
Byddwch yn ffrind dda!
Be a good friend!
Anti Bwlian
Gwrth Fwlio
Treat others the way you want to be Treated!
Mae angen trin pobl fel gr hoffech chi gael eich trin!

INTRODUCTION

Ysgol Penrhyn-coch and Ysgol Penllwyn are committed to creating inclusive, safe and respectful learning environments where every learner feels valued. Through our shared federation values of kindness, respect, inclusion and belonging, we seek to prevent bullying, respond swiftly to concerns and ensure that every learner's voice is heard.

Our Schools Anti-Bullying Policy has been developed to equip our children and staff with relevant information to tackle bullying. This policy reflects the current anti-bullying guidance produced by Welsh Government in November 2019, and has been developed in full consultation with staff, learners, parents/carers and school governors.

Bullying is one of the key issues about which children and young people express their concern. Our school affirms the right for every child to be safe to learn, to develop healthy relationships and to achieve optimally. For this to happen, it is important to prevent and challenge every form of bullying.

Targets (victims) need to be kept safe and Perpetrators (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.

Online bullying by technology has been reported globally, nationally and locally as an increasing concern which preALNts 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. Our policies adhere to the following legislation:

- The Rights of Children and Young Persons (Wales) Measure 2011
- The Equality Act 2010 – Chapter 1 of part 6 of the Act prohibits discrimination, harassment and victimisation in schools.
- Learner Travel (Wales) Measure 2008
- 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 head teachers 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 Additional Learning Needs.
- United Nations Convention on the Rights of the Child and United Nations Convention on the

Rights of Persons with Disabilities
- Additional Learning Needs and Education Tribunal (Wales) Act 2018
- Curriculum for Wales Framework
- Relationships and Sexuality Education Code
- Keeping Learners Safe guidance (latest version)
- Current Ceredigion Strategic Equality Plan
- Criminal Offences Legislation which include; Malicious Communications Act 1988, Protection from Harassment Act 1997, Counter-Terrorism and Security Act 2015.

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
- Prejudice related bullying involves hostility towards people who have characteristics which are protected by the Equality Act 2010. Such people include those who have disabilities or Additional Learning Needs, people who's ethnicity, race, appearance or heritage is different from that of those who engage in prejudice-related behaviour; people of the opposite gender; people who are lesbian, gay or bisexual; or people that are questioning their gender or who are transgender.

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

LINKS WITH OTHER SCHOOL POLICIES

This policy is has direct links with the following school policies and procedures:

- Regulation, Relationships and Restoration Policy

- Safeguarding policy
- Additional Learning Needs policy
- • Strategic Equality Plan
- • Acceptable Use of Technology / Online Safety Policy
- • Relationships and Sexuality Education (RSE) Policy

WHAT IS BULLYING AND WHAT ISN'T BULLYING?

There is no legal definition of bullying, the Welsh Government guidance defines bullying as the following:

'Behaviour by an individual or group, repeated over time, which is meant to hurt someone physically or emotionally'.

Bullying is expressed through a range of hurtful behaviours: it can happen face-to-face or in the digital environment. It can be carried out by an individual or group but is generally executed in front of an audience to assert power or popularity. It may involve an element of secrecy so that adults are not aware of it. Bullying happens on purpose, happens more than once and targets someone and leaves them feeling powerless to stop it.

Bullying can take many forms, including:

physical – kicking, tripping someone up or shoving 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 Learning Needs (ALN) 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 prejudice. This could be linked to stereotypes or presumptions about identity. Prejudice-related bullying includes the protected characteristics10. 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.

Some behaviour, though unacceptable, is not considered bullying. The Welsh Government expects these instances to be dealt with in accordance with the school's behaviour policy to prevent an incident potentially escalating to become bullying. *Please refer to your School's Positive Behaviour Policy.*

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

friendship fallouts – a friendship feud may however deteriorate into bullying behaviour that is enabled by the fact that former friends have an intimate knowledge of the fears and insecurities of one another. Children and young people who are targeted by former friends feel the betrayal deeply and are frequently isolated from their former friendship group

a one-off fight – the Welsh Government expects it to be addressed according to the school's behaviour policy unless it is part of a pattern of behaviour that indicates intentional targeting of another individual

an argument or disagreement – between two children or young people is not generally regarded as bullying. Nevertheless they may require assistance to learn to respect others' views

a one-off physical assault – the Welsh Government expects it to be stopped and addressed immediately. Police involvement in cases where physical assault has happened may also be appropriate

insults and banter – children and young people will often protest that an incident was a joke or banter. If two friends of equal power are in the habit of bantering with one another it is not deemed to be bullying. If one learner uses banter to humiliate or threaten another who is powerless to stop it and made fearful by the act, the border between banter and bullying is likely to be crossed

a one-off instance of hate crime – unless this behaviour is repeated it would not usually be regarded as bullying but it would be criminal behaviour, which the Welsh Government would expect to be dealt with in accordance with the school's behaviour policy and other relevant policies, such as the school's 'Prevent' policy. If considered necessary, the school would also need to involve the police.

HATE CRIME

A Hate Crime is defined as a criminal offence.....
A Hate Incident is defined as a non-criminal offence.....
which is perceived by the target (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 ALNtencing. 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 ALNtencing, 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

HOW WE WILL RAISE AWARENESS OF BULLYING AND HOW WE EMBED ANTI-BULLYING WORK IN OUR SCHOOL CURRICULUM?

At *Ysgol Penrhyn-coch/Ysgol Penllwyn* we raise awareness of bullying related issues as part of our assembly programme on a termly basis, and during specific Health and Well-being sessions planned in the termly curriculum map. Anti-bullying education is delivered through the Health and Well-being Area of Learning and Experience, Relationships and Sexuality Education (RSE), assemblies, circle time and wider school activities. Learning focuses on empathy, kindness, respectful relationships, diversity, inclusion, digital citizenship and rights.
Our curriculum work includes the following programmes/sessions:

- School Beat
- LGBTQ / Stonewall Cymru
- NSPCC – Speak Out Stay Safe
- Hafan Cymru – Spectrum
- Welsh Women's Aid – S.T.A.R
- HWB resources
- Anti-bullying week
- Embedding anti-bullying sessions within a range of areas of learning, e.g. Religious Education, Drama, History.

We have a zero tolerance approach to bullying, and all pupils in our care have the right to feel safe and respected, all pupils are made aware of our behavioural expectations and the consequences of bullying actions within the school. For example, consequences could look like:

- 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)

WORKING IN PARTNERSHIP WITH PARENTS

At our school, we raise parents awareness of bullying related issues policy and procedure via the following strategies:

- Leaflets and newsletters home
- Open days
- Anti-bullying weeks
- The school prospectus
- The school website
- Workshops

WHAT ARE THE SIGNS THAT A CHILD OR YOUNG PERSON MIGHT BE EXPERIENCING BULLYING?

A child may tell you directly that they are being bullied but if not, other signs to look out for, which might indicate they are being bullied include:

- Having damaged clothes or school bag
- 'Losing' belongings
- Visible injuries such as cuts or bruises
- Reluctance to go to school or take part in group activities they previously showed interest in
- PreALNting as tired due to difficulties sleeping
- Changes in behaviour
- Noticeable changes in their mood – becoming withdrawn, depressed, angry, tearful, upset, anxious or unhappy
- Wanting to change their journey/route/time of travel to school
- Wanting to change school.

HOW WE WILL PREVENT BULLYING IN OUR SCHOOL AND ON JOURNEYS TO AND FROM SCHOOL?

Our anti-bullying prevention is achieved by taking a whole school approach to tackle this issue. This includes the following strategies:

- Strong leadership and teachers that model values and high expectations, thus leading by example
- Being a rights respecting school (by taking part in the UNICEF rights respecting programme)
- Respecting and valuing the pupil voice in all that we do (e.g. school council)
- Focussing on pupils health and well-being and monitoring and evaluating this (e.g. emotional health check-ins)
- Promoting healthy relationships across the school both in class, during break times and during off-site activities
- Providing a comprehensive health and well-being curriculum that meets the needs of all learners
- Creating an environment that promotes health and well-being (e.g. safe spaces to play, chill out areas, KiVa programme, adequate supervision).
- Establish and maintain strong and responsive care, support and guidance (e.g. circle time solutions, worry box, peer mentoring support)
- Effective communication and effective partnership working with parents/carers

- Support professional learning for all staff, tailored to meet their needs and responsibilities

HOW DOES OUR SCHOOL RESPOND TO INCIDENTS?

At Ysgol Penrhyn-coch and Ysgol Penllwyn we have a duty of care to protect all of our learners and to provide a safe, healthy environment. The following steps are taken when dealing with bullying:

- Discuss the incident with each pupil individually and record the information (sign and date)
- Phone the parents of the target (keep minutes of the conversation)
- Phone the parents of the perpetrator (keep minutes of the conversation)
- A meeting is offered to all parties **individually** to discuss all information gathered and a way forward is planned in partnership with parents and learners. Any disciplinary actions against the perpetrator are decided within this meeting, including further intervention support. Any further support required by the target (victim) e.g. counselling, assertiveness skills, will be planned and discussed in a separate meeting
- A restorative circle approach will be offered to all parties if they wish to engage and participate in this intervention. Restorative circles are only carried out with the agreement of all parties and when all parties are ready to do so.

Important to note, when recording the incidents, that the following forms are completed:

- Use of 'Ffurflen Gwrth-fwlio' (Anti bullying Form)
- Use of 'Ffurflen Cofnodi Bwlio' (Bullying Recording Form)
- Use of 'Llyfr Cyswllt' (Contact Book)

WHEN THE SCHOOL WILL TAKE ACTION IN RELATION TO BULLYING OUTSIDE THE SCHOOL?

Section 89 (5A) of the Education and Inspections Act 2006 gives headteachers a statutory power to regulate learner's behaviour in these circumstances 'to such extent as is reasonable'. Bullying may be an example of where headteachers use this power. Individual schools are best placed to make judgements about what is reasonable in their particular circumstances. As a school, we will take into account the following factors when making a reasonable judgment about when to get involved in a bullying incident which occurs outside of the school premises.

Off site activities where we will take action against bullying and other inappropriate behaviour includes:

- School trip
- Sporting activities
- Work experience placements
- Educational visit
- Residential visit
- Behaviour on the way to and from school
- Behaviour when wearing school uniform in a public place e.g. lunch time in town

Cyber Bullying

If online bullying is impacting on the well-being of a pupil in our care regardless of whether or not it occurred during school times, we will intervene accordingly to ensure the safety of our the target (victim). This can include:

- Social media
- Online gaming
- Livestreaming

- Group messaging services
- Artificial intelligence generated content
- Image sharing and manipulation
- Anonymous messaging platforms

Being under the charge of a school staff member

If a pupil is under the supervision of a member of staff and an incident is witnessed, then we expect appropriate action and steps to be followed, in line with the school policy.

Transport

If incidents occur during the journey to and from school, educational visits or other placements such as work experience or college courses, be it on a bus, taxi, walking, cycling, we will intervene and take the appropriate actions. We will ensure that the behaviour does not threaten the health or safety of learners, staff or members of the public. We will provide reassurance to learners who may feel threatened or intimidated by the behaviour of a small minority of their peers or from 'stranger danger'. We will also provide reassurance to members of the public about school care and control over learners and thus protect the reputation of the school.

As a school, we will consider taking the following steps to ensure the safety of our pupils during travel times:

- Talking to the local police about problems on local streets (if necessary seek a police preALNce at trouble spots)
- Talking to the transport company about bullying on buses and provide advice to drivers on how to report incidents
- Allocating ALNior pupils to a bus close to where they live
- Operating a bus buddy system whereby ALNior 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

HOW TO REPORT BULLYING?

At our school we encourage all our learners to "tell" a member of staff about worries, concerns and upsetting behaviours, that are affecting their well-being. Our door operates an open door policy for parents/carers to ensure that we intervene at the earliest possible opportunity. If parents/carers or pupils have concerns relating to bullying, the Anti-Bullying Lead for the Federation is the Headteacher. Day-to-day operational responsibility may be delegated to the Deputy Headteacher or designated pastoral lead.

HOW INCIDENTS WILL BE RECORDED AND MONITORED?

Bullying incidents will be documented on the following recording form. Appendix 1.

Bullying recording form - 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

COMPLAINTS PROCEDURE

Parents/carers need to follow the schools complaints procedure. In the first instance the Headteacher should be notified of the complaint, if parent/carer is not satisfied with the school/headteacher response, then a formal letter of complaint can be written to the chair of the governing body Mr Robert Mills.

If parents/carers continue to feel dissatisfied with the response of the governing body, then they may take the matter to the LEA complaints officer.

As a school, we advise parents/carers in the following way:
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

HOW THE SCHOOL WILL EVALUATE AND REVIEW THEIR POLICY AND STRATEGY.

This policy will be reviewed annually by the Governing Body will revise the policy. The Headteacher will provide the Governing Body with an anonymised annual report containing:

- number of reported incidents;
- categories of bullying;
- actions taken;
- outcomes and trends;
- recommendations for future preventative work.

The Anti-Bullying Policy will be reviewed annually with input from learners through the School Council, pupil questionnaires and class discussions. Learners will help evaluate the effectiveness of anti-bullying strategies and identify areas for improvement.

Appendix 1

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**
  All staff and governors will receive regular safeguarding, equality, diversity and anti-bullying training, including recognising prejudice-based bullying and online bullying.
  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?

Appendix 2

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?	

Appendix 3

Form 1 (to be completed by the first adult who is aware of the incident, that could be deemed as bullying).

Screening form to be used to inform the KiVa Team (if applicable) or the personnel dealing with bullying in your school.

1. Date of the bullying incident _____20_____

2. First point of contact _____

3. Who reported the bullying?

✓		Name
	Victim / Target	
	A peer of the Victim / Target	
	Parent / Carer of the Victim /Target	
	Teacher	
	Other	

.

4. Who is the Victim / Target?

   (NAME)_____ Class _____

5. What type of bullying has taken place? Please give specific examples of when bullying has taken place.

6. How many times has the bullying occured?
7. When was the last time the bullying happened?
8. How long has the bullying been going on for?
9. Learners that have been actively involved in the bullying.

NAME	NAME

10. On the basis of the information gathered, there are examples of the following:

	Conflict or fighting amongst children
	Hurt feelings because of misunderstanding
	Isolated incident of bullying
	Persistent bullying.

Only persistent bullying will be referred on to the School KiVa team (where applicable) or the Designated Personnel who deal with bullying matters, e.g. Deputy Headteacher, Pastoral Lead.

11. The decision made in relation to the incident

	The class Teacher to hold a discussion with the Learner(s) who have been involved with the bullying incident, and to inform Parents/Carers if necessary.
	The incident to be forwarded to the School KiVa (if applicable) or the Designated Personnel who deal with bullying matters.

Appendix 4
Form 2

1/2

Names of KiVa team, or members of staff with responsibility for handling bullying incidents.

Name
Name
Name

The Victim / Target Class _____

When was the team informed of the incident? _____20___

Individual discussion with the Victim / Target

Date _____20___

1. What type of bullying has taken place? Choose the type of bullying that the Victim / Target has referred to.

	(1) Other pupils name calling, making fun of them, and/or lying in insulting ways.
	(2) A group of friends ignoring and excluding from the group.
	(3) Physical bullying e.g. hitting, pushing, kicking.
	(4) Spreading lies and rumours about the Victim/Target so that others unfriend them.
	(5) Stealing or damaging others property.
	(6) Threatening to carry out actions against their will.
	(7) Other pupils making comments, name calling or gestures about skin colour, race. religion, sexual orientation, or gender identity.
	(8) Other pupils making sexual gestures, using sexual names, making sexual moves or carrying out sexual acts.
	(9) Other pupils bullying via text messages, phone calls or pictures.
	(10) Other pupils bullying through social media platforms.
	(11) Other type of bullying. How?

Form 2.

5. Students who have actively taken part in bullying (name, class)
Name_____ Class_____
Name_____ Class_____
Name_____ Class_____
Name_____ Class_____

6. Students who can possibly support the victim (name, class)
Name_____ Class_____
Name_____ Class_____
Name_____ Class_____
Name_____ Class_____

Description of events / Further information

_____
_____
_____
_____
_____
_____
_____
_____

7. Classroom teacher has been informed about the discussion, date _____20___

Description of events / Further information

_____
_____
_____
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_____
_____
_____

8. Classroom teacher has discussed with those classmates who have been chosen to support the victim, date _____20___

_____
_____
_____
_____
_____
_____
_____
_____

9. Parents or Guardians have been contacted, date _____20___

_____
_____
_____

Appendix 5

Form 3.
Individual discussions with the bullies.

Discussions are best to be executed successively during the same day. This way they will come to the bullies as a surprise.

Student _____ Class _____
Matters noted / agreed on during the discussion

_____
_____
_____
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_____

Student _____ Class _____
Matters noted / agreed on during the discussion

_____
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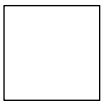
Student _____ Class _____
Matters noted / agreed on during the discussion

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_____
_____

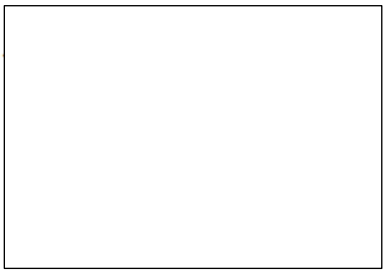
Student _____ Class _____
Matters noted / agreed on during the discussion

_____
_____
_____
_____
_____
_____

Appendix 6



Form 4.
Group discussion with the bullies.



Date _____20___

Notes

Appendix 7

Form 5.
Follow-up discussion with the victim.

Date_____20___

1. According to the victim bullying has
- ☐ (1) stopped
- ☐ (2) decreased
- ☐ (3) remained the same
- ☐ (4) increased

Notes

Appendix 8

Form 6.
Follow-up group discussion.

Date_____20___

Is the victim present at the discussion
- ☐ (1) No
- ☐ (2) Yes

Things observed together about the situation

Possible further measures

Notes

Appendix 9
Appendix D (i) SCHOOLS SERVICES

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

Headteachers must preALNt 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-related			
Biphobic			
Disability or ALN			
Gender identity			
Homophobic			
Looked After Children			
Non-Binary			
Pregnancy or Maternity			
Race and ethnicity			
Religion or Belief			
Sex			
Sexual orientation			
Transphobic			
Young Carers			
Socio-economic disadvantage			
Online			
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 FOLLOWING YOUR TERMLY GOVERNORS MEETING.

Appendix 10

PREVENTING BULLYING – SOME EFFECTIVE INTERVENTION

Circle Time

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

Buddying Schemes

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 ALNse 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 ALNior 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 ALNsitive 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
- RepreALNt the view of young people
- Make suggestions about how their environment may be improve

Appendix 11

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

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

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

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

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

Appendix 12

INFORMATION FOR PARENTS/GUARDIANS: SATISFACTION SURVEY

This form could be ALNt 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? (c*ircle 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? (c*ircle 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? (c*ircle 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