



Ysgol Penglais School

Anti-bullying and Kindness Policy

Signed:

A handwritten signature in grey ink, appearing to be 'Suz', written over a horizontal line.

(Chair of Governors on behalf of the Governing Body)

Date: 14/07/2020

**Date to be reviewed: June 2023
(by the Full Governing Body)**

INTRODUCTION

Ysgol Penglais School is a happy, ambitious and high achieving school where everyone is respected and valued. We are a strong community where everyone cares for each other, knowing that only through collaboration and respect will we achieve and become our very best. The school is vibrant with students and staff co-operating, learning, thinking and working hard. We recognise that overcoming challenges is key to success and by developing bravery, confidence and resilience our students will become successful citizens of their communities, Wales and the world.

We will achieve this vision together by:

- Being respectful and kind
- Being ambitious and resilient
- Developing independence and confidence
- Celebrating diversity and success

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/guardians 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 presents an increasing challenge and one which benefits from wider partnership working - particularly in collaboration with the Police. Our school will work in a multi-agency capacity to ensure that we are a bullying-free environment.

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 students. 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 procedure. This is particularly important for parents and guardians 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 and United Nations Convention on the Rights of Persons with Disabilities
- Ceredigion Strategic Equality Objectives 2014 – 18 (2.2)
- 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 special educational needs, people whose 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 has direct links with the following school policies and procedures:

- Ysgol Penglais Positive Behaviour policy
- Child protection policy
- Special Educational Needs policy
- Equal rights policy
- E-safety policy

KINDNESS

The word “kindness” is derived from the notion of kinship, from the idea that people belong to the same community and share a mutual goodwill.

The requirement is not that people should like one another, as this cannot be enforced, but that they should treat each other as they would wish to be treated themselves.

By definition, kindness excludes unkindness in what is said and what is done by individuals, including bullying.

This policy aims to demonstrate how we promote a culture of kindness whilst providing a consistent and effective school response to any unkindness incidents that may occur.

This Anti Bullying and Kindness Policy is about being pro-active in promoting kindness as well as reactive and we seek to actively prevent unkindness.

The KiVa programme emphasises peer support in preventing incidents of unkindness.

The school will take positive action to promote kindness and discourage unkindness within PHSE, Tutor Time and opportunities within other curriculum areas.

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’.

Ysgol Penglais School is also part of the programme, which defines bullying as:

***“Harmful behaviour/degrading treatment which is***

- ***deliberate***
- ***repeated***
- ***targeted at a less powerful person”***

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, blackmail

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 special educational needs (SEN) 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 Ysgol Penglais School 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 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.

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

Example paragraph:

At Ysgol Penglais School 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. Our curriculum work includes the following programmes/sessions:

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

The KiVa Programme

As a school we are adopting elements of the KiVa anti bullying programme. KiVa is a research-based antibullying program that has been developed in the University of Turku, Finland.

The KiVa program involves both universal and indicated actions to prevent bullying and to tackle cases of bullying coming to attention. The universal actions are targeted at all students in a school. They refer to efforts made to influence the group norms and to build capacity in all children to behave in constructive ways, to take responsibility for not encouraging bullying, and to support the victims. The indicated actions take place when bullying has come to the attention of school personnel. Each particular case is handled in a

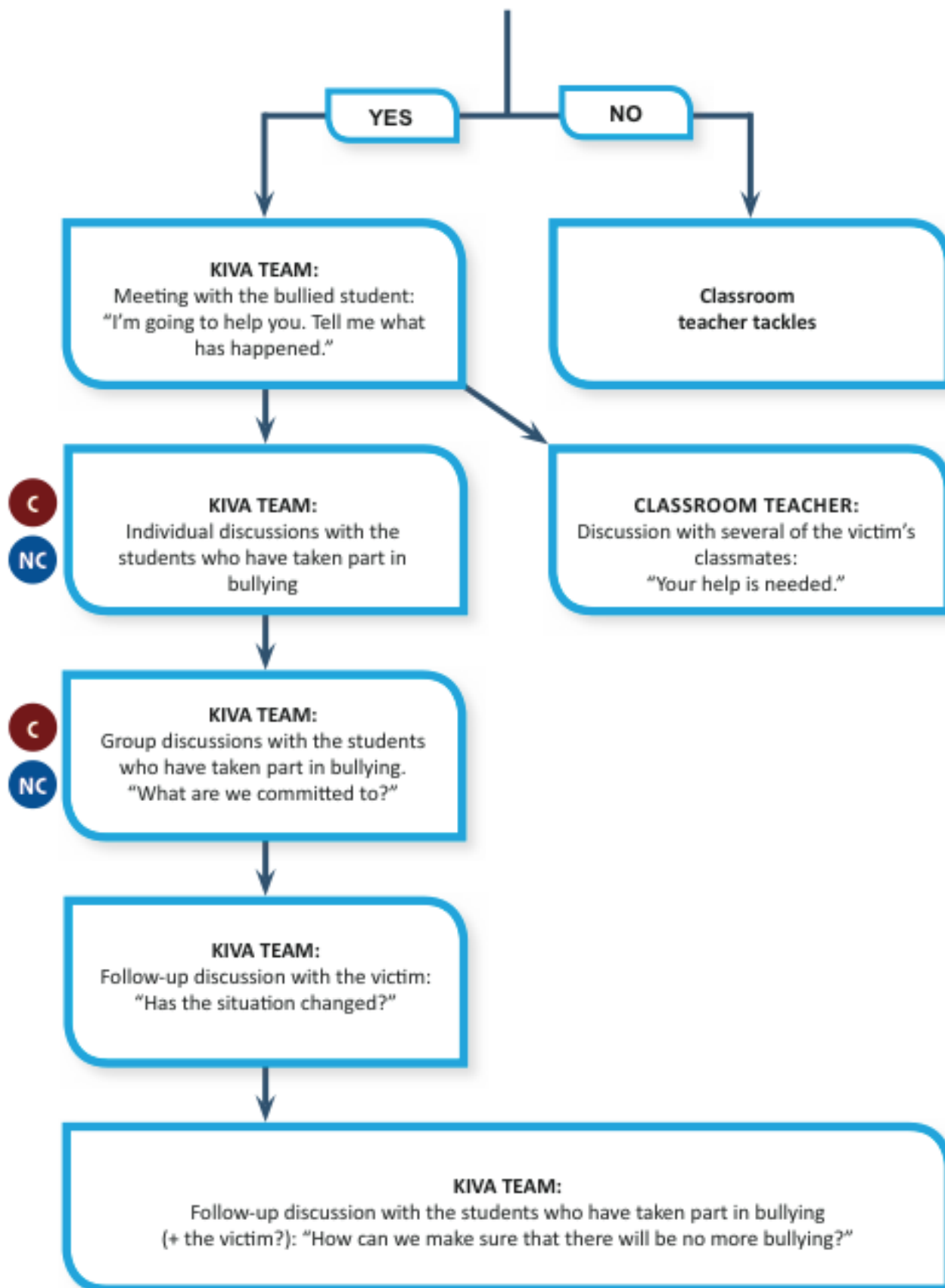
series of individual and group discussions between the school's KiVa team and the students involved. Several prosocial peers of the victim are challenged to provide support for the victimized classmate.

We have a zero tolerance approach to bullying, and all students in our care have the right to feel safe and respected, all students 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 student 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
- Restorative conversations
- Support from staff in Y Bont / Hafan.
- Denial of privileges, with the opportunity to redeem one's self
- Individual student management plan
- Parental involvement
- Counselling
- Removal of bully away from the victim (e.g. into another class)

Summary: Tackling acute cases of bullying

Is the bullying systematic?



WORKING IN PARTNERSHIP WITH PARENTS

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

- Newsletters
- Parents' Evenings
- Anti-bullying weeks
- The school prospectus
- The school website (Appendix 9)
- 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
- Not eating,
- Isolating themselves,
- Avoiding groups of people
- Reluctance to go to school or take part in group activities they previously showed interest in
- Presenting 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
- Respecting and valuing the student voice in all that we do (e.g. school council)
- Focussing on students' health and well-being and monitoring and evaluating this (e.g. emotional health check-ins. Support in Hafan, ELSA support and work with outside agencies e.g. Schools in Reach and YJPS PADO)
- 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, peer mentoring support and restorative practice)
- Effective communication and effective partnership working with parents/guardians
- Support professional learning for all staff, tailored to meet their needs and responsibilities

HOW DOES OUR SCHOOL RESPOND TO INCIDENTS?

At Ysgol Penglais School 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 student individually and record the information (signed and dated)
- Phone the parents of the target (log kept of the conversation)
- Phone the parents of the perpetrator (log kept 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 meeting approach will be offered to all parties if they wish to engage and participate in this intervention. Restorative meetings 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 KiVa paperwork (Appendix 1 – 5)
- Use of 'Ffurflen Cofnodi Bwlio' (Bullying Recording Form – Appendix 7)

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.

Where bullying and other inappropriate behaviour happen off-site then the staff will follow this policy: These include:

- School trip
- Sporting activities
- Work experience placements
- Educational visit
- Residential visits
- Behaviour on the way to and from school
- Behaviour when wearing school uniform in a public place

Cyber Bullying

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

Being under the charge of a school staff member

If a student 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 students during travel times:

- Talking to the local police about problems in the local area
- Talking to the transport company about bullying on buses and provide advice to drivers on how to report incidents
- Operating a bus buddy system whereby senior students report incidents to designated members of school staff
- Talking to the head of another school whose students are bullying off the premises
- Talking to students 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/guardians to ensure that we intervene at the earliest possible opportunity. If parents/guardians or students have concerns relating to bullying, they should contact the student's Head of Year.

Students are welcome to report issues to Student Services at any time, to their Form Tutor or Head of Year.

They are also welcome to email their Head of Year with any concerns so that these can be addressed

HOW INCIDENTS WILL BE RECORDED AND MONITORED?

Bullying incidents will be documented on the following recording form. Appendix 7.

Bullying recording form - Guidelines

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

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 student individually
- If appropriate, arrange a meeting between the students 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
- 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.)
- Check with the victim that the matter has been resolved
- Keep a copy of the form in the central KiVa file
- Keep a copy of the form in the victim's and the perpetrator's school file
- The forms are kept in the students' files and in the central KiVa file.

COMPLAINTS PROCEDURE

Parents/guardians need to follow the schools complaints procedure. In the first instance the Headteacher should be notified of the complaint, if parent/guardian 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 John Moorby, Chair of the Governing Body, Ysgol Penglais School.

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

Email: complaints@ceredigion.gov.uk

As a school, we advise parents/guardians 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 as necessary by the Governing Body who will revise the policy.

Signed:



Name: Prof. Jon Moorby, Chair of Governing Body

Date: 14th July 2020

**Appendix 2****Form 2.
Discussion with the victim.**

1/2

To be filled out by KiVa team

Member of the KiVa team tackling the bullying case

Name _____

Name _____

Name _____

Bullied student _____ Class _____

When was the school team notified of the case? _____ 20____

Individual discussion with the victim

Date _____ 20____

1. What type of bullying has occurred? Select the forms of bullying mentioned by the victim
(all forms need not be gone through separately).

- ☐ (1) has been called mean names, ridiculed and teased in an offensive manner.
- ☐ (2) has been ignored completely or excluded by his/her group of friends.
- ☐ (3) has been hit, kicked or pushed around.
- ☐ (4) has had lies spread about him/her in order to make others hate him/her.
- ☐ (5) has had some money or possessions taken or his/her personal belongings have been broken.
- ☐ (6) has been threatened or forced to do things against his/her will.
- ☐ (7) has been subjected to name-calling, remarks or gestures about his/her race, skin color, religion, sexual orientation or gender identity.
- ☐ (8) has been subjected to sexual names, gestures or deeds.
- ☐ (9) has been bullied through mean and insulting text messages, calls or photographs.
- ☐ (10) has been bullied via computer through mean and insulting messages, calls, posts or photographs on Facebook, or through other social media.
- ☐ (11) has been bullied in some other way. How?

2. How many times has bullying occurred? Select the best answer.

- ☐ (1) Once or twice
- ☐ (2) Three times or more

3. When was the last time that bullying occurred? _____

4. How long has bullying been going on? Select the best answer.

- ☐ (1) A week or two
- ☐ (2) A month
- ☐ (3) 2—6 months
- ☐ (4) 6—12 months
- ☐ (5) _____ years

**Form 2.**

2/2

*To be filled out by KiVa team***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**

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 3



Form 3. **Individual discussions with the bullies.**

To be filled out by KiVa team

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

Student _____ Class _____

Matters noted / agreed on during the discussion

Student _____ Class _____

Matters noted / agreed on during the discussion

Student _____ Class _____

Matters noted / agreed on during the discussion

Appendix 4



Form 4.
Group discussion with the bullies.

To be filled out by KiVa team

Date 20

Notes

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Appendix 6



Form 6.
Follow-up group discussion.

To be filled out by KiVa team

Date _____ 20____

Is the victim present at the discussion

- ☐ (1) No
- ☐ (2) Yes

Things observed together about the situation

Possible further measures

[illegible]

Notes

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Appendix 7

Appendix D (i) SCHOOLS 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			
Biphobic			
Disability			
Gender			
Homophobic			
Looked After Children			
Non-Binary			
Pregnancy or Maternity			
Racial			
Religion or Belief			
Sexual			
Transphobic			
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 FOLLOWING YOUR TERMLY GOVERNORS MEETING.



Appendix 8

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 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



Appendix 9

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>

www.thinkyouknow.co.uk

Appendix 10

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? (<i>circle one</i>)				
1 (not easy)	2	3	4	5 (very easy)
Please comment if we could improve:				
How satisfied are you with what we did to make your child feel safe? (<i>circle one</i>)				
1 (not satisfied)	2	3	4	5 (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? (<i>circle one</i>)				
1 (not satisfied)	2	3	4	5 (very satisfied)
Please comment if we could improve:				



Overall how satisfied are you with the way in which the school deals with bullying incidents? <i>(circle one)</i>				
1 (not satisfied)	2	3	4	5 (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 students 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

Appendix 11**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 students	
Does the policy lay out clear, age-appropriate guidelines for students 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 students; parents/guardians; teachers and other staff?	
Are there clear guidelines on how new students/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?	