Anti-Bullying Policy

Implementation Date: October 2026

	Signed	Date
Chair of Governors		03/11/26
Headteacher		03/11/26

This policy is a	School Plan using LA & WG guidelines
	Statutory Policy
Aims of Policy:	• To outline the policy and provision for promoting a culture of anti-bullying at the school.
Review date	
Next review date	September 2028
Reviewed by	Policy committee



1. Policy Statement

At Penrhiwceibr Primary School, we are committed to providing a safe, caring and inclusive environment where all members of our school community are treated with dignity and respect.

Our school motto,**"Caring, Growing and Succeeding Together"**, underpins our approach to relationships, wellbeing and behaviour.

We believe every learner has the right to feel safe, valued and included. Bullying of any kind is unacceptable and will not be tolerated.

This policy should be read alongside the school's:

- Behaviour Policy
- Safeguarding Policy
- Online Safety Policy
- Relationships and Sexuality Education (RSE) Policy
- Additional Learning Needs (ALN) Policy
- Equality and Diversity Policies

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2. Aims

This policy aims to:

- Create a culture where bullying is not accepted.
- Promote positive relationships between all members of the school community.
- Ensure pupils know how to seek help if they experience or witness bullying.
- Provide clear procedures for reporting, recording and responding to incidents.
- Support both the child experiencing bullying and the child displaying bullying behaviours.
- Ensure all incidents are addressed promptly, fairly and consistently.
- Promote the school's behaviour expectations of being **Positive, Polite and Safe**.
- Meet Welsh Government expectations regarding the prevention and management of bullying.

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3. What is Bullying?

Bullying is:

> **Deliberate behaviour which is intended to hurt, intimidate or upset another person and which is repeated over time or has the potential to be repeated.**

Bullying typically involves:

- intentional harm;
- repetition over time;
- an imbalance of power;
- distress caused to the target.

Bullying is different from:

- friendship difficulties;
- disagreements;
- occasional fallouts;
- one-off incidents of unkind behaviour.

Whilst these behaviours will still be addressed, they may not be classified as bullying.

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4. Types of Bullying

Bullying may take many forms, including:

Physical Bullying

- Hitting
- Kicking
- Pushing
- Damaging belongings
- Threatening gestures

Verbal Bullying

- Name-calling
- Insults
- Teasing
- Threats
- Intimidation

Emotional Bullying

- Deliberate exclusion
- Isolation
- Humiliation
- Manipulation of friendships

Indirect Bullying

- Spreading rumours
- Gossiping
- Deliberately getting others into trouble

Online Bullying (Cyberbullying)

- Messages designed to hurt or upset
- Sharing harmful images or content
- Use of social media, gaming platforms or messaging services to intimidate others

Prejudice-Based Bullying

Bullying related to:

- race or ethnicity;
- religion or belief;
- culture or language;
- disability;
- Additional Learning Needs;
- sex or gender;
- family circumstances;
- sexual orientation;
- gender identity.

Prejudice-based language or behaviour will always be challenged even where it may not meet the definition of bullying.

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5. Our Approach to Prevention

At Penrhiwceibr Primary School, we believe prevention is more effective than reaction.

We promote a culture of respect, kindness and inclusion through:

- our school motto, *Caring, Growing and Succeeding Together*;
- our behaviour expectations of being **Positive, Polite and Safe**;
- a restorative approach to relationships and behaviour;
- Health and Well-being learning;
- Relationships and Sexuality Education (RSE);
- assemblies;
- pupil voice opportunities;
- celebration of diversity;
- promotion of children's rights;
- digital citizenship and online safety education;
- strong partnerships with parents and carers.

Learners are encouraged to:

- speak out if something is worrying them;
- seek support from trusted adults;

- support one another;
- challenge bullying safely by reporting concerns.

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6. Roles and Responsibilities

Governing Body

The Governing Body will:

- approve and review this policy;
- monitor bullying trends and patterns;
- support the Headteacher in implementing the policy.

Headteacher

The Headteacher will:

- ensure the policy is implemented consistently;
- ensure staff receive appropriate guidance and support;
- monitor incidents and responses;
- report significant concerns to governors where appropriate.

Staff

All staff will:

- model respectful behaviour;
- take all concerns seriously;
- act promptly when concerns are raised;
- record incidents appropriately;
- support all pupils involved;
- follow agreed procedures.

Parents and Carers

Parents and carers are expected to:

- report concerns to the school promptly;
- support the school's investigation process;
- work in partnership with the school to resolve issues;
- avoid encouraging retaliation or conflict.

Pupils

Pupils are expected to:

- be Positive, Polite and Safe;
- treat others with kindness and respect;
- report bullying if it happens to them or somebody else;
- support a culture where everyone feels included.

7. Reporting Concerns

Pupils may report concerns to:

- their class teacher;
- a teaching assistant;
- a member of the Senior Leadership Team;
- another trusted adult in school.

Parents and carers should initially contact the class teacher.

All concerns will be taken seriously and investigated appropriately.

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8. Responding to Bullying

When concerns are raised:

Step 1: Listening and Investigation

Staff will:

- listen carefully to all parties;
- reassure pupils that concerns are taken seriously;
- gather information and evidence;
- record the concern;
- inform appropriate leaders.

Step 2: Determining Next Steps

School leaders will decide:

- whether the behaviour meets the definition of bullying;
- what support is required;
- whether additional safeguarding concerns exist.

Step 3: Restorative Response

Where appropriate, staff will use restorative approaches including discussion around:

- What happened?
- Who has been affected?
- How can we put things right?
- What needs to happen next?

Our intention is always to repair relationships wherever possible.

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9. Graduated Response

The school reserves the right to move directly to any stage depending on severity.

Stage 1 - Initial Incident

- Investigation completed.
- Parents informed where appropriate.
- Restorative work undertaken.
- Additional monitoring agreed.
- Behaviour consequences applied in line with the Behaviour Policy.

Stage 2 - Repeated Behaviour

- Senior Leader involvement.
- Individual support plans considered.
- Increased monitoring implemented.
- Additional restorative work.
- Formal recording of concerns.

Stage 3 - Sustained Bullying

- Headteacher involvement.
- External agency support considered.
- Enhanced support for all pupils involved.
- Behaviour consequences escalated.

Stage 4 - Serious or Persistent Bullying

Where behaviour continues despite support and intervention, or where incidents are particularly serious:

- Internal exclusion may be considered.
- Fixed-term suspension may be considered.
- In exceptional circumstances, permanent exclusion procedures may be followed.

Any exclusions will follow Welsh Government guidance and the school's Behaviour Policy.

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10. Supporting Pupils

Support for Pupils Experiencing Bullying

Support may include:

- regular check-ins;
- trusted adult support;
- wellbeing interventions;

- friendship support;
- Emotional Literacy Support where available;
- parental involvement.

Support for Pupils Displaying Bullying Behaviours

We recognise that behaviour is a form of communication and seek to understand the underlying causes.

Support may include:

- restorative conversations;
- behaviour support plans;
- wellbeing support;
- social skills development;
- parental engagement;
- referrals to outside agencies where appropriate.

Children must understand the impact of their actions and be supported to make positive changes.

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11. Bullying and Safeguarding

Some incidents may constitute a safeguarding concern.

Any incident that suggests a child may be at risk of significant harm will be dealt with in accordance with the school's Safeguarding Policy and statutory safeguarding procedures.

Where necessary, the Designated Safeguarding Person will be informed immediately.

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12. Recording and Monitoring

The school will:

- maintain accurate records of bullying concerns;
- monitor patterns and trends;
- evaluate the effectiveness of responses;
- report anonymised information to governors where appropriate.

Monitoring information will be used to inform school improvement and preventative work.

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13. Monitoring and Review

The Headteacher and Governing Body will monitor the implementation and effectiveness of this policy.

The policy will be reviewed every two years, or sooner if required by changes in legislation or guidance.

Approved by the Governing Body of Penrhiwceibr Primary School