

STORI SAM

Adnodd gwrthfwlio ar gyfer
Ysgolion Uwchradd gan
Gomisiynydd Plant Cymru
a Chomisiwn Cydraddoldeb
Hawliau Dynol Cymru

Fe fydd e'n gwella

SAM'S STORY

It will get better

An **anti-bullying resource** for
Secondary Schools, produced by the
Children's Commissioner for Wales
and the Equality and Human Rights
Commission Wales



www.complantcymru.org.uk
www.childcomwales.org.uk



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Equality and
Human Rights
Commission

www.equalityhumanrights.com/wales

An Anti-Bullying Resource for Secondary Schools, produced by the Children's Commissioner for Wales and the Equality and Human Rights Commission Wales

Why does this resource exist?

When Sally Holland became the Children's Commissioner for Wales she consulted with more than 6000 children and young people to find out their priorities. Bullying emerged as the number one concern for children and young people in Wales. To see how children and young people felt this would best be addressed Sally launched [Sam's Story](#) where she consulted with more than 2000 children and young people to find out what young people think is the best way to prevent and tackle bullying. After listening to young people, one of Sally's key recommendations is that all young people of all ages have facilitated pastoral time to reflect on and discuss their relationships. This resource provides ideas and activities through which teachers can facilitate these important discussions.

The Equality and Human Rights Commission Wales have worked with Sally to produce this resource as it has identified bullying as an equality and human rights priority that needs action. The Equality and Human Rights Commission Wales report [Is Wales Fairer?](#) found that up to fifty per cent of pupils in Wales will experience bullying and as a result are encouraging schools to use the public sector equality duty as a helpful tool to address identity-based bullying. The Equality and Human Rights Commission Wales will be monitoring the actions of local authorities to do this.

What is the resource?

This resource outlines 5 teaching and learning sessions. These will work as standalone sessions but will have most impact delivered in sequence to develop incremental learning. Some schools are planning to deliver these activities during designated pastoral time, such as extended tutor time, one for every day of anti-bullying week. Other schools are using the activities in curriculum time, in particular during English lessons or during PSE



delivery. You can maximise the impact in your school by delivering these across a whole year or across a whole school. The timing of activities are indicated on the sessions but teachers should consider these as advisory guidance only: as many activities involve open-ended tasks there is the opportunity to enable groups to undertake activities for longer than the indicated time.

Included for teachers is the guidance, *Identity-based bullying: what teachers need to know*. This explains how the public sector equality duty can be used to tackle identity-based bullying in school and also gives information for teachers to better understand protected characteristics and to reflect this in discussions with pupils.

What will this resource support in my school?

This will support your school to deliver pupil experiences related to Wellbeing [2.1] and Care, Support and Guidance [4.1; 4.2; 4.3], as specified in the 2017 [Estyn Inspection Framework](#) and contains an integrated evaluation to track the impact of the activities on the wellbeing of your pupils. Sessions are mapped explicitly to the outcomes detailed in the Four Purposes of [Successful Futures](#) and directly support the purposes of the new curriculum to develop **healthy, confident individuals** who can participate as **ethical, informed citizens** in their school community. The resource is also linked to the [National Literacy and Numeracy Framework](#) [LNF] and will support the development of LNF outcomes. If your school's strategic equality plan includes an objective to address identity-based bullying, then this resource will also help you meet this.

Additional Resources

[The Right Way, A Children's Rights Approach for Education in Wales](#) gives schools a principled and practical framework to safeguard the long-term needs and wellbeing of children and young people. The Children's Commissioner for Wales and the Equality and Human Rights Commission Wales recommends that all education settings implement a child's rights approach and that this offers a coherent framework to underpin work on wellbeing, healthy behaviours and peer relationships. School can access additional support and resources



through joining the Children's Commissioner's [Student Ambassador scheme](#), a free initiative that enables young people to become Ambassadors for the Commissioner in their school.

The Equality Act 2010 protects pupils from discrimination based on protected characteristics. The Public Sector Equality Duty encourages schools to take action to improve outcomes for pupils. Schools can access guidance on the Public Sector Equality Duty and a range of teaching and learning resources from the [Equality and Human Rights Commission Wales](#).

SAM'S STORY: IT WILL GET BETTER

An Anti-Bullying Resource from the Children's Commissioner for Wales and the Equality Human Rights Commission Wales: Secondary

These 5 teaching and learning sessions will work as standalone sessions but will have most impact delivered in sequence to develop incremental learning. You can deliver these sessions during designated pastoral time, such as extended tutor time, one for every day of anti-bullying week. Maximise the impact in your school by delivering these across a whole year or across the whole school. This teaching plan refers to the following resources.

Handouts:

- [Sam's Story Blogs](#);
- [Know Your Rights Poster](#);
- [Before and After survey](#);
- [Teacher Evaluation](#).

Teacher Guidance:

- [Sam's Story Report](#);
- [Identity-based bullying: what teachers need to know](#);
- [Tackling Racism in Schools Factsheets](#).



Learning Objective (Successful Futures) Literacy and Numeracy Framework [LNF] Outcomes	Session Activities	Resources and Teacher Notes
<p>Learning Objectives</p> <p>Learners build mental and emotional wellbeing by developing confidence, resilience and empathy.</p> <p>Learners explore how to form positive relationships based on trust.</p> <p>Learners respect the needs and rights of others, as a member of a diverse society.</p>	<p><u>SESSION ONE: WHO AM I?</u></p> <p>Introduce [5 mins]</p> <p>As the class settles distribute the Before and After survey to each of the young people, ask them to complete this individually and then collect in. This short survey will be compared with the same survey delivered at the end of the sessions, which will enable you to track the impact of the activities on pupil wellbeing [Estyn Common Inspection Framework 2.1]</p> <p>Once surveys are collected, explain that this week you are going to do some activities with the class about peer-relationships and you will start with an exercise to help young people explore identity.</p> <p>Develop [10 mins]</p> <p>Hand out an A4 piece of paper to each pupil and inform them you are going to make an 'Identity Cupboard'. Ask them to place it in front of them in landscape position and fold the two sides so they</p>	<p>Resources needed:</p> <p>A4 paper</p> <p>Pens</p> <p>Know Your Rights poster Before and After Survey</p> <p>In 2016-17 the Children's Commissioner consulted with more than 2000 children and young people in Wales about bullying. The report, Sam's Story shows that young people identify difference as a key reason for experiencing bullying. This session allows young people to explore their own identities. Beginning anti-bullying activities with this self-</p>

<p>LNF Outcomes</p> <p>Oracy: respond thoughtfully to ideas</p> <p>Oracy: respond to other's views positively</p>	<p>meet in the middle, like the doors of a cupboard. Model this at the front of the class.</p> <p>Ask the class to work as individuals and not share what they are writing. Give them the following instructions:</p> <ul style="list-style-type: none"> • On the front of the 'doors' write what someone sees about you if they walk past you on the street. Pupils can choose to write two or more things. • On the inside of one of the doors, write two (or more) things someone could find out about you if they spoke with you for 5 minutes. • On the inside of the other door, write two (or more) things that an acquaintance (e.g. neighbour, classmate, family friend) could know about you. • Inside the cupboard (on the back page) write something that only someone who knows you really well would know, or you might only know yourself. <p>Reflect [10 mins]</p> <p>Invite the pupils to consider how they found the task: <i>Do they think their identity cupboard will be the same as anyone else in the class / in the world? What do people miss when they look at the outside only? Would they be happy for anyone to look at their identity cupboard?</i></p>	<p>reflective task is a way to consider the different aspects of identity before exploring bullying.</p> <p>Before the session ensure pupils understand the need to listen and respond in an appropriate way. Remind the class of your existing discussion rules or ask them to set ground rules to establish a safe, non-judgemental environment. You can use the Know Your Rights poster to do this, reminding pupils that all young people have the right to be safe and the right to express an opinion. Teachers can help facilitate understanding and discussion with the following guidance: Identity-based bullying: what teachers need to know and</p>
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	<p>Ask pupils to think of key words or phrases to answer the question, What is 'identity'?</p> <p>(Pupils should be encouraged to develop their own answers but you might find it helpful to guide them to think about aspects of identity, e.g. the protected characteristics of age, gender, race, religion, disability, sexual orientation and transgender. Pupils could also pick words to describe the nature of identity, e.g. unique; precious; complex; personal; important.)</p> <p>Remind pupils that each person has a unique identity of which they should feel proud. Remind them that each person's individuality is important to the community and relate this to your school or class values. Thank pupils for participating in the activity and inform them that you will continue your exploration of identity and relationships in the next session.</p>	<p>Tackling Racism in Schools Factsheets.</p> <p>When young people are discussing their identity cupboards it is helpful if they know that they don't need to tell anyone the things they have written. They can share these in discussion if they wish, but they don't need to. At the end of the activity give pupils time to put their identity cupboards somewhere safe (e.g. in their bags). You might wish to offer to take the identity cupboards yourself and reassure pupils you will dispose of them confidentially.</p>
<p>Learning Objectives</p> <p>Learners understand and consider the impact of their actions</p>	<p><u>SESSION TWO: YOU HAVE THE RIGHT TO BE EQUAL (Article 2)</u></p> <p>Introduce [1 min]</p>	<p>Resources needed: Internet connection and projector to show online animation;</p>

<p>when making choices and acting.</p> <p>Learners build mental and emotional wellbeing by developing confidence, resilience and empathy.</p> <p>Learners know how to find information and support to keep safe and well.</p> <p>LNF Outcomes Oracy: respond thoughtfully to ideas</p> <p>Oracy: Listen to ideas from different viewpoints</p>	<p>Remind pupils of the identity cupboard and the key things they explored last session. Inform pupils that they will continue to explore their peer relationships this session.</p> <p>Develop [10 mins] Show pupils the 1 minute video Your Choice, made by the Equality and Human Rights Commission in Wales.</p> <p>In the film, characters are judged due to an aspect of their identity. Display and ask pupils to discuss the following questions in pairs: <i>What happens in the film?</i> <i>Who in the film might need help?</i> <i>Why is the film called Your Choice?</i> <i>How could judging others by appearance cause harm?</i> Discuss the answers as a class. Remind the young people of how they felt about their own identity during session one.</p> <p>Reflect [15 mins] Draw an outline of a person on a flip chart and display at the front of the class. Give each pupil a post-it note. Ask them to write how it would feel to hear one of the judgements in the film on their post-it and to stick this inside the outline of the person. Read out some of</p>	<p>Flip-chart / large piece of paper; Know Your Rights Poster Post-it notes and pens.</p> <p>Before the session ensure pupils understand the need to listen and respond in an appropriate way. Remind the class of your existing discussion rules or ask them to set ground rules to establish a safe, non-judgemental environment. You can use the Know Your Rights poster to do this, reminding pupils that all young people have the right to be safe and the right to express their opinion.</p> <p>The film shows a series of judgements, some of which relate to protected characteristics under the Equality Act. Teachers can</p>
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<p>Reading: use inference and deduction</p>	<p>the feelings in the outline and ask the class to consider what the effect of all of these feelings could be on a young person.</p> <p>Repeat this exercise with the 'bully'. Draw another outline of a person and invite young people to imagine how it would feel to be the bully in the film - write the feeling on a post-it. Ask them to stick these into an outline of the bully, and as a class consider the effect of these feelings on a young person.</p> <p>Inform the pupils it is anti-bullying week this week and you will be continuing to discuss bullying and how to prevent it. Use this opportunity to discuss with pupils how to report bullying in your school and the importance of talking to a trusted adult. Share the ChildLine number 0800 1111. Display this information prominently in your school this week.</p>	<p>help facilitate understanding and discussion with the following guidance: Identity-based bullying: what teachers need to know and Tackling Racism in Schools Factsheets.</p> <p>As you are discussing bullying, you should clearly display your school's anti-bullying policy and procedure, particularly any young-person friendly versions of this. You can also display the ChildLine number 0800 1111 prominently in class. It is also beneficial to display and point out Article 2 [All children and young people have rights and no child or young person should be treated differently.]</p>
<p>Learning Objectives</p> <p>Learners build mental and emotional</p>	<p><u>SESSION THREE: SAM'S STORY</u></p> <p>Introduce [2 mins]</p> <p>Remind pupils it is anti-bullying week and you are considering what bullying is, how it feels and how it can be prevented.</p>	<p>Resources needed:</p> <p>Handout resource: Sam's Story Blogs</p> <p>Know Your Rights Poster</p>

<p>wellbeing by developing confidence, resilience and empathy.</p> <p>Learners know how to find information and support to keep safe and well.</p> <p>Learners understand and exercise their human and democratic responsibilities and rights.</p> <p>Learners respect the needs and rights of others, as a member of a diverse society.</p> <p>LNF Outcomes</p>	<p>Remind them of the information you displayed and discussed last session and of any rules or principles you set for discussion.</p> <p>Explain to pupils that in 2016-17 Sally Holland, the Children's Commissioner for Wales, heard from more than 2000 young people in Wales about bullying, including many from Secondary Schools. Sally asked young people to send blogs, videos and pictures to describe what happens when bullying takes place.</p> <p>Develop [10 mins]</p> <p>Distribute the Handout resource: Sam's Story Blogs. This shows some of the pictures and blogs sent by young people in response.</p> <p>Ask pupils in pairs to read through the resource and consider the following questions. You can ask pupils to read both of the extracts or to focus on one.</p> <p><i>What happens to Sam in the blog?</i> <i>How does this make Sam feel?</i> <i>Could it happen in our school?</i></p> <p>Reflect [10 mins]</p> <p>Hand out the Know Your Rights posters. Explain that the United Nations Convention on the Rights of the Child is a list of rights that belong to all children and young people in Wales and around</p>	<p>Teachers can help facilitate understanding and discussion with the following guidance: Identity-based bullying: what teachers need to know and Tackling Racism in Schools Factsheets.</p> <p>The class may find that a number of rights in the UNCRC are threatened or denied in the descriptions of bullying. Particularly relevant are: Article 2 [All children and young people have rights and no child or young person should be treated differently]; Article 19 [You have the right to be protected from all forms of violence, abuse, neglect and bad treatment]; Article 28 [You have the right to an education]. The class may also identify other rights that are under</p>
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<p>Reading: read and analyse texts that are new to them</p> <p>Reading: locate and selectively use information from texts</p> <p>Reading: use inference and deduction</p> <p>Reading: compare themes and issues across texts</p>	<p>the world. Ask the class in groups to find examples of rights that are being threatened or denied to the character of Sam in the blog.</p> <p>Make a list of the articles as a class.</p> <p>Use this opportunity to state that bullying is an act of threatening and removing rights and it is something no child or young person should experience.</p> <p>Remind pupils how to report bullying in your school and the importance of talking to a trusted adult. Share the ChildLine number 0800 1111. Display this information prominently in your school this week.</p>	<p>threat, particularly articles 6, 7, 12, 13, 14, 15, 16, 22, 23, 29, 30, 31, 36.</p> <p>This might be an opportunity to introduce the concept that rights are 'indivisible' to the class. If you take away one right, it will always affect other rights. So if you take away the right to feel safe (Article 19) this will affect a child's right to education (Article 28), which can then go on to affect other rights (e.g. 15; 29).</p>
<p>Learning Objectives</p> <p>Learners build mental and emotional wellbeing by developing confidence, resilience and empathy.</p>	<p><u>SESSION FOUR: IF SAM WENT TO OUR SCHOOL?</u></p> <p>Introduce [2 mins]</p> <p>Explain to the pupils that you are going to introduce an imaginary character called Sam. Give them the following information about Sam:</p> <p><i>Sam is 15 years old [choose the age relevant to the class] and is a child in your school. Sam is being bullied. Sam can identify as a boy or a girl.</i></p>	<p>Resources needed:</p> <p>Space for activity, e.g. hall or a classroom with tables moved to the side.</p> <p>This is an adapted version of a workshop session that was delivered with more than 750 young people in Wales by the</p>

<p>Learners know how to find information and support to keep safe and well.</p> <p>Learners understand and consider the impact of their actions when making choices and acting.</p> <p>Learners respect the needs and rights of others, as a member of a diverse society.</p> <p>LNF Outcomes</p> <p>Oracy: explore challenging issues through role play</p>	<p>Activity [20 mins – can take less/ more time depending on the number of groups that show their scenario]</p> <p>Divide the group into small groups of 4-5, to discuss the following questions:</p> <p><i>What is happening to Sam?</i> <i>Who is bullying Sam?</i> <i>Why is this happening?</i></p> <p>Ask each small group to create a freeze-frame showing a scene that they are discussing. It could be the bullying itself, or a scene before or after. Set ground rules before they set the frame, e.g. no physical contact.</p> <p>Groups show their freeze frames to each other. First one group shows and the rest of the class discusses what could be happening while the group stay frozen. Then they come out of role and explain what was happening.</p> <p>The choice of scenarios also provide an opportunity for teachers to identify if certain types of bullying are prevalent in a class, year group or school. Teachers can record numbers of different types of bullying that the young people show in their freeze-frames, for example, instances of identity-based bullying such as homophobic or gender-based bullying. These can then identify future actions for the school.</p>	<p>Children's Commissioner for Wales in 2016-17. It offers an opportunity for collaborative thinking and discussion.</p> <p>The freeze-frame activity is an opportunity to discuss the young people's own ideas about bullying. Groups can choose to show any bullying scenario. During workshops young people chose a range of situations including cyberbullying, physical bullying, name calling and exclusion. They also played a range of roles, including teachers, bullies, parents and bystanders. The following guidance can help facilitate this discussion: Identity-based bullying: what teachers need to know and Tackling Racism in Schools Factsheets.</p>
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<p>Oracy: listen to ideas from different viewpoints</p> <p>Oracy: take a range of roles in group discussions</p>	<p>Reflect [10 mins]</p> <p>Ask the groups to consider what advice they would you give to 'Sam', what would help if Sam was in our school. Share these with the class. This can be a valuable opportunity to bring out the role of bystanders in preventing bullying and again, can help identify areas of concern and future actions for a class, year group or school.</p> <p>Remind pupils how to report bullying in your school and the importance of talking to a trusted adult, if you are being bullied or if you witness bullying. Share the ChildLine number 0800 1111. Display this information prominently in your school this week.</p>	<p>There are no right or wrong answers in discussions and often interpretations offered by the class before the group explain their scene provide very interesting areas to explore.</p> <p>As with other sessions establish safe discussion rules at the outset of the session. It is also helpful to establish a rule of no physical contact for the freeze-frame activity.</p> <p>Teachers should note that you can change the name of 'Sam' to a different unisex name if there are any pupils called Sam in the class or school that could find this uncomfortable.</p>
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<p>Learning Objectives</p> <p>Learners develop secure values.</p> <p>Learners understand and exercise their human and democratic responsibilities and rights.</p> <p>Learners understand and consider the impact of their actions when making choices and acting.</p> <p>Learners respect the needs and rights of others, as a member of a diverse society.</p> <p>LNF Outcomes</p>	<p>SESSION 5: WHAT CAN I DO?</p> <p>Introduce [5 mins]</p> <p>Ask the class to remind each other of the activities you have done during the previous sessions. Ask pairs to consider the following key questions: <i>What is bullying behaviour? Who is responsible to stop bullying? What should I do if I witness bullying?</i></p> <p>Develop [10 mins]</p> <p>Inform the class that teachers and governors in the school have a duty to tackle bullying and remind them of your anti-bullying procedures. Ask the class if there is anyone else they think can help stop bullying and discuss answers, drawing out the role that young people have in looking out for each other and reporting bullying when they see it.</p> <p>Distribute A4 paper and coloured pens to each young person. Inform the class that they are going to consider how they can lend a hand to prevent bullying. Ask each pupil to draw around their hand on the paper. Invite them to write an action they can do or attitude they can have that will prevent bullying on each finger. There are some ideas in the teacher notes opposite.</p> <p>Young people can decorate their hands / or add their signature if they wish.</p>	<p>Resources needed:</p> <p>Before and After Survey</p> <p>Teacher Evaluation</p> <p>A4 Paper and Pens</p> <p>This session gives an opportunity to reflect on learning over the previous sessions and to empower pupils with some actions and behaviours they can take to prevent bullying in your school.</p> <p>Young people can choose a whole range of actions / attitudes to write on their hand display. If you have done all five sessions with your class then you might ask them to link each action to each session, e.g. Session One: 'Be proud of my identity'; Session Two: 'Respect Equality'; Session Three: 'Stand up for rights'; Session Four: 'Report bullying</p>
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<p>Oracy: listen to ideas from different viewpoints</p> <p>Oracy: take a range of roles in group discussions</p> <p>Reading: compare themes and issues across texts</p>	<p>Reflect [10 mins]</p> <p>Ask pupils to put their completed hand pictures on a table or onto a banner display (see teacher notes opposite). Invite pupils to look at the different actions on the hands and consider, <i>How could these actions change our school?</i></p> <p>Distribute the Before and After survey to each of the young people, ask them to complete this individually and then collect in. This short survey can be compared with the same survey delivered at the start of the sessions, which will enable you to track the impact of the activities on pupil wellbeing [Estyn Common Inspection Framework 2.1]</p> <p>Record the whole class responses on your Teacher Evaluation. Please send this teacher evaluation to:</p> <p>Teacher Evaluation Children's Commissioner for Wales Oystermouth House Charter Court Phoenix Way Llansamlet Swansea SA7 9FS</p>	<p>if I see it'; Session Five: 'Speak Up'.</p> <p>You could invite young people to stick their completed hand pictures onto a banner or poster to create a class display. If you are doing this with several classes you could do a year or whole-school display. Displays communicate visually how each pupil's personal commitment to preventing bullying culminates as a class or whole-school commitment to stop bullying.</p> <p>Your completed teacher evaluation will be of use to your school's self-evaluation as evidence of how your school takes action to enable pupils to feel safe and secure, and free from physical and verbal</p>
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		abuse. Please send a copy of your evaluation to the Children's Commissioner for Wales' office for us to evaluate the impact of this resource.
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