



ANTI-BULLYING POLICY

YSGOL Y STRADE

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Foreword:

This policy is based on the Welsh Government's '*Rights, respect, equality: Statutory Guidance for governing bodies of maintained schools*' (2019)

<https://www.llyw.cymru/sites/default/files/publications/2019-11/hawliau-parch-cydraddoldeb-canllawiau-statudol-ar-gyfer-cyrff-llywodraethu-ysgolion-a-gynhelir.pdf>

Tackling bullying is a key priority for our School. We are committed to ensuring that all our learners feel safe, secure and supported to achieve their full potential. Every young person has the right to education and to be treated equally.

The school is committed to tackling bullying holistically, by tackling the root causes of unacceptable behaviour and creating an inclusive and engaging environment. The school prioritises wellbeing so that learners feel safe and ready to learn. It is essential that children and young people are educated about building and maintaining respectful relationships; This is the cornerstone on which positive behavior is based.

We all need to ensure that the values of respect, tolerance and kindness are part of our school's community and culture.

Our School's Vision and Aims:

At the Strade, we work to promote positive, respectful behaviour between staff and learners as part of our whole school approach to wellbeing. We are proud that this approach has been woven throughout all of the school's activity. We aim to create and maintain an environment that encourages positive behaviour and addresses the root causes of unacceptable behaviour to create an inclusive and engaging environment where learners will feel safe and ready to learn.

Our Values and School Ethos

The ethos of our school is based on a restorative approach to building, maintaining and repairing healthy relationships and where all members of the school community feel safe and valued.

Definition of what is meant by 'bullying':

There is no legal definition of bullying in Wales or Great Britain either. Therefore, the definition used in this policy is the one given by the Welsh Government:

Behaviour by an individual or group, which is repeated gradually over a period of time, that intentionally harms others, either physically or emotionally.

There are a number of obvious elements associated with bullying. These include (but are not the only ones):

- **Intent to harm** – bullying is intentional, and intent is to cause harm. Those who bully others will very often be highly skilled in the sense that they know exactly how to intimidate or hurt their target, paying attention to key aspects of their appearance, personality or identity to achieve the desired effect. They will find the aspect where they have power over their target
- **A detrimental outcome** – someone (or group) is hurt physically or emotionally. He can be isolated, he can be ashamed or feared. His sense of self-worth will diminish
- **Direct or indirect actions** – bullying can include direct aggressive behaviour, such as hitting someone, as well as indirect acts such as spreading rumours, revealing private information about someone or sharing highly personal images with people who were not intended to see the information or images
- **Repetition** – bullying will usually involve repeating negative behaviour or aggressive acts. Usually, a single act of aggression, such as fighting, will not be considered bullying. However, any incident can be the starting point for a pattern of bullying behavior that develops afterwards. Incidents of 'one-time bullying' can nevertheless have a detrimental effect on learners' wellbeing. That's why records of events are so valuable
- **Unequal power** – bullying involves the misuse of force by one individual or group who is more powerful (or perceived as such), often because of their age, physical strength, popularity or psychological robustness.

There are many different types of bullying, including:

- **physical** – punching, kicking, tripping or pushing someone, injuring someone, damaging or stealing property or making gestures to intimidate someone
- **verbal** – ridicule and name-calling, insulting, threatening, intimidating or intimidating
- **emotional** – behaviour intended to isolate, hurt or harm or shame someone
- **indirect** – stealthy or stealthy actions that are committed behind the back of the target or grooming
- **Online** – use any type of technological means, mobile phones, social networks, games, chat rooms, forums or apps to bully by means of text messages, messages, images or video. More information about Online Bullying can be found in **Appendix 2**.
- **Harming relationships** – A bully who seeks to harm the target's relationships or social status: encouraging his friends to turn their backs on him, taking advantage of an individual's additional learning needs or long-term illness, targeting his or her family's social status, isolating or shaming someone or deliberately harassing someone.
- **Sexual** – unwelcome touching, threats, suggestions, comments and jokes or innuendos. This can also include sexual blackmail, so-called 'revenge pornography' and any misuse of intimate and nude photos of the targeted learner
- **related to bias** – bullying a learner or group of learners because of prejudice. This could be related to stereotypes or assumptions about identity. Bullying related to prejudice includes the protected characteristics. Prejudice can and does extend beyond the protected characteristics, and can lead to bullying due to a variety of other reasons such as social status and background.

Please refer to **Appendix 1** for more information on specific types of bullying.

What is not a bully?

Some types of behavior, while unacceptable, are not considered bullying. The Welsh Government expects these cases to be dealt with in accordance with the school's behaviour policy to prevent the possibility of an incident getting worse and developing into a case of bullying.

The following examples are cases that would not normally be considered bullying:

- **Quarry between friends** – however, quarrels between friends can worsen and develop into bullying behaviour, due to the fact that former friends have a detailed knowledge of each other's fears and insecurities. Children and young people who are targeted by former friends will feel that betrayal to the live, and will often be isolated from their previous group of friends
- **fight that happens once** – the Welsh Government expects schools to address this in line with their behaviour policy, unless it is part of a pattern of behaviour that suggests another individual is being deliberately targeted
- **quarrel or disagreement** – between two children or two young people; this is not usually considered bullying. However, they may need help learning to respect other people's perspectives
- **physical assault that happens once** – the Welsh Government expects this to be prevented and that schools will address it immediately. It may also be appropriate for the police to intervene in cases of physical assault
- **Offensive and lying comments** – Often, children will protest by saying that an incident was a joke or a lie. If two friends of equal power often lie to each other, that is not considered bullying. If one learner uses what he or she claims to be a liar to intimidate or threaten another learner who does not have the power to stop it and that action causes him or her to be frightened, that will probably cross the line between lying and bullying
- **Hate crime that happens once** – if this behaviour is not repeated, it will not normally be considered bullying, but would be criminal behaviour. The Welsh Government would expect schools to address the incident in accordance with their behaviour policy and other relevant policies, such as the school's 'Prevent' policy. If necessary, the school should ask the police to intervene.

The Welsh Government expects all incidents of hate to be accurately recorded to enable schools to monitor and prevent discrimination. Local Authorities often monitor hate incidents and may require schools to report these to show how they comply with the public sector Equality Duty (PSED) under the Equality Act 2010.

Language power:

When referring to the roles that individuals have in bullying incidents, it is best not to label children and young people as 'victims' or 'bully' as these labels can prevent young people from changing their behaviour. Learners will often be encouraged to 'hate bullying', and that can turn into hating individuals who bully. By not labelling someone a bully, an opportunity will be created to help them change their unacceptable behaviour and use their power or ability to lead in other ways. It is beneficial to separate the individuals from the behavior in order to allow the individual to change.

Labelling young people as 'victims' can also complicate the perception of a person as weak and many children and young people will avoid it in case they are seen as the same. Some children who are targeted will start to believe that it is their fault if they are bullied and will see themselves as victims.

To reflect this, this policy uses the terms 'target' and 'offender' as well as the term 'bystander'.

How bullying awareness is raised:

The whole school community must be involved in implementing an effective anti-bullying strategy to challenge and prevent bullying in schools. The Local Authority, in line with the implementation of the Four Stage Model of Behaviour and Wellbeing Support, promotes whole-school restorative approaches as a basis for supporting healthy and respectful relationships.

The most effective interventions are carried out over the long term, developed with staff, learners, parents/carers, and partners in the community. These are regularly monitored, evaluated and reviewed to reflect changes in circumstances or context.

Creating an environment that encourages positive behaviour and addresses the root causes of unacceptable behaviour will help create an inclusive and engaging environment where learners feel safe and ready to learn. Anti-bullying work is rooted across the curriculum rather than being an annual standalone event (as during anti-bullying week) in line with the restorative ethos of the school.

In our School, we will do the following*:

- Ensure staff and governors receive regular training on anti-bullying policy and procedures
- Ensure that during the induction period, all new staff are informed of the policy, the method used by the school and how the procedures are administered
- Ensure that playground, lunchtime and school transport supervisors and school administrators are fully aware of the policy and procedures they should follow
- Regularly canvassing the views of children and young people about the extent and nature of bullying, including pupils in the development of a pupil-friendly Anti-bullying Policy
- Ensure pupils know how to express their anxiety and concern about bullying
- Ensure pupils know how to report bullying incidents and to whom they can report
- Make sure all pupils are aware of the range of sanctions that can be implemented against those who bully
- Pupils involved in anti-bullying campaigns in schools
- Publication of the anti-bullying and pupil-friendly policy on the school's website • Publicising details of helplines and useful websites
- Offer support to pupils who have been bullied.
- Working with pupils who have been bullied to address the problems they have
- Ensure compliance with a respect for all policy
- Engage with relevant programmes such as the All Wales Police Liaison Programme and Societies such as ChildLine to enrich the school curriculum in relation to Anti-Bullying issues

Signs that a child or young person may be experiencing bullying

A child may tell the school directly that they are being bullied. In cases where it does not, there are a number of indicators that a child is being bullied, and they could include:

- Unwillingness to attend school/group activities in which he or she previously showed interest
- Appearing scared of the trip / during the trip to and from school • Changing his usual route
- Mood swings – being anxious, anxious, retreating, calm, anxious
- Complaining of illnesses such as stomach pains and headaches
- Wetting the bed in a child or young person who was previously dry
- Having nightmares or sleeping difficulties
- Coming home regularly with missing or damaged property
- Arriving home wanting food
- Asking for extra money or stealing money
- Three-way play
- Decline in his work/handwriting
- Not eating
- Aches and bruises without explanation
- Being aggressive and bullying others
- Give unlikely excuses for any of the above

Bullying and Safeguarding

Some cases could be a safeguarding issue or require police involvement. A young person may need multiagency support or a therapeutic intervention. Under the Children Act 1989, an incident of bullying should be addressed as a child protection concern where there is 'reasonable grounds to suspect that a child (or young person) is suffering, or likely to suffer, significant harm'. If so, the school must report its concerns to its local authority's social services department.

How bullying is prevented in our School

Effective schools will adopt a proactive approach to prevent all bullying and to mitigate its effects when it occurs.

In our School we will do the following:

- Adopt a whole-school approach to promoting positive, respectful behaviour between staff and learners as part of our whole-school approach to well-being – this approach will be woven through all school activity (a relational approach using restorative practice)

- Creating an environment that encourages positive behaviour and addresses the root causes of unacceptable behaviour – this will help to create an inclusive and engaging environment where learners feel safe and ready to learn
- Educating children and training staff about respect, positive behaviour, stereotypes and tackling prejudice
- Building confidence to make it possible for the whole school community to challenge and tackle unacceptable language
- Ensure effective supervision between lessons with safe spaces provided for vulnerable learners during these times
- Convey a clear message of kindness, empathy, and the importance of positive healthy relationships

How will we do this?

- **Effective Communication** – in our School we focus on positive behaviour and action, emphasising what learners should be doing rather than not doing. Class time and PSE/Wellbeing sessions, as well as the use of wider communication tools enable pupils to communicate their thoughts and concerns
- **Intervention** – in our School we use remedial work and teaching and learning to explore why certain words and behaviours are unacceptable and should not be used in school. The school involves parents/carers in meetings to share our School's ethos and values and to support our anti-bullying strategy
- **The curriculum** – in our School, as well as establishing a restorative ethos, we use Health and Wellbeing Sessions to include lessons about relationships, positive behaviour, and resilience. Our School will implement the new Curriculum for Wales and the four key purposes to support all learners to become ethical, knowledgeable, healthy and confident individuals who are ready to learn.
- **Monitoring and supervision** – we ensure that school staff are on break and lunch duties.
- **Collaboration** – the School works with a variety of agencies, including the police school liaison officer and colleagues from the local authority.

Bullying outside school

Our School operates and follows the anti-bullying procedure for incidents that take place while pupils are at school and on their journey to and from school.

Where bullying takes place outside of school and can affect pupils' wellbeing at school, we will endeavour to listen and mediate so that both the target pupil and the offender can discuss the matter and agree a solution. Out-of-school bullying can include online bullying. Information on this can be found in **Appendix 2**.

In our School, we will do the following:

- Looking into the situation
- Work with both parties and parents to make sense of the situation in a sensitive way
- Using restorative practices to try and remedy the situation

Our School uses a restorative approach that separates the person from the behaviour, to promote accountability and seek to rectify any harm caused. If this does not resolve the bullying outside the school, we recommend that families report the incidents to Police 101 and ask for their help in resolving the issue.

How the School will respond to incidents

Headteachers should ensure that all teachers and administrative staff are aware of the procedures to follow if a learner reports being bullied.

Staff should keep in mind that a learner can approach any member of staff they trust. Staff training and regular updates will increase their willingness and confidence to notice and respond when bullying problems arise.

The most effective interventions are carried out over the long term, developed with staff, learners, parents and partners in the community. These are monitored, evaluated and reviewed to reflect changes in circumstances or context. Interventions are supported by a school ethos that prevents bullying and promotes empathy and respect for diversity. A single strategy or initiative is unlikely to be a solution to bullying and the most effective anti-bullying strategy will usually involve a range of tools that can be adapted to specific events and will form part of a wider whole-school approach to wellbeing. Interventions can be at class level, year group level or just with the perpetrator(s).

Responding to the Perpetrator

In our School, we will do the following:

- Work with the alleged offender(s) to establish whether they have behaved inappropriately using an approach of empathy and compassion, in line with restorative attitudes and ethos.

- Deciding on the most appropriate way to assist the offender in reflecting on the implications of his actions
- Aim to address the root causes of why the bullying happened in the first place – what is likely to have the greatest impact in preventing the problem from continuing.
- Repairing the relationship between the pupils involved through restorative practices

The way learners can report incidents of bullying

All members of staff are responsible for reporting and dealing with incidents of bullying.

In our School, there are a number of ways in which pupils can report bullying. These include:

- To trained peers or friends
- To a member of staff who teaches them
- Wellbeing button on ClassCharts
- Class tutors or year heads
- School safeguarding officers

Assisting a pupil who has said he has been bullied

Effective listening

Those who are the target of bullying tend to feel powerless. One of the first steps in responding to incidents is to work to restore their ability to make choices for themselves. Using effective listening techniques, staff (or a peer supporter where these are used) can help the targeted learner feel that they are doing something about the problem.

We will do the following:

- Quietly acknowledge the anger or distress of the child or young person targeted who is speaking
 - Try not to rush him if he needs time to process his thoughts
- Remember that it might have taken a lot of courage to come and report on what's going on
- Thank the learner for reporting the problem
- Support the young person with forceful anger/assertiveness techniques, where appropriate
- Explain to him the next steps in terms of how his concerns will be handled going forward
- Trying to repair the relationship through restorative practices

Consider the location

We will do the following:

- Sit on the same level as the learner who reports on their experience of bullying
- Be aware of each different learner's experience
- Ensure privacy to prevent other learners from hearing what is being said or seeing a meeting taking place

Evidence retention

Learners who are bullied should be encouraged, where possible, to keep evidence of the activity. Evidence may include:

- Threats or images sent online or offline via messages, conversations, notes or images
- Witness statements or additional evidence from spectators
- Dates and times when things happened
- Screenshots
- Clothing or other property has been damaged

Next steps

When deciding on the next steps, in order to increase the self-efficacy of the learner who says they are being bullied, staff should, where possible, give pupils an element of choice.

Options offered to the targeted learner could include:

- How the incident is dealt with
- Whether changes to the learner's current journey to or from school should be considered in more detail
- The learner would like to receive help and support from peers

What learners can expect

The Welsh Government has produced useful guidance for children and young people:

- [Rights, respect, equality: a guide for children | HELM. WALES](#)
- [Rights, respect, equality: a guide for young people | HELM. WALES](#)

Schools should ensure that this information is easily available to all pupils.

In our School, we will do the following*:

- Regularly canvassing children's and young people's views about the extent and nature of bullying
- Ensuring pupils know how to express themselves, and report concerns about bullying
- Ensure that all pupils are aware of the impact of bullying, and we will challenge all incidents
- Pupils involved in anti-bullying campaigns in schools
- Publicising details of helplines and websites
- Offering support to pupils who have been bullied
- Working with pupils who have been bullying to address the problems they have
- Encourage pupils to discuss anti-bullying, for example through the school council
- Putting up posters around the school, in a language that all pupils can clearly understand

What parents/carers can expect

The Welsh Government has produced useful guidance for parents and carers:

- [Rights, respect, equality: guidance for parents and carers | HELM. WALES](#)

In our School we will do the following*:

- Ensuring parents/carers know who to contact if they are worried about bullying
- Ensuring parents are aware of our complaints procedure and how to use it effectively
- Working with parents and the local community to address issues beyond school gates that cause bullying

Once the school has been informed of a bullying problem, if a learner or their parent/carer does not feel that the school has taken them seriously or has not addressed their concern to a satisfactory standard, they can make a formal complaint.

The school's complaints policy is available on the school's website and is available on request from the school or the clerk of the governing body.

How Incidents Will Be Recorded and Monitored

The Welsh Government expects schools to have mechanisms in place for reporting and recording bullying that have been clearly communicated to the whole school community. The Welsh Government expects the information that schools record and monitor to relate directly to their school's definition of bullying and the wider provisions outlined in their school's anti-bullying strategy and policy.

The Welsh Government expects schools to record all cases of bullying, outlining the specific types of bullying, including bullying on the basis of protected characteristics. The Welsh Government expects schools to monitor processes on a regular basis. This will enable schools to adapt their bullying policies to respond to specific trends and emerging issues in a swift and effective manner. Schools are likely to find this useful in the context of their Public Sector Equality Duty (PSED) under the Equality Act 2010. This information could also be used by schools when reviewing their equality objectives and monitoring the impact of their anti-bullying policies.

It is a matter for individual schools to decide what data and information they collect in the context of the specific issues in their school. However, Carmarthenshire County Council will require schools to provide specific information about certain types of incidents and these will be collected through the Local Authority's incident reporting form.

If there is a good level of awareness in the whole school community of unacceptable behaviour it is likely that more learners will come forward to report it. A high number of incidents alone is therefore not a sign that the school is ineffective. It could be the result of recent awareness-raising work or anti-bullying activities.

Where schools say they are not being bullied, this may be due to the fact that the reporting mechanisms are ineffective where learners do not feel safe in raising their concerns. Schools that report no incidents of bullying can be challenged through the inspection process to explain what mechanisms the school uses to ensure learners' wellbeing and inclusion. Where schools have

recorded incidents of bullying, they should demonstrate that they are taking action to challenge bullying, tackle unacceptable behaviour and improve learners' wellbeing.

In our School we will do the following:

- Identification on the school software (MyConcern)
- Use effective listening strategies to help the targeted learner feel that they are doing something about their problem. The learner who has been targeted is assisted in deciding what he or she wishes to see happen. Very often this will involve the staff member talking to the perpetrator(s) and those watching.
- Use the '**Supportive Conversations**' document **Appendix 4** to support the target learner. This tool helps the learner to think through what has been going on and how they feel and supports their conversation with their teacher about bullying
- Propose remedial approaches to resolve cases of bullying. The school will work with the target and the offender to agree on a solution
- Adopt a 'No Blame Approach' to help calm the situation and to educate the perpetrator about the consequences of their behaviour. Our school listens to both sides
- Following an intervention where a resolution has been agreed, further incidents of bullying will be addressed in the School's Behaviour Policy. Sanctions will reflect the seriousness of the incident, to emphasise that bullying is unacceptable in our school.
- Cases of bullying are reported to the Local Authority in accordance with their policy.

How learners and/or parents/carers can raise the issue appropriately

After informing the school of a bullying issue, if a learner or their parent/carer does not feel that the school has taken the matter seriously or has not addressed their concern to a satisfactory standard, they can make a formal complaint.

Under section 29 of the Education Act 2002, school governors are required to have a complaints procedure and publicity which ensures that anyone with an interest in the school can make a complaint, confident that it will be considered appropriate and without delay.

The school's complaints policy is available on the school's website and is available on request from the school or the clerk of the governing body.

Further information on complaints procedures can be found in the Welsh Government's guidance on complaints procedures for school governing bodies in Wales.

[gweithdrefnau-cwyno-ar-gyfer-cyrff-llywodraethu-ysgolion-yng-nghymru.pdf](#)

How the school will evaluate and review its policy and strategy

This policy is reviewed annually and updated as necessary.

In reviewing the policy all members of the School community, including members of the governing body, will be consulted.

Effective schools will use surveys of learners' experiences asking whether a learner, if bullied, has reported it and the subsequent outcome. Gathering feedback like this to learn lessons and continually improve is crucial to establishing trust among learners. Learners need to believe that it is worth reporting being bullied and trust that action will be taken at an individual and whole-school level.

In our School we will do the following:

- Use surveys and group discussions to identify which aspects of the School's current policy and strategy are working well and any areas for improvement
- Regularly seek the views of learners, parents/carers and staff, through surveys and discussions, to gauge the extent of any bullying behaviour that occurs
- Monitor incidents of bullying and identify patterns of behaviour and the extent of bullying. This will allow us to adjust our anti-bullying policy if necessary to respond to specific trends and issues
- Should the Welsh Government issue further guidance or documents, update the policy accordingly

Appendices

Appendix 1 – Specific Types of Bullying

Specific types of bullying related to protected characteristics

Certain types of bullying relate to protected traits. These can be broadly classified into the following types:

- Age-related bullying
- Bullying involving learners with disabilities, which can include SEN
- Homophobic, biphobic and/or transphobic bullying
- Bullying related to race, religion and/or culture
- Sexist and/or sexist bullying

Bullying relating to learners with disabilities and/or ALN – defining disability and ALN

The definition of disability under the Equality Act 2010 is not the same as the definition of special educational needs (SEN) under the Education Act 1996 or the definition of additional learning needs (ALN) under the Additional Learning Needs and Education Tribunal (Wales) Act 2018. There will be some children and young people who fall under the Equality Act but not under the Education Act or the Additional Learning Needs Act and the Education Tribunal (Wales) and vice versa, although a significant number of children and young people are likely to be covered under all these laws.

Key issues for learners with disabilities and/or ALN experiencing bullying

Reports from Mencap and the Anti-Bullying Alliance show that children and young people with disabilities and/or ALN are more likely to experience bullying than their peers. A 2014 study by the Institute of Education found that even after controlling for other factors that could influence the likelihood of a child being bullied, a child with ALN at the age of seven was twice as likely to be bullied as a child with no ALN. The Welsh Government expects schools to be proactive in tackling this trend.

Learners with a disability and/or ALN learners may be more vulnerable to bullying because:

- Negative attitudes towards disability or perceived disability
- Lack of understanding of different disabilities and conditions
- They may not realize that they are being bullied
- They may do different work or get extra support at school
- They may be more lonely than others because of their disability or condition
- They may find it more difficult to make friends as a result of their disability or condition
- They may exhibit behaviour that appears to be bullying due to their disability or condition, e.g. autistic learners may not be aware of other people's personal space, or learners with attention deficit hyperactivity disorder (ADHD) may interrupt conversations or talk across other learners
- They may have experienced a lot of change, e.g. moving from a mainstream school to a special school or pupil referral unit, or have spent periods of time in hospital.

Disabled learners and/or ALN may also find it more difficult to resist perpetrators as they have fewer friends to protect them and have difficulty telling someone if it happens. Bullying can have a very detrimental effect on them. In addition to being distressed, it can further isolate them and hinder their social and educational development.

Bullying of learners with a disability and/or ALN can take the form of any traditional form of bullying. However, there are additional types of bullying that ALN/disabled learners may experience.

Conditional friendship

In these cases, a group will allow a target to believe that he or she is being accepted into the friendship group. However, the group may be using the target or imposing conditions on it in order for it to be part of the group. They may make the target the subject of their jokes, use it to make messages or even engage in criminal activity for them.

Exploitation

In these cases, the bully intentionally places a target in a situation that he cannot tolerate. For example, if a target is particularly sensitive to sounds or smells, exploitation could occur where the perpetrator repeatedly drops food over his or her work or makes loud noises to frighten him. The ultimate goal is to get the target child or young person into trouble because they will gradually become more stressed until they become angry and/or retaliated.

Aggressive bullying

In these cases, the perpetrator manipulates the target, who may not realize what is happening at first. He or she may believe that the other child/young person or group of children/young people likes him/her, and that they are friends. However, the offender may lead the target into high-risk relationships where the bullying becomes very controlling.

Affirmative Action

While research suggests that children and young people with disabilities and/or ALN are more likely to experience bullying than their peers, it is important to remember that not all disabled children and young people and/or ALN are bullied.

The Welsh Government expects schools to tackle bullying holistically while also taking into account the individual needs and circumstances of learners with disabilities and/or SEN; under the Duty (PSED), schools are also under an obligation to ensure that appropriate and effective action is taken to eliminate or reduce disadvantages faced by learners due to their disabilities or SEN.

Social Model

In 2002 the Welsh Assembly Government adopted the social model of disability as the basis for its work on disability in Wales.

The social model of disability offers a different perspective on disability, where disability is caused by the way society is organized, rather than by the person's impairment or difference. The social model of disability looks at ways to remove barriers that limit the life choices of people with impairments or differences. When barriers are removed, disabled people can be independent and equal in society, with choice and control over their own lives.

The social model of disability makes the important distinction between impairment and disability. It recognizes that people with impairments are disabled by barriers that commonly exist in society.

It is not an inability to walk that prevents a person from entering a building without assistance, but the existence of stairs that are inaccessible to a wheelchair user. Disability is socially constructed, and the social model of disability requires society to remove the barriers so that everyone gets to be equal. In schools this ethos is a key element of developing a truly inclusive environment and an effective disability equality scheme and anti-bullying policy.

Homophobic, Biphobic and Transphobic Bullying

Homophobic, biphobic and transphobic bullying are specific types of bullying that are motivated by prejudice against lesbian, gay, bisexual or transgender (LGBT) people (including those who question their sexuality), someone who has an LGBT relationship or simply because a learner is different in some way. It is not characterized by specific actions but by the negative attitudes and attitudes towards LGBT people that underpin these.

When a perpetrator identifies that someone is 'different', this may be because the target does not conform to the 'expected' or 'gender-appropriate' behaviour expected of someone. The learner's identity is attacked. Thus a child or young person may experience homophobic, biphobic and/or transphobic bullying, regardless of their gender or sexual orientation.

Key Issues for LGBT Learners Experiencing Bullying

A 2017 Stonewall report found that almost three in five LGBT learners in schools in Wales who took part in a survey said their schools said homophobic and biphobic bullying was wrong, and only one in three said their schools said transphobic bullying was wrong. The report also found that more than four in five LGBT learners report that they have never learned about bisexuality in school or discussed it, making bisexual children and young people feel even more isolated, especially where sexual orientation can sometimes be mistaken for something binary, straight or gay/lesbian, and sometimes bisexual people's identities and experiences are disregarded.

The Welsh Government expects schools to incorporate anti-bullying work into the wider context of equality and social justice approaches to respectful and healthy relationships and violence prevention. This should be done as part of a whole-school approach to celebrating difference, including incorporating LGBT issues across the curriculum.

A homophobic, biphobic and transphobic insult used in place of another insult or indirectly. In schools where learners believe they will not be challenged in the use of insults and/or homophobic acts, they

may use such language or actions towards others whom they target for other reasons, such as ALN or race, religion or culture. The homophobic insult is used as a proxy for the language and/or actions they know they are likely to be challenged for its use, such as racial insults. This behaviour can be seen through incident records or learner surveys, e.g. if learners with SEN report higher than average incidents of homophobic bullying.

In schools, homophobic, biphobic and transphobic language and actions can be broad and can be used directly or indirectly to:

- Ridicule or contempt someone who is considered inferior or ridiculous
- Insulting a learner with a lesbian, gay or bisexual parent/carer or relative
- Using sexual orientation to judge someone else's actions
- Suggest that something is unacceptable
- Intimidating someone or making them feel uncomfortable by insinuation
- Undermining and bullying a learner by suggesting that he or she is lesbian, gay or bisexual, including by spreading malicious rumours and stories
- Bullying a male or female learner who is considered female or male respectively
- Contempt of a learner who has a friend or family member who is not gender conforming
- Suggesting that gender variation is unacceptable
- Verbal bullying of the target considered to be gender unstable

Affirmative Action

Cases of homophobic, biphobic and transphobic bullying require very sensitive responses. The target's family may react in ways that cause further distress to the child or young person due to community pressure, homophobic, biphobic and/or transphobic views, or possibly because they are unaware of their child's sexual orientation.

The Welsh Government expects schools to work with families to ensure that the right support, at the right time, is provided to the learner to ensure the best outcomes for that child or young person. Under the PSED schools also have a duty to ensure that appropriate and effective action is taken to eliminate or reduce disadvantages faced by learners because they have protected characteristics.

Sexist and Sexist Bullying

In 2015 Girlguiding UK found that 75 per cent of girls and young women say that concern about the possibility of experiencing sexual harassment affects their lives in some way. The same survey found that 90 per cent of young women aged 13-21 agreed that the UK Government should ensure that all schools tackle sexual harassment and bullying in schools.

Sexist bullying is based on sexist attitudes that are repeatedly expressed in ways that intimidate, intimidate and/or harm another person because of their gender. It can sometimes be characterised by repeated inappropriate sexual behaviour including harassment, bullying, 'up skirts', 'down shirts' and using derogatory sexist language. In rare cases violence may be used.

Sexual bullying can be physical, verbal or psychological. Behaviour may include suggestive sexual comments or innuendos including offensive comments about sexual reputation or the use of sexual language intended to degrade, belittle or threaten. It can mean sharing explicit images online, sometimes by hordes of people, coercion or unwelcome sexual touching.

It is also often underpinned by sexist attitudes or gender stereotypes. Sexual bullying and sexual harassment are terms that are often used interchangeably in schools, with sexual bullying often considered a form of sexual harassment. Whether the incident is considered sexual bullying or sexual harassment, the Welsh Government expects schools to address the issue through their anti-bullying, behaviour or safeguarding policy (whichever is deemed most appropriate). Sexual bullying can affect both boys and girls.

Affirmative Action

Girls and young girls who are most often harmed by sexist and sexist bullying; However, boys and young men can also be victims of sexist and sexist bullying and bullying, e.g. by a group of young girls/girls or an ex-girlfriend. When this happens, the Welsh Government expects that schools will not treat these cases differently or less severely than those involving girls and young girls.

The Welsh Government expects schools to consider that all learners are potentially at risk of being the victim of sexist or sexual bullying, especially when others see it as not conforming to dominant or stereotypical gender roles. Under the PSED, schools also have a duty to ensure that appropriate and effective action is taken to eliminate or reduce disadvantages faced by learners because they have protected characteristics.

Race, Religion and Culture Related Bullying

This type of bullying describes a variety of harmful behaviours, both physically and psychologically, that make a person feel unwelcome, marginalized, excluded or powerless because of their colour, ethnicity, culture, faith (including lack of faith), national origin or national status.

Most public bodies in the UK, including schools, use the working definitions of 'racism' and 'racist incident' proposed in the Stephen Lawrence Inquiry report in 1999.

The report defined racism as:

Behaviour or words or practices that put people at a disadvantage or give them an advantage because of their colour, culture or ethnic origin.

And a racist event such as:

Any incident that the victim or any other person considers racist.

Types of Racism

Historically, the term 'racism' has been used in situations where colour and physical appearance are seen as significant signs of difference. However, there has almost always been a cultural element to it as well.

Racism around skin colour remains prevalent, and schools must remain vigilant to it and challenge it. But also, there are forms of racism that are mostly about culture, customs, religion and heritage. Schools must also address these and work against them.

The Welsh Government expects schools to consider, for example, the following:

- **Anti-Gypsy** – Gypsies and Travellers are the target of a number of misleading and harmful stereotypes, many of which are deeply rooted in the public consciousness in the UK. Negative

representation in the media further deepens the prejudice experienced by the individual to be acceptable in the UK. The result of this environment is that the task of gaining the trust of children and young people from Gypsy and Traveller backgrounds is done even more difficult and sensitive.

- **Anti-refugee bias** – The political debate and media coverage around immigration has increased tensions between communities and created a challenging climate for refugees and asylum seekers in the UK. There is a tendency to use dehumanising language when discussing immigration, e.g. words such as 'swarming' and 'invasive'. Refugees and asylum seekers are often depicted as a threat or strain on public funds, and their motives for settling in the UK are constantly questioned. Schools must be alert to these influences and be prepared to resist negative stories about refugees and asylum seekers. Schools should also be aware that some children and young people who are refugees and asylum seekers may have suffered traumatic experiences in their home country or during their journey to the UK, and be aware of the further harm that may be caused by incidents of bullying.
- **Anti-Semitism** – Hostility, hatred or fear of Jews and Jewish things, manifested in discriminatory attitudes and actions. As is also the case with Islamophobia, it is often made worse in Britain by underlying events and conflicts elsewhere in the world, particularly the Middle East.
- **Islamophobia** – Hostility towards Islam that leads to discrimination against Muslim individuals and communities and excludes Muslims from mainstream political and social issues. The term itself is not ideal, but the Welsh Government undoubtedly expects schools to play a part in combating anti-Muslim prejudice and hostility within their own circles of influence. Islamophobia is not necessarily about hostility to Islamic religious beliefs, but about denying equal rights and respect to people of Islamic heritage

The Welsh Government expects schools to consider that, when recording cases of racist bullying, there should be specific and separate categories for identifying the grounds for racial bullying, e.g. on the grounds of religious heritage or on the grounds that they are Gypsies and Travellers or refugees. We know that bullying is often motivated by hostility or prejudice based on an individual's actual or perceived race, religion or culture. At the heart of such bullying is the view that some people are different or 'other'. By considering them 'other' through comments and insults it becomes easier to see any group segregated and dehumanised. This can eliminate all compassion. The role of schools in helping all learners feel that they belong is of immense value in building a cohesive society. Very young children do not see difference until they learn or adopt attitudes and prejudices that may be present around them.

Affirmative Action

The Welsh Government expects schools to work with learners, their families and communities to ensure that the right support, at the right time, is provided to learners to ensure the best outcomes for that child or young person. Under the PSED, schools also have a duty to ensure that appropriate and effective action is taken to eliminate or reduce disadvantages faced by learners because they have protected characteristics.

Appendix 2 – Online Bullying and Aggressive Behaviour

Understanding the lives of children and young people in a digital age is a complex task and considering the implications for education is often a close balance. On the one hand there are calls to recognise how sophisticated children and young people's daily use of digital media is, and for the integration of much more technology into education to effectively prepare learners for their present and future lives. On the other hand, there are concerns about the implications of spending extensive time in front of a screen and online harm that is difficult to regulate and difficult to contain. Furthermore, while many children and young people gain an understanding and experience of digital environments from birth, their access to inventions and experience of using technologies varies significantly. This difference is related not only to economic circumstances but to the different ways in which different families use digital toys and resources.

Often, digital technologies do nothing but offer new ways of doing the same kinds of things as people were already doing, e.g. socializing online rather than through face-to-face engagement.

As a technological future is inevitable, schools need to consider the digital impacts that children and young people need to be protected from while gaining digital competence, preparing them for the world to come.

While technology facilitates traditional bullying behaviour such as insulting or spreading rumours, it also provides additional ways to bully and intimidate others such as by misusing images or videos, live streaming, using anonymous messaging apps or harassing someone online. Online bullying often occurs at the same time or as a follow-up to traditional bullying but can happen alone.

The perception of being able to act anonymously online often results in unrestrained and cruel behaviour that would be less likely face-to-face. Technology can help those who lack power or popularity offline to gain power over others or bully online. In this way, learners who find that they are being targeted offline can retaliate anonymously online.

Behaviour of online bullying can occur in a variety of ways including:

- **Profile** – people don't have to be physically stronger, older, or more popular than the person they're bullying online
- **Location** – online bullying is not limited to a physical location and can happen at any time. Incidents can take place in the learner's own home, encroaching on spaces previously considered safe and private.
- **Audience** – online content can be difficult to remove and can be recirculated and reposted. The potential numbers of people who can see content that has been posted online are very large. Individual cases of online abuse can quickly turn into bullying, e.g. through reposting, sharing and commenting.

- **Anonymous** – those targeted by bullying may not necessarily know who the perpetrator is. The target also won't know who has seen the abusive content. If the perpetrator dedicates himself to hiding his identity from the target, this can be considered a form of passive aggressive behaviour and, if repeated, could be bullying.
- **Motivation** – online bullying is usually done on purpose. However, initial events can lead to unintended consequences, and can be exacerbated by the involvement of others. An individual may not feel that they are actively participating in bullying by endorsing or reposting someone else's message. The instigator may not have intended for an offensive or harmful comment to be repeated. One incident, one distressing post or message can turn into bullying involving multiple people over time

Why Online Bullying Is Extremely Distressing

While offline bullying is still more common than online bullying, learners say that the characteristics of online bullying, as outlined below, make the experience extremely distressing.

- The audience can be unlimited
- It can happen anywhere and at any time, you can't get a break from it
- It can involve unknown people, although most cases involve known peers
- Technology facilitates the storage of images and messages for repeated viewing

What is the Function of Schools?

Digital competence will be a cross-curricular responsibility, along with literacy and numeracy, within Curriculum for Wales 2022. The Digital Competence Framework (DSF) is the first element of Curriculum for Wales 2022 and was made available in September 2016. The CDP has four strands of equal importance ('Citizenship', 'Interaction and Collaboration', 'Production', and 'Data and Computational Thinking').

The focus of the 'Citizenship' strand is on learners developing the skills and behaviours to contribute positively to the digital world around them, which includes protecting themselves online. The strand includes the elements of 'Identity, image and reputation', 'Health and wellbeing', 'Digital rights, licensing and ownership', and 'Online behaviour and cyberbullying' (online bullying). These skills will help learners to critically consider their place in the digital world, so that they are prepared to meet both positive and negative aspects of being a digital citizen.

The strand 'Interaction and collaboration' also enables learners to explore formal and informal modes of communication, including social media and instant messaging. Learners will not only look at how to store data, they will also consider the implications of data laws and how to share information appropriately.

The rapidly changing digital environment offers endless positive opportunities for children and young people. At the same time there are additional risks and new types of bullying and aggressive

behavior. To keep up to date, schools should regularly check the Online Safety Zone (hwb.gov.wales/zones/onlinesafety) on the Hwb's digital learning platform.

Schools have powers to discipline learners for things happening off-site and powers to search or seize mobile phones as a disciplinary penalty where learners have breached the school's behaviour policy and/or anti-bullying policy.

Affirmative action

The Welsh Government expects schools to tackle online bullying where it has an impact on the wellbeing of learners at school. Where necessary, the Welsh Government expects schools to refer a case to the appropriate agency or service. Schools must take action in cases involving a safeguarding concern. All staff should receive regular training in online safeguarding and safety.

Online and mobile communications leave a digital trail. Evidence retention is essential. Schools should remember that evidence can be taken down or disappeared from online viewers' platforms at any time, whether it is removed by individuals or at the request of the corporate administrators of social media platforms. Grabbing a screen is a useful way to preserve evidence. The Welsh Government expects schools to write and record incidents as part of their wider safeguarding monitoring practices and evidence of impact. In some cases, further evidence may emerge later and the entire history of the case may need to be reviewed again.

Appendix 3 – Law relating to Bullying

There is no legal definition of bullying, but wider legislation can be applied to tackle certain acts of bullying.

Legislation is relevant in Wales, the UK and internationally which aims to protect the rights of children and young people to a life free from abuse and harm, including bullying. Current legislation and international conventions relevant to bullying in Wales, arranged in chronological order, include the following:

- Protection of Children Act 1978 (as amended)
- Malicious Communications Act 1988
- Criminal Justice Act 1988
- Children Act 1989
- Education Act 1996
- Protection from Harassment Act 1997
- Human Rights Act 1998
- Education Act 2002
- Sex Offences Act 2003 (as amended)
- Children Act 2004
- United Nations Convention on the Rights of the Child (UNCRC)
- United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
- Education and Inspections Act 2006
- Learner Travel (Wales) Measure 2008
- Equality Act 2010
- Rights of Children and Young Persons (Wales) Measure 2011
- Social Services and Well-being (Wales) Act 2014
- Serious Crime Act 2015
- the Counter Terrorism and Security Act 2015.

Further information on this legislation can be found in section 5 of '**Rights, respect, equality: guidance for schools**'

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Appendix 4 – Supportive Conversations for Learners

Target name:			
Date:			
Name and Position of Staff:			
Do you think you are being bullied/targeted?	Yes	No	Not sure
Who was involved?			
Tell me what's going on?			
What can the school do to help you?			
Any relevant historical information			

Appendix 5 – Where to get more help and advice:

Helplines and Support Services

Bullies Out – A Wales-based anti-bullying charity working with individuals, schools, colleges, youth and community settings.

- e-bost: mentorsonline@bulliesout.com
- www.bulliesout.com
- e-bost: mail@bulliesout.com

Anti-Bullying Alliance – Information for school, parents/carers, and children and young people about all aspects of bullying.

- www.anti-bullyingalliance.org.uk

Kidscape - An anti-bullying charity that runs workshops for children and young people who have been bullied.

- www.kidscape.org.uk

Mencap Cymru – Advice and information about learning disabilities.

- <https://wales.mencap.org.uk>
- Phone: 0808 8000 300

The Diana Award – Trains anti-bullying ambassadors to assist others.

- www.antibullyingpro.com

Meic – Information, advice and advocacy for young people.

- www.meiccymru.org

Childline – Providing counselling to anyone under the age of 19 in the UK.

- www.childline.org.uk
- Phone: 0800 1111

The Samaritans – A charity dedicated to reducing feelings of loneliness and disconnection that can lead to suicide. Email service, live chat and other services are available.

- www.samaritans.org
- Telephone: 116 123 (English line – free calls)
- Telephone: 0808 164 0123 (Welsh line – free calls)

Young Minds – Mental Health Support for young people

- www.youngminds.org.uk

Kooth – Free online mental wellbeing community

- www.kooth.com

Parent Zone – Support for parents to develop the right skills and understanding so that their children can discover the possibilities and opportunities available to them online. • www.parentzone.org.uk

Schoolbeat.cymru – Wider support for parents including Bullying and Online Bullying.

- www.schoolbeat.cymru

CEOP – Centre for Child Exploitation and Child Protection Safety Online

- www.ceop.police.uk/safety-centre/

NSPCC – Support for parents and carers to keep children safe from bullying.

- www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/ • www.nspcc.org.uk/keeping-children-safe/online-safety/

Welsh Government guide

- [Anti-bullying guide for parents and carers \(gov.wales\)](#)

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