Pontnewydd Primary

School

Anti-Bullying Policy

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LAST UPDATED: (September 2025)

DUE FOR REVIEW: (March 2028)

Introduction

Vision and values statement

“Pontnewydd Primary school is committed to providing a safe and supportive environment for all pupils.’

‘Every pupil has the right to work and learn in an environment where they feel safe, supported and free from victimisation and fear”.

Aims, objectives and outcomes of the policy

- reduce the frequency of bullying incidents, including for pupils with protected characteristics;
- increase the likelihood that incidents will be reported to a responsible adult;
- intervene effectively when incidents occur;
- improve pupil attendance;
- equip pupils with strategies to respond to bullying behaviour;
- reinforce the anti-bullying ethos with whole school inset, staff meetings etc.;
- ensure all stakeholders understand what bullying is and how to recognise it;
- listen and act on pupil opinion;
- provide peer support and reinforce the anti-bullying message through the Health and Wellbeing Area of Learning and Experience
- make school a safer and more enjoyable place.

Amanda Meyer is anti-bullying lead. Their key responsibilities are:

- anti-bullying policy creation, review and ongoing development;
- implementation of policy and monitoring of its effectiveness and progress;
- managing the bullying incident process, e.g. interventions used, reporting, recording, monitoring and evaluating;
- coordinating and managing training and
- keeping abreast of research and developments.

Context

Links to other policies include:

- Behaviour / Relationships Policy;
- Child Protection / Safeguarding Policy;
- Attendance Policy;
- Use of ICT / Online Safety Policy;
- Strategic Equality Plan;
- Complaints Policy / Whistleblowing Policy.

Consultation

The school has consulted widely in developing this policy, e.g.

- Pupils – e.g. through school council/other pupil voice groups
- Parents/carers

- Teachers
- School staff (including school administrators, lunchtime supervisors, school caretaker)
- Governors
- Local authority

Definition of bullying

Bullying behaviour involves an imbalance of power where a person or group repeatedly and intentionally causes a stress response in others, affecting relationships that need to be reset, rebuilt or rested.

Child-friendly definition of bullying

Bullying happens when someone has more power than you and upsets you on purpose, over and over again. This makes you feel upset, and you will need help to start the relationship again (rebuild), talk about how the relationship can be improved (reset) or stop the relationship for a while (rested).

Forms of bullying

Bullying can take many forms, including physical, verbal, emotional/indirect, cyber

Signs of bullying

Each pupil who has been bullied or is bullying others will respond and act differently. A pupil's behaviour can change for a variety of reasons. Staff will be alert to the possibility that the change in behaviour is related to bullying.

Signs of bullying may include:

- changes in expected behaviour or extreme reactions, e.g. increased quietness, visible sadness, or unexplained outbursts of anger, becoming easily frustrated;
- pupil complains frequently of headaches, stomach-aches or other physical ailments;
- unexplained physical marks, cuts, bruises and scrapes;
- clothes, toys, books, electronic items are damaged or missing or pupil reports mysteriously “losing” possessions;
- reluctance to attend school;
- withdrawal from peers or participation in activities once enjoyed;
- sudden or significant drop in performance;
- begins bullying siblings or other peers;
- tiredness (due to sleep disturbance, including bed wetting);
- appears anxious and suffers from low self-esteem;
- reluctance to go out into the playground/yard and
- reluctance to use toilet facilities.

Reasons and motivations for bullying

Children and young people who engage in bullying can have a range of motivations. They may have prejudices against certain groups in wider society. These prejudicial opinions may be informed by a wide range of factors including the following influencers: media, community and/or family values, or previous personal experience.

We will consider motivations when working with children and young people who bully others. This will help us understand and identify the root cause of the unacceptable behaviour, as well as help to change it, preventing further bullying from happening.

Bullying may not be restricted to incidents between children and young people. Accusations of bullying between and towards adults may also occur.

Safeguarding children and young people

Some cases of bullying might be a safeguarding matter or require involvement of the police (the police should be notified as soon as possible if it is suspected that a criminal offence has been committed against a child or young person). Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is ‘reasonable cause to suspect that a child (or young person) is suffering, or is likely to suffer, significant harm’. Where this is the case, the school will report their concerns to their local authority’s social services department.

Prevention of bullying

The following list provides examples of best practice adopted by school to prevent bullying behaviour:

- an agreed definition of bullying that is clearly understood by the whole school community;
- all pupils know what to do if they experience bullying;
- all staff have a clear understanding of what to do to prevent bullying; a proactive approach;
- all staff know what action to take when bullying occurs;
- regular consultation with groups of pupils to gain a true picture of the extent and nature of bullying at the school (participation in the Torfaen Anti-Bullying Survey facilitates this);
- a range of strategies to address online (cyber) bullying;
- make sure that there is effective supervision at breaks and lunchtimes;
- provide safe places for vulnerable groups at breaks and lunchtimes;
- display details of where help is available in school, and details of local and national helplines; and
- provide opportunities for pupils to take responsibility, for example through buddy systems or peer support.

Ethos

Pontnewydd Primary School has a strong ethos that promotes equality and diversity; and has strategies to address all forms of bullying.

Curriculum

Assemblies, lessons and activities will;

- ensure pupils understand what constitutes bullying in its different forms, its impact and the roles of those involved in bullying behaviour, including bystanders;
- develop pupils' personal, social and emotional skills, including resilience to help them to deal with bullying effectively;
- reinforce messages about what to do if pupils experience bullying; and
- make pupils aware of whom they can turn to for help.

NB Opportunities will not be limited to the Health and Wellbeing Area of Learning Experience but extended across all curriculum areas and beyond.

Recording and reporting incidents of bullying behaviour

The procedure for recording and reporting bullying behaviour has been clearly communicated to the whole school community.

As well as information held on the type of incident and the motivation(s) behind the bullying behaviour, the following information is also recorded:

- brief summary of incident;
- link(s) to previous incidents;
- intervention(s) tried;
- serious incident protocol activated/police involvement;
- confiscation of personal property (e.g. mobile phone);
- follow up actions and outcome;
- learning opportunities;
- changes in approach, policies or procedures as a result of the incident.

School also collects and records the following information:

- exclusions data relating to bullying;
- records held by Education Welfare Service identifying where bullying is a factor in non-attendance in school;
- parent/carer complaints to the school or the local authority regarding bullying.

Submitting data to the local authority

School will report the following information to the local authority on a termly basis:

- total number of confirmed incidents recorded;
- the number of pupils responsible for these incidents, broken down by gender and year group;
- the number of victims of bullying, broken down by gender and year group;
- the type of bullying;
- the motivation for the bullying.

Disciplinary sanctions

Procedures have been developed in collaboration with staff, learners and parents/carers so that they are understood, agreed on and implemented consistently by all members of the school community.

School may use disciplinary sanctions to address bullying on school premises, during educational visits and events and when travelling to and from school. Careful consideration will be given to the impact of such sanctions on all parties involved and how effective they are in reducing bullying behaviour.

Parents/carers wishing to complain about bullying
Under section 29 of the Education Act 2002 school governors are required to have and publicise a complaints procedure. A school complaints procedure is available on the school website and/or made available on request from the school office.

Development and review
The governing body is accountable for ensuring effective policies are in place to safeguard and promote the welfare of children and young people in accordance with Welsh Government guidance and for monitoring its compliance.

Bullying data and information is shared regularly with members of the governing body.

Schools will monitor and review the policy regularly (every three years or sooner in light of new developments, wider relevant policy change or the occurrence of a serious incident of bullying) as part of an ongoing cycle of self-evaluation and school improvement.

Head Teacher's signature: A Maloney Date: 1/12/25

Chair of Governor's signature: Steve Evans Date: 1/12/25