

St David's Church in Wales Primary School



Behaviour and Discipline Policy

Introduction

At St David's C/W Primary School we believe that everyone has the right to feel safe and secure in school, to learn to the best of their ability and to be treated with dignity and respect.

Our school mission statement and aims underpin our approach to implementing the positive behaviour management policy:

"To be a special place,
a safe place,
a place of learning,
a place of nurture and exploration"

Through our work in school we aim to:

- Foster positive, caring attitudes with respect for others and ourselves so that everyone feels valued.
- Encourage independence and self-discipline so that each pupil learns to accept responsibility for their own learning and behaviour.
- Encourage a calm, purposeful and happy atmosphere within the school.
- Have a consistent and fair approach to behaviour throughout the school with clear expectations.
- Raise pupil self-esteem.
- For all staff (including volunteers and students) to provide a positive model for behaviour.
- For the whole school community (including parents/carers) to work in partnership in promoting positive behaviour.

We consider the following types of behaviour to be unacceptable: Racism, homophobia, sexism, name-calling, bullying, physical aggression, refusal to work, refusal to obey the school rules, severe disruptive behaviour, wilful destruction of school property or property belonging to other children or staff.

Equal Opportunities

At St David's Primary we believe that it is the right of all children, regardless of their gender, ethnicity, physical ability, linguistic, cultural or home background, to have access to quality learning experiences in a safe, secure and supportive environment. We recognise that some adults may have preconceived expectations of children's behaviour and we are committed to challenging discrimination and stereotypes. We will ensure that our Behaviour Management Policy is communicated to, and can be accessed by, the whole school community. We encourage everyone in our school community to understand and follow our Positive Behaviour Management Policy. We recognise that children's behaviour can be variable and can be affected by different situations and their emotional needs. At St David's Primary we feel that it is important that the whole school has a consistent approach to promoting positive behaviour with clear expectations.

Additional Learning Needs

In certain cases a child may present challenging behaviour. For a variety of reasons they may find it difficult to follow school rules. In these cases the child will have an Individual Education Plan with specific behaviour targets and strategies, as well as, in some cases an individual Behaviour Plan. There will be clear and appropriate rewards and sanctions. This will have been agreed with the class teacher, ALNCo, parents/carers, Senior Leadership Team and, if appropriate, outside agencies (see sanctions for extreme challenging behaviour).

This policy will be implemented alongside our Strategic Equality Plan, Additional Learning Needs Policy, Physical Intervention Policy, Time-out Policy and Anti-bullying Policy.

Creating a classroom environment where effective learning and teaching can take place

At St David's Primary School the following strategies will be used to help promote an environment where effective teaching and learning can take place.

- Clear routines: visual timetables will be displayed in all classrooms, where appropriate.
- Materials will be available and ready for children before the start of the lesson.
- Expected noise levels will be defined by an adult at the start of each activity / session. These will be reinforced through the use of the class voice / group voice / partner voice meters and other various strategies for example, music.
- On task behaviour will be praised in a personal and specific manner. Adults will use scanning and circulating to support this process.
- Class rule charters are generated by the children at the beginning of every year
- School rules, rewards and sanctions will be applied consistently by all adults at the school.

Rules, rewards and sanctions

The school rules, rewards and sanctions will be explained to each class at the beginning of the school year. They will be reviewed annually, or at an earlier time if appropriate, in response to the needs of the school at the time. They will be displayed in all classroom areas. The school will make parents aware of the current rules, rewards and sanctions via the school website.

Our school rules

Children have a right to learn and teachers have a right to teach. The use of rules will enable the whole school community to have a clear understanding of expectation in terms of behaviour. All staff have a responsibility to ensure that the school rules are followed at all times. If they encounter inappropriate behaviour they should address the incident promptly.

At St. David's we have a 'Pupil Code of Behaviour':

As a pupil, I will try to:

- Be kind to others
- Do my best
- Play carefully with the other children
- Take care of school equipment
- Respect the school buildings and grounds
- Be polite and well-mannered to everyone
- Complete and hand in homework on time

Our school rewards

We believe pupils should be encouraged to behave well and work hard. We would like pupils to work hard and behave well, intrinsically, simply for the pleasure of the task, but recognise that external consequences or rewards are necessary as well. Positive recognition at our school includes:

- **Praise** - focusing on children who are showing appropriate behaviour. This maybe; a gesture, a look, a signal, verbal; e.g. 'Thank you. You are walking sensibly in the corridor', praise in class, praise in assembly, praise from a senior member of staff, a positive verbal report to parents.
- **Stickers**
- **Raffle tickets** – awarded by any member of staff for good behaviour, displaying our school values, good manners or helpfulness.
- **Rainbow chart certificates** – pupils are presented with 'Class Act' or 'Home Run' certificates.
- **Impact points (Year 6 only)** - for contributions to success of the school at class, school or wider community level. This includes committee work, representing the school at competitions, festivals and tournaments, charity work or leading school initiatives.
- **Achievement Friday** – every Friday in worship, pupils will be mentioned for their achievements over the week.

Procedures and Sanctions to tackle inappropriate behaviour

The school will ensure that children have a clear understanding of the consequences of inappropriate behaviour. Sometimes it is necessary to discourage children from behaving badly and teach them more appropriate behaviour instead. When disruptive behaviour occurs it must be dealt with calmly, promptly and consistently. The procedures and sanctions should be applied consistently by all staff. Behaviour of children in school is supported by all members of staff.

Our school sanctions At our school we follow the 'Rainbow chart' for the sanctions we apply:

Over the rainbow step	Behaviour/attainment	Reward/consequence
'Off the charts' (Outstanding effort)	Behaviour/achievement that is deemed 'best practice' and has an impact on the overall standards of behaviour/ achievement in the school.	<i>Head teacher award & home informed/ impact point (Yr6)/ Work/achievement shared with other schools/ published on twitter/website/newspaper</i>
'Home run' (Brilliant effort)	Behaviour/work/achievement above the norm in the class and sustained over a period of days.	<i>'Home Run' certificate sent home/ treasure chest raffle ticket/ share work with KS leader and another class and promote role model for their behaviour/ achievement in whole school Friday worship.</i>
'A class act' (Good effort)	Work or behaviour that is line with class rules and standards and shows committed effort to do well.	<i>'A Class Act' certificate sent home/stickers/ share good work in front of rest of the class and promote the role model for their behaviour/ achievement</i>
'The power of yet' (Ready for learning)	Everyone registers (pegs) on this at the start of the day.	<i>Positive welcome and start to the day – reaffirming the clean slate and power of yet philosophy in class.</i>
'Space time' (Warning/think)	Action or behaviour that shows signs of potential escalation or leading to not following class/school rules – 1 st incident/offence. Examples include: being a bad sport, bad manners, not moving around the school properly (barging in etc.), play-fighting, not following instructions, not completing learning tasks.	<i>Think about it time/discussion with pupil on any 'external issues' that might have affected behaviour/warning - given choice/opportunity to change/in class strategies/sitting in a quieter area of the classroom/break time bench. This position allows the child to be given an opportunity to improve and make changes to his/her behaviour. Should the child change their behaviour positively following an age appropriate time, he or she can return to 'The power of Yet' stage.</i>
'Choices have consequences' (class/key stage sanctions)	Behaviour not in line with class rules set - 2 nd + incident/offence. Examples include: bad language, insolence, damaging property, name-calling intended to hurt another, deliberately and frequently stopping others from working or playing.	<i>Loss of privileges/break times/ reduced free time/loss of position on school teams/reduced access to optional out of hours activities/ key stage leader intervention/working in another classroom.</i>
'The only way is up' (immediate/whole school intervention)	Behaviour unacceptable by class/school standards – 3 rd or a serious incident/ serious offences/. Examples include: threatening behaviour, disobedience, fighting, stealing, any type of discrimination Any of the above behaviours which are severe, violent or constitute bullying can lead to a fixed term suspension or permanent exclusion.	<i>Headteacher/SENCO/intervention/ individual behaviour plan/home contacted to ensure parental involvement.</i>

Re-directing off task behaviour

Adults in the school environment will use a range of strategies to help re-direct 'off task' behaviour.

- The look
- Proximity praise: praising those children nearby who are on task
- Use of the child's name
- Physical proximity: remaining near the child
- Reminding child of the rules
- Giving choices
- Being positive

Behaviour issues are recorded by the class teacher, in the class 'Llyr Enfys'. The child's name, date and time are recorded along with details of the issue and action taken.

Incidents between pupils

If an incident does occur the following procedures should be known by the children and followed by all staff.

1. A child is encouraged to say 'Stop! I don't like it' and walk away.
2. Then they tell a peer supporter/ member of staff. If necessary the member of staff speaks to both children.
3. The children are encouraged to reflect upon their actions.
4. They are encouraged to apologise (and mean it!). The member of staff (if not the class teacher) reports the incident to the class teacher and records in the 'Llyr Enfys'.
5. If necessary, the member of staff enforces a sanction/step on the Rainbow chart.
6. For serious incidents, the Headteacher/DeputyHeadteacher should be informed.
7. If the incident is serious, the parents/carers of all children involved should be informed.
8. If incidents of a similar nature become repeated. The parents will be invited in to discuss the situation with the Headteacher/Deputy Headteacher

Pupils who do not respond

There may be a small number of pupils for whom the usual behaviour management strategies at St David's are insufficient to address their difficulties. Additional steps will then need to be taken.

This may include:

- Referral to the ALNCo – an Individual Behaviour Plan with a linked reward programme may be drawn up
- Referral to the school's Educational Psychologist
- Referral to the Primary Behaviour Improvement Team.

Staff responsibilities

It is the responsibility of the Head Teacher to ensure that all new staff are fully familiar with the Behaviour Policy and its guidelines at induction. All staff will be kept up to date with any changes. It is the class teacher's responsibility to monitor the behaviour of children in their class, following the 'Over the rainbow steps (logging details of incidents in their 'Llyr Enfys') and to report unacceptable behaviour to the SMT. Staff will also be provided with a quick reference guide to the Behaviour Policy. The office staff will provide supply teachers with this guide on arrival at the school.

INSET and staff development: Staff INSET will be held to further the training and expertise of the staff, as the opportunity and need arises. Staff will attend courses in the behaviour management of children, as the need arises.

Parent/Carer Involvement

We are strongly committed to a positive, working relationship between home and school. At St David's Primary School, we take inappropriate behaviour very seriously and expect parents/carers to do the same. Our expectations are outlined in our Home/School Agreement. This is handed out at the beginning of each year, as well as to new children who start throughout the year. We would like parents/carers to discuss this document carefully with their children and to reinforce it when necessary. A copy of this policy will be posted on our website for parents to access, together with the Anti-bullying policy, Strategic Equality Plan, Additional Learning Needs Policy, Space -time Policy and Physical Intervention Policy.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines. The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

Exclusions may take place:

- In response to serious breaches of a school's discipline policy.
- Once the range of alternative strategies have been tried and failed.
- If allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or of others in the school.
- In all cases the school will follow the LEA guidelines for exclusions with reference to Circular 1/2004

Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

Monitoring and Recording of Behaviour at St David's Primary School

The monitoring of behaviour in school is the responsibility of all staff. 'Llyfr Enfys' – behaviour log books are carefully monitored by class teachers in order to identify patterns of behaviour. Concerns are reported to the ALNCo..

The Headteacher and ALNCo will monitor the Anti-bullying, Physical Intervention, space- time and Exclusion Records and report on them termly to the Local Authority via L.A termly returns and to the Governing Body in his termly Headteacher's report.

Weekly Team meetings - staff will discuss children's behaviour in their phases on a regular basis and, if appropriate, the Team Leaders will pass this information on to the Head Teacher.

Senior Management Team meetings – behaviour is a regular agenda item and the policy will be regularly reviewed and concerns discussed. The overall effectiveness of the behaviour policy will be reviewed at least once every two years and amendments made after consultation with all members of staff.

Monitoring and Review	
Author	L.Croke
Created on	February 2011
Last updated on	September 2017 by K.Anthony and C. Hoffrock

Adopted by Governing Body on	
Scheduled review date	Annually
Head teacher's signature and date	
Chair of Governor's signature and date	

Appendix 1:

Procedures in School

Moving around school

We expect the children:

- To move about quietly
- To walk around the school

All adults in school should encourage the children to do this by:

- Leading by example
- Reminding the children how to move around school, in a positive way
- Giving praise for children who are walking sensibly
- Stop to check the children are together at points on the journey
- If a child is running, ask them to stop and remind them to walk

Worship

The children should:

- Walk in and out of worship/assembly without talking
- Sit with their legs crossed and their hands still
- Put up their hands to answer questions

The adults should:

- Leave enough time to prepare the children for worship
- Be punctual
- Walk with the children ensuring they are quiet
- Keep a watchful eye on the children during worship/assembly and if a child is being disruptive, catch their attention and if necessary move them near to an adult
- Lead by example by modelling positive behaviour

The classroom

The children should:

- Come into class and leave in an orderly manner
- Address the teacher by name
- Sit quietly and listen to the teacher at appropriate times
- Ask permission to leave the room, so that the teacher knows where they are
- Follow class rules

The staff should:

- Be aware of individual children's needs and employ appropriate strategies
- Give meaningful praise and encouragement
- Maintain an attractive & tidy classroom with stimulating and up-to-date displays
- Plan work carefully and ensure it is interesting and well-matched to children's abilities
- Make sure children know what is expected of them and make learning intentions explicit
- Defuse potential incidents or situations before they occur
- Continually observe and scan the behaviour in the class
- Apply rules fairly, consistently and firmly: use agreed rewards and sanctions consistently
- Listen to the children

- Always deal with offenders: to ignore is to condone
- Send for an appropriate member of staff in an emergency

The Playground

Our School rules are enforced at play times and in the playground by all staff.

The children should:

- Remain in the playground at all times
- Tell an adult if they need to go inside for any reason
- Use the toilets properly
- Play appropriately
- Treat the playground apparatus & toys with respect

The staff should:

- Be vigilant by monitoring the whole yard and field, watching for potential incidents and defusing them before they start
- Remind the children to walk to and from the playground
- Remind the children to play together co-operatively
- LISTEN to children who are upset
- Be in the playground promptly, to meet their class
- Always follow up any incidents
- Inform the SMT of any serious incidents, following the agreed procedures laid out above.

At the end of playtime the following procedure is to be followed:

- All staff will be out in the playground on time
- Children line up in silence, in the allotted space when the bell is rung
- The staff lead the children back to class
- If children have broken the rules in the playground, the agreed procedures and sanctions should be followed by staff.

Lunchtimes:

As the children finish their lunch they should walk to the playground from the Dining Hall. It is the responsibility of the Mid-day Supervisors (MDS) to ensure that there is sufficient supervision in the Dining Hall and Playground over the lunch time. If there are any concerns in this respect they must be reported to the Senior MDS. During lunchtime play, the MDSs are expected to follow the agreed sanctions and procedures as laid out in the Behaviour Policy. Any playground issues will be reported to the Class Teachers by the MDS and there will be time after lunch to resolve minor conflicts. Arrangements will be made by the Head for children who find it difficult to control their behaviour at lunchtime, to be given an opportunity for a quiet time inside. Persistent behaviour problems at lunchtime may eventually result in a child being sent home for lunch.

Wet playtimes and lunchtimes

In the event of a wet playtime/lunch time the children will generally go to the hall or a designated classroom with their teaching assistants/teachers/MDS.

Anti-Bullying Policy

1) Objectives of this Policy

This Anti-Bullying Policy outlines what St David's CIW VA Primary School will do to prevent and tackle bullying. The policy has been drawn up with the involvement of the whole school community.

2) Our school community:

- Discusses, monitors and reviews our anti-bullying policy on a regular basis.
- Supports staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate¹.

3) Definition of bullying

Bullying is “**Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally**”.

Bullying can include: name calling, taunting, mocking, making offensive comments,; kicking; hitting; taking belongings; inappropriate text messaging and electronic messaging (including through web-sites, social networking sites and instant messenger); sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.²

4) Forms of bullying covered by this Policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to special educational needs.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual bullying.
- Cyber bullying.
- Physical and emotional

5) Preventing, identifying and responding to bullying

¹ Adapted from Bullying – A Charter for Action, DCSF

² Adapted from Safe to Learn, Embedding anti-bullying work in schools, DCSF, 2007

We will:

- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Consider all opportunities for addressing bullying through the curriculum, displays, peer support and the School Council.
- Train all staff including lunchtime staff and learning mentors to identify bullying and follow school policy and procedures on bullying.
- Actively create "safe spaces" for vulnerable children and young people.

6) Involvement of pupils / students

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure students know how to express worries and anxieties about bullying.
- Ensure all students are aware of the range of sanctions that may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in schools.
- Publicise the details of helplines and websites.
- Offer support to students who have been bullied.
- Work with students who have been bullying in order to address the problems they have.

7) Liaison with parents and carers

We will:

- Ensure that parents / carers know whom to contact if they are worried about bullying.
- Ensure parents know about our complaints procedure and how to use it effectively.
- Ensure parents / carers know where to access independent advice about bullying.
- Work with parents and the local community to address issues beyond the school gates that give rise to bullying.

8) Monitoring & review, policy into practice

We will review this Policy at least once every two years as well as when incidents occur that suggest the need for review. The school uses the guidance by the DCSF* and the Anti-Bullying Alliance** to inform its action planning to prevent and tackle bullying.

9) Responsibilities

This Policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Head teacher, Senior Managers, Teaching and Non Teaching staff to read this policy and implement it accordingly.
- The Head teacher to communicate the policy to the school community.
- Pupils to abide by the policy.

The named contact for this policy is: Miss Leah Croke

Appendix 1a

Types of bullying

Type	Example
Physical Bullying	<ul style="list-style-type: none"> • Kicking or hitting • Prodding, pushing or spitting • Other physical assault • Intimidating behaviour • Interference with physical property
Verbal/Psychological	<ul style="list-style-type: none"> • Threats or taunts • Shunning/ostracism • Name calling/verbal abuse • Spreading of rumours • Making inappropriate comments in relation to appearance • Extortion
Socio-economic Status	<ul style="list-style-type: none"> • Negative stereotyping, name calling or ridiculing based on financial circumstances
Sexist	<ul style="list-style-type: none"> • Use of sexist language • Negative stereotyping based on gender
Sexual	<ul style="list-style-type: none"> • Unwanted/inappropriate physical contact • Sexual innuendo • Suggestive propositioning • Distribution/display of pornographic material aimed at an individual • Graffiti with a sexual content aimed at an individual
Homophobic	<ul style="list-style-type: none"> • Name calling, innuendo or negative stereotyping based on sexual orientation • Use of homophobic language
Faith-based	<ul style="list-style-type: none"> • Negative stereotyping name calling or ridiculing based on religion
SEN/Disability	<ul style="list-style-type: none"> • Name calling, innuendo or negative stereotyping based on disability or learning difficulties • Excluding from activity on the basis of disability or learning difficulty
Gifted/Talented	<ul style="list-style-type: none"> • Name calling, innuendo or negative stereotyping based on high levels of ability or effort • Ostracism resulting from perceptions of high levels of ability
Cyber	<ul style="list-style-type: none"> • Abuse on-line (e.g. social networking sites) or via text messaging / emails • Interfering with electronic files • Setting up or promoting inappropriate websites • Inappropriate sharing of images from webcams/mobile phones etc • Interfering with email accounts
Racist	<ul style="list-style-type: none"> • Physical, verbal, written, on-line or text abuse or ridicule based on differences of race, colour, ethnicity, nationality, culture or language. • Refusal to co-operate with others on the basis of any of the above differences

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|--|---|
| | <ul style="list-style-type: none">• Stereotyping on the basis of colour, race ethnicity etc• Promoting offensive materials such as racist leaflets, magazines or computer software on Vale County Council premises |
|--|---|

Appendix 2

Children and Young Persons' definition of bullying

Bullying is hurting people on purpose over and over again, making them feel sad, afraid and upset.

Bullying can be:

- being unfriendly, nasty, mean, leaving people out, hiding people's things, threatening
- using violence e.g. pushing, kicking, hitting, punching
- picking on someone because of their colour, religion, nationality, accent or dress
- touching someone in a way that is wrong or saying things that make them feel uncomfortable or scared
- teasing someone because of who they are friends with, how they look or what they like
- name-calling, spreading stories, teasing, making fun of people
- misusing internet chat rooms, sending threatening or nasty e-mails or texts, taking inappropriate photos or videos

Someone can also be hurt by an incident that only happens once.

Appendix 3

Legal responsibilities / Welsh Government Guidance

The Education and Inspections Act 2006.

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006:

- states that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents
- gives headteachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff.

The Equality Act 2010

Under the Equality Act 2010, new duties on schools and other public bodies came into force in April 2011. The Act strengthens and simplifies existing equality legislation. The Act brings together existing duties not to discriminate on grounds of race, disability and gender which schools are already bound to comply with, and it extends these to include duties not to discriminate on the grounds of age, sexual orientation, religion or belief, and gender re-assignment. It places a requirement on governing bodies and proprietors of schools to eliminate discrimination and promote equal opportunities, some of which they will already be doing. It applies to school policies for tackling prejudice based bullying.

Safeguarding children and young people.

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority Children's Services in line with All Wales Child Protection Procedures. Under the Children Act 2004, all agencies have a responsibility to safeguard children and young people and promote their welfare. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

Criminal law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If school staff, feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

Bullying outside school premises

Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006

gives head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Other References:

Lawrence Enquiry and Report, 1999.

Welsh Government Guidance:

1. Respecting Others: Anti-bullying Guidance WAG Circular 23/2003.

- Respecting Others: Bullying and Special Educational Needs and Disabilities (Guidance Document 052/2011)
- Respecting Others; Homophobic Bullying (Guidance Document 056/2011)
- Respecting Others: Bullying Around Race, Religion and Culture (Guidance Document 051/2011)
- Respecting Others: Cyber Bullying (Guidance Document 057/2011)
- Respecting Others: Sexist, Sexual and Transphobic Bullying (Guidance Document 055/2011)

2. National Behaviour and Attendance review, 2006, Report, 2008 and Action Plan, 2009.

3. Rights to Action (based on the United Nations Convention on the Rights of the Child, 2000)

Bullying advice for Children and Young People

What is bullying?

Bullying is when someone deliberately hurts someone on more than one occasion by using behaviour, which is meant to physically hurt, frighten or upset the other person.

Bullying can be:

- **Emotional:** hurting people's feelings, excluding from activities or play
- **Physical:** pushing, kicking punching, spitting, pinching
- **Verbal:** teasing, name-calling, making threats, spreading rumours
- **Cyber:** nasty text messages, emails, pictures sent electronically
- **Racist:** hurtful behaviour because of a person's colour, religion, culture
- **Sexual:** unwanted physical contact, rude comments
- **Homophobic:** bullying motivated by prejudice against someone who is lesbian, gay or bisexual
- **Disability:** bullying around special educational needs or disabilities

What can I do if I am being bullied?

- Schools have to have an anti-bullying policy and must deal with incidents of bullying so tell a teacher. The school will want to know if you are being bullied and will want to help you.
- Tell your parents and your friends. Ask your friends to look out for you
- Help yourself by trying to ignore the bully
- Act as though you don't care what they say or do
- Use eye contact and firmly tell them to go away
- Walk away
- Try not to cry or look upset as bullies want to get a reaction
- Keep calm and try not to get angry
- Don't fight back as this could make the situation worse
- Keep a record of all the events – time and place and what happens. Save any nasty texts or emails
- Think about when and where it happens, and try to avoid these places
- If possible, stay away from the bullies, or stay with a group when you don't feel safe
- Practise "walking tall". Try to look positive and confident even if you are not
- Never respond to nasty texts, emails or comments on social networking sites that you have received and always save them for evidence
- Remember - it is not your fault – no-one deserves to be bullied

Useful Websites and telephone numbers:

www.kidscape.org.uk Tel: 0845 205 204

www.childline.org.uk Tel 0800 1111

www.bullying.co.uk

www.dontsufferinsilence.com

www.chatdanger.com

www.there4me.com

www.antibullying.net

www.bullyonline.org

www.safenetwork.org.uk

www.bulliesout.com

Appendix 5

Bullying Advice for Parents and Carers

What is bullying?

There are many definitions of bullying; most contain reference to the following characteristics:

- **it tends to be prolonged and repeated;**
- it involves an imbalance of power between victim and perpetrator;
- it may be physical, verbal or psychological.

Bullying is a complex issue that may be defined as the intentional abuse of power by an individual or group with the intent of causing concern or distress to another individual or group. It may occur on a regular or irregular basis; every reported incident should be treated seriously and be thoroughly investigated.

Bullying is experienced by significant numbers of children and young people; adults should be vigilant in looking for possible instances. Bullying and harassment can seriously blight lives and cause acute unhappiness and anxiety. This can lead to changes in a victim's behaviour causing hindrance to academic progress, truancy and self-harming.

Bullies are not all the same. They can be:

- aggressive and physically intimidating and act in gangs to harass their victims;
- anxious bullies who join bullying groups to avoid adverse attention themselves;
- victim bullies who turn to bullying weaker youngsters after having suffered bullying themselves;
- verbal bullies who taunt and disparage their victim effectively attacking the victim's self esteem;
- psychological bullies who spread harmful stories or hint at possible negative outcomes to their victims.

Victims also differ in nature. Some examples can be:

- looked after children;
- children with special education needs;
- children who have a different mode of speech or appearance from others. This would include those from different ethnic backgrounds to the majority;
- anxious or nervous children with low self-esteem;
- children with under-developed social skills;
- attention seeking individuals who provoke others or seek the role of victim.
- newcomers to school, class, social group or neighbourhood

Sexual or racial harassment are forms of bullying. The former is most often perpetrated by boys against girls and is more often than not an abuse of physical power. The Commission for Racial Abuse defines abuse of a racist nature as "violence, which may be verbal or physical, including attack on property as well as the person. This may be suffered by individuals or groups because of their colour, race, nationality or ethnic origins, when the victim believes the perpetrator was acting on racial ground".

Not all aggressive behaviour is bullying. Some behaviour, particularly with very young children, might be aggressive but have no knowing intent to cause distress or injury. Victims who report that they feel bullied when they may not have been are obviously vulnerable and should be supported. Adults in these types of instances need to carefully

explain the differences between bullying and isolated, though regrettable, acts of aggression that might be a one-off incident.

Bullying is an intentional abuse of relational power. There are other types of negative behaviour, which are sometimes mistaken for bullying. Squabbles, quarrels, pushing and shoving should not automatically be seen as bullying. Children and adults quarrel from time to time and it is not bullying if there is no imbalance of power. It is important that schools recognise the difference between conflict and bullying, which is typically surrounded by a complex web of deceit and power misuse.

Bullying is deliberate behaviour, by an individual or a group, repeated over a period of time.

Anyone can be the target of bullying and this can be for a variety of reasons such as gender, race, sexual orientation, religion, age and disability.

Bullying can be:

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, kicking, hitting, punching or any use of violence
Racist	hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status
Sexist, Sexual or Transphobic	when a learner usually repeatedly harms another learner or intentionally makes them unhappy because of their sex or because they may not be perceived to conform to typical gender norms
Homophobic	bullying motivated by prejudice against lesbian, gay, bisexual and transgender people (LGBT) or those perceived to be LGBT
Verbal	name-calling, sarcasm, spreading rumours, teasing
Cyber/Technological	all areas of internet, such as email & internet chat room misuse; mobile threats by text messaging & calls; misuse of associated technology, i.e. camera & video facilities
Disability	bullying around special educational needs and disabilities

What are the signs of bullying?

Indicators a child is being bullied could include:

- Reluctance to go to school
- Appearing frightened of / during the journey to and from school
- Changing their usual route
- Being anxious, moody, withdrawn, quiet
- Complaining of illnesses such as stomach aches and headaches
- Bed-wetting in a previously dry child or young person
- Having nightmares or sleeping difficulties

- Coming home regularly with missing or damaged possessions
- Arriving home hungry
- Asking for extra money or stealing money
- Truancy
- Deterioration in their work
- Not eating
- Unexplained cuts and bruises
- Being aggressive and bullying others
- Giving improbable excuses for any of the above

How can parents/carers help?

- Give reassurance to your child that it is not their fault
- Talk calmly about what is happening even though you may feel upset yourself
- Listen to your child and take what they say seriously
- Encourage your child to report incidents to a member of staff
- Make notes of what has happened (who, what, when, where)
- Talk to the school or organisation
- Do not confront the bully or parents yourself-work with the school or other organisation

Talking to the school

Schools must have an anti-bullying policy. It should make clear the strategies it will use in response to bullying incidents. Schools have a duty to promote positive behaviour and have strategies to prevent bullying incidents occurring.

- Tell the school about the incident
- Try and stay calm-the school may have had no idea that your child is being bullied or may have heard conflicting accounts of the incident
- Give as much detail of the incident as you can - time, location, what happened, names of those involved including witnesses
- Arrange a meeting with school staff
- The school should investigate the incident before the meeting
- Take written details of the incident to the meeting
- Ask for notes to be taken so that there is a record of what is discussed and agreed
- Ask for a named contact at the school for both you and your child
- Stay in touch with the school and let them know if things improve as well as if problems continue
- Agree a plan of action and a time for a follow up meeting

After the meeting

- Write to the school outlining what you think was agreed at the meeting.
- Give the school time to deal with the incident but agree a deadline with the school
- Talk to your child about what is happening

Useful websites and telephone numbers

www.bullying.co.uk

www.kidscape.org.uk Tel: 08451 205 204

www.parentlineplus.org.uk Tel: 0808800 2222

www.snapcymru.org

www.wales.gov.uk/respectingothers

www.antibullying.net

www.childline.org.uk Tel: 0800 1111

www.ace-ed.org.uk

www.bulliesout.com

Appendix 6

Bullying Incidents Termly Reporting Form (Primary/Secondary Schools)

School:	St David's CIW VA Primary	Number of Pupils on Roll:	
Term: Please tick one	Autumn 2015	Spring 2016	Summer 2016

Total number of reported incidents of bullying recorded:	Total number of pupils responsible:	Total number of victims:

	Number of pupils responsible:		Number of Victims:	
	Male	Female	Male	Female
Nursery				
Reception				
Year 1				
Year 2				
Year 3				
Year 4				
Year 5				
Year 6				
Year 7				
Year 8				
Year 9				
Year 10				
Year 11				
Year 12/13				
Total:				
Ethnic group:				
White British				
White non British				
Asian				
Black				
Chinese / Chinese British				
Any other				
not known				

Type of Bullying How many were?:				
Verbal / Emotional		Sexist / Sexual		Relating to Disability/ALN
Physical		Homophobic		Religion/Culture
Racist		Cyber		Other(Please Specify)

Please detail any additional support required of the LA that would help tackle bullying issues, e.g. training	
Signature:	Date:

St David's Bullying Incident Log

Name of pupil/s Perpetrating	Gender		Yr Group	Date of Incident	Investigated		Victim/s			Outcome & Actions <i>(refer to below examples)</i>	Type of bullying/Nature of Bullying <i>(refer to key)</i>							
	M	F			By whom	Date	Name M	Name F	Yr Group		1	2	3	4	5	6	7	8

Key:

Type of Bullying

1 – Verbal / Emotional, 2 – Physical, 3 – Cyber

Nature of Bullying

4 – Disability / Special Needs, 5 – Race, Religion, Culture, 6 – Sexist / Sexual, 7 – Homophobic, 8 – Other

Action

Permanent exclusion Fixed term exclusion Detention On report Verbal warning Discussion with perpetrator Report to parent
 Report to GB Police informed Class Follow up Whole School Asembly Move class Counselling Outside agencies Involved

PTO FURTHER DETAILS

APPENDIX 8

DIRECTORY OF ADVICE AND RESOURCES

ADVICE, COUNSELLING AND SUPPORT ORGANISATIONS

It should be noted that the Vale of Glamorgan Council is not responsible for the content or reliability of the linked websites. Listing should not be taken as endorsement of any kind. We cannot guarantee that these links will work all of the time and we have no control over the availability of linked pages.

Stonewall Cymru Education for All Campaign

Stonewall Cymru
Transport House
1 Cathedral Road
Cardiff
CF11 9SB
Tel: 029 2023 7744

Education for All is a joint campaign developed by Stonewall, FFLAG and LGBT Youth Scotland.

The aim of Education for All is to ensure that all young lesbian, gay, bisexual and transgender (LGBT) people can fulfil their potential, and that the UK's schools and education systems can deal appropriately with homophobia and homophobic bullying. We are working with a broad-based coalition of organisations; including government departments, local authorities, unions, voluntary and community organisations, children and LGBT groups to develop and implement a Great Britain-wide action plan to address this problem.

Our Education for All website brings together practical resources and information for both education professionals and young people, to support and enable them to identify and deal effectively with homophobic bullying.

If you would like more information about the campaign contact:

Stonewall Cymru
Transport House
1 Cathedral Road
Cardiff
CF11 9SB
Tel: 029 2023 7744

www.stonewallcymru.org.uk

NSPCC

Shân Jones
Education Adviser
44 The Parade
Roath

Cardiff
CF24 3AB
Tel No: 01792 245545

www.nspcc.org.uk (has links to a selection of materials for children, parents and schools)

The NSPCC provides: -

- training, workshops and talks on bullying behaviours and strategies for parents and professionals;
- support for inset training on tackling bullying behaviours and developing anti-bullying policy;
- support for PSE related topics, alongside child protection and emotional literacy and health can also be covered – with each topic being tailored to suit the need of individual organisations;
- peer support training for professionals;
- a wealth of free advice and publications on the NSPCC website with the "inform" section is a good starting point for those looking for information.

The Swansea office also provides the following services: Young Witness Service, Advocacy Service, and Training and Consultancy.

Children in Wales

Sarah Thomas
Windsor Place
Cardiff
Email: Sarah.Thomas@childreninwales.org.uk
Tel No: 02920 342434

www.childreninwales.org.uk/areasofwork/bullying/index.html (has links to other sources of help and information)

Member of the Welsh Anti-Bullying Network

Aims:

- To raise the profile of bullying and its effects
- To identify and highlight those groups most at risk
- To ensure all young people can participate in and benefit from the groups development
- To co-ordinate a strategic anti-bullying approach across Wales
- To share best practice within groups, and with schools, parents and young people
- Look broadly at problems in schools and the wider community

Action for Children (formerly NCH)

Jane Isaacs
St David's Court
68a Cowbridge Road East
Cardiff
CF11 9DN

Tel No: 02920 222127

www.actionforchildren.org.uk (has links to other sources of help and information)

A children's charity that supports and speaks out for the UK's most vulnerable children and young people.

Offers a wide range of services that can help schools to promote children's well-being and self-confidence.

Provides needs-led, child-centred services tailored to each school's particular requirement e.g. 1:1 sessions or group work with pupils; work with teachers and family on various issues and in a range of settings.

CHIPS (Childline in Partnership)

Alex Walters

Tel No: 02076 506873

Young persons help line: 08001111

www.childline.org.uk

CHIPS (Childline In Partnership) offers training for teachers, staff workshops for schools and peer support training and advice - both are general and can be applied specifically to bullying. Printed packages support the training including resources for teachers to use. Services are available for both secondary and primary schools. There is a cost to some services but services are subsidised to minimise the expense to schools.

ChildLine

Freepost 1111

London

N1 0BR

Freephone: 0800 1111

This is a free, 24-hour help line for children and young people in the UK. Children and young people can call the freephone number to talk about any problem.

Barnados

www.barnados.org.uk

A major charity which runs a number of projects aimed at helping the most vulnerable children and young people transform their lives and fulfil their potential (including bullying related issues).

BBC

www.bbc.co.uk (has links to sources of help and information and interactive sites for children)

Bullies Out

Linda James

Project Co-ordinator

PO Box 658

Cardiff

CF11 1EY

Tel No: 02920 492169

Mobile: 07899 874358

Email: mail@bulliesout.com

www.bulliesout.com - an anti bullying charity that was launched in May 2006 for the children and young people of Wales.

The purpose of a scheme such as this is to encourage better interpersonal relationships throughout the school/organisation and to provide a support system. All resources are available free of charge, however, this may have to change if we are unable to receive funding.

For Schools/Professionals/Governors

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Anti-Bullying Network

www.antibullying.net/

The website provides information about how bullying can be tackled. It is not an advice or counselling service. The Network was established in 1999 so that teachers, parents and young people (in Scotland) could share ideas about how bullying should be tackled. Includes links to materials, resources and websites for children and young people, families and school staff.

nationalstrategies.standards.dcsf.gov.uk/inclusion/behaviourattendanceandseal (previously known as **www.bandapilot.org.uk**)

This Website has been established to support the Primary National Strategy's Behaviour and Attendance Pilot SEAL (Social and Emotional Aspects of Learning) resource. The SEAL resource provides a framework for explicitly promoting social, emotional and behavioural skills, with built-in progression for each year group within a school.

Bullying Online

www.bullying.co.uk

Bullying Online helps thousands of pupils and their parents deal with school bullying every year and the website is also used as a teaching resource.

Child Exploitation and Online Protection (CEOP)

www.thinkuknow.co.uk

This website is created by the Child Exploitation and Online Protection (CEOP) Centre and contains information on internet safety and safe surfing for young people. Topics covered include mobiles, blogging and gaming sites and allows young people the opportunity to report any concerns they have about chatting to people online.

Includes parents, teachers and resource areas.

ChildLine

www.childline.org.uk/Bullying.asp

Links to bullying resources and information sheets.

Children in Wales

www.childreninwales.org.uk/Search.html?Keywords=bullying

Children in Wales promote the interests of and take action to identify and meet the needs of children, young people and their families in Wales and work in partnership with the National Children's Bureau and Children in Scotland.

This website provides links to various documents, reports and surveys relating to bullying.

Department for Education and Skills

www.dfes.gov.uk/bullying

Provides links to bullying related material, resources and websites for schools, children, young people and parents.

Directgov

www.direct.gov.uk/en/AdvancedSearch/Searchresults/index.htm?fullText=bullying

Contains a wide range of government information and services. The site provides extensive advice for parents, including information on finding a school, healthy eating, special educational needs and youth justice. In addition to Government departments, the site also links through to other relevant websites and information sources that can offer additional advice and support.

ESTYN Inspectorate

www.estyn.gov.uk/home.asp

ESTYN published a report in June 2006 entitled 'Tackling Bullying in School – A Survey of Effective Practice'.

Kidscape

www.kidscape.org.uk

Kidscape is a registered charity, which works to keep children safe from harm. The site contains information for parents, professionals and children on preventing and dealing with bullying.

Kidscape is the first charity in the UK established specifically to prevent bullying and child sexual abuse. Kidscape believes that protecting children from harm is key.

Kidscape works UK-wide to provide individuals and organisations with practical skills and resources necessary to keep children safe from harm. The Kidscape staff equips vulnerable children with practical non-threatening knowledge and skills in how to keep themselves safe and reduce the likelihood of future harm.

Kidscape works with children and young people under the age of 16, their parents/carers, and those who work with them.

Kidscape offers:

- A Helpline offering support and advice to parents of bullied children;
- Booklets, Literature, Posters, Training Guides, Educational Videos on bullying, child protection, and parenting;
- National Comprehensive Training Programme on child safety & behaviour management issues;
- Advice and Research; and
- Confidence Building Sessions for children who are bullied

Lucky Duck Publishing Ltd

Log onto www.google.co.uk - search for “Lucky Duck No Blame Support Group”

Lucky Duck Publishing Ltd created the "No Blame" Support Group approach to bullying. It publishes videos, books and training materials for all age groups focusing on:

Anger Management
Asperger's Syndrome
Behaviour Management
Bullying
Circle Time
Citizenship
Eating Disorders
Emotional Literacy
Equal Opportunities
Exam Skills

Families & Relationships
Parents
Peer Support
Self-esteem
Special Needs
Thinking Skills
Training
Transition
Writing

National Children's Bureau (NCB)

www.ncb.org.uk

The National Children's Bureau (NCB) was founded in 1963 and is a charitable organisation that acts as an umbrella body for organisations working with children and young people in England & Northern Ireland. The NCS works in partnership to share knowledge, resources and services to improve the lives of children and young people. The website provides links to other sources of information related to bullying.

National Society of Prevention of Cruelty to Children (NSPCC)

www.nspcc.org.uk

The National Society of Prevention of Cruelty to Children (NSPCC) aim is to protect children from cruelty, support vulnerable families, campaign for changes to the law and raise awareness about abuse and to end cruelty to children. The website links to various resources, materials and information for children and young people, parents, schools and governors.

Action For Children Children's Charity (formerly NCH)

www.actionforchildren.org.uk/

Action for Children is children's charity that helps children achieve their full potential. Action for Children runs more than 500 projects for some of the UK's most vulnerable and excluded children and young people, and their families, supporting over 160,000 people at children's centres throughout the UK. The website provides links to documents and information on bullying related issues.

Rob Long's Education Works

www.roblong.co.uk

Provides training, publications and other services mainly in the field of education. Common topics include:

- Whole School Behaviour Management
- Classroom Management
- Behavioural, Emotional and Social Difficulties
- Emotional Literacy
- Self-Esteem
- Depression
- Adolescent and Child Development
- Communication Skills
- Team Building
- Loss and Separation
- Peer Mediation
- Anger and Confrontation Management
- Stress Management
- Playtimes
- Motivation

SNAP Cymru

www.snapcymru.org

A national charity, unique to Wales. Its main aim is to advance the education of people in Wales and support their inclusion. Trained experienced staff and volunteers work with families, children and young people, their parents, carers and professionals working with those who have or may have additional learning needs, which include SEN, disability, and other barriers e.g. exclusion, disaffection, poverty, deprivation, English or Welsh as a second language.

SNAP Cymru provides accurate information, objective advice and support for a range of issues including assessments, statements of special educational needs, bullying, school attendance, exclusion, health and social care provision and discrimination. Other services we provide include advocacy, disagreement resolution and training for young people, parents and professionals

Stonewall

www.stonewallcymru.org.uk

Equality & Justice for lesbians, gay men & bisexuals

TeacherNet

www.education.gov.uk/schools

The website has a wide range of resources and support for the schools workforce, dedicated areas include:

- teaching and learning;
- professional development;
- Management;
- community.

Within these areas there is information and free teaching resources and links to other websites and documents

Teachers' TV

www.teachers.tv

This is a TV channel and website catering for everyone who works in education, from heads to NQTs, governors to support staff.

Welsh Government

<http://wales.gov.uk/dcells/publications/publications/circularsindex/03/respectinngothers/nafwc2303-e.pdf?lang=en>

Links to Respecting Others: Anti-Bullying Guidance (Circular 23/2003) document and includes sections on strategies, materials and resources for schools and advice for pupils, parents and families.

**Big Foot Theatre –
The Bigger Picture: Promoting Positive Relationships**

www.bigfoot-theatre.co.uk

Workshops designed for maximum of 30 students aims to stimulate students into becoming aware of their own behaviour patterns and to explore the consequences that arise from choices made with regards to bullying. Students will be encouraged to explore what bullying is; how it feels; why people bully; how we can prevent and respond to it; and how they can use their social, emotional and behavioural skills to tackle this fundamental problem as a whole community in order to make their school a safe, happy and inclusive environment in which to learn.

BANES & North Somerset t 0870 950 9314
Bristol & South Gloucestershire t 0870 0114 948
Brighton t 0870 0114 914 Birmingham t 0870 0114 308
Cardiff t 0870 950 9312 Exeter t 0870 950 9311
Kent t 0870 950 9313 Leeds t 0870 950 9315
London t 0870 0114 307 Newcastle t 0870 950 9310

USEFUL WEBSITES

For Parents, Carers and Families

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www.thinkuknow.co.uk

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Includes parents, teachers and resource areas.

ChildLine

www.childline.org.uk/Bullying

Links to bullying resources and information sheets.

Children in Wales

www.childreninwales.org.uk/Search.html?Keywords=bullying

Children in Wales promote the interests of and take action to identify and meet the needs of children, young people and their families in Wales and work in partnership with the National Children's Bureau and Children in Scotland.

This website provides links to various documents, reports and surveys relating to bullying.

Department for Education and Skills

www.education.gov.uk

Provides links to bullying related material, resources and websites for schools, children, young people and parents.

The DfES (Department for Education and Skills) set up the site as an anti-bullying resource. Contains advice for parents, teachers and pupils.

Directgov

www.direct.gov.uk

Contains a wide range of government information and services. The site provides extensive advice for parents, including information on finding a school, healthy eating, special educational needs and youth justice. In addition to Government departments, the site also links through to other relevant websites and information sources that can offer additional advice and support.

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Parent Line Plus

www.parentlineplus.org.uk/index.php?id=9

Parent Line Plus is a national charity that works for, and with, parents. Parent Line Plus works to offer help and support through an innovative range of free, flexible, responsive services - shaped by parents for parents

Parents Centre

www.parentcentre.co.uk

Parents Centre provides information and support for parents on how to help with their child's learning from birth to 19 years old. The site covers a whole range of issues that you and your child may encounter, from finding childcare, homework and exams, to bullying and truancy. The forum and ask-an-expert section allow parents to share experiences and put questions to the panel of experts

SNAP Cymru

www.snapcymru.org

A charity that offers information and support to families of children and young people who have or may have additional learning needs, which include SEN, disability, and other barriers e.g. exclusion, disaffection, poverty, deprivation, English or Welsh as a second language.

Stonewall

www.stonewallcymru.org.uk

Equality & Justice for lesbians, gay men & bisexuals

Welsh Assembly Government

<http://wales.gov.uk/news/archivepress/educationpress/edpress2006/1087472/?lang=en> provides information on Respecting Others week 2006 and other websites on bullying

[http://wales.gov.uk/dcells/publications/publications/circularsindex/03/respecti
nqothers/nafwc2303-e.pdf?lang=en](http://wales.gov.uk/dcells/publications/publications/circularsindex/03/respecti
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Links to bullying resources and information sheets.

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- A Helpline offering support and advice to parents of bullied children;
 - Booklets, Literature, Posters, Training Guides, Educational Videos on bullying, child protection, and parenting;
 - National Comprehensive Training Programme on child safety & behaviour management issues;
 - Advice and Research; and
 - Confidence Building Sessions for children who are bullied
-

National Society of Prevention of Cruelty to Children (NSPCC)

www.nspcc.org.uk/

The National Society of Prevention of Cruelty to Children (NSPCC) aim is to protect children from cruelty, support vulnerable families, campaign for changes to the law and raise awareness about abuse and to end cruelty to children. The website links

to various resources, materials and information for children and young people, parents, schools and governors.

Stonewall

www.stonewallcymru.org.uk

Equality & Justice for lesbians, gay men & bisexuals

Voices from Care Cymru

www.voicesfromcarecymru.org.uk/main.htm

Voices From Care Cymru was set up in 1990 to help young people who are or have been looked after by local authorities in Wales.

FURTHER INFORMATION ON DEALING WITH BULLYING

The Welsh Assembly Government document entitled Respecting Others: Anti-Bullying Guidance Circular No 23/2003 (part 4) provides detailed information on the following **strategies** to assist schools in dealing with bullying (<http://wales.gov.uk/dcells/publications/publications/circularsindex/03/respectingothers/nafwc2303-e.pdf?lang=en>)

- Whole-school Approach
- Curricular Approaches to Bullying
- Co-operative Group Work (from age 5)
- Circle Time (from age 5)
- Circle of Friends (from age 5)
- Buddying (from Age 9)
- School Council (Primary & Secondary)
- The Support Group Approach (from age 9)
- Mediation by Adults (from age 7)
- Mediation by Peers (from age 7)
- Peer Support (Primary & Secondary)
- Quality Circles (Secondary)
- Assertiveness Training Groups (Primary & Secondary)
- Working with Victims
- Working with External Agencies

Additionally, Parts 9 of Circular 23/2003 provides an extensive list of materials and information available on:

- General handbooks
- Background information
- Whole-school policy development
- Curriculum materials
- Video and drama
- Quality circles
- Working with pupils involved in bullying situations
- Peer support
- Training lunchtime supervisors

- Improving playground activities and the school grounds
- Governors
- Families
- Questionnaires and checklists
- Helpful organisations (for everybody, for families, for children and for teachers)
- CD-ROMs about bullying
- Advice, information and resources for pupils, parents and families
- Organisations who can help

Monitoring and Review

Monitoring and Review	
Author	L Croke
Created on	May 2010
Last updated on	July 2016 (L Croke)
Adopted by Governing Body on	Sept 2016
Scheduled review date	July 2017 (draft updated by K Anthony)
Head teacher's signature and date	
Chair of Governor's signature and date	