Anti-Bullying Policy
Ysgol Gynradd Aberporth
2017

PART 1 – SCHOOLS

The School Council have discussed the Anti-bullying Policy with the children and staff. We agree with the Policy and we will do our best to ensure that there is zero tolerance to bullying in our school. We all have the right to be heard.

Article 19
You should not be harmed and you should be looked after and kept safe.
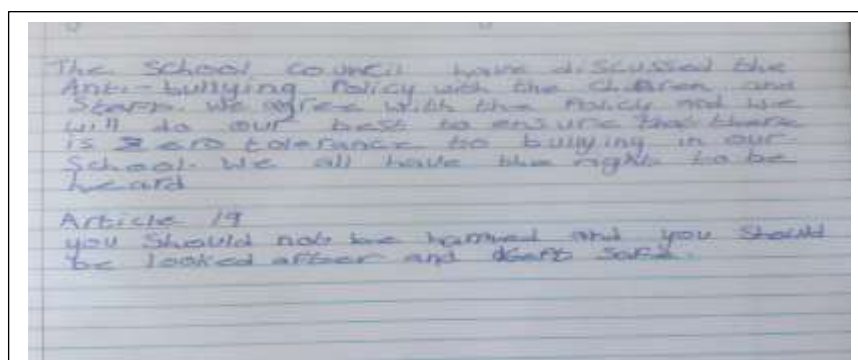
INTRODUCTION

The Ceredigion County Council Anti-Bullying Policy for Schools has been developed to equip education establishments with relevant information to tackling bullying and to inform the development of an appropriate anti bullying strategy. It forms part of a series of three guidance documents aimed at schools, pupils and parents / guardians and replaces the previous single guidance document 'Ceredigion Anti- Bullying Strategic Guidance 2012'

Bullying is one of the key issues about which children and young people express their concern. Ceredigion County Council affirms the right for every child to be safe to learn, to develop healthy relationships and to achieve optimally.

Victims need to be kept safe and bullies need to be helped to change their behaviour and have the opportunity for any underlying emotional needs to be met. Specific support should be established for the most vulnerable, including those with protected characteristics and additional needs.

Bullying by technology has been reported globally, nationally and locally as an increasing concern which presents an increasing challenge and one which benefits from wider partnership working - particularly in collaboration with the Police.

WHY HAVE AN ANTI-BULLYING POLICY AND GUIDANCE?

Legislation applicable to all schools in Wales, which aims to protect the rights of children and young people to live a life free from abuse and harm including bullying, includes the following:

- The Equality Act 2010 – Chapter 1 of part 6 of the Act prohibits discrimination, harassment and victimisation in schools.
- Education and Inspections Act 2006 – requires schools to establish policies to promote good behaviour, and in particular, prevent all forms of bullying among pupils. It also gives headteachers the power to impose disciplinary sanctions for inappropriate behaviour.
- Children Act 2004 – requires a local authority to promote co-operation between itself and various other bodies and persons with a view to improving the well-being of children in its area so far as it relates to education, training and recreation.
- Education Act 2002 – requires schools to have a complaints procedure. This is particularly important for parents and carers who feel that their school has not adequately dealt with a case of bullying.
- Human Rights Act 1998 – requires schools to have policies that comply with the Act, in particular, Part 1 of Schedule 1 to the Act which provides that no one must be subjected to torture or to inhuman or degrading treatment or punishment.
- The Education Act 1996 – Part 4 of the Act makes provision in relation to children with special educational needs.
- United Nations Convention on the Rights of the Child.
- Ceredigion Strategic Equality Objectives 2014 – 18 (2.2)

THE EQUALITY ACT 2010

Under the Equality Act 2010 local authorities and other public bodies including schools have a legal duty to meet the requirements of the Public Sector Equality Duties (PSED) to:

•   Eliminate unlawful discrimination, harassment and victimisation and other conduct that   is prohibited by the Act
•   Advance equality of opportunity between people who share a relevant protected characteristic and those who do not
•   Foster good relations between people who share a relevant protected characteristic and those who do not

THE SPECIFIC DUTIES IN WALES

Public sector organisations in Wales, including local authorities and schools also have specific legal duties set out in the Equality Act 2010 (Wales) regulations 2011:
•   Publishing a Strategic Equality Plan and equality objectives every 4 years;
•   Engagement and involvement activities for groups with 'protected characteristics';
•   Ensuring all published material is accessible;
•   Assessing the impact of relevant policies and plans;
•   Training and the collection of employment information;
•   Promoting knowledge and understanding of the Equality Act across the organisation;
•   Addressing unfair pay differences;
•   Using procurement practice to contribute to the delivery of equality objectives; and
•   Reviewing progress in implementing the Strategic Equality Plan and related action plans.

For further information and detail on the Public Sector Equality Duties in Wales – Education and Schools please visit:

www.wlga.gov.uk/equalities-publications/briefing-on-public-sector-equality-duties-in-wales-education- and-schools

ESTYN

Estyn published their thematic review 'Action on Bullying' looking at the effectiveness of action taken by schools to address bullying on the grounds of pupils protected characteristics in June 2014. The report contained eleven recommendations for schools and local authorities[1] as follows:

Schools should:

R1 raise awareness of bullying on the grounds of protected characteristics with pupils; parents; staff and governors and take a more proactive approach to preventing and mitigating its effects;

R2 consult pupils; parents and others to identify the extent and nature of bullying in the school and to agree the contents of strategic equality plans;

•   Welsh Ministers Report on Equality 2014

R3 plan age-appropriate opportunities in the curriculum to discuss issues related to the protected characteristics and to build pupils' resilience to bullying;

R4 ensure staff have a clear understanding of the extent and nature of bullying that may take place in school, including cyberbullying;

R5 make sure that staff know how to deal with and record incidents of bullying;

R6 record and monitor incidents of bullying in relation to the protected characteristics and use this information to review strategic equality objectives and;

R7 make sure all policies and procedures meet the requirements of the Equality Act 2010.

Local Authorities and Regional Consortia should:

R8 provide training and support for school staff to improve their understanding of the Equality Act 2010 and its implications;

R9 provide training and support for school governors to enable them to fulfil their statutory responsibilities to monitor strategic equality plans and objectives and;

R10 monitor the quality and effectiveness of schools' strategic equality plans more closely.

The Anti bullying policy supports the achievement of Ceredigion Local Service Board Single Integrated Plan objectives to ensure that "**Families in Ceredigion have the opportunity to thrive and reach their potential.** The implementation of the anti bullying policy will contribute to evidencing the intended Plan outcomes to
•   Safeguard and support vulnerable children and families
•   Reduce the effects of poverty and combat inequality
•   Enable all children and young people to reach their full potential
•   Promote physical and emotional health and wellbeing

The Welsh Government should:

R11 publicise the Respecting Others' guidance.

Ffurflen Cofnodi Bwlio - Bullying Recording Form

Why is someone being bullied?
Please tick the relevant boxes.   Class/Year _____

Boy ☐   Girl ☐   Transgender ☐   I don't want to say ☐

Race ☐   Disability ☐   Religion/Belief ☐   Gay /Lesbian/Bisexual ☐

Age ☐   Ability ☐   Size ☐   Because of how I/they look ☐

Welsh Language ☐

Any other reason? _____
(It could be because they are a young carer for a sick or disabled relative; they may not have much money or something else)

How are they being bullied?

Name Calling ☐   Teased ☐   Threatened ☐

Social Network ☐   Hit ☐   Things damaged/Stolen ☐

Anything else? _____

Name of the person being bullied

_____

Is there any other information you want to tell us

_____

Ffurflen Gwrthfwlio - Guidelines

- Note the date, the name of the pupil making the complaint and the name/s of the alleged perpetrator
- Note if there is a previous history of problems between the pupils

Note
- What?
- When?
- Who?
- How?
- The name of the person who's reporting the complaint (It could well be different from the victim)
- The name of the Head(s) of Year

Follow up action

Note the action taken following the complaint.
Usually:
- Discuss the incident with each pupil individually
- If appropriate, arrange a meeting between the pupils with the Head of Year/ Deputy Head who has been dealing with the incident
- Phone the parents of the victim (Keep minutes of the conversation)
- Phone the parents of the perpetrator (Keep minutes of the conversation)
- If in any doubt about the disciplinary action to be taken, discuss with the Deputy Head/Head
- Check you have followed the school behavioural policy
- Sign and note the date of when the action is taken

Revisit the complaint

- Note the date for monitoring the victim on the form (either for the following day if a serious incident or the following week if you are confident the matter has been resolved after the first action.)
- Note the date for monitoring in your diary
- Check with the victim that the matter has been resolved (Discussion/Phone call home)
- Note the date, on the form and in your diary, after 4-6 weeks to check (as above) that the matter has been resolved
- Keep a copy of the form in the central file (Deputy Head's Bullying Register)
- Keep a copy of the form in the victim's and the perpetrator's school file
- If resolved, offer to take the form out of the perpetrator's school file
- The form, however, is kept in the victim's file and in the central Bullying Register

ANTI-BULLYING CHECKLIST FOR CEREDIGION SCHOOLS

- **Have you consulted with pupils, staff, governors, parents/guardians and wider public?**
  Who was consulted, how and at what stage?

- **Do you have a definition of bullying?**
  Clear and age appropriate

- **Have you included the types of bullying behaviour and how these will be identified?**
  Including those with protected characteristics and cyberbullying

- **What strategies are in place for the school?**
  Whole school issue; a range of strategies; the curriculum; record keeping of bullying incidents

- **What strategies are in place for parents/guardians**
  Have parents/guardians been consulted? Clear guidelines for parents/guardians

- **What strategies are in place for pupils?**
  Clear age appropriate guidelines; support available to those who have been bullied; disciplinary process

- **Procedures**
  Clear procedures for reporting and dealing with incidents of bullying behaviour for pupils; parents/guardians; teachers and other staff; induction of new pupils/staff; process for continuous monitoring

- **Training**
  Regular training on equality and diversity should be available to staff and governors; specifically around protected characteristics; the use of the Welsh Government's 'Respecting Others' guidance is recommended

- **Timetable for development and review**
  Does the policy include deadlines for when things should have happened? Does the policy lay out dates for regular review of the policy?

ANTI-BULLYING STRATEGY – GUIDANCE NOTES

Note 1
CONSULTATION
A policy will only be effective if everybody in school has discussed and understood the problem of bullying and agreed on good and bad practice. Consultation lets everybody say what they think the policy should contain, but it requires careful planning.

Has the school consulted widely in developing its policy?
For example, this could include:
- Pupils
- Parents/carers/ guardians
- Teachers
- School staff
- Governors
- Lunchtime supervisors
- School nurses
- The community
- Educational psychologists
- Education Social Workers
- External agencies such as Childline, the NSPCC etc.
- The Learning Services
- Teachers unions
- Community police officers
- CAMHS – Child and Adolescent Mental Health Services
- Children and Young People's Partnership

Have a variety of methods of consultation been used?
For example, this could include:
- Questionnaires
- Interviews with pupils – individually or in small groups
- Focus groups
- Suggestion boxes
- School council
- PTA meetings (Parent Teacher Association)
- Working parties of pupils/parents/other interested groups
- Governors meetings

Note 2

DEFINITION OF BULLYING
Does the policy define what the school considers 'bullying' to be? Is this definition of bullying clear and age-appropriate?

Here are some examples of definitions of bullying. This is not an exhaustive list – by developing your own definition you will promote useful discussion:

"Bullying is considered to be deliberate behaviour, repeated over time, and intended to cause emotional or physical harm to an individual or group of people. There usually exists a power difference between the bullied and the bully which makes it difficult for the victim to defend themselves."

"Deliberately hurtful (including aggression), repeated often over a period of time (whilst recognising that even a one off incident can leave a pupil traumatised and nervous of future recurrence). Difficult for victims to defend themselves against." Respecting Others: Anti-Bullying Overview 2011, Welsh Government.

"Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time that intentionally hurts or harms." Tackling bullying in schools: A survey of effective practice - Estyn 2006

Ysgol Gynradd Aberporth's Definition of Bullying

Bullying is behaviour which is deliberately hurtful and is done over and over again. It can hurt an individual or group of children emotionally or physically. The bully has more power than the individual who is being bullied and it is difficult for the person who is being bullied to defend themselves. (School Council 2017-2018)

Note 3

ABILITY TO IDENTIFY BEHAVIOUR AS BULLYING

Does the policy identify types of bullying behaviour, including the use of modern technologies as a tool for bullying?

Verbal Bullying:
Calling names, teasing, taunting, threatening, insulting and making offensive remarks [including sexist homophobic and racist comments] are all included in this type of bullying.

Physical Bullying:
Pushing, punching, kicking, spitting, fighting, stealing and sexual assault can result in physical bullying.

Indirect Bullying:
Intimidation, dirty looks, rumour spreading, breaking friends, isolating individuals, publicly writing, or displaying literature about a person.

Cyberbullying
Cyberbullying is an aggressive, intentional act carried out by a group or individuals using electronic forms of contact repeatedly over time against a victim who cannot easily defend themselves.

Cyber Bullying is an increasing and more recent problem and is particularly difficult to address. The potential audience for cyberbullying is huge. Several types of cyberbullying have been identified:

Text message bullying involves sending unwanted texts that threaten or are hurtful. This is one of the most common forms of cyberbullying and is now a criminal offence.

E-mail bullying involves sending threatening messages often under a false name or using someone else's name on which to pin the blame.

Chat-room bullying involves sending menacing or upsetting responses to children when they are in a web-based chat room.

Bullying **via websites** includes the use of defamatory web logs [blogs], personal websites and online personal polling sites.

There has also been a significant increase in **social networking sites** for young people such as My Space, Facebook and Bebo which provide further opportunities for cyberbullying

•   Hate Crime

Does the policy raise awareness of the link between bullying and Hate Crime?

An effective anti-bullying policy builds mutual understanding and respect in children and young people. Promoting tolerance helps to prevent children and young people becoming perpetrators of Hate Crime in adult life.

A Hate Crime is defined as a criminal offence.......
A Hate Incident is defined as a non-criminal offence......
which is perceived by the victim or any other person to be motivated by a hostility or prejudice, based on a person's actual or perceived disability, race, religion and belief, sexual orientation and transgender.

Put simply, if someone targets you because of who you are or who they think you are along the lines of disability, race, religion and belief, sexual orientation and transgender then this is a Hate Crime or a Hate Incident. Hate crimes are serious criminal offences that have a higher level of sentencing. Where someone is targeted because of their age or life style choice, (for example Goths), then this is also recorded as a Hate Crime or a Hate Incident, but without the enhanced level of sentencing, although support services would still be available.

'Mate Crime' is when someone has been targeted by so-called *'friends',* usually because of a learning disability. Victims are often exploited for their money, accommodation or possessions.

Hate Crime or Hate Incidents may include –

- Verbal abuse
- Offensive graffiti

- Threatening behaviour
- Damage to property
- Assault
- Cyber bullying
- Abusive texts, emails or phone calls
- Taking money, valuables or your possessions from you.

Most Hate Incidents within schools are most effectively managed via the Anti-Bullying Policy and with a restorative practice approach. Serious Hate Crimes may be reported as outlined below -

Hate Crimes or Hate Incidents may be reported to the Police on 101 or 999 in an emergency. All victims of Hate Crime in Dyfed Powys are appointed a specially trained Hate Crime Support Officer.

Hate Crimes or Hate Incidents can also be reported to the Official National Hate Crime Report and

Support Centre for Wales. This is a confidential reporting and support service run by Victim Support.

0300 30 31 982 (free 24/7)

www.reporthate.victimsupport.org.uk

Note 4

STRATEGIES FOR THE SCHOOL
Does the policy deal with bullying as a whole-school issue?
Bullying should be dealt with as a whole-school issue. Research carried out with over 2,000 pupils in Sheffield in 1994 concluded that the schools which were most successful in reducing bullying were those where a multi-faceted whole-school approach was adopted. This included: awareness-raising, actively involving pupils in drawing up definitions and seeking solutions, curricular work and work in the school environment and acceptable and unacceptable behaviours.[2]

Does the policy consider all the opportunities where bullying can be tackled through the curriculum?
Bullying and its effects may be exemplified and reinforced through many areas of the curriculum:
- PSE
- Tutor groups
- Creative writing in English/Welsh lessons
- Drama
- History
- Religious Education

Does the policy address bullying that takes place outside of school, for example, the journey to and from school?
A good deal of bullying takes place outside the school gates, and on journeys to and from school. In light of the rural nature of much of Wales, and the wide catchment areas of many schools, many pupils take buses into schools, which gives greater potential for bullying to take place outside school. Perpetrators of the bullying may be pupils of the school, pupils of other schools, or people not at school at all. A school's anti- bullying policy should encourage pupils not to suffer in silence. Where a pupil tells of bullying off the school premises, a range of steps could be taken:
- talking to the local police about problems on local streets (if necessary seek a police presence at trouble spots)
- talking to the transport company about bullying on buses and provide advice to drivers on how to report incidents
- allocating senior pupils to a bus close to where they live
- operating a bus buddy system whereby senior pupils report incidents to designated members of school staff
- considering involving parents or members of the local community
- talking to the head of another school whose pupils are bullying off the premises
- mapping safe routes to school, and tell pupils about them
- talking to pupils about how to avoid or handle bullying outside the school premises

[2]Sharp and Smith 1994

Does the policy identify a range of strategies/interventions the school can use to reduce bullying?

Does the policy lay out an effective system for keeping records of bullying incidents?

Does the school have a strategic equality plan that contains equality objectives that have been considered and are relevant to the needs of the school?
The Equality Act 2010 requires schools to have a strategic equality plan. Schools should consult widely with the community and groups representative of the protected characteristics to ensure that equality objectives suit the needs of the school and support the school successfully in promoting equality and diversity and bullying on the grounds of the protected characteristics is reduced.

Note 5

STRATEGIES FOR PARENTS
Have parents/carers/ guardians been consulted on the development of the school's anti-bullying strategies? Parental support is often a key to success or failure in anti-bullying initiatives. Though not always apparent, parental approval is important to children and young people of all ages, and some schools have learned to build on this. The majority of parents support anti-bullying measures and are keen to participate. Useful approaches include:
Regular consultation and communication
Providing information about the nature and effects of bullying, by means of posters displayed in the school and information packs presenting the findings of surveys
Advising parents of possible consequences of their children bringing valuable items to school
Putting on a drama to which parents are invited – an existing play, such as "Only Playing, Miss", or one based on the pupils' own experiences (developed from role-play in drama classes, or survey examples)

Parents can also be kept informed through:
- Leaflets and newsletters home
- Open days
- Anti-bullying weeks
- The school prospectus
- The school website

Does the policy lay out clear guidelines for parents wishing to complain about bullying?
For example:
Talking to teachers about bullying:
- Try to stay calm
- Be as specific as possible about what your child says has happened
- Make a note of what action the school intends to take
- Ask if there is anything you can do to help your child at school
- Stay in touch with the school

If your concerns are not being addressed:
- Check the school anti-bullying policy to see if agreed procedures are being followed
- Discuss your concerns with the parent governor or other parents
- Make an appointment to meet the head teacher

- If this does not help, write to the headteacher explaining your concerns
- Contact local or national parent support groups for advice

Note 6

STRATEGIES FOR PUPILS
Clear details should be given about a range of ways for pupils to report bullying, including important indirect ways and information about support for both victims and perpetrators. For example, evidence of peer support, bully boxes, use of sixth form, web reporting, and counselling for suspected bullies. The Policy/Guidance should be drawn up to reflect the pupils' age and needs. The language should be modified to meet the pupils' needs.

Does the policy ensure that all children and young people are aware of the disciplinary processes for those involved in bullying incidents?
If efforts fail to help pupils stop bullying, schools will need to take tougher action to deal with persistent and violent bullying. They will need to make sure that the whole school community knows what sanctions will be used. They should be fairly and consistently applied. Pupils should be aware that their behaviour is related to an outcome and has consequences for themselves and others. Possible disciplinary processes include:

- Time-out. Removing the pupil from the class or situation, not so much as a punishment, but rather as a time when they can think about their behaviour and often a solution
- Denial of privileges, with the opportunity to redeem one's self
- Individual pupil management plan
- Parental involvement
- Counselling
- Removal of bully away from the victim (e.g. into another class)

If all steps fail it may be necessary to exclude the pupil for a fixed period or, particularly where serious violence is involved, the head teacher has the option of permanently excluding the pupil. In these cases it may be necessary to inform the police. Permanent exclusion however, should not be a standard course of action and each case should be considered separately.

Does the policy raise awareness of the link between bullying and Hate Crime?

An effective anti-bullying policy builds mutual understanding and respect in children and young people. Promoting tolerance helps to prevent children and young people becoming perpetrators of Hate Crime in adult life.

A Hate Crime is defined as a criminal offence.......
A Hate Incident is defined as a non-criminal offence......
which is perceived by the victim or any other person to be motivated by a hostility or prejudice, based on a person's actual or perceived disability, race, religion and belief, sexual orientation and transgender.

Put simply, if someone targets you because of who you are or who they think you are along the lines of disability, race, religion and belief, sexual orientation and transgender then this is a Hate Crime or a Hate Incident. Hate crimes are serious criminal offences that have a higher level of sentencing. Where someone is targeted because of their age or life style choice, (for example Goths), then this is also recorded as a Hate Crime or a Hate Incident, but without the enhanced level of sentencing, although support services would still be available.

'Mate Crime' is when someone has been targeted by so-called *'friends',* usually because of a

learning disability. Victims are often exploited for their money, accommodation or possessions.

Hate Crime or Hate Incidents may include –

- Verbal abuse
- Offensive graffiti
- Threatening behaviour
- Damage to property
- Assault
- Cyber bullying
- Abusive texts, emails or phone calls
- Taking money, valuables or your possessions

Most Hate Incidents within schools are most effectively managed via the Anti-Bullying Policy and with a restorative practice approach. Serious Hate Crimes may be reported as outlined below -

Hate Crimes or Hate Incidents may be reported to the Police on 101 or 999 in an emergency. All victims of Hate Crime in Dyfed Powys are appointed a specially trained Hate Crime Support Officer.

Hate Crimes or Hate Incidents can also be reported to the Official National Hate Crime Report and Support Centre for Wales. This is a confidential reporting and support service run by Victim Support.

0300 30 31 982 (free 24/7)
www.reporthate.victimsupport.org.uk

Note 7

PROCEDURES
Are there clear procedures for reporting and dealing with incidents of bullying for pupils, parents, teachers and other school staff?
Procedures should be clearly outlined (e.g. including bullet points and examples) and deal specifically with incidents of bullying and who will deal with them (i.e. teacher; Year Head; Assistant Head or Head). Procedures could include:
- talk to bully victim
- talk to alleged bully
- design coping strategies for the victim to avoid the situation
- alert teachers as to the issue
- allow the victim and bully to meet and discuss issues leading to conflict resolution
- sanctions on bully (contact home; detention; internal exclusion; exclusion)
- Use of 'Ffurflen Gwrth-fwlio' (Anti bullying Form)
- Use of 'Ffurflen Cofnodi Bwlio' (Bullying Recording Form)
- Use of 'Llyfr Cyswllt' (Contact Book)

Every case is different and will require different solutions; however the policy should be upheld so that any victim of bullying can see that the issue is dealt with and resolved.

<u>**Note 8**</u>
TRAINING

Do staff and governors receive regular anti-bullying training?
Many schools provide staff and governors with training about combating bullying and how to help pupils develop resilience to bullying. However this tends to be general and does not specifically relate to the protected characteristics.   Schools should refer to the Welsh Government Guidance 'Respecting Others' to raise awareness of the issues and provide training.
[http://wales.gov.uk/topics/educationandskills/publications/circulars/antibullying/?lang=en]

Do staff and governors have a clear understanding of the protected characteristics and their legal implications under the Equality Act 2010?
The Equality Act 2010 brought together a number of different pieces of legislation to provide a single legal framework to more effectively tackle discrimination and disadvantage. The Act sets out groups of people which are specifically listed as having 'protected characteristics':

- Age
- Disability
- Gender reassignment
- Race
- Religion or Belief
- Gender
- Sexual orientation
- Marriage and Civil Partnership
- Pregnancy & Maternity

Schools have a legal duty to ensure bullying is dealt with in schools. Under the Education and Inspections Act 2006, headteachers, with the advice and guidance of governors and the assistance of school staff, must identify and implement measures to promote good behaviour, respect for others, and self-discipline among pupils, and to prevent all forms of bullying. The Equality Act 2010 specifically relates to those with protected characteristics.

Do staff and governors keep up to date with new forms of bullying, such as cyberbullying?
The increase in cyberbullying has created new forms of bullying that staff and governors are often unfamiliar with. Staff and governor training in e-learning and technology provides a good opportunity to develop practice creatively and to support children and young people in their safe and responsible use. Each school has a named e safety Governor. Every school is expected to participate fully in 360 degrees Cymru.

<u>**Note 9**</u>

TIMETABLE FOR DEVELOPMENT AND REVIEW
Does the policy include deadlines for when things should have happened?
In monitoring the policy, a key member of staff identifies progress and enables follow-up, showing whether the policy is really effective. Make clear under what circumstances records should be used for monitoring, how long they will be kept and who should have access to them. It is essential to follow up the launch of the policy with regular reminders. A low-profile policy can be easily forgotten, and in subsequent years, new pupils need to be made aware of the policy. Schools should be aware of the temptation of using the existence of an anti-bullying policy to deny the existence of bullying. In monitoring the policy's effectiveness, the views of staff, pupils and parents should be sought on how

well the policy is working. Any areas where problems persist, and where further work may be needed, should be identified.

Does the policy lay out dates for regular review of the policy?
Use data from monitoring and feedback, which staff, families, pupils and governors provide, to review and update the policy – at least once every school year. A report each term to governors, parents and staff may be helpful.
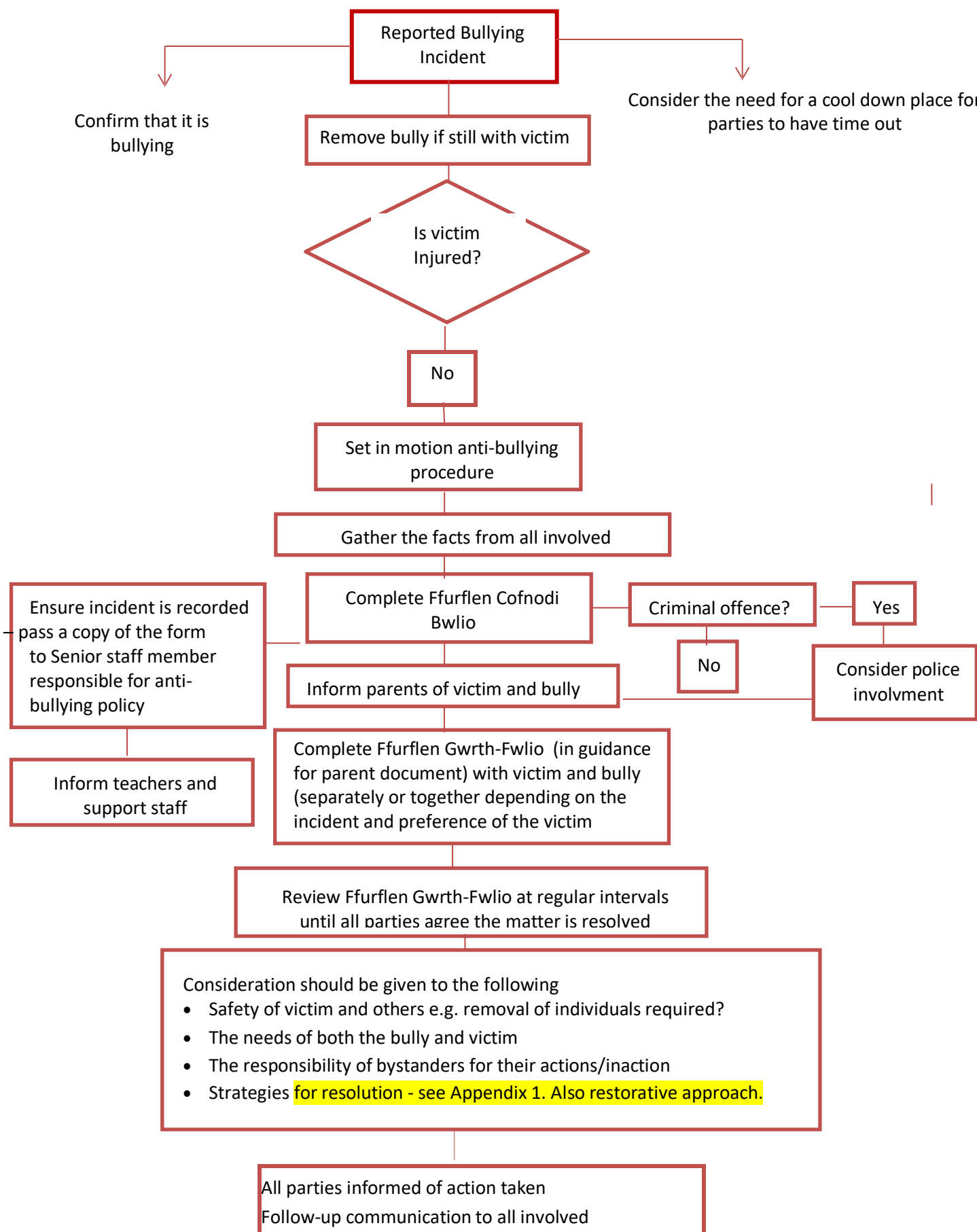
School Anti Bullying Checklist

This self-assessment tool should be used alongside the accompanying completion notes and in accordance with the Welsh Government 'Respecting Others Anti-Bullying Guidance' [www.wales.gov.uk/topics/educationandskills/publications/circulars/antibullying/?lang=en]

	√
Consultation	
Has the school consulted widely in developing its policy?	
Have a variety of methods of consultation been used?	
Are interested groups being consulted at all stages of developing, implementing, monitoring and evaluating the policy?	
Definition of bullying	
Does the policy define what the school considers 'bullying' to be?	
Is this definition of bullying clear and age-appropriate?	
Ability to identify behaviour as bullying	
Does the policy identify types of bullying behaviour, including the use of modern technologies such as texting and social media as tools for bullying?	
Does the policy identify bullying on the grounds of protected characteristics? [i.e. age; race and ethnicity; gender; religion or belief; sexual orientation; disability; pregnancy and maternity; marriage and civil partnership and gender reassignment]	
Strategies for the school	
Does the policy deal with bullying as a whole-school issue?	
Does the policy identify a range of strategies the school can use to reduce bullying?	
Does the policy consider all the opportunities where bullying can be tackled through the curriculum?	
Does the policy address bullying that takes place outside of school, for example, the journey to and from school?	
Does the policy lay out an effective system for keeping records of bullying incidents and in particular bullying on the grounds of protected characteristics?	
Does the school know when it is appropriate to report bullying behaviour as a criminal act or child protection concern?	
Does the school have a strategic equality plan that contains equality objectives that have been considered and are relevant to the needs of the school?	

Strategies for parents/guardians	
Have parents/carers/ Guardians been consulted on the development of the school's anti-bullying strategies?	
Does the policy set out clear guidelines for parents wishing to complain about bullying?	
Strategies for pupils	
Does the policy lay out clear, age-appropriate guidelines for pupils wishing to complain about bullying?	
Does the policy ensure that all children and young people are aware of the support available to those who have been bullied?	
Does the policy ensure that all children and young people are aware of the disciplinary processes for those involved in bullying incidents?	
Does the policy ensure that all children and young people are aware that incidents of bullying on the grounds of protected characteristics could constitute a criminal offence? [i.e. Hate Crime]	
Procedures	
Are there clear procedures for reporting and dealing with incidents of bullying for pupils; parents/guardians; teachers and other staff?	
Are there clear guidelines on how new pupils/staff are inducted into the school's anti-bullying policy?	
Are there clear processes for keeping the policy under continuous monitoring?	
Training	
Do staff and governors receive regular anti-bullying training?	
Do staff and governors have a clear understanding of the protected characteristics and their legal implications under the Equality Act 2010?	
Do staff and governors keep up to date with new forms of bullying, such as cyberbullying?	
Timetable for development and review	
Does the policy include deadlines for when things should have happened?	
Does the policy lay out dates for regular reviews of the policy?	

PROCEDURES CHART RESPONDING TO BULLYING INCIDETS

This is a suggested response. Every bullying incident is different and therefore whilst the diagram below may prove helpful, it is likely to need adapting to suit individual settings circumstances.

Reported Bullying Incident

Confirm that it is bullying

Consider the need for a cool down place for parties to have time out

Remove bully if still with victim

Is victim Injured?

No

Set in motion anti-bullying procedure

Gather the facts from all involved

Complete Ffurflen Cofnodi Bwlio

Criminal offence?

Yes

No

Consider police involvment

Ensure incident is recorded – pass a copy of the form to Senior staff member responsible for anti-bullying policy

Inform parents of victim and bully

Inform teachers and support staff

Complete Ffurflen Gwrth-Fwlio (in guidance for parent document) with victim and bully (separately or together depending on the incident and preference of the victim

Review Ffurflen Gwrth-Fwlio at regular intervals until all parties agree the matter is resolved

Consideration should be given to the following
- Safety of victim and others e.g. removal of individuals required?
- The needs of both the bully and victim
- The responsibility of bystanders for their actions/inaction
- Strategies for resolution - see Appendix 1. Also restorative approach.

All parties informed of action taken
Follow-up communication to all involved

Appendix 1
PREVENTING BULLYING – SOME EFFECTIVE INTERVENTION

Circle Time	**Buddying Schemes**
The philosophy behind Circle Time or Quality Circles reflects mutual respect and a capacity for children and young people to be given opportunities to talk, share concerns and participate in decision-making. Of paramount importance to Circle Time is emotional safety, which is produced by firm ground rules designed to encourage respect for all participants. The Circle Time model can be applied to many settings in which children and young people spend their time. Circle Time creates a positive ethos by providing: • A space for listening and for being listened to • A time and a place for reviewing and reflecting on what has been learned • A feeling of community and responsibility The exchange of views and ideas can cover a range of different topics, including personal and social relationships as well as bullying. Circle Time can help support the personal and social development of children and young people. It can be an opportunity for them to be heard, by their peers and adults, in a secure and supportive atmosphere. Circle Time builds the esteem of each participant and encourages people to take responsibility for the consequences of their actions. It therefore has an impact upon many areas of their lives including: • Emotional intelligence • Skills of assertiveness • Individual motivation and achievement • Enhancing positive relationships • Personal and social development • Producing calm behaviour and self-discipline • Recognising and managing their own feeling and other peoples	These schemes are where older students support younger ones in a range of different issues, including bullying, forming friendships and coping with transitions. Groups of younger children might be of the same age. These schemes can offer a listening ear and non-threatening support for all children and young people and provide them with a sense of security. Buddying Schemes can be set up for any age group as they are based on the fact that young people, when experiencing some concern or worry, most often seek out other young people. This may happen anyway in an informal manner in any environment but a buddying scheme gives it a structured and supervised approach. For schemes to be effective the senior buddies need some training. This does not of course make them professional counsellors in any way. They are simply young people to help them think about and reflect on concerns they may be experiencing. The basis of any buddying scheme is the understanding that those involved have similar characteristics with those being helped, for example age or life experience. Training could include: • Ground Rules • Responsibilities • Duties • Attitudes • Questioning Skills • Listening Skills • Confidentiality • Child Protection Issues The aim of the training would be to promote a sensitive approach to listening that encourages others to express and explore their frustrations. Examples of what a buddy can do: - Help children and young people who are being bullied - Help children who are lonely and don't seem to have any friends - Help young people cope with transitions and new environments - Represent the view of young people - Make suggestions about how their environment may be improve

INFORMATION FOR PARENTS/GUARDIANS: SATISFACTION SURVEY

This form could be sent as part of the follow up and review process after a bullying enquiry has taken place at the school to test satisfaction with school systems. It should not be used if there is an ongoing complaints procedure.

Dear Parent/Guardian

Following your recent bullying enquiry, I am writing to seek your views on how well the school dealt with the problem. We will use this information confidentially within the school to inform our review of policy and practice. The individual details will not have any wider use unless we ask, and you give your specific permission.

How easy was it for your child/you to report the bullying? (*circle one*)
1   2   3   4   5 (not easy)   (very easy)
Please comment if we could improve:
How satisfied are you with what we did to make your child feel safe? (*circle one*)
1   2   3   4   5 (not satisfied)   (very satisfied)
Please comment if we could improve:
How satisfied are you with the support your child has had from the school since the bullying incident? (*circle one*)
1   2   3   4   5 (not satisfied)   (very satisfied)
Please comment if we could improve:

Overall how satisfied are you with the way in which the school deals with bullying incidents? (*circle one*)

1	2	3	4	5
(not satisfied)				(very satisfied)

Please comment if we could improve:

Any other comments:

Thank you for your help in completing this. We will use this information to think about what we do to tackle bullying and make [insert school name] one where pupils and parents are confident that we are honest about problems that happen, confident that we do not tolerate bullying behaviour and confident that our systems support children.

Yours sincerely

Headteacher

Anti-Bullying Form

Cyngor Sir
CEREDIGION
County Council

Ceredigion County Council

Date:
Pupil making complaint:
Alleged offender:

Details of complaint:
Person Reporting **Head of Year**
Subsequent action: **Details of action following complaint:**

Signature:
Date:

Second Visit regarding complaint:

Has the matter been resolved?

1. **Yes/No**   **Date:**

   Evidence:

   Signature:

2. **Yes/No**   **Date:**

   Evidence:

   Signature:

Appendix D (i) LEARNING SERVICES

Record of Bullying incidents dealt with by the school during the _____ term 20_____.

Headteachers must present a report to their Governing Body on a termly basis. The information is collated by the LA's Governing Body Section and reported to the LA and the Local Safeguarding Children's Board.

A 'porforma' to capture information to decide whether an incident fits the criteria for a bullying incident has already been distributed to schools.

Type of bullying	Number of incidents	Was the matter resolved: Yes/No/On-going.	Comments
Ability			
Age			
Appearance			
Disability			
Gender			
Gender Reassignment			
Looked After Children			
Pregnancy or Maternity			
Racial			
Religion or Belief			
Sexual			
Sexual orientation (Lesbian / Gay / Bisexual)			
Young Carers			
E-Safety			
Other			Please specify:

RACIST INCIDENTS

Welsh Assembly guidance stipulates that schools are duty bound to inform the LA of all racist incidents. Although 'racist incidents' may have been dealt with, and recorded in the above table, they should also be logged separately here so that the LA has a record on a termly basis.

Racist Incidents	Number	Matter resolved Yes/No	Comments

Signed Headteacher _____ Chairman _____

Date of Governing Body Meeting
_____School:_____
THIS FORM SHOULD BE RETURNED TO PAULINE LUCAS / LOWRI REYNOLDS FOLLOWING YOUR TERMLY GOVERNORS MEETING.

PART 2A - PARENTS

Front page of the Anti-Bullying School

It is good practice to show that a new front cover has been replaced annually on the school policy which will have been designed by the pupils eg a competition during Anti-bullying week in November or by the school council

Please see the following example:

Front page of the Anti-Bullying School
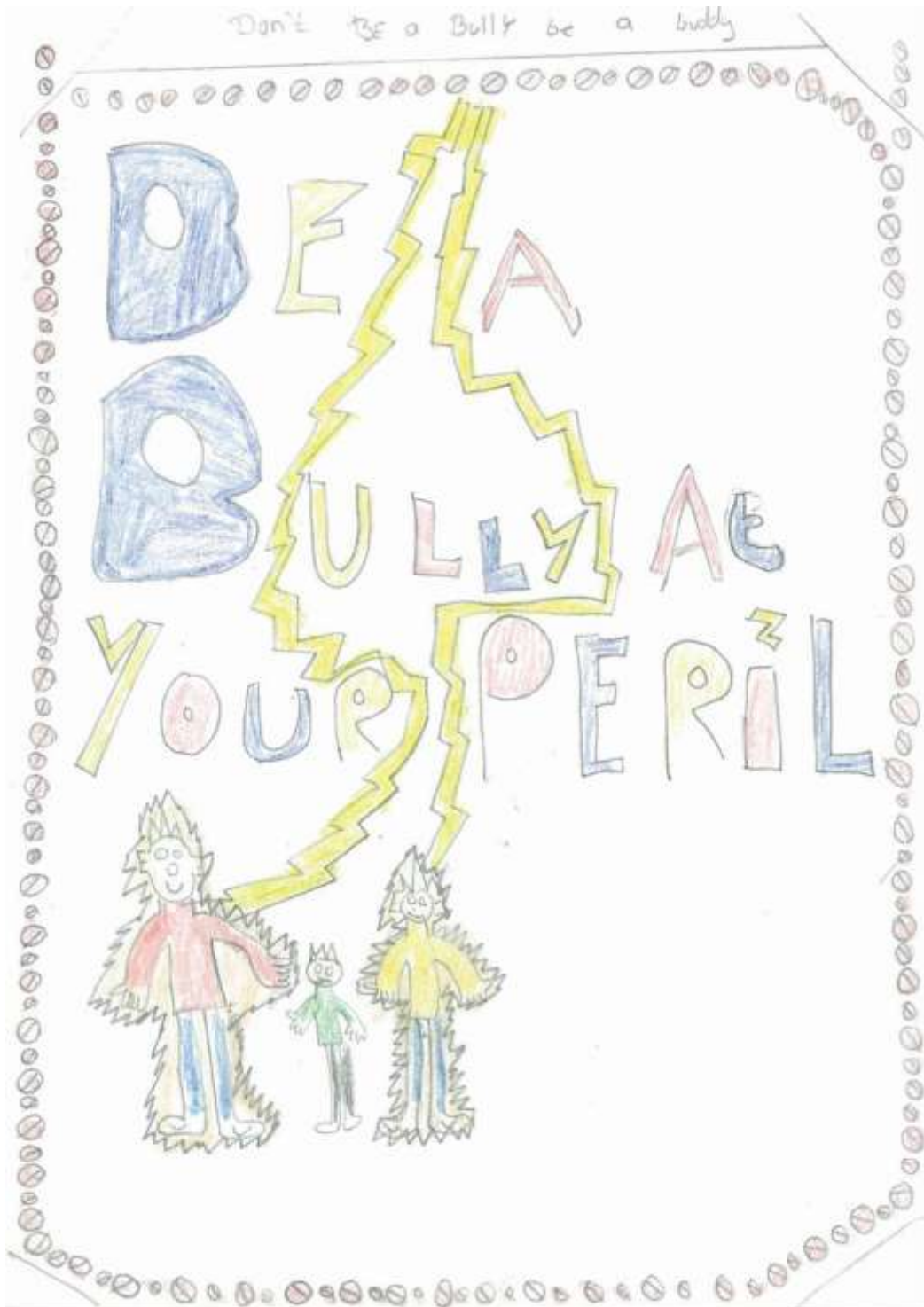
PART 2 A – PARENTS/GUARDIANS

INTRODUCTION

The Ceredigion County Council Anti-Bullying Policy for Parents/Guardians has been developed to equip you with relevant information regarding what to do if your child is involved in a bullying incident/s. It forms part of a series of three guidance documents aimed at schools, pupils and parents / guardians and replaces the previous single guidance document 'Ceredigion Anti-Bullying Strategic Policy 2012'

Bullying is one of the key issues about which children and young people express their worries. Ceredigion County Council affirms the right for every child to be safe to learn, to develop healthy relationships and to achieve their best.

Victims need to be kept safe and bullies need to be helped to change their behaviour and have the opportunity for any underlying emotional needs to be met.

Bullying by technology (cyberbullying) has been reported globally, nationally and locally as an increasing concern which presents an increasing challenge and one which benefits from wider partnership, in particular working in collaboration with the Police.

Parents/Guardians can help schools to tackle bullying by talking to their child about bullying and the impact that it can have on victims. Whether your child is a victim of bullying or involved in bullying behaviour there are things that you can do to address it.

Here are some examples of definitions of bullying.	What should you do if your child is being bullied?
This is not an exhaustive list – by developing your own definition you will promote useful discussion: • "Bullying is considered to be deliberate behaviour, repeated over time, and intended to cause emotional or physical harm to an individual or group of people. There usually exists a power different between the bullied and the bully with makes it difficult for the victim to defend themselves. • Deliberately hurtful (including aggression), repeated often over a period of time (whilst recognising that even a one off incident can leave a pupil traumatised and nervous of future recurrence difficult for victims to defend themselves against. • Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time that intentionally hurts or harms. If individuals or groups are regularly: • Calling your child names • Threatening him/her • Pressuring your child to give someone money or possessions • Hitting your child • Damaging your child's possessions	Talk to school staff about the bullying. The first contact point is your child's class/form teacher. They can be contacted on [insert telephone number]. • It will help to sort out what action to take if you can bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident. • Be as specific as possible about what your child says has happened; give dates, places and names of other pupils involved. • Make a note of what action the school intends to take. • Ask if there is anything you can do to help your child. • Stay in touch with the school; let them know if things improve as well as if problems continue.

* Bullying can be very serious for the person who is being bullied and they could feel upset enough to hurt themselves. If your child is involved in bullying they could get into trouble. In some cases bullying is a crime and could get them into trouble with the police. Help your child to understand that colleges, universities and employers regularly look at social media sites like Facebook and if they are involved in bullying they may harm their future education and job prospects.

What will the school do?

Our School does not tolerate bullying. This is what we can do about bullying:

• We will work to make sure that the person being bullied is safe
• We will work to stop the bullying happening again
• We will provide support to the person being bullied
• We will take actions to ensure that the person/s doing the bullying learn not to harm others

Families who feel that their concerns are not being addressed appropriately by the school might like to consider the following steps:

- Check with the school anti-bullying policy to see if agreed procedures are being followed
- Discuss your concerns with other parents
- Make an appointment to discuss the matter with the Headteacher and keep a record of the meeting
- Send letter to Class Teacher

Useful Links

www.kidscape.org.uk/advice/advice-for-parents-and-carers

www.bullying.co.uk

http://www.childline.org.uk/explore/bullying/pages/bullying.aspx

www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying

www.thinkuknow.net

www.youngwrexham.co.uk

http://fis.ceredigion.gov.uk/

http://www.childcomwales.org.uk/

Anti-Bullying Form

Ceredigion County Council

Dyddiad/Date:

Disgybl sy'n cwyno/Pupil who complained**:**

Tramgwyddwr/wraig honedig/Perpetrator / woman alleged:

Manylion y gŵyn / Complaint Details

Y sawl sy'n adrodd / Details of reportee
Pennaeth Blwyddyn / Head of Year

Gweithredu dilynol/follow-up action:
Manylion y gweithredu yn dilyn y gŵyn/
Details of the action following the complaint

Llofnod/Signature :
Dyddiad/Date:

Ail-ymweld â'r gŵyn/ Revisit the complaint**:**

Ydy'r mater wedi ei ddatrys / Had the issue been resolved?

2. **Do/Naddo**
   Yes/No   **Dyddiad/Date:**

   Tystiolaeth

   Evidence:

   Llofnod

   Signature:

3. **Do/Naddo**
   Yes/No   **Dyddiad/Date:**

   Tystiolaeth

   Evidence:

   Llofnod

   Signature:

Record of Bullying incidents dealt with by the school during the _____ term 20_____.

Headteachers must present a report to their Governing Body on a termly basis. The information is collated by the LA's Governing Body Section and reported to the LA and the Local Safeguarding Children's Board.

A 'porforma' to capture information to decide whether an incident fits the criteria for a bullying incident has already been distributed to schools.

Type of bullying	Number of incidents	Was the matter resolved: Yes/No/On-going.	Comments
Ability			
Age			
Appearance			
Disability			
Gender			
Gender Reassignment			
Looked After Children			
Pregnancy or Maternity			
Racial			
Religion or Belief			
Sexual			
Sexual orientation (Lesbian / Gay / Bisexual)			
Young Carers			
E-Safety			
Other			Please specify:

RACIST INCIDENTS

Welsh Assembly guidance stipulates that schools are duty bound to inform the LA of all racist incidents. Although 'racist incidents' may have been dealt with, and recorded in the above table, they should also be logged separately here so that the LA has a record on a termly basis.

Racist Incidents	Number	Matter resolved Yes/No	Comments

Signed Headteacher _____ Chairman

_____

Date of Governing Body Meeting
_____School:_____

Ffurflen Cofnodi Bwlio - <mark>Bullying Recording Form</mark>

Why is someone being bullied?
Please tick the relevant boxes.   Class/Year _____

Boy ☐   Girl ☐   Transgender ☐   I don't want to say ☐

Race ☐   Disability ☐   Religion/Belief ☐   Gay /Lesbian/Bisexual ☐

Age/ ☐   Ability ☐   Size ☐   Because of how I/they look ☐

Welsh Language ☐

Any other reason? _____
(It could be because they are a young carer for a sick or disabled relative; they may not have much money or something else)

How are they being bullied?

Name Calling ☐   Teased ☐   Threatened ☐

Social Network ☐   Hit ☐   Things ☐

damaged/Stolen Anything else? _____

Name of the person being bullied

_____

Is there any other information you want to tell us

_____

PART 2 B – PUPILS

School's Anti-bullying front cover

It is good practice to demonstrate that the school policy has a new front cover each year designed by the pupils e.g. through competition during Anti-bullying week in November or through the school council.

See example below:
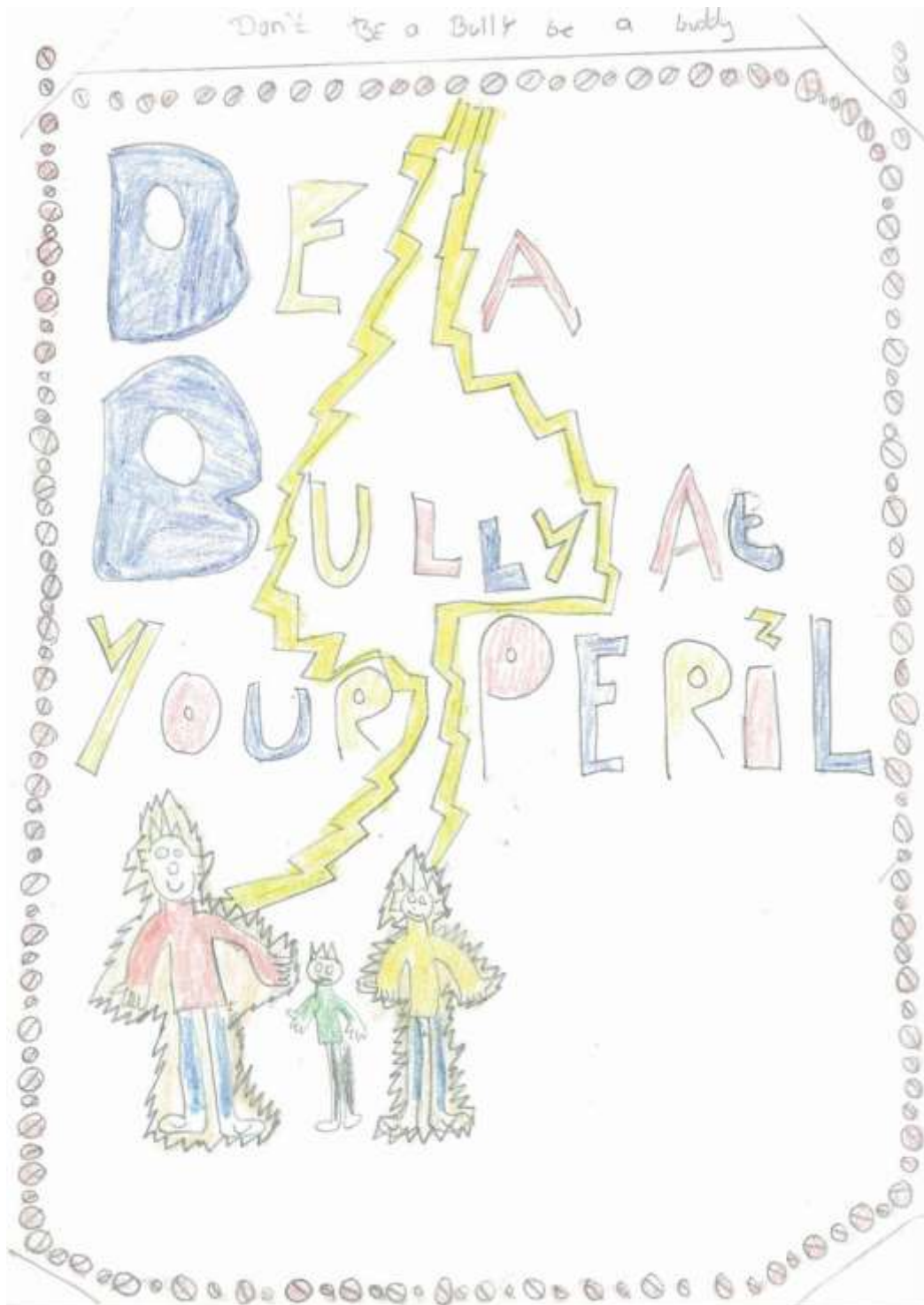
Are you being bullied?
Do you know someone who is being bullied?

Are you a bully?

IS IT BULLYING?

It is if you feel hurt because someone or a group of people are:

- Calling you names
- Threatening you
- Pressuring you to give someone money or possessions
- Hitting you
- Damaging your possessions
- Spreading rumours about you or your family
- Ignoring you
- Using text, email or social media to write or say hurtful things about you (cyberbullying)
- Spitting, Kicking and Pushing

It is bullying if you feel hurt because of things said about where you are from or your culture, religion or beliefs, gender, sexuality, disability, special educational need, appearance or specific issues in your family. This could also occur whilst travelling to and from school e.g. on the school bus.

WHAT CAN SCHOOL DO?

Our School does not tolerate bullying. This is what we can do about bullying:

- Work to make sure that the person being bullied is safe
- Work to stop the bullying happening again
- Provide support to the person being bullied
- Take actions to ensure that the person or people doing the bullying learn not to harm others

WHAT CAN YOU DO?

Talk to someone you trust and get them to help you take the right steps to stop the bullying.

If you feel that you are being bullied:

- Try to stay calm and look as confident as you can
- Be firm and clear – look them in the eye and tell them to stop
- Get away from the situation as quickly as possible

- Tell an adult what has happened straight away
- If the individual or group continue to bully you keep a diary of the incidents
-

If you have been bullied:
- Tell a teacher or another adult in your school
- Tell your family
- If you are scared to tell a teacher or an adult on your own, ask a friend to go with
  you
- Keep on speaking until someone listens and does something to stop the bullying
- Don't blame yourself for what has happened

When you are talking to an adult about bullying be clear about:

- What has happened to you
- How often it has happened
- Who was involved
- Who saw what was happening
- Where it happened
- What you have done about it already

## WHAT SHOULD YOU DO IF YOU SEE SOMEONE BEING BULLIED?

Don't ignore it. Bullying can be very serious for the person who is being bullied and they could get hurt or feel upset enough to hurt themselves:

- Tell a responsible adult e.g. teacher; parent/guardian
- Encourage the person being bullied to report it

ARE YOU THE BULLY?

STOP. Bullying can be very serious for the person who is being bullied and they could feel upset enough to hurt themselves. You could get into trouble and in some cases bullying is a crime and could get you into trouble with the police.

- Think about why you are bullying someone and how it would make you feel if you were being bullied in the same way
- Talk to a friend, parent, teacher or another responsible adult about how you feel and get some help to stop being a bully
- Understand that colleges, universities and employers regularly look at social media sites like Facebook and if you are a bully you may harm your education and job prospects
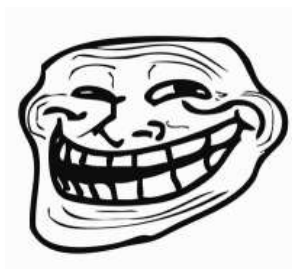
DON'T GIVE POWER TO BULLIES

Bullies want to achieve power and be seen by others as stronger and better. If you respond it could get you into trouble and a bully can boast about it to others. Stay calm and report the bully.

CYBERBULLYING

Cyberbullies use the internet or mobile phones to send hurtful messages, photos or post information to cause trouble. Cyberbullying can also include causing alarm or distress by threatening, harassment, intimidation, impersonating others, humiliation and in some cases be a criminal offence.

PREVENTING CYBERBULLYING

There are things that you can do to avoid being a target of cyberbullying:

- Protect yourself. Never provide any information or images in electronic form that could be used against you.
- Look at your own comments and posts. If you find that people are attacking you, this may be because of your own comments. Are you annoying people or hurting their feelings? Comments and messages that are written can lead to misunderstanding of what you actually mean. The people that are reading your comments can not 'hear' your tone or 'see' your body language so take care to be clear.
- Find some new friends. If you are trying to fit into a group of people who are treating you badly, it might be easier to simply find some nicer friends. Life's too short to waste time trying to be friends with mean people.

ADVANTAGES

The internet can actually help you if you are being bullied.

- There is written evidence of the bullying activity.

A very important rule: Never Respond!

A bully wants you to get upset. If you get mad and strike back in an attempt to hurt the bully as badly as you were hurt, it just won't work. All it does is give the bully a 'win'. Responding can also make you look bad and you could set yourself up for trouble. People who see your response may think you are the one who is causing the

problem. If someone shows your message to an adult, you could be the one who gets into trouble.

DON'T BE A CYBERBULLY

People lose their temper from time to time. Many people have sent a message by phone or on the internet that was angry and wrong. This does not make you a bully. If you have sent an angry or hurtful message, apologise. If you have posted anything that is angry or hurtful remove it and apologise. Try to make things right.

Bullies don't just lose their temper and make a mistake. Bullies set out to put other people down so that they can make themselves feel more important. Bullies try to defend their actions in a number of ways, including that they were not doing anything wrong, just playing around or joking. If you are behaving like a bully, the most important question is to ask yourself why? What are you trying to gain by putting others down?

What you should understand about cyberbullying is that whenever you use electronic communications you are leaving traces – cyber footprints – that lead right back to you. Even if you are doing this under a 'different name' eventually, people will be able to figure out who you are and you could get into trouble with your parents, school or even the police

WHAT YOU SHOULD DO IF YOU ARE CYBERBULLIED

Remember the most important rule, never reply but do take action. Always save the evidence. Copy the posts and comments, save any chats but don't keep looking at it as this will only make you feel worse.

Decide if you need to involve an adult. Sometimes you can make things right on your own – or at least you might wish to try to do so first. It is not a sign of weakness to tell an adult. Even adults sometimes ask for help when a person is doing something that is harming them. Adults may take action like calling the police, hiring a solicitor or complaining to their boss. Asking for help from someone is a sign that you are not willing to accept harm being done to you and are willing to get help to protect yourself.

Tell an adult if:

- You are really upset or are not sure what to do
- You have been threatened with harm or the cyberbullying appears to be a crime
- The cyberbully is sending or posting things that is causing trouble and could affect your reputation, friendships or future education and career opportunities
- The cyberbully is also bullying other people

WAYS TO STOP CYBERBULLYING

- Ignore the cyberbully
- Block the cyberbully from your network/friends list
- Stop going to any group where you are being cyberbullied
- Remove the cyberbully from your buddy or friends list
- Have your parents contact the cyberbully's parents (if you know who they are). Your parents may talk with the parents or send them a letter. If a letter is sent it may be helpful to include a copy of the posts or comments that have upset you. This can be the best way to get the cyberbullying to stop.
- Send a complaint to the Website or service. Most sites and services don't allow bullying behaviour. You can usually find an email-contact on the home page. Explain what has happened and provide copies of the comments or posts that have upset you. Ask for these posts or comments to be removed and that the bully is removed from the site.
- Talk to someone at school. If the cyberbully goes to your school and especially if the cyberbully is also bullying you at school, tell your teacher, head of year or headteacher, or another adult at the school, and provide copies of the comments and posts.
- Contact the police. You may need your parents to help with this. The cyberbullying could be a crime. Universities and employers regularly check social media sites and so being involved in cyberbullying behaviour, could affect the chances of the bully furthering their education or getting a job.

BE A FRIEND

Cyberbullies love an audience. Most people do not like to see others being bullied, but are not sure what to do. Here are some things you could do:

- Speak out against cyberbullying in your online communities
- Help the person being bullied and encourage them to report the cyberbullying
- Report the cyberbullying to the school the person being bullied attends. You can copy the comments and posts and report them without saying who you are if you don't want to
- Tell your parents and ask for their guidance

Useful Links

https://www.kidscape.org.uk/advice/advice-for-young-people/

www.bullying.co.uk

http://www.childline.org.uk/explore/bullying/pages/bullying.aspx

www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying

www.thinkuknow.net

http://gov.wales/topics/educationandskills/schoolshome/wellbeing/antibullying/are-you-being- bullied/?lang=en

http://gov.wales/topics/educationandskills/schoolshome/wellbeing/antibullying/are-you-being-bullied/?skip=1&lang=cy

Anti-Bullying Form

Ceredigion County Council

Date: **Pupil making complaint:** **Alleged offender:**
Details of complaint: **Person Reporting** **Head of Year**
Subsequent action: **Details of action following complaint:**

Signature:
Date:

Second Visit regarding complaint:

Has the matter been resolved?

3. **Yes/No**   **Date:**

   Evidence:

   Signature:

4. **Yes/No**   **Date:**

Evidence:

Signature:

Appendix D (i) LEARNING SERVICES

Record of Bullying incidents dealt with by the school during the _____ term 20_____.

Headteachers must present a report to their Governing Body on a termly basis. The information is collated by the LA's Governing Body Section and reported to the LA and the Local Safeguarding Children's Board.

A 'porforma' to capture information to decide whether an incident fits the criteria for a bullying incident has already been distributed to schools.

Type of bullying	Number of incidents	Was the matter resolved: Yes/No/On-going.	Comments
Ability			
Age			
Appearance			
Disability			
Gender			
Gender Reassignment			
Looked After Children			
Pregnancy or Maternity			
Racial			
Religion or Belief			
Sexual			
Sexual orientation (Lesbian / Gay / Bisexual)			
Young Carers			
E-Safety			
OtheR			Please specify:

RACIST INCIDENTS

Welsh Assembly guidance stipulates that schools are duty bound to inform the LA of all racist incidents. Although 'racist incidents' may have been dealt with, and recorded in the above table, they should also be logged separately here so that the LA has a record on a termly basis.

Racist Incidents	Number	Matter resolved Yes/No	Comments

Signed Headteacher _____ Chairman _____

Date of Governing Body Meeting _____ School:_____

THIS FORM SHOULD BE RETURNED TO PAULINE LUCAS / LOWRI REYNOLDS FOLLOWING YOUR TERMLY GOVERNORS MEETING.

Ffurflen Cofnodi Bwlio - Bullying Recording Form

Why is someone being bullied?
Please tick the relevant boxes.   Class/Year _____

Boy ☐   Girl ☐   Transgender ☐   I don't want to say ☐

Race ☐   Disability ☐   Religion/Belief ☐   Gay ☐
/Lesbian/Bisexual

Age ☐   Ability ☐   Size ☐   Because of how I/they ☐
look

Welsh Language ☐

Any other reason? _____
(It could be because they are a young carer for a sick or disabled
relative; they may not have much money or something else)

How are they being bullied?

Name Calling ☐   Teased ☐   Threatened ☐

Social Network ☐   Hit ☐   Things ☐

damaged/Stolen Anything else? _____

_____

Name of the person being bullied

_____

Is there any other information you want to tell us

_____