



# Challenging Bullying

## Rights, Respect and Equality

Ysgol Gyfun Gymraeg Glantaf

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## Background

The main objective of Ysgol Gyfun Gymraeg Glantaf is to try to ensure that all pupils realise their potential and receive a holistic, caring education in a supportive and Welsh environment. Aggressive behaviour of any kind is an obstacle to achieving this goal, and the school believes that bullying behaviour is completely unacceptable and should not be tolerated. All members of the school community share a mutual responsibility for tackling bullying should it occur and work together to promote positive behaviour. The school recognises that it has a legal duty to prevent and tackle all forms of bullying behaviour. This policy is seen as an essential part of the school pastoral policy, and it is the responsibility of everyone to ensure that bullying does not occur and that standards of behaviour are maintained. These standards are explained to pupils and their parents verbally in information meetings and further guidance is provided in Assemblies and in the Pupil Organiser.

In setting policy objectives for the school, we will have due regard to the legal duties of **the Equality Act 2010** to:

- Eliminate discrimination, harassment, victimisation and any other behaviour prohibited under the Act;
- Promote equality of opportunity between individuals who share a protected characteristic and individuals who do not; this means eliminating or reducing the disadvantages suffered by people who share a protected characteristic feature
- Take steps to meet the needs of individuals who share a protected characteristic that differs from those of people who do not share it

## Aim of the policy / Review of the policy

This policy is essential to support the whole school ethos, which is to ensure that children feel safe, confident and happy. It is designed to prevent bullying behaviour wherever possible, to respond consistently in accordance with agreed procedures should it occur and to provide support to those involved as appropriate. The safety, health and well-being of our children is of the utmost importance and is everyone's business.

Deterrence involves sending a clear message that negative behaviour is antisocial, unacceptable and will not be tolerated here. **This school policy is based on the Welsh Government's set of guidance 'Challenging Bullying – Rights, Respect, Equality' which includes statutory guidance for local authorities and governing bodies, as well as advice guidance for children and young people, parents and carers.**

The aim of the school is therefore to raise the self-esteem of all pupils, and to create an atmosphere where everyone respects each other's rights and enjoys learning.

The effectiveness of the policy will be reviewed in the following way:

- using pupil questionnaires to measure any increase or fall in the number of incidents from year to year and to find out any patterns in the type of bullying, location and time. (plus biennial SHRN Questionnaire)
- A termly and annual review of records of cases to discover any patterns in terms of persons, location etc. This will be the responsibility of the Assistant Headteacher (behaviour) and the Progress and Wellbeing Leads.
- create an action plan as part of the School Improvement Plan which will respond to the results of the above research. This will be the responsibility of an Assistant Head (behaviour).
- report back to Governors on patterns and data of behaviour (including bullying) on a regular basis (Headteacher).

## What is bullying?

The school uses the definition of bullying, provided by the Welsh Government;

***'Behaviour by an individual or group, repeated over a period of time, that either intentionally or emotionally hurts others.'***

It also describes a number of distinctive elements associated with bullying. These include, but are not limited to:

- **Intention to harm** – bullying is intentional with the intention of causing harm. Those who behave like a bully are good at knowing exactly how to intimidate or hurt their target, picking on key aspects of their appearance, personality or identity in order to have the desired effect. They are looking for the area in which they have power over their target.
- **A detrimental outcome** – someone or group is physically or emotionally hurt. They can be isolated, humiliated or made tearful. Their sense of self-worth is reduced.
- **Direct or indirect actions** – bullying can include direct aggression such as hitting someone, as well as indirect actions such as spreading rumours, revealing private information about someone or sharing personal images with people for whom the information/images were not intended.
- **Repetition** – bullying usually involves repeatedly behaving negatively or aggressively. An isolated act of aggression, such as a fight, is not usually considered bullying. But any incident can be the beginning of a pattern of bullying behavior that develops afterwards. That's why recording events is critical.
- **Unequal Power** – bullying involves the abuse of power by one person or group who are (considered) often more powerful due to their age, physical strength, popularity or psychological resilience

Bullying can take many forms, including:

- **Physical** – kicking, tripping or pushing someone, injuring someone, damaging their property or making verbally threatening gestures

- **Verbal** - taunts and name-calling, insulting, banter, threats, humiliation or intimidation
- **Emotional** – behaving with the intention of isolating, harming or humiliating someone
- **Indirect** – sly or underhand actions carried out behind the back of the target, spreading rumours
- **Online** – using any type of technology, mobile phones, social networks, games, chat rooms, forums or apps to bully them by text, messages, images or video.
- **Relational aggression** – bullying that seeks to harm the target's relationships or social status: taking their friends away from them, exploiting a person's additional educational needs (SEN) or long-term illness, targeting their family's social status, isolating or intimidating someone or intentionally getting someone into trouble.
- **Sexual** – unwanted touching, threats, suggestions, comments and jokes or innuendos. This can also include sextortion, which is 'revenge pornography' and any misuse of personal or explicit images of the targeted learner
- **Bias** – bullying a learner or group of learners because of prejudice. This could be linked to stereotypes or assumptions about identity. Bullying related to prejudice includes the protected characteristics. (Includes age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, gender and sexual orientation) Prejudice can and does also extend beyond the protected characteristics and can lead to bullying for a variety of other reasons such as social status and background.

## What is not bullying?

Some behavior, while unacceptable, is not considered bullying. These cases should be dealt with in accordance with the school's behaviour policy to prevent an incident that could escalate into bullying.

**The following examples are cases that would not normally be considered bullying;**

- **Quarrels with friends** – an argument between friends, however, can escalate into bullying behaviour which is enabled by the fact that former friends have in-depth knowledge of each other's fears and insecurities. Children and young people who are targeted by former friends feel the betrayal deeply and are often isolated from their former friendship group.
- **A one-off fight** – this is addressed in accordance with the school's behaviour policy unless it is part of a pattern of behaviour that indicates the intentional targeting of another individual.
- **Argument or disagreement** – in general, an argument between two children or young people is not considered bullying. Nevertheless, they may need help to learn to respect other's views.
- **One-off physical assault** – this will be prevented and addressed immediately. In cases where a physical assault has occurred, police involvement may also be appropriate.

- **Offensive and lying comments** – children and young people will often protest that the incident was a joke or a lie. If two friends of equal power are in the habit of lying to each other, it is not considered bullying. If one learner uses a hoax to intimidate or threaten someone else who does not have the power to stop and is frightened by the action, the line between hooliganism and bullying is likely to be crossed
- **One-off incident of hate crime** – unless this behaviour is repeated it would not normally be considered bullying but would be criminal behaviour, and would be dealt with by the school's behaviour policy and other relevant policies, such as the school's 'Prevention' policy. If deemed necessary, the school would need to involve the police as well.

## How do we deal with bullying?

Our whole school approach to bullying prevention includes:

- Adopting preventative approaches to deal with bullying.
- Developing a positive ethos that includes knowing that bullying is unacceptable.
- Expecting positive behaviour that helps and supports learning and development.
- Promoting cooperation and expecting socially responsible behaviour.
- Encouraging those who witness bullying to take positive action by reporting incidents to staff and bringing collective pressure from peers to deter perpetrators.
- Appreciating and celebrating people's differences, skills and talents.
- Supporting the development of emotional literacy, self-esteem and resilience through assemblies, personal tutor sessions, education through our Wellbeing curriculum, *Healthy Schools* programme, skills development, teaching pupils personal coping strategies, Year Forum and school Senedd agendas, *Bullies Out* peer support schemes, peer mentoring, Sixth Form Buddies, School Nurse.
- Show respect for others and challenge and teach about inappropriate language that; – racist – homophobic – sexist – has religious prejudice, – is motivated by disability, – or which would be considered offensive or derogatory by any protected groups named in the Equality Act.
- Ensure that the information in this policy is available to everyone in the school community.
- Involve all members of the school community in the planning/implementation of the policy.
- That all staff members model appropriate positive behaviours by example.
- Encourage reporting of incidents if bullying occurs: Pupils and parents/carers can rest assured that their concerns are responded to sensitively.
- All reports will be taken seriously and subject to investigation.
- The confidentiality of anyone sharing information will be respected.
- Opportunities for children to express concerns will include access to “*My Voice*” platform, representation on the Year Forum/School Senedd and Buddies/Mentors who will pass on concerns.

- If bullying occurs we will implement the following procedures, as appropriate, in line with the Welsh Government's set of guidance 'Challenging Bullying – Rights, Respect, Equality'.

We will take every incident seriously and record what happens. A designated person (most often the Progress and Wellbeing Lead) will monitor and collate information about victims and perpetrators of bullying.

That person will:

- Investigate the incident / establish facts by speaking independently with everyone involved.
- Use appropriate remedial intervention techniques to manage difficulties between perpetrators and targets; encourage reconciliation where possible/practicable.
- Where bullying behaviour has been proven, agreed sanctions will be implemented consistently and fairly as necessary to prevent further incidents.
- Involve parents as early as possible where appropriate.
- To keep accurate, factual records of all recorded incidents and the school's response.
- You should always follow up on incidents after they have been dealt with and review the results to ensure that the bullying has ended.
- Provide ongoing support to those involved where needed; leaflets from the Welsh Government are available to children, young people and parents/carers (Pupil Organiser).
- Show respect for others and challenge and teach about inappropriate language that;  
– racist – homophobic – sexist – having religious prejudice, – motivated by disability, – or which would be considered offensive or derogatory by any protected groups named in the Equality Act
- Implement guidance from the All Wales Police Partnership working document "School Beat", to determine whether there is a need for the input of police officers; As set out in this guidance, cases should be dealt with internally wherever possible.
- Involve Police liaison officers in relevant cases/situations.
- Ensure that the information in this policy is available to everyone in the school community.
- Involve all members of the school community in the planning/implementation of the policy.
- That all staff members model appropriate positive behaviours by example.

The school will always offer a Restorative Approach and try to heal the damage. It may also, depending on the type of incident, use sanctions, including: ;

- Removal of privileges/free time.
- Prevent access to parts of the school.
- Internal exclusion (within school) / sessions in the behaviour recovery room
- Short-term or long-term suspension,

- Involve parents when necessary.
- Involve appropriate external agencies.

## Guidelines for implementing the policy

### General

- (i) All complaints regarding bullying are investigated and recorded. Serious incidents include those in which victims have suffered over a long period of time, or are refusing to attend school because of their distress.
- (ii) The Progress and Wellbeing Leads (P&WL) will deal with day-to-day incidents following the guidance set out below:
  - On occasions, the bully may be unaware of the suffering caused to others and in such instances the intervention of the Progress & Wellbeing Leader and the need to make the individual aware of the seriousness of their actions is vital. As a result of such intervention the unacceptable behaviour must cease immediately.
  - In the first instance every effort should be made to explain to the bully why such behaviour is unacceptable, discussing the serious consequences and affect on the health and well being of those suffering from bullying.
  - Cases of bullying need to be monitored on a daily basis – a quiet word with the victim (s) and contact with the bully in order to raise awareness of the school's involvement.
  - The Progress & Wellbeing Leader will discuss both bullies and victims with the ALN Co-ordinator and the link Assistant Head.
  - The Progress & Wellbeing Leader and/or Asst Head should contact the parent/guardian of the bully (often, this is sufficient to solve the problem) and the parents/guardians of those affected in order to indicate the steps the school is taking to deal with the problem.
  - The Progress & Wellbeing Leader should keep detailed notes regarding issues of bullying in the appropriate files. Relevant information regarding bullying behaviour will be shared with staff in the morning bulletin in order to raise awareness whenever this is deemed prudent.
  - Progress & Wellbeing Leads are expected to raise awareness of bullying in their assemblies each term.
  - The Leadership Team, (in particular Deputy Head) and Assistant Head (behaviour) will assist P&WL when dealing with cases of bullying (see (iii) below)
  - Perseverance when dealing with bullying is essential in order to avoid a situation whereby the behaviour spreads within a year group or continues from one year to another
  - A positive response from the bully should be matched by a positive response from the school.

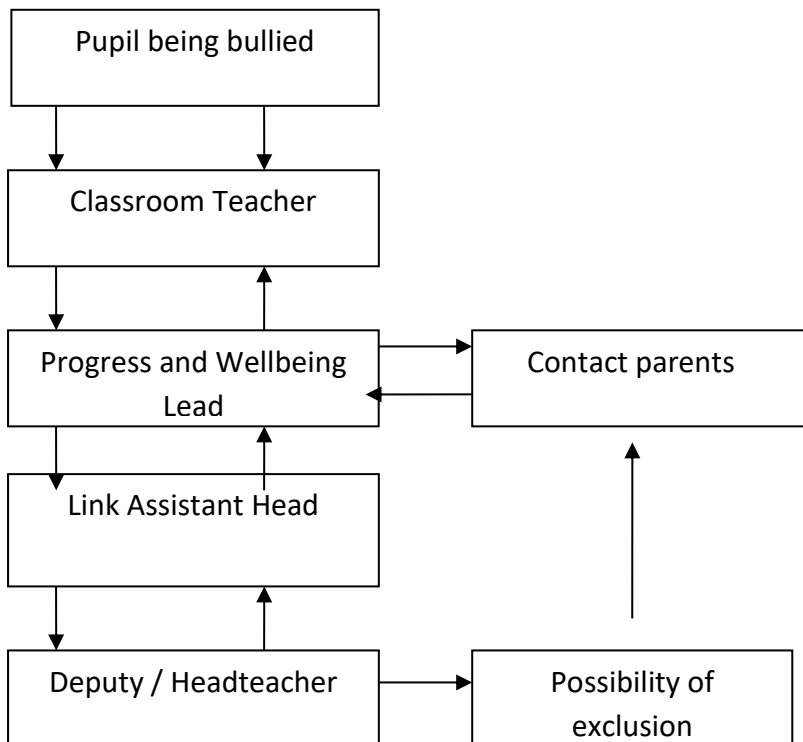
- (iii) If the incident is a complex one, the Progress & Wellbeing Leader should consult with the link Asst Head who will, in turn, notify the Deputy Headteacher / Headteacher. they will together institute a programme of action which can include inviting parents to come into school to discuss the matter further, asking for guidance from the School's Education Psychologist, the Behaviour Support Officer or other outside agencies.
- (iv) Particularly serious and complex incidents will also be referred to the Headteacher and Leadership Team, and the Chair of Governors will also be informed where this is appropriate. Where a pupil is reluctant to co-operate in spite of school support and guidance there may be a recommendation of exclusion for a fixed term and the possibility of permanent exclusion should the unacceptable behaviour continue.

### Specific

- (i) If a complaint of bullying is made to a form tutor, subject teacher or Progress & Wellbeing Leader, the **facts** should be ascertained - where, when (time of day), place, names or descriptions of witnesses, what exactly was said or done and by whom. The evidence must be recorded in writing.
- (ii) If the referral is made by a third party, the same questions should be asked.
- (iii) The teacher or the Progress & Wellbeing Leader should interview both the victim and the bully, and question him or her without apportioning blame, in order to ascertain the facts. The teacher should then pass on the information to the P&WL.
- (iv) If the teacher is unable to make a full inquiry at the time, the victim and bully should be asked to write down all that has happened, keeping to the areas of inquiry outlined in (i) above.
- (v) The victim may be asked to keep a diary and record over a set period of time exactly what happens.
- (vi) The Progress & Wellbeing Leader should contact the parents of the victim and bully if it is necessary to take the matter further, and agree on a programme of supportive strategies.
- (vii) Awareness of elements in this policy should be raised in school assemblies and during pastoral periods.
- (viii) Pupils attention should be drawn to the guidance in the "Pupil Organiser" and to the steps to be followed if they think they are being bullied.

## Policy implementation flowchart

### Strategy (within the school)



Whenever we receive information about an alleged case of bullying we must act immediately in accordance with the above flowchart

### Keeping a Written Record

A written record must be kept of all serious incidents, and those with the potential to become complex. Information obtained from interviewing all parties must be dated and recorded, and the details kept in the pupils files. **Action taken by the school in response to the incident must always be noted.**

The Progress & Wellbeing Leader should keep accurate and detailed notes of all serious incidents of bullying. Also,

- ◇ class teachers should complete an incident report and ensure that it is given to the P&WL
- ◇ teaching and support staff should make a brief written report of any incidents to the P&WL, including details of action taken

### Contacting parents

The Progress & Wellbeing Leader should contact the parents of the parties concerned and invite them to school to discuss the matter further where appropriate, and again, agree on an appropriate programme of supportive strategies.

### Outside Agencies

After ascertaining the facts of an incident, the school may wish to seek advice from outside agencies which could include

- ◇ The school's education psychologist
- ◇ The health service / family doctor
- ◇ Head of Pupil Support, Cardiff LA
- ◇ Childline
- ◇ Cardiff Against Bullying - [www.cardiffagainstabullying.co.uk](http://www.cardiffagainstabullying.co.uk)
- ◇ the Counter-Bullying Resources Centre in the UWIC, Cyncoed site
- ◇ CAMHS
- ◇ Counselling service
- ◇ CAMHS
- ◇ School counselling services

A number of services and helplines for pupils are included within the *Pupil Organiser* and the "My Voice" support platform is also promoted across the school community, in the organiser and in public areas within the school, in assemblies on a regular basis.

### Role of parents

- Parents are encouraged to co-operate with the school to improve the relationship between pupils.
- Parents are invited to the school to discuss cases with the Progress and Wellbeing Lead, Assistant Head (behaviour), Deputy or Headteacher.
- A summary of the behaviour guidelines is available in our *Behaviour for Learning Policy* on the school website and guidance for pupils is included in our Pupil Organiser.
- Parents are invited to contact P&W Leads if they have suspicions that their child is being bullied, or is a bully. They should ask their son/daughter to keep a diary and record everything that happens – date, where, when, what was said and done, by whom and names or descriptions of witnesses.

### Peer Mentor Scheme

The Peer Mentor Scheme is led by year 12 students, and pupils are encouraged to speak to group members who are available at lunchtimes and share information with school staff (P&W Leads / Assistant Head safeguarding), if necessary. This frees up the opportunity for pupils to access intervention strategies if they are being bullied.

Before undertaking their duties Y12 will receive training so that they know when and how to fulfil their role and pass on information. They are supported in their work by P&W Leads and by an Assistant Head (Safeguarding).

### Guidance for pupils

If you feel you are being bullied or know of someone else who is suffering, follow the following advice. Don't be afraid to tell a teacher or Year 12 pupil – '6th Mentors' about the bully. The school **CAN** stop the bullying with your help.

- Try not to show that you've been hurt.
- Try to ignore the bully without showing that you have taken his behavior to heart. The bully will enjoy seeing you get hurt, so your silence, or your laughter would disappoint him/her. This may not work the first time but it will usually succeed in the end, so persevere.
- Try to sound confident and decisive (even if you feel very different)..
- If a group is bothering you, look into the eyes of one of them and say "Why are you doing this? This isn't funny" and walk away quickly.
- Don't go alone to areas where bullying can happen.
- If you are scared, go to your class teacher, P&W Lead or another teacher and ask if it is possible to stay in during a break or lunch hour and tell them why.
- Keep a diary and note where, when and date, names or descriptions of witnesses, what is being said (the exact words) and what is being done.
- The bully won't stop if he thinks he can continue to behave cruelly.

### Tell someone, or ask a friend to tell someone and you tell someone if a friend is being bullied.

**You can stop the bully if you are willing to do this:**

- Don't wait to watch and support the bully – go get help.
- Show that you don't like what the bully says and does – walk away or tell him/her to stop.
- Sympathize with a pupil who is being bullied and try to support him/her. Maybe it's your turn next.
- Be careful not to provoke people or make personal comments, or call them stupid names. The other person may not like your humor. Ask yourself if you would think it would be funny if someone told you that.
- If you know of a serious case of bullying, please tell a teacher or member of the yr12 Peer Mentors scheme. Maybe the person is too scared, shy, lonely and unhappy to say. Be firm.

## Advice for parents

1. Watch out for any signs that your child is unhappy (see list).
2. Show an interest in your child's social life, and be prepared to listen to your daughter/son.
3. If you think your child is being bullied, report it immediately to the relevant P&W Lead or, in their absence ask to speak to the Assistant Headteacher.
4. Keep a diary record of what happened - who, what, where and when, note exactly what was said or done, names or descriptions of witnesses. [Your son/daughter can keep the diary].
5. You are welcome to see a copy of the school's policy on behaviour (website).
6. In partnership with the school, come up with a programme of activities that can help your child.
7. Tell your child to tell a teacher he/she can trust about what's going on or if he/she wants to discuss informally to get in touch with a member of the Peer Mentors scheme.
8. Reassure your son/daughter that there is nothing wrong with him or her that could justify bullying.
9. **DON'T** encourage your child to retaliate or call names on the bully.

## Reference Documents and Useful Links:

Welsh Government guidance, tackling bullying, 'Rights, respect, equality' Statutory guidance for governing bodies of maintained schools Statutory guidance for local authorities Guidance for parents and carers Guidance for young people Guidance for children <https://gov.wales/anti-bullying-guidance>

Equality Act 2010 <http://www.legislation.gov.uk/wsi/2011/1064/contents/made>

Action on bullying. Review of the effectiveness of action taken by schools to tackle bullying on the basis of pupils' protected characteristics (ESTYN June 2014) <https://www.estyn.gov.wales/thematic-reports/action-bullying-june-2014>

Violence Against Women, Domestic Abuse and Sexual Violence. Wales Act. 2015. <http://www.legislation.gov.uk/anaw/2015/3/contents>

Wales Safeguarding Protocols

[http://www.myguideapps.com/projects/wales\\_safeguarding\\_procedures/default/](http://www.myguideapps.com/projects/wales_safeguarding_procedures/default/)

### POSSIBLE SIGNS AND SYMPTOMS OF BEING BULLIED

- be frightened of walking to or from school
- be unwilling to go to school and make continual excuses to avoid going to school
- begin doing poorly in their schoolwork
- regularly have clothes or books or schoolwork torn or destroyed
- become withdrawn
- start stammering
- stop eating or become obsessively clean
- develop stomach and headaches
- cry themselves to sleep
- begin wetting the bed
- have nightmares and call out things like 'leave me alone'
- have unexplained bruises, scratches, cuts
- have their possessions go missing
- ask for money or begin stealing
- continually lose their pocket money
- refuse to say what's wrong
- aggressive eruptions/tantrums
- constant attention seeking over-pleasing
- attempted suicide