

Respecting others

Consultation response form

Your name: **Phil Stubbington - Chair**

Organisation (if applicable):

**Cyngor Cymru ar gyfer Dysgu yn yr Awyr
Agored (CCDAA)**

**Wales Council for Outdoor Learning
(WCfOL)**



**Cyngor Cymru ar Gyfer
Dysgu yn yr Awyr Agored**

**Wales Council for
Outdoor Learning**

Wales Council for Outdoor Learning brings together all stakeholders that support and deliver high quality teaching, education and life-long learning in the outdoor environment.

Working together for high quality teaching, education and life-long outdoor learning in Wales

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Responses should be returned by **15/02/2019** to

Supporting Achievement and Safeguarding Branch
Support for Learners Division
Education Directorate
Welsh Government
Cathays Park
Cardiff
CF10 3NQ

or completed electronically and sent to:

e-mail: CCD.SAS@gov.wales

Respecting others

Question 1 – Is the anti-bullying guidance explained clearly? If not, which areas could be improved and why? Are there aspects that you particularly like, and if so, why?

Supporting comments

Yes, the anti-bullying guidance is very clear.
A comprehensive proposal.
Definitions of what is and is not bullying are useful.

Question 2 – Is the anti-bullying guidance user-friendly? If not, which areas could be improved and why? Are there aspects that you particularly like, if so, why?

Supporting comments

Guidance for 5 to 11-year-olds: this is user-friendly – clear, colourful, easy to read; the use of lozenges is very helpful.

Guidance for 11 to 18-year-olds: provides a comprehensive list of references for further help and advice with useful reference to the UN Convention on the Rights of the Child for context.

Question 3 – Does the guidance on anti-bullying connect properly with broader policy areas and guidance on separate but related topics? Are there links with related areas that are not made in the guidance which should be made?

Supporting comments

The Wales Council for Outdoor Learning would like to raise the need for a link with the importance of learning and play outdoors together with the provision of good quality spaces and natural environments in school grounds.

There is evidence that incidences of bullying are reduced by the provision of adequate and appropriate good quality outdoor spaces for children to use.

97% of teachers worldwide believe that outdoor playtime throughout the school day is critical for children to reach their full potential <https://www.ltl.org.uk/>

Question 4 – Should other areas be included in the anti-bullying guidance which you have not had an opportunity to comment on above? If yes, please provide details.

Supporting comments

As in Q.3 above. There are numerous studies and surveys which have been undertaken showing that bullying can be reduced by children having access to positive outdoor experiences in well planned and managed school grounds. Evidence can be seen here:

Learning through Landscapes:

<https://www.ltl.org.uk/wp-content/uploads/2019/02/evaluating-the-effects-of-the-lunchtime-enjoyment-activity-and-play-leap.pdf>

<https://www.ltl.org.uk/wp-content/uploads/2019/02/ltl-scottish-good-playground1386257083.pdf>
<https://www.ltl.org.uk/wp-content/uploads/2019/02/the-crucial-role-of-recess.pdf>
<https://www.ltl.org.uk/wp-content/uploads/2019/02/children-in-the-outdoors.pdf>
<https://www.ltl.org.uk/wp-content/uploads/2019/02/every-experience-matters.pdf>

Norfolk County Council: www.schools.norfolk.gov.uk/Behaviour-and-safety/Bullying/Strategies-to-prevent-bullying/NCC097601

Ofsted: report on Learning Outside the Classroom, Ref. No. 070219, published October 2008.

RSPB: report 'Investigating the Links between the Natural Environment, Biodiversity and Mental Health' in Natural Thinking 1st Edition, by Dr William Bird, June 2007.

Question 5 – On a scale of 1–5 (1 being 'not at all' and 5 being 'very') how helpful do you find the anti-bullying guidance? Are there improvements you would like to see which you have not had an opportunity to comment on above? (Please put a 'X' in the relevant box.)

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Supporting comments

Reference to the importance of children being able to access appropriate outdoor spaces would change the score from 4 to 5.

Question 6 – Which of the following titles would you like the anti-bullying guidance to be named? (Please pick one option by putting a 'X' in the relevant box.)

Proposed title:	Please choose one option
Inspiring rights, respect and equality: Preventing and tackling bullying	<input type="checkbox"/>
Inspiring rights, respect and equality: Preventing and challenging bullying	<input type="checkbox"/>
Knowing rights, showing respect, being equal: Preventing and tackling bullying	<input type="checkbox"/>
Knowing rights, showing respect, being equal: Preventing and challenging bullying	<input checked="" type="checkbox"/>
None of the options stated above – please provide an alternative title in the supporting comments box	<input type="checkbox"/>

Supporting comments

Anti-bullying toolkit

Question 7 – On a scale of 1–5 (1 being ‘not at all’ and 5 being ‘very’) how useful do you find the resource toolkit in supporting the practical application of the anti-bullying guidance?

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Supporting comments

Question 8 – On a scale of 1–5 (1 being ‘not at all’ and 5 being ‘very’) how accessible do you find the resource toolkit?

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Supporting comments

Question 9 – Are there any particular resources within the toolkit you find useful? If yes, please state which and why they are useful.

Supporting comments

The use of video is good: a clear, memorable way to communicate the issues.

Question 10 – Are there any particular resources within the toolkit you don't find useful? If yes, please state which and why are they not useful.

Supporting comments

N/A

Question 11 – The resource toolkit is continuing to be developed, only a snapshot of the resources we anticipate being available have been made available as part of this consultation. To inform this ongoing work, are there areas or topics on which resources are not currently available which you would like to see included in the final version of the toolkit?

Supporting comments

Wales Council for Outdoor Learning would like to see reference to learning activities outdoors and the provision of good quality spaces and natural environments in school grounds. There are very good resources available from, e.g. Learning through Landscapes, Eco-schools, Healthy Schools, RSPB and Natural Resources Wales

Anti-bullying guidance and toolkit

Question 12 – We would like to know your views on the effects that revising the anti-bullying guidance would have on the Welsh language, specifically on:

- i) opportunities for people to use Welsh
- ii) treating the Welsh language no less favourably than the English language.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

Supporting comments

- i) It's important that the opportunities are offered in Welsh in a natural 'default' way rather than having to be requested in Welsh.
Pwysig fod y cyfleoedd yn cael ei cynnig mewn ffordd naturiol "default" sydd ddim yn ei gorfodi i ofyn amdano.
- ii) It goes without saying, but if this doesn't happen people will feel obliged to receive things in English.
Mynd heb ddeud , ond os nad yw yn digwydd bydd pobl yn cael eu gorfodi i dderbyn pethau yn Saesneg.

Question 13 – Please also explain how you believe the revised anti-bullying guidance could be formulated or changed so as to have:

- i) positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language
- ii) no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

Supporting comments

- i) There is a need to ask the question about the ability to make contact in/through Welsh and if the Government has a way to increase this. This can lead to a growth in provision, a better experience for first-language Welsh speakers and good experiences for second-language speakers.
Mae angen holi'r cwestiwn am ar gaeledd cysylltu yn y Gymraeg ac oes gan y Llywodraeth ffordd o'i gynyddu ? Gall hyn arwain at cynnydd mewn darpariaeth, gwell profiad i siaradwyr Cymraeg iaith gyntaf a profiadau go iawn i siaradwyr ail iaith.
- ii) Does the strategy also recognise that people are sometimes bullied for speaking Welsh?
Ydy'r strategaeth hefyd yn cydnabod fod pobl weithiau yn cael ei bwlio am siarad Cymraeg ?

Question 14 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them.

There is currently no reference to the importance of learning and play outdoors together with the provision of good quality spaces and natural environments in school grounds. As previously stated there is evidence that incidences of bullying are reduced by the provision of adequate and appropriate good quality outdoor spaces for children to use.

Responses to consultations are likely to be made public, on the internet or in a report. If you would prefer your response to remain anonymous, please tick here: