



# Anti-Bullying Policy

## September 2025

This Policy has been established through discussions with, and ratification by, learners, staff and the Governing Body of Caradog Primary School.

The policy has been constructed to reflect Welsh Government Guidance on challenging bullying, namely; 'Rights, Respect, Equality: Statutory Guidance for Governing Bodies of Maintained Schools'.

### Introduction

As part of our vision at Caradog Primary School, we aim to have high standards of learning and teaching, which challenges all of our learners to achieve in an environment in which they feel safe, secure and supported.

In addition, our core values of:

- Resilience
- Respect
- Trust

underpin our provision and practice.

Our anti-bullying policy supports our vision and values by:

- Promoting respect and tolerance.
- Supporting learners in their understanding of what is right and wrong.
- Developing strong relationships

### Aims

The aim of this anti-bullying policy is to:

- Clarify to both staff and learners that bullying is unacceptable at Caradog.
- Provide clear definitions of what constitutes bullying and what does not.
- Provide a guide for our learners on how to respond to, and prevent bullying.
- Outline the procedures for investigating and reporting a case of suspected bullying, and to ensure that these systems are understood, and applied to consistently.
- Provide a parents' guide to bullying.

### Objectives

At Caradog, in order to fulfil our objectives to prevent bullying, we have:

- Established a culture in which bullying is not tolerated, and where it is seen as the responsibility of all members of the school community to report any instances of inappropriate behaviour and/or bullying.
- Adopted a restorative approach to behaviour management, as we regard this as an important prevention strategy.
- Appointed a team of staff who have overall responsibility for managing a strategic approach to anti-bullying. The anti-bullying team consists of: Mrs R Derrick, Mrs F.Jones, Miss N. Griffiths and Miss R. Evans.
- Reinforced our zero tolerance to bullying message through specific wellbeing sessions, circle-time sessions, Personal and Social Education (PSE) and assemblies, and more

generally, through our curriculum by using stories, literature, historical events, current affairs, debates and daily interactions between staff and learners.

- Collated, listened to and recorded details of learner opinions on incidents of prejudice, discrimination, harassment and bullying.
- Ensured that all learners were involved in constructing the school's behaviour policy, and have a clear understanding of its purpose.
- Equipped our learners with a range of strategies which enable them to respond appropriately to any form of bullying.
- Used the school website to share our anti-bullying policy, our new anti-bullying motto, and the Welsh Government 'Rights, Respect, Equality; Guidance for Parents and Children' to ensure the whole school community understand what bullying is.
- Ensured that parents, staff and learners understand the signs of bullying, and know the procedures to follow if they need to report any concerns of bullying.
- Regularly reinforced the school approach to dealing with bullying through staff meetings and more specifically, through explicit training.

### **Focus on rights:**

**Every child has the right to:** ★ be safe ★ be able to learn ★ be treated with dignity and respect ★ be happy ★ build friendships ★ expect people to be kind ★ expect people to be fair ★ be able to trust others in the school ★ be free from violence

**Every member of staff has the right to:** ★ teach and do their job ★ be treated with dignity and respect

**Every parent/carer has the right to:** ★ know that their child is safe ★ know that their child is learning ★ know that their child is treated with dignity and respect.

Mutual concern, care, respect and forgiveness are at the heart of our dealings with behavioural matters during structured and unstructured times. Good manners such as pupil

### **What is bullying?**

In Wales, there is no legal definition of bullying. However, for the purpose of their guidance, Welsh Government have built upon widely used, nationwide principles to define bullying as:

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

At Caradog, learner voice is integral to everything we do, and as such, our learners have been fully involved in the planning, discussion and dissemination of all work undertaken related to the topic of anti-bullying.

Underpinning these definitions of bullying, are behaviours, which can result in individuals or groups feeling unsafe.

Bullying differs from an argument, fight or friendship fallout, in that it usually includes the following four features:

- 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.

## What is not Bullying?

Whilst some behaviours are deemed unacceptable at Caradog, they may not be classed as bullying. Such behaviours are dealt with in accordance with our Behaviour Policy.

This prevents an incident potentially escalating to become bullying. Such examples, which would not usually be considered bullying, include:

- Friendship fallouts.
- A one-off fight.
- An argument or disagreement.
- A one-off physical assault.
- Insults and banter.
- A one-off instance of hate crime.

## What can bullying look like?

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 is generally executed 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.

We understand that bullying can take many forms, including:

- **Physical** -kicking, pushing, punching, hitting, shoving, injuring someone, damaging 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.
- **Cyber** – using technological means, mobile phone, 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.
- **Sexual** – unwanted touching, threats, suggestions, comments and jokes or innuendo.
- **Prejudice related** – bullying of a learner or group of learners because of prejudice based on gender stereotyping, race, faith, culture, additional learning needs and/or disability, perceived wealth or poverty, academic ability, personal hygiene, general appearance.

These behaviours are often considered acceptable by the perpetrator due to the target's perceived lack of power within the majority community.

## Cyberbullying

Cyberbullying is defined within this policy as the use of information and communication technology (ICT), particularly mobile phones and the internet to deliberately upset or harm someone else.

Cyberbullying is different to other forms of bullying. In cyberbullying, the audience for the bullying can be very large and reached rapidly. This means that the degree and seriousness, as well as the possible risks and repercussions, can be harder to control and curtail.

Cyberbullying can take many forms such as:

- Threats and intimidation

- Harassment or stalking
- Vilification and defamation
- Peer rejection and exclusion
- Identity theft
- Unauthorised access and impersonation
- Publicly posting, sending or forwarding personal or private information or images
- Manipulation
- Blackmail

The reasons why people may be a target of cyberbullying are the same as the reasons for other types of bullying (noted above), i.e. for reasons related to their sex, sexual identity or race, their appearance or their personal hygiene.

The following technologies are regularly used as vehicles for cyberbullying:

- Mobile phones
- Instant messenger and Voice over Internet Protocol (VoIP)
- Chatrooms and message boards
- E-mail
- Webcams
- Social network sites
- Video-hosting sites
- Virtual learning environments (VLEs)
- Gaming sites, consoles and virtual worlds

The school recognises that in the case of cyberbullying, the target and perpetrator may not be on the school premises when the incident occurs. The school recognises that it has a responsibility to address off-site incidents and will take action to prevent incidents of this kind. This may include liaising with South Wales Police.

It is recognised that 'bystanders' can easily become perpetrators by passing on, or showing to others, images designed to humiliate, for example, or by taking part in online polls or discussions, sharing images etc. Learners, parents and staff should also refer to the School's E-Safety policy for further information and details on how cyberbullying is discouraged.

### **Signs of bullying**

Bullying can cause serious psychological damage. A learner who is experiencing bullying may display some of the following signs:

- Becomes frightened of going to school, frightened to attend specific lessons or going to specific areas of the school.
- Makes changes to their usual routine.
- Becomes quiet, withdrawn or anxious.
- Begins stammering.
- Threatens to run away or runs away.
- Self-harms.
- Threatens suicide.
- Begins to perform poorly at school.
- Frequently has missing or damaged possessions.
- Is always asking for extra money or never has money.
- Has unexplained injuries.
- Becomes aggressive, disruptive or unreasonable.
- Begins to bully siblings or peers.
- Stops eating or attending meals.

- Is afraid to use the internet or a mobile phone.
- Becomes nervous when a cyber-message is received.
- Appears more tired than usual (due to sleep disturbance, including bed wetting).
- Appears anxious and suffers from low self-esteem.
- Is reluctant to go out into the playground.
- Is reluctant to use toilet facilities.
- Is reluctant to discuss the reasons for any of the above.

## Practice and Procedures

Caradog Primary School does not tolerate any form of bullying and aims to prevent any form of bullying from becoming established.

Everyone connected to, and involved in the life of the school, are aware of our opposition to bullying and must take responsibility for promoting a common anti-bullying approach. All members of the school community are expected to appropriately report incidents of bullying.

Through the provision of a safe, secure and nurturing environment, where individuality is encouraged and celebrated, and where relationships are built upon an understanding of mutual respect, staff and learners alike are confident to voice any concerns surrounding incidents of bullying, knowing that any allegations will be taken seriously and dealt with appropriately.

## Learners

The following responses have been devised with our learners to use if they feel they are being bullied.

- Explain to the perpetrator that their words/actions are upsetting; he or she may not be aware of this.
- If you are with friends, ask them to stay with you and be a pal.
- Walk away quickly and confidently, even if you don't feel that way inside.
- Discuss the issue with your friends as the perpetrator will not stop if they think they can get away with such behaviour.
- Tell a member of staff or ask your friends to tell a member of staff on your behalf.
- Know that we are all unique. Remember that the diversity within our school and wider community is important and valued.

In addition, our learners have generated the following 'wise words' to use to support someone who is being bullied and to prevent bullying from occurring:

- **Targets:** Always stay positive and never give up. If you can, stand up to the *perpetrator* in a calm and confident manner.
- **Targets:** Share your worries with someone you trust; find a pal!
- **Pals:** Always try to make the *target* feel safe and tell them not to worry.
- **Everyone:** Don't ever be a *bystander*, be a *pal* instead.

## Glossary of Terms

**Bystander:** A person who is present, whether online or offline, at an event or incident of bullying but does not take part.

**Pal:** Refers to children who 'back up' and support the target, and will inform an adult of any incidents (*generated by pupils*).

**Perpetrator:** Refers to children and young people who exhibit bullying behaviour towards others.

**Target:** Refers to children and young people who are bullied.

## Parents

### **If your child is being bullied:**

Parents/carers, along with peers, are often the first to hear of a bullying incident.

If parents/carers are worried about their child with regard to a suspected case of bullying, they should contact their child's class teacher.

When investigated, bullying can be complex to understand, as it is possible that the parties involved will have varying perceptions of events. It is essential therefore, that parents/carers remain calm, offer support, find out the facts of the situation, and reassure their child that they have done the right thing by telling them.

The following checklist has been devised to support our parents/carers in gaining helpful information when speaking to their child:

- Who was involved?
- Where did it take place, when and how often?
- Why did it take place?
- What form did the bullying take?

When parents/carers inform the school of details related to a suspected incident of bullying, the class teacher will explain how the school will proceed (see section 'Procedures for investigating a case of suspected bullying').

We encourage our parents/carers to support the school's actions and to adopt any strategies the school suggests to further support their child at home.

Parents/carers are encouraged to stay in close contact with the school, inform us of any progress, or to notify us if any further incidents occur.

### **If your child is involved in an incident of bullying:**

At Caradog, we recognise that it can be very upsetting for parents/carers if their child becomes involved in bullying behaviour.

We therefore advise our parents/carers not to panic or blame themselves, but to work collaboratively with us to help modify their child's patterns of behaviour.

We ask that parents/carers acknowledge that these things do happen, and to understand that we have mechanisms in place to respond to such issues.

To support our parents/carers in recognising some of the reasons why learners sometimes behave in this way, we have collated the following list of potential reasons why children sometimes bully others:

- They are not aware of how hurtful it is.
- They are copying the behaviour of peers, older siblings or people they admire.
- They have a temporary difficulty integrating within their peer group.
- They are bullying others because of encouragement from friends.
- They are going through a difficult time personally and need help.
- They have not yet learnt satisfactory ways for making firm relationships

## **Staff**

Staff are at the forefront of managing behaviour and supporting learners' sense of well-being in school, and therefore, their role is vital.

Staff have the greatest knowledge of the learners in their care and should always endeavour to foster positive relationships based on mutual respect and trust.

At Caradog, our staff work to establish a culture in which bullying is not tolerated by:

- Consistently adhering to the school behaviour policy and rewards system, which supports whole school policy.
- Developing our learners' awareness of the UN Rights of the Child.
- Being positive role models.
- Responding to all incidents of unkind words and behaviour in a restorative manner.
- Raising awareness of bullying through stories, role-play, discussion, circle-time, disseminating information through our School Council, and planning for Curriculum for Wales Cross-Cutting Themes and the Health and Well-Being Area of Learning.

## **Procedures for investigating a case of suspected bullying**

Bullying events are identified in several ways:

- Disclosure to a member of staff by the individual being bullied;
- Disclosure to another learner by the individual being bullied;
- Witnesses to specific bullying events;
- Suspicion of bullying based upon the indicators listed above.

All allegations of bullying are taken seriously, and staff have a duty to respond immediately if they suspect, or are made aware of, prejudice-related behaviour and/or bullying in line with the school's equality policy. All incidents are investigated thoroughly, and clear procedures are followed to deal with allegations and to bring the bullying to an end.

If an alleged or witnessed incident is reported to a member of staff, an initial investigation is undertaken and the school's 'Investigation into Incidents of Bullying' log book and MyConcern are used to detail the nature, roles and seriousness of the incident.

The member of staff investigating will take the following steps:

- Target(s), perpetrator(s) and bystander(s) will be spoken to by the member of staff investigating. All parties will be reassured of the discretion of the school in dealing with such matters. The target(s) will be reassured that the matter will be treated seriously and will be investigated.

- If the target reports the matter, they will be spoken with first. If not, any witnesses will be spoken to, followed by the accused perpetrator, and finally any bystanders.
- All learners involved in the situation will be listened to with regard to the nature of the behaviour described.
- A written summary of all discussions will be made. This summary will be agreed by the individuals involved. This is vital as it will enable the target and witnesses to feel reassured that action is being taken, and for the accused perpetrator to feel that they have had a fair hearing.
- A problem-solving approach (which avoids blame) will be used to clarify the situation.

### **What to expect from the school in response to a confirmed act of bullying**

Following an investigation, if it is deemed that bullying has occurred, the school will need to take action. The matter will be responded to sensitively, but will need to be effective for all involved.

The target will be informed that action will be taken to prevent bullying from continuing.

Targets of bullying will receive support from the school's THRIVE/ELSA practitioners, Health and Wellbeing AoLE leaders, Senior Leadership Team, and from staff generally. Their recovery will be closely monitored by a nominated staff member from the anti-bullying team, who will work in partnership with the target's parents/carers. Follow-up 'check-ins' will take place regularly to ensure the bullying behaviour has ceased and that the target now feels safe again.

Furthermore, it is also important that the perpetrator understands the effects of their actions upon the target, and so they too will receive support to help modify their future behaviour.

Sanctions will be implemented in line with the School's Behaviour Policy. Where required, adjustments will be made for our learners with additional needs. In such instances, our school ALNCo (Additional Learning Needs Coordinator) will be involved in the decision making process.

In the event that bullying behaviour continues, further sanctions will be adopted by the school. These may include:

- A verbal warning which will be recorded on file against the perpetrator.
- A letter of apology from the perpetrator to the target (a copy of which will be kept on file). Where appropriate, this letter may be scribed by an adult. A verbal apology is appropriate for learners working within Progression Step 1.
- School exclusion procedures being implemented in cases of persistent and severe bullying.

Whenever a case of bullying has been confirmed, the school will inform the parents/carers of both the perpetrator and the target. Such communication will be dealt with by a member of the school's senior leadership team.

No learner at Caradog will have to move schools to escape bullying behaviour.

Should a new learner start at Caradog, a discussion will be held with parents/carers beforehand to establish the reasons why the child has moved from their previous school. If the information provided by parents/carers suggests that the learner has been a target of bullying, then we will closely monitor the learner in order to ascertain their emotional needs and to subsequently determine if they require support.

## Equality Statement

The school is committed to promoting equality and fostering respect for people irrespective of protected characteristics.

The school values, and encourages, involvement of people from all sections of the local community. The school is opposed to all forms of prejudice and discrimination.

Language, or behaviour, that is LGBTphobic, sexist, racist, or offensive to the disabled, and prejudicial language that is potentially damaging to any person or group, will not be tolerated and will be challenged.

The school recognises that British and Welsh society, and the school itself, is made up of people from many different backgrounds. It is important that all pupils, staff and visitors to the school can enjoy life in such a diverse society.

- This policy was created in September 2025.
- This policy will be reviewed in September 2027

**Headteacher:**



**Chair of Governors:**

