



3-16 ANTI-BULLYING POLICY

Policy:	Anti-Bullying
Age Range:	3-16
Type:	Statutory
Sub Committee:	Relationships and Wellbeing
Governing Body Approval:	10 th December 2025
Review Date:	November 2026
Staff Lead:	A Lyndon-Jones/ I Carter

Version Control

Version	Key Changes	Sub Committee Approval (Date)	Full GB Approval (Date)	Review Date
1.0		June 2024	11th September 2024	June 2025
2.0	•Annual review •Change of staff lead	19 th November 2025	10 th December 2025	November 2026

Review

Monitoring, Evaluation and Review

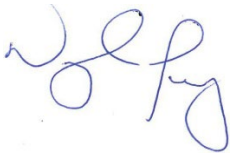
The Senior Leadership team, will annually review this policy and make any further recommendations to the Governing Body.

The Governing Body will monitor the application of this policy and associated procedures in order to ensure its continued effectiveness and compliance.

Headteacher:



Chair of Governors:



Date: 10th December 2025

What is Bullying?

Bullying is defined as:

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

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

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

At Abertillery Learning Community, we take a proactive approach to preventing bullying and work hard to reduce its effects when it occurs. Our approach to preventing bullying includes:

- Teaching pupils about respect, celebrating diversity and addressing prejudice through our Health and Wellbeing curriculum, the curriculum cross-cutting themes of Relationships and Sexuality Education (RSE), Human Rights (Children's rights) and Diversity, taking part in awareness weeks/ events and our programme of assemblies;
- Promoting positive behaviour through promoting our core values of respect, responsibility and resilience as detailed in our relationships policy;
- Providing professional learning opportunities for staff regarding developing respectful relationships and promoting diversity and inclusion, such as Diversity and Anti Racism (DARPL) and Trauma-Informed Schools.

Bullying behaviour:

- is harmful for all the individuals involved;
- becomes the focus of a learner's experience of daily life;
- undermines safety, well-being and attainment;
- damages school ethos;
- is detrimental to the school and the wider community;
- can affect home life and relationships with parents/carers;
- affects bystanders and those who know it is prevalent in their school.

Abertillery Learning Community Anti-Bullying Strategy

- Our school core values of respect, responsibility and resilience are promoted through our curriculum, programme of assemblies and taking part in awareness weeks/ events;
- We embed a climate and culture where learners feel safe, secure and valued through promoting positive relationships and utilising the PACE approach (Playfulness, Acceptance, Curiosity and Empathy) which supports the key elements for successful relationships: Protect, Relate, Regulate and Reflect;
- We promote children's rights through our curriculum and programme of assemblies. Our Wellbeing Warriors are pupils across the school who work as a Rights Respecting Steering group (RRS). These Wellbeing Warriors have worked with staff to ensure children's rights (UNCRC - United Nations Convention on the Rights of the Child) are woven through school-life;
- We seek and listen to the voice of the pupils through regular pupil surveys, pupil voice groups (including Wellbeing Warriors, Eco-Committee, Pupil Parliament) and listening to learner exercises;
- Staff have a secure understanding of the health and well-being of their learners through planned professional learning activities and there are effective methods to monitor and evaluate this such as half-termly pupil progress meetings;
- We provide a curriculum that meets the needs of learners (both now and for their future), implemented with learning experiences that support and challenge learners about their health and well-being
[Insert link to health and wellbeing overview];
- We create an environment that promotes health and well-being, through providing well-equipped play areas, providing well-developed outdoor learning spaces in the primary phase, providing suitable toilet facilities, promoting healthy eating and exercise, staff and pupil wellbeing policies and following health and safety guidelines;
- We ensure effective communication and partnership working with parents/carers through effective and regular two-way communication between home and school, providing support for home-school learning, encouraging parental participation in school life and engaging parents in decisions around school improvement;
- We provide targeted wellbeing support and intervention for identified pupils including the school-based counselling service, Emotional Literacy Support (ELSA) sessions, Play and Learning to Socialise (PALS) sessions;
- A restorative approach exists to support individuals in need. School staff respond to all incidents of negative behaviour in a restorative manner. We regard this as an important prevention strategy.

How is bullying expressed?

Bullying can take many forms, including:

- Physical – such as kicking, tripping someone up or shoving them, injuring someone, damaging their belongings or gestures of intimidation
- Verbal – such as taunts and name-calling, insults, threats, humiliation or intimidation
- Emotional – behaviour intended to isolate, hurt or humiliate someone
- Indirect – such as sly or underhand actions carried out behind the target's back or rumour-spreading
- Online – such as 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 educational needs (ALN) or long-term illness, targeting their family's social status, isolating or humiliating someone or deliberately getting someone into trouble
- Sexual – such as unwanted touching, threats, suggestions, comments and jokes or innuendo. This can also include misuse of intimate, explicit images of the learner targeted;
- Prejudice-related (see below) – 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.

Bullying and Safeguarding

Some cases of bullying might be a safeguarding matter or require involvement of the police. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child (or young person) is suffering, or is likely to suffer, significant harm'. Where this is the case, the school will report our concerns to the local authority's social services department.

Prejudice-related bullying

These ideas and attitudes involve hostility towards people who have protected characteristics, such as learners who are disabled, who are lesbian, gay or bisexual; or who are questioning their gender or who are transgender; or whose ethnicity, race, appearance, religious heritage or gender is different from the perpetrators of the prejudice-related behaviour.

Prejudice-related behaviour can also be directed towards those without protected characteristics, including those who have additional learning needs (ALN) that do not meet the definition of disability under the Equality Act 2010. This can lead to bullying for a variety of other reasons such as social status and background.

Prejudice-related behaviour of any kind is unacceptable and could be considered as, or escalate into, incidents of hate crime. If the action is a one-off occurrence and is not repeated, the incident is not usually considered bullying; however, this will be challenged in using the most appropriate school policy (e.g. relationships policy, safeguarding policy, or anti-bullying policy).

Where prejudice-related behaviour is repeated by a perpetrator, whether directed towards a single individual or towards a group of learners, the action becomes bullying.

Bullying linked to race, religion and culture

Racism is defined as:

Conduct or words or practices which disadvantage or advantage people because of their colour, culture or ethnic origin.

A racist incident is defined as:

Any incident which is perceived to be racist by the victim or any other person.

The school has a clear process for responding to racist incidents specifically:

[Responding to Racist Incidents.docx](#)

Online Bullying

Through the The Digital Competence Framework strand of 'Citizenship', learners develop the skills and behaviours to contribute positively to the digital world around them, which includes protecting themselves online.

How does the school respond to bullying?

- The staff member undertakes effective listening and thanks the learner for reporting the problem;
- The staff member will explain the next steps of how their concerns will be taken forward. This will help to reassure them that their concerns are being taken seriously;
- The staff member will record the incident on MyConcern and report the incident to the appropriate senior leader;
- Saving evidence: SLT may direct staff to take a statement from the learner regarding the bullying accusation and gather any additional evidence. Bystanders may also be able to provide witness statements or additional evidence. Dates and times when things happened should be noted. Screen grabs can be saved as online evidence;
- Where appropriate, learners are involved in discussing how the incident will be handled.
- We use each incident as a learning opportunity. The school's role is to nurture and support learners to understand they are in the process of learning to be informed citizens of the future.

Action taken by the school

If it is felt that bullying has taken place, the target will be told that action will be taken to prevent bullying from continuing. The perpetrator needs to understand the effects of their actions upon the target, and will be given support in order to modify their behaviour. If, in spite of support, the bullying behaviour continues, the school will move through a number of stages.

The school reserves the right to move directly onto any given stage of the process depending on the severity of the incident.

Stage 1 Initial bullying:

- School made aware of bullying and SLT notified
- Incident investigated by appropriate school staff members
- Incident log started on MyConcern, including date and description of incident
- Restorative work undertaken and appropriate sanctions put into place
- Apology delivered to target – verbal/written
- Perpetrator and target counselled by appropriate member of staff
- Monitoring of incident time agreed
- All parents involved in the process

Stage 2 Repeated bullying:

- SLT involved
- Incident log on MyConcern updated
- School leaders agree a management plan for intervention and support to the target and perpetrator
- Further support strategies for the target are agreed and planned
- Further restorative work undertaken and appropriate sanctions put into place for the perpetrator
- Facilitate a meeting between the target and perpetrator to discuss issues leading to conflict resolution
- Agree a review/monitoring time for reflection and further support

Stage 3 Sustained/prolonged bullying:

- Heads of School/ DHT/ HT involved
- Where appropriate, support from outside agencies sought to manage behaviour
- Possible fixed term exclusion following guidance in school exclusion policy and LEA guidelines
- Parents involved
- Chair of Governors is informed

Stage 4 Sustained/prolonged bullying:

- Permanent exclusion may be issued following guidance in school exclusion policy and LEA guidelines

Parents/carers & bullying

If your child is being bullied:

- Parents along with peers will often be the first to hear of a bullying incident;
- Parents should contact the school with their concerns;
- In order to best support your child, it is essential to stay calm, supportive and find out the facts of the situation; bullying can be complex to understand as it is possible that the parties involved will have varying perceptions of the events under investigation. Reassurance will be needed in order to persuade your child that they have done the right thing by telling you.

You may find it helpful to have the following checklist to ensure that helpful information is passed to the school:

- Who was involved?
 - Where did it take place, when and how often?
 - Why did it take place?
 - What form did the bullying take?
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- When you inform the school of these details, you will be told how the school will proceed; this will normally begin with an investigation into the allegations (see below for details);
 - Be reassured that this will be managed sensitively with the needs of all the pupils involved carefully considered;
 - The school will outline how your child will be supported at school throughout this time;
 - Keep in touch with the school and inform us about how things are improving/ any changes in circumstance.

If your child is involved in the bullying:

It is important to work with the school to support your child with modifying their patterns of behaviour which are causing harm. It is helpful to recognise some of the reasons why pupils behave in this way from time to time.

Children sometimes bully others because:

- They are not aware of how hurtful it is;
- They are copying the behaviour of older siblings or people they admire;
- They have a temporary difficulty integrating in 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 appropriate ways for making firm relationships.

To support your child:

- Talk to them about the consequences of their actions (**respect/ responsibility**);
- Role model the behaviour you would like your child to adopt at home;
- Suggest positive ways of joining in activities with other pupils;
- Liaise with the school about strategies in place at school;
- Make time to have regular chats about your child's wellbeing;
- Check that your child knows who their identified adult at school is to whom they can go to with a problem or a worry of any kind

Please note that in line with our core value of **responsibility** the school will need to take action if bullying behaviour occurs. The matter will be sensitively handled but it needs to be effective. Sanctions will link with those outlined in the school's relationships policy.

Further support, guidance and information

Listing should not be taken as endorsement of any kind. We cannot guarantee that these links will work all of the time and we have no control over the availability of linked pages.

Welsh Government -

[rights-respect-equality-statutory-guidance-for-governing-bodies-of-maintained-schools.pdf](#)

Blaenau Gwent Relationships (Anti-Bullying) Policy -

[16a. BG - Relationships \(Anti Bullying\) Policy - Sept 2022 Eng.docx - Google Docs](#)

Bullying Online - www.bullying.co.uk

Child Exploitation and Online Protection (CEOP) - www.thinkuknow.co.uk

ChildLine - www.childline.org.uk/Bullying.asp

Children in Wales - www.childreninwales.org.uk/Search.html?Keywords=bullying

Department for Education and Skills - www.dfes.gov.uk/bullying

Directgov - www.direct.gov.uk/en/AdvancedSearch/Searchresults/index.htm?fullText=bullying

Bullies Out – <https://bulliesout.com>

Barnardos – <https://www.barnardos.org.uk>

Child Net – <https://www.childnet.com>

Internet Matters – <https://www.internetmatters.org>

Meic – <https://www.meiccymru.org>

Respect Me – <https://respectme.org.uk>

Kidscape - www.kidscape.org.uk

National Children's Bureau (NCB) - www.ncb.org.uk

National Society of Prevention of Cruelty to Children (NSPCC) - www.nspcc.org.uk

Action For Children Children's Charity (formerly NCH) - www.actionforchildren.org.uk/

SNAP Cymru - www.snapcymru.org

TeacherNet - www.education.gov.uk/schools