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Llywodraeth Cymru  
Welsh Government

# Welsh Government Consultation on 'Draft anti-bullying guidance'

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## Workshop 2: Primary school learners report

November 2018

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## 1. Introduction to the consultation

Dynamix was asked by the Welsh Government to consult with primary and secondary school learners on the draft anti-bullying guidance.

A series of questions were set by the Welsh Government and Dynamix were asked to put together workshops to gather views and opinions on the new draft guidance in a participative and exciting way.

This report contains the results from a series of workshops held on 21 November 2018 with 45 primary school learners aged between 7–11 as part 'The Big Conversation Event', set up by Swansea City Council's 'Participation and Children's Rights' team.

Attendees at the event were from both dual medium (English and Welsh) and Welsh medium schools from all over Swansea local authority area and were further supported by teaching staff who were on hand to help the process run smoothly.

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workshops were asked a series of questions by Dynamix in child friendly terminology to gather views and opinions on the draft guidance in a participative and exciting way.

## 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 Engagement<sup>1</sup> and the 7 National Standards of Children and Young People's Participation<sup>2</sup>.

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

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

### 3. Summary

This section provides a summary of the results of the 8 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	65%
No, it is not very clear	0
Not sure / Its 'OK'	35%

#### **Question 2: Is the anti-bullying draft guidance easy to understand**

Options	Vote percentage
Yes, it is easy to understand	36%
No, it is not very easy to understand	40%
Not sure / its 'OK'	14%

#### **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 8 School x 3 Teachers x 2 Meic x 2 Drama x 4 NSPCC <sup>3</sup> x 3 Netball x 2 Football x 2 ICC <sup>4</sup> x 2 Gymnastics x 6 My School Job x 2 Karate Police Move's Scouts Talk on X Box Dance Playing rugby	Swimming Choir Breakfast Club X Box groups French Youth Club x 2 Football club Dance x 2 Cooking clubs After School Club	Cooking x 2 Dance Gymnastics Mad Science club Beavers, cubs and scouts

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

##### **Selection of comments by participants**

<sup>3</sup> National Society for the Prevention of Cruelty to Children

<sup>4</sup> Integrated Children's Centre

- “Make a cartoon for little ones, to say “who you could tell”
- “Get more staff to help spread the word on bullying”
- “There should be examples of places you can go to talk about your worries”
- “How to get teachers involved”
- “In school you should have a club that stops bullying and gives a bad punishment for the bullies”
- “More help!!! More soon!!!”
- “Every child has the right to be protected from being hurt, children should never be in a position to be hurt”
- “Nobody calls Childline because I think they would prefer to speak to someone they know”

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

	Comments	% of vote
<b>Very Useful</b>	<ul style="list-style-type: none"> <li>➤ “Helpful for me and others who don’t know much about anti-bullying”</li> <li>➤ “Very useful because it is easier to understand for younger readers”</li> <li>➤ “Guidance is helpful but the words should be more simple”</li> <li>➤ “More colours, pictures and language for younger kids”</li> <li>➤ “I think it’s good because people can help”</li> <li>➤ “Very helpful for school but needs pictures for smaller children”</li> <li>➤ “It is a quite useful because it tells people to stop bully’s”</li> <li>➤ “Treat people the way you want to be treated”</li> </ul>	<b>53%</b>
<b>Useful</b>	<ul style="list-style-type: none"> <li>➤ “I think the guide is good but needs more pictures for younger kids”</li> <li>➤ “Very useful for anyone”</li> <li>➤ “Something like a cartoon character to make it friendlier”</li> <li>➤ “I think it’s good for all children”</li> </ul>	<b>20%</b>
<b>Unsure</b>	<ul style="list-style-type: none"> <li>➤ “People should make it less wordy”</li> <li>➤ “More pictures, child friendly” / “Add in pictures, more child friendly”</li> <li>➤ “Needs to be friendlier, make a picture version and a non-picture version”</li> </ul>	<b>20%</b>
<b>Not that helpful</b>	<ul style="list-style-type: none"> <li>➤ “Make more child friendly”</li> <li>➤ “Make it more child friendly with pictures”</li> </ul>	<b>7%</b>
<b>Unhelpful</b>		<b>0%</b>

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

Options	Votes%	Rank
None of the suggested names (see page 15 for details)	<b>36%</b>	<b>1</b>
“Knowing rights, showing respect, being equal: Preventing and tackling bullying” “Gwybod eich hawliau, dangos parch, bod yn gyfartal: Atal a threchu bwlio”	<b>26%</b>	<b>2</b>
“Inspiring rights, respected and equality: Preventing and tackling bullying” “Ysbrydoli hawliau, parch a chydarddoldeb: Atal a threchu bwlio”	<b>15%</b>	<b>(equal) 3</b>
“Knowing rights, showing respect, being equal: Preventing and challenging bullying”	<b>15%</b>	<b>(equal) 3</b>

"Gwybod eich hawliau, dangos parch, bod yn gyfartal: Atal a herio bwlio"		
"Inspiring rights, respected and equality: Preventing and challenging bullying" "Ysbrydoli hawliau, parch a chydaddoldeb: Atal a herio bwlio"	9%	4

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

Option	Responses %
Positive impact	62%
Negative impact	0%
Not sure	38%

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

**Selection of comments:**

*"We need to help bullies, so they could stop"*

*"In the book there needs to be more pictures for little kids"*

*"Why do people bully?"*

*"I hope that the leaflet will make a difference, so bullying will stop happening"*

*"I hope this book is made to stop bullying, not give others ideas of what to do to bully"*

*"I hope soon that cyber bullying stops due the guidance"*

*"I hope that the anti-bullying will be in other languages"*

*"I worry about comp - they could bully" / "Worried about comp from bullies"*

*"I think the guidance is helpful, but the words should be more child-friendly and the title should be snappier because children wouldn't understand it. Bullying is something that needs to stop, and I am worried that younger children are more likely to get bullied"*

## 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 1: Is the guidance clearly explained?**

**Question 2: Is the guidance easy to understand?**

**Method: Dot targets**

For these question participants were asked to





place stickers on the targets depending on their response.

If they thought...

- The draft guidance was clear they would put their sticker on **Green**
- The draft guidance wasn't clear they would put it on **Red**
- If they weren't sure they would put their sticker on **Yellow**

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

**Method:** Supportive Hands Chart

For this activity we asked the participants to think of any agencies or projects that helped or supported children and young people, then we asked if they thought that the anti-bullying draft guidance links up with those services. We asked participants to write the name of the services on the supportive hands and then put them into the table with

- Yes – does link up with the guidance
- No – does not link up with the guidance
- Not sure – not sure if they link up with the guidance



### 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?

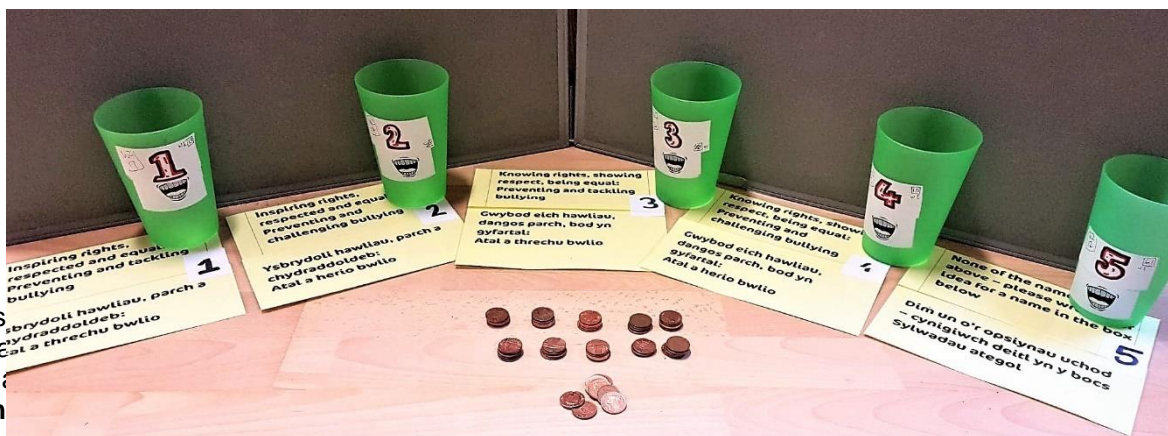
Method: Money where your mouth is

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: Yes, No, Maybe mats

For this activity we asked the participants to consider if the draft guidance would have a positive or negative effect on the Welsh language and gave them the opportunity to make comments. We asked the participants to 'vote with their feet' by moving to our Yes (Ie) No (Na) Maybe (Ddim yn gwybod) mats where...

- **Ie/Yes** – Will have a positive impact on the Welsh language
- **Na/ No** – Will have a negative impact on the Welsh language
- **Ddim yn Gwybod / Not sure** – Not sure what impact it will have on the Welsh language



### Q8. Is there anything else you'd like to say?

Method: Hopes and fears

For this last question we asked 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 guidance. They were given the opportunity to write any comments on slips of paper and put them into our 'Wishes and Worries' / 'Hopes and Fears 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 explained clearly Explained		Q2 - Is the guidance easy to understand	
<b>Yes</b>	65%	<b>Yes</b>	36%
<b>Not Sure</b>	35%	<b>Not sure</b>	40%
<b>No</b>	0%	<b>No</b>	14%

## Conclusions/Themes

### Question 1.

The majority of participants felt the draft guidance was clearly explained (65%), with 35% unable to decide whether it was clearly explained or not. No one said that they thought the draft guidance was not explained clearly.

### Question 2.

Just over a third of participants said that they found the draft guidance easy to understand (36%) however slightly more (40%) said they weren't sure how easy it was to understand. The use of language may be too advanced for some younger learners and some may prefer more information in the form of pictures. These issues may be why around 14% said that they thought the guidance wasn't easy to understand.

## Top Tips – For making things clear and easy to understand

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

- |   |   |
|---|---|
| ➤ <i>More pictures</i>                            | ➤ <i>Early years video - interactive</i>  |
| ➤ <i>Not too much writing</i>                     | ➤ <i>More links to home</i>   |
| ➤ <i>More sectioned off</i>                       | ➤ <i>More global languages</i>  |
| ➤ <i>More colourful/brighter</i>                  | ➤ <i>Shorter words</i>  |
| ➤ <i>More letters about bullying</i>              | ➤ <i>Needs to say the fight is worth it at the end, so if they didn't really understand it, they will</i> |
| ➤ <i>Pictures on every page</i>                   | ➤ <i>Less complicated words</i>   |
| ➤ <i>Exciting, fun language like Harry Potter</i> | ➤ <i>Talk about different types of bullying and what could happen</i>                                     |
| ➤ <i>Letters to go home</i>                       | ➤ <i>Looks colourful and fun</i>  |
| ➤ <i>Numbers of organisations</i>                 | ➤ <i>More drawing – add your own stuff</i>  |
| ➤ <i>Clearer so they match up better</i>          | ➤ <i>Having a Welsh version is useful</i>   |
| ➤ <i>Easier one again for younger children</i>    |   |
| ➤ <i>Reception children may struggle</i>          |   |
| ➤ <i>Bigger writing, more pictures</i>            |   |

- *Having a worry page would be good*
- *Having a hopes page would be good*
- *Easy for me to understand, harder for young people*
- *Language younger people will understand, 5yr olds +*
- *Bullying can be from younger to older*
- *Show them from a young age that it's not good*
- *More colours and pictures for those who aren't so keen on reading*
- *Bigger writing*
- *Suitable for children*
- *QR Codes for a link*
- *Younger children may find it harder*
- *If you had disabilities it would be tougher*
- *Videos (QR Codes)*

### Conclusions/Themes:

Participants had a clear idea of how to make the information even more accessible including;

- More pictures
- more use of colour
- use of exciting language and less complicated words
- use of QR codes to link to other resources
- more potential for interaction with the text
- alternatives to written information such as a video for younger children
- let people know it exists.

### Question 3. Does the draft 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.

We asked them to write the name of the services on our supportive hands slips and then put them into our table with...

- 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
Childline x 8 School x 3 Teachers x 2 Meic x 2	Swimming Choir Breakfast Club X Box groups	Cooking x 2 Dance Gymnastics Mad Science club

Drama x 4 NSPCC <sup>5</sup> x 3 Netball x 2 Football x 2 ICC <sup>6</sup> x2 Gymnastics x 6 My School Job x 2 Karate Police Move's Scouts Talk on X Box Dance Playing rugby	French Youth Club x 2 Football club Dance x 2 Cooking clubs After School Club	Beavers, cubs and scouts
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### Conclusions/Themes

Whilst the national bodies mentioned were seen as linking to the draft guidance, smaller, local organisations e.g. breakfast clubs', football and other leisure providers were seen as being less aware of bullying issues. Childline was the most mentioned agency with around one third of the participants naming it. Some children and young people made it clear that they weren't sure how the guidance would link to other services as it didn't mention them very much and concentrated mainly on how it would affect schools.

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<sup>5</sup> National Society for the Prevention of Cruelty to Children

<sup>6</sup> Integrated Children's Centre

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

##### Method: Graffiti Wall

For this activity we asked the participants to add to our large 'Graffiti Wall' anything they thought was missing from the guidance. They could put things that were missing, what they'd like to see more of or what could make it more effective.

- *Make a cartoon for little ones*
- *Bigger writing, add pictures*
- *Always tell an adult*
- *#Report Cards*
- *More child friendly, suitable for younger children*
- *It is helpful, but it needs to be explained more simple for younger children*
- *In school you should have a club that stops bullying and gives a bad punishment for the bullies*
- *If you are bullied you should tell someone you can trust*
- *Give people that are bullying detention. Tell people to stop bullying*
- *More cameras, more help, more adults*
- *Big writing and videos for younger people*
- *More help!!! More soon!!!*
- *Every child has the right to be protected from being hurt, children should never be in a position from being hurt*
- *More languages for anti-bullying*
- *Staying away from the bully*
- *Treat people the way you want to be treated*
- *More colours and fun stuff*
- *Make sure that children will always have enough happiness*
- *Try and sort it out yourself*
- *If you see someone getting bullied, you should try and stop them*
- *Make the booklet easier to understand*
- *Respect one another*
- *Tell people to stop bullying*
- *Check cameras more, more stuff to help get rid of bullying*
- *Make sure security camera works*
- *Keep an eye on naughty people*
- *More colours, more photos, bigger writing*
- *No one should be in the middle of an argument if they don't want to*
- *Get Dynamix to go to other primary schools in Swansea*
- *Don't be mean to anyone, if you have not got anything to say bad don't say it*
- *People should have the right to live with whoever they want to!*
- *More teachers*
- *Get more staff to help about bullying*
- *Try a new club or sports club*
- *Video for younger children*
- *NSPCC Phone number: 0800 1111*
- *If you are worried and don't want to tell anyone, put a note in a worry box*
- *It's important to treat everyone the way you want to be treated*
- *Don't ignore bullying, always tell someone*
- *Places you can tell all your worries*
- *How to get teachers involved*
- *Keep up the fight, it's worth it in the end*
- *Better communication to parents*
- *Bullying should not be allowed*
- *Tell an adult if you are worried*
- *Nobody calls Childline because I think they would prefer to speak to someone they know*
- *Drama can help you in bullying because you can stand up for yourself and stand up for others*



- *If you see someone being bullied* *help them and talk about it*

## Conclusions/Themes

Participants felt it would be important for younger learners to be able to access this information as such making the guidance more accessible was a key theme.




Participants suggested making videos, cartoons or large colourful resources as a way of helping younger learners to access the guidance.



Participants came up with many issues surrounding good practice in their schools as well as ideas for getting parents and teachers more involved in the reduction of bullying.

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

### Method: Thermometer

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

	Comments	% of vote
<b>Very Useful</b> 	<ul style="list-style-type: none"> <li>➤ <i>Less wordy, new title, but 5-year olds will be baffled</i></li> <li>➤ <i>"It is good+"</i></li> <li>➤ <i>"Helpful for me and others who don't know much about anti-bullying"</i></li> <li>➤ <i>"They need pictures at the back"</i></li> <li>➤ <i>"Very useful because it is easier to understand for younger readers"</i></li> <li>➤ <i>"I think it is very useful because people will know more about it"</i></li> <li>➤ <i>"Guidance is helpful, but the words should be simpler"</i></li> <li>➤ <i>"Need more pictures and need to be more understanding"</i></li> <li>➤ <i>"More colours, pictures and language for younger kids"</i></li> <li>➤ <i>"I think it's good because people can help"</i></li> <li>➤ <i>"Very helpful for school but needs pictures for smaller children"</i></li> <li>➤ <i>"It is quite useful because it tells people to stop bully's"</i></li> <li>➤ <i>"Treat people the way you want to be treated"</i></li> <li>➤ <i>"More pictures for young children" / "Need more pictures"</i></li> <li>➤ <i>"More pages"</i></li> </ul>	53%
<b>Useful</b> 	<ul style="list-style-type: none"> <li>➤ <i>"I think the guide is good but needs more pictures for younger kids"</i></li> <li>➤ <i>"Very useful for anyone"</i></li> <li>➤ <i>"Needs more pictures"</i></li> <li>➤ <i>"Something like a cartoon character to make it friendlier"</i></li> <li>➤ <i>"I think it's good for all children"</i></li> </ul>	20%
<b>Unsure</b> 	<ul style="list-style-type: none"> <li>➤ <i>People should make it less wordy"</i></li> <li>➤ <i>"More pictures, child friendly" / "Add in pictures, more child friendly"</i></li> <li>➤ <i>"Make it friendlier by adding more pictures"</i></li> <li>➤ <i>"Needs to be friendlier, make a picture one and a non-picture"</i></li> </ul>	20%

	one"	
<b>Not that helpful</b> 	➤ "Make it more child friendly with pictures"	<b>7%</b>
<b>Unhelpful</b> 		<b>0%</b>

### Conclusions/Themes

The results from this activity showed that 73% of participants thought the draft guidance would either be helpful or extremely helpful, with only 7% of participants thinking it may not be too helpful. Nobody thought the draft guidance would be unhelpful.

Positive comments referred to the benefits of spreading information about bullying, and how the draft guidance could make it less likely for people to either bully others or fall victim to bullying. Participants felt it was relatively easy to understand but that it could be made more visually exciting especially for younger children. This could be achieved by using less writing, more pictures and colours and there were even suggestions that cartoon characters could be added to make it less of a threatening subject.

### Question 6. Which of the following names would you like for the new anti-bullying 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/%
None of the suggested names	<b>36%</b>
"Knowing rights, showing respect, being equal: Preventing and tackling bullying" "Gwybod eich hawliau, dangos parch, bod yn gyfartal: Atal a threchu bwlio"	<b>26%</b>
"Inspiring rights, respected and equality: Preventing and tackling bullying" "Ysbrydoli hawliau, parch a chydraddoldeb: Atal a threchu bwlio"	<b>15%</b>

<p>“Knowing rights, showing respect, being equal: Preventing and challenging bullying”</p> <p>“Gwybod eich hawliau, dangos parch, bod yn gyfartal: Atral a herio bwlio</p>	<p><b>15%</b></p>
<p>“Inspiring rights, respected and equality: Preventing and challenging bullying”</p> <p>“Ysbrydoli hawliau, parch a chydreddoldeb: Atal a herio bwlio”</p>	<p><b>9%</b></p>

### Suggested alternative titles for the guidance

- *“Stop bullying together”*
- *“Bullying is bad”*
- *“Help to understand bullying”*
- *“Showing respect”*
- *“Bullying is not cool”*
- *“Bullying needs to stop NOW”*
- *“Helping others and help stop bullying”*
- *“Help us stop bullying”*
- *“Anti-bullying leaflet”*
- *“Rights and what to do if you are being bullied”*
- *“How to stop bullying”*
- *“Help to stop bullying”*
- *“Help us stop bullying”*
- *“It’s hard for younger people*

### 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 joint second, with **“Inspiring rights respect and equality: preventing and tackling bullying”**.

There were many suggestions for alternative titles most of which were much more concise and snappier. More primary learners than secondary learners thought that the names offered were not good enough for getting the document into general circulation.

However, it was not possible to get participants to vote on these. We feel that given simpler titles children and young people would be more likely to read the information.

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

**Method: Yes, No, Maybe mats**

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 could respond in three different ways....

- **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	<b>62%</b>
No/Negative impact	<b>0%</b>
Maybe / Not sure	<b>38%</b>

### Comments:

*“Having booklets In Welsh would be a great idea so that Welsh schools were involved as well / It’s useful to give guidance to schools”*

*“The guidance would show you what to do if bullying was happening, doesn’t really matter if you speak Welsh or English, bullying happens in any language”*

*“It should make it less likely for people to be bullied for speaking other languages, including Welsh.”*

### Conclusions/Themes

In general, participants felt that the draft guidance would have a positive impact on the Welsh language and wouldn’t work against the Welsh language.

However, many of the participants were not sure what impact the draft guidance would have. As the Welsh language isn’t mentioned much in the draft guidance itself many of the participants were left unsure of the impact, and did not feel confident to answer with a definite yes or no.

By looking at some of the comments it could be said that participants felt it was important to have both Welsh and English versions of the guidance available to schools, as bullying can happen in any school regardless of its language.

With a Welsh and English version they felt that Welsh speakers would be less likely to fall victim to bullying due to their language choices. This could then lead to more children and young people feeling confident to learn or speak Welsh.

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

### Method: Hopes and Fears boxes

For this last question we asked the participants if they had any other comments at all 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 bullying gets rarer"*
- *"I hope that the leaflet will make a difference, so bullying will stop happening"*
- *"That bullying stops, and everyone is respected"*
- *"Respect everyone whatever they look like"*
- *"People won't bully anymore"*
- *"I hope there will be more posters that will help"*
- *"Hopefully people will take it in"*
- *"I hope that they be more photos and colours for younger kids"*
- *"I hope if we stand up to bullying and tell an adult when things are not right, I am hopeful that we can overcome bullying"*
- *"I hope this book is made to stop bullying, not give others ideas of what to do to bully"*
- *"I hope bullying would stop, people will start being more kind to each other"*
- *"I hope that someone puts a stop to bullying"*
- *"To help bullies and not shout"*
- *"I hope people stop bullying because I know how it feels like"*
- *"I hope soon that cyber bullying stops due the guidance"*
- *"I have no worries"*
- *"I hope help can be provided to children who have mental health issues who are being bullied for it"*
- *"It could change people's lives"*
- *"I would like to say it is good because the leaflet is good"*
- *"I hope that everyone understands what bullying is and get the message"*
- *"I hope that everyone understands the effect of bullying"*
- *"Poster that will have pictures and less writing"*
- *"The guidance is a good thing"*
- *"Many young readers will read it"*
- *"I hope that there will be no bullies"*
- *"I hope that the anti-bullying will be in other languages"*
- *"I hope our ideas help"*
- *"That kids can move class if upset"*
- *"Bulling disappears forever"*
- *"I hope that other types of bullying stop"*
- *"Why is it so complicated? I think it would be better if it was easier"*
- *"I hope I see my family"*
- *"That bullying will stop and there will be more positive people"*
- *"I hope it makes a difference"*
- *"I hope bullying will stop soon, that would make the world a better place"*
- *"I hope that my sister stops getting bullied"*
- *"I hope this book will be more easy for little kids or they could make a cartoon for the younger ones"*
- *"I hope bullying stops for good"*
- *"I hope that our ideas were good"*
- *"That anyone that is going through hard times is not alone"*



## Fears/ Worries

- *"I'm worried bullies will not stop"*
- *"Nobody should feel left out"*
- *"The book won't make a difference and people will keep bullying"*
- *"No one realises girls also bully boys"*
- *"I worry about people getting hurt"*
- *"I am worried this book gives bully's ideas what to do to make others feel small or bully others"*
- *"I worry that people don't get the message"*
- *"I worry that more bullies can come every year"*
- *"That somebody will come up to my friends and start making fun of them"*
- *"I don't want people to play fortnite"*
- *"I worry that bullying/cyber bullying will develop more and more and the whole world will become an unsafe place"*
- *"That suicide rates are going up because of bullying"*
- *"I worry that people will still get bullied"*
- *"I worry about comp - they could bully" / "Worried about comp from bullies"*
- *"I think the guidance is helpful, but the words should be more child-friendly and the title should be snappier because children wouldn't understand it. Bullying is something that needs to stop, and I am worried that younger children are more likely to get bullied"*
- *"I worry that there will be a lot meaner people"*
- *"I want people and children to stop bullying"*
- *"I worry that no one listens to me when I try to tell them"*
- *"Everyone has the right to not be bullied, to see family and friends and to not be scared to tell an adult"*
- *"In my opinion, no one should get bullied like me"*
- *"I'm worried People won't understand the book"*
- *"To help bullies and not shout"*
- *"I worry about the people that are getting bullied"*
- *"I worried that younger kids won't get the booklet and it won't make a difference to them"*
- *"No one will take it in and keep doing it"*
- *"I hope bullying stops forever and every person is kind and helpful to others"*
- *"I worry about the people that get bullied"*
- *"I don't feel believed"*
- *"Our school might not know what we know about anti bullying"*
- *"I am worried if the bully's bully me because I try to make the school a better place"*

Any extra comments:

- "We need to help bullies, so they could stop"*
- "Add more pictures"*
- "In the book there needs to be more pictures for little kids"*
- "I think there can be more pictures for younger kids"*
- "Is this book going to be made into something else?"*
- "Why do people bully?"*

### **Conclusions/Theme**

There were a number of hopes for the effectiveness of this work and that the final guidance will be more attractive, accessible. There was a real hope for bullying to be reduced and for this guidance to be an effective tool in combating bullying. The participants had no problem listing the negative effects of bullying and thought that with reduced instances of bullying, learners' school lives would be much easier.

There was a fear that people would continue to bully despite the guidance and that without schools implementing the guidelines, learners would continue to struggle with issues surrounding bullying.

A few comments were made about cyber/online bullying and how this can be really damaging to children and young people. There was a hope from participants that this would be addressed in the guidance and that schools would be able to give out effective advice to learners on how to stay safe online.

## **6. Themes**

### **Visual - accessibility**

It was felt that as soon as children start school, they should get to learn about how to stop/reduce bullying. To do this the guidance would have to be further simplified, using far simpler language, more pictures, cartoons and colours.

### **Title**

The suggested titles of the guidance were all seen as too 'wordy' and complex to engage with primary aged learners. The feeling was that the title should be made shorter and 'punchier' to appeal to more school aged learners. Lots of the alternative titles suggested were shorter and used simpler language.

### **Views on the guidance itself**

Most of the participants thought that it was really important to have some form of anti-bullying guidance as there was feeling that it would really help schools, teachers and learners to combat bullying. There was a hope that issues surrounding bullying would be reduced, that children from a young age would know more about the effects of bullying and the best ways to deal with it.

### **Reaching wider**

Participants felt that other services should be given bullying guidance and a more joined up approach should be put in place, ensuring that children and young people are less likely to be bullied both inside and outside of school.

It was felt that organisations like Childline and the NSPCC link up well with the guidance and would have similar values to those set out in the document. It is worth noting that beyond these two large organisations some participants really struggled to think of any other agencies or organisations that support children and young

people. It may be worth highlighting more of these agencies in future documents and promoting their work inside schools.

### Impact on the Welsh language

Throughout the workshops it was felt that the guidance would not have a negative impact on the Welsh language. Some participants weren't quite sure of the relevance of this question and didn't see how the Welsh language would be affected at all by the guidance. Although the guidance is available in both English and Welsh the document doesn't mention the effect it could have on the Welsh language, this may have left some participants unsure of how to respond