



# Coed Y Brain Primary School



## Anti Bullying Policy

**Let's**  
**BELIEVE** *to* **ACHIEVE**



 Ambitious & Capable  Healthy & Confident  
 Ethical & Informed  Enterprising & Creative

# Coed Y Brain Primary School

## Anti-Bullying Policy



**Our anti-bullying approach is a whole school commitment to provide a learning environment free from any threat or fear to support our vision of Learning and Growing Together: Believe to Achieve.**

At Coed Y Brain Primary School every person has a right to feel safe, happy and included. All bullying of any sort is therefore unacceptable. We recognise the effects that bullying can have on pupils' feelings of worth and on their schoolwork, and the school community will actively promote an anti-bullying environment. This policy has been written using WG guidance and in consultation with our community. <https://gov.wales/sites/default/files/publications/2019-11/rights-respect-equality-statutory-guidance-for-governing-bodies-of-maintained-schools.pdf>

We are committed to challenging bullying. This is achieved by addressing the root causes of unacceptable behaviour and creating an inclusive and engaging environment, with priority placed on well-being so learners feel safe and are ready to learn. It is imperative children and young people are taught, both at home and in school, about building and maintaining respectful relationships; this is the cornerstone on which positive behaviour is based.

This policy supports our **values of respect, tolerance, empathy and kindness** and the 4 purposes of the Curriculum for Wales.

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society

**This policy should be read in conjunction with CCBC Bullying Prevention Policy Sept 2022**

## **Introduction**

Coed Y Brain Primary School recognises its responsibilities to identify and intervene and seek to prevent bullying on and off our site.

The school has 3 main areas within its policy:

- Prevention
- Identification and intervention (procedures)
- Support

## **Definition**

### **Prevention**

CYB will:

- Establish an ethos reflecting positive attitudes and values, good role models, offering positive, respectful relationships between adults, with parents/carers, and with children.
- Develop high quality teaching and promote positive learning environments. Children will be respected and encouraged to become active citizens in the school and community.
- Create an environment that encourage play and positive social interaction, with effective supervision will reduce bullying at play and lunchtime. Attention will be paid to a well-designed outdoor environment.
- Develop the curriculum to reflect the ethos and values of the school / community
- Develop the policy in conjunction with parents and carers and children / young people.

### **Identification and intervention**

At CYB we

- Will ensure that the anti-bullying policy will be developed in consultation with parents / carers and children / young people
- has a member of staff who takes a lead role within the school
- uses strategies for reducing bullying such as:
  - Targeting intervention through the PSE Curriculum
  - Group work
  - Circle time
  - Circle of friends
  - Targeted support using PASS data
  - Peer support
  - Use of Jigsaw or similar
  - Access as appropriate to the School Based Counselling Service
- uses external agencies that may support the delivery of bullying prevention work
- records all incidents of bullying, including by type, and the statistics should be available to the local authority.
  - The child is involved in the discussion
  - Critical incidents are shared with the LA within 24hrs
  - Termly records are provided to the LA in line with recording and monitoring processes for discriminatory incidents
  - Records are shared and signed by child if appropriate
  - Regular communication takes place with parent/carers
  - Interventions should include the opportunity for follow up to evaluate support and if necessary provide a further course of action
- applies sanctions fairly, proportionately, consistently and reasonably
- has a complaints process for pupils, and parents/carers to raise concerns.
- Ensure that the policy will be reviewed annually or sooner if required.

The anti-bullying policy may include a bullying prevention charter as agreed by School Council.

## Support

CYB will

- investigate each reported incident
- offer appropriate support to the child / young person experiencing bullying
- seek support from external agencies as necessary / appropriate
- address the needs of the child / young person who is the perpetrator

### Our intentions in producing this policy:

- To reduce and to eradicate wherever possible, instances in which pupils are made to feel frightened, excluded or unhappy.
- To establish a means of dealing with bullying, and of providing support to pupils who have been bullied.
- To ensure that all pupils and staff are aware of the policy and that they fulfil their obligations to it.
- To strengthen our commitment to equality and diversity in and beyond our community
- To promote respectful and inclusive language by all people at all times

As a school we raise the awareness of bullying through our curriculum. We aim to prevent bullying wherever and whenever it may occur. We want to be clear in our response through our whole school approach with clear reporting and recording mechanisms, as well as how we may escalate concerns. The school reports all discriminatory incidents termly to the local authority.

### What is bullying?

#### Definition of Bullying:

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

Bullying involves dominance of one person by another, or group of others, is premeditated and usually forms a pattern of behaviour rather than an isolated incident. It is carried out with the intention to hurt others. Bullying always involves an imbalance of power. We will use the terms 'target' not victim and 'perpetrator' not bully.

### The distinctive elements of bullying behaviour

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

- **intention to harm** – bullying is deliberate with the intention to cause harm. Those who bully others are often skilled at knowing exactly how to humiliate or hurt their target, picking on key aspects of their appearance, personality or identity that produces the effect wanted. They seek out the area in which they have power over their target
- **harmful outcome** – someone or a group is hurt physically or emotionally. They can be isolated, humiliated or made fearful. Their sense of self-worth is reduced
- **direct or indirect acts** – bullying can involve direct aggression such as hitting, as well as indirect acts such as spreading rumours, revealing private information about someone or sharing intimate images with people for whom the information/images were not intended
- **repetition** – bullying usually involves repeated acts of negative behaviour or acts of aggression. An isolated aggressive act, such as a fight, is not usually considered bullying. Yet any incident can be the start of a pattern of bullying behaviour which develops subsequently. That is why incident records are so valuable.
- **unequal power** – bullying involves the abuse of power by one person or a group who are (perceived as) more powerful, often due to their age, physical strength, popularity or psychological resilience.

Bullying can take many forms and may be short term or continued over time. These are the main forms of bullying -

- physical – kicking, tripping someone up or shoving them, injuring someone, damaging their belongings or gestures of intimidation, sexual harassment or aggression
- verbal – taunts and name-calling, insults, threats, humiliation or intimidation, offensive remarks
- emotional – behaviour intended to isolate, hurt or humiliate someone
- Indirect – sly or underhand actions carried out behind the target's back or rumour-spreading about someone, exclusion from social groups, sending malicious emails or text messages on mobile phones.
- 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. This is also called Cyberbullying. Our eSafety policy supports our safeguarding and anti bullying work.
- sexual – unwanted touching, threats, suggestions, comments and jokes or innuendo.
- 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 characteristics.

Bullying can cause great unhappiness and, on occasions, has led to death. The Governing Body believes bullying can be defined as: "Behaviour by one or more people which produces damaging or harmful effects, physically or emotionally, to any individual."

### What is not bullying?

Some behaviour, though unacceptable, is not considered bullying. The Governing Body expects these instances to be dealt with in accordance with the school's behaviour policy to prevent an incident potentially escalating to become bullying.

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

- Isolated incidents of hurtful behaviour, teasing, arguments or falling out between individuals of equal power should not be seen as bullying. However, such incidents can be serious and leave a significant impact and need to be addressed under the school's behavior policy.
- friendship fallouts – a friendship feud may however deteriorate into bullying behaviour that is enabled by the fact that former friends have a knowledge of the fears and insecurities of one another.
- a one-off fight – we expect 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

All sections of the school community at Coed Y Brain, including pupils, parents, teachers, support staff and governors have a role and responsibility in ensuring that instances of bullying are dealt with consistently and promptly. However, it is recognised that bullying can be difficult to manage because of its nature and when it is intermittent and episodic.

### Why do some individuals bully? Reasons and motivations for bullying

Children and young people who engage in bullying can have a range of motivations. They may have prejudices against certain groups in wider society. These prejudicial opinions may be informed by a wide range of factors including the following influencers: media, community and/or family values, or previous personal experience. Perpetrators' motivations may also include a desire:

- for power, pride and popularity.
- to belong to a strong in-group with a robust sense of identity and self-esteem.
- to avoid being a target of bullying themselves.
- to compensate for humiliations, which they themselves have suffered in the past.

We will try to consider motivations when working with children who bully others. This will help their understanding and identify the root cause of the unacceptable behaviour, as well as help to change it, preventing further bullying from happening.

### All sections of the School community have a duty to:-

- Report all incidents of bullying.
- Take all reports of bullying seriously, record them using a bullying incident recording form and respond appropriately.
- Act in a respectful and supportive manner to fellow pupils, reporting any suspected incidents which the target may be afraid to report.
- Adhere to and promote the aims and objectives of this policy.
- Refrain at all times from any behaviour, which would constitute bullying of fellow pupils.
- Creating an anti-bullying climate in school.

Our school's Behaviour Policy explains how we promote positive behaviour in school to create an environment where all pupils behave well; where pupils take responsibility for each other's emotional and social wellbeing and include and support each other. Our aim is to create a climate where bullying is not accepted by anyone within the school community.

### Our curriculum will:

- Raise awareness about bullying and our anti-bullying policy.
- Increase understanding for targets and help build an anti-bullying ethos.
- Teach pupils how constructively to manage their relationships with others.

Circle time, role-play and stories will be used to show what pupils can do to prevent bullying, and to create an anti-bullying climate in school.

Through our 'Thrive' approach and during our 'Jigsaw' lessons pupils will learn the importance of sociable behaviour, will be encouraged to 'speak out' and report any misgivings they have concerning incidents of bullying.

We carry out bullying surveys and act on outcomes with the community annually. We develop our curriculum to include effective approaches such as Kidscape workshops, Hate Crime input among others.

Our school council offers a forum in which concerns about bullying can be discussed on a regular basis.

### Pupils can report

To a staff member, a friend, a buddy, to worry boxes, to a family member for example.

We will ask pupils where and when bullying occurs in school, and we will supervise and try to eliminate any particular areas that they report to us (eg playground, cloakroom etc).

Issues are tackled through assemblies, circle time, anti-bullying week and with Thrive 'Rupture and Repair' Restorative approaches. Research shows that purely punitive measures are not effective over time. Restorative approaches and positive action with targets and perpetrators have more success in reducing repeated incidences.

The school recognises the importance of the Rights of the Child Charter.

Bullying will not be tolerated in Coed Y Brain Primary, and we make this clear in the information we give to our pupils and parents.

Colleagues may benefit from using the Respecting Others documents from the Welsh Government. These offer type-specific anti-bullying guidance on:

- Prejudiced Based Bullying also including disability and ALN
- Bullying around race, religion and culture.
- Bullying involving learners with special educational needs and disabilities, homophobic bullying, sexist, sexual and transphobic and biphobia bullying.
- Each of the guidance sets also contain advice on the ever-changing world of cyber-bullying.

#### Helping Those Who Have Been Bullied

It is important, in the first instance, to believe the recipient's version of the events and to assure them that they have acted correctly in coming to you; Actively listen to them; Ask them to tell you what happened by asking neutral questions: -

Tell me what happened? Who was involved? When and where did this happen? What did you do or say at the time? How often has this happened or is this the first time? Was there anyone who saw or heard this?

Have you spoken to anyone else about this? How have you been affected by this?

Do not convey the impression that the recipient should feel guilty about being bullied and need to seek help.

#### Helping those involved with bullying: Some Guidelines

In Coed Y Brain Primary, we adopt a 'Learn and Restore Approach.'

Punitive treatment towards the perpetrator may well reinforce the view that when they get powerful enough, they will be able to use bullying tactics again.

Most perpetrators are happy to talk about the event if they think you are being reasonable and empathic. When dealing with a bullying incident you must diffuse the situation; do not exacerbate it by being angry, sarcastic or indignant.

The goal is to try and get the person who is using bullying behaviour to feel concern for the recipient and develop empathy.

Try to communicate with the perpetrator on equal terms, rather than a hierarchical position.

#### Advice and Guidance for School Based Staff

Watch out for early signs of distress in pupils including:

- Deterioration of work.
- Feigning illness
- Isolation.
- Desire to remain with adults.
- Erratic attendance.

**Actions for staff:** Listen carefully and record all incidents. Offer support and put the school's strategies into operation. Make the unacceptable nature of the behaviour and the consequences of any repetition clear

and if necessary, involve the parents; Ensure that all accessible areas of the school yard are patrolled at breaktime/key times. Supervise children's departure from the school premises at the end of the day. Share the records to the Headteacher so that this can be monitored.

#### Advice and Guidance for Parents/Carer

##### Watch for signs of distress in your children including:

- Unwillingness to attend school
- Feigning illness
- Unexplained loss of personal belongings.
- Request for extra pocket money
- Damaged clothing or bruising
- Take an active interest in your child's school life.
- Discuss friendships, how playtime is spent and the journey to and from school.
- Inform the school immediately if you think your child is being bullied.
- Do not encourage your child to hit back. It will only make matters worse.

Such behaviour could be contrary to your child's behaviour.

*Actions for parents/carers:* If you have a concern, alert the class teacher in the first instance with details of what has happened and when. This can be via Seesaw or letter to the teacher. School can investigate what has happened and whether this is bullying or other unacceptable behaviour. A member of staff will be back in touch to let you know how the restorative process will happen. If you are unhappy with the outcomes, you can request a meeting with the class teacher and Headteacher. If you are still not satisfied you can utilise the Complaints procedure. This is available on the website or via the office. [Home | Coed-Y-Brain Primary School](#)

If there has been an incident of bullying by your child, we will inform you of the restorative approach we are taking so that we can work together.

#### Advice and Guidance for School Governors

Ensure that all pupils, parents and adults in school know that bullying is completely unacceptable, and that if they help to stop it, they will be supported.

#### Effective Strategies to tackle bullying

The most effective interventions are sustained over the long term, developed with staff, learners, parents/carers and partners in the community. These are monitored, evaluated and revised regularly to reflect changes in circumstances or context. Interventions are supported by a school ethos that inhibits bullying and promotes empathy and respect. A single intervention or initiative is unlikely to provide a solution to bullying and the most effective anti-bullying strategy will usually include a range of tools that can be adapted to suit incidents and form part of the school's wider whole-school approach to well-being

#### **We need all our community involved to be successful.**

Surveys of pupils, staff and parents/carers are vital to our success. We review our bullying surveys and use this to shape actions with our school council and pupils. Monitoring reported incidences is helpful for us to see if we are being effective.

#### Links to other policies to strengthen our approach

behaviour policy,  
safeguarding,  
attendance,  
acceptable use of ICT and online safety  
Equality policy



### Toolkit:

Prevention Awareness & Culture

Intervention

Curriculum - workshops, Health & Wellbeing focus, community police liaison, Jigsaw etc

The school's role is to nurture and support learners to understand they are in the process of learning to be informed citizens of the future.

**The Welsh Government expects a school's anti-bullying strategy to be child-centred and not lose sight of the needs of the learner, irrespective of whether they are a target or perpetrator of bullying, or a bystander.**

There are a variety of intervention methods which may suit a situation. Examples of these include:

- mediation – this involves helping the perpetrator and target of bullying talk about the issue and agree on a solution
- restorative approaches – built on values, which separate the person from the behaviour. They promote accountability and seek to repair any harm caused in a situation
- building resilience – strengthening the learner's ability to effectively cope, adjust or recover from being bullied or facing other sources of trauma, stress or adversity; equipping learners with a solid foundation or emotional resilience by ensuring that they feel accepted
- peer support – is about children and young people feeling accepted and included by other learners. It can help individuals feel like they belong in a school and can be an important factor in reducing bullying and conflict. It can be encouraged in school in both informal and formal ways
- school sanctions – schools can use disciplinary sanctions, such as removal from the yard for part or all of sessions, having breaks in other areas and completing 'Think again' work. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.

[https://www.kidscape.org.uk/media/1047/ab\\_policy\\_checklist.pdf](https://www.kidscape.org.uk/media/1047/ab_policy_checklist.pdf)

<https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/responding-bullying/restorative-practice/what-restorative>

## **Appendix 1 – Types of Bullying**

| Type                         | Example                                                                                                                                                                                                                                                   |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Physical Bullying</b>     | <ul style="list-style-type: none"><li>• Kicking or hitting</li><li>• Prodding, pushing or spitting</li><li>• Other physical assault</li><li>• Intimidating behaviour</li><li>• Interference with physical property</li></ul>                              |
| <b>Verbal/Psychological</b>  | <ul style="list-style-type: none"><li>• Threats or taunts</li><li>• Shunning/ostracism</li><li>• Name calling/verbal abuse</li><li>• Spreading of rumours</li><li>• Making inappropriate comments in relation to appearance</li><li>• Extortion</li></ul> |
| <b>Online</b>                | Using any technological means such as phones, social networks, games forums or apps to send bullying texts, messages, images or videos.                                                                                                                   |
| <b>Relational aggression</b> |                                                                                                                                                                                                                                                           |

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                              | <ul style="list-style-type: none"> <li>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</li> </ul>                                                                                                                                                                                                                                                                                                                                        |
| <b>prejudice-related</b>     | <ul style="list-style-type: none"> <li>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 characteristics<sup>10</sup>. 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</li> <li>deride or disparage someone considered inferior or risible</li> <li>insult a learner on the basis that they associate with someone who has a protected characteristic</li> <li>imply being a member of a protected group is unacceptable</li> </ul> |
| <b>Socio-economic Status</b> | <ul style="list-style-type: none"> <li>Negative stereotyping, name calling or ridiculing based on financial circumstances</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Sexist</b>                | <ul style="list-style-type: none"> <li>Use of sexist language</li> <li>Negative stereotyping based on gender</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Sexual</b>                | <ul style="list-style-type: none"> <li>Unwanted/inappropriate physical contact</li> <li>Sexual innuendo, comments or jokes</li> <li>Suggestive propositioning</li> <li>sextortion, so called 'revenge porn' and any misuse of intimate, explicit images of the learner targeted</li> <li>Distribution/display of pornographic material aimed at an individual</li> <li>Graffiti with a sexual content aimed at an individual</li> </ul>                                                                                                                                                                                                                                                         |
| <b>Homophobic / biphobic</b> | <ul style="list-style-type: none"> <li>Name calling, innuendo or negative stereotyping based on sexual orientation</li> <li>Use of phobic language</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Transphobic</b>           | <ul style="list-style-type: none"> <li>intimidate someone or make them feel uncomfortable through insinuation</li> <li>• undermine and bully a learner by suggesting that they are lesbian, gay or bisexual, including by spreading rumours and malicious gossip</li> <li>• bully a male or female learner considered effeminate or masculine respectively<br/>put down a learner with a gender non-conforming friend or family member</li> <li>imply gender variance is unacceptable</li> <li>verbally bully a target considered gender-fluid.</li> </ul>                                                                                                                                      |
| <b>Faith-based</b>           | <ul style="list-style-type: none"> <li>Negative stereotyping name calling or ridiculing based on religion</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

|                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>SEN/Disability</b></p> <p><b>Conditional friendship</b></p> <p><b>Exploitative</b></p> <p><b>Manipulative</b></p> | <ul style="list-style-type: none"> <li>• Name calling, innuendo or negative stereotyping based on disability or learning difficulties</li> <li>• Excluding from activity on the basis of disability or learning difficulty</li> <li>• allowing a target to believe they are accepted into the friendship group but placing conditions on them such as making them the target of their jokes or using them to run errands or even engage in criminal activity for them.</li> <li>• Deliberately subjecting a target to something they cannot tolerate. For example, if a target is especially sensitive to sounds or smell, exploitative bullying might be where the perpetrator repeatedly spreads food over their work or makes loud noises to startle them. The eventual aim is to get the target child or young person into trouble because they will gradually become more stressed until they have an outburst of anger and/or retaliate.</li> <li>• manipulating the target, who at first may not realise what is happening. They might believe the other child/young person or group of children/young people like them, and they are friends. However, the perpetrator might manipulate the target into high-risk relationships where the bullying becomes very controlling</li> </ul> |
| <p><b>Gifted/Talented</b></p>                                                                                           | <ul style="list-style-type: none"> <li>• Name calling, innuendo or negative stereotyping based on high levels of ability or effort</li> <li>• Ostracism resulting from perceptions of high levels of ability</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>Cyber</b></p>                                                                                                     | <ul style="list-style-type: none"> <li>• Abuse on-line (e.g. social networking sites) or via text messaging</li> <li>• Interfering with electronic files</li> <li>• Setting up or promoting inappropriate websites</li> <li>• Inappropriate sharing of images from webcams/mobile phones etc</li> <li>• Interfering with email accounts</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Racist</b></p>                                                                                                    | <ul style="list-style-type: none"> <li>• Physical, verbal, written, on-line or text abuse or ridicule based on differences of race, colour, ethnicity, nationality, culture or language.</li> <li>• Refusal to co-operate with others on the basis of any of the above differences</li> <li>• Stereotyping on the basis of colour, race ethnicity etc</li> <li>• Promoting offensive materials such as racist leaflets, magazines or computer software on Caerphilly County Council premises</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

Discriminatory bullying should be explicitly discussed in the setting and there must be clear guidelines for dealing with incidents. The Governing Body is required to record all discriminatory incidents that take place in the school and report them to the LA each term on the monitoring form already circulated. All other agencies should follow their service policy with regard to their general duty under the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011.

**Action for Children:**

[www.Actionforchildren.org.uk](http://www.Actionforchildren.org.uk).

**Actionwork**

A multi-media organisation that uses film, theatre and other creative arts to explore and tackle issues that affect young people, in particular bullying.

Tel 01934 815163

[www.actionwork.com/](http://www.actionwork.com/)

**Anti-Bullying Alliance:** For resources, research and the annual anti-bullying week events: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk).

**Beat Bullying:** For support to young people who have been bullied. [www.beatbullying.org](http://www.beatbullying.org).

**Bullies out** [www.bulliesout.com](http://www.bulliesout.com)

**Bully Free Zone**

Provides a peer mediation service, written and telephone advice, and provides training for children and young people, parents, teachers, youth workers and other professionals.

Tel 01204 454958

[www.bullyfreezone.co.uk](http://www.bullyfreezone.co.uk)

**Bullying Online**

Provides an email advice service for children and young people as well as online help and information, for schools as well as pupils.

[www.bullying.co.uk](http://www.bullying.co.uk)

**BECTA:** For information on cyberbullying

[www.becta.org.uk/safeguarding.php](http://www.becta.org.uk/safeguarding.php).

Becta have also been working closely with LSCBs to develop an e-safety strategy and tackling cyberbullying is part of that strategy

<http://localauthorities.becta.org.uk>.

Caerphilly County Borough Council – Youth Services

<http://www.caerphilly.gov.uk/youth/english/index.html>

**Childline:** Provides a free helpline for children 08001111, and training in peer support

[www.childline.org.uk](http://www.childline.org.uk).

**Childline Cymru/Wales**, Royal Alexandra Hospital, Marine Drive, Rhyl, LL18 3AS Tel: 01745 345111, 9th Floor, Alexandra House, Alexandra Road, Swansea SA1 5ED Tel: 01792 480111

Besides the free national helpline for children, has a leaflet for parents: Bullying -What can parents do? and a leaflet for children: Bullying and how to beat it

**Circles Network**, Parnwell House, 160 Pennywell Road, Upper Easton, Bristol

BS5 OTX. Tel: 0117 939 3917.

Supports Circles of Friends activities

**Commission for Racial Equality**

A publicly funded, non-governmental body set up under the Race Relations Act 1976 to tackle racial discrimination and promote racial equality.

Tel 020 7939 0000

[www.cre.gov.uk](http://www.cre.gov.uk)

**Countering Bullying Unit**, University of Wales Institute, Cardiff.

Tel: 02920 416781 (Monday-Thursday 08.30 am - 12.30 pm and 2.00 pm - 5.00 pm - on Fridays 08.30 am - 12.30 p, and 2.00 pm - 4.30 pm)

**Diana Princess of Wales Memorial Award for Young People**

The Diana Anti-bullying Award is open to primary schools, secondary schools and youth organisations.

Tel 0845 3372987

[www.diana-award.org.uk](http://www.diana-award.org.uk)

**EACH** (Educational Action Challenging Homophobia): Provides training for local authorities to challenge homophobic bullying: [www.eachaction.org.uk](http://www.eachaction.org.uk).

EACH also provides a national helpline for young people experiencing homophobic bullying:

Tel: 0808 1000 143.

Education and Inspections Act 2006

[www.opsi.go.uk/acts/acts2006](http://www.opsi.go.uk/acts/acts2006)

Education Act 1996

[www.opsi.go.uk/acts/acts1996](http://www.opsi.go.uk/acts/acts1996)

Estyn: Tackling Bullying in Schools 2006

[www.estyn.gov.uk/publications](http://www.estyn.gov.uk/publications)

Equality Act 2006

[www.opsi.go.uk/acts/acts2006](http://www.opsi.go.uk/acts/acts2006)

**National Healthy Schools Programme**

A joint Department of Health (DH) and Department for Children, Schools and Families (DCSF) initiative. Part of the government's drive to reduce health inequalities, promote social inclusion and raise educational standards. schools can access support from a local programme co-ordinator – their contact details are on the website.

[www.healthyschools.gov.uk](http://www.healthyschools.gov.uk)

Human Rights Act 1998

[www.opsi.go.uk/acts/acts1998](http://www.opsi.go.uk/acts/acts1998)

**Kidscape**: A charity helping to prevent bullying offers 2 leaflets 'Safety On The Bus', one for young people and one for parents

[www.kidscape.org.uk](http://www.kidscape.org.uk).

**Leap Confronting Conflict**

Provides opportunities, regionally and nationally, for young people and adults to explore creative approaches to conflict in their lives.

Tel: 0207 272 5630.

[www.leaplinx.com](http://www.leaplinx.com)

**MENCAP:** The Don't Stick it, Stop It! Campaign contains stickers and useful materials, such as line animations and video clips, which can be used for training / awareness purposes

[www.mencap.org.uk/dontstickit](http://www.mencap.org.uk/dontstickit).

### **Miss Dorothy.com**

Provides a programme, which offers an approach to learning about personal behaviour and safety for 4-11 year olds.

Tel 0870 759 3388

[www.missdorothy.com](http://www.missdorothy.com)

### **National Autistic Society**

Champions the rights and interests of all people with autism and seeks to ensure that they and their families receive quality services appropriate to their needs.

Tel 0845 0704004

[www.autism.org.uk](http://www.autism.org.uk)

**NSPCC:** Offers a wide range of advice and support in this area, including what to do when a child may disclose a further problem such as domestic violence or neglect. Visit [www.nspcc.org.uk](http://www.nspcc.org.uk).

### **Parentline Plus**

Offers help and support through a range of free, flexible and responsive services by working for and with anyone who is parenting a child.

Tel 0808 800 2222

[www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)

Race Relations (Amendment) Act 2000

[www.opsi.go.uk/acts/acts2000](http://www.opsi.go.uk/acts/acts2000)

Safeguarding Children: Working Together Under the Children Act 2004

[www.wales.gov.uk/topics/childrenyoungpeople/publications/guidance](http://www.wales.gov.uk/topics/childrenyoungpeople/publications/guidance)

School Standards and Framework Act 1998

[www.opsi.go.uk/acts/acts1998](http://www.opsi.go.uk/acts/acts1998)

### **School's Out!**

Aims to support lesbian, gay, bisexual and transsexual (LGBT) staff in education and to raise the profile of LGBT people and issues.

Tel 01273 298299

[www.schools-out.org.uk](http://www.schools-out.org.uk)

**Stonewall:** Information on tackling homophobic bullying

[www.stonewall.org.uk](http://www.stonewall.org.uk).

### **Teachers TV**

Section of the Teachers TV website devoted to ant bullying, featuring programmes which can be watched online, downloadable resources, links, and interviews with experts on bullying.

[www.teachers.tv/bullying](http://www.teachers.tv/bullying)

**The Council for Disabled Children:** The council is one of the forums within the National Children's Bureau.  
[www.ncb.org.uk](http://www.ncb.org.uk).

**UK Observatory for the Promotion of Non-Violence**

A national initiative committed to addressing the key issues of aggression, bullying, anti-social behaviour and violence amongst children and young people.

Tel 01483 684552

[www.ukobservatory.com](http://www.ukobservatory.com)

UN Convention of the Rights of the Child 1992

[www.cirp.org/library/ethics/UN-convention](http://www.cirp.org/library/ethics/UN-convention)

Welsh Assembly Government: Extending Entitlement 2000

[www.wales.gov.uk/topics/educationandskills](http://www.wales.gov.uk/topics/educationandskills)

Welsh Assembly Government: Respecting Others 2003

[www.wales.gov.uk/topics/educationandskills](http://www.wales.gov.uk/topics/educationandskills)

**Welsh Assembly Government: Rights to Action 2004**

[www.wales.gov.uk/topics/childrenyoungpeople/publications](http://www.wales.gov.uk/topics/childrenyoungpeople/publications)

**Welsh Assembly Government Behaviour in schools – Safe and effective intervention 2010**

[www.wales.gov.uk/docs/dcells/consultation/091126behaviourinschoolsen.pdf](http://www.wales.gov.uk/docs/dcells/consultation/091126behaviourinschoolsen.pdf)

**Victim Support**

Staff and volunteers offer free and confidential information and support for victims of crime. Currently developing specialist and outreach services for children and young people affected by crime and bullying.

Tel 0845 3030900

[www.victimsupport.org.uk](http://www.victimsupport.org.uk)

**Young Voice**

Undertakes research with children and young people. Works in partnership with them on a wide range of issues including bullying. Offers research, evaluations, training and consultancy.

[www.young-voice.org](http://www.young-voice.org)

**Youth Justice Board for England and Wales**

Executive, non-departmental public body working to develop and improve the youth justice system and to prevent offending by children and young people up to the age of 17.

Tel 020 7271 3031

[www.youth-justice-board.gov.uk](http://www.youth-justice-board.gov.uk)

**If families have other useful links we ask that you kindly share.**

### **Appendix 3 – Bullying Incident Recording Sheet**

Please either type or complete the following form using black ink

Within 24 hours of the incident taking place, please ensure that a signed copy of this form is:

- **Saved in the child's school file**
- **If appropriate saved on the child's safeguarding file**

Discriminatory bullying should be explicitly discussed in the setting and there must be clear guidelines for dealing with incidents. The Governing Body is required to record all discriminatory incidents that take place in the school and report them to the LA each term. All other agencies should follow their service policy with regard to their general duty under the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011.



# Bullying incident recording form Coed Y Brain Primary School

|                                                                                           |  |
|-------------------------------------------------------------------------------------------|--|
| Name of person reporting incident (please note anonymous if this is an anonymous report): |  |
| Name of person recording incident:                                                        |  |
| Date of report:                                                                           |  |

**Type of bullying incident (please tick all that apply):**

|                       |                          |                         |                          |
|-----------------------|--------------------------|-------------------------|--------------------------|
| Physical              | <input type="checkbox"/> | Relational              | <input type="checkbox"/> |
| Verbal                | <input type="checkbox"/> | Prejudice-related       | <input type="checkbox"/> |
| Indirect              | <input type="checkbox"/> | Exclusion and isolation | <input type="checkbox"/> |
| Online or via mobile  | <input type="checkbox"/> | Face to face            | <input type="checkbox"/> |
| Other (please state): |                          |                         |                          |

**For prejudice-related incidents please select the category which best describes the prejudice involved:**

|                                               |                          |                                                             |                          |
|-----------------------------------------------|--------------------------|-------------------------------------------------------------|--------------------------|
| Racist (focused on race, religion or culture) | <input type="checkbox"/> | Related to gender identity                                  | <input type="checkbox"/> |
| Homophobic (LGBT+)                            | <input type="checkbox"/> | Related to SEN or disability                                | <input type="checkbox"/> |
| Sexual                                        | <input type="checkbox"/> | Related to family status or looked after child (LAC) status | <input type="checkbox"/> |
| Transphobic                                   | <input type="checkbox"/> | Related to disadvantage                                     | <input type="checkbox"/> |
| Sexist                                        | <input type="checkbox"/> | Focused on appearance                                       | <input type="checkbox"/> |
| Other (please state):                         |                          |                                                             |                          |

## Safeguarding considerations

If there is or might be a significant risk of harm, talk to your school's designated safeguarding lead (DSL). Under Section 89, (5) of the Education and Inspections Act 2006 the school has powers to discipline for incidents that occur off the premises.

The Education Act 2011 gives schools powers to search and confiscate a device but please have regard for protocols on the safe handling of evidence or mobiles/devices. Do not view, store or share material that contains intimate images of a learner without consulting the DSL.

|                            |
|----------------------------|
| Brief summary of incident: |
|----------------------------|

|                         |  |             |  |
|-------------------------|--|-------------|--|
| Name of alleged target: |  |             |  |
| Class/age:              |  | Year group: |  |

|                                            |  |             |  |
|--------------------------------------------|--|-------------|--|
| Name of alleged perpetrator(s) (if known): |  |             |  |
|                                            |  |             |  |
| Class/age:                                 |  | Year group: |  |

|                         |               |         |           |              |      |  |
|-------------------------|---------------|---------|-----------|--------------|------|--|
| Date(s) of incident(s): | Day           |         | Month     |              | Year |  |
|                         |               |         |           |              |      |  |
| Approximate time(s):    | Before school | Morning | Afternoon | After school |      |  |
|                         |               |         |           |              |      |  |

|                                                                                          |                              |                             |
|------------------------------------------------------------------------------------------|------------------------------|-----------------------------|
| Is this incident linked to previous incidents of victimisation of the target?            | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| If yes, how long has victimisation of this person being going on? Please provide details |                              |                             |
|                                                                                          |                              |                             |

|                |
|----------------|
| What occurred? |
|                |

|                   |
|-------------------|
| Who was involved? |
|                   |

|                                  |                              |                             |
|----------------------------------|------------------------------|-----------------------------|
| Has any intervention been tried? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
|----------------------------------|------------------------------|-----------------------------|

|                                    |                              |                             |
|------------------------------------|------------------------------|-----------------------------|
| Do the police need to be informed? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
|------------------------------------|------------------------------|-----------------------------|

|                                                                        |                              |                             |
|------------------------------------------------------------------------|------------------------------|-----------------------------|
| Does a device or evidence need to be confiscated/isolated as evidence? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
|------------------------------------------------------------------------|------------------------------|-----------------------------|

|                                             |                              |                             |
|---------------------------------------------|------------------------------|-----------------------------|
| Does online material need to be taken down? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
|---------------------------------------------|------------------------------|-----------------------------|

|                                    |                              |                             |
|------------------------------------|------------------------------|-----------------------------|
| Have parents/carers been informed? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
|------------------------------------|------------------------------|-----------------------------|

|                                               |
|-----------------------------------------------|
| Who has taken responsibility for these steps? |
|                                               |

|               |
|---------------|
| Action taken: |
|---------------|

|                      |                              |                             |
|----------------------|------------------------------|-----------------------------|
| Follow-up required?: | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
|----------------------|------------------------------|-----------------------------|

|                         |                              |                             |
|-------------------------|------------------------------|-----------------------------|
| Case resolved?          | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| If so please note date: |                              |                             |

|                  |
|------------------|
| Outcome summary: |
|------------------|

|                         |
|-------------------------|
| Learning opportunities: |
|-------------------------|

|                                                                                                     |
|-----------------------------------------------------------------------------------------------------|
| Would you recommend any changes to approaches, policies or procedures as a result of this incident? |
|-----------------------------------------------------------------------------------------------------|

Signed..... Date .....  
Designation .....