Anti-Bullying Policy

BRYN DERI PRIMARY SCHOOL



2025-26

A Community Developing Happy Confident Caring Creative Children with a Positive Attitude to Life and Learning

BRYN DERI PRIMARY SCHOOL

ANTI BULLYING POLICY

A Rights Respecting Positive Whole School Response

The right to ***not*** be harmed and to be looked after and kept safe (Article 19)
The right to learn and go to school (Article 28)
The right to become the best that you can be (Article 29)

Vision Statement

A community developing happy, confident, caring, creative children with a positive attitude towards life and learning

Introduction

"It is a basic entitlement of all children that they receive their education free from humiliation, oppression and abuse. Education is compulsory in our society and, therefore, it is the responsibility of all adults to ensure that it takes place in an atmosphere which is caring and protective".

D. Tattum, 1990.

The Governors, Staff, Pupils and Parents of Bryn Deri wholeheartedly subscribe to the above statement. This policy has been written in consultation with staff, pupils, parents and governors of the school taking on board their views.

The United Nations Convention of the Rights of the Child is central to the development and implementation of this policy and in supporting all learners to become ethical, informed, health and confident individuals who are ready to learn through their lives and become citizens of Wales and the World.

This Policy acknowledges the importance of the Education Act 2002 and The Equality Act 2010 in safeguarding all learners and challenging all forms of prejudice equally.

In accordance with the 2010 Equality Act, our school is committed to equal opportunities regardless of Race, Gender, Gender Reassignment, Disability. Sexual Orientation, Religion or Belief, Age, Marriage and Civil Partnership, Pregnancy and Maternity.
Our school endeavours to treat everyone equally favourably and with respect.

This policy has been reviewed in light of the Welsh Government Statutory Guidance **Challenging Bullying; Rights, Respect, Equality (2019),** which replaces the previous guidance, Respecting Others: Anti-Bullying Guidance (2003/2011). It also takes into account the Guidance for Cardiff Schools, **Challenging Bullying, Hate Crime, Hate Incidents and Harassment.** (December 2021)

Policy Objectives
The purpose of this policy is to ensure that:

- All governors, teaching and non-teaching staff, pupils and parents have a clear understanding of what is meant by bullying, hate crime and incidents involving protected characteristics
- All governors, teaching and non-teaching staff, pupils and parents effectively employ anti-racism strategies
- All governors, teaching and non-teaching staff know what the school policy is on bullying and are well prepared and confident when working with perpetrators, bystanders and targets and when reporting incidents
- All pupils and parents know what the school policy is on bullying and what they should do if bullying arises
- All members of the school community are assured that bullying in any form is not tolerated and understand how the school will raise awareness, prevent and challenge bullying

Vision and Values

A community developing happy, confident, caring, creative children with a positive attitude towards life and learning

The values we promote in all members of our community:

- **Respect** each other by being polite and considerate at all times;
- **Empathy** by listening to and appreciating other people's point of view
- **Honesty and integrity** by always telling the truth and doing our best
- **Responsibility** by taking responsibility for our own actions;
- **Kindness** by sharing, and offering assistance, support and comfort where it is needed;
- **Curiosity** by being curious about the world and searching for answers;
- **Perseverance** by developing resilience and overcoming challenges;
- **Determination** by ensuring that we continue to work together to be the best that we can be.

Aims

At Bryn Deri we aim to;

- To create a safe, caring, harmonious and positive school environment for teaching and learning where all members of the school community matter and the ideas that they communicate are equally valued
- To create the conditions in which pupils' self-esteem is high and their needs are recognised
- To develop self-discipline and responsibility by teaching the pro- social skills necessary to use their responsibility wisely and with compassion
- To teach pupils to show respect, care and consideration for themselves, others and the curriculum through fostering positive relationships
- To create the conditions for an orderly community, in which effective learning can take place and in which there is mutual respect between all members of the school community
- To create an environment where the needs of **all** are met so that everyone can give of their best.

'A Happy Child is a Learning Child'

What we **need** from each other in order to give of our best
Respect, Support, Co-operation, Understanding, Trust, Clarity and Positivity

Diamond Rules

In order to fulfil our vision and aims the school has three simple rules known as the Diamond Rules:

Show Respect and Good Manners at All Times
Care for Everyone and Everything
Follow Instructions with Thought and Care

Definition of Bullying

Bullying is defined as:

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts others either physically or emotionally.'

Bullying is expressed through a range of hurtful behaviours:

- It can happen face-to-face or in the digital environment.
- It can be carried out by an individual or group but generally in front of an audience to assert power or popularity
- It may involve an element of secrecy so that adults are not aware of it.

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

- is deliberate or intentional
- is generally repeated over time
- involves a perceived imbalance of power between perpetrator and target
- causes feelings of distress, fear, loneliness, humiliation and powerlessness.

It is recognised also that a one-off incident can leave a learner traumatised and nervous of reprisals or future recurrence. Intervention will be immediate whether it is bullying or any other one-off negative behaviour. One-off incidents that do not appear to be the start of bullying will be handled as inappropriate behaviour and addressed under the school's Ethos, Behaviour and Attitudes policy.

Definition of Hate Crime

A hate crime is defined as any **criminal offence** which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender.

Hate Crimes can include:

- Physical attack/assault
- Criminal damage, damage to property, offensive graffiti, arson
- Harassment
- Hate mail
- Causing harassment, alarm or distress (Public Order Act 1986)

Definition of Hate Incident

A hate incident is **any non-crime incident** which is perceived by the victim or any other person, to be motivated by a hostility or prejudice based on a person's race or perceived race / religion or perceived religion / sexual orientation or perceived sexual orientation / disability or perceived disability / transgender or perceived to be transgender.

Hate incidents can include:

- Verbal abuse, name calling, offensive jokes
- Harassment and insults
- Bullying or intimidation
- Hate mail, abusive phone or text messages
- Malicious complaints
- Online abuse

Bullying can take many forms, including:

- **physical** – kicking, tripping someone up or shoving them, injuring someone, damaging their belongings or gestures of intimidation
- **verbal** – taunts and name-calling, ridiculing, insults, threats, humiliation or intimidation
- **emotional** – behaviour intended to isolate, hurt or humiliate someone
- **indirect** – sly or underhand actions carried out behind the target's back or rumour-spreading
- **online/cyberbullying** – using any form of technological means, mobile phones, social networks, gaming, chat rooms, forums or apps to bully via text, messaging, images or video
- **relational aggression** – bullying that tries to harm the target's relationships or social status: drawing their friends away, exploiting a person's additional needs (ALN) or long-term illness, targeting their family's social status, isolating, or humiliating someone or deliberately getting someone into trouble
- **sexual** – unwanted touching, threats, suggestions, comments and jokes or innuendo. This can also include any misuse of intimate, explicit images of the learner targeted
- **prejudice-related** – bullying of a learner or a group of learners because of prejudice. This could be linked to stereotypes or presumptions about identity. Prejudice-related bullying includes the protected characteristics. (age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, pregnancy and maternity) Prejudice can and does also extend beyond the protected characteristics and can lead to bullying for a variety of other reasons such as social status and background.

All forms of prejudice will be challenged equally.

It is important to bear in mind that many behaviours, which in the school context are called bullying, may be defined in law as threatening behaviour, criminal damage, theft, assault, sexual harassment, disablist, homophobic or racial harassment, hate crime. It is the right of pupils and parents to report such incidents to the police.

Why is it important to respond to bullying?

Bullying leaves people feeling hurt, unsafe and disrespected. It can leave people feeling helpless, alone and like they have no power to change things. Bullying stops children and young people getting their rights.

- The right to not be harmed and to be looked after and kept safe (Article 19)
- The right to learn and go to school (Article 28)
- The right to become the best that you can be (Article 29)

People should be treated equally. There should be no discrimination. This is the law (the Equality Act 2010).

At Bryn Deri we want all children and young people to be respected, feel safe, enjoy their time at school and have their rights respected.

Raising Awareness

At Bryn Deri we acknowledge that one of the four purposes of the curriculum is to support pupils in becoming ethical, informed, healthy and confident individuals who are ready to learn through their lives and become citizens of Wales and the World.

Health and Wellbeing including Mental Health and Wellbeing, is central to learning. We are therefore committed to raising awareness of bullying throughout the year and embedding positive behaviour and respect across all areas of learning, not limiting learning experiences to the Health and wellbeing Area of Learning and Experience or add on one-off lessons.

At Bryn Deri we are a Rights Respecting School and endeavour to embed the rights of the child in all aspects of school life. We foster a Restorative Approach to behaviour, which offers a positive way of thinking about addressing discipline and behaviour issues in school. Positive attitudes to life and learning are developed and there is a focus upon building, repairing and maintaining positive relationships.
The school will provide further opportunities to raise awareness of bullying, hate crime, hate incidents and harassment and to support learners in developing and maintaining positive relationships within an inclusive school ethos through;

- Providing opportunities across all six areas of learning and experience to support learners in developing as healthy and confident individuals
- Embedding and promoting Human Rights and in particular the UNCRC rights of the child across all aspects of the curriculum and school life. Actively supporting a 'Child Friendly Cardiff'. Referencing more specifically the right to be safe (article 19) and the right to heard (article12)
- Embedding RSE as a cross cutting theme of the Curriculum for Wales, helping learners to form and maintain a range of relationships, all based on mutual trust and respect

- Developing knowledge and understanding of Diversity and Anti-Racism in a modern Wales, delivered across all areas of the curriculum
- Implementing a whole school approach to mental health and wellbeing
- Participating in School Health Research Network (SHRN)
- Embedding Restorative Approaches – building and maintaining positive relationships, positive behaviour and resilience
- Delivering R Time in all classes to promote healthy relationships
- Ensuring collective worship takes account of SEAL Programme Social Emotional Aspects of Learning
- Timetabled regular lessons delivered by the Community Liaison Police Officer to increase awareness and strategies to stay safe. (SchoolBeat.org)
- Regular assemblies and pupil workshops delivered by relevant outside agencies such as NSPCC and theatre groups
- Participation in Anti-bullying initiatives such as Odd Socks Day and Anti- bullying week (led by School Council Ambassadors)
- Providing parent information evenings to raise awareness of specific bullying issues and anti-bullying strategies
- Advice and where to find further help available on the school website.

Possible Signs and Symptoms

Children may indicate by their behaviour that they are being bullied
Children may:

- Give excuses to miss school headaches, stomach complaints etc.
- Miss school altogether
- School work not up to usual standard
- Come home with items missing and /or damaged
- Show signs of being in a fight
- Go to bed earlier than usual
- Not able to sleep
- Become moody, aggressive or both
- Lack confidence
- Anxiety
- Depression
- Loneliness
- Bed wetting (mainly younger children)
- A change in eating habits
- Become insecure or afraid

As there could be other reasons for these symptoms, try to avoid jumping to conclusions. Could there be anything else bothering your child such as, changes in your family?
(Bullies Out)

Actions taken to Prevent Bullying including on Journeys to and from School

The school will aim to create an ethos where the focus will be upon building and maintaining positive relationships between all stakeholders to ensure that there are fewer occasions where things go wrong or harm occurs and relationships need repair in order to achieve our School Vision thus preventing incidents of bullying.

- All stakeholders (staff, pupils, parents, governors and visitors to the school), to support and promote the school's vision;
  'A community developing Happy, Confident, Caring Creative Children with a Positive Attitude to Life and Learning'
- All stakeholders to adhere to the ***'Diamond Rules'*** displayed around the school site
- All members of the school community understand and adhere to the Anti-bullying Policy in conjunction with the school's Ethos Attitudes and Behaviour Policy, Hate Crime, Hate Incidents and Harassment Policy and Safeguarding/Child Protection Policy,
- All staff will promote a culture of respect through implementation of Restorative Approaches across all aspects of school life in particular when things go wrong to repair harm to relationships
- All staff will promote safety when travelling to and from school and remind all learners that they must adhere to the code of conduct when travelling (All Wales Travel Behaviour conduct)
  ''Never Bully other learners' and 'Respect others (including the bus driver)'

- Appropriate staff supervision will be provided during break and lunchtime periods
- All staff will have regular update training to reinforce that bullying, hate crime, hate incidents and harassment in any form will not be tolerated and ensure consistency in approaches
- Provide safe opportunities and places for pupils to talk about bullying and have their views listened to and ensure that all pupils know who and where they can go for help
- Provide information for children parents and carers via the school website and within the school foyer.
- Display Anti-bullying posters around the school for example NSPCC
- Display Diversity and Anti- Racism posters, pupils work and books etc around the school

Anyone being bullied must not suffer in silence. They must be encouraged to tell and the school must listen and act.

How will the School Respond to allegations of Bullying?

Any child who feels they are the subject of bullying behaviour should:

- Tell a member of staff with whom they feel comfortable
- Tell a friend or School Ambassador representative
- Tell a parent or adult they can trust at home

In the event of staff having to deal with incidents of bullying, staff should use restorative approaches to;

- Listen to and value equally each unique perspective without pre-judgement
- Seek to understand each point of view and respond to needs and unmet needs
- Show empathy and consideration of individual emotions
- Talk to alleged victims, perpetrators and bystanders
- Make clear the unacceptable nature of the bullying behaviour and the consequences of further repetition
- Inform parents of both target pupils and perpetrator
- Work together to find ways forward agreed by all parties
- Implement agreed actions including sensitive restorative work to support target pupil and perpetrator(s) in moving forward positively
    - assemblies,
    - R- time,
    - group work
    - mediation,
    - 1:1 support
    - specific programmes of work,
    - involvement with outside agencies such as counselling
    - sanctions which reflect the seriousness of the bullying

- Monitor and record any further developments (patterns) and follow-up consultation will take place within 2 weeks or sooner if necessary using the Record of Bullying Incidents pro-forma (Appendix 1) or via the online MyConcern platform.
- Record all incidents of bullying, hate crime, hate incidents and harassment via My Concern. (The Local Authority will run termly reports relating to all categories)
- In rare and extreme cases, when all other steps have been applied and failed or if the incident is deemed severe enough, the Headteacher reserves the right to issue a fixed or permanent exclusion or other alternatives in line with Welsh Government Guidance.

The right to Escalate

Where parents or carers feel that school has not addressed their concern to a satisfactory standard they can refer to the school Complaints Policy and Procedures which is available on the school website.

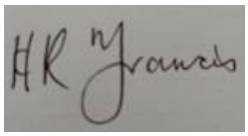
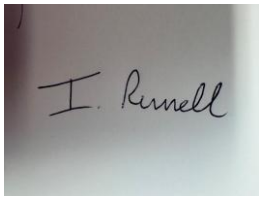
Arrangements for reviewing the policy
The implementation of this policy is the responsibility of all staff
The policy will be monitored and reviewed annually by Staff and Governors.

This policy and accompanying procedures will be monitored and the effectiveness will be evaluated in the light of:

- Trends in recorded bullying incidents and repeat incidents.
- Pupil's willingness to report incidents
- Staff vigilance and response to hate crime, hate incidents and harassment
- Numbers of pupils and parents feeling secure about the school's response to hate crime, hate incidents and harassment.

Related Documents:

- Ethos Behaviour and Attitudes Policy
- Safeguarding and Child Protection Policy
- Hate Crime, Hate Incidents and Harassment Policy
- Attendance Policy

The Designated Person(s) for hate crime, hate incidents and Harassment is:	Mr I Russell	
The Senior Members of Staff with responsibility for this policy area is:	Mr I Russell Mr A Davies Miss P Evans	
The Governor with oversight of this policy is:	Mrs H Francis	
Agreed by the Governing Body		Date: November 2025
Head Teacher		Date: December 2025

To be reviewed		Date: November 2026

Where to find further help and advice

Bullying

Bullies Out – Anti-bullying charity based in Wales that works with individuals, schools, colleges, youth and community settings. E-mentors offer online support (e-mail mentorsonline@bulliesout.com).www.bulliesout.come-mail: mail@bulliesout.com

Anti-Bullying Alliance – Information for schools, parents/carers and children and young people on all aspects of bullying.www.anti-bullyingalliance.org.uk

Kidscape – Anti-bullying charity that runs workshops for children and young people who have been bullied.www.kidscape.org.uk

The Diana Award – Trains young anti-bullying ambassadors to help others. www.antibullyingpro.com

Helplines and support services

General

Samaritans – Charity dedicated to reducing feelings of isolation and disconnection that can lead to suicide. E-mail, live chat and other services available.www.samaritans.org Tel: 116 123 (English-language line – free to call) Tel: 0808 164 0123 (Welsh-language line – free to call)

Rethink Mental Illness – Advice and information for people with mental health issues.www.rethink.orgTel: 0300 500 0927

Mencap Cymru – Advice and information about learning disabilities.https://wales.mencap.org.ukTel: 0808 8000 300

Children and young people

Meic – Information advice and advocacy for young people.www.meiccymru.org

Childline – Provide counselling for anyone aged under 19 in the UK.www.childline.org.ukTel: 0800 1111

Incident recording form (Bullying, hate crime, hate incident and harassment (Appendix1)

Name of person reporting incident (please note anonymous if this is an anonymous report):	
Name of person recording incident:	
Date of report:	

Safeguarding considerations

If there is or might be a significant risk of harm, talk to your school's designated safeguarding lead (DSL).

Under Section 89, (5) of the Education and Inspections Act 2006 the school has powers to discipline for incidents that occur off the premises.

The Education Act 2011 gives schools powers to search and confiscate a device but please have regard for protocols on the safe handling of evidence or mobiles/devices. Do not view, store or share material that contains intimate images of a learner without consulting the DSL

Type of bullying incident (please tick all that apply):

Physical	☐	**Sexual**	☐
Verbal	☐	**On-line (Cyber/phone)**	☐
Emotional	☐	**Prejudice-related**	☐
Indirect	☐	**Face to face**	☐

Other (please state):

For prejudice-related incidents please select the category which best describes the prejudice involved:

Age	☐	**Race**	☐
Disability	☐	**Religion or belief**	☐
Gender reassignment	☐	**Sex and sexual orientation**	☐
Marriage and civil partnership	☐	**Pregnancy and maternity**	☐
Targeting family social status	☐	**Appearance**	☐
Background	☐	**Additional Learning Need**	☐
Targeting looked after child status	☐	**Long term illness**	☐
Other (please state):			

For prejudice-related incidents please select the category which best describes the prejudice involved:

Age	☐	**Race**	☐
Disability	☐	**Religion or belief**	☐
Gender reassignment	☐	**Sex and sexual orientation**	☐
Marriage and civil partnership	☐	**Pregnancy and maternity**	☐
Targeting family social status	☐	**Appearance**	☐

Background	☐	**Additional Learning Need**	☐
Targeting looked after child status	☐	**Long term illness**	☐
Other (please state):			

Type of Hate Crime

Disability	☐	**Sexual orientation**	☐
Race	☐	**Gender Identity**	☐
Religion	☐	**Misogyny / Misandry**	☐
Other (please state):			

Type of Hate Incident

Disability	☐	**Sexual orientation**	☐
Race	☐	**Gender Identity**	☐
Religion	☐	**Misogyny / Misandry**	☐
Other (please state):			

Type of harassment

Harassment	☐

Sexual harassment / Harmful sexual behaviours	☐
Normal inappropriate Problematic Abusive Violent	
Other (please state):	

Any other type of incident not recorded above:

Other (please state):

Brief summary of alleged incident:

Name of alleged target:			
Class/ form/ age:		Year group/ house:	

Name of alleged perpetrator(s) (if known):			
Class/ form/ age:		Year group/ house:	

Date(s) of incident(s):	Day	Month	Year

Approximate time(s):	Before school	Morning	Afternoon	After school

Is this incident linked to previous incidents of victimisation of the target?	Yes	No
	☐	☐

If yes, how long has victimisation of this person being going on? Please provide details:

What occurred?

Who was involved?

Has any intervention been tried?	**Yes**	**No**
	☐	☐

Does this case require the serious incident protocol to be activated?	**Yes**	**No**
	☐	☐

Do the police need to be informed?	**Yes**	**No**
	☐	☐

Does a device or evidence need to be confiscated/isolated as evidence?	**Yes**	**No**
	☐	☐

Does online material need to be taken down?	**Yes**	**No**
	☐	☐

Have parents/carers been informed?	Yes	No
	☐	☐

Who has taken responsibility for these steps?

Action taken:

Follow-up required? Scheduled follow up every two weeks in line with anti-bullying policy	Yes	No
	☐	☐

Case resolved?	Yes	No
If so please note date:	☐	☐

Outcome summary:

Learning opportunities:

Would you recommend any changes to approaches, policies or procedures as a result of this incident?

Signed:	Date: