
13	Report to Governors
14	Pastoral support for victim
15	Pastoral support for perpetrator
16	Sanctions e.g. on report, detention (in accordance with behaviour policy)
17	LA informed if necessary
18	Police informed if necessary
19	Fixed term exclusion
20	Permanent exclusion
21	Other

This ensures that the schools and governing bodies, as well as Caerphilly County Borough Council through monitoring of the county borough figures, can demonstrate that discriminatory bullying is acknowledged, taken seriously and dealt with

In the full academic year that has been reported on, and the pilot term previously, the following information has been identified:

Summary totals of Information	Summer Term 2012 (pilot term)	Autumn Term 2012	Spring Term 2013	Summer Term 2013
No. of schools returned	77	75	63	92
No. of schools outstanding	14	16	28	0
No. of schools reporting incidents	8	8	5	6
No. of incidents reported	29	27	7	19
No. of nil returns	68	67	58	86

It should also be noted that due to improvements made to the data monitoring and collection systems within the Directorate of Education, by the final term of 2012 - 2013

every school had submitted a return for the first time.

The types of discriminatory incident recorded in the 4 terms reported on to date were as follows:-

Type of Incident	Summer Term 2012 (pilot term)	Autumn Term 2012	Spring Term 2013	Summer Term 2013
Blank (type not recorded)	2	17	-	-
Cultural	2	2	1	2
Gender	5	-	-	-
Homophobic	7	2	1	2
Nationality	3	-	-	1
Pregnancy	-	1	1	-
Race	10	4	4	9
Religion or Belief	-	1	-	-
Totals	29	27	7	14

Over the 4 terms, these 77 incidents can be broken down by type, where recorded:-

Derogatory name-calling, insults, jokes and language	44
Physical assault against a person or group	20
Verbal abuse and threats	4
Ridicule of an individual for perceived differences	4
Graffiti	2
Using any electronic systems to threaten, harass and discriminate	2
Discriminatory comments in the course of discussions in lessons	1

Sections 2, 3 and 4 show examples of schools that have engaged with the process of tackling discriminatory bullying and wider Equalities issues, and are examples of good practice.

Section 5 however, notes issues that have come to light where, despite the significant improvement in reporting shown over the last two academic years, and the positive approach taken by many schools and governing bodies, there remains much work to do in raising awareness and tackling negative attitudes and perceptions.

The schools in Section 5 have not been named or identified, as it is not the intention of this report to “name and shame” in any way; however the fact that these issues exist must be acknowledged, along with the steps that can be and are being taken to tackle them.

2. General Progress and Good Practice

The number of schools submitting forms, even nil returns, was inconsistent to begin with, however the final term reported on so far, shows that there were no missing forms. This is in part due to the work undertaken by the Directorate of Education to ensure the schools understand the relevance of these forms and also due to some schools actively engaging with the support on offer (policy and training support) and making great progress.

This section, together with Sections 3 and 4 contain an overview of the work undertaken by the Council and various schools over the last few years to evidence progress and note a number of areas of good practice that it is hoped will encourage others to undertake similar initiatives.

- Gwent Police's Schools Liaison Team have been to 10 comprehensive schools delivering their "Save Me" discriminatory awareness training to pupils, with 3 other comprehensive schools already having visits planned.
- Glyn-gaer Primary have run a Diversity Week for pupils and staff in October 2013, with sessions covering the legal background for staff and volunteers, and sessions introducing pupils to Diversity in general, and also British Sign Language for example, which was delivered by a Deaf tutor.
- In 2011, Glyn-gaer Primary also had a Deaf pupil starting at the school and 15 staff undertook a 10-week BSL introductory course, arranged by the Council's Equalities and Welsh Language Team on their behalf, to help make that pupil feel welcome when they started at the school.
- Lewis School Pengam support Diversity in many ways, notably the intergenerational work they do, which is widely seen as an example of best practice.
- A number of other schools have contacted and worked with the Equalities and Welsh Language Team in various ways -
 - support and advice on updating school policies to meet current statutory requirements (e.g. Ysgol Gymraeg Penalltau, Newbridge Comprehensive, Twyn Primary, Nant-y-parc Primary, St Martin's Comprehensive, Bedwas Junior School and others)
 - access to training for school staff or governing bodies (e.g. Oakdale Comprehensive, Cwm Ifor Primary, Glyn-gaer Primary, Nant-y-parc Primary, Rhymney Comprehensive, Pontllan-fraith Comprehensive, Tir-y-berth Primary, Pengam Primary and Fleur-de-lys Primary and others)

The Community Cohesion Coordinator (West Gwent) has undertaken a number of projects with schools in the area and Section 3 is a summary of that work to date.

3. Community Cohesion Progress

As part of the Local Authority's on-going commitment to mainstreaming Community Cohesion and to support schools in addressing classroom prejudice work has been undertaken with the anti racism charity [Show Racism the Red Card](#) to provide free opportunities for schools to receive anti racism workshop(s).

Show Racism the Red Card is the UK's leading anti racism educational charity, its aim is to familiarise young people with the causes, consequences and forms of racism and equip them with a range of skills that will enable them to challenge intolerance. They work towards qualifying young people to develop good relationships and respect the differences between people, regardless of a person's race, ethnicity, nationality or religion.

Through the Community Cohesion agenda these opportunities are continuing to be funded for selected schools throughout Caerphilly county borough and to work in partnership with the Directorate of Education and the Equalities and Welsh Language Team to make available resources which empower educators to tackle and raising awareness of prejudice and intolerance.

As such, every Comprehensive school in Caerphilly will also receive a copy of the 'Homophobia: Let's tackle it' lesson pack and DVD. There will also be an opportunity for schools to receive training on the delivery of the pack, ensuring that this approach is suitable and embedded.

Whilst funding has been resourced to continue delivering anti racism workshops, the below is a list of those schools which have already received this opportunity,

- Rhymney Comprehensive School
- Abertysswg Primary School
- Bryn Awel Primary School
- Phillipstown Primary School
- Pontlloftyn Primary School
- Upper Rhymney Primary School
- White Rose Primary School
- Fochriw Primary School

A total **591** pupils have already participated in the sessions and a selection of the feedback is shown below.

- **57%** of teachers stated that the workshop was 'Excellent'
- **43%** stated it was 'Very Good'
- **100%** of teachers 'Strongly Agreed' that the day improved young people's understanding of racism

- **100%** of teachers asked stated that they would feel confident delivering an anti-racism lesson after our visit

Teachers feedback:

What did you like best about the day?

- “Engaging children/tackling difficult issues.”
- “Opportunity to explore misunderstandings in relation to words used in society, chance for children to explore their feelings and to develop empathy.”
- “The presentation to the pupils at their level and the activities.”
- “The class workshops and practical games were all very good. Power point presentation was to a high standard – I liked the showing of hands, very effective.”

Would you welcome SRTRC to come back and deliver another workshop in the future?

- “Yes- delivery was pitched at exactly the right level for year 6.”
- “Yes, I think it is important to all KS2 pupils to understand how we should behave in all aspects of society.”
- “Definitely – I think it is vitally important for children today to be given this information from a primary age. I was a bit apprehensive before the workshop as it is quite a sensitive topic but was very impressed with the way it was presented.”

Additional Comments

- “The pupils were active and enjoyed the games/activities. The pupils listened carefully and were given clear answers when they asked questions. Very good presentation and activities with elements of fun.”
- “Thank you very much – I thought the pupils gained a lot from the workshop and I myself learnt new things.”

Section 4 is a summary report on the initial work done in 2011 by the Council in order to prepare itself, schools and Governing bodies for the new statutory requirements around Equalities that came into force in April 2012.

4. Equalities in Education Project 2011

The Council's Equalities and Welsh Language team were successful in winning a bid from the Welsh Government's Community Cohesion Fund for funding to allow for a range of training to be provided for free to schools and partner organisations, in the same way that it is provided internally for CCBC staff.

As part of this Equalities Training Programme, an Equalities in Education Project was developed and delivered, covering Equalities awareness for CCBC Education Directorate staff, other education professionals, youth groups, school governors and partner-councils in South East Wales. 5 training and awareness sessions were run with the final one being a major event at Llancaiach Fawr in November 2011.

The first session was held for CCBC staff from the Learning, Education and Inclusion division in the Directorate of Education, covering their links with the new Equalities duties and making links between inclusion, school bullying, cohesion and equalities.

73 staff attended this session (CCBC staff)

3 sets of Equalities awareness training were then run for School Governors. Turnout was unfortunately low given the numbers of school governors in the county borough, however the feedback of those who attended the session was very positive.

17 people attended between the 3 sessions

The final session was the half day event at Llancaiach Fawr aimed at schools and other education professionals around the need to have Strategic Equality Plans in place by April 2012, the links between equalities and school bullying and how greater monitoring of incidents was required. A bilingual information pack and CD was distributed to all those in attendance and early in 2012, was also distributed to the schools who did not attend.

37 of the county borough's 93 schools were represented, along with 5 other local authorities, the WLGA, the Children's Commission for Wales' Office, Gwent Police and 6 partner organisations dealing with education and youth work.

The pack and CD included hard copies of some local and national documents and also pdfs of the larger ones, and included :-

- The WLGA's Equalities Guidance for Schools
- Respect and Resilience - the Welsh Government's document on Community Cohesion and Schools
- CCBC Strategic Equality Plan
- A Model Strategic Equality Plan for Schools
- A monitoring excel file for reporting Bullying and Harassment incidents (updated to cover all protected characteristics)
- Governors Wales Fact File 03/11 on Equalities

Feedback on the event was overwhelmingly positive and generated a great deal of discussion around identity based bullying, as many organisations noted that only race issues were being recorded routinely, not other equality strands.

64 people attended this half day session

5. Potential Risk Areas

Section 2 noted the information provided to the local authority by the schools during the pilot term and the subsequent full academic year of reporting. This is not however the only source of information available that records discriminatory bullying in Caerphilly county borough schools.

The following issues are ones that have been identified through the recording and mapping of incidents that the Council and its partners undertake. They highlight areas of potential risk to the schools and the Council and acknowledging them is an important step in recognising that despite the progress shown in Sections 3 and 4, tackling them must be taken seriously.

- Data from Gwent Police shows that some schools have had incidents of such a serious nature that the police have been involved, however the discriminatory incident returns to the Council for that same period do not reflect this information.
- Similarly, the results of a Freedom of Information request around the number of homophobic incidents in schools, submitted to all councils by an Assembly Member, were published in local and national newspapers. This information also revealed a number of such incidents in Caerphilly county borough that had not been recorded on the reporting forms to the Council.
- Recording or reporting by schools of discriminatory language by pupils is not consistent, in some cases it is selective reporting that is being done, on issues that are understood, rather than the full range of equality issues.
- Though the reporting form specifically covers issues between pupils, there have also been instances where issues have arisen involving school staff, governing bodies and parents.

The next two bullet points are not examples from Caerphilly county borough but are directly relevant to this report and the context in which the information should be viewed.

- In 2008, a neighbouring local authority school lost a High Court case around religious discrimination and school jewellery - the individual pupil was awarded £170,000.00 in damages and the school via the local authority would also have had to pay legal fees and court costs in addition to that sum.
- The national data published during Anti-Bullying Week 2013 shows a very high number of pupils noting discriminatory bullying and behaviour, little of which is being reported and/or recorded by all schools. (See [Appendix C](#) for a November 2013 news article outlining these national issues).

Whilst the issues highlighted above are of concern, they should be regarded alongside not only the good progress and examples already covered in Sections 3 and 4, but also in terms of the next section and Appendix B. These show what the Council and partners

have already put in place to proactively tackle these issues, through a wide ranging awareness training programme running from 2014 onwards.

6. The Next Steps - Forward Action Plan

Caerphilly County Borough Council undertook a pilot project on mapping hate crime and hate incidents within the borough. The mapping project ran from January 2012 to January 2013. The intention of the project was to establish a better picture of the situation to inform the development of appropriate interventions and support for victims.

Undertaking such work is a key objective of the Council's **Equalities and Welsh Language Objectives and Action Plan 2012-2016** (Objective 1: Tackling Identity Based Hate Crime). The Valleys Regional Equality Council (VALREC) was commissioned to undertake the pilot project on behalf of the Council. The mapping report was published in October 2013 during Hate Crime Awareness Week.

The Welsh Government have issued for consultation **Tackling Hate Crimes and Incidents: A Framework for Action (July 2013)** the recommendations of which are highly relevant in demonstrating the need for work with children and young people around bullying.

The Framework puts forward three strategic objectives:

- 1 Prevention – by challenging the attitudes that underpin it, raising awareness, early intervention to prevent it escalating, training organisations and using the specific equality objectives to work with Public Sector Organisations
- 2 Supporting Victims – by increasing reporting levels, encouraging the further development of third party reporting centres and exploring support to victims
- 3 Improving the Operational Response – by exploring relevant data and barriers to sharing information, increasing multi-agency working and tackling motivations of offenders.

The focus for this proposed work in schools is around the first strategic objective of Prevention, which has the following objectives set by the Welsh Government:

Objective 1 Prevention

- Tackling bullying and promoting respect
- Promoting inclusion and resilience
- Delivering training and awareness in service delivery

In particular emphasis is placed in the report on the importance in working with young people from primary school onwards in raising awareness of diversity and challenging prejudice. The importance of linking with community development initiatives through Communities First is also noted.

Key areas where there are high levels of discrimination are noted around: homophobia, disability (physical/mental health/learning disability) gypsies and travellers, migrants, refugees, asylum seekers, and transgender communities.

For young people the worrying increasing trend of cyber bullying is noted, which along with other forms of bullying in schools can lead to absences from school.

Secondary data recently released from Children in Wales shows that bullying affects the emotional well-being and mental health of children and young people:

- Over 30% of Childline callers report that they have experienced bullying
- 2 out of 3 young carers are bullied at school
- “Bullying was a common theme, with nearly every group citing this as a reason for non attendance” (National Behaviour and Attendance Review 2009)
- 18% of pupils in Year 6, falling to 11% in Year 10, admit to bullying other pupils (All Wales Survey of Bullying in Schools 2009).

A new approach to tackling homophobia in schools is being piloted in three schools in Cardiff: Bishop of Llandaf, Michaelston Community College, and Cantonian High School. The approach run by a Cardiff based social enterprise, Full Circle Education Solutions, is based on Gay-Straight Alliance (GSAs) youth led groups that bring together pupils who may identify as Lesbian, Gay, Bisexual (LGB) with their straight counterparts. The alliances take action on homophobia and raise awareness throughout their schools.

The Policy Unit has worked closely with the Community Cohesion Coordinator (West Gwent), and has come up with a range of possibly training interventions (with costings) which can be rolled out in schools in the borough (see **Appendix B** for full details).

1. The Directorate of Education, the Policy Unit and the Community Cohesion Coordinator will progress a programme of initiatives to roll out to schools in the borough during the academic year 2013/2014. Given the limitations on the budget it may be necessary to focus on the schools with the highest level of recorded bullying incidents as revealed through the monitored data collated by the schools.
2. Trainers have been identified to deliver tackling discriminatory bullying programmes in Welsh to cover Welsh medium schools as part of this initiative.
3. A seminar can be held March 2013 highlighting the interventions undertaken in the schools, and any early positive outcomes, and to seek contributions from key partners to carry out the programme into 2014/15, and beyond.

Appendix A Relevant Strategies

- CCBC Strategic Equality Plan - Objective 1: Tackling Identity Based Hate Crime 2012
- CCBC Directorate of Education and Lifelong Learning - Bullying Prevention Strategy May 2012
- CCBC Directorate of Education and Lifelong Learning - Promoting Positive Behaviour Guidance Framework June 2012
- CCBC Discriminatory Bullying Reporting Form
- Individual schools' anti-bullying strategies, Strategic Equality plans
- Western Gwent Community Cohesion action plan (Caerphilly / Torfaen / Blaenau Gwent)
- Welsh Government's Schools Anti-bullying Guidance 'Respecting Others' 2003 - updated 2011
- 'Respect and Resilience - Developing community cohesion – a common understanding for schools and their communities' (Welsh Assembly Government 2011)
- Governors Wales Equalities Factfile 03/11


Appendix B Possible Training Initiatives and Resources

Product:	Homophobia: Let's Tackle it (Lesson Plan and DVD)
What is the aim of the product?	<p>Homophobia: Let's Tackle It features a wide range of top sporting personalities talking about issues of homophobia. This footage creates an emotive and dynamic resource to combat homophobia and homophobic language in society/class room.</p> <p>These films are accompanied by a comprehensive 49 page <u>education pack</u>, containing a variety of participatory activities, further information and supporting materials for upper Key Stage 2 to adults.</p> <p>All classes where the DVD was used were a success; it was a well received resource. The first section of the DVD worked well, even with a group of challenging students making them more open and receptive to ideas. The personal stories are a good element of the DVD (Pam, Sexual Health Services).</p>
Cost per package	To be delivered by the organisation £600 per day (2 workshops @ 2hr 30 minutes)
Cost of providing a pack per comprehensive in Caerphilly	£30 x 13 = £390 (pack itself to be administered by the School)

Product:	Show Racism the Red Card Workshops
What is the aim of the workshop?	<p>An exploration of racism in society – its origins, causes and practical ways to combat it.</p> <p>The educational materials are accessible to a wide range of young people from all backgrounds. Footballers are hugely inspirational role models for young people, who tend to listen to what they say and take their messages onboard.</p> <p>The training is delivered in a friendly, non-judgemental way, which understands that young people may well have views that are the result of interaction with parents, siblings and from their peers. These views need to be aired and understood in order to combat them. The young people are encouraged to question the core of their beliefs through a range of interactive activities. All resources are created by teachers who understand the educational landscape, they are linked strongly to Curriculum Cymreig and the Key Skills framework.</p>
Cost of providing 4 workshops to 13 schools	Carousel of workshops, 4 to be delivered (approx. 1hr 15 minutes each workshop) per school on 1 day x 13 schools = £7,800

Training	Homophobia: Let's Tackle it (Lesson Plan and DVD)
What could this look like?	<ul style="list-style-type: none"> • Introduction to homophobia, and about the pack • Barriers • Importance of pack • Stereotypes / role of the media • Activity delivery • Terms / Definitions
Cost per school	See above
Cost per cluster session (one off)	See above

Training:	Far Right Wing Lesson pack
What could this look like?	<ul style="list-style-type: none"> • What is the far right • Why this resource is needed (challenging attitudes & myths) • Activity delivery • Terminology
Cost per school	2 ½ hour workshop = £300
Cost per cluster session (one off)	See above

Training:	Crown Prosecution Service: Hate Crime Project
What could this look like?	<p>This product has been designed as either:</p> <ul style="list-style-type: none"> • 1 x 60 minute lesson or • 2 x 60 minute extended lesson to be delivered to Key Stage 3 and Key Stage 4 pupils by their PSHE teacher. The following resources have been provided as part of this pack: <ol style="list-style-type: none"> 1. Lesson Plan (one or two lesson) 2. Resource pack for pupils (one or two lesson) 3. Disability Hate Crime DVD which includes an electronic copy of the guidance for teachers and the PowerPoint presentation which supports the pack. 4. Resource pack – background information  <p>Guidance_for_Teachers_v2[1].pdf</p>
Cost per school	See above
Cost per cluster session (one off)	See above

Training:	<u>Challenging extremism: Getting On Together (GOT)</u>
What could this look like?	<p>Aims & objectives of the GOT Project</p> <p>All four programmes from 11 years - adulthood have at their core the aim of challenging extremism and promoting integration.</p> <p>The objectives, differentiated according to the target audience, are:</p> <p>To counter intolerance and extremism through independent and critical thinking. To facilitate knowledge and understanding of the non-violent message of the Islamic faith.</p> <ol style="list-style-type: none"> 1. To reduce prejudice and discrimination between all cultures, faiths and creeds. 2. To promote integrated and cohesive communities.
Cost per school	£90 per pack

Training:	<u>Diversity Role Models</u>
<p>A session typically involves:</p>	<ul style="list-style-type: none"> • Discussion around homophobia: what it is, why it happens and how it impacts on people • Exploration of gender stereotypes and how they may limit students' aspirations and potential • An opportunity for role models to relay personal stories which emphasise the benefits of embracing diversity within society. This will be guided by the workshop facilitator to ensure suitability. • A guided Q & A session between the role models and the students. Typically, students have many questions and we give them an opportunity to voice these, where appropriate • All role models have participated in an extensive training session which covers planning a narrative, tackling difficult issues and child protection policies <p>Part of legacy is to inspire young people to become role models themselves and challenge bullying within their own peer group. Schools encouraged to establish an anti-bullying group and can provide materials to support this. Pre delivery trainers are able to come into schools to prepare staff for visit to ensure there is a whole-school approach to tackling homophobic language and behaviour.</p> <p>Sessions also offered with the school council or anti-bullying group, on the ways they can work towards eradicating homophobic bullying and making the learning environment safe for every student.</p> <p>Diversity Role Models offer an option to run these sessions within Physical Education lessons, with a greater focus on gender stereotypes and homophobia in sport</p>
<p>Cost?</p>	<p>Workshops cost £100 each or £400 for a day (plus travel for schools). Dependent on external funding, but have some potential to negotiate.</p>

Training:	The Sophie Lancaster Foundation – Stamp out Prejudice, Hatred and Intolerance Everywhere
	<p>Sophie's Mum and youth worker, Sylvia Lancaster, is launching an educational game to take into high schools and other young peoples' establishments that shows young people how easy it is to be more tolerant and open their minds to accept all people, despite their lifestyle or appearance. The Sophie Game will be a paid for resource available for teachers to use in schools and other Youth Workers across the UK.</p> <p>The educational game is designed for year seven students and above, and as research illustrates, young people within these age groups are more susceptible to developing prejudices and intolerances. The game consists of 30 cards, which represent many common ethnic, religious and social groups and subcultures; players are set a series of tasks, which challenges preconceptions and encourages development in problem solving and team working skills.</p> <p>The Sophie Lancaster Foundation offer different options for schools, colleges, youth clubs, young offenders' institutions and any professionals who work with young people. One of our main priorities has always been to provide a flexible and accommodating service to enable our message to have a voice.</p> <p>The Foundation has trained staff who can deliver the game in your school in exchange for a "fund-raised" donation (minimum £250) to cover the Charity's expenses. We believe this demonstrates our on-going commitment to offer an affordable, personal approach to supporting schools in attaining their "anti-prejudice bullying" strategy in line with OFSTED targets.</p>
Cost?	The cost for the course, including a SOPHIE Resource Pack is £250 (minimum of 15 people on each course required).

The following is an example of a trainer the trainer initiatives, which are also available in cascading out the knowledge of training in this area, which potentially trained teachers themselves can roll out to students –

Challenging Extremism Instructor Training



This is a 30 hour training unit, accredited (Level 3) by Agored Cymru, which includes three full 1-day engagement workshops and home study.

The workshops will be held in Cardiff on the: 12th, 19th and 26th November.

Becoming an 'approved' Challenging Extremism instructor will allow you to deliver:

1. The Challenging Extremism Youth Programme - a 10 lesson educational programme for young people, and/or
2. The One day Challenging Extremism Awareness Programme workshops for adults who work with young people.

The cost is £500 which includes the delivery resource pack for the above and accompanying DVDs

Please note: 'approved' instructor status can only be achieved by successfully completing all of the assessment criteria for the learning outcomes of the unit. This unit is only suitable for people who have some prior experience of delivering training.

Free Introductory Taster Session

14th October 2013, 1.30-3.30pm @ Diverse Cymru

If you would like to find out more about the course please complete the booking form below and return to training@diversesecymru.org.uk

This session will provide you with an opportunity to sample:

- Some of the content of the Youth Programme and the Awareness Programme for adults, and
- the learning outcomes and assessment criteria for the Instructor course.

It will assist you to determine whether you would like to apply to undertake the Instructor training unit. Should the unit be oversubscribed interviews will be held. By becoming an approved tutor you will not be obliged to deliver either the youth or adult programmes.

Appendix C

Anti Bullying Week 2013 News Article (Wales Online article - 18/11/13)

Nearly 60% of Welsh children have witnessed bullying on grounds of sexuality, culture or disability

Shock figures revealed by questionnaire released by Barnardo's Cymru to mark the start today of Anti-Bullying Week. More than half of children in Wales have witnessed bullying on grounds of disability, sexuality or cultural background, a new survey has found.

Young people across the country were responding to a questionnaire released by Barnardo's Cymru to mark the start today of Anti-Bullying Week.

The research forms part of Barnardo's equalities and diversity campaign work and reveals that 58% had witnessed bullying of children and young people due to their sexuality.

Overall, 58% of respondents had seen bullying as a result of disability or special needs and just over half (51%) had witnessed bullying due to race or cultural background.

The vast majority (84%) thought more should be done to stop bullying and many said children were resigned to bullying happening and feel nothing is going to stop it.

Barnardo's said the findings suggest growing despondency that children and young people feel towards tackling bullying and that they feel it is endemic and a fact of life.

Vikki Butler, policy and research officer for Barnardo's Cymru, said: "We have had a terrific response to the questionnaire which shows that the issue of bullying is very serious and at the forefront of children's minds. If we are to reduce bullying and tackle it effectively, we need to believe the accounts of children and young people and free schools from the stigma that comes with acknowledging bullying. The comments indicate once again that the Welsh Government's schools anti-bullying guidance 'Respecting Others' published back in 2003 and updated in 2011 hasn't been effectively implemented across schools.

Many schoolchildren that are being bullied could be saved from horrific experiences if there was more support. There are anti bullying resources currently delivered by numerous organisations in different parts of Wales but it would make sense for one central resource to be available for teachers and others working with children and young people. This should be supported by a national anti-bullying action plan."

Research shows that bullying among children and young people affects their confidence, ability to learn and capacity for friendships. Social media can compound matters, with constant texting and messaging making the child or young person feel attacked within their own home. But Barnardo's said growing numbers of young people rely on phones to arrange their social lives and to avoid using them is to face complete social isolation.

Meanwhile, an anti-bullying charity has found that young people feel the current levels of education and support for victims of bullying are not sufficient. The research, from Brighton-based organisation Ditch The Label, which surveyed more than 10,000 people online aged between 13 and 22, showed evidence of a crisis in support for young people.

The charity found that 42% of young people want more education on minority groups and equality, while 38% said they wanted to see an increase in education about effects of bullying on young people. The latest findings were put to young people as part of Ditch the Label's first ever Annual Cyberbullying Survey, which revealed that 69% of young people have been victims of cyber-bullying.

The new figures relate to questions put to young people about bullying in general, not just cyber-bullying. Liam Hackett, founder of Ditch the Label, said: "Our recent survey illustrates that bullying and cyber-bullying in particular, are reaching epidemic proportions. Almost half of the young people we surveyed need more education on bullying and more support for the victims. Radical new approaches need to be taken to counteract a problem that has profound and long lasting effects on young people in the UK."

