



Counter Bullying Policy

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Please read this document in conjunction with any specific Mynydd Haf School procedures as directed by the head teacher, Sarah Raison.

1. Supporting Documents

- Wales Anti Bullying Guidance 2019
- Resecting Others: Anti Bullying Guidance Wales 2020
- [Education Positive Behaviour Policy](#)
- [Safeguarding Children in Education Policy - Wales](#)
- [Anti-bullying alliance restorative-practice](#)
- [Curriculum and Assessment \(Wales\) Act 2021](#)
- [The Right Way – A Children's Human Rights Approach to Education in Wales](#)
- The United Nations Convention on the Rights of the Child (UNCRC)
- Thinking positively: Emotional health and well-being in schools and Early Years settings 2010
- Wales Safeguarding Procedures 2019
- Well-being of Future Generations (Wales) Act 2015
- Independent School Standards (Wales) Regulations 2024
- Keeping Learners Safe 2002 (Updated March 2022)
- The Curriculum for Wales – Relationships and Sexuality Education Code (2021) (Update 2022)
- WG Guidance - Practical Approaches to Behaviour Management in the Classroom: A Handbook for classroom teachers in Secondary Schools 2012

2. Introduction

Bullying is the willful, conscious desire to hurt, threaten or frighten someone else, normally but not always, repeated over a period of time and which is difficult for the victim to defend themselves against. It can take many forms. Directly including physical, verbal bullying and indirectly including refusal to sit next to someone, spreading malicious gossip and texting. It can be of short or long duration. The bully, who may be male or female, exercises some inappropriate power over the victim. It becomes a serious problem when it has an effect upon the happiness, physical or emotional wellbeing and education of the victim. In serious cases it can lead to extreme consequences. This policy has been written with regard to



“Respecting Others: Anti-Bullying Guidance” National Assembly of Wales Sept 2003 and Rights, Respect and Equality – challenging Bullying - Guidance for Schools 2019.

3. Aim

Mynydd Haf School does not tolerate the oppression of one person by another, where bullying does arise, schools aim to use existing systems to support both bully and victim. Silence and secrecy nurture bullying, they undermine the power of the school and affirm the power of the bully. Some of the pupils at school arrive with a history of bullying and aggressive or violent behaviour. They may have been bullies, victim or both. National research indicates that children with ALN and Children Looked After (CLA) are proportionately more likely to be the victims of bullying than other children. Threats of violence, physical intimidation, and actual physical violence, and verbal malice, emotional and psychological intimidation have been common experiences of the majority of our pupils.

4. Definitions

4.1 Forms of Bullying

All forms of bullying are unacceptable. We confront bullying in all forms in an open and consistent manner. The common expectation is that all members of the community behave towards each other with respect and uphold the values of Mynydd Haf School. In doing so, each individual shows respect for himself/herself. We recognise that bullying can occur at many different levels:

- Pupil to pupil
- Staff to pupil
- Pupil to staff
- Staff to staff
- Management to staff
- Staff to management
- Parents to staff
- We seek to address the underlying issues and ensure a positive outcome is achieved for all involved.
- Issues concerned with bullying and victim status are actively addressed by all staff through their own clearly stated attitudes and behaviour, P.S.H.E. cross curricular themes, group tutorial sessions, individual therapy, staff meetings, local police liaison officer assemblies, staff supervision and training.

4.2 Types of bullying

Bullying can be:

- Physical – Pushing and shoving, tripping up, kicking, spitting.
- Emotional – Humiliating someone, name calling, using insulting names or comments.
- Driven by a prejudice – This might be homophobia, racism, or victimising those who have additional learning needs and/or disabilities.



- Picking on a looked after child because they are cared for away from home or it may be picking on a child who cares for a sick relative.
- Indirect – Spreading rumours whether true or not.
- Cyber bullying – Any form of bullying using a mobile phone or the internet, chat rooms, social networking sites, instant messaging or email.
- The same person or group always leaving someone out
- Someone making threats of violence against someone else.

It can also be displayed in the form of:

- Someone damaging someone else's kit or clothing deliberately.
- Someone taking someone else's belongings deliberately.
- Someone trying to force someone else to do something they do not want to do.
- Someone trying to force another to do something sexual they do not want to do.

5. Policy content

All staff have a responsibility to address all forms of bullying using the appropriate action and by following the policy.

- Bullies can also be victims.
- Bullies tend to have assertive, aggressive attitudes, over which they exercise little control.
- Bullies and victims have low self-esteem - they have a low sense of competence; they lack a sense of belonging; they lack a sense of purpose and have a deep-seated lack of security.
- Bullies tend to lack guilt. They rationalise their own behaviour and justify their treatment of the victim.
- Bullying may be dismissed as bossiness, leadership or natural competition. This leaves the victim unsupported. Some bullies act as individuals - some in groups.
- Bullies may be very reactive.
- Victims may be very reactive.
- The victim may rationalise that they 'deserve' the treatment.
- Victims may themselves bully the more vulnerable.
- To be seen to act is as important as taking action.
- Victims are particularly vulnerable in unsupervised areas.
- There may be gender or racial issues involved.
- Bullying can be condoned by being ignored or being deemed banter.

5.1 Prevention

There are no certain cures to bullying but the messages given by adults (the hidden curriculum) concerning their behaviour towards each other, the pupils and the wider community are extremely important in conveying the expectations of how members of the school community should behave towards one another and uphold Mynydd Haf School values.



- Encourage victims and observers to speak out - to tell adults what is happening. Make it safe for this to happen.
- Identify danger areas and times and be especially vigilant.
- Support all pupils, both victims and the bullies.
- Praise co-operative work and non-aggressive behaviour.
- Adults should remain calm and in charge. An emotional reaction may add to the bully's 'fun' and give the bully control of the situation.
- Take incidents seriously.
- Take action as quickly as possible. Decide whether this should be private or public.
- Reassure victim(s). Do not make them feel inadequate or foolish.
- Offer concrete help, advice and support.
- Make it plain to the bully that you disapprove of their behaviour.
- Do not assume that the bully is bad through and through. Disapprove of the behaviour not the person.
- Encourage the bully to see the victim's point of view and feelings. Role play may be useful to encourage empathy.
- Sanction the bully if you have to. Avoid reacting aggressively or punitively as this may give the message that it is alright to bully.
- Explain the sanction clearly and why it is being given.
- Inform appropriate people. Record the incident clearly on CPOMs.
- Try to think ahead to prevent recurrence of the incident if you uncover a trigger factor. The bully and victim should also be encouraged to do this.
- Do not keep the incident a secret.

5.2 Sanctions

Sanctions should be proportionate, gradual and graded. They should not be issued in isolation but alongside preventative and education based approaches. If the bullying behaviours persist continue to escalate the sanctions and refer to DSL or the Head teacher. Each bullying incident will need to be carefully investigated by DSL and considered before deciding on appropriate approaches. However, here is an example of how bullying sanctions and preventative strategies could be applied;

- Discuss the matter with the bully (in agreement with the victim). Help identify the issues and attempt restorative of reparation if appropriate.
- Monitor and continual pastoral support to both parties.
- If bullying is persisting, increase levels of supervision around the bully, identify a specific incident of example and apply a sanction to this (loss of weekly offsite enrichment visit – but provide same learning onsite)
- Consider group moves or timetable changes to separate parties.
- Invite parents/carers in and meet with them and alleged bully to discuss the impact of the issues on the victim and wider good order of the school. Agree strategies/targets.
- If bullying is persisting, consider contextual information around the bully, consider involvement of other agencies for support, continual to increase supervision and



limit interactions between both parties. (For example this could include a loss of break time privileges for the bully or 1:1 supervision during these periods.

- If bullying persists, continue to work with pupil, family and both parties if bullying is persisting then a fixed term exclusion maybe a necessary consideration. (This may be one day initially increasing for each offence in line with the exclusion policy).
- If bullying persists it may be necessary to request involvement of other agencies, including the Police or Children's Social Services and a multi-agency meeting may be required involving the placing authority of the child.

6.1 Bullying outside of school premises

Pupils, as in all schools, are in regular contact with each other out of school hours. Due to the location of school and distances pupils travel this is primarily done through social media sites such as 'Facebook', 'What's App' and 'Snapchat'. It is made known to all pupils that should school be made aware of individual incidents of bullying they will be investigated and acted upon immediately. If it is felt necessary the DSL or Head Teacher could contact the school police liaison officer to report the matter further

6.2 Bullying as a Safeguarding issue

- Under the Children Act 1989 and in line with [Safeguarding Children in Education - Wales](#) a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child – is suffering, or is likely to suffer, significant harm'. As such, it will sometimes be appropriate to report bullying incidents to the LADO (Local Authority Designated Officer for Safeguarding). In making this decision, staff should follow the School's Safeguarding procedures.

Be aware that a child may be bullying because of problems in his or her life and prepare for disclosures. For example, it is not uncommon for children to disclose domestic violence when counter-bullying work is undertaken. Appropriate Safeguarding procedures should be applied.

Bullying behavior can be indicative of problems needing urgent attention, i.e. any form of sexual harmful behavior including sexual assault in a young child could be indicative that they have been sexually abused.

Welsh guidance can be found at [https://gov.wales/anti-bullying-guidance 2019](https://gov.wales/anti-bullying-guidance-2019).

6. Training

Mynydd Haf School Headteacher will ensure that familiarisation with this policy is a part of the induction process for all employees.

7. Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to diversity in race, faith, age, gender, disability and sexual



orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact the Headteacher. Mynydd Haf School will then actively respond to the enquiry.