



Anti-Bullying Policy

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Review date: June 2025

Signed: _____

Chairperson schools governing body, on behalf of the

Governing Body

Date: _____

Signed: _____ Headteacher

Distribution: Staff, governors, pupils, parents/carers and Interested parties.

Ysgol Ty Coch Special School is a Rights Respecting School.

As a Rights Respecting School, we aim to embed children's human rights in our ethos and school culture. We base our practice on the principles of equality, dignity, respect, non-discrimination and participation. Working within these principles not only empowers our children and young people, but also leads to enhanced learning, improved standards and better relationships.

The United Nations Convention on the Rights of the Child (UNCRC) is the most complete statement of children's rights ever produced and is the most widely-ratified international human rights treaty in history. This policy relates to Article 16 of the UNCRC.

Article 16: Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

Article 29. Aims of education

Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment

Article 30. Minority culture, language and religion

Children have the right to use their own language, culture and religion - even if these are not shared by most people in the country where they live

Introduction

At Ysgol Ty Coch our aim is to provide a happy, friendly environment, where all children feel safe. However, we are aware that there may be an occasion when, through the deliberate actions of an individual or a group of students, some pupils may feel threatened/bullied. This policy outlines the steps that will be followed in addressing any such behaviour brought to our attention.

The anti-bullying coordinator in Ysgol Ty Coch is Mrs Julia Render (Deputy Headteacher) The online safety coordinator is Mrs Ashlie Holland. Any concerns of bullying needs to be addressed by the anti-bullying coordinator, and if regarding online safety, the online safety coordinator; or the designated safeguarding officer.

Some cases of bullying might be a safeguarding matter or require involvement of the police. Under the Children Act 1989, a bullying incident must be addressed as a child protection

concern when there is 'reasonable cause to suspect that a child (or young person) is suffering, or is likely to suffer, significant harm'. Where this is the case, the school must follow the safeguarding policy and report concerns to the IAA team. (See Safeguarding policy)

What is bullying?

Behaviour by an individual or group, usually repeated over time, that intentionally hurts others either physically or emotionally - Rights, respect, equality: statutory guidance for governing bodies in maintained schools 2019

The hurt inflicted can be physical and/or psychological. The targets may find it difficult to defend themselves or even speak about it. The targets may suffer physical and/ or psychological abuse, isolation, insecurity and/ or anxiety. The likely targets are often those who are vulnerable because they too easily become agitated. In this state of high anxiety they may be ridiculed or seen as a figure of fun.

Bullying is expressed through a range of hurtful behaviours: it can happen face-to-face or in the digital environment. It can be carried out by an individual or group but is generally executed in front of an audience to assert power or popularity. It may involve an element of secrecy so that adults are not aware of it.

In addition to their learning needs, some pupils may display emotional and challenging behaviour as part of their condition. This may result in them lashing out, because of their condition or it may be a premeditated act of bullying.

In considering a complaint of bullying an assessment will be undertaken to distinguish between these circumstances.

Bullying differs from an argument, a fight or friendship fallout in that it:

1. is deliberate or intentional
2. is generally repeated over time
3. involves a perceived imbalance of power between perpetrator and target

4. causes feelings of distress, fear, loneliness, humiliation and powerlessness.

It is recognised that a one-off incident can leave a learner traumatised and nervous of reprisals or future recurrence. Intervention is to be immediate whether it is bullying or any other one-off negative behaviour. These one-off incidents that do not appear to be the start of bullying are addressed under the school's behaviour policy.

The distinctive elements of bullying behaviour

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

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

How Bullying is Expressed

1. Continual physical acts (hitting, kicking, taking belongings, sexual harassment or general aggression)
2. Consistent verbal abuse such as name calling, teasing, insulting, provoking another pupil into unacceptable behaviour or making offensive remarks.
3. Emotional – behavior intended to isolate, hurt or humiliate someone
4. Indirect bullying -sly or underhand actions carried out behind the target's back or rumour-spreading

5. Online - using any form of technological means, mobile phones, social networks, gaming, chat rooms, forums or apps to bully via text, messaging, images or video
6. relational aggression – bullying that tries to harm the target’s relationships or social status: drawing their friends away, exploiting a person’s special educational needs (SEN) or long-term illness, targeting their family’s social status, isolating or humiliating someone or deliberately getting someone into trouble
7. sexual – unwanted touching, threats, suggestions, comments and jokes or innuendo. This can also include sextortion, so called ‘revenge porn’ and any misuse of intimate, explicit images of the learner targeted
8. Bullying incidents with relation to prejudice. This may be linked to stereotypes but also may include people with the basis of protected characteristics as identified in Equalities Act (2010). i.e. race and ethnicity; gender; religion and belief; sexual orientation; disability; pregnancy and maternity and gender reassignment

Bullying may take various forms:-

1. Verbal/emotional
2. Physical
3. Online
4. Disability/ special needs/ medical condition
5. Race, religion, culture
6. Sexist, sexual
7. Gender identity
8. Sexual Orientation

More detail on the types of bullying may be found in Appendix 1.

Online bullying is a sub-set or ‘method’ of bullying. It can be used to carry out all the different ‘types’ of bullying (such as racist bullying, sexist bullying, homophobic bullying, or bullying related to special educational needs and disabilities), but instead of the perpetrator carrying out the bullying in person, they use technology as a means of conducting the bullying. Online bullying can include a wide range of unacceptable behaviours, including harassment, threats and insults, and like face-to-face bullying, online bullying is designed to cause distress and harm.

Online bullying can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target.

Online bullying may place between children, between adults, but also across different age groups. Education and discussion around responsible use and e-safety is key to helping pupils manage any problems that may arise, whether in or out of school.

Online bullying behaviour can take different forms including:

- profile – people do not have to be physically stronger, older, or more popular than the person they are bullying online
- location – online bullying is not confined to a physical location and it can take place at any time. Incidents can take place in a learner's own home, intruding into spaces previously regarded as safe and private
- audience – online content can be hard to remove and can be recirculated and reposted. The potential numbers of people who can see content posted online is very large. Single incidents of online abuse can quickly escalate into bullying, e.g. by reposting, sharing and through comments
- anonymity – the person being targeted by bullying may not necessarily know the identity of the perpetrator(s) of the bullying behaviour. The target also will not know who has seen the abusive content. If the perpetrator actively hides their identity from the target this may be considered a form of passive aggression and, if repeated, this could constitute bullying
- motivation – online bullying is typically carried out on purpose. However, initial incidents may have unintended consequences, and can escalate through the involvement of others. An individual may not feel that by endorsing or reposting someone else's post that they are actively participating in bullying. The instigator may not have intended an offensive or hurtful comment to be repeated. A single incident – one upsetting post or message – may escalate into bullying involving a number of people over time.

The Impact of Online Bullying

In online bullying, the audience for the bullying can be very large and reached rapidly. This means that the degree and seriousness, as well as possible risks and repercussions, have to be evaluated differently than in cases of other types of bullying. If content is shared across mobile phones or posted online, it becomes difficult to control who might see it or have copies of it.

Bystanders to online bullying or for this purpose accessories to bullying can easily become perpetrators. They may do this by passing on or showing to others an image designed to humiliate another child or staff member, for example, or by recording an assault/act of bullying on a mobile phone and circulating this. As with other forms of bullying, it is essential that the whole-school community understands their responsibility to report online bullying and support the person being bullied.

Location of online bullying

Online bullying can take place at any time and can intrude into spaces that might previously have been regarded as safe or personal space e.g. when they are at home. Online bullying can take place any time of the day or night, and the target of the online bullying can be reached in their own home, causing distress in a previous safe space.

Schools have a legal duty to ensure online 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 learners, and to prevent all forms of bullying. This includes the prevention of online bullying.

There are two main elements to preventing online bullying:

- preventative work– this is ongoing and sustained providing a consistent ethos and framework for a school's actions There will also be planned for activities to promote tolerance.
- responsive work– this is enacted when bullying occurs, and is most effective within a consistent whole-school approach to preventative work

Under the Education and Inspections Act 2006 headteachers can determine measures that regulate the conduct of learners when they are off- site or not under the control or charge of a member of staff. This is of particular significance to online bullying, which often takes place out of school but can impact very strongly on the school life of those learners involved.

Online safety is taught throughout the school, with particular emphasis in the secondary department. Pupils are taught how to keep themselves safe online and also how to report or block users. Pupils are encouraged to tell the Online Safety coordinator any concerns so they can be addressed straight away.

Managing online safety and online bullying is taught annually to staff.

Prevention- A Whole School Approach

The staff and governors at Ysgol Ty Coch wish to make it clear to pupils and their parents that bullying will not be tolerated in the school.

We will make sure that all staff, voluntary helpers and visiting multi-disciplinary staff will be made aware of the policy. There is a simple Child Friendly Version of the anti-bullying Policy (Appendix 7).

Pupils will be encouraged to foster an attitude of care and consideration towards others, taking responsibility for the well-being of their fellow pupils and their own needs. These attitudes will be emphasised through discussions in class circle time/ pastoral time, Religious Education and PSE curriculums. Themes have been incorporated into collective worship with emphasis on themes such as tolerance, cooperativeness.

The school uses Social Emotional Aspects of Learning (SEAL) as a basis for teaching emotional literacy alongside Motional and Trauma Informed Schools Approach and the school will teach about:

- self awareness
- self regulation (managing feelings)
- motivation
- empathy
- social skills

It must be acknowledged that, because of the communication difficulties experienced by many of the pupils at the school; it is very difficult to employ such methods as explanations, discussions and/ or role play as a preventative tool across the board with many of the pupils. Where an incidence of bullying has taken place, where possible, the issue will be addressed by emphasising the positive ways in which students can interact with each other.

It must be realised also, that many of our pupils are unable to express their concerns and fears; this makes it imperative that members of staff are vigilant with regard to possible incidents of bullying. In addition, keeping staff informed who work with the target and the perpetrator is crucial. Bullying is taken very seriously and the importance of taking early steps such as teaching social and emotional literacy, being aware of students who are known to have issues with each other and careful monitoring of situations is essential.

The school is on a journey towards becoming a restorative school. Staff have been trained in the restorative approach and emphasis will be with regard to helping the pupils to build, maintain and repair relationships which have been damaged.

A number of initiatives including:

- emphasis on the correct way in which students are to behave towards each other will be considered through healthy schools and anti-bullying week, which is held annually. There are also anti bullying display boards and anti-bullying posters around the school showing pupils what to do/ who to tell if they feel that they are being bullied.
- A counsellor is available, during the week, to support the students. This is provided through the Eye to Eye Counselling service. The pupils are encouraged to talk through any issues with the counsellor. In addition to this, many staff in the school are trained to Agored Cymru Level 1 in Counselling Skills.
- There are six LSAs trained as ELSA support assistants. Pupils who need additional emotional literacy support are identified. These may be students who are in danger of becoming intimidating or a victim of bullying. The ELSA works with these pupils individually or in a small group for a number of weeks. An ELSA programme is followed to assist progress.
- The school uses Motional and Trauma Informed Approaches to identify pupil's emotional needs and put in place supportive strategies and activities to promote social

development. These strategies are incorporated into activities and experiences. There are 13 Trauma Informed Licensed Practitioners in school and the school is committed to a training plan to ensure staff in each key stage are trained in Trauma Informed Approaches.

- In the secondary department, the community police officers visit, linking the school with the PCSO

To enable a positive, whole-school approach, where tolerance is promoted the Welsh Government expects schools to:

1. have a strong moral leadership from the headteacher, other senior leaders and the governing body, which models values and high expectations, thereby 'leading by example' by valuing health and well-being. The school ethos firmly puts high values and expectations at the core of its philosophy, this is demonstrated through RECIPE Respect, Empathy, Challenge, Integrity, Passion and Expectation.
2. embed a climate and culture where learners feel safe, secure and valued, promote the UNCRC and, in particular, seek and listen to the voice of the child or young person. Throughout all policies and activities the rights of the child are promoted and pupil voice is central.
3. have in place a secure understanding of the health and well-being of their learners and effective methods to monitor and evaluate this. This is evidence in targeted initiatives including Trauma Informed Approaches and ELSA in addition to SLA for Physiotherapist and Occupational Therapist.
4. provide a curriculum that meets the needs of learners (both now and for their future), implemented with learning experiences that support and challenge learners about their health and well-being. In the school this is shown through work embedded in the curriculum that progressively addresses relationships, positive behaviour and resilience.
5. establish and maintain strong and responsive care, support and guidance. This is evidenced through Trauma informed Approach, Restorative Approach
6. create an environment that promotes health and well-being (e.g. space to play and relax maximising the benefits of outdoor learning where possible, suitable toilet facilities, support healthy food and drink, ensure site security, etc.) this is promoted through outdoor space, the sensory garden, advice from onsite physiotherapist and occupational therapist

7. ensure effective communication and partnership working with parents/carers. The school maintains excellent links with parent/ carers through regular meetings and the family centre.
8. support professional learning for all staff, tailored to meet their needs and responsibilities. Positive behaviour management, safeguarding and anti bullying, in addition to promoting tolerance and equality/ diversity training are a priority in the school.

Guidelines for staff

Bullying can cause students emotional and physical pain and may be displayed in a variety of ways. It is essential that staff are observant to changes in behaviour as early intervention is crucial.

Staff should be aware that inappropriate reaction to bullying could constitute bullying itself.

- Be aware and sensitive to typical bullying signs at all times
- Pupils must be well supervised at all times
- Encourage pupils to “tell”, using their individual methods of communication, the nearest adult about their problems and not to retaliate
- Be prepared to listen to complaints without taking sides
- If there are a number of incidents involving social networking sites, outside of school hours, it may be necessary to meet with the parents of those students. If the online bullying continues it may be necessary to direct the parents of the victim to inform the police. The safety guidelines, issued by the LA/WG will be followed. It may be that a restorative approach is used to aid pupils to understand the consequences and feelings around cyberbullying.

Signs of bullying may include:

1. constant tears and signs of distress especially after lunch or breaks
2. being upset when coming into school (through activities on social media outside of school). This may not necessarily be due to social media.
3. constant opting out of school activities

4. reluctance to join in with activities when certain pupils are included
5. constant reports of damage to an individual's property
6. refusal to go out to play
7. continual absenteeism or feeling unwell.

Specific Action to Be Taken

- Calm the situation as quickly as possible, moving victim or bully, or both, from the scene
- Listen carefully to a pupil's account and record all incidents
- Offer immediate support to the distressed child
- If the students cannot be separated then it may be necessary to use positive handling(PH). More guidance can be found in the Positive Handling Policy. If it has been necessary to use PH then this action must be recorded and the behaviour coordinator must be informed.
- The class teacher must be informed of the incident and the action taken. A discussion should take place to ascertain whether the incident constitutes bullying.
- The class teacher must ensure that the incident is recorded in the bullying file Appendix 2 and the behaviour coordinator is informed. This also needs to be logged as a behaviour incident and put on BehaviourWatch. Also this needs to be written onto an Anti-bullying Incident Form Appendix 4, 5, and 6. In addition to this, counselling is offered to both the victim and the perpetrator. The perpetrator needs as much support as staff will need to make them aware of the impact of their actions and that this is unacceptable. Staff will also need to develop his/ her emotional literacy.
- If it is online bullying then Appendix 3 also needs to be completed
- Parents of both the targets and the perpetrators are to be informed of the nature of the issue and the action to be taken
- The Restorative Approach should be used when the pupils involved are ready and in agreement. This should be carefully managed by staff who are confident with using a Restorative Circle, a log must be kept and parents informed
- Action must be taken promptly, staff informed and, if necessary, positive handling plans amended

- The situation must be carefully monitored over the following two weeks and any further incidents must be logged carefully, and parents informed of any continuation or cessation of the bullying problem

If the bullying issue does not improve following the above actions, then it may be necessary to draw up an individual pupil management plan, this would be in agreement with the parent, the pupil and if necessary a pupil's social worker. It may be necessary to separate the pupils involved e.g. through moving class.

In addition counselling will be offered to the target and the perpetrator.

If all steps fail it may be necessary to exclude the pupil for a fixed period of time (see Behaviour policy for further details.)

Staff must not:

- ignore bullying or threatening, intimidating behaviour
- allow children to sort things out for themselves
- threaten or challenge the bully with violence
- do anything which may lead to the escalation of violence or any other form of threat/bullying.

An effective anti-bullying policy builds mutual understanding and respect in children and young people. Promoting tolerance helps to prevent children and young people becoming perpetrators of Hate Crime in adult life.

A Hate Crime is defined as a criminal offence..... which is perceived by the victim or any other person to be motivated by a hostility or prejudice, based on a person's actual or perceived disability, race, religion and belief, sexual orientation and transgender.

Hate Crime or Hate Incidents may include –

- Verbal abuse
- Offensive graffiti
- Threatening behavior
- Damage to property

- Assault
- Online bullying
- Abusive texts, emails or phone calls
- Taking money, valuables or your possessions

Hate Crimes or Hate Incidents may be reported to the Police on 101 or 999 in an emergency. All victims of Hate Crime are appointed a specially trained Hate Crime Support Officer. 12 Hate Crimes or Hate Incidents can also be reported to the Official National Hate Crime Report and Support Centre for Wales. This is a confidential reporting and support service run by Victim Support. 0300 30 31 982 (free 24/7)

www.reportheate.victimsupport.org.uk

Parents wishing to complain about bullying:

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 addressed:

- Make an appointment to see the headteacher or the deputy headteacher

If further concerned

- Follow the complaints policy

Staff Training

Training is given to staff and to governors annually regarding addressing bullying and helping pupils develop resilience to bullying. As part of the training staff and governors

have a clear understanding of the characteristics and legal implications under the Equality Act 2010.

The increase in online bullying has created new forms of bullying that staff and governors are often unfamiliar with. Staff and governor training in online safety from the schools online safety coordinator provides a good opportunity to promote understanding and to support children and young people in their safe and responsible use.

School based recording and monitoring of incidents

When incidents of bullying occur the school maintains detailed records (Appendix 2) which are analysed for data to identify trends and the action required. Issues and concerns will warrant further investigation and prompt action, and where appropriate, prioritisation with strategic plans. Online bullying incidents are recorded on a separate form (Appendix 3).

The behaviour coordinator reports on the number of bullying incidents termly to the governors and the LA (Appendix 4 and 5). This is in line with LA policy. The school reports on its bullying statistics each year in the Self Evaluation.

Links to Other Policies

This policy should be read in conjunction with the following school policies and LA guidelines:

- Positive Behaviour Management policy
- Safeguarding policy
- RSE policy
- RVE policy
- Online safety policy
- RCT guidance on anti-bullying 2021
- Challenging bullying: rights, respect, equality: statutory guidance for governing bodies of maintained schools 2019

Appendix 1

Types of Bullying

Physical Bullying	Kicking or hitting, fighting Prodding, pushing or spitting Other physical assault Intimidating behaviour Interference with physical property
Verbal/Psychological	Threats or taunts Teasing Shunning/ostracism Name calling/verbal abuse Spreading rumours Making inappropriate comments in relation to appearance Extortion
Socio-economic Status	Negative stereotyping, name calling or ridiculing based on financial circumstances
Sexist - Based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender.	Use of sexist language Negative stereotyping based on gender
Sexual	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
Gender Identity (Transphobic Bullying) Transgender, perceived to be transgender, someone whose gender or gender identity is seen as being different to typical gender norms, or someone who has a transgender family member.	Language/stereotyped perceptions of gender Name calling, innuendo or negative stereotyping
Sexual Orientation: Related to sexual orientation or perceived orientation of target or target's family / friends and/or homophobic / biphobic abuse and language used.	Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people. Name calling, innuendo or negative stereotyping based on sexual orientation Use of homophobic or biphobic language
Faith-based Beliefs, faith, mistaken identity, lack of faith (Islamophobia and anti-Semitism for example). It may also be because of a perception or assumption about religion or belief (which may or may not be accurate), or because of their association with someone of a particular religion or belief	Negative stereotyping name calling or ridiculing based on religion

<p>SEN/Disability / Medical condition</p> <p>Real or perceived disability, special need, gifted or talented or health conditions or association with someone in those categories or association with someone with a disability / special need</p>	<p>Name calling, innuendo or negative stereotyping based on disability or learning difficulties Excluding from activity on the basis of disability or learning difficulty</p> <hr/> <p>Gifted/Talented Name calling, innuendo or negative stereotyping based on high levels of ability or effort Ostracism resulting from perceptions of high levels of ability</p>
<p>Online bullying :</p> <p>Online bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend themselves. Online bullying is an increasing and more recent problem and is particularly difficult to address. The potential audience for online bullying is huge. Several types of online bullying have been identified:</p>	<p>Abuse on-line (e.g. social networking sites) or via text messaging / emails Text message bullying involves sending unwanted texts that threaten or are hurtful. This is one of the most common forms of online bullying and is now a criminal offence.</p> <p>E-mail bullying involves sending threatening messages often under a false name or using someone else's name on which to pin the blame. Bullying via websites includes the use of defamatory web logs [blogs], personal websites and online personal polling sites.-</p> <p>Interfering with electronic files</p> <p>Setting up or promoting inappropriate websites Inappropriate sharing of images from webcams/mobile phones etc</p> <p>Interfering with email accounts</p>
<p>Racist</p>	<p>Physical, verbal, written, on-line or text abuse or ridicule based on differences of race, ethnicity, nationality, culture or language. Refusal to co-operate with others on the basis of any of the above differences Stereotyping on the basis of race, ethnicity etc Promoting offensive materials such as racist leaflets, magazines or computer software.</p>

Appendix 2

Incident Monitoring Form For School Use

BULLYING INCIDENT REPORT					
Date report filed:					
Name of person reporting incident:					
Location of incident:					
Details of people involved					
Name	Age	CLA?	Role (target; 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					
*Where possible staff should seek pupils' and staff's views on the type of prejudiced based bullying they feel they have experienced.					
Sex (Gender)		Poverty		Disability	
Race		Religion or Belief			
Sexual Orientation:		Gender Reassignment			
Carers		Welsh Language			
Does the victim feel that they have been bullied as a result of one or more of the above? <i>Please tick as appropriate</i>	Yes			No	
If No what is the reason for the bullying?					
Type of bullying <i>tick as appropriate</i>					
Verbal: name calling; teasing;				Online bullying: texting; emailing; blogs; chatrooms; facebook/twitter	

threatening; rumours		etc.	
Physical: pushing; hitting; kicking; sexual assault		Damage to/taking of possessions	
Social: deliberately excluding		Other <i>please state:</i>	

Frequency and duration of bullying <i>tick as appropriate</i>	
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 <i>tick as appropriate</i>	
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 <i>tick as appropriate</i>	
Medical treatment required	Referred to other agencies
Police involvement	Specific report from staff attached
Details of action/s agreed with people involved (including target; 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
Does the pupil targeted agreed with this?		
Are there actions in place if bullying is repeated?		

Appendix 3 Reporting Online Safety Issue

All Incidents should be reported to the Online Safety Co-ordinator or Safeguarding Officer

Date:

Name of reporting person:

Pupil/student name:

Location of incident:

- At school
- At home

Type of concern:

- Online bullying
- Accessing unsuitable content
- Sexting
- Materials of a sexual nature
- Radicalisation or extremism
- Racist, sexist or homophobic behaviour
- Other, please specify.

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Deliberate access

The material was;

Created	Viewed	Printed	Shown to others	Transmitted to others	Distributed
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Accidental access

The material was;

Created	Viewed	Obtained	Printed	Shown to others	Transmitted to others	Distributed
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Description of incident:

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Action taken:

Discussion	Report to head	Safeguarding	Parents	Police	Online
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with child		Referral	informed	informed	safety reviewed
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Appendix 4

Bullying Incidents Termly Reporting Form: To be reported to the LA

School Name:	Ysgol ty coch		
Term:		Academic Year:	

	Nursery – Yr 6	Yr 7 – Yr 14	Total
Total number of incidents of bullying recorded:			
Total number of alleged perpetrators:			
Total number of alleged targets:			

Please provide the following additional information ensuring that the totals tally against figures provided above:

Details of alleged perpetrators:			
Year Group:	Male	Female	Total
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			
Year 13			
Year 14			
Total			

CLA			
Ethnic group:	Male	Female	Total
White			
Mixed			
Asian / Asian British			
Black / Black British			
Chinese / Chinese British			
Any other ethnic background			
Ethnic background not known			
Total			
Details of alleged targets:			
Year Group:	Male	Female	Total
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			
Year 13			
Year 14			
Total			
CLA			
Ethnic group:	Male	Female	Total
White			
Mixed			

Asian / Asian British			
Black / Black British			
Chinese / Chinese British			
Any other ethnic background			
Ethnic background not known			
Total			

Type of bullying incident (please indicate numbers for each category that applies):			
Physical		Relational Aggression	
Verbal		Prejudice-related	
Emotional		Exclusion and isolation	
Indirect		Face to face	
Online		Other (please indicate below)	
Other:			

For prejudice-related incidents (please indicate numbers for each category that applies):			
Related to race, religion or culture		Related to age	
Homophobic		Related to SEN or disability	
Biphobic		Related to family status or looked after child (CLA) status	
Transphobic		Related to disadvantage	
Sexist and/or sexual		Focused on appearance	
Related to gender identity		Other	
Other (please state):			

Location of bullying incident (please indicate numbers for each category):	
School	
Journey to/from school	
School activity/trip	
Wider Community	

Timing of bullying incident (please indicate numbers for each category):	
Before School	
Morning	
Afternoon	
After school	
During Lesson	
During Break/Lunch	

How many of the recorded incidents of bullying are linked to previous incidents of victimisation?	0
---	---

Have schools implemented any additional anti-bullying strategy in response to incidents?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
--	------------------------------	-----------------------------

If yes, please provide details:

Have any of the cases required the serious incident protocol to be activated?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
---	------------------------------	-----------------------------

If yes, how many?

Have the police needed to be informed?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
--	------------------------------	-----------------------------

If yes, how many?

Please detail any additional support required from the LA that you have identified e.g. training

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Head teacher Signature:	Date:
----------------------------	-------

Appendix 6

YTC Bullying Incident Log



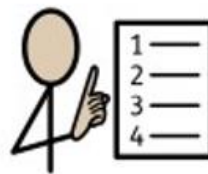
Name of pupil	Gender		Year Group	Date of Incident	Investigated		Victim			Outcome	Type of bullying (refer to key)							
	Male	Female			By whom	Date	Male	Female	Year Group		1	2	3	4	5	6	7	8

Key: Type of Bullying

1 – Verbal / Emotional, 2 – Physical, 3 – Cyber, 4 – Disability / Special Needs, 5 – Race, Religion, Culture, 6 – Sexist / Sexual, 7 – Homophobic, 8 – Other



Anti Bullying



Policy






Headteacher:



Simon Wilson

 
At Ysgol Ty Coch,

    
we want to make sure that

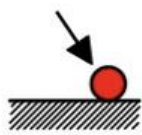
     
you feel looked after, safe and happy.

A bully is someone who hurts

another person by using behaviour that

is upsetting or causing harm to

them.



There

are



many



different



types



of



bullying.

1



+



1.

Verbal

and

emotional

2



2.

Physical

3



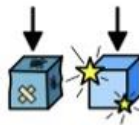
3.

Online

4



4. Disability/ special needs / medical



condition

5



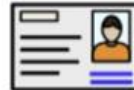
5. Race, religion, culture

6



6. Sexist, sexual

7



7. Gender identity

8




8.



Sexual


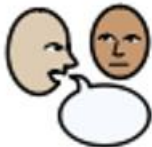




Orientation

 =  
If you are being bullied the

    
first thing you should do

 a  
is tell a grown up.

   
You can talk to them about

 
your worries.