

YSGOL EIRIAS



ANTI BULLYING POLICY

POLICY DOCUMENT NO: 2

ISSUE NO: 9

THIS POLICY HAS BEEN REVIEWED, APPROVED AND ADOPTED BY THE GOVERNING BODY

Signed:

Date: May 2021



ANTI BULLYING POLICY

The Ysgol Eirias Anti-bullying policy incorporates the model policy produced by Conwy Local Authority. This policy constitutes part of the Safeguarding practice at Ysgol Eirias

Within this policy there are several references to the protected characteristics as defined in the Disability Act 2010. This means it is against the law to discriminate against someone on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

A user-friendly version of this policy is also available.

LIST OF CONTENTS

1. Introduction and scope of this policy
2. Defining bullying -
 - Definition
 - What is not bullying?
 - The distinctive elements of bullying behaviour
 - Forms of bullying
 - Prejudice related bullying
 - Online bullying
 - Bulling and safeguarding
3. What we will do to prevent and challenge bullying
 - A curricular approach
 - How we will achieve this
4. How to report an incident of bullying
5. How the school will respond to incidents
6. The right of the parent to escalate the matter
7. Saving evidence and recording incidents
8. Monitoring incidents of bullying
9. Reviewing this policy
10. Conclusion

- Appendix 1: Statutory Guidance
- 2: Signs a person may be being bullied
 - 3: Further useful resources

1. Introduction and scope of this policy

This Anti-bullying policy is written to support our whole school ethos to ensure that all people in school feel safe, secure, confident and happy, and to provide them with the ability to ensure their own safety and wellbeing and that of others. This policy applies to children and adults alike.

This policy has been written in line with the Welsh Government's statutory guidance series '*Challenging Bullying – Rights, Respect, Equality*', as well as advisory guidance for children and young people, parents and carers. (Appendix 1). A range of other useful resources can be found in Appendix 3. It also incorporates the Conwy Local Authority model policy.

Ysgol Eirias will comply with their legal duty to safeguard and promote the welfare of learners. The head teacher and school's governing body will ensure all staff are aware of this anti-bullying policy and the procedures to follow if a learner reports that they are being bullied. This is to ensure consistency in the delivery of this policy. Staff are reminded a learner may approach any member of staff they trust. Staff training and regular updates will increase their readiness and confidence to notice and respond when issues of bullying present.

Ysgol Eirias also has a responsibility under the Equality Act 2010 to:

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share that characteristic; In doing so we aim to remove or minimise disadvantages that may be suffered by those persons with the protected characteristic.
3. Take steps to meet the needs of those people who share a relevant protected characteristic that are different from the needs of persons who do not share it.

Bullying may be a form of discrimination.

At Ysgol Eirias we believe that bullying behaviour is unacceptable. We acknowledge that we have a legal duty to prevent and tackle all forms of bullying and discrimination. We will work together to promote positive behaviour (including preventing bullying behaviours) at all times. Our pupil's safety, health and well-being is of paramount importance. It is everybody's responsibility, to tackle bullying.

Should bullying behaviours be identified, we endeavour to

- respond consistently in line with the agreed procedures,
- provide support to those involved as appropriate.

Nb: School are required to take action both in school, on the way to and from school and out of school where we know of previous behaviours in school, including online bullying.

2. Defining bullying

There is no legal definition of bullying in Great Britain, although legislation applies in Wales, the UK and internationally that aims to protect the rights of children and young people to a life free from abuse and harm (which would include bullying).

Bullying for the purpose of this document means :

‘Behaviour by an individual or group, usually repeated over time, that intentionally hurts others either physically or emotionally’.

This definition has been discussed and agreed by staff, parents and pupils.

Bullying is hurtful: it can happen face-to-face, or in the digital environment. It can be carried out by an individual or group. It can happen in front of an audience to assert power or popularity, or it may involve an element of secrecy so that adults are not aware of it.

NB. All pupils have the potential to display or experience bullying behaviour.

What is not bullying?

Some behaviour, though unacceptable, is not considered bullying. Ysgol Eirias deal with such behaviours through our behaviour policy to prevent an incident potentially escalating further to become bullying.

The following examples are cases which would not normally be considered bullying:

- *friendship fallouts*
- *a one-off fight*
- *an argument or disagreement*
- *a one-off physical assault*
- *insults and banter*

The above examples are not considered to be bullying because they are not necessarily

- deliberate or intentional
- repeated over time
- involves a perceived imbalance of power between bully and the victim.
- causes feelings of distress, fear, loneliness, humiliation and powerlessness.

However, if these sorts of behaviours are repeated it may become an episode of bullying.

These examples illustrate the need to deal with any non bullying incident that are reported to allow us to record it and monitor any similar incidents between individuals and groups to prevent it escalating into bullying.

The distinctive elements of bullying behaviour.

There are a number of distinctive elements associated with bullying. These include, but are not limited to:

- *intention to harm* – those who bully others are often skilled in knowing how to humiliate or hurt their target, picking on aspects of their appearance, personality or identity that produces the effect wanted.
- *harmful outcome* – occurs when the target is hurt physically or emotionally. They can be isolated, humiliated or made fearful. Their sense of self-worth is reduced.
- *direct or indirect acts* - such as hitting, as well as spreading rumours, revealing private information about someone or sharing images with people for whom the information/images were not intended

- *repetition* – bullying involves **repeated** acts of negative behaviour or acts of aggression. An isolated aggressive act, such as a fight, is not usually considered bullying.
- *unequal power* – bullying involves the abuse of power by one person or a group who are (perceived as) more powerful, often due to their age, physical strength, popularity or psychological resilience.

Forms of Bullying

Bullying can take many forms of repeated behaviour including:

- *physical* – kicking, tripping someone up or pushing them, injuring someone, damaging their belongings or gestures of intimidation
- *verbal* – taunts and name-calling, insults, threats, humiliation or intimidation
- *emotional* – behaviour intended to isolate, hurt or humiliate someone
- *indirect* – sly or underhand actions carried out behind the target's back or rumour-spreading
- *online* – using any form of technological means, mobile phones, social networks, gaming, chat rooms, forums or apps to bully via text, messaging, images or video
- *relational aggression* – bullying that tries to harm the target's relationships or social status: drawing their friends away, exploiting a person's Additional Needs (AN) or long-term illness, targeting their family's social status, isolating or humiliating someone or deliberately getting someone into trouble
- *sexual* – unwanted touching, threats, suggestions, comments and jokes or innuendo. This can also include sextortion, so called 'revenge porn' and any misuse of intimate, explicit images of the learner targeted
- *prejudice-related* – bullying of a learner or a group of learners because of a certain characteristics or lack of understanding. This could be linked to stereotypes or presumptions about identity. Prejudice-related bullying includes the protected characteristics.¹

Prejudice-related bullying

Prejudice can, and does, also extend beyond the protected characteristics and can lead to bullying for a variety of other reasons such as social status and background.

Prejudice-related behaviour often express ideas, stereotypes and prejudices to do with discrimination and inequality that are present in wider society. These ideas and attitudes involve hostility towards people who have protected characteristics, such as learners who are disabled (which can include those with Additional learning Needs), who are lesbian, gay or bisexual; who are questioning their gender or who are transgender; or whose ethnicity, race, appearance, religious heritage or gender is different from the perpetrators. Prejudice-related behaviour can also be directed towards those without protected characteristics, including those who have additional learning needs (AN) that do not meet the definition of disability under the Equality Act 2010. This can lead to bullying for a variety of other reasons such as social status and background.

Examples of Prejudice-related bullying

Prejudice -related bullying may include -

- using sexist comments, unwanted touching or the taking of images without permission
- commenting on someone's appearance such as their weight or hair colour.

- stigmatising a learner with a disability or AN
- using homophobic, bi-phobic, transphobic, sexist or racist language
- actively trying to remove any religious clothing such as a hijab, kippah, turban, cap or veil

At Ysgol Eirias all forms of prejudice-related bullying to be challenged fairly and equally.

N.B. All such prejudice – related bullying incidents will be recorded to enable us to monitor patterns and prevent discrimination. As such patterns need to be reported under our Equality Duty under the Equality Act 2020.

Online Bullying

Although offline bullying remains more common than online bullying, learners report that the features of online bullying, stated below, make the experience uniquely distressing.

- The audience can be unlimited.
- It can occur anywhere and at any time, there is no respite from it.
- It can involve unknown people, although most cases involve known peers.
- Technology facilitates the storage of images and messages for repeat viewing.

Online bullying behaviour can take different forms including:

- *profile* – people do not have to be physically stronger, older, or more popular than the person they are bullying online
- *location* – online bullying is not confined to a physical location and it can take place at any time. Incidents can take place in a learner's own home, intruding into spaces previously regarded as safe and private
- *audience* – online content can be hard to remove and can be recirculated and reposted. The potential numbers of people who can see content posted online is very large. Single incidents of online abuse can quickly escalate into bullying, e.g. by reposting, sharing and through comments
- *anonymity* – the person being targeted by bullying may not necessarily know the identity of the perpetrator(s) of the bullying behaviour. The target also will not know who has seen the abusive content. If the perpetrator actively hides their identity from the target this may be considered a form of passive aggression and, if repeated, this could constitute bullying
- *motivation* – online bullying is typically carried out on purpose. However, initial incidents may have unintended consequences, and can escalate through the involvement of others. An individual may not feel that by endorsing or reposting someone else's post that they are actively participating in bullying. The instigator may not have intended an offensive or hurtful comment to be repeated. A single incident – one upsetting post or message – may escalate into bullying involving a number of people over time.

Signs that a person may be being bullied can be found in Appendix 2.

Bullying and safeguarding.

Some cases of bullying might be a safeguarding matter or require the involvement of the police. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child (or young person) is suffering, or is likely to suffer, significant harm'. Where this is the case, Ysgol Eirias follow

in school reporting procedures before reporting their concerns to Conwy's social services department under normal procedures.

3. What we will do to prevent and challenge bullying

A Curricular Approach

Ysgol Eirias has a whole school approach to preventing bullying through a positive and respectful behaviour policy. We believe this helps to create an inclusive, engaging environment where learners feel safe and are ready to learn.

We have developed a curriculum that progressively addresses relationships, positive behaviour and resilience. This curriculum is constantly being reviewed and updated. The latest review in Spring 2021 The New Curriculum for Wales (due to be introduced to Yr 7 in 2022 before being rolled out to other years) will support learners to develop and maintain not only their physical health and well-being, but also their mental health and emotional well-being. It will also support learners to develop positive relationships in a range of contexts. Countering bullying and prejudicial behaviours and developing respect for other people will have a focus in our revised and updated curriculum, It will involve the delivery of topics by class teachers and allied staff e.g. the school's Police Liaison Officer, as well as individual sessions between adults and pupils in school

How will we achieve this?

Through our curriculum we will help pupils to understand that bullying can be hurtful. Sometimes the pupils understanding is based on things they have heard at home or in the community. We believe in using a range of approaches to challenge such thinking and offer alternative thoughts and actions. Examples of such actions include:

- At whole school level – through assemblies, when children will be informed of this Anti-bullying policy.
- At classroom level – during form periods, tutorial groups and pastoral lessons.
- At individual level – children who are felt to be at risk of bullying (or who have suffered from bullying in the past) will be offered additional support and guidance.
- It is recognised that there are locations about the school where incidents or bullying are more likely to occur. Arrangements have been made to ensure that these are supervised
- Children will be encouraged to talk to staff about incidents of bullying which they experience or of which they may be aware. In these circumstances staff will respond positively, take the expression of concern seriously and ensure that the matter is fully investigated.
- Parents who believe their children are the target of bullying behaviour should share their concerns with school at the earliest opportunity and be prepared to work with

- school to keep their children safe in future. All expressions of concern will be taken seriously and investigated thoroughly.
- Similarly if parents believe their child is bullying others, this information should be shared with school so that the problem can be addressed and a plan agreed to prevent further incidents and the pupil displaying bullying behaviour helped to modify their behaviour.

Any activity, such as those described above, always develop the idea that such behaviour may be classed as bullying if it persists. Parents/carers may also be involved or even the School's Police Liaison Officer if the severity of the incident warrants such involvement. As a school we will also support the victim through a whole school responsibility of staff, pupils and parents in tackling this issue.

4. How to report an incident of bullying

It is extremely difficult for staff to deal with incidents of bullying if we are not aware that it is happening. The first thing the pupil **MUST** do is let someone know.

If another learner is aware of a bullying matter, they too can report it on the victims part. All incidents will be treated seriously and investigated. (Remember bullying is a repeated act)

Learners can report incidents -

Directly (face to face)

- To their Form tutor, their Head of learning or a class teacher.
- Can speak to the Student Manager
- Speak to their trusted adult
- Speak to any other adult in the school

In writing

- Use the "Have your say" form. This can be found in General on the Student Voice team
- Write an explanation of what has happened and pass to their form tutor, Head of Learning or Student Manager

Ask someone else to speak up for them

Other Learners can report incidents

- If another learner is aware of an issue they can pass the information on as above, explaining that it about another pupil which they name

Parents can report incidents

- Parents who believe their children are the target of bullying behaviour should share their concerns with school at the earliest opportunity and be prepared to work with school to keep their children safe in future. All expressions of concern will be taken seriously and investigated thoroughly.
- Similarly if parents believe their child is bullying others, this information should be shared with school so that the problem can be addressed and a plan

- agreed to prevent further incidents and the pupil displaying bullying behaviour helped to modify their behaviour.

5. How the school will respond to incidents?

When a pupil has reported an incident of bullying, staff will try to include the learner in any decisions that are made where appropriate. Choices offered to the learner may include:

- how they feel the incident could be handled (what they would like to happen)
- whether changes to the learner's current journey to and from school should be considered in more detail
- whether the learner would like help from a peer or wants support over break and/or lunchtime

If the staff are concerned that the learner is at risk of harm it must be reported as a safeguarding issue.

The nature of any intervention will be decided on an individual basis.

Any interventions may be conducted at a class level, year group level or only with the individuals involved in the bullying incident. Such interventions may include:

- Both the victim and the alleged bully will be asked to give a written version of the event to ensure that a clear picture of the event has been reported and recorded
- Speaking to the alleged bully, who will be allowed to give their side of the story before any decision is made
- mediation – this involves helping the perpetrator and target of bullying talk about the issue and agree on a solution
- restorative approaches – built on values, which separate the person from the behaviour. They promote accountability and seek to repair any harm caused in a situation
- building resilience – strengthening the learner's ability to effectively cope, adjust or recover from being bullied or facing other sources of trauma, stress or adversity; equipping learners with a solid foundation or emotional resilience by ensuring that they feel accepted
- peer support – is about children and young people feeling accepted and included by other learners. It can help individuals feel like they belong in a school and can be an
- important factor in reducing bullying and conflict. It can be encouraged in schools in both informal and formal ways
- school sanctions – schools can use disciplinary sanctions, as set out in their school policies, to address bullying. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.
- There are, frequently, learning opportunities for the whole class or year group, which can be implemented without mentioning the name of the person who reported the bullying. This protects against retaliation.
- Involvement of parents
- Involvement of the School Police Liaison Officer

The school will offer a proactive, sympathetic and supportive response to pupils who are the targets of bullying. The exact nature of the response will be determined by the particular pupil's individual needs.

For the Pupil displaying bullying behaviour

Ysgol Eirias takes bullying behaviour very seriously and will adopt a supportive, pragmatic, problem-solving approach to enable pupils who display bullying behaviour to modify their behaviour. As a school we believe the positive use of sanctions can be useful in demonstrating to perpetrators of bullying behaviour that their actions are unacceptable and in promoting change.

Ysgol Eirias will respond to incidents of bullying behaviour in a proportionate way – the more serious the cause for concern the more serious the response. When sanctions are felt to be necessary, they will be applied consistently and fairly. The following options will be considered:

- immediate action to stop an incident of bullying in progress
- engagement with the pupil displaying bullying behaviour to reinforce the message that their behaviour is a breach of the school discipline policy and behaviour management plan and is unacceptable
- loss of lunch/break time privileges
- detention
- Whole School/ADC/ Form Tutor report
- removal from class/group temporarily or permanently
- withholding participation in sports or out of school activity (if not essential part of curriculum)
- parents informed
- counselling/instruction in alternative ways of behaving through ADC, HoL, Deputy Headteachers, or Peer mentors.
- adult mediation between the perpetrator and the targeted pupil (if agreeable)
- fixed periods of exclusion
- permanent exclusion (in extreme cases which may involve violence)
- rewards/positive reinforcement for children in order to promote change and bring unacceptable behaviour under control

6. The right of parents/carers to escalate the matter

Having reported an issue regarding bullying to the school, if a learner or their parent/carer does not feel that the school has taken it seriously or has not addressed their concern to a satisfactory standard, they can make a formal complaint.

Under section 29 of the Education Act 2002, school governors are required to have and publicise a complaints procedure ensuring anyone with an interest in the school can raise a complaint, confident it will be considered properly and without delay. This policy is available on request from the school or school governing body. The policy explains the process for raising a complaint to enable the complainant to understand how the school governing body will deal with the issue.

7. Saving Evidence and Recording Incidents

Collecting and recording of incidents allows us to effectively monitor bullying behaviours and allows us to effectively monitor and modify our strategies to minimise such behaviours.

Evidence helps to identify the types and nature of bullying incidents. It may include threats or images sent on or offline by messaging, conversations, notes or images, damaged clothing or other belongings, online conversations or notes. Bystanders may also be able to provide witness statements or additional evidence. Dates and times when things happened should be noted. Screen grabs can be saved as online evidence. Staff in school will gather information from any learners who may have been a perpetrator, a victim or a witness to an alleged bullying incident. Such accounts will be signed and dated by the person writing the account.

Ysgol Eirias are required to record information that will enable the school to:

- be clear about the nature of the complaint
- keep the complainant informed of the progress of their complaint
- make reasonable adjustments to timescales if the complaint is complex
- keep an accurate record of the complaint and process followed
- monitor the progress of a complaint
- document what has been done and what needs to be done
- provide evidence that the complaint was considered properly
- record information for future reference given that bullying cases can reoccur so a full picture should be available
- identify trends or recurring themes in complaints cases, to inform wider school improvement processes
- compile reports to school governors and others on complaints.

Recording Bullying Issues on SIMS

Incidents of bullying need to be recorded by type and severity.

By type:

- **Physical bullying** – Kicking, tripping, pushing, threatening, damage to property
- **Verbal bullying** – name calling, insults, threats, intimidation
- **Emotional bullying** – Isolating or humiliating, rumour spreading
- **Online** – Mobile phone, social media etc
- **Sexual** – Touching, threatening, suggestive comments, sexting
- **Disability related** –
- **Sexuality or gender related** –
- **Racial/ethnicity/religion** –

By Severity

Each category will be determined by level

- **Level 1** Persistent aggressive
- **Level 2** Pattern of deliberate behaviour emerging
- **Level 3** Day to day instances which show lack of Social Skills

8. Monitoring Incidents of Bullying

Heads of Learning will monitor incidents of bullying in order to try to identify patterns of such behaviours and the extent of bullying. Information that is recorded will comply with data protection laws, such as the EU GDPR and the UK DPA 2018.

Mr D McKenzie, Deputy Head is the named person as the co-ordinator of the Anti-Bullying policy and will be responsible for the monitoring, review, evaluation and reporting processes inherent within this policy.

Senior staff and Governors will evaluate the effectiveness of the policy and agree adjustments that may be necessary to address any ongoing concerns. These will be shared with staff, parents/guardians and pupils.

The school's Governing Body will monitor the following in relation to bullying:

- an overview of recorded bullying incidents in their setting to see how long it takes on average for cases to be resolved
- the recurrence rates
- whether learners who have reported bullying incidents believe they got a satisfactory outcome whether there are any emerging trends or groups being discriminated against
- whether there are online cases that suggest work is required with the learners, parents/carers and staff to counter new forms of bullying
- absenteeism rates to identify and question if this may be related to incidents of bullying
- that the regularly collected data on reported incidents is showing progress towards the equality objectives.

All complaints will be handled fairly, openly and without bias. Ysgol Eirias will investigate the concerns raised and make a decision quickly.

9. Reviewing this policy

This anti-bullying policy and strategy to be reviewed every three years, or sooner. This review will involve consultation with school staff, learners and parents/carers.

10. Conclusion

An anti-bullying policy alone will not stop bullying. Bullying is an aspect of life that we strongly believe can only be reduced through an understanding of why it happens. Our policy is directed at improving this understanding, thereby reducing the need for a pupil to display bullying behaviour and as such is an integral part of the school's ethos and philosophy.

All staff will receive regular training on their anti-bullying policy and procedures, including in relation to any new trends or concerns arising within school.

Appendix 1 Statutory Guidance

The references to the guidance and relevant toolkits are listed below:

Anti bullying November 2019

Useful links:

Rights, respect, equality: guide for children

English: <https://gov.wales/rights-respect-equality-guide-children>

Rights, respect, equality: guide for young people

English: <https://gov.wales/rights-respect-equality-guide-young-people>

Rights, respect, equality: guidance for parents and carers

English: <https://gov.wales/rights-respect-equality-guidance-parents-and-carers>

<https://gov.wales/sites/default/files/publications/2019-11/rights-respect-equality-statutory-guidance-for-governing-bodies-of-maintained-schools.pdf>

<https://gov.wales/sites/default/files/publications/2019-12/anti-bullying-briefing-pack-question-and-answers.pdf>

A range of further useful resources can be found in Appendix 3

Appendix 2 Signs that a person may be being bullied

Warning signs at school

If a student is being bullied at school, they may:

- become aggressive and unreasonable
- start to get into fights
- refuse to talk about what is wrong
- have unexplained bruises, cuts, scratches, particularly those appearing after recess or lunch
- have missing or damaged belongings or clothes
- have falling school grades
- be alone often or excluded from friendship groups at school
- show a change in their ability or willingness to speak up in class
- appear insecure or frightened
- be a frequent target for teasing, mimicking or ridicule.

Warning signs at home

A parent may observe changes in their child's behaviour at home which they can report to the school. Their child may:

- have trouble getting out of bed
- not want to go to school
- change their method or route to school or become frightened of walking to school
- change their sleeping or eating patterns
- have frequent tears, anger, mood swings and anxiety
- have unexplained bruises, cuts and scratches
- have stomach aches or unexplained pain
- have missing or damaged belongings or clothes
- ask for extra pocket money or food
- arrive home hungry
- show an unwillingness to discuss, or secrecy about, their online communication.

(Anti bullying alliance)

The type of behaviour that might be an indication of bullying includes

- a reluctance to go to school;
- unexplained tummy upsets or headaches;
- showing signs of distress on a Sunday night or at the end of school holidays;
- becoming either quiet or withdrawn, or playing up;
- torn clothes and missing belongings;
- seeming upset after using their phone, tablets, computers etc; and
- wanting to leave for school much earlier than necessary or returning home late.

Appendix 3 *Resources that can be used:*



Bullying UK, part of Family Lives, is a leading charity providing advice and support to anyone affected by **bullying**. This could be bullying at school, work, advice for parents, cyber bullying and so much more....

Bullying.co.uk



Bullying affects over one million young people every year, and anyone can be bullied. Here's what you can do if you're being bullied. [Young minds](#)

Bullying and cyberbullying

If you or someone you know is being bullied we're here to help.

Try our tips below or find out how to help a friend.

- [What is bullying?](#)
- [Dealing with bullying](#)
- [Can I talk to the police?](#)
- [Taking care of your mental health](#)
- [Supporting someone who's being bullied](#)
- [Help if you're bullying someone](#)
 - [Childline](#)



Looking to get involved in #StandUpToBullying day? We've created a whole range of resource packs to get you started. Whether you're looking to support on social media, run a session in your school or review your organisation's anti-bullying policy there's plenty to get you going.

standuptobullying.co.uk

Online blackmail education resource for 15-18 year olds

Online blackmail is a new education resource which aims to help young people identify key characteristics of how blackmail manifests online, understand the impact it can have, and how they access help if they experience it.

The term 'online blackmail' is used to refer to the act of threatening to share information about an individual (including sexual images or videos) to the public, or their friends and family, unless a demand is met.

Anyone can be targeted by online blackmailers, but as young people begin to become more financially independent, this can be a point of vulnerability which offenders seek to exploit.

[Click here](#)





‘Home shouldn’t be a place of fear’ campaign so far. It aims to let those at risk of domestic abuse, sexual violence and coercive control know that help is available 24 hours a day, every day, via Live Fear Free. We need your continued support to reach anyone

in a position to help those who may be at an increased risk, including family, friends and service providers, also volunteers.

There are a number of ways to contact the Live Fear Free helpline for help and support – by telephone 0808 8010800, also live chat, text or email, visit our website for information.

The campaign includes advertising on TV (Sky AdSmart and S4C), regional and community radio, Spotify, social media and digital channels.

We’ve developed an animation illustrating snapshots of scenarios and the issues that Live Fear Free can support. We’ve also updated our ‘Partner pack’ with new messaging and creatives as restrictions ease, and again want to promote the link to the on-line training available that so many have now taken.

To find out more visit: <https://gov.wales/live-fear-free/staying-safe-during-coronavirus-emergency>

How You Can Support the Campaign

- Sharing and re-tweeting messages from our social media channels: [Twitter](#) and [Facebook](#)
- Tagging the campaign in your own social media messages using #livefearfree #bywhebofn
- On your website, in newsletters, emails and downloading and displaying posters and sharing images on digital screens as areas open to the public
- Complete the VAWDASV ELearning module and also encourage others

If you need information in a format not included, please contact us: VAWDASV@gov.wales

All campaign materials (including jpegs, posters and social media assets) can be downloaded here:

<https://gov.wales/home-shouldnt-be-place-fear-campaign-campaign-material>

All materials are available bilingually

VAWDASV@llyw.cymru

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