



Coastlands CP School

Anti-Bullying Policy

2024 - 2025

Name	Role	Date	Signed	Review Date
Adrian Armstrong	Chair of Governors	September 24		September 2025
Rhodri Barlow	Headteacher	September 24		

‘We believe that effective learning is delivered best in a happy, secure and stimulating environment where all learners are able to grow in confidence and fulfil their potential.

We consistently promote high standards of work and behaviour by inspiring a love of learning within a creative, experiential curriculum that celebrates success, inclusion and pride in our community.’

Policy objectives:

- This policy outlines what Coastlands CP school does to prevent and tackle all forms of bullying.
- The policy has been adopted with the involvement of the whole school community.
- Coastlands CP school is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

Links with other school policies and practices

This policy links with several school policies, practices and action plans including:

- Behaviour and discipline policy
- Complaints policy
- Child protection policy
- Online safety and Acceptable Use Policies (AUP)
- Curriculum policies
- Social media policies

The Equality Act 2010

Under the Equality Act 2010 local authorities and other public bodies including schools have a legal duty to meet the requirements of the Public Sector Equality Duties (PSED) to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- Foster good relations between people who share a relevant protected characteristic and those who do not

Protected Characteristics defined

The Equality Act 2010 makes it unlawful to discriminate against people with a 'protected characteristic'. So what exactly are these protected characteristics? The protected characteristics are as follows:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

Please read the relevant parts of The Equality Act 2010 for a more expansive explanation of each protected characteristic.

<http://www.legislation.gov.uk/ukpga/2010/15/part/2/chapter/1>

The specific duties in Wales

Public sector organisations in Wales, including local authorities and schools also have specific legal duties set out in the Equality Act 2010 (Wales) regulations 2011:

- Publishing a Strategic Equality Plan and equality objectives every 4 years;

- Engagement and involvement activities for groups with ‘protected characteristics’;
- Ensuring all published material is accessible;
- Assessing the impact of relevant policies and plans;
- Promoting knowledge and understanding of the Equality Act across the school;
- Reviewing progress in implementing the Strategic Equality Plan and related action plans.

Responsibilities

It is the responsibility of:

- The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

ESTYN

Estyn published their thematic review ‘Action on Bullying’ looking at the effectiveness of action taken by schools to address bullying on the grounds of pupils protected characteristics in June 2014. The report contained seven recommendations for schools and local authorities. Schools should:

R1 raise awareness of bullying on the grounds of protected characteristics with pupils; parents; staff and governors and take a more proactive approach to preventing and mitigating its effects;

R2 consult pupils; parents and others to identify the extent and nature of bullying in the school and to agree the contents of the strategic equality plan;

R3 plan age-appropriate opportunities in the curriculum to discuss issues related to the protected characteristics and to build pupils’ resilience to bullying;

R4 ensure staff have a clear understanding of the extent and nature of bullying that may take place in school, including cyberbullying;

R5 make sure that staff know how to deal with and record incidents of bullying;

R6 record and monitor incidents of bullying in relation to the protected characteristics and use this information to review strategic equality objectives and;

R7 make sure all policies and procedures meet the requirements of the Equality Act 2010.

Bullying defined

“Bullying is considered to be deliberate behaviour, repeated over time, and intended to cause emotional or physical harm to an individual or group of people. There usually exists a power difference between the bullied and the bully which makes it difficult for the victim to defend themselves.”

Anti-Bullying Strategic Guidance

"Deliberately hurtful (including aggression), repeated often over a period of time (whilst recognising that even a one off incident can leave a pupil traumatised and nervous of future recurrence). Difficult for victims to defend themselves against."

Respecting Others: Anti-Bullying Overview 2011, Welsh Government.

"Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time that intentionally hurts or harms."

Tackling bullying in schools: A survey of effective practice - Estyn 2006

Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Forms and types of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):
 - Bullying related to race, religion, faith and belief and for those without faith
 - Bullying related to ethnicity, nationality or culture
 - Bullying related to Additional Learning Needs (Special Educational Needs or Disability - SEND)
 - Bullying related to sexual orientation (homophobic/biphobic bullying)
 - Gender based bullying, including transphobic bullying

Further Clarification

Verbal Bullying

Calling names, teasing, taunting, threatening, insulting and making offensive remarks [including sexist, homophobic and racist comments] are all included in this type of bullying.

Physical Bullying

Pushing, punching, kicking, spitting, fighting, stealing and sexual assault can result in physical bullying.

Indirect Bullying

Intimidation, dirty looks, rumour spreading, breaking friends, isolating individuals, publicly writing, or displaying negative information about a person.

Cyber Bullying

Cyberbullying is an aggressive, intentional act carried out by a group or individuals using electronic forms of contact repeatedly over time against a victim who cannot easily defend themselves. Cyber Bullying is an increasing and more recent problem and is particularly difficult to address. The potential audience for cyberbullying is huge. Several types of cyberbullying have been identified:

- Text message bullying involves sending unwanted texts that threaten or are hurtful. This is one of the most common forms of cyberbullying and is now a criminal offence.
- E-mail bullying involves sending threatening messages often under a false name or using someone else's name on which to pin the blame.
- Chat-room bullying involves sending menacing or upsetting responses to children when they are in a web-based chat room.
- Bullying via websites includes the use of defamatory web logs [blogs], personal websites and online personal polling sites.

There has also been a significant increase in social networking sites for young people which provide further opportunities for cyberbullying.

Coastlands Pupils view on bullying

'Bullies hurt people by kicking, punching and saying bad words. They can make you scared and worried'.

'It means people are being nasty to you a lot of times'.

'When someone is being mean to you all the time'.

'It is when you are continuously being picked on by someone or a group'.

'Bulling is when someone calls you names and call you nasty things and they just keep doing it'.

School ethos

Coastlands CP recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.

By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

Our Community:

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the antibullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy o Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

We believe that:

- All pupils and staff have the right to feel happy, safe and included.
- Pupils and staff have the right to work in an environment without harassment, intimidation or fear.
- All bullying, of any sort, is therefore unacceptable and will not be tolerated.
- Pupils who experience bullying will be supported.
- We recognise the effects that bullying can have on pupils' feelings of worth and on their school work, and the school community will actively promote an anti-bullying environment.

Our intentions are:

1. To provide a learning environment, free from any threat or fear, which is conducive to the achievement of individual aspirations.

2. To reduce and to eradicate wherever possible instances in which pupils are made to feel frightened, excluded or unhappy.
3. To reduce and to eradicate wherever possible, instances in which pupils are subject to any form of bullying.
4. To respond effectively to all instances of bullying reported to us.
5. To establish a means of dealing with bullying, and of providing support to pupils who have been bullied.
6. To provide support for pupils who are accused of bullying who may be experiencing problems of their own.
7. To ensure that all pupils and staff are aware of this policy and that they fulfil their obligations to it.
8. To systematically teach pupils about all aspects of individual difference and diversity, including those related to appearance, religion, race, gender, sexuality, disability and ability
9. To provide training for all staff regarding bullying in general, racism and related bullying, homophobia and related bullying, aspects of disability and bullying, sexist language and behaviour, sexual bullying, cyberbullying and other prejudice-based actions and related bullying.

The Head teacher has a legal duty to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils. The school is not legally responsible for bullying which takes place elsewhere but will have an interest in the welfare and conduct of its pupils and will respond to information it receives about bullying outside of school.

Creating an anti-bullying climate in school

Our school's Behaviour Policy explains how we promote positive behaviour in school to create an environment where pupils behave well; where pupils take responsibility for each other's emotional and social well-being; and where they include and support each other. Children imitate and copy from role models. We will provide consistent positive role models for all aspects of behaviour. All staff are expected to fully follow the agreed Code of Conduct. It is vital that children have positive role models outside of school as unacceptable and bullying behaviours could be learnt by children from others outside of school. Staff are all expected to constantly reinforce the message to children that bullying is unacceptable and will take positive action to prevent and control it. We have posters around the school that encourage the pupils to talk to staff and our school council support issues raised through events like anti bullying week.

Coastlands does not tolerate bullying behaviour and a clear set of consequences will be used when dealing with incidents

Implementation

1. If bullying is suspected or reported, the member of staff who has been approached will deal with the incident immediately. If support is needed a senior member of staff will be informed and the incident will still be addressed immediately.

2. A clear account of the incident will be recorded and given to the Head teacher who will make a record of it and log it onto Teachers Centre

3. The member of staff or Head teacher will interview all concerned and will record the incident. All children involved will be spoken to as will anyone who witnessed what happened.

4. Parents will be kept informed.

5. Consequences will be used as appropriate.

6. Pupils will be taken through the restorative practice process.

Pupils who have been bullied will be supported by:

- Immediate opportunities to discuss the experience with a staff member of their choice
- Positive reinforcement that reporting the incident was the right thing to do
- Reassurance, sympathy and empathy
- Continuous support
- Restoration of self-esteem and confidence through restorative practice
- Extra support from outside agencies where necessary
- Clear consequences being used when dealing with pupils who have bullied
- Arrangements to review progress

Pupils who have bullied will be helped by:

- Discussing what has happened and being listened to
- Discovering why the pupil became involved and the impact their behaviour had on others
- Establishing what needs to change regarding their behaviour and why
- Informing parents or guardians to help change the attitude of the pupil
- Rewards and positive reinforcement of positive behaviours (EPraise etc.)
- Following the Restorative Practice procedures

Bullying can be tackled through the curriculum

Bullying and its effects may be exemplified and reinforced through many areas of the curriculum:

- PSE
- Creative writing in English/Welsh lessons
- Drama
- History
- Religious Education etc.

Bullying that takes place outside of school, for example, the journey to and from school?

A good deal of bullying takes place outside the school gates, and on journeys to and from school. In light of the rural nature of much of Wales, and the wide catchment areas of our school, many pupils take buses into school, which gives greater potential for bullying to take place outside school. Our anti-bullying policy encourages pupils not to suffer in silence. Where a pupil tells of bullying off the school premises, a range of steps will be taken:

- talking to the local police about problems on local streets (if necessary seek a police presence at trouble spots)
- talking to the transport company about bullying on buses and provide advice to drivers on how to report incidents
- operating a bus buddy system whereby older pupils report incidents to designated members of school staff
- considering involving parents or members of the local community
- mapping safe routes to school, and tell pupils about them
- talking to pupils about how to avoid or handle bullying outside the school premises

Don't suffer in silence!

If you are being bullied;

Try to stay calm and look as confident as you can
Be firm and clear – look them in the eye and tell them to stop
Get away from the situation as quickly as possible
Tell an adult what has happened straight away

If you have been bullied;

Tell a teacher or another adult in school
Tell your family
If you are scared to tell an adult by yourself, ask a friend to come with you
Keep speaking up until someone listens and does something to stop the bullying
Don't blame yourself for what has happened

When you are talking to an adult about bullying, be clear about;

What has happened to you?
How often it has happened?
Who was involved?
Who saw what was happening?
Where it happened?
What you have done about it already?

Parents and families

Parents and families have an important part to play in helping schools deal with bullying

FIRST

discourage your child from using bullying behaviour at home or elsewhere. Show how to resolve difficult situations without using violence or aggression.

SECOND

ask to see the school's anti bullying policy.

THIRD

watch out for signs that your child is being bullied, or is bullying others.

If your child has been bullied:

- Calmly talk to your child about it
- Make a note of what your child says – particularly who was said to be involved; how often the bullying has occurred; where it happened and what has happened
- Reassure your child that telling you about the bullying was the right thing to do
- Explain that any further incidents should be reported to a teacher immediately
- Make an appointment to see your child's class teacher/headteacher
- Explain to the teacher/headteacher the problems your child is experiencing

Talking to teachers/headteacher about bullying;

- Try and stay calm – bear in mind that the teacher/headteacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened – give dates, places and names of other children involved.
- Ask if there is anything you can do to help your child or the school.
- Stay in touch with the school – let them know if things improve as well as if problems continue.
- Remember that the school will investigate what has happened and will speak with everyone involved to get a full account of what took place.

If your child is bullying other children;

- Many children may be involved in bullying other pupils at some time or other
- Often parents are not aware. Children sometimes bully others because they don't know it is wrong
- They are copying older brothers or sisters or other people in the family they admire
- They haven't learnt other, better ways of mixing with their school friends

To stop your child bullying others;

- Talk to your child, explaining that bullying is unacceptable and makes others unhappy
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- Show your child how to join in with other children without bullying
- Make an appointment to see your child's class teacher/headteacher; explain to the teacher/headteacher the problems your child is experiencing; discuss with the teacher/headteacher how you and the school can stop them bullying others
- Regularly check with your child regarding how things are going at school
- Give your child lots of praise and encouragement when they are co-operative or kind to other people.

Strategies for parents

Parental support is often a key to success or failure in anti-bullying initiatives. Though not always apparent, parental approval is important to children and young people of all ages.

Useful approaches at Coastlands include:

- Regular consultation and communication
- Providing information about the nature and effects of bullying, by means of posters during anti bullying week displayed in the school and information packs presenting the findings of surveys

Parents are also informed through:

- Leaflets and newsletters home
- Open days
- Anti-bullying weeks
- The school prospectus
- The school website

Our strategic equality contains equality objectives that have been considered and are relevant to the needs of the school

The Equality Act 2010 requires schools to have a strategic equality plan. We have consulted with the community and groups representative of the protected characteristics to ensure that equality objectives suit the needs of the school and support the school successfully in promoting equality and diversity and bullying on the grounds of the protected characteristics is reduced.

Preventing bullying – some effective interventions

Circle Time

The philosophy behind Circle Time reflects mutual respect and a capacity for children and young people to be given opportunities to talk, share concerns and participate in decision-

making. Of paramount importance to Circle Time is emotional safety, which is produced by firm ground rules designed to encourage respect for all participants. The Circle Time model can be applied to many settings in which children and young people spend their time.

Circle Time creates a positive ethos by providing:

- A space for listening and for being listened to
- A time and a place for reviewing and reflecting on what has been learned
- A feeling of community and responsibility The exchange of views and ideas can cover a range of different topics, including personal and social relationships as well as bullying.

Circle Time can help support the personal and social development of children and young people. It can be an opportunity for them to be heard, by their peers and adults, in a secure and supportive atmosphere. Circle Time builds the esteem of each participant and encourages people to take responsibility for the consequences of their actions. It therefore has an impact upon many areas of their lives including:

- Emotional intelligence
- Skills of assertiveness
- Individual motivation and achievement
- Enhancing positive relationships
- Personal and social development
- Producing calm behaviour and self-discipline
- Recognising and managing their own feeling and other peoples

Monitoring and review: putting policy into practice

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The headteacher will be informed of bullying concerns, as appropriate.
- The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes.