

ANTI-BULLYING STRATEGY



Cyngor Bwrdeisdref Sirol

Blaenau Gwent

County Borough Council

Anti-Bullying Strategy

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Introduction

Blaenau Gwent County Borough Council and its partner agencies take bullying among children and young people very seriously. Almost half (46%) of children and young people say they have been bullied at school at some point in their lives. 38% of disabled children worried about being bullied. 18% of children and young people who worried about bullying said they would not talk to their parents about it (*National report - Department for Children, Schools and Families*).

Locally, our children and young people have also spoken of their concern of bullying and the need for further action (Appendix A). This multi-agency strategy details the commitments made in responding to this, and lays down the key objectives to be achieved. We must not underestimate the impact bullying has on the emotional, academic, social and personal wellbeing of children and young people. Bullying causes great distress which can continue right through adulthood and, at worst, bullying can lead to suicide.

This strategy recognises the complex nature of bullying behaviour and the importance of early identification and intervention. Traditional 'bully/victim' stereotypes need to be challenged, and a more in-depth understanding and awareness needs to be fostered. We need to establish a 'culture of telling' across settings, where children and young people, parents and professionals alike feel confident in dealing with bullying, and have confidence that appropriate action will be taken if instances are reported. Although we cannot entirely control the environment children and young people grow up in, we can discourage them from engaging in bullying behaviour.

To establish a consistent approach to tackling bullying between children and young people across the borough, a project group has developed this strategy. There are often deep-rooted triggers to bullying behaviour, and a multi-faceted approach is required in response. Prevention of, and reaction to, bullying should be addressed in equal measure and guidance and training need to be provided. Specific support will be required to protect the most vulnerable children and young people (e.g. those in care of Social Services, those who are young carers, those who have additional needs and/or disabilities, and those who suffer racial and homophobic bullying in particular), and communication between agencies will be essential if we are to identify and reduce persistent patterns of bullying behaviour.

Efforts to reduce bullying map directly onto four of the seven Core Aims of the Welsh Assembly Government (WAG) Rights to Action (2004). Every child and young person should: enjoy education, training and learning opportunities that are free from the personal threat of bullying (Core Aim 2); experience the best possible mental, social and emotional health, which is free from abuse,

victimisation and exploitation (Core Aim 3); be listened to, treated with respect and have their race and cultural identity recognised (Core Aim 5) and; have a safe home and community which supports emotional wellbeing (Core Aim 6).

By bringing together work from various teams in Blaenau Gwent County Borough Council with that of partner agencies, this strategy provides a coordinated approach to tackling bullying. A borough-wide definition of bullying is provided, along with six core strands of work. A number of strategic objectives are outlined and a shared approach to tackling bullying is summarised. Guidance produced by the Welsh Government on how to develop an anti-bullying policy can be found in Appendix C, along with a sample anti-bullying participation charter and newly developed recording protocol. Information on where to find resources and contacts can be found in Appendix D.

Genuine commitment to the strategy is required from all headteachers, school staff, governors and centre leaders. Anti-bullying needs to take a high priority, and each institution is responsible for developing a model of good practice. The Council will work with all relevant settings to monitor, support and challenge where appropriate. Ultimately, we all have a role to play in ensuring communities flourish where children and young people are free from bullying.

What Children, Young People, Parents and Professionals Think

'It isn't big to make others feel small'

Primary school pupil.

'Bullying is cruel not cool'

Secondary school pupil.

'We found that listening to what our daughter wanted and needed was the right thing to do'

Parent.

'Bullying is not an easy issue to approach, especially if you suspect the child you're looking after is doing the bullying'

Foster Carer.

'Schools should create a whole school ethos where bullying is unacceptable in a safe, inclusive climate.'

Teacher.

Aim

The aim of this strategy is to establish a coordinated, consistent approach to tackling bullying in all Blaenau Gwent schools, youth and community settings. The Council and all partner agencies need to work together from a shared understanding to develop evidence-based methods for significantly reducing instances of bullying between children and young people.

The following key stakeholders have signed up and committed to the above aim of this anti-bullying strategy:

Education Welfare Service
Service Improvement and Performance Team
Communities First
Healthy Schools Officer
Inclusion Team
Children and Young People's Participation Officer
Youth Service
Corporate Equalities Officer
GAVO
Schools Liaison Police Officers

Definition

Although bullying is a subjective experience, and thus hard to define, it is important that we develop a shared understanding of what bullying is and how it differs from other forms of misbehaviour. All agencies are invited to adopt the Blaenau Gwent definition of bullying, developed by children, young people and adults in the borough:

"Bullying is behaviour by an individual or a group, usually repeated, that intentionally hurts another individual either emotionally or physically".

Bullying can happen anywhere: at school, travelling to and from school, in [sporting](#) teams, between neighbours or in the [workplace](#).

Bullying generally takes one of four forms:

Verbal	Physical
Emotional	Indirect

Although not an exhaustive list, common examples of bullying include:

Racial bullying	Homophobic bullying
Cyber bullying	Sexual bullying
Teasing	Name calling
Making threats	Physical assault

Bullying can also be based on disability, ability, gender, appearance or circumstance.

It is important that when dealing with alleged incidents of bullying, individual perspectives are taken into account. If a child, young person or adult states that bullying is happening, action must be taken to determine why this allegation has been made. There will be occasions when children and young people physically or emotionally hurt others without meaning to do so, and it is important that appropriate support is provided to both parties, but the behaviour need not be labelled as bullying. It is also important to be mindful that extreme instances of bullying that include harassment could be treated as a criminal offence. All bullying is based on difference to some degree (perceived or actual), and the WG document 'Respecting Others' provides information for tackling all forms of bullying.

Cyber bullying - much work needs to be undertaken with children and young people to further our understanding of this issue and develop methods for tackling it. Sending threatening text messages or emails is a criminal offence and police have the power to search computers and mobile phones for evidence. The latest guidance on tackling cyber bullying can be found at www.bullying.co.uk, and (*insert organisation*) offer workshops and training programmes on a variety of internet and mobile technology topics, including cyber bullying (see Appendix E).

Homophobic bullying is based on actual or perceived sexual orientation, and when tackling this issue we should also be mindful of transgender bullying, that is, bullying based on socially non-normative gender identity. Recent research has shown that of 300 secondary schools in England and Wales surveyed, 82% of teachers were aware of verbal incidents, yet only 6% of schools referred to this type of bullying in their anti-bullying policy. We need to improve upon staff and parental knowledge and attitude in this area: EACH (Educational Action Challenging Homophobia), Stonewall Cymru and <http://www.lgbtcymruhelpline.org.uk/> The Lesbian Gay Bisexual Transgender help line provide support to young people (help line) and training for professionals, (see Appendix D)

Racial bullying can be motivated by race, skin colour, nationality, accent, cultural identity and/or religion, and we need to work closely with partner agencies to challenge such stereotyping, discrimination and prejudice. Gwent Ethnic Minority Support Service and Valrec can provide advice and guidance on the Equality Act 2010, and how to deal with racist incidents and develop understanding of diversity (see Appendix D).

Bullying of children and young people with disabilities or additional needs requires careful consideration, because some of these young people may have social or communicative difficulties reporting it. We need to support all vulnerable groups, and Social Services have a particular role to play here.

Organisations such as Mencap, the National Youth Advocacy Service and Special Needs Advocacy Project may be able to offer additional advice (see Appendix D), and we need to also tackle bullying of the more able and talented.

Strategic Objectives

There are a number of strategic objectives that need to be met if we are to build upon the anti-bullying work conducted in Blaenau Gwent. The project group will report to the Education Directorate Senior Leadership Team and the Council on progress made in achieving these objectives, in particular:

- All partner agencies have effective anti-bullying policies and recording procedures in place.
- Training is provided to all partners.
- Collation and analysis of bullying incident information from partner agencies.
- Sharing of information between partners.
- Revise strategy according to needs analysis.

In conjunction with working towards these strategic objectives, it is vital that all agencies regularly reflect on their own anti-bullying work and consider how improvements could be made.

Core Strands

Six core strands of work underpin Blaenau Gwent's Anti-Bullying Strategy:

- Policy and practice
- Awareness and communication
- Evidence-based initiatives
- Involving children and young people
- Positive partnerships
- Monitoring

Each of these will be summarised in turn, and key activities will be highlighted throughout. Ultimately, the Project Group will evaluate progress in achieving these key activities and the strategic objectives outlined.

Strand 1: Policy and Practice

To tackle bullying effectively, it is essential that we get policy and practice right. The Welsh Government Circular 23/2003, *Respecting Others: Anti-Bullying Guidance* provides school governors, headteachers, teachers and other staff with information on tackling bullying in schools and the steps that schools should take to support learners who report bullying outside of school.

The Government's *Safeguarding Guidance Aug 2013 (draft)* states that "All settings in which children are provided with services should have in place rigorously enforced anti-bullying strategies. Schools need to take an active approach to tackle all forms of bullying, and should be taking action to prevent bullying behaviour as well as responding to incidents when they occur."

Under the *School Standards Framework Act 1998 (Section 61)*, headteachers have a legal obligation to ensure an anti-bullying policy is in place within their school. Each anti-bullying policy needs to be clear about what bullying is and how the school, youth or community setting intends to deal with it. Policies should extend to after school clubs and transport arrangements and protocol should also be in place for dealing with the most serious instances of bullying, such as when a child or young person threatens to commit suicide. All policies should be reviewed annually, and it is important that children, young people, staff and parents are involved in this process to develop a whole-school/community approach.

A 'culture of telling' needs to be encouraged. Children and young people, parents and professionals need to feel confident that, if reported, bullying will be dealt with appropriately. All staff need to work from a shared understanding, and all incidents of bullying need to be dealt with fairly and consistently. A good working relationship between staff and parents can only improve the situation.

There is clear evidence that anti-bullying charters/agreements can be used effectively to promote positive participation, and all agencies are encouraged to use such tools to establish whole-school/community cohesion. A sample charter can be found in Appendix C, along with WAG policy development guidance.

Key Activities

- All school, youth and community settings need to develop, implement, monitor and review whole-school/community anti-bullying policies effectively.
- All agencies are encouraged to nominate an anti-bullying lead to oversee implementation of the Key Recommendations.
- All agencies are encouraged to monitor the effectiveness of their own policy.
- Blaenau Gwent will issue an Anti-bullying toolkit for settings to assist them in formulating policy and practice.

Strand 2: Awareness and Communication

All children, young people, parents and professionals need to have an understanding of what bullying is and why it happens. Events such as Anti-Bullying Week are important for raising awareness, but regular work throughout the year needs to be done to celebrate diversity and respect difference. A cross-curricular approach needs to be adopted in schools, and youth and community settings need to be creative and innovative in approaching this complex issue. Local media and the Blaenau Gwent County Borough Council website will be utilised to raise the profile of anti bullying practice across the borough.

Communication between agencies within and across authorities needs to develop further and it is proposed that the Anti-bullying Project Group evolves as a sub-group of Blaenau Gwent's Local Safeguarding Children Board. Current members of the multi-agency anti-bullying group can be found in the Positive Partnerships section.

Key Activities

- Raise the profile of anti bullying practice in school, youth and community settings.
- Work with parents/carers to raise awareness and understanding of issues surrounding bullying.
- Encourage full engagement and coordinate evidence-based activities for Anti-Bullying Week
- Establish a standing group to promote communication between agencies and monitor and evaluate progress of the strategy.

Strand 3: Evidence-based Initiatives

All work designed to prevent and challenge bullying needs to be informed by good practice, and all staff working with children and young people need to understand the underlying causes of bullying and have the ability to promote positive life and social skills. Research has identified a number of pro-active preventative and reactive initiatives that can be used effectively to combat bullying and promote positive peer relations. All children and young people should have access to a choice of methods for reporting incidents of bullying without feeling threatened (e.g., friendly teacher, peer supporter, worry box), and information on different reporting options should be promoted and made readily available.

Wherever possible, an anti-bullying message needs to be reinforced. Cooperative group work and circle time activities can be used from the early years onwards to promote positive peer relations, celebrate diversity and respect difference. School councils can play a crucial role in identifying work that needs to be done, and peer support schemes harbour an anti-bullying ethos, provide direct assistance for those who need it, and promote the development of social skills and confidence in those who participate.

If an individual is in need of more support, a circle of friends or support group can be set up. Direct mediation of the situation can be carried out by trained peers or adults, and restorative practice provides a well-established framework for repairing harm as far as possible. Assertiveness training can also be used to promote resilience, raise self-esteem and empower bystanders. As the evidence-base for school-based counselling develops, this will be kept under

review in order to share good practice and bridge the gap between research and practice.

Key Activities

- Identify resources to develop high quality evidence-based training entitlement for all settings.
- Develop and publicise signposting information to direct schools and other settings on how to access support.

Strand 4: Involving Children and Young People

It is our collective responsibility to ensure that all children and young people are given the opportunity and encouragement to speak out and have their voices heard on matters that directly affect them. This right is formerly recognised in Article 12 of the United Nations Convention of the Rights of the Child and the Welsh Government document Extending Entitlement.

This strategy was written in response to requests made by children and young people of Blaenau Gwent. Therefore, it is critical that our children and young people are provided with continuing opportunities to influence key decisions that will shape our anti-bullying work. It is recommended that children and young people are fully consulted in the drafting of this strategy and are engaged in further developments such as work on an anti-bullying website for Blaenau Gwent.

We need to give children and young people the opportunity to make a stand against bullying, and equip them with the skills needed to prevent it, deal with it and help others. Schools and other youth and community settings are encouraged to involve children and young people as far as possible in developing and reviewing anti-bullying policies. Bullying is a complex ever changing issue, and children and young people will have many of the answers. They can tell us what the most important issues are, and provide some insight into how best to solve them.

Key Activities

- Invite representative Blaenau Gwent Grand School Council members to

contribute to the anti-bullying standing group.

- Identify resources to host a children and young person's anti-bullying conference on an annual basis.
- Further develop the role of Young Ambassadors in assessing schools for the Anti Bullying Kite Mark

Strand 5: Positive Partnerships

Without partnership working, we will not be able to deliver a consistent anti-bullying approach in Blaenau Gwent. In particular, the following services will be instrumental in the future development of the strategy:

Schools

Education Directorate Services

Local Health Board: Primary Mental Health Team

National Youth Advocacy Service (NYAS)

Communities First

Children and Family Services: Strategic Partnership Officer

Youth Offending Service

Gwent Police: Community Safety Partnership

Local Service Board

Gwent Ethnic Minority Support Service

Corporate Equalities Officer

More work is required to ensure parents and families understand the complex nature of bullying and how best to prevent it, deal with it and support those affected by it. All anti-bullying policies should be made available to parents/carers, because trusting communicative relationships are essential if families are to work together with school, youth and community settings. Governors also have an important role to play in informing school policy and ensuring effective implementation (see Appendix E for a useful guide).

It is critical that a 'joined-up' approach continues to develop, and formalising an anti-bullying standing sub-group within Blaenau Gwent's Local Safeguarding Children Board will support this. The current audit of anti-bullying services also needs to be updated and publicised across the borough.

Key Activities:

- Develop a multi-agency standing group to oversee all anti-bullying work and evaluate progress.
- Communicate key developments and encourage collaborative working between partners via the standing group.
- Evaluate and respond to the training needs of professionals and provide support/guidance to parents and carers.

Strand 6: Monitoring

Although recent audits have identified bullying as a key issue faced by children and young people in Blaenau Gwent (Appendix A), we have few baseline measures or statistics to guide our work. Gathering accurate information on the prevalence of different types of bullying is therefore a key priority within this strategy.

All children's services have a duty of care, under the Children Act 2004 (Section 11), to safeguard and promote the welfare of children. It is therefore critical that school, youth and community settings record all instances of bullying, along with actions undertaken and outcomes. Every setting is responsible for recording, reporting and acting upon incidents of bullying that occur in their care and bullying in the community needs to be reported to Gwent Police and/or the Community Safety Partnership. Agencies that are aware of bullying occurring in settings other than their own should ensure those in charge are aware of the situation. A suggested recording protocol for schools and youth settings can be found in Appendix D, and further details of reporting arrangements can be found in the Key Recommendations. Every alleged incident needs to be recorded, and if confirmed, logged accordingly. Schools will report confirmed incidents of bullying via SIMS. Other youth settings may use the annual summation forms to collate the confirmed information and report it to their appropriate line manager. All agencies are encouraged to monitor their own progress in combating bullying and share this with the Local Service Board so that relevant resources can be targeted where needed most.

The benefit of collating borough-wide information year on year will be evidenced in the ability to:

- analyse information to provide audits and target resources appropriately;

- monitor the effectiveness of individual policies;
- evaluate the effectiveness and impact of the Anti-Bullying Strategy.

Schools should be reporting to governors termly, and the Project Group will report to the Blaenau Gwent Association of Schools Governors and Council annually. It should be noted that reported rates of bullying may increase initially as a result of awareness raised by this strategy.

Key Activities

- Provide key stakeholders with clear, simple and consistent protocol for recording and reporting instances of bullying, reinforced by the inclusion of reporting arrangements in the kite mark award.
- Assess levels and types of bullying in school, youth and community settings and compare with current statistics.
- Use this data along with information gleaned from training evaluation and consultation with children and young people as performance indicators.
- Work with all partners to develop protocol for sharing information regarding bullying.

Key Recommendations: A Shared Approach

Because bullying often persists across a variety of settings, a number of broad recommendations are required to establish a 'shared approach'. All partner agencies (see Appendix B) are encouraged to:

1. nominate an anti-bullying lead to help settings implement the above recommendations and, if possible, act as a first point of contact for other professionals in partner agencies;
2. develop, implement, monitor, revise and publicise an anti-bullying policy in line with the WG guidance provided in Appendix D;
3. work on prevention and intervention activities throughout the year and organise events for Anti-Bullying Week (usually end of November);
4. adopt the components of the Blaenau Gwent definition of bullying and recording protocol as a basis for good practice (see Appendix D). these components are defined within the BG Anti-bullying toolkit;
5. share incident information with the appropriate department (e.g. schools would report to Inclusion team) so that the anti-bullying work conducted across Blaenau Gwent can be evaluated, co-ordinated and improved. All settings are also encouraged to use incident information to evaluate their own policy and target resources where needed most. A precise information sharing protocol will need to be developed for this in the future.
6. share confirmed bullying incident information when appropriate with the Community Safety Partnership, who will determine (with consent from the young person who has experienced the bullying) what course of action, if any, is required;
7. make use of training provided to ensure that all settings are able to implement the above recommendations and develop effective evidence-based anti-bullying strategies;
8. undertake internal audits of staff, children, young person and parent/carer perceptions of bullying. Both the 'life in schools' questionnaire and the Anti-Bullying Alliance audit toolkit can be used for this purpose (see Appendix E for details).

APPENDICES

Appendix A	Bullying Audit
Appendix B	Links
Appendix C	Policy Guidelines, Sample Charter and Recording Sheets
Appendix D	Resources and Contacts

APPENDIX A

Bullying Audit

In 2010, 135 young people attended an Anti-bullying conference event. The event took place during half term in Ebbw Vale leisure centre.

Young people facilitated the event from training they received from Communities First and 'Funky dragon'. 94 questionnaires were completed.

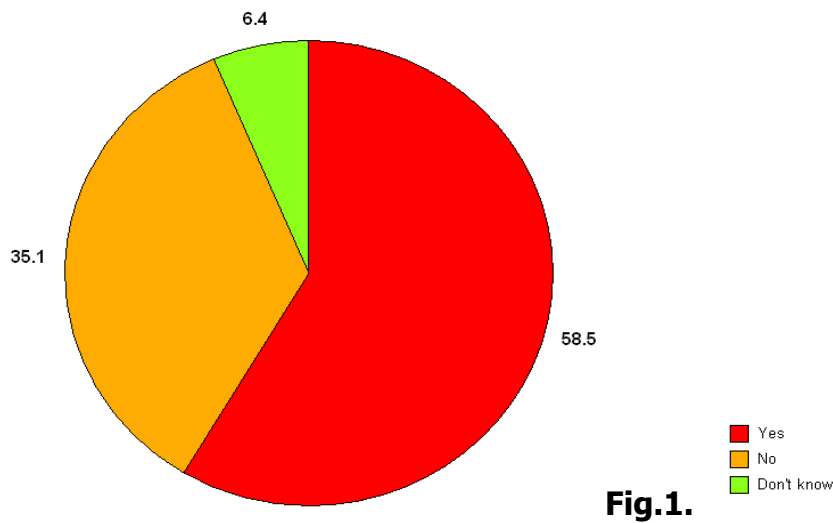


Fig.1.

Fig. 1 demonstrates whether young people thought they had been bullied.

Fig 2.

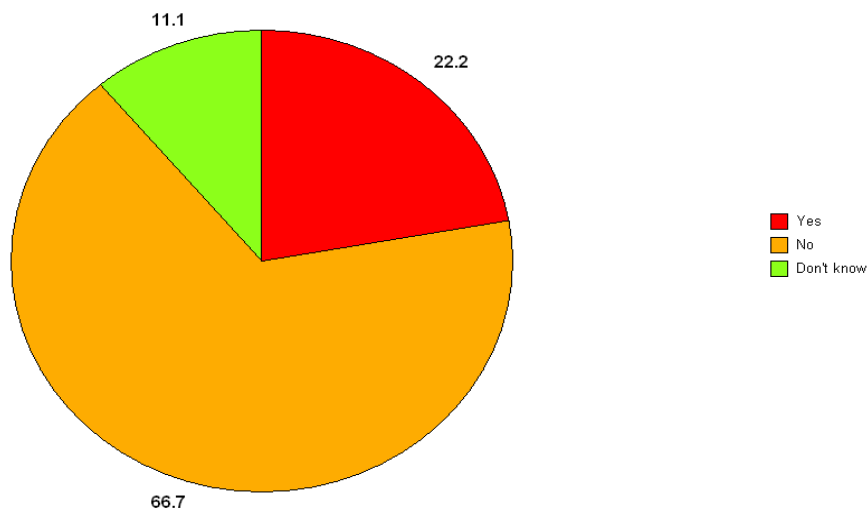


Fig 2. shows the responses to the question 'have you ever been a bully?'

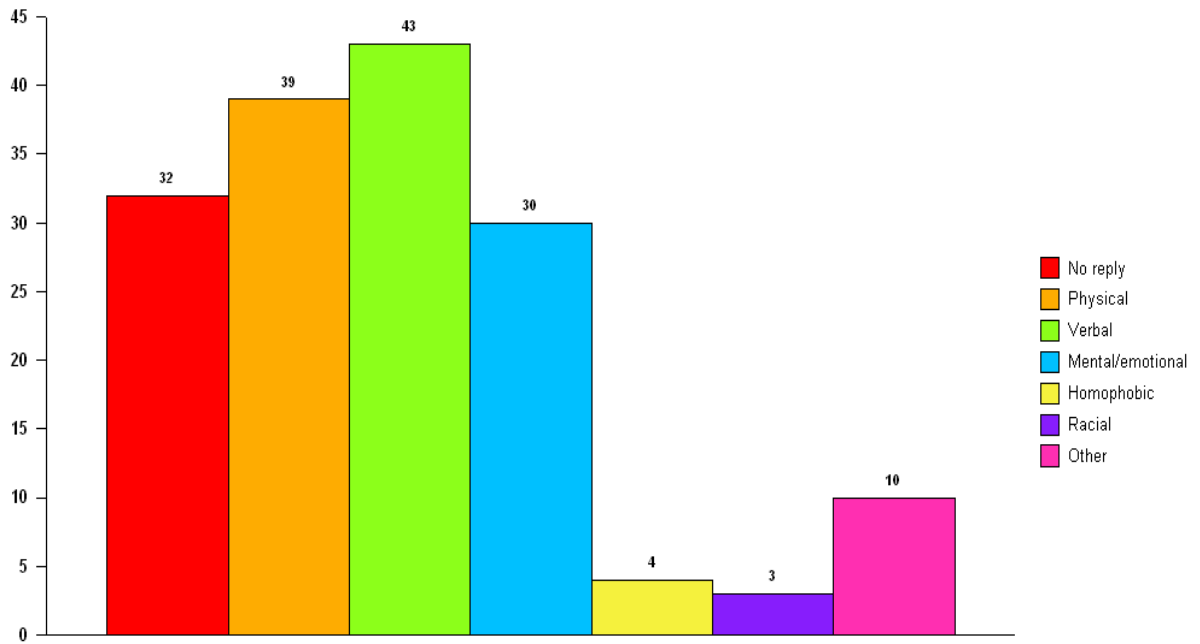


Fig.3. demonstrates the types of bullying young people have experienced

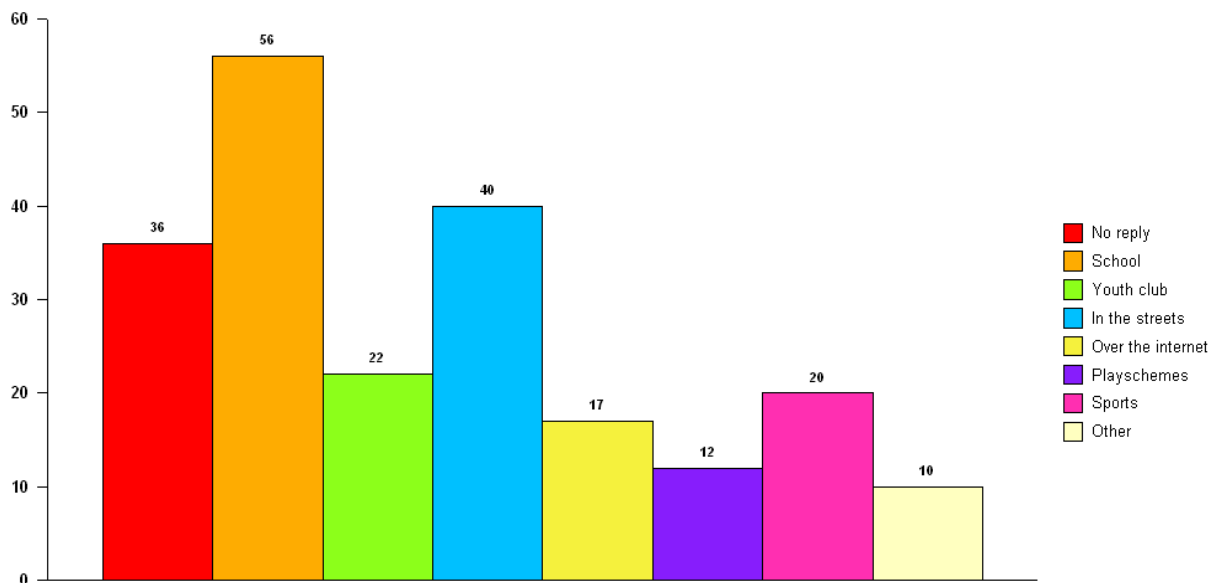


Fig 4 shows where young people have been bullied.

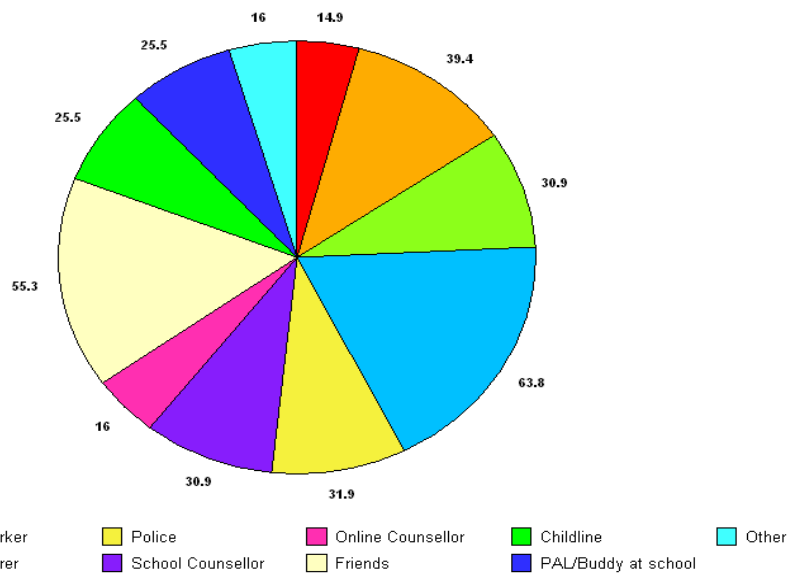


Fig 5 shows who young people would turn to if they, or they knew someone else was being bullied

APPENDIX B

Links

This Anti Bullying Strategy links appropriately with other current LA plans including:

Self Evaluation Report
Corporate Improvement Plan
Single Integrated Plan

Links with other local documents include:

Local Safeguarding Children Strategy
Community Safety Strategy
Strategic Equalities Plan
Special Educational Needs Policy and Practice
Inclusion Strategy
Engagement Strategy
Local Service Board Strategy
School Beat Policy

Links with national and international documents include:

UN Convention of the Rights of the Child 1992 www.cirp.org/library/ethics/UN-convention

Education Act 1996 www.opsi.go.uk/acts/acts1996

School Standards and Framework Act 1998 www.opsi.go.uk/acts/acts1998

Human Rights Act 1998 www.opsi.go.uk/acts/acts1998

Race Relations (Amendment) Act 2000 www.opsi.go.uk/acts/acts2000

Welsh Assembly Government: Extending Entitlement 2000
www.wales.gov.uk/topics/educationandskills

Welsh Assembly Government: Respecting Others 2011
www.wales.gov.uk/topics/educationandskills

Safeguarding Children: Working Together Under the Children Act 2004
www.wales.gov.uk/topics/childrenyoungpeople/publications/guidance

Welsh Assembly Government: Rights to Action 2004
www.wales.gov.uk/topics/childrenyoungpeople/publications

Estyn: Tackling Bullying in Schools 2006 www.estyn.gov.uk/publications

Education and Inspections Act 2006 www.opsi.go.uk/acts/acts2006

Equality Act 2010 <http://www.legislation.gov.uk/ukpga/2010/15/contents>

APPENDIX C

Policy Guidelines, Sample Charter and Recording Sheets

The following policy guidelines have been adapted from the self-assessment toolkit currently being piloted in schools by Welsh Assembly Government. Small changes have been made to the text to ensure it is applicable to other youth and community settings, and it should be used with reference to the Welsh Assembly Government Circular 050/2011 Respecting Others: Anti-bullying Guidance.

Consultation	<input checked="" type="checkbox"/>
Has the school consulted widely in developing its policy?	<input type="checkbox"/>
Have a variety of methods of consultation been used?	<input type="checkbox"/>
Are interested groups being consulted at all stages of developing, implementing, monitoring and evaluating the policy?	<input type="checkbox"/>
Definition of bullying	<input checked="" type="checkbox"/>
Does the policy define what the school considers 'bullying' to be?	<input type="checkbox"/>
Is this definition of bullying clear and age-appropriate?	<input type="checkbox"/>
Ability to identify behaviour as bullying	<input checked="" type="checkbox"/>
Does the policy identify types of bullying behaviour, including the use of modern technologies as a tool for bullying?	<input type="checkbox"/>
Does the policy identify important categories of bullying, for example bullying on the basis of race, gender, sexual orientation, Special Educational Needs or disabilities and long-term health conditions?	<input type="checkbox"/>
Strategies for the school	<input checked="" type="checkbox"/>
Does the policy deal with bullying as a whole-school issue?	<input type="checkbox"/>
Does the policy identify a range of strategies the school can use to reduce bullying?	<input type="checkbox"/>
Does the policy consider all the opportunities where bullying can be tackled through the curriculum?	<input type="checkbox"/>
Does the policy lay out an effective system for keeping records of bullying incidents?	<input type="checkbox"/>
Strategies for parents	<input checked="" type="checkbox"/>
Have parents/carers been consulted on the development of the school's anti-bullying strategies?	<input type="checkbox"/>
Does the policy set out clear guidelines for parents wishing to complain about bullying?	<input type="checkbox"/>

Strategies for pupils	<input checked="" type="checkbox"/>
Does the policy lay out clear, age-appropriate guidelines for pupils wishing to complain about bullying?	<input type="checkbox"/>
Does the policy ensure that all children and young people are aware of the support available to those who have been bullied?	<input type="checkbox"/>
Does the policy ensure that all children and young people are aware of the disciplinary processes for those involved in bullying incidents?	<input type="checkbox"/>

Procedures	<input checked="" type="checkbox"/>
Are these clear procedures for reporting and dealing with incidents of bullying for pupil, parents, teachers and other staff?	<input type="checkbox"/>
Are there clear guidelines on how new pupils/staff are inducted into the school's anti-bullying policy?	<input type="checkbox"/>
Are there clear processes for keeping the policy under continuous monitoring?	<input type="checkbox"/>

Timetable for development and review	<input checked="" type="checkbox"/>
Does the policy include a checklist of by when things should have happened?	<input type="checkbox"/>
Does the policy lay out dates for regular reviews of the policy?	<input type="checkbox"/>

Anti-Bullying Charter

In our community, we will:

-  Work together to prevent bullying;
-  Celebrate diversity;
-  Respect difference;
-  Be friendly to one another;
-  Always report bullying;
-  Deal with bullying seriously;
-  Accept others, regardless of appearance, race, ability, culture, sexuality, gender or circumstance.

Signature: _____

Blaenau Gwent Alleged Bullying Incident Log

	Name(s), Age, Gender	Setting
Child(s) alleged to be experiencing bullying behaviour		
Child(s) alleged to be engaging in bullying behaviour		
Reported by:		Date:
Investigation by:		Date:
Account of individual(s) alleged to be experiencing bullying behaviour: (use separate sheet if required)		
Looked After Child? Yes / No	Ethnicity:	
Account of individual(s) alleged to be engaging in bullying behaviour: (use separate sheet if required)		
Looked After Child? Yes / No	Ethnicity:	
Action: (use separate sheet if required)		
Review/monitoring date:		
Was alleged bullying confirmed?	Yes	No
		Insufficient evidence to decide
Was the matter resolved?	Yes / No	
Details:		
Future action : (if appropriate)		

* Blaenau Gwent Confirmed Bullying Incidents should be logged and then reported to the LA via SIMS (for schools only)

“Bullying behaviour involves an imbalance of power where a person or group of people repeatedly and intentionally cause emotional or physical harm to another person or group of people. Isolated instances of hurtful behaviour, teasing or arguments between individuals of equal power should not be seen as bullying.”

Annual Bullying Incident Summary

Name of organisation/team:

(Note schools' data will be gathered via SIMS reports)

Name of person collating information:

	September/ December		January/ April		May/ August		Total	
	Male	Female	Male	Female	Male	Female	Male	Female
Total number of bullying incidents								
Physical								
Verbal								
Indirect								
Cyber								
Racial								
Homophobic								
Sexual								
Based on gender								
Based on appearance								
Based on disability								
Based on ability								
Looked After Child								
Other								

Total number engaging in bullying behaviour	Male				
	Female				

Total number experiencing bullying behaviour					

APPENDIX D

Resources and Contacts

The Blaenau Gwent Anti Bullying Toolkit includes a number of links to resources and websites that can be used to help tackle bullying.

<http://www.eachaction.org.uk/support/homophobic-bullying/>

Show Racism the red card

<http://www.srtrc.org/>

NASUWT: Guidance on prejudice related bullying, including homophobic bullying, racist bullying, faith-based bullying, disability bullying, sexist bullying and transphobic bullying

<http://www.nasuwat.org.uk/MemberSupport/NASUWTPublications/PrejudiceRelatedBullying/>

Stonewall cymru : the all Wales lesbian, gay and bi sexual equality charity.

http://www.stonewallcymru.org.uk/cymru/english/about_us/

BBC Newsround: Lesson plans and resources around tackling racism

<http://www.bbc.co.uk/newsround/news/>

Rewind: materials and discussions about race

http://www.rewind.org.uk/resources_for_schools