Wrexham Anti-Bullying Guidance for Schools 2015

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INTRODUCTION

The Wrexham County Borough Council Anti-Bullying Guidance for Schools has been developed to equip education establishments with relevant information to tackling bullying and to inform the development of an appropriate anti bullying strategy. It forms part of a series of three guidance documents aimed at schools, pupils and parent guardians and replaces the previous single guidance document 'Wrexham Anti-Bullying Strategic Guidance 2011'

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

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

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

WHY HAVE AN ANTI-BULLYING POLICY AND GUIDANCE?

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

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

THE EQUALITY ACT 2010

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

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

THE SPECIFIC DUTIES IN WALES

Public sector organisations in Wales, including local authorities and schools also have specific legal duties set out in the Equality Act 2010 (Wales) regulations 2011:

- Publishing a Strategic Equality Plan and equality objectives every 4 years;
- Engagement and involvement activities for groups with 'protected characteristics';
- Ensuring all published material is accessible;
- Assessing the impact of relevant policies and plans;
- Training and the collection of employment information;
- Promoting knowledge and understanding of the Equality Act across the organisation;
- Addressing unfair pay differences;
- Using procurement practice to contribute to the delivery of equality objectives; and
- Reviewing progress in implementing the Strategic Equality Plan and related action plans.

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

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

ESTYN

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

Schools should:

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

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

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[1] Welsh Ministers Report on Equality 2014

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

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

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

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

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

Local Authorities and Regional Consortia should:

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

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

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

The Welsh Government should:

R11 publicise the Respecting Others' guidance.

Wrexham Anti Bullying Scheme

The pilot project was created in partnership with the Community Diversity Team and Rhosnesni High School. The main Hate Crime Project that is in operation across the County Borough identified a significant amount of Children and Young People are victims of Hate Crime. Most of the reports came in through parents asking for support. However there was no mechanism for the Young People themselves to report abuse in a confidential, non-formal way.

The issue was taken to an Anti-Bullying meeting attended by primary and secondary children from Wrexham and the main reasons for bullying were identified. It was also suggested that a totally anonymous system would allow the pupils to feel comfortable to complete and would give the schools relevant information with which to inform their anti-bullying procedures. To respond to this the Bullying Referral Form was developed.

The form has now been reviewed in order that schools can use the results to comply with Estyn's requirement of addressing bullying on the grounds of protected characteristics.

The Bullying Referral Form is a simple tick sheet, and requires that individuals who are either being bullied or know someone who is, tick the boxes that apply and only insert as much personal information as they are comfortable with. This may be completed with the help of a friend; peer mentor; support worker; teacher or other appropriate adult if required.

If you are dealing with very young children in a primary school setting, you may decide that this is only appropriate for year's 5 and 6 or it may be appropriate to help younger children to complete the form if they are made aware that it exists.

Schools should compile results on a termly basis and use the information to do more targeted anti-bullying sessions within PSE lessons, including the involvement of their local PCSO/Police Liaison Officer if appropriate.

During the pilot scheme 211 forms were returned. The basic analysis suggests that:

Reason for being bullied	%	How they are being bullied	%
Appearance	71	Name Calling	94
Size	60	Teased	76
Disability	38	Threatened	44
Ability	33	Social Network	49
LGBT	27	Hit	38
Race	26	Things Stolen	22
Culture	23		
Age	4		

Appearance has come out as the number one reason why young people are bullied. Additional details provided on the forms suggest the issues are 'too fat'; 'too thin'; 'poor'; 'ginger hair'; 'in care'. Whilst the results were unsurprising, there is strong evidence that despite anti bullying strategies being in place in many schools, bullying is still prevalent and still needs addressing. Under the LGBT heading, young people are being branded as 'bi' and/or 'paedophile' which caused considerable upset.

Name calling remains the most common form of bullying with Social Network being the fourth, however many young people ticked multiple boxes. Surprisingly in the additional comments section young people were encouraged to commit suicide and received death threats. A lot of young people said that the bullying takes place on the school bus.

Please note that using the Bullying Referral form is not mandatory and whilst it will help schools to meet the requirements of Estyn and The Equality Act 2010, it is the responsibility of individual schools to ensure that incidents of bullying on the grounds of protected characteristics are recorded and followed up with appropriate actions and outcomes that are also recorded.

Bullying Form

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

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

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

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

Welsh Language ☐

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

How are they being bullied?

Name Calling ☐   Teased ☐   Threatened ☐

Social Network ☐   Hit ☐   Things damaged/Stolen ☐

Anything else? _____

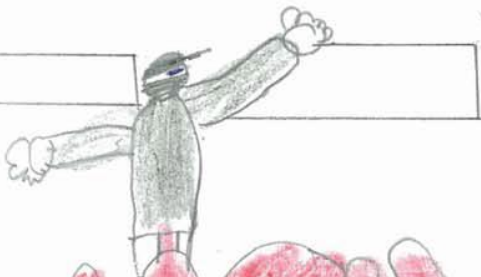Name of the person being bullied [only if they want to give it]

_____

Is there any other information you want to tell us

_____

ANTI-BULLYING POLICY

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

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

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

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

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

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

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

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

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

ANTI-BULLYING STRATEGY – GUIDANCE NOTES

Note 1

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

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

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

Note 2

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

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

"Bullying is considered to be deliberate behaviour, repeated over time, and intended to cause emotional or physical harm to an individual or group of people. There usually exists a power difference between the bullied and the bully which makes it difficult for the victim to defend themselves." Wrexham Anti-Bullying Strategic Guidance 2011

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

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

Note 3

ABILITY TO IDENTIFY BEHAVIOUR AS BULLYING
Does the policy identify types of bullying behaviour, including the use of modern technologies as a tool for bullying?

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

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

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

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

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

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

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

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

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

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

Note 4

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

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

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

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[2] Sharp and Smith 1994

Does the policy identify a range of strategies/interventions the school can use to reduce bullying?
See Appendix 1.

Does the policy lay out an effective system for keeping records of bullying incidents?
See Appendix 2.

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

Note 5

STRATEGIES FOR PARENTS
Have parents/carers been consulted on the development of the school's anti-bullying strategies?
Parental support is often a key to success or failure in anti-bullying initiatives. Though not always apparent, parental approval is important to children and young people of all ages, and some schools have learned to build on this. The majority of parents support anti-bullying measures and are keen to participate. Useful approaches include:

- Regular consultation and communication
- Providing information about the nature and effects of bullying, by means of posters displayed in the school and information packs presenting the findings of surveys
- Advising parents of possible consequences of their children bringing valuable items to school
- Putting on a drama to which parents are invited – an existing play, such as "Only Playing, Miss", or one based on the pupils' own experiences (developed from role-play in drama classes, or survey examples)

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

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

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

- Make an appointment to meet the head teacher
- If this does not help, write to the Chair of Governors explaining your concerns
- Contact the Director of Education for your authority, who will be able to ensure that the Governors respond to your concerns
- Contact local or national parent support groups for advice

Note 6

STRATEGIES FOR PUPILS
Clear details should be given about a range of ways for pupils to report bullying, including important indirect ways, and information about support for both victims and perpetrators. For example, evidence of peer support, bully boxes, use of sixth form, web reporting, and counselling for suspected bullies.

Does the policy ensure that all children and young people are aware of the disciplinary processes for those involved in bullying incidents?
If all efforts fail to help pupils stop bullying fail, schools will need to take tougher action to deal with persistent and violent bullying. They will need to make sure that the whole school community knows what sanctions will be used. They should be fairly and consistently applied. Pupils should be aware that their behaviour is related to an outcome and has consequences for themselves and others. Possible disciplinary processes include:
- Time-out. Removing the pupil from the class or situation, not so much as a punishment, but rather as a time when they can think about their behaviour and often a solution
- Denial of privileges, with the opportunity to redeem one's self
- Individual pupil management plan
- Parental involvement
- Counselling
- Removal of bully away from the victim (e.g. into another class)

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

Does the policy 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]
Strong legislation exists (for Wales, the UK and internationally) which aims to protect the rights of children and young people to a life free from abuse and harm, including bullying. Hate Crime is a crime or incident committed because of who someone is or who someone thinks they are. Quite simply, if because of age, disability, sexuality, religion, ethnicity, gender (including gender identity) or lifestyle choice (e.g. Goth) someone or a group of people target someone; commits a crime; bullies; or harasses, then this is a hate crime or hate incident. This may include:
- Verbal abuse
- Offensive graffiti
- Threatening behaviour
- Damage to property
- Assault
- Cyber bullying
- Abusive texts, emails or phone calls
- Taking money from you.

Victim Support has been funded by the Welsh Government to increase the reporting of hate crimes and hate incidents across Wales and to offer support to victims of these offences. Working with other organisations such as the Police, Victim Support can be pro-actively preventing further hate offences through local and national targeted interventions. Hate incidents and hate crimes are under-reported. We need to understand the problem so that the right decisions can be made to stop people from becoming the next victim.

- People in immediate danger should call the Police directly by dialling 999, or 101 for non-emergencies.
- Victim Support can be contacted directly on (Free) 0300 30 31 982 (24/7) to contact Victim Support directly. Calls are treated confidentially and there is the option to remain anonymous.
- Reporting online is available at www.reporthate.victimsupport.org.uk

Note 7

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

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

Note 8
TRAINING
Do staff and governors receive regular anti-bullying training?
Many schools provide staff and governors with training about combating bullying and how to help pupils develop resilience to bullying. However this tends to be general and does not specifically relate to the protected characteristics. Schools should refer to the Welsh Government Guidance 'Respecting Others' to raise awareness of the issues and provide training.
[http://wales.gov.uk/topics/educationandskills/publications/circulars/antibullying/?lang=en]

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

- Race
- Religion and Belief
- Sex
- Sexual orientation
- Pregnancy and maternity
- Marriage and Civil Partnership

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

Do staff and governors keep up to date with new forms of bullying, such as cyberbullying?
The increase in cyberbullying has created new forms of bullying that staff and governors are often unfamiliar with. Staff and governor training in e-learning and technology provides a good opportunity to develop practice creatively and to support children and young people in their safe and responsible use. An Internet Acceptable Use Policy template is available in Appendix 5.

Note 9

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

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

School Anti Bullying Checklist

This self-assessment tool should be used alongside the accompanying completion notes and in accordance with the Welsh Government 'Respecting Others Anti-Bullying Guidance'
[www.wales.gov.uk/topics/educationandskills/publications/circulars/antibullying/?lang=en]
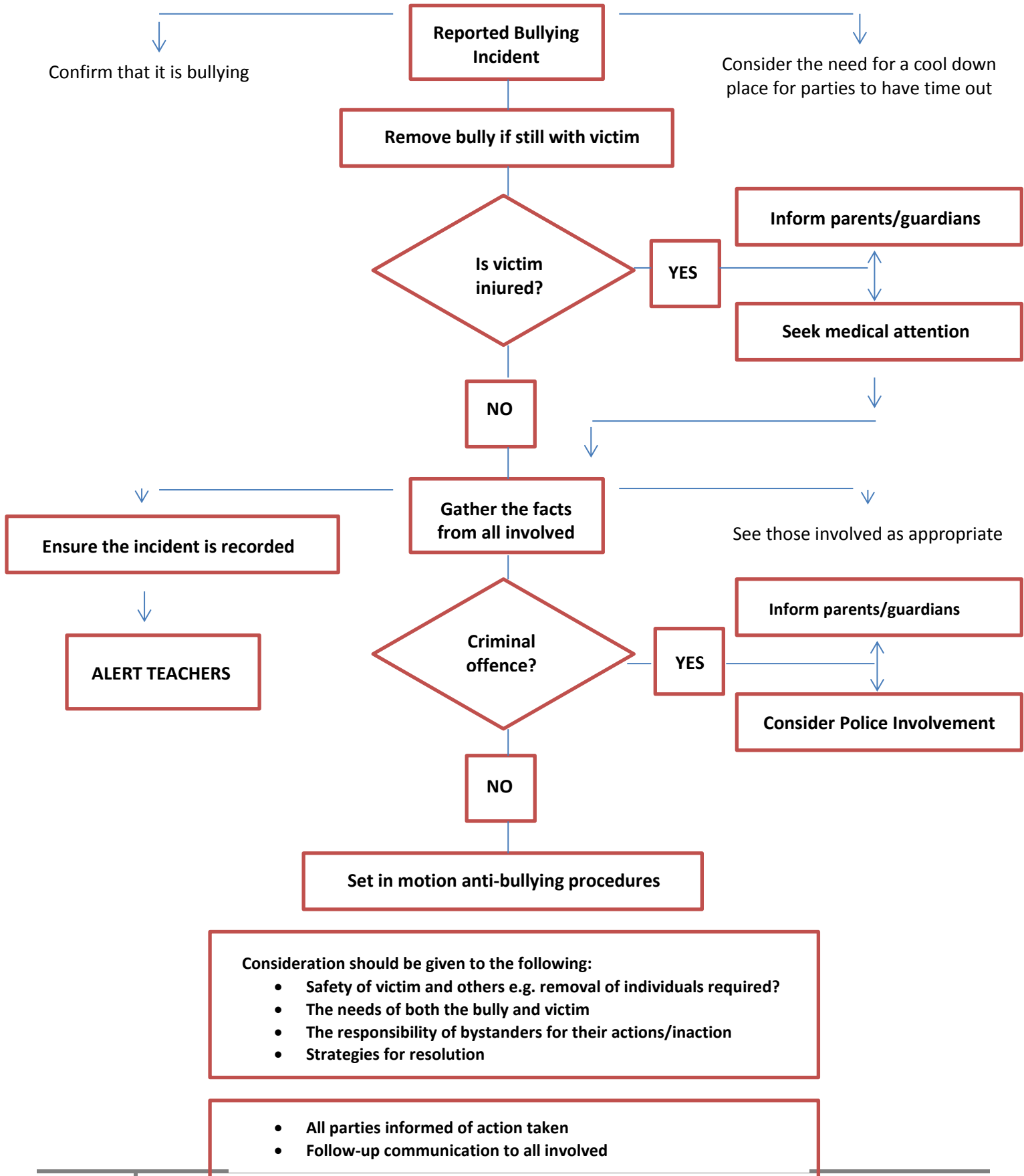
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Consultation	
Has the school consulted widely in developing its policy?	
Have a variety of methods of consultation been used?	
Are interested groups being consulted at all stages of developing, implementing, monitoring and evaluating the policy?	
Definition 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. race and ethnicity; gender; religion and belief; sexual orientation; disability; pregnancy and maternity 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 been consulted on the development of the school's anti-bullying strategies?
Does the policy set out clear guidelines for parents wishing to complain about bullying?
Strategies for pupils
Does the policy lay out clear, age-appropriate guidelines for pupils wishing to complain about bullying?
Does the policy ensure that all children and young people are aware of the support available to those who have been bullied?
Does the policy ensure that all children and young people are aware of the disciplinary processes for those involved in bullying incidents?
Does the policy ensure that all children and young people are aware that incidents of bullying on the grounds of protected characteristics could constitute a criminal offence? [i.e. Hate Crime]
Procedures
Are there clear procedures for reporting and dealing with incidents of bullying for pupils; parents/guardians; teachers and other staff?
Are there clear guidelines on how new pupils/staff are inducted into the school's anti-bullying policy?
Are there clear processes for keeping the policy under continuous monitoring?
Training
Do staff and governors receive regular anti-bullying training?
Do staff and governors have a clear understanding of the protected characteristics and their legal implications under the Equality Act 2010?
Do staff and governors keep up to date with new forms of bullying, such as cyberbullying?
Timetable for development and review
Does the policy include deadlines for when things should have happened?
Does the policy lay out dates for regular reviews of the policy?

PROCEDURES CHART
RESPONDING TO BULLYING INCIDENTS

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

Reported Bullying Incident

Confirm that it is bullying

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

Remove bully if still with victim

Is victim injured?

YES

Inform parents/guardians

Seek medical attention

NO

Gather the facts from all involved

Ensure the incident is recorded

See those involved as appropriate

ALERT TEACHERS

Criminal offence?

YES

Inform parents/guardians

Consider Police Involvement

NO

Set in motion anti-bullying procedures

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

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

Don't Be a Bully be a buddy

BE A BULLY AE YOUR PERIL

APPENDIX 1

PREVENTING BULLYING – SOME EFFECTIVE INTERVENTIONS

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

APPENDIX 2

RESPONDING TO INCIDENTS OF BULLYING

BULLYING INCIDENT REPORT					
Date report filed:					
Name of person reporting incident:					
Location of incident:					
Details of people involved					
Name	**Age**	**LAC?**	**Role (victim; ringleader; assistant; witness/bystander)**		**Level of involvement**
Levels of involvement 1 = very involved; 2 = involved; 3 = slightly involved; 4 = indirectly involved					

Protected Characteristic/s of the victim
(Wrexham Council includes carers and poverty when considering equality impact) *tick as appropriate*

Age		Disability		Gender Reassignment	
Race		Religion or Belief		Sex (Gender)	
Sexual Orientation		Pregnancy and Maternity		Marriage & Civil Partnership (staff)	
Welsh Language		Carers		Poverty	

Does the victim feel that they have been bullied as a result of one or more of the above?	Yes		No	
Please tick as appropriate				

If No what is the reason for the bullying?

Type of bullying *tick as appropriate*

Verbal: name calling; teasing; threatening; rumours		Cyberbullying: texting; emailing; blogs; chatrooms; facebook/twitter etc.	
Physical: pushing; hitting; kicking; sexual assault		Damage to/taking of possessions	
Social: deliberately excluding		Other *please state:*	

Frequency and duration of bullying *tick as appropriate*

Twice		Persisting for several months	
Several times a week		Persisting for more than a year	

Other notes relating to the incident (including any relevant previous behaviour)

Check List *tick as appropriate*

Checked for incidents involving the same person		Action agreed with victim	
Notified parents/guardians		Action agreed with perpetrator/s	
Individual discussion with people involved		Follow up date set	

Other actions *tick as appropriate*			
Medical treatment required		Referred to other agencies	
Police involvement		Specific report from staff attached	

Details of action/s agreed with people involved (including victim; perpetrators; parents/guardians; police; other agencies)

Follow up review dates and interventions

Outcomes of follow up and further action/s taken

Has the bullying stopped?	Yes		No	

APPENDIX 3

INFORMATION FOR PARENTS/GUARDIANS: SATISFACTION SURVEY

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

Dear Parent/Guardian

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

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

Overall how satisfied are you with the way in which the school deals with bullying incidents? (*circle one*)
1   2   3   4   5 (not satisfied)   (very satisfied)
Please comment if we could improve:
Any other comments:

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

Yours sincerely

Headteacher

WREXHAM COUNTY BOROUGH COUNCIL: BULLYING BEHAVIOUR SUMMARY [INSERT YEAR]

School:

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	TOTAL
Total number of bullying incidents												
Type of bullying												
Verbal												
Physical												
Social												
Cyberbullying												
Damage to or taking of possessions												
Other												
Bullying incidents on the basis of protected characteristics												
Age												
Disability												
Gender Reassignment												
Race												
Religion or Belief												
Sex (Gender)												
Sexual Orientation												
Pregnancy and Maternity												
Marriage & Civil Partnership (staff)												
Welsh Language												
Carers												
Poverty												
Number of incidents that took place in these locations												
School												

Journey to/from School												
School activity/trip												
Wider Community												

APPENDIX 5

TEMPLATE ACCEPTABLE USE POLICY – PUPIL GUIDELINES FOR INTERNET USE

[Insert school name]
Information and Communications Technology
Acceptable Use Policy
Pupil Guidelines for Internet Use

General

Pupils are responsible for good behaviour on the internet just as they are in a classroom or a school corridor. General school rules apply.

The internet, primarily, is provided for pupils to conduct research and backup their work. Parents/carer's permission is required before a pupil is granted access. Access is a privilege, not a right and that access requires responsibility.

Individual users of the internet are responsible for their behaviour and communications over the network. Users must comply with school standards and honour the agreements they have signed.

Computer storage areas (including any external storage media you bring to school) will be treated like school lockers. Staff may review files and communications to ensure that users are using the system responsibly. Users should not expect that files stored on servers or storage media are always private.

During school, teachers will guide pupils towards appropriate materials. Outside of school, families bear responsibility for such guidance as they must also exercise with information sources such as television, telephones, movies, radio and other potentially offensive media.

The following are not permitted within the school environment:

1. Sending or displaying offensive messages or pictures.
2. Using obscene language.
3. Harassing, insulting or attacking others.
4. Damaging computers, computer systems or computer networks.
5. Violating copyright laws.
6. Using others' passwords or accounts
7. 'Hacking' into others' folders, work or files for any reason.
8. Intentionally wasting limited resources, including printer ink and paper.