



Anti-Bullying Policy

Valid until September 2027

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As a Rights Respecting School, we are committed to embedding the principles of the United Nations Convention of the Rights of the Child (UNCRC). This policy enables our pupils to access and enjoy the following articles of the convention.

Article 1-Every child under the age of 18 has all the rights in the convention

Article 2-All children have these rights

Article 19-I have the right to be protected from being hurt or badly treated

Article 29-Education must develop every child's personality, talents and abilities to the full.

Article 31-I have a right to relax and play

Article 34-Nobody should touch me in ways that make me feel uncomfortable, unsafe or sad

Article 42-Every child has the right to know their rights

Legislation

Ysgol Tarren & Mill Haven is a school in Wales. Education is devolved in Wales; therefore this policy is written and applied in line with Welsh legislation, Welsh Government statutory and operational guidance, and the Independent School Standards applying in Wales. Guidance or legislation from England, including any Department for Education guidance such as *Preventing and Tackling Bullying*, does not apply to the school unless expressly identified as non-statutory good practice only. The applicable Welsh framework includes:

The Equality Act 2010, including duties relating to protected characteristics and prevention of discrimination, harassment and victimisation.

Welsh Government, *Rights, respect, equality: statutory anti-bullying guidance for schools and settings*, including prevention, prejudice-related bullying, online bullying, response, recording, evaluation and accountability.

Welsh Government, *Keeping Learners Safe*, including safeguarding duties for proprietors of independent schools, governing bodies and education settings.

The Independent School Standards (Wales) Regulations 2024, including standards relating to welfare, health and safety, safeguarding, behaviour, promotion of pupils' rights under the UNCRC, provision of information and the proprietor's responsibility for compliance.

The Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the ALN Code for Wales, where bullying concerns relate to additional learning needs, disability or required support.

The Children Act 1989, Social Services and Well-being (Wales) Act 2014, Wales Safeguarding Procedures and All Wales Travel Behaviour Code, where relevant to safeguarding, welfare, transport or child protection concerns.

Relevant professional standards, equality guidance for education providers in Wales, Anti-Bullying Alliance guidance and Kidscape anti-bullying policy checklist.

This policy should be read alongside the school's Safeguarding Policy, Behaviour Policy, Online Safety Policy, Complaints Policy, Equality Policy and any procedures for recording, reporting and escalating child protection concerns.

Where external resources are used to support practice, staff must distinguish clearly between Welsh requirements and non-statutory resources from other jurisdictions. Welsh Government guidance, including *Rights, respect, equality*, is the primary reference point for preventing, responding to, recording and reviewing bullying in this school.

Introduction

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools.

All instances of bullying amongst pupils are governed by this policy. The safeguarding and disciplinary processes will be used to address any complaints regarding any pupil being bullied by either another pupil or a professional.

All children and young people have a fundamental right to be educated and taken care of in a secure setting and to be shielded from anybody who would want to mistreat, abuse, or otherwise hurt them.

To protect pupils and to assist and promote their emotional health and welfare, it is the duty of every member of staff to address concerns related to any actual or potential bullying incidents. Additionally, as an organisation, we understand how critical it is for staff to be able to identify instances of or indicators of bullying and know how to respond to these.

Ysgol Tarren & Mill Haven will make absolutely sure that all pupils, are aware of the anti-bullying policy, that the school takes the problem seriously, and that there is a zero-tolerance approach towards any bullying behaviour. To lessen the likelihoods of bullying on the pupils, we are very clear regarding our policy and procedure to ensure our approach to bullying is understood and adopted by all.

In discussions with children and young people, bullying is repeatedly mentioned as one of their top worries. As a result, some children and young people could become more aggressive, while others might feel hopeless. Bullying victims may experience long-term repercussions, such as years-long confidence loss. In the worst cases, bullying and suicide have been connected.

Research evidence that both children and young people within the care system are particularly susceptible to bullying. Ysgol Tarren & Mill Haven is dedicated to doing everything within its power to prevent bullying and to responding quickly and effectively when an incident of bullying occurs. Everyone who works with our pupils has a duty to ensure that they are in a secure environment free from the threat of bullying.

What is Bullying?

There is no legal definition of bullying, however, according to the anti-bullying charity 'Ditch the Label' bullying is described

'As an imbalance of power which is used to either defame, harass, intimidate or upset another person'.

The NSPCC defines bullying as

'Behaviour that hurts someone else – such as name calling, hitting, pushing, spreading rumours, threatening, or undermining someone. It can happen anywhere – at school, at home or online'.

Ysgol Tarren & Mill Haven are aware of the definition that bullying is determined as deliberately hurtful behaviour, usually repeated over a period of time where it is difficult for those being bullied to defend themselves. However, it can also occur as a one-off incident where a victim has been left traumatised and nervous for future re-occurrence.

Distinguishing bullying from other concerns

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another pupil either physically or emotionally and involves an imbalance of power. A single incident may be treated as bullying where the impact is serious, where there is a clear power imbalance, or where there is a risk of repeated harm.

One-off conflict or relational difficulty may include disagreements, falling out, arguments or isolated incidents between pupils where there is no pattern of behaviour and no imbalance of power. These incidents will still be addressed through the Behaviour Policy, restorative work and pastoral support, and will be monitored to ensure they do not develop into bullying.

Prejudice-related incidents are incidents motivated by hostility, prejudice or discrimination relating to a protected characteristic or perceived difference, including race, religion or belief, disability, sex, sexual orientation, gender reassignment, additional learning needs, language, culture or family background. A prejudice-related incident may be bullying if it is repeated, involves a power imbalance, or causes ongoing fear or harm; however, even a one-off prejudice-related incident must be recorded, challenged and reviewed because of its seriousness and potential impact.

Safeguarding concerns arise where bullying or related behaviour indicates that a pupil is suffering, or is likely to suffer, significant harm; where there is abuse, coercion, exploitation, sexual harassment, hate crime, serious violence, online harm or a risk to safety; or where the behaviour may meet child protection thresholds. In these circumstances the concern must be referred immediately to the DSL and managed in line with the Safeguarding Policy and Wales Safeguarding Procedures.

The four main types of bullying are:

- Physical – examples include hitting, pushing, shoving, or intimidating or otherwise physically hurting another person, damaging, or stealing their belongings. Threats of violence are also included within physical bullying
- Verbal/ written – including name-calling or insulting someone about an attribute, quality, or personal characteristic, gossiping about a person, using hand signs as gestures and electronic devices
- Social (often referred to as relational or emotional bullying) – including deliberately excluding a person, humiliating, or intimidating someone, spreading rumours, sharing information that will have a harmful effect on the other person and/or damaging a person's social reputation or social acceptance
- Cyberbullying – any form of bullying behaviour that occurs online or via an electronic device. This can be verbal or written, and can include threats of violence as well as images, videos and/or audio. For more information, refer to Cyberbullying

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
HBT (Homophobic, Biphobic, Transphobic) bullying	Any acts of discrimination or persecution against members of the school community based on gender identity or sexuality

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Pupils must be encouraged to report bullying in school. Teaching and support staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

Prejudice and discrimination are directly tied to some of the most heinous bullying behaviours. Below is a summary of them:

- Bullying that is racial or religious that is motivated by the victim's ethnicity, culture, or religion

- Bullying that is sexual, sexist, or transphobic that is motivated by a young person's gender and may involve touching them inappropriately or making photos of them. bullying cases with transphobia involve situations in which the victim is or is considered to be transgender
- Bullying motivated by homophobia and centred on the victim's actual or perceived sexuality
- Disablist bullying, based on a person's physical or learning disability, this can include sensory disabilities and emotional and behavioural difficulties

Being coerced into engaging in illegal or rude behaviour is another kind of bullying.

Bullying of any kind is taken seriously by our school and all staff, and we will take the appropriate steps to address issues including bullying motivated by someone's race, disability, or sexual orientation.

Bullying behaviour has no place in society and should never be allowed in any way. Bullying justifications based on differences in race, religion, gender, sexual orientation, and ability are categorically forbidden.

Bullying behaviour is problematic for both the bully and the bullied person. The school anticipates that all bullying incidents will be dealt with in a proactive and constructive manner, presenting chances for both the bully and the victim to reform, grow, and develop.

Managing Incidents of Bullying

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy below:

- Students are educated through the personal development curriculum to recognise the signs of bullying, through a clear student friendly anti-bullying resource linked to the themes in this policy. Preventative work is carried out in these sessions where pupils consider the impact of bullying. In addition, there are bespoke lessons on building rapport with others and lessons which teach students the difference between assertive and aggressive behaviour towards others.
- Students, parents/carers and peers can report bullying through a variety of sources, including through their form tutor, House Leader, DDSL, DSL or any adult in the school who will send on to the Safeguarding Team through our school website by completing a 'New Concern Form'.
- The school will immediately investigate any allegation of bullying, including listening to the viewpoint of both the alleged victim(s) and perpetrator(s). This will usually be carried out by one of the Behaviour Mentor team in the school.
- Once investigations are completed, the Assistant Headteacher (Behaviour and Attendance) will make a decision on the most appropriate sanction which could range from restorative discussions only through to permanent exclusion from the school, depending on the nature, extent and impact of the bullying on the victim(s).
- A restorative conversation, supervised by a Behaviour Mentor, will always take place between any victims and perpetrators of bullying, based on the school's belief in restorative practice to empower the victim and educate the perpetrator.

- The school trains adults in the school to recognise the signs of bullying during the behaviour and safeguarding training at the start of the year, with staff signing off that they fully understand the signs which may suggest bullying and how to best react to this particular safeguarding concern.
- The school will act to ensure any persons with protected characteristics under the Equality Act of 2010 are safeguarded and supported by the school through its anti-bullying approaches.

Statutory Duty of Schools

The proprietor is responsible for ensuring that the school complies with the Independent School Standards (Wales) Regulations 2024. The headteacher and senior leaders are responsible for implementing this policy day to day, ensuring that procedures to prevent and respond to bullying are understood by staff, pupils, parents and carers, and that safeguarding concerns are escalated in line with Welsh Government guidance.

Implementation

The following steps may be taken when dealing with incidents:

Playtimes and unstructured periods

The school recognises that bullying and peer conflict can be more likely to occur during less structured parts of the school day, including arrival, transitions, corridors, toilets, lunch, breaktimes, outdoor play, transport arrangements and the end of the day. Staff supervision will be planned so that identified areas are visible and actively monitored, with particular attention to known hotspots and pupils who may be vulnerable or in need of additional support.

During playtimes and unstructured periods, staff will use proactive supervision, pupil check-ins, safe spaces, agreed routines and prompt recording of concerns to prevent escalation. Where patterns are identified, leaders will review staffing, zoning, activities, pupil groupings and support plans. Pupils will be reminded regularly how to seek help during unstructured times, including approaching the nearest member of staff, using agreed reporting routes or speaking to their class teacher, tutor, DSL or another trusted adult.

Any incident arising during an unstructured period will be considered using the distinctions in this policy: one-off conflict, bullying, prejudice-related incident or safeguarding concern. The response will be proportionate to the behaviour, impact, risk and any pattern of previous incidents.

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear account of the incident will be recorded and given to the head teacher.
- Incident will be logged in line with the school behaviour policy using CPOM's
- The head teacher will interview all concerned and will record the incident.
- Class Teachers will be kept informed.
- Parents will be kept informed.

- Restorative measures will be used as appropriate and in consultation with all parties concerned.

Pupils

Pupils who have been bullied will be supported (where appropriate) by:

- Offering an immediate opportunity to discuss the experience with a teacher or member of staff of their choice.
- Reassuring the pupil.
- Offering continuous support.
- Restoring self-esteem and confidence.
- If needed, pupils concerned will be offered further support from the core team where they live.

Pupils who have bullied will be helped (where appropriate) by:

- Discussing what happened.
- Discovering why the pupil became involved.
- Establishing the wrongdoing and need to change.
- Informing parents or guardians to help change the attitude of the pupil.
- If needed, pupils concerned will be offered further support from their class teacher, deputy head or headmaster.

The following disciplinary steps can be taken:

- Official warnings to cease offending.
- Appropriate behaviour strategies if needed and appropriate recording of incidents using CPOM's
- Exclusion from certain areas of school premises.
- Recommendations may result in a referral to the headmaster.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in the PSHE scheme of work, time with teachers, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Reporting & Recording

When there is 'reasonable grounds to think that a child is suffering, or is likely to suffer, serious harm' as defined by the Children Act of 1989, a bullying event should be investigated as a child protection concern. In this situation, in accordance with our Safeguarding Policy, concerns should be addressed in accordance with this and the school safeguarding policy.

The information should be forwarded as quickly as possible to the headteacher and proprietor for the most severe types of bullying if a child is at danger of experiencing serious injury.

When a staff member has a lower-level worry, the evidence for the concern, which is tied to observed behaviour or descriptions by the child or young person, should be carefully recorded and monitored. In line with our statutory and regulatory requirements, all incidents of bullying will be

recorded, collated and analysed by the registered manager and responsible individual to consider the strategies implemented, any learning for the organisation and any emerging patterns and trends.

The bullying log must contain a record of every instance of bullying. The record must contain information pertaining to the date, time, place, and nature of the bullying occurrence, as well as whether it happened either a child or adult whether in a solo incident or group setting. As far as feasible, the record should be an exact transcription of what the victim and perpetrator have stated. The records must be easy to read, succinct, and free of jargon and acronyms. For the record to be factually correct, the victim must be given the chance to read it and sign it. The staff member must note the response from the child or adult.

When necessary, disclosures of bullying must be made immediately to the appropriate regulatory body and/ or law enforcement. All bullying incidents must be reported to the headteacher, and the record of the incident must be written up in no more than 24 hours after the incident has taken place/ information received.

Monitoring, Evaluation and Review

The school will review this policy at least annually, and sooner where there are changes to Welsh legislation, Welsh Government guidance, independent school standards, safeguarding procedures or patterns arising from bullying records. The review will consider the effectiveness of prevention work, staff and pupil understanding, reporting routes, recording quality, support for pupils, parental communication and any prejudice-related or online bullying trends.

All records of bullying incidents will be reviewed by the headteacher with oversight from the proprietor and education director on a monthly basis. The purpose of review is to ensure that the school is responding promptly and proportionately, that safeguarding thresholds are considered, that pupils receive appropriate support, and that any learning, patterns or trends inform staff training and preventative curriculum work.

Any notifications pertaining to bullying will be overseen by the headteacher and proprietor.

The education director will review all records pertaining to bullying during monthly audit visits and will report any key findings to the headteacher. Any concerns or likewise, evidence of positive practice will be shared in team meetings to further develop and upskill the staff team.

Training

All staff members will receive bullying training which will be refreshed as relevant. Pupils will engage in assemblies and lessons to discuss and develop understanding of bullying, acceptable and unacceptable behaviours, and conduct.

Policy Review

Review Date	Changes Made	By Whom
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Reviewed 26.09.24	Updated policy to add additional information relevant to bullying, management of this and reporting and recording as well as reviewing of incidents	A. Elmore & P. Iqbal
Reviewed 06.05.25	Legislation and guidance added	P. Iqbal
Reviewed 31.08.26	Reviewed and strengthened following compliance review. Added clear distinctions between bullying, one-off conflict, prejudice-related incidents and safeguarding concerns; added arrangements for playtimes and other unstructured periods; and strengthened recording, monitoring and escalation expectations.	L. Modoi
Reviewed 1/10/2026	Reviewed with staff team	Elmore