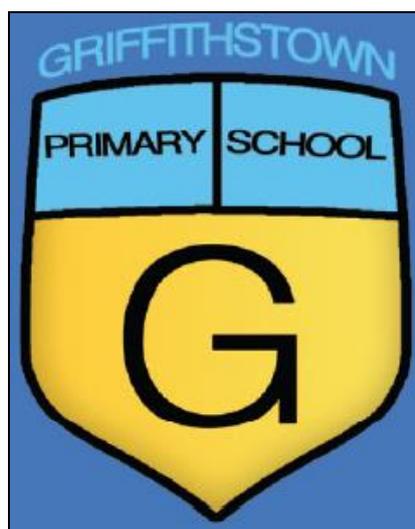


# GRIFFITHSTOWN PRIMARY SCHOOL



<b>Title</b>	Anti-Bullying Policy
<b>Date</b>	Spring 2019
<b>Author</b>	I Pembrey



UNCRC Article 28 – The right to an education

UNCRC Article 29 – The right to an education which develops my personality, respect for others rights and the environment

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**Anti-Bullying Policy**  
Griffithstown Primary School

**Mission statement**

‘Griffithstown Primary school work closely together to ensure that wellbeing is at the centre of all learning, providing a safe and supportive environment for all pupils.’

**‘Every pupil has the right to work and learn in an environment where they feel safe, supported and free from victimisation and fear.’**

**Objectives and Desired Outcomes of the policy**

- reduce the frequency of bullying incidents, including for pupils with protected characteristics;
- increase the likelihood that incidents will be reported to a responsible adult;
- intervene effectively when incidents occur;
- improve pupil attendance;
- equip pupils with strategies to respond to bullying behaviour;
- reinforce the anti-bullying ethos with whole school inset, staff meetings etc;
- ensure all stake holders understand what bullying is and how to recognise it;
- listen and act on pupil opinion;
- provide peer support and reinforce the anti-bullying message through SEAL /PSE;
- make school a safer and more enjoyable place;
- Ensure all those affected, (pupils, families, staff and governors) understand what bullying is and how to recognise and deal with it;
- Listen and act on pupil opinion;
- Develop a health relationship society;
- To produce an environment in which pupils feel safe, secure and respected;
- To encourage the involvement of both home and school in the implementation of this policy, to foster a production partnership, which helps maintain a bully free environment

**Anti-bullying Coordinator Support Team:**

Cerian Pugh (Deputy Head teacher)

Charlotte Kembrey (Teacher)

Ian Pembrey (Teacher)

Jo Probert (Teaching Assistant)

**(Link Governor)**

The school has a statutory obligation to

**Monitor and record incidents of bullying –**

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

**Ensure that staff-**

- raise awareness of bullying on the grounds of protected characteristics with pupils, parents, staff, and governors and take a more proactive approach to preventing and mitigating its effects. The nine protected characteristics are:
  - age
  - disability
  - gender reassignment
  - marriage and civil partnership
  - pregnancy and maternity
  - race
  - religion or belief
  - sex
  - sexual orientation
- Understand the extent and effect of bullying will have on our pupils in school, including cyberbullying.
- Through the curriculum plan and teach lessons related to the protected characteristics and build pupils' resilience to bullying.

**Support from Torfaen Local Authority Torfaen will:**

- agree, share and regularly review a clear definition of bullying;
- make available training for all staff and volunteers (including school governors) working with children and young people;
- provide information and resources for schools to use proactively to prevent bullying and promote links between PSE, SEAL, Healthy Schools, Restorative Approaches and similar initiatives;
- establish an Emotional Health and Well Being (EHWB) network for practitioners to raise awareness of bullying issues, and to share effective practice and useful resources (Appendix 11);

**Definition of bullying**

There are many definitions of bullying, but at Griffithstown Primary School we consider it to be:

- deliberately hurtful behaviour (including aggression);
- repeated over a period of time (A pattern of behaviour rather than an isolated incident);
- Difficult for victims to defend themselves against;
- Causes feelings of distress, fear, loneliness and lack of confidence in those who are on the receiving end.

### **Torfaen definition of bullying**

'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.

### **Tackling bullying in schools: A survey of effective practice**

Estyn 2006 "Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time that intentionally hurts or harms."

### **Social and Emotional Aspects of Learning (SEAL) Primary Strategy "Say no to Bullying" Sure Start DfES 1340-2005.**

Within this document bullying is referred to as something which happens "again and again" and that it is about "deliberate" hurt towards another which is "unfair" in so far as the person doing the bullying is "stronger or more powerful" in some way than the victim.

### **Forms of bullying**

Bullying can take a number of forms:

#### **Physical**

Physical bullying is any unwanted physical contact between the bullying and the victim. This is one of the most easily identifiable forms of bullying. Examples include: Jostling, punching, pushing, shoving, kicking, inappropriate touching, tickling, headlocks, use of available objects as weapons, damage to property and belongings (accompanied by the threat of violence). It is a criminal offence where it involves assault or wounding, or actual bodily harm.

#### **Verbal**

Verbal bullying is any slanderous statements or accusations that cause the victim undue emotional distress. Examples include: directing foul language (profanity) at the target; using perceived derogatory homophobic terms such as "You are so gay!"; playing with the person's name; commenting negatively on someone's looks, clothes, body etc; personal abuse; tormenting; harassment; laughing at someone; teasing; taunting; threatening; intimidating; teasing related to the family of the target.

#### **Emotional**

Emotional bullying is any form of bullying that causes damage to a victim's emotional wellbeing. Examples include: spreading malicious rumours about people; exclusion from a group; "ganging up" on someone; making fun of someone; ignoring someone on purpose; harassment; provocation; saying hurtful things; mocking; humiliating; using inappropriate non-verbal gestures etc.

## **Cyber-bullying**

Cyber-bullying is defined as actions that use information and communication technologies to support deliberate, repeated and hostile behaviour by an individual or group, that is intended to harm another or others. It is the use of communication technologies, the internet service and mobile technologies such as web pages and discussion groups as well as instant messaging or SMS text messaging with the intention of harming another person; this may include leaving children out of group chats or sending offensive material. Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in school and it should be remembered that bullying will not be tolerated at Griffithstown Primary School. Our Anti-Bullying Policy is in line with the Human Rights Act of 1988 and the Equality Act of 2010. This policy is reviewed annually and follows local authority guidance.

## **Whole School Strategies to Prevent Bullying:**

- Sharing the agreed definition of bullying so it is easily understood by the whole school community
- Assemblies
- Worry box in all classrooms
- Circle time
- Delivery of S.E.A.L (Social and Emotional Aspects of Learning)
- Buddy Bears (Foundation Phase)
- Healthy Relationships Society (KS2)
- Monitoring of corridors and toilets at playtime and lunchtimes
- Monitoring of playground by staff on duty and trained bystanders
- The head teacher will keep a record of bullying incidents and report this to the local authority once each year

## **It is the responsibility of all staff to:**

- Make sure that all pupils know what to do if they experience bullying
- Make sure that they are proactive in preventing bullying
- Meet separately with the victim and the bully
- Listen to the victim, bully, parents, careers and any other pupils with information (log the facts)
- Meet with the parents of the victim/bully and explain all your actions. Arrange another meeting to review the situation
- Reassure the victim that she/he is safe; explain that bullying will not be tolerated
- Check in regularly with the victim
- Speak with the Anti bullying team to organize counselling services if required
- Make sure there is effective supervision in lessons, playtime and lunchtime
- Provide safe places for vulnerable groups at breaks and lunch times
- Meet with Head teacher/Anti Bullying team to discuss next steps

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- Display details of where help is available in school, and details of local and national helplines
- share the agreed definition of bullying that is clearly understood by the school community; Each class revisit the SEAL bullying definition for their year group which is revisited yearly in the SEAL assembly for 'Say No to Bullying' at primary level. If not using this, schools should demonstrate how they publicise and revisit the definition of bullying, and make this known to staff, students and parents;
- use a range of methods to collect the views pupils, parents and carers, and take appropriate action in response;
- make sure that they are proactive in preventing bullying; • use a range of strategies to address cyberbullying; see the ESafety Policy
- Refer to the schools 'Safeguarding Children Policy' as appropriate or necessary

### **Through curriculum provide;**

#### **Assemblies, lessons and activities:**

- make sure pupils understand what constitutes bullying in its different forms, its impact and the roles of those involved in bullying behaviour, including bystanders;
- SEAL curriculum MUST be used weekly for all children.
- USE seal to develop pupils' personal, social and emotional skills, including resilience to help them to deal with bullying effectively
- reinforce messages about what to do if pupils experience bullying; and
- Make pupils aware of whom they can turn to for help.

### **Wider community**

#### **As a school we need to ensure:**

- where appropriate, work with the wider community to act when bullying takes place outside of school;
- address bullying that takes place on journeys to and from school;
- address bullying that takes place when pupils are engaged in any school activity;
- address cyberbullying both inside and outside school; and work with parents/carers and the local community e.g. Police

### **Governor responsibilities:**

- To support the Head Teacher in all attempts to eliminate bullying in the school
- To monitor incidents of bullying and review the effectiveness of the school policy regularly.
- To respond within **TEN WORKING DAYS** to any request from a parent to investigate incidents of bullying. Governors will investigate, through the Complaints Panel, any alleged incidents of bullying when it has not been satisfactorily resolved by the Head Teacher or Staff.

### **Parent's responsibilities:**

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- To be aware of any tell-tale signs that might suggest their child has been or is being bullied such as unusually quiet or withdraw, feigning illness to avoid coming to school, having nightmares or unusual sleep patterns.
- To inform school immediately if they suspect their child is or has been a victim of bullying.
- To reassure their child that they are not doing anything wrong and that they will be listened to.
- To seek support and advise if their own child is being accused of bullying as the act of bullying can often be a cry for help in itself.

### Children's responsibilities:

- To recognise that every child has a right to be left alone.
- To inform an adult as soon as someone is teasing them or doing something to them that they do not like.
- To try to be as self-assertive as possible because bullies generally pick on children they perceive to be weaker than themselves.
- Not to feel ashamed or worried if reporting an incident of bullying.
- Tell the class teacher or member of staff if he/she feels threatened and unsafe
- Take to their parents
- Tell the class teacher when anything else happens or when it has improved
- Not to feel ashamed or worried if reporting an incident of bullying

### School procedure:

- Class teacher deals with and supports all disputes initially using SEAL resources, circle time etc
- Circle time or relevant support to be implemented by the class teacher or an appropriate person as soon as possible after the alleged incident.
- Sanctions and work with Wellbeing Leader to be used as appropriate.
- Class teacher to start a chronology of behaviour and events.
- If class teacher feels that they have exhausted all routes to resolve a situation through the wide range of strategies outlined in the policy, they need to take records of at least two incidents to the Head, with a clear written outline of significant events and the context of the concern.
- Head/Deputy will investigate the allegation by interviewing the alleged **Perpetrator**, alleged **Target** and the **Bystander/s**.

### When the Anti-bullying team becomes involved:

#### The following procedure takes place:

- Anti-bullying team will view the chronology, incident forms and any relevant evidence
- Anti-bullying team will interview the alleged Perpetrator, alleged Target and the Bystander/s
- Anti-bullying team will complete the 'Alleged bullying Incident Log'
- Anti-bullying team will complete the tracker for alleged perpetrator (in yellow) and alleged target (in blue) Decide upon actions and share with all persons involved
- Review actions in the agreed time scale
- If the incident is resolved no further action is required
- If the incident is not resolved, anti-bullying team will share the concern with the Head Teacher
- Anti-bullying team will refer to the Family Liaison Officer within the school and consider use of the Schools Counselling Service with the permission of the families

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- Head Teacher and anti-bullying team will meet with parents and agree further actions
- If there are further incidents, the anti-bullying team will contact the Police for further support and working with pupils and parents as appropriate
- If bullying has taken place the pupil/s will receive a further consequence and a report will be sent to the Local Authority

### **Monitoring, Evaluation and Review of this Policy**

Griffithstown Primary will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the whole school, ensuring regular light touches are included in weekly staff meetings.

### **Communication**

All staff, including supply staff will receive a copy of this policy. Details of the policy will be sent home to parents and a summary will be published in the school prospectus. Parents are made aware of the existence of this policy in the school prospectus and a copy is available either from school or can be downloaded online via the school website.

**Signed:** ..... **Headteacher** ..... **Date**

## **Appendices**

<https://www.torfaen.gov.uk/en/Related-Documents/AntiBullying/TorfaenAnti-bullying-Guidance-and-Policy-for-Education-Settings.pdf>

### **Appendix 1: 2010 Equalities Act**

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. The Equality Act 2010 (the Act) replaced 116 different equality and anti-discrimination statutes with a single Act. The majority of the Act came into force on 1 October 2010. The nine main pieces of legislation that were merged into the Act were:

- | the Equal Pay Act 1970;
- | the Sex Discrimination Act 1975;
- | the Race Relations Act 1976;
- | the Disability Discrimination Act 1995;
- | the Employment Equality (Religion or Belief) Regulations 2003;
- | the Employment Equality (Sexual Orientation) Regulations 2003;
- | the Employment Equality (Age) Regulations 2006;
- | the Equality Act 2006, Part 2; and
- | the Equality Act (Sexual Orientation) Regulations 2007. Action on bullying June 2014 The Act creates anti-discrimination legislation covering nine 'protected characteristics', which are:
  - | age;
  - | disability;
  - | gender reassignment;
  - | marriage and civil partnership;
  - | pregnancy and maternity;
  - | race;
  - | religion or belief;
  - | sex; and sexual orientation

**The Act requires local authorities and other public bodies, including schools, to have due regard for the need to:**

- | eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act;

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to advance equality of opportunity between people who share a relevant protected characteristic and those who do not; and to foster good relations between people who share a protected characteristic and those who do not.

### Appendix 2:

#### **Useful resources, approaches and organisations**

The following suggestions are for information and guidance. They might not reflect the policy and practice of Torfaen Council. **Curriculum and whole-school approaches to reduce bullying: Restorative Justice** is an approach that many schools use to deal with bullying incidents. It can be defined by its fundamental principle: that when one person has harmed another, the most useful response is to try to repair the harm done. The restorative justice approach redefines crime primarily as harm or injury rather than law breaking. Restorative Justice in schools aims to reduce bullying and victimisation, manage conflict and improve attendance in schools; research evidence supports restorative justice in schools as a particularly promising approach to improving behaviour and attendance. Training in restorative justice can be accessed through a number of companies, among them [restorativejustice4schools.co.uk](http://restorativejustice4schools.co.uk), and through the police service.

**Show Racism the Red Card** is an anti-racism education charity which utilises the high profile of professional footballers as anti-racism role models and combats racism through anti-racism education. Contact details can be found in the list below.

**Stonewall Cymru** is an all-Wales Lesbian, Gay and Bisexual (LGB) Charity. It provides support to tackle homophobic bullying through a range of educational programmes, research and resources. Contact details can be found in the list below.

**SEAL** provides a whole-school ethos and curriculum based approach to reducing bullying in schools. All schools in Torfaen have been provided with a number of commercially available resources to use in school, in addition to the free national materials made available by Welsh Government. Further information and contact details can be found in the list below

#### **Contact details for organisations related to anti-bullying :**

**Anti-Bullying Alliance (ABA)** The ABA brings together over 130 organisations into one network with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn. The ABA produce resources and tools to help schools and local authorities develop anti-bullying strategies. The ABA national coordination team is based in National Children's Bureau. Tel: 020 7843 1901 Email: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

#### **Beatbullying**

Beatbullying aims to reduce and prevent the incidence and impact of bullying, whether physical, emotional or verbal, between young people by establishing antibullying partnerships across boroughs and providing training for young people and professionals. National Helpline: 0845 338 5060 e-mail: [info@beatbullying.org](mailto:info@beatbullying.org) Interactive website for young people [www.bbcllc.com](http://www.bbcllc.com)

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[www.beatbullying.org](http://www.beatbullying.org)

### **Bullies Out**

An Anti Bullying Charity providing help, support and information to individuals, schools, youth and community settings affected by bullying. [www.bulliesout.com](http://www.bulliesout.com)

### **Children's Commissioner for Wales**

Looks after the interests and acts as the voice of children and young people by exposing issues affecting young people, facilitating and provoking debate, influencing policy, and holding organisations to account. Tel 0808 801 1000 [www.childcomwales.org.uk](http://www.childcomwales.org.uk)

### **Childline**

Offers a free, 24-hour helpline and counselling service for children in distress or danger. Tel 0800 1111 [www.childline.org.uk](http://www.childline.org.uk)

**Child Exploitation and Online Protection Centre (CEOP)** Set up in 2006, they deal with child sexual exploitation, and it is possible to report directly to them online. However, it is important to note that it is the sexual exploitation of children and young people, not cyber-bullying, which forms the remit of CEOP. [www.ceop.gov.uk](http://www.ceop.gov.uk)

### **Council for Disabled Children**

CDC is the umbrella body for the disabled children's sector in England. It works to influence national policy that impacts upon disabled children and children with special educational needs (SEN) and their families. [www.ncb.or.uk/cdc](http://www.ncb.or.uk/cdc)

### **Cyber-bullying support and guidance;**

Welsh Government has provided an excellent fact-sheet for parents related to cyberbullying (and a parallel document for schools). It can be found at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/375420/Advice\\_for\\_Parents\\_on\\_Cyberbullying\\_131114.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/375420/Advice_for_Parents_on_Cyberbullying_131114.pdf)

### **Dealing with Hate Crime.**

This is an easy read document intended as a consultation. It contains clear explanations and definitions of protected characteristics and other related areas. It is a useful planning resource.

[http://www.mirus-wales.org.uk/uploads/news/east\\_read\\_hate\\_crime\\_document.pdf](http://www.mirus-wales.org.uk/uploads/news/east_read_hate_crime_document.pdf)

Young Person version of the Framework <http://wales.gov.uk/docs/dsjlg/publications/equality/140512-hate-crimeframeworkyoungperson-en.pdf>

### **Directgov –**

section for disabled people Issues affecting disabled people. [www.direct.gov.uk/DisabledPeople](http://www.direct.gov.uk/DisabledPeople)

### **Estyn**

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Inspects and regulates to achieve excellence in the care of children and young people and in education and skills for learners of all ages. [www.estyn.gov.uk/](http://www.estyn.gov.uk/)

### **Educational Action Challenging Homophobia (EACH)**

Established to challenge homophobia in education. Tel 0808 1000143 [www.eachaction.org.uk](http://www.eachaction.org.uk)

### **Kidscape**

Provides training for professionals, courses for bullied children, a helpline for 12 parents of bullied children; books, videos, free booklets and leaflets about the prevention of bullying, many in several languages. Tel 020 7730 3300

### **Meic**

**Meic** is the Welsh Government-funded bilingual national advocacy service for children and young people in Wales. [www.meiccymru.org](http://www.meiccymru.org)

### **National Society of Prevention of Cruelty to Children (NSPCC)**

NSPCC aims to end cruelty to children. Works with children and families, as well as influencing public policy and attitudes. Tel 0207 825 2500 [www.nspcc.org.uk](http://www.nspcc.org.uk)

### **NYAS**

NYAS is a UK charity providing information, advice, advocacy and legal representation to children, young people and vulnerable adults through a network of dedicated paid workers and volunteers throughout England and Wales. FREEPHONE 0808 808 1001 email to [help@nyas.net](mailto:help@nyas.net)

### **Parentline Plus**

Offers help and support through a range of free, flexible and responsive services by working for and with anyone who is parenting a child. Tel 0808 800 2222 [www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)

### **Stonewall Cymru**

A charitable campaign and lobby group working to achieve legal equality and social justice for lesbians, gay men and bisexuals. Provides resources and training for primary and secondary schools. Tel 02920 237744 [www.stonewallcymru.org.uk](http://www.stonewallcymru.org.uk)

### **Social and Emotional Aspects of Learning (SEAL)**

A website offering education professionals access to all of the national SEAL curriculum materials, teacher guidance and professional development materials, national reports and evaluations. Membership/Registration has been purchased for Torfaen schools for 2015, and offers staff an opportunity to share news, good practice, resources and expertise. <http://www.sealcommunity.org>

### **StopText bully**

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A website dedicated to mobile phone bullying, which contains advice for young people including how to contact the operator. [www.stoptextbully.com](http://www.stoptextbully.com)

### **Valleys Regional Equality Council (VALREC)**

Valrec provides leadership and promotes good practice in the fields of equality, diversity and human rights. It is an organisation that works in partnership to deliver its objectives and to add value to the work of others. Valrec is inclusive, strategic, effective and efficient and works to promote equality across the mandates of Age, Disability, Gender, Race, Religion and/or Belief, Sexual Orientation, Transgender and Human Rights. Phone: 01443 742704 E-mail: [info@valrec.org](mailto:info@valrec.org)

### **Victim Support**

Staff and volunteers offer free and confidential information and support for victims of crime. Operates via a network of affiliated local charities, the Witness Service and the Victim Support line. Currently developing specialist and outreach services for children and young people affected by crime and bullying. Tel 0845 3030900 [www.victimsupport.org.uk](http://www.victimsupport.org.uk)

### **Welsh Assembly Government Guidance on anti-bullying.**

[www.wales.gov.uk/respectingothers](http://www.wales.gov.uk/respectingothers) Availability and access to resources to supplement the curriculum e.g. the one stop shop for e-safety resources in Wales will be the e-safety zone on Hwb:- <https://hwb.wales.gov.uk/Home/Pages/e-safety.aspx>

### **Appendix 3:**

Documents used in the development of this policy and guidance The Torfaen guidance makes reference to the following:

National Assembly for Wales Guidance 050/2011 Respecting Others: Anti-bullying overview <http://gov.wales/topics/educationandskills/publications/circulars/antibullying> Estyn Thematic report - Action on bullying June 2014 [www.estyn.gov.uk/english/docViewer/315915.6/action-on-bullying-june2014/?navmap=30,163](http://www.estyn.gov.uk/english/docViewer/315915.6/action-on-bullying-june2014/?navmap=30,163) National Assembly for Wales Guidance 051/2011 Respecting Others: Bullying around race, religion and culture [www.learning.wales.gov.uk/docs/learningwales/.../121128abraceen.pdf](http://www.learning.wales.gov.uk/docs/learningwales/.../121128abraceen.pdf) National Assembly for Wales Guidance 052/2011 Respecting Others: Bullying around special educational needs and disabilities [www.learning.wales.gov.uk/docs/learningwales/.../121128absenen.pdf](http://www.learning.wales.gov.uk/docs/learningwales/.../121128absenen.pdf) National Assembly for Wales Guidance 055/2011 Respecting Others: Sexist, sexual and transphobic bullying [www.learning.wales.gov.uk/docs/learningwales/.../121128absexisten.pdf](http://www.learning.wales.gov.uk/docs/learningwales/.../121128absexisten.pdf) National Assembly for Wales Guidance 056/2011 Respecting Others: Homophobic bullying [www.learning.wales.gov.uk/docs/learningwales/.../121128abhomen.pdf](http://www.learning.wales.gov.uk/docs/learningwales/.../121128abhomen.pdf) National Assembly for Wales Guidance 057/2011 Respecting Others: Cyber-bullying [www.learning.wales.gov.uk/docs/learningwales/.../121128abcyberen.pdf](http://www.learning.wales.gov.uk/docs/learningwales/.../121128abcyberen.pdf) The Equality Act 2010 – [www.legislation.gov.uk/ukpga/2010/15/contents](http://www.legislation.gov.uk/ukpga/2010/15/contents) Equality Promise 2012 – 2016 Torfaen County Borough Council The School Effectiveness Framework 2008 [www.wales.gov.uk/topics/educationandskills/publications/guidance/schooleffectivenessframework/?lang=en](http://www.wales.gov.uk/topics/educationandskills/publications/guidance/schooleffectivenessframework/?lang=en) Social and Emotional Aspects of Learning (SEAL) Healthy Schools

### **Appendix 4:**

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**Useful contacts (Torfaen)**

Anti-bullying Lead Alison Dally - Healthy Schools and PSE Officer Email:  
Alison.Dally@torfaen.gov.uk Telephone : 01495 766980

Anti-Bullying Data For information concerning submitting returns to the local authority contact: Sarah Jones - Performance & Statistics Officer, Education Email: Sarah.Jones@torfaen.gov.uk Telephone : 01495 766942

For support with entering bullying statistics on SIMS system contact: Colin Jay/Sarah Hayward (SRS) Email: Colin.Jay@Torfaen.Gov.uk /sarah.hayward@torfaen.gov.uk Telephone: 01633-648110/01633 647499

Equalities Jacqueline Watkins - Safeguarding and Equalities Officer Email:  
Jacqueline.Watkins@torfaen.gov.uk Telephone: 01495 766912

SEAL/EHWP Network (Torfaen) For information concerning SEAL or EHWP network meetings, contact: Julie Casey (Senior Specialist Educational Psychologist): Email: Julie.casey@torfaen.gov.uk; Telephone: 01495 766963

Enhanced Transition KS2/3 For information concerning arrangements for ensuring vulnerable children are planned for at transition, contact: Julie Casey (Senior Specialist Educational Psychologist): Email: Julie.casey@torfaen.gov.uk; Telephone: 01495 766963