

Coed Glas Primary School



ANTI-BULLYING POLICY

Reviewed 2025

COED GLAS PRIMARY SCHOOL

ANTI BULLYING POLICY

A Positive Whole School Response

“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 Coed Glas would wholeheartedly subscribe to the above and, therefore, by statement of policy and the implementation of the statement of policy, seek to ensure that it is achieved in our school.

This policy has been written following the Welsh Assembly Government guidelines *Respecting Others: Anti-Bullying Guidance* can be accessed from www.wales.gov.uk/respectingothers

Our school vision:

Wellbeing is at the very heart of everything we do at Coed Glas. We will provide a safe and inclusive environment where everyone will be welcomed, celebrated and can thrive. We will ensure a culture of mutual respect and acceptance, where each child is nurtured and supported as they grow into grounded, compassionate individuals with open eyes and kind hearts.

We believe in the power of values and will empower our children to fulfil their potential as kind and respectful members of the community. We will lead by example and encourage each other to make a positive difference.

We will inspire and motivate our children by developing a contemporary and relevant curriculum, fostering a lifelong love of learning and self-development . We will ensure our learning environments are places which inspire curiosity and creativity, where a growth mindset is encouraged and where staff are highly skilled in supporting all children.

Quite simply, everything we do is designed to serve the needs of our children, our colleagues and our community.

Definition:

“Bullying is the wilful, conscious desire to hurt, frighten and threaten someone”.

It is also usually persistent and should be distinguished from normal child-like behaviour and the ‘one-off’ incident that sometimes occurs between children.

Within this definition, what counts as bullying?

1. Physical Assault
2. Verbal Abuse
3. Emotional Abuse
4. Indirect Bullying
5. Ridicule
6. Intimidation
7. Extortion
8. Exclusion
9. Gesture

The bullying may be carried out by an individual – often to ‘impress’ an audience. It may also be the work of a ‘gang’, although such a group will invariably have a leader who orchestrates the procedure.

The ‘Bully / ies’ give the impression that they have power over others and have the control in situations that arise often rendering the victim with a sense of powerlessness.

Identity Based Incidents

There are many types of bullying. It is important to recognise that bullying often occurs where there is a perceived difference between the bully and the victim, which can include actual *or perceived* identity. These can be identity based and related to personal interests/circumstances, gender, race, religion, disability or sexuality.

Cyber bullying

Cyber bullying can occur in a variety of ways:

- Text message bullying
- Picture/video clip bullying (via mobile phone cameras)
- Phone call bullying
- Chat-room bullying
- Bullying through instant messaging
- Bullying via websites
- Email

Cyber bullying and cyber based incidents can continue long after schools have closed their gates. Sending threatening text messages related to a person's identity as laid down in the Equality Act 2010 is an aggravated assault and hate crime.

Equal Opportunities

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.

Aims

Children have had the opportunity to read and comment on the policy so that they can share their ideas on aims and be fully aware and involved in the beliefs and procedures of the school (with regards to bullying). Staff and governors have also had the opportunity to do this.

1. To promote a caring and supportive ethos in our school.
2. To create an environment and code of behaviour in which bullying is seen starkly for the offensive behaviour it is.
3. To create an environment in which pupils will report bullying to an adult.
4. To deal effectively with reported incidents and give appropriate support to pupils.
5. To deal openly with the issue of bullying and the consequences within our school during lesson time, circle time and assemblies.
6. To make clear to the school, parents/carers and the whole community that bullying, in any form will not be tolerated.

Awareness Raising

At Coed Glas we endeavour to raise awareness of bullying during the year by bringing issues to the attention of the children through:

- Collective worship
- RSE and PSE programmes and during assembly
- The School Senedd lead anti-bullying initiatives such as anti-bullying week.
- Working in partnership with South Wales Police, to ensure all pupils receive lessons delivered by the Community Police Officer to increase awareness and strategies to stay safe. (SchoolBeat.org)
- Delivery of the curriculum (PSE/ PSDWCD) pupils are taught how to stay safe
- Jigsaw is delivered in all classes to promote healthy relationships
- Partnerships with NSPCC and other relevant outside agencies who regularly deliver assemblies and pupil workshops.
- Parent/carer information evenings to raise awareness of specific bullying issues and anti-bullying strategies. Advice is available on the school website. Advice is given and sought as necessary by the Local Authority Emotional Health and Wellbeing Team.
- Termly reports to the Governing Body and LA on the range of identity based incident.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stuttering
- attempts or threatens self-harm, suicide or runs away
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

(Source: www.kidscape)

These signs and behaviours ***could*** indicate other problems, but bullying should be considered a possibility and should be investigated Action when alleged bullying occurs

Any child who feels they are the subject of bullying behaviour should speak to their class teacher, School Senedd representative, peers or member of staff whom they feel comfortable with. Staff will be available to support these children through talking and helping them to socialise with others and if appropriate an action plan put into place. The school has a self-referral system in place for The Nest lunch time appointments to ensure children have someone to talk to at all times. Children are encouraged to use this when they need to.

Action when Alleged Bullying is Reported

In the event of staff having to deal with incidents of alleged bullying, the following course of action should be followed:

- Staff should be impartial and listen carefully to both sides of the incident.
- Staff should not ask leading questions to pupils regarding the incident
- Staff should record the reported alleged incident of bullying in the alleged bullying incident form ([appendix 1](#)) which will be filed in the Head Teacher's office/the school Google Drive.
- Alleged incidents of bullying will be logged on My Concern.
- Any report of alleged bullying incident by pupil, parents or carers should be investigated and the nature and outcomes recorded using [appendix 1](#)
- Staff should make the unacceptable nature of the alleged behaviour and the consequences of further repetition clear
- Actions should be taken to support alleged victims and perpetrators to resolve the incident (Circle time, assemblies, 1:1 support, group work, specific programmes of work, counselling)
- Carefully monitor and record any further developments (patterns) and follow-up consultation will take place within 2 weeks or sooner if necessary
- Where a bullying incident is confirmed, the parents of both victim and perpetrator will be contacted. ([See Section B Appendix A](#))

Should the behaviour persist in the case of a confirmed bullying incident the following actions are to be implemented

1. Anti Bullying Policy will be referred to
2. Verbal warning will be issued to perpetrator by AHT/DHT or HT
3. HT to call an additional consultation meeting with parents/carers
4. Mediation/Restorative Justice will be arranged
5. Small group work will be initiated
6. 1:1 support for Victim and Perpetrator
7. Outside agency involvement
8. HT will hold further discussions with parents and if thought necessary appropriate sanctions will be agreed. Internal isolation may be issued
9. In extreme cases, involve the GB and set in place formal procedures which may lead to a fixed term exclusion (LA Guidelines must be followed).

Follow up action:

To ensure that a response to individual incidents is embedded in a whole school approach the school will:

- Take appropriate measures through assembly, circle time and the curriculum
- Monitor incidents to identify trends and issues of concern.
- Present evaluations to staff and to governors to ensure regular discussion and development of good practice.
- Use the school Senedd to involve pupils and continue to encourage pupils and parents to report incidents.
- Implement programmes of work to assist in preventing bullying behaviours and promote positive peer relationships.
- Contact the LA Emotional Health and Wellbeing Team for advice and support

Specific Responsibilities**1. All Staff: Teachers / Support Staff / Midday Supervisors / Breakfast Supervisors**

- a) Each class will be responsible for agreeing and displaying Child Friendly Anti-bullying guidelines
- b) Watch for signs of distress in pupils
- c) Listen carefully to pupils and offer reassurance and support.
- d) Support any suspect victim – ensure that any incident is dealt with by the school's procedure. Support / supervisory staff should always inform the class teacher and/or member of SLT.
- e) Make the unacceptable nature of the behaviour clear to the bully and to the parent. Also ensure that the consequence of any repetition is understood. As appropriate, make the class aware of the bullying incident.
- f) If appropriate, set in place a monitoring / action plan for the child that has been bullied as well as the child instigating the bullying.

2. Pupils

- a) Pupils should see bullying as cowardly and despicable act
- b) Those who witness any form of bullying behaviour should be encouraged to be responsible and inform a member of staff or another peer with whom they feel comfortable. Children should understand that if appropriate action is taken, then bullying can be prevented.
- c) Pupils should be encouraged to take responsibility for looking after and supporting their peers.

3. Parents

- a) Watch for signs of distress or changes in behaviour.
- b) Take an active interest in your child – discuss school life, social life, friendships etc.
- c) If bullying is suspected, inform the school at once through the class teacher in the first instance who will then inform the HT.
- d) Work with member/s of staff to support your child in and out of school.
- e) Do not encourage your child to retaliate. It is unlikely to work and could make matters worse for them and the situation.

Principles of Restorative Justice:

Restorative Justice is a philosophy and system-wide intervention that places relationships at the heart of the educational experience.

The table below shows the differences between approaches.

Authoritarian Approach <i>The focus is on....</i>	Restorative Approach <i>The focus is on....</i>
Rule-breaking	Harm done to an individual
Blame and guilt	Responsibility and problem-solving
Adversarial processes	Dialogue and negotiation
Punishment to deter	Repair, apology, reparation
Impersonal processes	Interpersonal processes
<i>and, as a result.....</i>	<i>and, as a result.....</i>
The needs of those affected are often ignored	The needs of those affected are addressed
The unmet needs behind the behaviour are ignored	The unmet needs behind the behaviour are addressed
Accountability = being punished	Accountability = putting things right

What is a restorative response to harm or conflict?

Those affected are invited to share:

1. What has happened.
2. What the impact has been on those involved: i.e. who has been affected and in what ways they have been affected.
3. What needs to happen to put things right or to make things better in the future.

This framework is based on sound learning theory regarding how people relate to each other and how best to meet the different needs that can arise from conflict or harm.

To facilitate such a process requires the ability to:

- establish a respectful rapport with people;
- listen and respond calmly, empathically and without interruption or judgment to all sides of an issue;
- inspire a sense of safety and trust;
- encourage people to express their thoughts, feelings and needs appropriately;
- appreciate the impact of people's thoughts, feelings, beliefs and unmet needs on their behaviours;
- encourage those involved in the problem to find their own solutions.

(International seminar series funded by the Economic and Social Research Council and organised by Cambridge, Edinburgh and Nottingham Universities. The authors were Richard Hendry, Belinda Hopkins and Brian Steele.)

[Restorative Justice further information](#)

Adult – Adult Bullying and Adult – Child Bullying

It is unfortunate to note that this may happen. Adults, as well as children, adults have the right to work in an environment of trust and with respect.

- If bullying incidents occur they should be reported to the HT or DHT or senior member of staff in the first instance either by the person being bullied or by any other adults that have observed the bullying (or if necessary the person they have confided in).
- The HT / DHT or senior member of staff will investigate using the guidelines stated previous in accordance with Cardiff Against Bullying Guidelines
- Actions will be taken as described in Actions when Alleged Bullying is reported and may include mediation giving support to the one being bullied and the bully as necessary and come until an agreement on how the situation can be resolved is met. (If a child is the one being bullied, then his / her parents will also be involved.)
- The situation will be recorded and monitored in line with the guidance of this policy.
- If it is not resolved then the Chair of the Governing Body will be informed and

advice sought from Human Resources as to how to proceed.

Conclusion

These procedures are put forward to ameliorate situations should they have unfortunately and sadly developed.

On the sure basis that Prevention is better than Cure, the school will aim to further develop the caring ethos of the school community, by being as forthcoming in the presentation of this atmosphere as in its condemnation of bullying.

Presentation of these attitudes should be made in all school activities e.g. classroom, assemblies, playtimes, extra-curricular activities, school Senedd etc. No opportunity should be missed for presenting the positive, caring approach which will decrease the need for the more negative anti-bullying campaign.

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

- The implementation of this policy is the responsibility of all staff
- The policy will be reviewed annually by Staff and Governors.

Arrangements for reviewing the policy

Written: 8th May 2017

Review Date: 8th May 2018

Reviewed: November 2022

Reviewed: February 2025

Policy links:

[Relationship Policy](#)

[Equalities Policy](#)

Inclusion Policy

[Complaints Policy](#)

Reviewed: October 2022

Signed (Chair of Governors) ____Meredith Gardiner____

Date: December 2022_____

Reviewed: February 2025

Signed (Chair of Governors).....Kelvin Pritchard.....

Date: April 2025

Signed (Headteacher) _____  _____

Date: November 2022

Date: April 2025

Appendix 1

Cardiff LA Alleged Bullying Incident Log

SECTION A:		
Child(ren) alleged to be experiencing bullying behaviour	Name: Age: Gender: Ethnicity: Religion: Looked After Child: Y/N SEN: Y/N Stage of COP: SA/SA+/Statement	
Child(ren) alleged to be engaging in bullying behaviour	Name: Age: Gender: Ethnicity: Religion: Looked After Child: Y/N SEN: Y/N Stage of COP: SA/SA+/Statement	
Reported By:		Date:
Reported to:		Position:
Investigation by:		Date:
Contact details:		
Account of incidents reported: (continue on separate sheet if necessary)		
Incident Type: (see codes)	Form of incident: (see codes)	Location: (see codes)
Investigative Action Taken: (please tick all boxes that apply) ☐ Spoken with alleged victim(s) ☐ Documented discussions ☐ Spoken with alleged perpetrator(s) ☐ Reported to an external agency (please state who & reason) ☐ Identified & spoken with bystanders ☐ Copy of incident log placed in pupil's file ☐ Has a pattern of behaviour been identified		

Outcome: (please tick)

Bullying incident confirmed ☐

Bullying incident not confirmed ☐

Insufficient evidence to decide ☐ Work completed with alleged victim: Yes/No

*** If incident has been confirmed please complete section B**

Additional named children involved in bullying incident

Child(ren) alleged to be experiencing bullying behaviour	Name: Age: Gender: Ethnicity: : Religion: Looked After Child: Y/N SEN: Y/N Stage of COP: SA/SA+/Statement
Child(ren) alleged to be experiencing bullying behaviour	Name: Age: Gender: Ethnicity: : Religion: Looked After Child: Y/N SEN: Y/N Stage of COP: SA/SA+/Statement
Child(ren) alleged to be experiencing bullying behaviour	Name: Age: Gender: Ethnicity: : Religion: Looked After Child: Y/N SEN: Y/N Stage of COP: SA/SA+/Statement

Child(ren) alleged to be experiencing bullying behaviour	Name: Age: Gender: Ethnicity: : Religion: Looked After Child: Y/N SEN: Y/N Stage of COP: SA/SA+/Statement
Child(ren) alleged to be experiencing bullying behaviour	Name: Age: Gender: Ethnicity: : Religion: Looked After Child: Y/N SEN: Y/N Stage of COP: SA/SA+/Statement
Child(ren) alleged to be experiencing bullying behaviour	Name: Age: Gender: Ethnicity: : Religion: Looked After Child: Y/N SEN: Y/N Stage of COP: SA/SA+/Statement

SECTION B: Bullying Incident Confirmed**Have victims parents been informed:**

Yes

No

Date informed:

Have perpetrators parents been informed:

Yes

No

Date informed:

Follow up Action Taken: (please tick all relevant boxes)

- ☐ Referred to Anti Bullying policy
- ☐ Mediation/Restorative Justice
- ☐ Group Work
- ☐ Whole school assembly/in school work
- ☐ 1:1 support for Victim (please use space below to outline support given)
- ☐ 1:1 support for Bully (please use space below to outline support given)
- ☐ Outside agency involved
- ☐ Discussion with parents
- ☐ Other (please specify)

Please outline support provided to:**Victim:****Bully:****Group Support/class support:****Have previous incidents been reported by victim:** Yes No**Have previous incidents been reported about perpetrator:** Yes No

Review Date:

To be reviewed by: