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Llywodraeth Cymru
Welsh Government

Welsh Government Consultation on 'Draft anti-bullying guidance'

Workshop 1: Secondary school learners report

November 2018

Contents

Section	Page number
1. Introduction to the consultation	3
2. About Dynamix	3
3. Summary	4
4. Methods	6
5. Results	10
Q1+ Q2 Clearly explained/Easy to understand?	10
Q3 Guidance links with other support agencies	12
Q4 Is there anything missing?	12
Q5 How helpful/useful is the draft guidance	13
Q6 Which name do you prefer for the new guidance?	14
Q7 Impact on the Welsh language	15
Q8 Anything else you'd like to say	16
6. Themes	18

1. Introduction to the consultation

The Welsh Government is updating its anti-bullying guidance, which was published in 2011. The draft guidance was publicly consulted on between 14 November 2018 and 15 January 2019. As part of the consultation, the Welsh Government held a series of regional workshops with key stakeholders and children and young people to gather feedback on the draft guidance. Dynamix was asked by the Welsh Government to provide independent facilitation at two workshops. One workshop took place in North Wales, and involved engaging with secondary school learners, the other event took place in South Wales and involved engaging with primary school learners.

This report contains the results from a workshop held on 15 November 2018 with 32 secondary school learners in North Wales. Learners were aged between 13–18 and represented three schools across the Wrexham local authority area.

Using the questions asked in the formal consultation as a basis for discussion, children and young people attending the workshops were asked a series of questions by Dynamix to gather views and opinions on the draft guidance in a participative and exciting way.

The Minister for Education, Kirsty Williams AM, attended the workshop to provide an overview of the guidance being consulted on and to take part in a question and answer session with the participants in relation to bullying in schools.

2. About Dynamix

Dynamix is a Welsh social enterprise that provides education and specialises in giving people a voice using participative activities to engage inclusively.

Dynamix makes use of consultative, participative activities to ensure participants feel able to give their opinions. A range of techniques are used to cater to people's preferences for giving their opinions, be that physically, visually, verbally, or in the written form. This results in participants feeling comfortable and confident enough to participate fully in the experience using facilitated consultation, to feel included and to know that their thoughts and opinions count and are counted.

Information is gathered in a non-standardised way and so statistical analysis is not appropriate. Instead, it delivers a rich, qualitative narrative, useful insights and valuable information, and a positive experience for those taking part.

Dynamix methodologies are underpinned by our values of engagement through participation and enjoyment, respect, inclusion, co-operation and empowerment along with the cooperative values and principles. Dynamix is also a strong advocate

of the 12 Welsh National Principles of Public Engagement¹ and the 7 National Standards of Children and Young People's Participation².

3. Summary

This section provides a summary of the results of the eight questions posed to the participants during our workshops. The full results, comments and conclusions can be found from page 10 onwards.

Question 1: Is the anti-bullying draft guidance explained clearly?

Options	Vote percentage
Yes, it is explained clearly	80%
No, it is not very clear	0
Not sure / Its 'OK'	20%

Question 2: Is the anti-bullying draft guidance easy to understand?

Options	Vote percentage
Yes, it is easy to understand	80%
No, it is not very easy to understand	0%
Not sure / its 'OK'	20%

Question 3: Does the anti-bullying draft guidance link up with other projects you know about that support children and young people?

YES	NO	NOT SURE
Childline x 12 CAHMS ³ x 2 Children in Need x 1 Meic x 2 CEOP ⁴ x 2 NSPCC ⁵ x 1 Football Team x 1	Wrexham Info Shop x 1 Sap x 1 Most Others (not Childline) x 1	Children in Need x 1 The Info Shop x 1 Hwb x 1 Hafan Y Cymru x 1

Question 4. Is there anything missing that should be added?

Selection of comments by participants

- *"Show the effects, it can cause depression, eating disorders, anxiety, suicide"*
- *"More choices of helplines/places that can assist"*
- *"More information on how to deal with it by yourself"*

¹ <https://participation.cymru/en/principles/>

² <http://www.childreninwales.org.uk/our-work/participation/participation-standards/>

³ Child and adolescent mental health services

⁴ Child Exploitation and Online Protection Command

⁵ National Society for the Prevention of Cruelty to Children

- “Support for bully to find out why they did it and if they need help with something”
- “More encouragement to stand up to bullies”
- “How are the victims and the bullies supported?”
- “Empower people to stop it before it starts”
- “Define hate crimes, LGBTQ, affects, links to support”
- “Educating parents and parents educating children”
- “Section for the bullies to make them understand how the victim feels”
- “Identification of problems caused by bullying and how they can be dealt with.”

Question 5. How helpful do you find the draft guidance?

Results and selection of comments

	Comments	% of vote
Very Useful	<ul style="list-style-type: none"> ➤ “I think it’s really good and in depth. Useful helpful guide” ➤ “Really helpful but it should maybe be shortened and not go on as much, also add about the long-term effects of bullying” ➤ “Helpful to show people what’s bullying and what isn’t” ➤ “Straight forward” 	42%
Useful	<ul style="list-style-type: none"> ➤ “Quite helpful, easy to understand” ➤ “The guidance will hopefully enlighten people to stand up to bullying” ➤ “Helpful and to the point but can be shortened down a bit.” ➤ “Things are finally changing and becoming clearer” ➤ “The changes could affect millions!” 	24%
Unsure	<ul style="list-style-type: none"> ➤ “It might but it might not have an impact on bullying” ➤ “Needs more exposure” 	15%
Not that helpful	<ul style="list-style-type: none"> ➤ “It doesn’t necessarily stop bullying” ➤ “A lot of it is already taught in school, in PSE lessons” ➤ “Most people may not see it” 	19%
Unhelpful		

Question 6: Which of the following names would you like for the new anti-bullying guidance?

Options	Votes%	Rank
“Knowing rights, showing respect, being equal: Preventing and tackling bullying” “Gwybod eich hawliau, dangos parch, bod yn gyfartal: Atal a threchu bwlio”	36%	1
“Knowing rights, showing respect, being equal: Preventing and challenging bullying” “Gwybod eich hawliau, dangos parch, bod yn gyfartal: Atral a herio bwlio”	28%	2
“Inspiring rights, respect and equality: Preventing and tackling bullying” “Ysbrydoli hawliau, parch a chydarddoldeb: Atal a threchu	14%	3

bwlio		
“Inspiring rights, respect and equality: Preventing and challenging bullying” “Ysbrydoli hawliau, parch a chydreddoldeb: Atal a herio bwlio”	13%	4
None of the above	9%	5

Question 7: What kind of impact do you think the draft guidance will have on the Welsh language?

Option	Responses %
Positive impact	24%
Negative impact	0%
Not sure of impact	76%

Question 8: Is there anything else you'd like to say?

Selection of comments:

- *“I hope that this guidance will stop inequality in school especially towards LGBTQ+”*
- *“I hope that people are more open to discuss if they are being bullied”*
- *“I hope that; - makes people feel more comfortable at schools”*
- *“Will it actually be an improvement of the previous policy?”*
- *“May need more advertising, don't know about support services, only Childline/NSPCC”*
- *“I hope that the guidance will encourage more people to speak up”*
- *“I hope the guidance document will be compelling to read, thus allowing for a greater knowledge and understanding for those supplied with the book*
- *“What does bullying have to do with the Welsh language?”*

4. Methods

Dynamix used a range of participative and interactive consultation methods to gather participants' opinions on the consultation questions set by the Welsh Government. Below is a short explanation of each of these methods employed and the reasons behind using them.

Question 4: Is there anything missing from the guidance?

Method: Graffiti Wall

For this question we asked the participants to draw, write or scribble on the 'Graffiti Wall'.

We asked participants if they thought there was anything missing from the draft guidance. They wrote their comments on the graffiti wall.



We often use this method as a way of allowing participants to 'get creative' with any additional comments.

Question 5: How helpful do you find the anti-bullying guidance?



Method: Thermometer

For this question we asked the participants to rank how helpful they thought the draft guidance was on a scale from unhelpful to really helpful.

We asked learners to place a post-it note on the thermometer on the appropriate section. They were also given the opportunity to write any additional comments on their post-it, either with general comments or with more specific ways to make the draft guidance more helpful.

We often use this type of method to gauge opinions in a more visual and interesting way. This method allows quickly gauge the general response of the group.

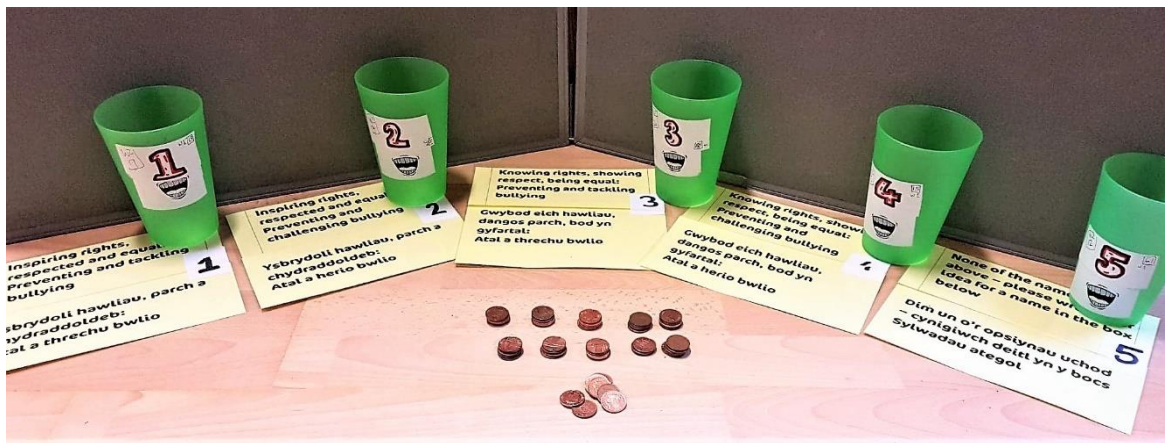
Question 6: Which of the following names would you prefer for the new guidance?

Method: Money where your mouth is

For this activity we wanted the young people to vote on their choices for the possible names for the new anti-bullying guidance.

We gave them five votes as 5 x 1p coins and gave them the opportunity to 'Put their money where their mouth is'. They used their pennies to put them in corresponding options pots.

They could divide their pennies up or they could put more than one in any of the pots.



Question 7: What impact do you think the anti-bullying guidance will have on the Welsh language?

Method: Dragon Target

For this activity we asked the young people to consider if the draft guidance would have a positive or negative effect on the Welsh language.

We asked them to place star on the corresponding part of our Welsh flag;

- **Green** – meant the draft guidance would have a positive impact on the Welsh language
- **Red** – meant the draft guidance would have a negative impact on the Welsh language
- **White** – not sure what impact the draft guidance will have on the Welsh language



Question 8. Is there anything else you'd like to say?

Method: Hopes and fears

For this last question we asked the participants if they had any other comments about the draft guidance, we also asked them if they had any 'Wishes or Worries' / 'Hopes and Fears' with regards to the draft guidance. They were given the opportunity to write any comments on slips of paper and put them into our 'hopes and fears/wishes and worries boxes', this way their comments would be confidential.



5. Results

Question 1: Is the guidance clearly explained? & Question 2: Is the guidance easy to understand?

Method: Dot targets

We asked the participants if they felt the draft guidance was presented in a clear and easy way to understand. Participants were asked to place a sticker on our target.

- **Green** section if it was clear/easy to understand
- **Yellow** section if they weren't quite sure
- **Red** if it could do with being clearer/easier to understand

Q1 - Is the guidance clearly explained		Q2 - Is the guidance easy to understand	
Yes	80%	Yes	80%
Not Sure	20%	Not sure	20%
No	0%	No	0%

Conclusions/Themes

Question 1.

The majority of participants felt the draft guidance was clearly explained, with 20% not sure of draft guidance's clarity. Nobody thought that the draft guidance was unclear.

Question 2.

The majority of participants felt the report was easy to understand, with 20% not sure of how easy the draft guidance was to understand. Nobody thought that the draft guidance was difficult to understand.

Top Tips – For making things clear and easy to understand

For this activity we asked the young people to give us their top tips on how to make the draft guidance clearer and easier to understand. The intention is that the advice and feedback provided will help the Welsh Government create clear guidance and resources that are user friendly.

- *Keep it to the point*
- *A presentational video aimed at teens*
- *Keep it as it is!*
- *Make the points more 'direct'*
- *Directly to the point*
- *Put it like a poster*
- *Make 1 guide that is all age friendly*
- *Images or evidence*
- *Pictures keeps things interesting*
- *Celebrity stories on bullying or discrimination*
- *Relatable celebrities*
- *Shorter version is easier to understand*
- *Short and straight to the point*
- *Already perfect*
- *Make points concise and accessible to most people*
- *Easy to understand*
- *Short and simple*
- *More than one language*
- *Aimed towards specific audience, e.g. Pictures etc.*
- *Easy to understand*
- *More advertisement.*

Conclusions/Themes:

The group had clear ideas of making the information even more accessible including;

- *Keep to the point*
- *use pictures and images*
- *relatable celebrity stories*
- *alternatives to written information such as a video*
- *let people know it exists.*

Question 3. Does the guidance link in with these supportive agencies?

Method: Supportive Hands Chart

For this activity we first asked the participants to think of any agencies or projects that helped or supported children and young people. Secondly, we asked participants if they thought that the anti-bullying draft guidance links up with those services.

- *Yes – does link up with the draft guidance*
- *No – does not link up with the draft guidance*
- *Maybe – not sure if they link up with the draft guidance*

YES	NO	NOT SURE
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Childline x 12 CAMHS x 2 Children in Need x 1 Meic x 2 CEOP x 2 NSPCC x 1 Football Team x 1	Wrexham Info Shop x 1 Sap x 1	Children in Need x 1 The Info Shop x 1 Hwb x 1 Hafan Y Cymru x 1
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Conclusions/Themes

Whilst the larger national bodies were seen to link in with the draft guidance, the local agencies were seen as being less in touch with the issue.

Childline was the most mentioned agency with around half of the participants naming it.

Some participants had a slight problem of thinking of support agencies for children and young people, this is shown by the rather limited number of agencies suggested.

Question 4. Is there anything missing that should be added?

Method: Graffiti Wall

For this activity we asked the participants to add to a large 'Graffiti Wall' anything they thought that was missing from the draft guidance. They could outline what was missing and/ or state what they would like to see more of, and/ or what could make the guidance more effective.

- *"Prevent bullying before it actually happens!"*
- *"More encouragement to stand up to bullies"*
- *"LGBTQ+"*
- *"How are the victims and the bullies supported?"*
- *"Empower people to stop it before it starts"*
- *"Define hate crimes, LGBTQ, affects, links to support"*
- *"Discrimination"*
- *"Show the effects, It can cause depression, eating disorders, anxiety, suicide"*
- *"If people don't tell anyone, it can affect their education because they can become sad and not want to do well."*
- *"Advertisement for anti-bullying"*
- *"Funding? How much? Where is it coming from?"*
- *"How are parents and carers involved?"*
- *"More drop-in sessions with counsellors"*
- *"How to keep people away from bullying"*
- *"More choices of helplines/places that can assist"*
- *"More information on how to deal with it by yourself"*
- *"Support for bully to find out why they did it and if they need help with something"*
- *"Educating parents and parents educating children"*
- *"Section for the bullies to make them understand how the victim feels"*
- *"Identification of problems caused by bullying and how they can be dealt with."*

Conclusions/Themes

Some participants felt that the draft guidance should do more to highlight the issues caused by bullying and to further highlight what people could do if they were being bullied and have ways to empower them to deal with bullying themselves.





There were a few comments about supporting the bullies. Showing them the effects of their behaviour and ways in which they can get support to address their issues with a view of reducing bullying.

There were specific comments made about how the draft guidance should show how combatting bullying should help to tackle discrimination. Some participants felt that the draft guidance should talk more about hate crimes and should do more to talk about the issues faced by those from the LGBTQ+ community.

Question 5. How helpful did you find the anti-bullying draft guidance?

Method: Thermometer

For this activity we asked the young people how helpful they thought the anti-bullying draft guidance would be.

	Comments	% of vote
Very Useful 	<ul style="list-style-type: none"> ➤ <i>"Helpful to show people what's bullying and what isn't"</i> ➤ <i>"Straight forward"</i> ➤ <i>"We are doing something about bullying"</i> ➤ <i>"The guidance is easier to follow when it's shorter"</i> ➤ <i>"A shorter version, easier to understand"</i> ➤ <i>"I think it's really good and in depth. Useful helpful guide"</i> ➤ <i>"Really helpful but it should maybe be shortened and not go on as much, also add about the long-term effects of bullying."</i> 	42%
Useful 	<ul style="list-style-type: none"> ➤ <i>"Easy to understand"</i> ➤ <i>"The changes will affect millions"</i> ➤ <i>"It outlines what bullying is"</i> ➤ <i>"Quite helpful, easy to understand"</i> ➤ <i>"The guidance will hopefully enlighten people to stand up to bullying"</i> ➤ <i>"Great for young people in education, more focus"</i> ➤ <i>"Helpful and to the point but can be shortened down a bit."</i> ➤ <i>"Things are finally changing and becoming clearer"</i> 	24%
Unsure 	<ul style="list-style-type: none"> ➤ <i>"It might but it might not have an impact on bullying"</i> ➤ <i>"Needs more exposure"</i> ➤ <i>"It is helpful"</i> 	15%
Not that helpful 	<ul style="list-style-type: none"> ➤ <i>"I think help needs to be delivered to the bullied, as it may be hard for them to go for help or pick up the guidance"</i> ➤ <i>"It doesn't necessarily stop bullying"</i> ➤ <i>"A lot of it is already taught in school, in PSE lessons"</i> ➤ <i>"Most people may not see it"</i> 	19%

Unhelpful 		
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Conclusions/Themes

66% of the participants were positive about the usefulness of the draft guidance. A few participants made comments about how it was easy to understand, as well as being useful and easy to follow but that it could be slightly shortened, especially for younger learners.

Of the remaining 34% who were unsure how useful the draft guidance would be or who thought the draft guidance would not be too helpful, comments showed that there was some doubt that it would stop bullying and a worry that people would not see it.

Question 6. Which of the following names would you like for the new anti-bullying draft guidance?

Method: Money where your mouth is

Participants were given the opportunity to vote on their preferred name for the new anti-bullying guidance. Each participant was given five votes (5x 1p coins) and the opportunity to 'put their money where their mouth is' using their pennies to vote. They were free to divide their pennies up or could put more than one penny in any pot.

Options	Votes/%
"Knowing rights, showing respect, being equal: Preventing and tackling bullying" "Gwybod eich hawliau, dangos parch, bod yn gyfartal: Atal a threchu bwlio"	36%
"Knowing rights, showing respect, being equal: Preventing and challenging bullying" "Gwybod eich hawliau, dangos parch, bod yn gyfartal: Atral a herio bwlio"	28%
"Inspiring rights, respect and equality: Preventing and tackling bullying" "Ysbrydoli hawliau, parch a chydraddoldeb: Atal a threchu bwlio"	14%
"Inspiring rights, respect and equality: Preventing and challenging bullying" "Ysbrydoli hawliau, parch a chydraddoldeb: Atal a herio bwlio"	13%
None of the above – please write your idea in the box below	9%

Suggested alternative titles for the guidance

"RIGHTS, RESPECT, EQUALITY: Challenging Bullying"

Extra comments:

- *It's a bit of a mouthful*
- *Is it supposed to summarise or be catchy? Because it's not too catchy*
- *Needs to be catchier – not put people off by the long title*
- *The do drag on a bit don't they*

Conclusions/Themes

The top choice was

“Knowing rights, showing respect, being equal: Preventing and tackling bullying”
with the similar title

“Knowing rights, showing respect, being equal: Preventing and challenging bullying”
as a close second.

There were a few criticisms made about the length and complexity of the titles. Some commented on how it could benefit from being more ‘catchy’.

Question 7. What kind of impact do you think the draft guidance will have on the Welsh language?

Method: Dragon Target

For this activity we asked the participants to consider if the draft guidance would have a positive or negative effect on the Welsh language. They were also given the opportunity to make any comments. They were given the choice of three possible responses.

- **Yes** – Will have a positive impact on the Welsh language
- **No** – Will have a negative impact on the Welsh language
- **Maybe** – Not sure what impact it will have on the Welsh language

Option	Responses
Yes/Positive impact	24%
No/Negative impact	
Maybe / Not sure	76%

Conclusions/Themes

Participants told Dynamix that they were not sure how the draft guidance would have any impact on the Welsh language, this is mirrored in the results where the majority of respondents (76%) were not sure of the impact it would have on the Welsh language.

Of those who thought it would have an impact on the Welsh language 24% said it would be positive. These results may have been different if there were participants

from Welsh medium schools at the event as they would have more understanding and experience of this particular issue.

Question 8. Is there anything else you'd like to say?

Method: Hopes and Fears boxes / Wishes and Worries boxes

For this last question we asked the participants if they had any other comments about the draft guidance, we also asked them if they had any 'Wishes or Worries' / 'Hopes and Fears' with regards to the draft guidance.

Hopes/ Wishes

- *"I hope that this guidance will stop inequality in school especially towards LGBTQ+"*
- *"I hope they advertise it"*
- *"That it prevents the bullies from bullying"*
- *"It is more child friendly, (hope) to see a good improvement"*
- *"That people were more open to discuss if they are being bullied"*
- *"I hope that; - makes people feel more comfortable at schools"*
- *"That the amount of bullying is limited"*
- *"That the guidance works"*
- *"It will make an impact on people"*
- *"I hope it makes a change and that people will listen to others"*
- *"It will reduce bullying"*
- *"Will it actually be an improvement of the previous policy"*
- *"May need more advertising – don't know about support services, only Childline and NSPCC"*
- *"Hope it reduces bullying so people feel safer in school"*
- *"I hope that the guidance will encourage more people to speak up"*
- *"That the guidance document will be compelling to read, thus allowing for a greater knowledge and understanding for those supplied with the book"*

Fears/Worries

- *"Won't work, bullying might carry on"*
- *"It might not be listened to. People might ignore it"*
- *"How does the way it is dealt with vary between age groups?"*
- *"No one will read it 😞"*
- *"No one will care"*
- *"People might distrust the booklets and not think they can help"*
- *"Will get ignored"*
- *"The guidance won't work"*

Any extra comments:

- *"Is there a way to find out why the bully is doing this?"*

- *“It always says that the “child” is the victim who should go to the “adult” however many young adults/adults get bullied. Rephrase it?”*
- *“If bullying does stop, they can help people with long term effects”*
- *“What does bullying have to do with the Welsh language?”*
- *“I think they may not advertise it enough”*
- *“Prevent people from being a mean person, from the beginning. Make sure young people/infants are at positive places”*
- *“Get rid of age brackets – everyone gets bullied”*
- *“Less aggressive language i.e. ‘tackling and challenging’ – a more neutral title, maybe. E.g. Bullying, Restoring Purity and Helping You”*
- *“Don’t worry, be different,”*

Conclusions/Themes

Participants felt strongly about the issues around bullying and wanted schools to be bully free zones. However, they were quite sceptical that things would change rapidly as a result of booklets or pupil voice.

There was a real hope that the draft guidance would have a positive impact on bullying in schools and would go part of the way to reduce the issues facing people who have been the victims of bullying

There were real hopes that the draft guidance would help combat discrimination of all types and more specifically those facing people from the LGBTQ+ communities.

Most of the participants felt that the draft guidance was a real step in the right direction but had concerns that not enough people would be aware of the document, that the draft guidance would have little impact or that ‘no one would read it/no one would care’.

They felt that a positive advertising campaign would really help it spread the message wider.

There were comments about finding the reasons for bullying behaviour, about the fact that adults are the victims of bullying and how bullying has long term consequences and effects.

6. Themes

Ease of use/access: Participants found the guidance relatively clear and easy to understand but outlined that it was more attractive and engaging for younger learners.

Spreading the message wider: The idea of producing alternative formats was mentioned, it was felt that using other formats could make the guidance more accessible and likely to be used.

It was felt that the guidance already links in quite well with larger supportive agencies (ChildLine, NSPCC), however participants sometimes struggled to think of any other supportive agencies so weren't clear on how the message could be spread to them. It may help to give examples of other support agencies for children and young people as a way of improving children and young people's support network.

Hopes for the guidance: There is a real hope that the guidance will have a positive effect on school and learning environments. Participants had no difficulty identifying the issues caused by bullying and felt that the guidance could 'affect millions' positively. There was a hope that it would help combat discrimination in schools and would create more welcoming/accepting environments.

However, there were some strong feelings around the subject of bullying and some doubt that it will be diminished or tackled by this guidance. Although it is a step in the right direction, some fear that people won't pay any attention to the guidance or that it 'won't work'.

Title for guidance: Although participants were keen on two titles suggested by the Welsh Government, some participants felt that the options provided may be too long or use language that is not totally engaging for younger age groups.

What's missing? It was felt by some participants that the guidance should do more to highlight the issues caused by bullying and should show ways in which victims of bullying could access support. Some participants felt that it would be important to further highlight what people could do if they were being bullied and ways to be empowered to deal with the bullying.

There were also a few comments made about supporting the bullies and unpicking their reasons for bullying. Showing them the effects of their behaviour and ways in which they can get support to address their issues with a view of reducing bullying further.