



Archdeacon Griffiths CiW School



Anti-bullying Policy (Draft)

Date	April 2025
Review Date	April 2026
Headteacher	
Chair of Governors	

Introduction

At Archdeacon Griffiths CiW Primary School, in line with our school vision, our aim is to create a happy, friendly environment that ensures the well-being of all pupils.

We believe that everyone has the right to feel safe and happy when they come to school and that parents should feel confident that their child is cared for and protected from any form of bullying. We will use every opportunity to remind pupils that we treat each other with kindness and respect.

We believe that our pupils want to behave well and that, with the right support and guidance, all children can get better at managing their behaviour.

We believe that our pupils are happy when they behave well and when this is recognised and celebrated by other members of the school community

Throughout the school there are warm and positive relationships between staff and pupils. As a result, pupil behaviour is a notable strength of the school. Pupils are polite, courteous, and respectful towards their peers, staff, and visitors.
'Estyn, December 2024'.

The values of our school help us to understand that everyone is redeemable.

What is Bullying?

Welsh Government guidance defines bullying as:

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

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

Intention to harm: bullying is deliberate with the intention to cause harm. Those who bully others are often skilled at knowing exactly how to humiliate or hurt their target: picking on key aspects of their appearance, personality or identity that produces the effect wanted. They seek out the area in which they have power over their target.

Harmful outcome: someone or a group is hurt physically or emotionally. They can be isolated, humiliated or made fearful. Their sense of self-worth is reduced.

Direct or indirect acts: bullying can involve direct aggression, such as hitting, as well as indirect acts such as spreading rumours, revealing private information about someone or sharing intimate images with people for whom the information/ images were not intended.

Repetition: bullying usually involves repeated acts of aggression. An isolated aggressive act, such as a fight, is not usually considered bullying. Yet any incident can

be the start of a pattern of bullying behaviour which develops subsequently. That is why incident records are so valuable.

Unequal power: bullying involves the abuse of power by one person or a group who are (perceived as) more powerful, often due to their age, physical strength, popularity or psychological resilience.

Types of bullying

Bullying can take many forms, including:

- being called nasty names, teased, made fun of, threatened or put down
- being hit, kicked, punched, tripped up or knocked over
- having belongings stolen or deliberately damaged
- having rumours or gossip spread about you or people talking about you behind your back
- being left out, excluded or isolated
- being forced to do something you don't want to do or that you know is wrong.

Online bullying is bullying behaviour that is displayed through technology such as mobile/smart phones or the internet. This could include:

- hurtful, embarrassing or threatening material posted online (e.g. on social media)
- nasty messages sent as text messages, e-mails or via other websites or apps
- being excluded from an online game or chat forum
- fake profiles on a social network to make fun of others
- misuse of intimate explicit images of the person targeted (the target).

Prejudice-related bullying

Prejudice-related bullying is when the bullying is focused on what is different about a person's identity. It can be targeted at one person or a whole group of people because they are thought to be different, whether this is true or not. This is known as prejudice.

Prejudice-related bullying involves aspects of a person's identity such as:

- race
- religion or beliefs
- culture or family background
- disability
- gender identity – the way someone looks or acts
- sexual orientation – whether someone is heterosexual, homosexual or bisexual (who someone is attracted to)
- sex – because of someone's gender (often in a form of harassment).

What is Not Bullying?

Some behaviour, though unacceptable is not considered bullying. These instances will be dealt with in accordance with the school's behaviour policy. The following examples are cases which would not normally be considered bullying.

Friendship fallouts often involve conflict or emotional tension between previously close peers, such as exclusion, gossip, or emotional distancing. These fallouts can be deeply hurtful and confusing. It is important to recognise that they can sometimes escalate into bullying, especially when former friends use personal knowledge to target one another. This betrayal can lead to significant emotional harm and isolation from the wider friendship group.

A one-off fight – an argument or disagreement between two children or young people is not generally regarded as bullying. Nevertheless, they may require assistance to learn to respect others' views.

A one-off physical assault – this will be stopped and addressed immediately. Police involvement in cases where physical assault has happened may also be appropriate.

Insults and banter - children and young people will often protest that an incident was a joke or banter. If two friends of equal power are in the habit of bantering with one another it is not deemed to be bullying. If one learner uses banter to humiliate or threaten another who is powerless to stop it and made fearful by the act, the border between banter and bullying is likely to have been crossed.

A one-off instance of hate crime – unless this behaviour is repeated it would not usually be regarded as bullying but it would be criminal behaviour. It would be dealt with in accordance with the school's behaviour policy and other relevant policies, such as the school's 'Prevent' policy. If considered necessary, the school would also need to involve the police.

Rules and Regulations Regarding Bullying

At Archdeacon Griffiths CiW Primary School we will implement a 'zero-tolerance' approach to bullying throughout the school. We will ensure that all staff, including teachers, support assistants, school cook, cleaning staff, voluntary helpers and visiting multi-disciplinary staff are made aware of the policy, the approach taken by the school and how the procedures are administered.

Our aim to combat bullying in the first instance will be a preventative one. Young children who cause harm to others using insults may not always understand the hurt they have caused and may be repeating what they have heard at home or in the community. Pupils will be encouraged to develop an attitude of caring and consideration towards others, taking responsibility for the well-being of their fellow pupils and their needs. These attitudes will be emphasised through specific class

projects and discussion in Assemblies, as well as forming part of our PHSE through Jigsaw sessions.

How to Report Bullying

At Archdeacon Griffiths CiW Primary, there are several ways in which pupils can report bullying. These include:

- Guardian angels
- A quiet and private space to talk
- Staff available at key times., ie. Class teacher during lessons, breaktime supervisors
- Worry box / 'I wish my teacher knew' cards

How bullying will be prevented

At Archdeacon Griffiths CiW Primary School we will:

- adopt a whole-school approach for 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
- create an environment which encourages positive behaviour and addresses the root causes of unacceptable behaviour – this will help create an inclusive and engaging environment where learners feel safe and are ready to learn
- teach children and train staff about respect, positive behaviour, stereotypes and addressing prejudice
- build confidence to enable unacceptable language to be challenged and addressed
- ensure effective supervision between lessons with safe places provided for vulnerable learners during these times
- communicate a clear message of positive behaviour and kindness.

Guidelines for parents

If you believe your child is experiencing bullying, please:

- **Listen to your child** and reassure them they are not to blame.
- **Record details** of the incidents, including dates, what happened, and who was involved.
- **Contact the school**—initially through the class teacher and share your concerns.
- **Follow up** to ensure the issue is being addressed.
- If the situation does not improve, you may escalate your concern to the headteacher, governors, or local authority.

Guidelines for staff

- Bullying must be dealt with swiftly, when it occurs. All staff must be consistent in their approach when dealing with such behaviour.
- Pupils must be well supervised at all times.
- Staff must be very prompt when on duty during break and lunch times.
- Encourage children to 'tell' the nearest adult of their problems and not retaliate. Let them know that they are cared for and if there is anything or anyone troubling them that they must inform a member of staff.
- Be prepared to listen to any complaints concerning harm or harassment, investigating them thoroughly without appearing to take sides.
- Be aware and sensitive to typical bullying signs:
 - Constant tears and signs of distress especially after breaks;
 - Constant opting out of school activities;
 - Reluctance to join in with certain pupils;
 - Constant reports of damage to an individual's property;
 - Refusal to go out to play;
 - Continual absenteeism.

Staff should not:

- Ignore bullying or any threatening behaviour;
- Threaten or challenge the bully with violence;
- Do anything that may lead to the escalation of violence.

Specific action to be taken

- Calm the situation as quickly as possible, removing the victim and bully from scene if appropriate;
- Listen carefully to child's account;
- Offer immediate support to the distressed child who is most probably the victim;
- Inform a senior member of staff of the incident and action taken;
- Complete an Incident of Bullying form.
- **If issues continue**, further action will be taken in consultation with the headteacher, parents or guardians, and other relevant staff, in line with the school's behaviour and safeguarding policies.

Outcomes

- The bully (or bullies) will be asked to genuinely apologise. Other consequences may also take place.
- If possible, the pupils will be reconciled through sensitive, restorative work including circle time and Jigsaw activities.

- In more serious cases, parents will be informed and invited in to talk about their child's behaviour.
- After the incident(s) have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

THE KEY WORDS FOR PUPILS ARE "TELL SOMEONE"

THE KEY WORDS FOR STAFF ARE "LISTEN AND TAKE ACTION"

OUR ANTI-BULLYING POLICY

At Archdeacon Griffiths CiW Primary School

- We will always treat each other with kindness and respect and follow our school vision Friendship, Respect, Excellence
- Adults will always do their best to stop bullying from happening.
- We will learn about the dangers of bullying in assemblies and our Jigsaw lessons.
- We will work together to stop bullying from happening.
- We will use online safety lessons to help stop cyberbullying.

If we think we are being bullied we must:-

- ✓ Talk to a trusted adult.
- ✓ Show the bully that we are not afraid.
- ✓ Remember the words 'be kind'.

If we think someone is being bullied we must:-

- ✓ Tell a trusted adult.
- ✓ Be kind to the child who is being bullied.
- ✓ Show the bullies that their behaviour is wrong and try to help them to change the way they behave.