



NID DYSG HEB FOES

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**Ysgol Brynhyfryd**

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# **Polisi Gwrth Fwlio Anti-Bullying Policy**

**Dyddiad Adolygu/Review Date**

**Medi/September 2021**

# Ysgol Brynhyfryd Anti-bullying Policy

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Date of Policy: September 2018

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# Ysgol Brynhyfryd Anti-bullying Policy

## 1. INTRODUCTION

The school believes that its pupils have the right to learn in a supportive, caring and safe environment without the fear of being bullied. It is the responsibility of all members of the school community to support this aim.

Our School's core value is centred on respect and this will be well-communicated to everyone in our community. A range of preventative anti-bullying strategies will be put into place and an effective whole-school approach developed so that incidents of bullying requiring a response will be minimised. If bullying does occur, our support and sanctions will be proportionate and promptly implemented. Our aim is to challenge any kind of bullying in order that pupils feel confident that the school will support them, and help develop an anti-bullying ethos within the school.

This policy has taken into consideration the Disability Discrimination Act (2005), the Equalities Act (2010), Well-being of Future Generations Act (2015) and the Social Services and Wellbeing act (2014), as well as the National Assembly for Wales Circular 23/2003 'Respecting Others : Anti-bullying guidance' and the Welsh Assembly Government guidance document 'Respecting Others' (2011).

Other school policies have relevance to the School's Anti-bullying policy such as the Child Protection and Safeguarding policy.

A pupil-friendly version of the Anti-bullying policy is available which provides examples of bullying incidents and strategies to address bullying that young people will be able to engage with.

### 1.1 AIMS OF THE POLICY

- To promote a caring and protective ethos in school
- To reduce, and where possible, eliminate any instances in which pupils are subject to any form of bullying either inside or outside school
- To provide a support structure so that pupils or any other individual can be helped and supported in confidence
- To provide an appropriate after care process if any bullying incident takes place
- To enable parents to feel confident that bullying will be dealt with firmly, positively and consistently
- To ensure all members of the school community are aware of the school's anti-bullying policy and of their responsibilities within it.

Everyone at Ysgol Brynhyfryd has a shared responsibility to work together to prevent and tackle bullying in order to protect the well-being of all of our pupils, particularly the most vulnerable. We need to build stronger communities in which diversity and equality are both valued and celebrated.

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## 1.2 THE NATURE OF BULLYING

The Department of Education defines bullying as “**Behaviour by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally.**<sup>1</sup>”

We will use 3 types of bullying as identified by the Welsh Government<sup>2</sup> in recording and reporting bullying incidents. These relate to **how** bullying occurs:

**Physical** – hitting, kicking, taking belongings, sexual harassment or aggression.

**Verbal** – name-calling, insulting, making offensive remarks.

**Indirect** – spreading nasty stories, exclusion from social groups, being made the subject of malicious rumours, bullying using electronic devices including the use of images e.g. e-mails, texts, smart phone communication or social media networks such as Twitter, Facebook, Instagram, snapchat.

Additionally, other specific categories of bullying are used<sup>3</sup>. These are separate from the way bullying occurs and may relate to actual or perceived difference or be fuelled by prejudice or intolerance:

- **Racist bullying** – bullying of children on the grounds of their race, colour, religion, culture, nationality, ethnic or national origin. This includes bullying of Roma Gypsy children and children who are Travellers of Irish Heritage.
- **Bullying on the basis of Additional Learning Needs or disabilities** – these pupils can often be at greater risk of being bullied, both directly and indirectly
- **Bullying of those with long-term health conditions**
- **Sexual bullying** - sexist or sexual bullying involving same sex as well as cross-sex behaviour
- **Bullying due to a child’s appearance**
- **Bullying on the basis of sexual orientation**<sup>4</sup>- homophobic bullying of lesbian, gay and bisexual pupils and those pupils who are unsure of their sexuality
- **Gender-based bullying** – a boy or girl is targeted if they step outside traditional gender stereotypes or boundaries
- **Transphobic bullying** – which stems from a hatred or fear of people who are transgender
- **Bullying due to a child’s circumstances** - related to young carers, looked after children, or otherwise related to a child’s home circumstances

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<sup>1</sup> Department of Education, July 2011.

<sup>2</sup> WAG guidance ‘Respecting Others : anti-bullying overview’ Sept 2011

<sup>3</sup> Derived from the Equalities Act 2010.

<sup>4</sup> According to Stonewall Cymru, 96% of gay students hear homophobic language and 3 in 5 gay students say that teachers witnessing the bullying never intervene.

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The school recognises that there are a number of 'grey' areas related to bullying. For example:

- when it occurs exclusively out of school
- with regard to proof of who the bully is when investigating cyber/social media incidents
- one-off incidents or unintentional hurt
- disagreements between pupils or groups of pupils
- with incidents between over 18s and under 18s
- during transit to and from school e.g. on buses
- between schools – e.g. within our local area or between local primary and secondary schools
- One person's 'banter' can be perceived as bullying

As a general rule, any alleged incident of bullying is of interest to us when the well-being and welfare of our pupils is at stake. Our pupils therefore need to be made aware that the **intent** to bully is the important distinction, not where or how the bullying takes place. The School will need to adapt the standard referral route in these cases and may also refer to the School's Behavioural Pathway when appropriate.

### 2. THE WHOLE SCHOOL APPROACH – OUR PREVENTATIVE AND RESPONSIVE WORK

There are two main elements to our anti-bullying work:

**Preventative work** – this work is ongoing and sustained, providing a consistent ethos and framework for our actions. Preventative work should aim to minimise the occurrence of bullying. However, even where effective preventative work is undertaken some incidents will still occur.

**Responsive work** – This comes into effect when bullying occurs, and is most effective within a consistent whole-school approach to our preventative work.

All staff must be alert to all forms of bullying and undertake preventative and responsive work to show our commitment to eliminate it.

#### 2.1 The way we tackle bullying

Our prevention and response strategies go hand in hand – they are interdependent.

**At a whole-school level** – Raising awareness and promoting the School Policy is an ongoing activity by the whole of our community. A wide range of opportunities exist e.g. guidance in the Pupil Planner, the School website, the School Prospectus, assemblies, working with parents, pupil forums and external agencies. Additionally, the Thought for the Day activity undertaken during morning registration can be used to reflect upon these issues.

Pupils are to be consulted and surveyed on a regular basis (e.g. through Year Forums, Prefect and School Council meetings) to find out about their concerns and listen to their suggestions with the purpose of improving our preventive and responsive strategies.

**At a Year-group level** - Exploring bullying through our curriculum and pastoral time is an ongoing activity. An anti-bullying awareness programme is delivered by Personal Tutors in the autumn term during Year 7. In this way our prevention work starts soon after pupils arrive from their primary school – it is important to begin this work straight away as new friendship groups are being established. This will help pupils to identify the nature of bullying, understand the issues involved and to clarify the School's Anti-bullying Policy.

The PSE Learning Programmes and assemblies are appropriate ways to revisit our work on anti-bullying with all of our pupils. Moreover, Year 12 and 13 pupils can become Peer Mentors using tutorial time to support others. With training, School Prefects become Peer Mentors using their experience and status to positively influence others.

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Our PSE Learning Programmes help to tackle bullying through activities during morning registration, one-off events and through visiting speakers. Anti-bullying week is a whole-school theme annually and during the National Anti-bullying week activities are organised such as pupil-led assemblies and focus in PSE. Activities linked to national initiatives and other events are a rich source of reflection to tackle issues linked to respect and equality - these are used to enrich our work e.g., Black History Month, Gay Pride rallies, National Anti-bullying Week and the *Kick racism out of football* campaign.

**At classroom level** – The issue of bullying will be covered in PSE and other curriculum areas. The curriculum is an ideal vehicle for education about bullying issues and anti-bullying strategies. Subjects will identify opportunities for coverage of bullying issues across each Key Stage e.g. in English a poem about bullying could be written or in ICT issues about cyber-bullying could be discussed.

**At an individual level** – Pupils who are considered to be at-risk from bullying or may have already been bullied are identified for additional support and guidance.

Pupils who have bullied other children are given special support and advice, they are provided with strategies that will enable them to avoid repeating such behaviours.

Counselling will be available if necessary. Outside agencies such as the School's Police Liaison Officer and the County Inclusion Officer will be involved as appropriate.

### 2.2 The role of staff

A strong school ethos that has respect and equality at its core is the heart of our Policy. Whilst everyone in the School community has a role to play in preventative and responsive strategies, specific responsibilities are held by a variety of post-holders:

It is the responsibility of the **Head teacher** to:

- Lead the School ethos and deploy staff to deal with bullying
- Line manage the SLT member of staff with responsibility for School Behaviour
- Liaise with the SLT member of staff responsible for Safeguarding in dealing with serious incidents that could lead to exclusion or referral to external agencies
- Deputise for the SLT member of staff with responsibility for Safeguarding in their absence

It is the responsibility of the **SLT member of staff in charge of Behaviour** to:

- Lead (and periodically review) the School's Anti-bullying Policy, ensuring it feeds into and reflects the Whole School Behaviour Policy
- Line manage pastoral staff with regard to managing bullying incidents
- Liaise with the SLT member of staff with responsibility for Safeguarding with the management of serious bullying incidents

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- Provide/organise staff training to ensure that all staff know the policy and are confident and able to contribute effectively to its implementation
- Where appropriate, make staff aware of vulnerable pupils e.g. during briefings or via the staff email system
- Monitor the success of anti-bullying initiatives, develop and promote new ones
- Liaise with external agencies when required.

It is the role of **Heads of Year** to:

- Lead any investigation into an alleged bullying incident following the anti-bullying referral route<sup>5</sup>
- Record incidents of bullying using the Anti-bullying Log on schoolpod
- Liaise with their SLT link for bullying incidents that persist or escalate
- Apply agreed school sanctions when bullying has occurred
- Give support to the bullied and bully
- Contact parents – log all contact and communication on schoolpod, generate a log of evidence of actions taken; parental interviews, if undertaken, should be formally written up and a summary included in the Anti-bullying Log on schoolpod
- Monitor bullying incidents and take appropriate follow-up when required
- Liaise with Personal Tutors, other staff and external agencies as necessary.

It is the role of **all teaching** and **support staff** to:

- Promote anti-bullying strategies in their work and share the School's values with all those concerned
- Investigate and promptly refer to Heads of Year any alleged incidents of bullying
- Provide a safe environment for pupils where bullying is clearly seen not to be tolerated – bullying behaviour should always be challenged
- Act as role models – staff can reinforce our culture of respect i.e. ensuring they do not use sarcasm, nicknames, labelling (e.g. English/Welsh pupils), favouritism or bullying behaviour themselves
- Be familiar with and follow the Anti-bullying School Policy – School Policies are shared during INSET and are to be found on the network's 'T' drive
- Participate in anti-bullying training provided by the School or external providers and be aware of vulnerable pupils

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<sup>5</sup> Or agree a lead investigator (or agree to work together) when bullying incidents are reported between Year groups.

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### 2.3 What pupils can do themselves to tackle bullying

Pupils have the right to be educated in a bully-free environment. Showing respect for others is the key to eradicating bullying. How we speak and behave towards each other is crucial – ignorance of inappropriate speech (for example using the term ‘gay’) and behaviour is not an excuse for bullying. Pupils are responsible for:

- Knowledge of and adherence to the Anti-bullying School Policy – by reading the anti-bullying page in the Pupil Planner (lead by Personal Tutors at the beginning of each academic year) and asking the Personal Tutor to explain any aspect of the Policy that is not understood
- Their own actions – they must ensure they do not bully, retaliate to bullying or be passive observers and should always discourage others from bullying
- Reporting genuine bullying incidents (not disagreements) in the first instance to their Personal Tutor or Head of Year, anonymously if necessary via the Student Support Post Box located in the Canolfan Fugeiliol. School can also be alerted to a bullying incident by email using the contact address [ysgolbrynhyfyd@denbighshire.gov.uk](mailto:ysgolbrynhyfyd@denbighshire.gov.uk) (alternatively our dedicated text number 07503 698560 can be used) – concerns will be passed onto the relevant Head of Year
- Seeking help from the Head of Year or Personal Tutor if a pupil thinks they are bullying someone else (or thinking about bullying someone else) – support programmes are available to help
- Discussing incidents truthfully with parents, seeking their advice and wisdom
- Avoiding the bully in and outside of school whilst tensions are high and/or when investigations are taking place

It is crucial for us to make it clear that on no account should anyone being bullied retaliate as this only escalates the incident. Incidents are far harder to resolve if retaliation has taken place.

### 2.4 The role of parents and carers

Ysgol Brynhyfryd is committed to working in partnership with parents/carers and believes that the best results can be achieved when professionals and parents work together to tackle bullying. Parents have an important role to play in combating bullying in school and can help the school in a number of ways:

- Supporting the anti-bullying work of the School – by reinforcing the respect ethos of the Anti-bullying Policy and supporting the sanctions / support actions used by the school in its attempts to eliminate bullying
- Reporting any concerns about bullying to the relevant Head of Year - it is helpful to write down any concerns and forward them to the Head of Year for future reference

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- Educating children about the nature of bullying and how to cope with bullying incidents – the School Anti-bullying Policy is published on the School Website<sup>6</sup>
- Being positive role models regarding prejudice, intolerance, respect and equality issues – children will often emulate the language and behaviour they experience (both positively and negatively)
- Discussing issues related to cyber-bullying and appropriate use of social media; controlling and monitoring the child's use of mobile technology and social media
- Responding calmly to bullying incidents – talk about the incident with the child, reassure them that they have done nothing wrong and discuss potential constructive solutions to the incident
- Being proactive in situations where their own child is the bully – supporting the School Policy reinforces our aims
- Avoiding contact with the bully and/or their parents as this often escalates the incident and can make the situation impossible to resolve

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<sup>6</sup> [www.ysgolbrynhyfryd.com](http://www.ysgolbrynhyfryd.com)

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### 3. RESPONDING TO BULLYING INCIDENTS – THE SCHOOL ANTI-BULLYING REFERRAL ROUTE

Pupils should feel confident that we are trying to create an environment in which bullying plays no part. All forms of bullying are taken equally seriously and dealt with appropriately.

When a pupil encounters bullying we will ensure that agreed mechanisms are in place to allow them to:-

**Report the incident** and feel they have been listened to, and taken seriously.

Have it properly **recorded** so it can be monitored, appropriate action taken and followed up.

Feel that **appropriate action** has been taken in response to the incident.

#### 3.1 Reporting incidents

When reporting an incident it is helpful if pupils keep to the facts and include dates, times and the names of any witnesses. Any evidence of bullying should be brought to the attention of the person investigating the incident e.g. texts and screen-shots of social media messages.

Pupils will be reminded that keeping details of the incident confidential cannot be guaranteed, particularly if the incident is serious, persistent or involves a child protection concern.

Pupils can report bullying in a number of ways:

- **In person** - to any member of staff who will reassure the pupil and report the incident as soon as possible to the relevant Head of Year (or the SLT member of staff responsible for Safeguarding). The Head of Year will investigate the incident following the School's Anti-bullying Referral Route
- **To their parents or carers** – in the first instance parents should contact their child's Personal Tutor or Head of Year in writing (or by telephone if the incident is deemed to be more urgent); unannounced parental visits are to be avoided. Under no circumstances should parents or carers come onto the School site and confront the alleged bully – an appointment with the Head of Year must always be arranged in advance
- **Using the Student Support Letter Box** - that is located in the Ganolfan Fugeiliol. This is opened daily and concerns are passed on to relevant Head of Year
- **Via email** using [ysgol.brynhyfryd@denbighshire.gov.uk](mailto:ysgol.brynhyfryd@denbighshire.gov.uk) – pupils can request a meeting with their Head of Year

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- **Text or leave a message** - on our dedicated anti-bullying mobile phone 07503 698560 – this can be done anonymously and messages will be checked daily.

### 3.2 Recording incidents

Bullying incidents are recorded on the Anti-bullying Log on schoolpod by the Head of Year and at the conclusion of the incident will be recorded on to the County system (using SIMS). Where incidents are found to be unfounded or inconclusive, the Anti-bullying Log will still be used for recording the incident for future reference, however these incidents will not be recorded on the SIMS system.

### 3.3 Responding to incidents

It is our intention to respond promptly and effectively to all alleged bullying incidents. This helps to inspire confidence in our procedures and gives assurance to the bullied pupil. The School's Anti-bullying Referral Route sets out how we will respond to incidents – this includes the use of graduated sanctions and support for the bullied and bully.

We will always try to deal with bullying incidents firmly, consistently and fairly. However, it is inevitable that our response may not always meet the expectations of either the pupil and/or parent. In these circumstances the Head of Year should be contacted by parents to discuss the matter further. If this does not settle the matter, then parents should contact the member of the Senior Leadership Team with responsibility for Behaviour for an appointment. We aim to resolve all concerns by working together before this point is reached. The School's complaints procedure should be followed as the last resort.

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## APPENDIX A – ADDITIONAL GUIDANCE

### 1. Cyberbullying

This is an increasing problem and is difficult to trace.

Kidscape defines cyber bullying as “the misuse of digital technologies or communications to bully a person or a group, typically through messages or actions that are threatening and/or intended to cause offence, anxiety or humiliation”<sup>7</sup>.

Examples of cyberbullying are:

- Abusive comments, rumours, gossip and threats made using digital communications and/or technologies - this includes internet trolling.
- Sharing pictures, videos or personal information without the consent of the owner and with the intent to cause harm or humiliation.
- Hacking into someone's email, phone or online profiles to extract and share personal information, or to send hurtful content while posing as that person.
- Creating dedicated websites that intend to harm, make fun of someone or spread malicious rumours.
- Pressurising someone to do something they do not want to such as sending a sexually explicit image.

Pupils should be careful about giving their phone number or social media ID to others, and they should keep a record of the date and time of any offensive message. Staff should encourage pupils to save messages they are concerned about and let a member of staff see them. When pupils report cyber-bullying, the school needs to take the complaint seriously. The child’s family may also need to contact the police. If threats are persistent, the school will need to deal with this firmly.

#### What can pupils do?

- Report it to the school, service providers and website administrators
- Don’t respond – never get involved in an argument online as this will only escalate the situation and make it worse
- Use privacy setting – be careful of the information shared online, don’t have a ‘public’ online profile
- Block the bullies – block numbers from your phone and online profiles
- Respect your online presence – treat others online as you would treat them to their face, and how you would wish to be treated by others

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<sup>7</sup> kidscape.org.uk – Respectful Relationships : Cyberbullying

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### APPENDIX C – PUPIL PLANNER

## ATAL-BWLIO – YSGOL BRYNHYFRYD

Mae bwlio pobl eraill bob amser yn anghywir. Mae gan bawb hawl i fod yn hapus ac i fwynhau y manteision mynychu ysgol heb fwlio. Nid ydym yn goddef bwlio.

Mae bwlis yn achosi niwed corfforol a/neu emosiynol mewn 3 ffordd:

Bwlio Corfforol e.e. taro, cicio, cymryd eiddo, aflonyddu rhywiol a defnyddio ymddygiad ymosodol.

Bwlio Geiriol e.e. galw enwau, sarhau a gwneud sylwadau cas.

Bwlio Anuniongyrchol e.e. lledaenu straeon cas, gadael rhywun allan o grŵp o ffrindiau, gwneud rhywun yn destun straeon cas a bwlio gan ddefnyddio cyfryngau cymdeithasol.

### SUT ALLWCH CHI ROI GWYBOD I RHYWUN AM ACHOSION O FWLIO?

1. Dywedwch wrth eich Tiwtor Personol, Pennaeth Blwyddyn Cynorthwyol, Pennaeth Blwyddyn neu unrhyw aelod arall o staff.
2. Defnyddiwch y blwch llythyrau yn y Ganolfan Fugeiliol
3. Anfonwch ebost at yr ysgol – [ysgol.brynhyfryd@denbighshire.gov.uk](mailto:ysgol.brynhyfryd@denbighshire.gov.uk)

Anfonwch neges destun neu gadewch neges ar beiriant ateb ein ffôn symudol gwrth-fwlio 07503 698560 – nid oes rhaid i chi adael eich enw. Byddwn yn gwrandao ar y negeseuon bob dydd.

## ANTI-BULLYING – YSGOL BRYNHYFRYD

Bullying others is always wrong and everyone has the right to feel happy and enjoy the benefits of a bully-free school. We do not tolerate bullying.

Bullies cause physical and/or emotional harm in 3 ways:

Physical Bullying e.g. hitting, kicking, taking belongings, sexual harassment and aggression.

Verbal Bullying e.g. name-calling, insulting and making offensive remarks.

Indirect Bullying e.g. spreading nasty stories, exclusion from friendship groups, being made the subject of malicious rumours and bullying using electronic devices such as e-mails, texts, social media.

### HOW CAN YOU REPORT BULLYING?

There are a number of ways to report bullying:

1. Tell your Personal Tutor, Assistant Head of Year, Head of Year or any other member of staff.
2. Use the Student Support letter box located in the Ganolfan Fugeiliol
3. Email the school at [ysgol.brynhyfryd@denbighshire.gov.uk](mailto:ysgol.brynhyfryd@denbighshire.gov.uk)

Text or leave a message on our dedicated anti-bullying mobile phone 07503 698560 – this can be done anonymously if you wish and messages will be checked daily.



### Anti-Bullying Strategy

### Guidance on data collection & SIMS

#### Categories

The recording of bullying incidents across all schools in Denbighshire is necessary in order for schools and the authority to fulfil statutory requirements (see Denbighshire Education Service's Anti-Bullying Strategy "Respecting Others" for more information, [www.denbighshireschools.com](http://www.denbighshireschools.com)). Gaining an accurate picture of incidents will enable the authority to effectively support schools identified as experiencing most need and for resources to be targeted to ensure positive impact and outcomes. It is the school's responsibility to not only have procedures in place to ensure the accurate reporting and recording of bullying incidents but also to return these to the authority as per guidance below.

Each bullying incident should be recorded on the SIMS system, ensuring the following fields have been completed for the requirements of data collection by the authority (schools may wish to hold more detailed records of the incident for themselves) -

- \* **Date** of Incident
- \* **Year Group** of the student carrying out the bullying
- \* **Characteristic** of bullying
- \* **Type** of bullying
- \* **Method** of bullying used

New categories have been added from February 2016 to allow more efficient data to be collated by the authority. All relevant categories have been marked \*bullying for ease of identification. Please see below for further guidance on these.

<b>Characteristic of bullying</b>	Please choose the most applicable characteristic to the bullying incident. If it is not clear or known please choose 'Not known.'
<b>Type of bullying</b>	More than one type can be chosen by adding an additional type in the box available (click 'new box').
<b>Method of bullying</b>	More than one type can be chosen by adding an additional type in the box available (click 'new box').

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Twice yearly each school will be required to generate a new SIMS report named “**Bullying Incident Report**” and return this to the authority. When generating the report it is essential that the correct timeframe is recorded to ensure the data is relevant.

	<b>Time period</b>	<b>Date of return to DCC</b>
<b>Period 1</b>	1 <sup>st</sup> September to 31 <sup>st</sup> January	28 <sup>th</sup> February
<b>Period 2</b>	1 <sup>st</sup> February to 31 <sup>st</sup> August	31 <sup>st</sup> September

**PLEASE ENSURE THE SCHOOL NAME IS INCLUDED ON THE EXCEL SPREADSHEET.**

**IF NO INCIDENTS OF BULLYING HAVE BEEN REPORTED PLEASE ENSURE AN E-MAIL STATING ‘NIL RETURN’ IS RETURNED.**

Final reports should be sent as an attachment to

[education.audit@denbighshire.gov.uk](mailto:education.audit@denbighshire.gov.uk)