Cyfarthfa High School

POLICIES AND PROCEDURES

Anti-Bullying Policy

POLICY DATE

September 2026

SCHEDULED REVIEW

September 2027

Policy Lead

Lee-Anne McCarthy | Lead Practitioner Safeguarding and Wellbeing

Approval date 08.10.26

Approval

Role	Name and signature	Date
Chair of Governors	D. Williams	08.10.26
Headteacher	B. Davies	08.10.26
Designated SLT member	L. McCarthy	08.10.26

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Purpose and Commitment

Cyfarthfa High School is committed to providing a supportive, inclusive, caring and safe environment in which every learner is treated with dignity and respect and is able to learn without fear of bullying or harassment. Bullying behaviour is unacceptable and will be challenged.

This policy supports the school's expectations of Ready, Respectful and Safe and should be read alongside the school's Behaviour, Safeguarding, Equality, Relationships and Sexuality Education (RSE), Online Safety and Complaints policies.

The policy has been reviewed with regard to Welsh Government's statutory guidance, Rights, Respect, Equality: Challenging Bullying and Harassment (2026), and the school's duties under relevant safeguarding and equality legislation.

Aims

- prevent bullying and harassment through a whole-school culture of belonging, respect and inclusion
- ensure learners, staff and families understand what bullying is and how it differs from conflict or a one-off incident
- provide clear, accessible routes for reporting concerns
- respond promptly, consistently and proportionately when concerns are raised
- secure the safety and wellbeing of the learner experiencing bullying
- support learners displaying bullying behaviour to understand the impact of their actions and change their behaviour
- identify, record and respond appropriately to prejudice-related incidents and patterns
- use information from incidents and learner voice to strengthen prevention and school practice

What is bullying?

Bullying is harmful behaviour that is generally repeated over time and involves a real or perceived imbalance of power. It may be carried out by an individual or group and may happen face-to-face, indirectly or online.

Bullying is different from an argument, disagreement, fight or friendship difficulty. Not every incident of unkind, harmful or unacceptable behaviour meets the definition of bullying; however, all such behaviour may still require a school response.

Single incidents and prejudice related incidents

A one-off incident may not meet the definition of bullying because it is not repeated. This does not mean it will be ignored. Single incidents may be serious and will be addressed under the most appropriate school policy.

Prejudice-related behaviour of any kind is unacceptable. A one-off prejudice or hate-related incident will be challenged and recorded appropriately even where it does not meet the definition of bullying.

Where there is a safeguarding concern or a potential criminal offence, safeguarding procedures will be followed and appropriate external agencies may be contacted.

Forms of bullying and harassment

Verbal – name-calling, insults, threats, teasing, rumours or derogatory language.

Physical – hitting, kicking, pushing, damaging belongings, intimidation or other physical aggression.

Relational/social – deliberate exclusion, humiliation, isolation, manipulation of friendships or deliberately getting someone into trouble.

Online – harmful behaviour through social media, messaging, gaming, images, video, group chats or other digital technology.

Sexual – unwanted sexual comments, jokes, innuendo, touching, threats, image-based abuse, sextortion or other sexualised behaviour.

Prejudice-related – behaviour motivated by hostility, stereotypes or assumptions about a person's actual or perceived identity or circumstances.

Extortion/coercion – demanding money, possessions, actions or information through threats, intimidation or pressure.

Prejudice related bullying and harrassment

The school will challenge prejudice-related behaviour whether it is directed at an individual, a group, or expressed more generally. This includes behaviour connected to actual or perceived protected characteristics under the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Prejudice may also relate to other aspects of identity or circumstance, including additional learning needs (ALN), care experience, national identity, language or accent, cultural background, appearance, gender stereotypes, family circumstances, social status or poverty.

The school recognises that some learners may experience overlapping forms of prejudice and that learners can be targeted because they are perceived to have a characteristic or because of their association with another person.

Bullying, safeguarding and harmful sexual behaviour

Bullying can become a safeguarding matter. Staff must consider whether there is reasonable cause to suspect that a learner is suffering, or is likely to suffer, significant harm. Safeguarding concerns will be referred immediately to the Designated Safeguarding Lead (DSL) or a Deputy DSL and managed in accordance with the school's safeguarding procedures and Keeping Learners Safe.

Sexual harassment and harmful sexual behaviour will never be dismissed as 'banter' or an inevitable part of growing up. Incidents will be considered individually, with safeguarding and, where appropriate, police or other agency involvement.

Bullying outside school and online

Bullying can take place beyond the school site, including on journeys to and from school, in the community and online. Where behaviour outside school affects the safety, wellbeing or education of learners, relationships within the school community, or the orderly running of the school, Cyfarthfa High School may investigate and respond in accordance with its policies and legal powers.

Where concerns relate to significant harm, hate-related behaviour, threats, sexual behaviour or a possible criminal offence, the school will consider safeguarding procedures and liaison with appropriate agencies.

Preventing Bullying

- teach and reinforce Ready, Respectful and Safe through tutorial, curriculum, assemblies and everyday routines
- use Curriculum for Wales learning, including Health and Well-being and RSE, to develop healthy relationships, empathy, respect and digital citizenship
- promote equality, diversity, children's rights and a strong sense of belonging
- provide staff training on recognising, recording and responding to bullying, harassment and prejudice-related incidents
- use learner voice, wellbeing information, incident data and School Council feedback to identify emerging issues
- provide targeted support and safe spaces for learners who may be vulnerable
- address online safety regularly and respond to emerging online behaviours and trends
- work with parents, carers and appropriate external agencies where additional support is required

Reporting Concerns

Learners can report bullying or harassment to:

- any trusted member of staff
- their form tutor
- their Head of Year or another member of the pastoral team
- a member of the safeguarding team
- the school's online/ClassCharts wellbeing or reporting route, where available

Parents and carers should contact their child's Head of Year/pastoral team or the school using the published year-group email addresses. Where a concern is safeguarding-related, it will be referred to the DSL.

Learners who report concerns will be listened to and taken seriously. Staff will not promise confidentiality where information needs to be shared to keep a child safe.

Responding to a report

The response will be proportionate to the circumstances. Staff will, as appropriate:

1. secure the immediate safety and wellbeing of the learner experiencing the behaviour
2. listen to the learner and establish what has happened without making premature assumptions
3. record the concern promptly on the school's agreed recording system
4. consider safeguarding, equality and potential criminal dimensions
5. investigate fairly, including speaking with relevant learners, staff and witnesses
6. identify whether the behaviour is bullying, harassment, a prejudice-related incident, relational conflict or another behaviour concern
7. take action to stop the behaviour and reduce the likelihood of recurrence

8. provide appropriate support to the learner experiencing the behaviour
9. work with the learner displaying the behaviour to address its causes, impact and required change
10. apply appropriate consequences in line with the Behaviour Policy where necessary
11. inform parents/carers where appropriate, taking account of safeguarding, confidentiality and the individual circumstances
12. agree follow-up arrangements and check that the behaviour has stopped

Recording, monitoring and follow-up

Bullying, harassment and prejudice-related concerns will be recorded using the school's agreed safeguarding/behaviour recording systems, including ClassCharts where appropriate. Records should be sufficiently detailed to support investigation, follow-up and identification of patterns.

Where relevant, records should include:

- the nature, date and location/context of the incident
- learners involved and any witnesses
- whether the incident is repeated or part of a wider pattern
- the type of behaviour and any apparent prejudice-related motivation
- safeguarding action or external referrals
- actions, support and consequences
- parent/carer contact where appropriate
- follow-up and outcome

Senior leaders will review information regularly to identify patterns by learner, year group, location, type of behaviour and, where appropriate, prejudice-related motivation. Findings will inform prevention, staff deployment, curriculum work, targeted intervention and school improvement.

Supporting Learners

Learners experiencing bullying

Support will be individualised and may include a trusted adult, pastoral check-ins, safety planning, changes to supervision, restorative work where appropriate and freely agreed, wellbeing support, ALN support and referral to internal or external services.

Learners displaying bullying behaviour

The school will make clear that the behaviour must stop while also seeking to understand factors contributing to it. Responses may include consequences, restorative or relational work, education around prejudice and impact, pastoral support, parental involvement and targeted intervention.

Bystanders and the wider group

The school will consider the role of peers and bystanders and may use group, tutorial or curriculum work to reinforce expectations, develop safe ways to report concerns and prevent recurrence.

Working with parents and carers

The school will work constructively with parents and carers to understand concerns, protect learners and resolve issues. Parents and carers should report concerns to the school rather than confronting another learner or family directly.

Parents/carers will be kept appropriately informed about the school's response while recognising that the school cannot disclose confidential information about another child, including details of sanctions or personal circumstances.

If a parent or carer remains dissatisfied with the school's handling of a concern, they may use the school's Complaints Policy.

Roles and Responsibilities

Governing Body

- ensures the school has appropriate arrangements for preventing and responding to bullying and harassment
- has regard to relevant statutory Welsh Government guidance
- receives appropriate information about patterns, trends and the effectiveness of the school's approach

Headteacher and SLT

- ensure this policy is implemented consistently
- ensure staff understand reporting, recording and safeguarding expectations
- monitor patterns and ensure appropriate action and resources are in place

Designated Safeguarding Lead

Provides safeguarding oversight where bullying or harassment raises child protection concerns and ensures appropriate referral and information-sharing.

Heads of year and pastoral staff

Coordinate investigation, communication, support, follow-up and monitoring of reported concerns, working with the safeguarding team where necessary.

All staff

All staff are responsible for challenging harmful behaviour, listening to concerns, recording and passing on information promptly, following safeguarding procedures and modelling respectful behaviour.

Learners

Learners are expected to behave in accordance with Ready, Respectful and Safe, avoid participating in or encouraging bullying, and report concerns about themselves or others.

Learner voice and Review

Learners will be given meaningful opportunities to contribute to the school's approach to preventing bullying, including through wellbeing surveys, School Council, focus groups, tutorials and other pupil voice activity. The school will use this information alongside incident data to evaluate whether learners feel safe and whether its approaches are effective.

Links with other school policies and procedures

- Safeguarding / Child Protection Policy
- Behaviour Policy
- Relationships and Sexuality Education (RSE) Policy
- Online Safety / Acceptable Use Policy
- Additional Learning Needs (ALN) Policy
- Whole-School Approach to Emotional and Mental Well-being
- Complaints Policy
- Welsh Government: Rights, Respect, Equality – Challenging Bullying and Harassment (2026)
- Welsh Government: Keeping Learners Safe

Review

This policy will be reviewed at least annually, and sooner where there are changes to statutory guidance, legislation, school systems or evidence from incident monitoring and learner voice. The Governing Body will be involved in the review and approval process.