



# Ysgol Gymraeg Gymraeg Bryniago



'Dim ond ein gorau glas sy'n ddigon da.'

Mae Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn (CRC) yn ganolog i gynlluniau, polisiau, arfer ac ethos ein hysgol. Fel Ysgol sy'n Parchu Hawliau rydym yn addysgu am hawliau plant a hefyd yn modelu hawliau a pharch ym mhob perthynas.

*The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships.*



## Anti-bullying Policy

Dyddiad adolygu a mabwysiadu:

Date reviewed and adopted: **06.10.2026**

Dyddiad yr adolygiad nesaf: **Hydref 2027**

Date of next review: **Autumn 2027**

Llofnod Cadeirydd y Llywodraethwyr/ Signature of chair of governors:



## **Introduction**

### **1. Introduction**

Every pupil has the right to feel happy, safe and included, and the right to work in an environment without feeling threatened or fearful. The School recognizes the emotional impact that bullying may have on an individual's sense of self-worth and self-confidence, and, consequently on his/her ability to effectively learn. The link between educational attainment, attendance and emotional contentment of children and young people is crucial. Considerable emphasis is placed on ensuring that pupils feel safe in school for educational as well as moral reasons. The school community promotes an anti-bullying environment.

Bullying of any kind is unacceptable and any victim of bullying will be fully supported.

### **2. Purpose and Objective**

- Ensure that no child in any way impairs the happiness and educational development of any other child at the school, by creating a safe and happy environment for all the pupils, in every situation during their school activities
- Create an environment where bullying of any kind is unacceptable. Should an instance of bullying occur, the children should be able to report it, and be confident that the matter will be dealt with immediately and effectively. Encourage anybody who is aware that bullying is taking place to notify the staff
- Persuade parents that the pupils' well-being is a priority and that they are taught in a safe environment, and collaborate with them to prevent bullying.

### **3. Objectives**

The school will:

- take a pro-active approach to prevent bullying
- implement a whole school anti-bullying policy, with which all school staff, pupils, parents and Governors are familiar
- create an environment and ethos where bullying is unacceptable and encourage pupils to report on any instance of bullying, convincing victims that the school will take action to protect them
- raise awareness of staff, pupils and parents of what bullying is, of the signs and symptoms of bullying and of the appropriate measures to follow when bullying occurs or there is an allegation of bullying (see Appendix 1)
- promote every child's self-esteem and respect towards peers and adults
- work in partnership with parents to ensure effective action if there is an instance of bullying or an allegation of bullying
- boost the confidence of pupils and parents in the school's methods of dealing with bullying

### **4. Bullying**

Bullying is defined as aggressive or abusive behaviour by an individual or group, that is often repeated over time, and inflicts wilful injury or harm. Research shows that bullying can have a destructive impact on young people's lives. For some, it can

create long-term effects that causes distress and harm to social and emotional development.

#### **4.1 Types of bullying**

There are several types of bullying. To monitor levels and nature of the bullying across the Authority, all instances of bullying will be noted by the school and sent to the Education Department to be categorised.

Bullying can consist of one or be a mixture of the following categories:

- Physical – striking, kicking, stealing, concealment of belongings, sexual violence and harassment
- Verbal (Spoken) – name-calling, abuse, belittling
- Emotional – Start groundless rumours, not speak to somebody, ostracise from groups

In addition to the above-mentioned general categories, the school monitors levels of bullying in the specific categories below:

- Cyber bullying – use of social media, e-mail, text messages and other electronic methods to send malicious messages or material of a malicious nature with harmful intention
- Homophobic – it can be physical, verbal or emotional bullying based on alleged sexuality or not
- Racial – it can be racially based physical, verbal or emotional bullying
- Other – bullying based on physical or mental disability, health features or any feature that can be clearly defined.

Serious instances of bullying, e.g. harassment or sexual violence can lead to a referral to Social Services Children's Referrals Team.

### **5. Bullying Prevention**

The school will try to take a pro-active approach in the bullying prevention campaign, through following these Guidelines:

**5.1** Bullying is discussed at several levels throughout the school:

- Whole school, (e.g. assemblies, School Council, Golden Rules, bullying prevention agreements, dramatic presentations)
- Class, (e.g. PSE, Circle Time, Class Council, confidential box). Collaboration in lessons is promoted through pair/group activities.
- Individual, (e.g. additional support for a pupil who has been, or is being, bullied).

**5.2** Pupils are encouraged to talk to staff members about instances of bullying that they or others suffer. The staff will respond positively and assure the victim that the complaint is being taken seriously and action taken.

5.3 Staff will adopt a sensitive approach towards signs of bullying, bearing in mind that the bully may behave in the long or short term, verbally, through gestures or physically, in a sly or obvious manner.

5.4 There is close supervision at all times, particularly in areas and at times where bullying can occur. During playground supervision, there is a friendly and informal presence.

5.5 Parents are encouraged to immediately notify the school if they feel that their child is a victim of bullying. Likewise, parents are encouraged to notify the school if they suspect that their child is bullying others. Cooperation between the school and home is important.

## **6. Response to an Instance of Bullying**

6.1 If there are suspicions that a child is being bullied, the Headteacher's attention should immediately be drawn to the matter and the incident/allegation noted on the recording form (Appendix 2). Instances or allegations of bullying will immediately be investigated and every effort made to bring a stop to the bullying immediately and to ensure the victim's safety. The school will respond in a manner that is proportionate to the seriousness of the incident/allegation and in accordance with the School's Behaviour Policy.

6.2 In some instances, the parents are invited to discuss the matter and agree on the appropriate course of action. In more serious cases, consultations are held with the Chair of Governors and/or the whole Governing Body, implementing their recommendations. In serious instances, the Local Authority's welfare officer is invited to discuss the situation and act upon it.

6.3 The victim is dealt with in a sensitive manner. He/she receives an attentive hearing, is consoled and advised and taught strategies to use when bullying occurs. He/she receives assurance that they have taken the correct course of action by disclosing it, and that they are not to blame for the bully's behaviour.

6.4 A sensitive and positive approach is used towards the bully. He/she is informed that the behaviour is unacceptable and is encouraged to change behaviour. The rules that they have broken are discussed and efforts made to make him/her more aware of the victim's situation. The bully may be asked to apologize and efforts are made to bring about a reconciliation between the pupils, if at all possible.

6.5 What sanction to impose on the bully is decided upon, explaining why it is being imposed. In serious circumstances, suspension or exclusion of the bully must be considered

6.6 Following the incident, the situation will be monitored to ensure that the bullying does not reoccur.

## **7. LEA Support**

7.1 The Welfare Service The Welfare Service is committed to ensuring that every child has an opportunity to be educated in a safe environment and free from any type of

bullying, threat or harassment. When appropriate, the Welfare Service will be involved with individual cases, aiming to resolve the situation that concerns the young person through:

- ensuring that schools adhere to any relevant policy
- recognising factors that form the backdrop to the bullying
- acting as an independent mediator
- supporting young people who are victims of bullying
- providing specialist advice for schools, parents and pupil

## **7.2 The Behavioural Support Service**

Primary teachers are available to visit schools to discuss specific cases with headteachers / class teachers / pupils. Specifically for the primary sector there are "Buarth Braf" packs available for schools that focus on the subject. The Service mentions bullying during INSET with assistants and teachers to discuss:

- why children bully
- recognising the signs that children are being bullied.

## **7.3 The Educational Psychologist**

The Educational Psychologists provide a counselling service. A counsellor can assist a victim or bully to consider gentler ways of forging contacts and to explore anger and tolerance related matters. Lack of self-esteem, trust and confidence can also be dealt with. Counselling can be useful to establish more positive thought patterns and to explore some unhealthy beliefs.

## **7.4 The 'Healthy Schools' Scheme**

The scheme enables schools to make a positive contribution to their pupils, teachers and the wider community's health and well-being, through developing a health promoting environment. 'Healthy Schools' introduce health and well-being aspects through the - National Curriculum - Alternative curriculum and school ethos - Develop existing links between the home, the community and specialist agencies.

## **8. CONCLUSIONS**

Any kind of bullying is unacceptable at YGG Bryniago and there are firm strategies in place to deal with any instance of bullying that could arise. Immediate action must be taken to deal with instances or allegations of bullying. Although it is important to positively respond to the victim, taking an over-protective stance should be avoided and teach him/her to develop self-protective strategies against being bullied. Incidents that occur outside the school premises cannot be ignored, as they may spill over in both directions. There should be an appropriate response when considering the seriousness of the allegation/incident.

Co-operation between the home and the school is important; parents must be persuaded that the school is always ready to discuss their concerns. In instances where parents feel that the school cannot effectively deal with an instance of bullying, they are asked to bring this to the Headteacher's attention. If the Headteacher is unable to informally deal with the matter, the parents can pursue the school's formal complaints procedure.