



Anti Bullying Policy

Written	November 2025
Author	Sam Thomas
Role	Headteacher
Last Review	September 2026
Full Review Date	September 2027

Policy Statement

At Ysgol Y Rhos we adopt a whole-school approach for promoting positive, respectful behaviour between staff and pupils as part of their whole school approach to well-being. This approach is woven through all school activity. Creating an environment which encourages positive behaviour and addresses the root cause of unacceptable behaviour. This helps to create an inclusive and engaging environment where learners feel safe and are ready to learn.

Policy Aim

The aim of this policy is to give clear advice and guidance on how to deal with bullying at Ysgol Y Rhos.

- All children and young people have the right to be cared for and educated in a safe, respectful environment.
- Bullying of any kind is unacceptable and will not be tolerated.
- Every child has the right to express themselves in English or Welsh and to be treated with dignity, equality and respect.
- Ysgol Y Rhos promotes the UNCRC rights of children, including the right to protection from harm, the right to be heard, and the right to an education free from bullying.

Legislation

This Anti-Bullying Policy was written with due regard to:

- **Education and Inspections Act 2006, Section 89** - duty to have measures to encourage good behaviour and prevent bullying.
- **Equality Act 2010** - unlawful harassment and protection of children with protected characteristics.
- **Welsh Language (Wales) Measure 2011** - ensuring pupils' right to use Welsh is respected and promoted.
- **Keeping Learners Safe (2022)** - statutory guidance.
- **Rights, Respect, Equality Framework** (Welsh Government) - embedding the UN Convention on the Rights of the Child (UNCRC).

United Nations Convention of the Rights of the Child (UNCRC)

Our Anti-Bullying Policy has also been written with due regard for the UNCRC demonstrating our commitment to the promotion and protection of children's rights ensuring that the voice, welfare and dignity of all our pupils is paramount to the work that we do. Our Anti-Bullying Policy encompasses the UNCRC in the following ways.

Article	Theme	Links
Article 2	Non-discrimination	Bullying often target pupils based on protected characteristics our Anti-Bullying Policy ensures that all pupils are protected equally and that bullying motivated by prejudice is swiftly addressed.
Article 3	Best interests of the child	All decisions about responding to bullying will prioritise the well-being, safety and dignity of the child who is affected.
Article 6	Right to life, survival and development	Our schools Anti-Bullying Policy will support pupils emotional wellbeing, psychological safety and social development
Article 12	Right to be heard	Children at our school must ensure that they feel able to report bullying, express concerns and be part of the solution.
Article 13	Freedom of expression	This Anti-Bullying Policy supports our pupils to feel able to express themselves safely and without fear of ridicule, bullying or retaliation.
Article 14	Freedom of thought, belief and religion	Our policy will swiftly address any bullying based on faith, belief or culture.
Article 15	Freedom of association and peaceful assembly	The Anti-Bullying Policy at Ysgol Y Rhos ensures that all pupils have safe access to, play, friendship groups, break times, extra-curricular activities, school council.
Article 16	Right to privacy	Our Anti-Bullying Policy will protect the confidentiality of disclosures, personal information and sensitive details.
Article 17	Access to appropriate information	Our Anti-Bullying Policy will ensure that all pupils receive information about what bullying is, how to report it, what support is available and how the school will respond.
Article 19	Protection from all forms of harm, abuse and neglect	Bullying is a harmful behaviour and a safeguarding concern. All instances of bullying will be responded to quickly and proportionately.
Article 23	Rights of children with disabilities	At Ysgol Y Rhos we recognise that pupils with Additional Learning Needs are at greater risk of bullying and may face additional barriers to reporting it.
Article 24	Right to the highest attainable standard of health	Our Anti-Bullying Policy is designed to promote pupils physical safety and mental wellbeing.
Article 28	Right to education	Our Anti-Bullying Policy is designed to support pupils to be able to learn without fear in a school where bullying does not impede on learning
Article 29	Aims of education	Education at Ysgol Y Rhos will promote respect for others, peaceful relationships, emotional development and tolerance and understanding.
Article 30	Rights of minority culture, religion and language	Our policy is designed to prevent bullying based on cultural background, ethnicity, language being an newcomer or refugee.
Article 31	Right to play, leisure and recreation	Bullying often occurs in recreational areas and at break times our Anti-Bullying Policy aims to minimise this.
Article 39	Recovery from trauma	Our policy recognises that children affected by bullying may often need ongoing emotional support.
Article 42	Awareness of rights	Pupils at Ysgol Y Rhos will be taught about their right to safety, their right to respect, their right to speak up and their right to protection from harm.

Definition of Bullying

There is no legal definition of bullying. Welsh Government guidance defines bullying as:

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

Tackling Bullying in Schools: A Survey of Effective Practice, Estyn 2006:

“Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time that intentionally hurts or harms”.

Although there are many definitions of bullying, we consider it to be deliberately hurtful behaviour, targeting an individual or group that is often repeated over a period (although we recognise that a one-off incident which leaves a victim traumatised could be categorised as bullying).

There are a number of distinctive elements associated with bullying. These include but are not limited to the following.

- **Intention to harm:** bullying is deliberate with the intention to cause harm. Those who bully others are often skilled at knowing exactly how to humiliate or hurt their target: picking on key aspects of their appearance, personality or identity that produces the effect wanted. They seek out the area in which they have power over their target.
- **Harmful outcome:** someone or a group is hurt physically or emotionally. They can be isolated, humiliated or made fearful. Their sense of self-worth is reduced.
- **Direct or indirect acts:** bullying can involve direct aggression, such as hitting, as well as indirect acts such as spreading rumours, revealing private information about someone or sharing intimate images with people for whom the information/ images were not intended.
- **Repetition:** bullying usually involves repeated acts of aggression. An isolated aggressive act, such as a fight, is not usually considered bullying. Yet any incident can be the start of a pattern of bullying behaviour which develops subsequently. That is why incident records are so valuable.
- **Unequal power:** bullying involves the abuse of power by one person or a group who are (perceived as) more powerful, often due to their age, physical strength, popularity or psychological resilience.

Bullying can take many forms:

- **Physical** – kicking, tripping someone up or shoving them, injuring someone or 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 (see Appendix 1.0)
- **Relational aggression** – is bullying that tries to harm the target's relationships or social status: drawing their friends away, exploiting a person's special educational needs 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 person targeted.
- **Prejudice-related** – bullying of a person or a group because of prejudice. This could be linked to stereotypes or presumptions about their identity: race, religion, gender, disability, gender identity, sexual orientation or background.

There are specific types of bullying relating to characteristics. These can broadly be categorised into the following groups:

- Bullying involving learners with **special educational needs and/or disabilities**.
- **Homophobic** bullying.
- **Sexist, sexual and transphobic** bullying.
- Bullying connected with **race, religion and culture**.

There is no justification whatsoever for bullying behaviour and it should not be tolerated in any form. Differences of race, religion, gender, sexual orientation, and ability are absolutely repudiated as reasons for bullying.

Bullying behaviour is a problem for both the perpetrator of bullying and the victim. Carla House School expects that all incidents of bullying will be addressed in pro-active and constructive ways, which provide opportunities for change, growth and development for the perpetrator and victim alike.

It is wrong to deal with perpetrators in an oppressive way as this merely reinforces the belief that "might is right".

The effective management of bullying is an adult responsibility. Best outcomes are achieved if education staff, parents/carers and placing social workers all work together to develop strategies to keep victims safe and deter bullying behaviour through Restorative Justice principles.

Ysgol Y Rhos will ensure that information about policies and procedures in relation to bullying can be made available in 'user friendly' form at the request of children/young people, and parents/carers.

What is not bullying?

Some behaviour, though unacceptable is not considered bullying. These instances, if appropriate, should be dealt with in accordance with the school's behaviour policy. Some cases might be a safeguarding matter or require involvement of the police. A young person may be in need of multi-agency support or therapeutic intervention.

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

- **Friendship fallouts** are not generally regarded as bullying. 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. Pupils who are targeted by former friends feel the betrayal deeply and are frequently isolated from their former friendship group.
- **A one-off fight** is not regarded as bullying. It should be addressed according to the school's behaviour policy unless it is part of a pattern of behaviour that indicates intentional targeting of another person.
- **An argument or disagreement** between two pupils is not generally regarded as bullying. Nevertheless they may require assistance to learn to respect other people's views.
- **Physical assaults** should be stopped and addressed immediately. Police involvement in cases where physical assault has happened may also be appropriate.
- **Insults and banter** pupils 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 seen as bullying. If one person 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 may be crossed.
- **A one-off instance of hate crime** can include one or more of the following traits: verbal abuse; intimidation; threats; harassment; assault; damage to property; targeting someone for financial gain or for some other criminal purpose. Unless this behaviour is repeated it would not usually be regarded as bullying.

Whole School Prevention Measures

All preventative strategies operate within a school ethos founded on equality, fairness and respect for others in which the individual differences are celebrated and seen as a source of enrichment. In order to help pupils learn and develop appropriate responses to others, all staff will always treat each other and pupils, parents and carers with courtesy and respect and will model appropriate and acceptable behaviour. We strongly believe that to tackle bullying effectively we need a consistent whole school approach, working with appropriate outside agencies.

The school will work closely with carers, social workers and parents to ensure that pupils are kept away from potential bullying behaviour.

All children and young people need to be aware that education staff want to be informed of any incidents of concerns and that action will be taken when bullying is reported.

All staff working with pupils in the school both education staff and care will be made aware of the issue of bullying and the need to apply the policy of 'zero tolerance' consistently when incidents of bullying are witnessed or reported. Staff will reinforce the message to pupils that bullying is unacceptable and will take positive action to prevent and control it.

The subject of bullying will be raised at both group and individual level. Young people will be given an opportunity to discuss the issue of bullying in student voice at school. Pupils will be invited to contribute ideas on how the 'zero tolerance' policy can be implemented. At the individual level young people who are at risk of bullying (or have suffered bullying in the past) will be offered additional support and guidance. These pupils who have bullied others will be given advice and support and provided with strategies to enable them to bring their unacceptable behaviour under control to prevent further incidents.

Pupils can be vulnerable to bullying at certain times and staff need to be aware of this and be vigilant. Unstructured times such as break and lunch times are particular times when pupils may be subject to bullying. Furthermore, there are locations in which incidents of bullying are more likely to occur such as when on school trips or at a Leisure Centre. It is therefore important that where necessary arrangements are made to ensure that at such times adequate supervision is available to reduce the risk of bullying incidents. Risk assessments should be completed and if appropriate these should highlight bullying hotspots etc. within school setting.

Pupils will be encouraged to talk to staff about incidents of bullying which they experience or of which they may be aware. In such situations, staff must respond positively, take the expression of concern seriously and ensure the matter is thoroughly investigated. Pupils will also be able to complete a bullying concern form which they can hand into any member of staff if they are not comfortable with verbal reporting.

Pupils should be encouraged to 'sign up' to an anti-bullying contract; if this is done at the point of admission, it gives a strong message about the culture and ensures that everyone is aware that bullying will not be ignored or tolerated.

Signs that a child/young person is being bullied:

- Changes in "normal" behaviour – moodiness / clingy / emotional outbursts
- Truancy / school refusal / poor performance
- Changing route to school every day
- Bed wetting / soiling / nightmares / sleep problems
- Anxiety attacks; fear of going out; being left alone.
- Stealing (to obtain money for "taxes")
- "Losing" property / having clothing or items destroyed.
- Arriving home hungry (dinner money "taxed")
- Unexplained bruising / frequent "accidents"
- Poor peer relationships
- A tendency to be aggressive and bully others.
- Unexplained / psychosomatic illnesses (stomach / headaches)
- Obsessive washing / stop eating (when accused of being smelly/fat)
- Self-harming
- Children and young people who are generally isolated and excluded.
- Children and young people who receive lots of negative attention (allegedly in fun)
- Unhappy, distressed, and withdrawn children

Anti-bullying work is embedded in the curriculum, through Achieve and Schools Council sessions and the thematic projects throughout the school. Anti-bullying is delivered and is highlighted around the school to promote a positive environment. Staff will support each other in the delivery of anti-bullying and pupils will be responsible for presenting assemblies on anti-bullying and bullying behaviour.

All staff will support the pupils when using the internet and specific group work sessions run by the therapy team also address these issues.

Bullying will also be raised at several levels including:

- **At Whole School level** – whole school assemblies, Anti-Bullying Week, school rules developed by pupils, School Council work.
- **At Classroom level** – Bullying concern forms, Chill out Room, pupil posters, class rules developed by pupils, class discussions and cross-curricular activities
- **At an Individual Pupil level** – pupils who are felt to be at risk of bullying will be offered support and therapy to ensure they feel safe at school
- **At a Teacher level** – In-house training for staff, strong communication between staff teams within school and residential staff.

Management of Bullying

The subject of bullying should be an open one and there should be regular discussions in lessons held around the topic, so pupils are aware that staff understand the nature of the problem. As such:

- Bullying should be discussed regularly at all levels both with pupils and within staff teams.
- Discussions about bullying should be held also informally whenever there is an opportunity.
- Posters on bullying should be displayed around the school and should detail school/children approach to managing incidents of Bullying.

Information should signpost children and young to other people/agencies they can contact if they are being bullied such as Meic Cymru.

The Headteacher should make sure that:

- Pupils are aware they raise a concern about bullying either verbally or in written format.
- Meet with the victim to establish the impact and details of the behaviour causing concern.
- Meet with the children/individuals involved to establish the impact and details of the behaviour causing concern.
- To determine the reasons for the behaviour, and to discuss the strategies to support the pupil address their behaviour.
- Increase supervision, where necessary to ensure all individuals are effectively safeguarded:
- Potential consequences for the bullying behaviours are known to pupils, for example, (not earning rewards through the behaviour management system etc)
- Education Staff should look for patterns in pupils behaviour to determine and identify evidence of bullying and impact.

School staff will:

- Canvas pupil views on the extent and nature of bullying.
- Ensure pupils know how to express worries and anxieties about bullying.
- Ensure all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns.
- Offer support to pupils who have been bullied through several routes including counselling, independent listeners, and access to their social worker, if applicable.
- Work with pupils who have been bullying to address the problems they have.

The role of Parents/Carers

We at Ysgol Y Rhos are firmly committed to working in partnership with parents/carers and believe that the best outcomes emerge when professionals and parents can work together when bullying occurs.

Parents/carers who believe their pupil is the target of bullying should share their concerns with school at the earliest opportunity. All expressions of concern will be taken seriously and investigated thoroughly.

If a pupil is involved in a single serious incident of bullying or there is evidence that the same pupil is involved repeatedly in less serious incidents (either as a targeted individual or a perpetrator) the school will inform parents/carers and invite them to become involved in the management of the problem and the prevention of further incidents. Isolated and less serious incidents will be managed by school staff and parents/carers informed.

In the event where parents/carers are unhappy with the way the school has investigated an alleged incident of bullying, then they have the right to complain to the headteacher/ SMT, in accordance with the school's Complaints Policy.

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

Post Incident Responses

For the victim of bullying

Education Staff will offer a positive, sympathetic, and supportive response to pupils who are the victims of bullying. The exact nature of the response will vary according to the needs of the pupils and may include:

- Immediate action to stop the incident and secure the pupils safety.
- Reassure the pupil they were right to tell you.
- Explain to the pupil the steps that will be taken.
- Support pupils to learn and practice the skills of assertiveness so they can become more able to resist negative peer pressure.

Mediation between the victim and the perpetrator (providing this does not increase the victim's vulnerability and what the victim wants).

Individuals who Perpetrate Bullying

Education Staff will adopt a supportive, pragmatic, problem solving approach to enable pupils who perpetrate bullying to behave in a more acceptable way. The use of punishment is not helpful in managing this problem, but the positive use of consequences can be useful in demonstrating that bullying is unacceptable.

Education Staff will respond to incidents of bullying in a proportionate way – the more serious cause for concern the more serious the response. When the application of consequences is necessary, they will be applied consistently and fairly.

In managing incidents of bullying the following options will be considered:

- Talk to the pupil, get the full story, listen to what's being said and empathise.
- Reinforce the message that their behaviour is not acceptable.
- Adopt the approach that there is no justification for bullying.
- Explain that bullying takes many forms and isn't just physical aggression.
- Implement extra supervision and monitoring of the behaviour and situations (where applicable)
- Ensure if relevant, that carers, parents, supervising social workers, social workers, teachers, and therapists are informed about any incidents of bullying behaviour.
- Education Staff should try to understand the reasons for the bullying behaviour and consider the impact of the behaviour for the perpetrator.
- Ensure support is provided such as counselling, mentoring or relevant awareness training.
- Mediation with the victim (if the child who has been bullied agrees to this and the process is fully explained).
- Identify with the perpetrator, strategies, and other ways to deal with the behaviour.
- Use of rewards / positive reinforcement to promote change.
- Review of viability of placement, where the behaviour of the child requires more intensive support and where after change strategies, the behaviour continue to present risks of harm to self and other children and young people.

Recording

Each incident of bullying should be recorded in the bullying log. The record should include details of the date, time, location, and the nature of the bullying incident and should also details whether the bullying took place one child to another or as part of a group. The record, should, as far as possible, be a verbatim account of what the child/young person said. The records should be legible, clear, concise, and free from jargon and abbreviations. The young person must be given the opportunity to read the record and sign it off to be factually accurate. The staff member should record the child / young person's response.

Disclosures about bullying must be reported immediately to the Headteacher / Designated Safeguarding Person. The record must be written up within 24 hours after the information has been received.

Ysgol Y Rhos will ensure that all educational staff are trained in recognising, understanding and management of incidents of bullying.

This policy is reviewed every 3 years as a minimum. However, where there are changes to legislation/guidance or in response to recommendation from any significant incident, review of the policy will take place immediately.

Policy Created By	Sam Thomas	18/11/2025
Policy Approved By	Catrin Jones	19/11/2025
Policy Reviewed By	Sam Thomas	05/09/2026
Policy Review Approved By	Catrin Jones	05/09/2026

Appendix 1

Types of Bullying

Conditional Friendship

In these cases a group will allow a target to believe they are accepted into the friendship group. The group may however be using the target or place condition on them in order to be part of the group. They might make the target the subject of their jokes, use them to run errands or even engage in criminal activity for them.

Exploitative

In these cases the bullying takes the form of deliberately subjecting a target to something they cannot tolerate. For example, if a target is especially sensitive to sounds or smell, exploitative bullying might be where the perpetrator repeatedly spreads food over their work or makes loud noises to startle them. The eventual aim is to get the target pupil into trouble because they will gradually become more stressed until they have an outburst of anger or retaliate.

Manipulative

In these cases the perpetrator manipulates the target who at first may not realise what is happening. They might believe the other pupil or group of pupils like them and that they are friends. The target however might be manipulated into relationships that are high risk and the bullying becomes very controlled.

Racist Bullying

Racist bullying is defined as repeated hostile or offensive behavior directed at an individual based on their race, ethnicity, or culture. It can manifest in various forms, including name-calling, jokes, or exclusion from activities. This type of bullying is considered a form of racism and is illegal, as it violates the rights of individuals to be treated fairly and respectfully.

Homophobic Bullying

Homophobic bullying is a specific form of bullying motivated by prejudice against lesbian, gay or bisexual people (including those questioning their sexuality). It is not characterised by specific acts but by the negative attitudes and beliefs towards lesbian, gay and/or bisexual people that underlie these.

Sexist Bullying

This is bullying based on sexist attitudes expressed in ways that demean, intimidate and/or harm another person because of their sex or gender.

Sexist bullying may sometimes be characterised by repeatedly inappropriate sexual behaviours including harassment, groping, 'up skirting', 'down skirting', and use of humiliating sexist language. In rare cases violence may be used.

Boys can suffer sexist bullying and humiliation. For example, by a group of girls or former girlfriend. When this happens, schools should not treat these cases any differently or less seriously than those involving girls.

Sexual Bullying

This is bullying behaviour of a repeated nature that has a specific sexual dimension. It may be physical, verbal or psychological.

Behaviours may involve suggestive sexual comments or innuendo including offensive comments about sexual reputation or using sexual language that is designed to subordinate, humiliate or intimidate.

It may involve sharing of explicit images online, sometimes by multiple people, coercion or unwanted sexual touching.

Transphobic Bullying

Transphobic bullying is a specific form of bullying motivated by prejudice against trans people, those perceived to be trans, someone with a trans relative or simply because a learner is in some way different. It is not characterised by specific acts but by the negative attitudes and beliefs towards trans people that underlie these.

Bullying linked to race, religion and culture

This form of bullying describes a range of hurtful behaviour both physical and psychological that makes a person feel unwelcome, marginalised, excluded or powerless because of their colour, ethnicity, faith, community, national origin or national status.

Online Bullying

While technology facilitates traditional bullying behaviours such as insults or rumour spreading it also provides additional ways to bully to humiliate others such as the misuse of images or videos, live streaming, by using anonymous messaging apps or harassing someone online. Online bullying often occurs at the same time or follows on from traditional bullying.

The perception of being able to act anonymously online often leads to disinhibited and cruel behaviour that would less likely be face to face. Technology may help those who lack power or popularity offline to have power over others or bully online. In this way, learners who find themselves targeted offline may retaliate anonymously online.

Online bullying behaviour can take different forms including:

- profile: people do not have to be physically stronger, older, or more popular than the person they are bullying online.
- location: online bullying is not confined to a physical location and it can take place at any time. Incidents can take place in their own home, intruding into spaces previously regarded as safe and private.
- audience: online content can be hard to remove and can be recirculated and reposted. the potential numbers of people who can see content posted online is very large. Single incidents of online abuse can quickly escalate into bullying, for example, by reposting, sharing and comments.
- anonymity: the person being bullied will not always know the identity of the person or people bullying them. They also will not know who has seen the abusive comment.
- motivation: online bullying is typically carried out on purpose. However, initial incidents may have unintended consequences and can escalate through the involvement of others. an individual may not feel that by endorsing or reposted someone else's post that they are participating in bullying. The instigator may not have intended an offensive or hurtful comment to be repeated. A single incident- one upsetting post or message – may escalate into bullying involving a number of people over time.
- evidence: online and mobile communications leave a digital trail.

BULLYING LOG BOOK or See SLEUTH electronic incident recording.

[illegible]

Appendix 3

Pupil Bullying Concern Form.

STOP BULLYING SPEAK UP!

Our Promise
We promote kindness and respect. Bullying is never accepted.



YOUR NAME _____

PLEASE WRITE DETAILS ABOUT YOUR CONCERN IN THE BOX BELOW