



Anti-Bullying Policy 2026–2028

Policy Statement

At Bryn Awel Primary School we are committed to providing a safe, nurturing and inclusive environment where every child feels valued, respected and protected.

We believe that all members of our school community have the right to learn and work in an environment free from bullying, discrimination, prejudice and intimidation. Bullying behaviour of any kind is unacceptable and will always be taken seriously.

This policy reflects Bryn Awel's commitment to:

- Our RAISE curriculum values
- Rights Respecting Schools
- Curriculum for Wales
- Welsh Government ["Rights, Respect, Equality"](#) guidance
- Whole School Approach to Emotional and Mental Wellbeing

This policy should be read alongside the school:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Online Safety / Internet Safety Policy
- Acceptable Use Agreements
- ALN Policy
- Equality and Inclusion Policy

Bryn Awel Vision and Values – RAISE

Resilience – We support learners to develop confidence, emotional strength and strategies to seek help when needed.

Aspiration – We encourage all learners to achieve their full potential in a safe and supportive environment.

Independence – We empower pupils to speak up, make positive choices and take responsibility for their actions.

Success – We celebrate positive relationships, kindness and inclusive behaviours so all learners can thrive.



Effort – We promote respect, empathy and a commitment to maintaining a positive school community.

Rights, Respect and Responsibility

As a Rights Respecting School, Bryn Awel promotes the rights of every child in line with the United Nations Convention on the Rights of the Child (UNCRC).

- Everyone has the right to feel safe.
- Everyone deserves respect.
- Everyone has a responsibility to contribute positively to our school community.

This policy particularly supports:

- Article 2 – Protection from discrimination
- Article 12 – Respect for children's views
- Article 19 – Protection from violence and abuse
- Article 28 – Right to education
- Article 29 – Developing every child's talents and abilities

Aims of the Policy

- Ensure all members of the school community understand what bullying behaviour is.
- Promote a consistent whole-school approach to preventing bullying behaviour.
- Create a culture where children feel safe to report concerns.
- Support all pupils involved in bullying incidents.
- Promote restorative approaches and positive relationships.
- Ensure bullying incidents are recorded, monitored and addressed effectively.
- Support the emotional wellbeing of all learners.

Definition of Bullying Behaviour

At Bryn Awel Primary School we recognise that children will sometimes experience disagreements, friendship difficulties and conflicts as part of growing up and learning how to manage relationships.

Not all incidents of unkindness or conflict are bullying.

Bullying behaviour is repeated behaviour, carried out intentionally by an individual or group, which causes physical or emotional harm to another person and involves an imbalance of power.

Bullying behaviour is usually:

- Deliberate



- Repeated over time
- Intended to hurt, intimidate or upset
- Difficult for the victim to stop
- Involving a real or perceived imbalance of power

This imbalance may relate to:

- Physical strength
- Social status
- Numbers within a group
- Confidence
- Age or maturity
- Knowledge or access to technology

Bullying Is Not Usually

The following behaviours, while still unacceptable and addressed by staff, are not normally considered bullying unless they become repeated, intentional and targeted:

- One-off arguments or disagreements
- Friendship fallout
- Accidental hurt or upset
- Single incidents of unkind behaviour
- Occasional teasing between friends
- Playing games that become too rough
- Mutual disagreements where both children contribute equally

At Bryn Awel we recognise that children are still learning how to manage emotions, friendships and conflict. Staff will support pupils to resolve difficulties through restorative conversations, emotional coaching and positive relationship strategies.

How Staff Decide if Behaviour Is Bullying

When investigating concerns, staff will carefully consider:

- Was the behaviour intentional?
- Has it happened repeatedly?
- Is there a power imbalance?
- Has the child felt frightened, isolated or targeted?
- Is the behaviour having a significant emotional impact?

All concerns will be taken seriously and investigated appropriately.



Signs and Symptoms of Bullying Behaviour

A child who is experiencing bullying behaviour may not always tell an adult directly. Staff and parents should remain alert to changes in behaviour, emotional wellbeing or presentation that may indicate a child needs support.

Possible signs and symptoms may include:

- Becoming withdrawn, anxious or lacking confidence
- Reluctance or refusal to attend school
- Frequent complaints of feeling unwell
- Changes in mood or behaviour
- Sudden loss of friendships
- Becoming unusually quiet or isolated
- Tearfulness or emotional outbursts
- Changes in eating or sleeping habits
- Loss of interest in school or activities previously enjoyed
- Reduced engagement with learning
- Damage to clothing, belongings or equipment
- Missing possessions or requests for extra money
- Unexplained injuries or bruises
- Avoidance of social situations or playground activities
- Becoming nervous when receiving messages or using devices
- Reluctance to use the internet or mobile devices
- Changes in online behaviour
- Aggressive or disruptive behaviour towards others
- Bullying behaviour towards siblings or peers
- Lower self-esteem or negative self-talk
- Increased emotional dysregulation

These signs do not always mean a child is experiencing bullying behaviour. However, all concerns should be taken seriously and explored sensitively.

Types of Bullying Behaviour

- Emotional bullying
- Physical bullying
- Verbal bullying
- Cyberbullying
- Prejudice-based bullying

Bullying behaviour may relate to:

- Race or ethnicity
- Religion or belief



- Disability or ALN
- Sex or gender
- Gender identity
- Sexual orientation
- Appearance
- Health conditions
- Poverty or socio-economic disadvantage
- Young carers
- Looked After Children
- Family circumstances

Curriculum for Wales

This policy supports the four purposes by helping learners become:

- Ambitious, capable learners
- Enterprising, creative contributors
- Ethical, informed citizens
- Healthy, confident individuals

Roles and Responsibilities

Governors will monitor the effectiveness of this policy and ensure compliance with Welsh Government guidance.

Senior leaders will ensure incidents are recorded, monitored and addressed appropriately.

All staff will model respectful behaviour and respond consistently to concerns.

Pupils are expected to treat others with kindness and respect.

Parents and carers are encouraged to work in partnership with the school.

Preventing Bullying Behaviour

Strategies used at Bryn Awel include:

- Rights Respecting School activities
- RAISE values
- Whole-school wellbeing approaches
- Positive behaviour systems
- Class Dojo celebrations
- Circle time
- Wellbeing assemblies
- Anti-Bullying Week
- Online safety education



- Pupil voice opportunities
- Restorative approaches
- Staff training
- Strong home-school partnerships

Reporting and Responding

All reports of bullying behaviour will be taken seriously.

When incidents are reported:

1. Concerns will be investigated promptly.
2. Pupils involved will be listened to carefully.
3. Parents/carers will be informed where appropriate.
4. Appropriate support and consequences will be implemented.
5. Restorative approaches will be used whenever possible.
6. Follow-up monitoring will take place.

Where safeguarding concerns arise, staff will follow safeguarding procedures immediately.

Recording and Monitoring

All confirmed bullying incidents will be recorded and monitored by school leaders.

Records may include:

- Type of bullying behaviour
- Protected characteristic involved
- Actions taken
- Support provided
- Pupil voice
- Parent involvement
- Follow-up outcomes

Patterns and trends will be reviewed regularly by senior leaders and governors.

Online Safety and Cyberbullying

Bryn Awel recognises the increasing impact of online behaviour on children's wellbeing.

Cyberbullying incidents occurring outside school will be addressed where they impact pupils' safety or wellbeing in school.



This section should be read alongside the school's Online Safety and Internet Safety Policies.

Conclusion

At Bryn Awel Primary School we are committed to fostering a caring, respectful and inclusive community where every child feels safe, valued and able to thrive.

Through our RAISE values, Rights Respecting ethos and strong partnerships with families and the wider community, we aim to ensure bullying behaviour is challenged consistently and compassionately so all learners can achieve their full potential.



Record of Bullying Incident

1. Name of pupil being bullied and class group

Name _____

Class _____

2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour

3. Source of bullying concern/report (tick relevant box(es))*

Pupil concerned	
Other Pupil	
Parent	
Other (please state) _____	

4. Location of incidents (tick relevant box(es))*

Playground	
Classroom	
Corridor	
School Bus	
Other (Please state) _____	

5. Name of person(s) who reported the bullying concern

Name _____

6. Type of Bullying Behaviour (tick relevant box(es)) *

Physical Aggression		Cyber-bullying	
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Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Sexual orientation	Gender identity	Disability /ALN	Ethnicity (inc. immigration)	Beliefs / Religion

8. Description of Bullying incident from the victim

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9. Description of Bullying incident from the accused

10. Witness(es) statement (s)

11. Details of Actions Taken

Signed _____ (Relevant Teacher)

Date _____

Date submitted to Head Teacher/Deputy Head Teacher/
SLT _____