



# Anti-Bullying Policy

## *Polisi Atal Bwlio*

**Article 19: (Protection from Violence, Abuse and Neglect)**

Governments must do all they can to ensure that children are protected from all forms of violence, abuse and neglect.



*Reviewed: January 2025*

***Work Together – Play Together – Succeed Together***  
***Gweithio, chwarae a llwyddo gyda'n gilydd***

# Whitchurch Primary School

## Anti-bullying Policy

### Introduction

This document is a statement of aims, principles and strategies for dealing with bullying at school. This should be read in conjunction with the WAG Guidance Document: Rights, Respect, Equality: Statutory guidance for governing bodies of maintained schools. This policy also links to wider school policies such as; Behaviour Policy, E-safety Policy and Child Protection Policy.

At Whitchurch Primary School we are committed to providing a caring, friendly and safe environment for all our pupils so that they may learn in a relaxed and secure atmosphere. If bullying occurs, all pupils should be able to tell an adult, at home or at school, and feel assured that incidents will be dealt with appropriately.

### Definition of Bullying

There is no legal definition of bullying in Wales or Great Britain, however Welsh Government guidance for maintained schools defines bullying as *'Behaviour by an individual or group, usually repeated over time that intentionally hurts others either physically or emotionally.'*

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, 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 – 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 learning 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 sextortion, so called ‘revenge porn’ and 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. 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.

### **What is not bullying?**

Some behaviour, though unacceptable, is not considered bullying.

The Welsh Government expects these instances to be dealt with in accordance with our behaviour policy to prevent an incident potentially escalating to become bullying.

The following examples are cases which would not normally be considered bullying:

- friendship fallouts – a friendship feud may however deteriorate into bullying behaviour that is enabled by the fact that former friends have an intimate knowledge of the fears and insecurities of one another. Children and young people who are targeted by former friends feel the betrayal deeply and are frequently isolated from their former friendship group
- a one-off fight – this would be addressed according to our behaviour policy unless it is part of a pattern of behaviour that indicates intentional targeting of another individual
- an argument or disagreement – between two children or young people is not generally regarded as bullying. Nevertheless they may require assistance to learn to respect others’ views
- a one-off physical assault – this would be addressed immediately by the Senior Leadership Team
- insults and banter – children and young people will often protest that an incident was a joke or banter. If two friends of equal power are in the habit of bantering with one another it is not deemed to be bullying. If one learner uses banter to humiliate or threaten another who is powerless to stop it and made fearful by the act, the border between banter and bullying could be crossed
- a one-off instance of hate crime – unless this behaviour is repeated it would not usually be regarded as bullying and would be dealt with in accordance with the school’s behaviour policy and safeguarding policies.

### **Our policies and procedures in dealing with reported bullying**

All members of our learning community - learners, parents, teachers, support staff and governors - have a role and responsibility in ensuring that instances of bullying are dealt with consistently and promptly. However, it is recognised that at times, bullying

can be challenging to manage because of its nature and when it is intermittent and episodic.

All community members have a duty to:

- Report all incidents of bullying;
- Take all reports of bullying seriously, record them on the school's safeguarding platform 'MyConcern' and share with the Leadership Team immediately;
- Act in a respectful and supportive manner to fellow learners, reporting any suspected incidents which the victim may be afraid to report;
- Adhere to, and promote the aims and objectives of this policy;
- Refrain at all times from any behaviour, which would constitute bullying of fellow learners.
- The early involvement of parents can allow them to play a vital role:
  - In stressing to learners, the importance of sociable behaviour;
  - Reporting any misgivings, they have concerning either victims or perpetrators of bullying;
  - Actively endorsing and supporting the Anti-Bullying Policy.

### **Procedures in school for dealing with bullying**

**Children are asked to report incidents of bullying and intimidation IMMEDIATELY, particularly when the nature and level of intimidation is such that the victim is physically hurt or distressed.**

1. Report to a member of staff. The initial investigations of allegations into bullying are undertaken by the supervising adult or the class teacher. All teachers routinely attend training which enables them to become equipped to deal with incidents of bullying, behaviour management and safeguarding.
2. Meeting between pupil and class teacher to gather all information which is recorded on the school safeguarding platform 'MyConcern'. Staff will consider the environment where discussions with learners about bullying take place; a neutral setting which offers suitable levels of privacy. Staff will calmly acknowledge the anger or distress of the targeted child or young person speaking. If they need time to process their thoughts or articulate the story, staff will not rush them. Staff will thank the learner for reporting the problem and explain to them the next steps of how their concerns will be taken forward. This will help to reassure learners that their concerns are being taken seriously.
3. Meetings and discussions with other pupils may also take place- bystanders may also be able to provide witness statements or additional evidence.
4. If necessary, the Leadership Team will be informed and next steps and ways forward agreed. The Deputy Headteacher or Headteacher are involved when investigating serious incidents of bullying or for other incidents of serious unacceptable behaviour.
5. Parents are informed and updated as and when required.

All children are made aware of this procedure at the beginning of each academic year and the process of dealing with incidents of bullying will be reinforced regularly through class discussions, assemblies, the school RSE curriculum and through specific sessions such as Jigsaw. The school also participates in national awareness

campaigns such as Anti-Bullying week. Our school rules further reinforce key messages within this policy and are displayed throughout school, alongside child friendly posters displaying steps to reporting Bullying for pupils.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

### **Investigation of Incidents by the Deputy Headteacher or Headteacher.**

The following is the agreed staged response towards serious incidents of bullying or to other incidents of unacceptable behaviour:

1. The DHT/HT will discuss the incident with the children individually and then together. Notes of what is said, using when appropriate the child's words, will be made and MyConcern updated. The class teacher will be informed of the outcome of the discussions.
2. The alleged bully or child responsible for the unacceptable behaviour will be told that any repetition of such behaviour will result in the parents/guardian being contacted.
3. If similar behaviour is subsequently reported, parents will be contacted and a meeting arranged.
4. At this meeting ways of dealing with the incident or unacceptable behaviour will be discussed. Parents will also be reminded of any further actions available to the school, including suspension or exclusion.
5. The parents/guardian of the victim will also be contacted and informed of the incident and the action taken by the school.

### **Moving forward and resolution**

We use each reported incident as a learning opportunity. Our role is to nurture and support learners to understand they are in the process of learning to be informed citizens of the future.

We will support the pupil who has reported bullying, the alleged bully and any bystanders. Educating learners by helping them to develop resilience by practicing the problem-solving and assertiveness skills they need to challenge unacceptable behaviour, stand up for themselves and for their peers and feel safe, is important. This is also reinforced by the school's RSE policy and curriculum.

Our steps when responding to incidents include:

- restoring pupils' capacity to make choices for themselves
- using effective listening techniques, staff can help the targeted learner to feel they are doing something about the problem
- increase the self-efficacy of the learner who reports being bullied
- include decisions made by the learner themselves where appropriate
- offer some choices unless, in doing so, there is a risk of evidence of significant harm.

Choices offered to the targeted learner who has been affected by alleged bullying may include:

- how the incident could be handled
- whether changes to the learner's current journey to and from school should be considered in more detail
- whether the learner would like help from a peer or wants to join a club or lunchtime activity
- whether the learner would like further support from specially trained staff e.g Thrive trained staff or from a trusted adult
- alternatives for play times such as indoor clubs
- given positions of responsibility to improve confidence and self-esteem.

We also use a variety of intervention methods, with all pupils involved, depending on the incident. Examples of these include:

- mediation – this involves helping the alleged bully and victim talk about the issue and agree on a solution
- restorative approaches – built on values, which separate the person from the behaviour. They promote accountability and seek to repair any harm caused in a situation.
- building resilience – strengthening the learner's ability to effectively cope, adjust or recover from being bullied or facing other sources of trauma, stress or adversity; equipping learners with a solid foundation or emotional resilience by ensuring that they feel accepted.
- peer support – is about children and young people feeling accepted and included by other learners. It can help individuals feel like they belong in a school and can be an important factor in reducing bullying and conflict. It can be encouraged in school in both informal and formal ways.
- school sanctions – as set out in our behaviour policy to address bullying. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.
- plans can also include work for the family to do at home- reminders how parents/carers can support the school's values.

### **Sanctions for pupils where evidence of bullying is found (See Behaviour Policy).**

Children need to know the parameters within which to stay and also what they may expect to happen if they are found to be perpetrators of bullying.

Sanctions that may be used include:

- Individual seating arrangements in the classroom
- Loss of playtime and privileges withdrawn
- Supervision during breaks outside the school offices during loss of play
- Referral of pupil/s to the Headteacher or Deputy. At this stage, field notes need to have been kept by the class teacher as evidence of persistent bullying which are logged on MyConcern
- Parents informed by telephone

- Involvement of other agencies eg. Child Psychologist, Behaviour Management support or School Community Policy Officer. The ALNCO may also be involved and IBPs may be produced
- Referral to the Chair of Governors and Governing Body leading to suspension or expulsion of the child.

### **Recurring incidents of bullying**

Where cases are resistant to resolution, regular reviews and ongoing communication between all parties is vital to ensure interventions are working properly. We will work together with all parties to trial and implement different and effective approaches.

### **Role of the Parents/Guardian**

Parents/Guardians who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately and if the situation continues, contact the school's leadership team.

The Anti-Bullying policy will be placed on the school website which parents/guardians can access. Easy steps for parents to deal with Bullying issues can be found in Appendix A and advice can also be found through the Anti-Bullying Alliance website <https://anti-bullyingalliance.org.uk/>.

Parents/Guardians have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

### **Monitoring and Review**

This policy is monitored on a day-to-day basis by the Headteacher, who reports to Governors about the implementation of the policy on request.

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually as recommended by the Welsh Assembly Government and CAB. They may do this by examining the school's MyConcern, and by discussion with the HT/DHT and analysis of reported incidents.

### **Useful Contacts and sources of information / guidance.**

- **Cardiff Against Bullying (CAB)**  
Telephone :- 02920 20617632  
E Mail :- [CAB@cardiff.gov.uk](mailto:CAB@cardiff.gov.uk)
  - **Childline**  
Telephone :- 0800 1111  
Website :- [WWW.childline.org.uk](http://WWW.childline.org.uk)
  - **Children's Legal Centre**  
Website :- [WWW.childrenslegalcentre.com](http://WWW.childrenslegalcentre.com)
- Appendix A** Bullying - Parental Guidance.

### Is your child being bullied?

It is not always possible to tell if a child is being bullied. The following signs may indicate if a child is being bullied.

- Feeling irritable, easily upset or particularly emotional.
- Coming home with damaged or missing clothes or possessions, without money they should have or with scratches and bruises.
- Having trouble with school work for no apparent reason.
- Using a different route between home and school. Asking to be taken to or picked up from school for no apparent reason.
- Headaches, stomach aches and perpetuated complaints of illness.

### What if your child has been bullied?

- The first and most important step is to listen. Let them tell you in their own words.
- Don't respond by dismissing their experience as part of "growing up".
- Calmly talk with your child about his / her experience.
- Make a note of what your child says, particularly who was said to be involved; how often the bullying has occurred; where it happened and what has happened.
- Reassure your child that he/she has done the right thing to tell you about the bullying.
- Explain to your child that should further incidents occur, he / she should report them to the teacher immediately.
- Make an appointment to see your child's class teacher.
- Explain to the teacher the problems your child is experiencing.

### What if your child is bullying others?

- If your child is bullying others, there may be something behind it. They may be trying to get attention or fit in with the crowd. They may not realise that they are hurting others.
- Sit down and talk to your child to find out what is happening.
- Ask your child how they think the bullying can be stopped.
- Reassure your child that you still love them as a person – it is the behaviour that you would like to change.
- Try to get to the root of the problem and find out what is upsetting them.
- Listen to your child's side of the story whilst also insisting that the bullying has to stop.
- Find out if there is a bigger problem- your child might be scared of something, they may have been bullied themselves.

### What should you do when approaching Whitchurch Primary School?

Below is some advice on how to approach the school to discuss problems your child is experiencing.

- Talk to your child about what is happening.
- Plan what you want to say.
- Make appointments to see the right people – start with your child's teacher. If you are not satisfied with their response, arrange to see the Headteacher or the Deputy and then the Governors, through the schools Complaints Policy.
- Ask a family member or friend to go with you if you feel nervous.
- Focus on your child's feelings. If a child is upset, it has to be taken seriously.
- Ask everyone involved to work together to solve the problem.

- Discuss what action will be taken and write this down.
- Take things one step at a time. Arrange to see the teacher again in a few days to discuss progress. Say you will talk to your child every day to check progress.
- Find out if there are any pupil support schemes in the school that can help to support your child.