

# Anti-Bullying Policy



Review Date: Autumn 2027

Chair of Governors: Mr L Rees

Headteacher: Mrs N E Morgan



*"Live Well, Laugh Together, Learn Forever."*

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Headteacher

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Mr L Rees  
Chair of Governors 2025/ 2026

Date Adopted: 01.12.2025

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# Rights of the Child

Children and Young People have 42 rights under the United Nations Convention on the Rights of the Child (UNCRC).

The 42 Rights give children the opportunity to grow up happy, healthy and safe.

At Baglan Primary School, we foster a Children's Rights-Based Approach.

The 7 principles of a Children's Rights Approach are:

- **Dignity** – All children at Baglan Primary School are treated with care and respect in all circumstances.
- **Interdependence and Indivisibility** – Our Rights Respecting Group make children aware of their rights and ensure they know that all rights are equally important.
- **Best Interest** – At Baglan Primary School, we ensure all decisions are made with the input, and best interest of the child(ren) in mind.
- **Participation** – We encourage children to participate in all aspects of school life, including actively participating in designing their own curriculum.
- **Non-discrimination** – We foster an environment of equality and diversity and teach, and encourage our children to be ethical, informed citizens.
- **Transparency and Accountability** – At Baglan Primary School, we as staff and governors hold ourselves accountable for how children experience their rights.
- **Life, Survival and Development** – Every child has the right to life and to be safe and happy. We help our children develop physically, mentally, socially and emotionally.

## Development



You have a right to an education and time to relax and play

## Participation



You have a right to say how you feel, be listened to, and taken seriously

## Protection



You have a right to be treated well and not be hurt by anyone

# What is Bullying?

**Bullying** is any repeated behaviour by one or more pupils, or adults, that intentionally hurts another pupil either physically or emotionally. It can take many forms including:

- Physical (hitting, kicking, taking belongings)
- Verbal (name-calling, teasing, threats)
- Indirect (spreading rumours, excluding someone, undermining)
- Cyberbullying

At Baglan Primary School, we are committed to providing a safe, caring and nurturing environment in which every pupil can thrive, learn and develop to their fullest potential. We believe in treating everyone with dignity and respect and in upholding every child's rights, including their right to protection, provision and participation as set out in the UNCRC.

This policy sets out our consistent whole-school approach to the prevention, identification and response to bullying, including cyberbullying, so that children feel safe and supported. It aligns with the Curriculum for Wales ethos of developing ethical, informed citizens who respect the rights and needs of others.

## Rights of the Child

- [Article 14](#) – I have the right to have my own thoughts and beliefs and to choose my religion.
- [Article 23](#) – If I have a disability, I have the right to special care and education.
- [Article 30](#) – I have a right to speak my own language and follow my family's way of life.

## Statements of What Matters

- [Health and Well-being](#) - How we process and respond to our experiences affects our mental health and emotional well-being.

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# Prevention

This policy relates to children's behaviour when in school, when supervised by staff outside school e.g. when on school trips or at sports fixtures and when in extended school services including breakfast or after school clubs.

It should be noted that dealing with other issues of bullying outside school or school time (when parents and carers are responsible for their own children's behaviour) poses many problems for the Headteacher, and will only be considered where actions are continued or impact directly upon relationships and learning in school.

## Cyber-Bullying

At our primary school, we tackle cyberbullying through a proactive and educational approach that helps pupils understand the importance of kindness and respect online. Discrete lessons are delivered throughout the year as part of our curriculum, teaching children how to recognise, respond to, and report inappropriate online behaviour.

We also take part in national events such as Anti-Bullying Week and Safer Internet Week, which provide valuable opportunities to reinforce positive digital citizenship and raise whole-school awareness. Through these initiatives, we aim to create a safe, supportive environment where every child feels confident and protected both in school and online.

## Bullying Inside School

Bullying should be dealt with as a whole school issue. Bullying can be brought to the attention of staff either by the victim(s), their friend(s), their parent(s) or other interested people. At Baglan Primary School we use a variety of methods for helping children to prevent bullying through the explicit and implicit curriculum.

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### Explicit

Discrete lessons, class and whole school assemblies and circle times explicitly discuss behaviour and bullying and its impact and help to support children in how to deal with bullying behaviour and when and how to seek help.

### Implicit

More implicitly, our school values of respect, honesty, perseverance, creativity and community; our Rights Respecting class charters; and the consistent approach to behaviour (See Pupil Discipline Policy), promote good behaviour choices and encourage children to have respect for each other and for other people's property.

Staff regularly discuss behaviour with children and reassure children that staff are serious about dealing with bullying. Staff reinforce expectations of behaviour as a regular discussion both inside and outside the classroom. At all times (and particularly during playtimes and lunchtimes) staff are vigilant regarding the interaction and behaviours of individuals and groups of children. One-off incidents of aggressive behaviour or use of discriminatory language will be dealt with in accordance with the wider Behaviour Policy.

### E-Safety

At the start of the academic year, e-safety lessons are provided for all Key Stage 2 pupils and this is supported by additional support throughout the year. E-safety assemblies take place for all pupils and e safety rules are on display throughout the school. Pupils are regularly reminded and questioned about e-safety to ensure a thorough understanding of staying safe online.

### Anti-Bullying Week

As a whole school, we take part in an annual Anti-Bullying Week. We share resources and take part in Anti-Bullying activities where children are encouraged to speak up and know their voice is being heard and their views, opinions and concerns are valued.

#### Statements of What Matters

- **Health and Well-being** – Our decision-making impacts on the quality of our lives, and the lives of others.
- **Health and Well-being** – How we engage with social influences shapes who we are and affects our health and well-being.
- **Humanities** – Human societies are complex and diverse, and shaped by human actions and beliefs.

# Response

## Staff Response

- If staff witness or believe reported bullying behaviour or believe that behaviours may be indicative of, or lead to, bullying then they should fill in a Bullying Log Form (Appendix 1). This form should be copied to class teacher(s) of all children involved and to the Headteacher.
- If parents report incidents of bullying not witnessed or reported at the time in school, a note is made of it in the parental communication book.

Staff should not report an incident as 'bullying', just because children or other adults have chosen to describe it as such. Behaviour not characterised as described above, but serious enough to warrant recording should be reported on the usual Behaviour Form and regular reviews of these will allow patterns to emerge should bullying have gone undetected.

## Response Protocol

Should incidents of bullying occur they will be dealt with according to the following protocol:

- Incidents of bullying will be investigated, talking separately with the victim, the alleged bully, and any witnesses.
- Adult mediation may be used between the child being bullied and the child doing the bullying to discuss what has happened and how this made the children feel.
- The target of bullying will be assured that they should immediately report any future incidents and know they will be listened to.
- The child doing the bullying may also be offered support. There are often underlying reasons why a child displays bullying behaviour and acts in this way, and that needs to be addressed.
- We will ensure extra supervision and monitoring of the children's behaviour following incidents to check all is well.
- Parents of both 'parties' will be kept informed of outcomes of investigations and kept 'in touch' until it is felt there is no longer a risk of bullying.

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- The school also reserves the right to exclude children whose behaviour remains wholly unacceptable – fixed term or permanent exclusion.

Those who bully will be subject to sanctions in line with the school's Behaviour Policy and the targets of bullying will receive support from identified members of staff.

# Advice for Parents

Addressing and tackling bullying is the responsibility of staff, governors, parents and pupils. The occurrence of bullying can be minimised with parents, pupils and staff working co-operatively.

## [Is my child being bullied?](#)

Some signs your child may be being bullied:

- Poor attendance, lateness and/or truancy.
- Regular complaints of illness, possibly on a particular day.
- Loss of pens, books, equipment, school bags, clothes.
- Unexplained bruises, scratches, torn clothes.
- Child becoming withdrawn, anxious / nervous.
- Mood swings.
- Tantrums or loss of control when bullied.
- Fear of walking to/from school and begs to be driven.
- Fear of being around the school at break times and lunch times.
- Underachievement, deterioration in work progressively or suddenly.
- Defacing of work.
- Stopping eating and sleeping etc.

These signs are not exclusive to bullying and may indicate other problems. Sometimes there may be no obvious signs

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## Parental Guidance

- Ask how your child's day was. What did they do? Who did they spend time with? What did they have for lunch?
- Speak to a member of staff if you suspect your child may be being bullied. Your concerns will be taken seriously.
- Don't encourage your child to fight back. This violates the school behaviour expectations. Encourage them to speak to a member of staff. If we don't know, we can't help.
- Provide support for your child and remind them there is nothing wrong with him/her.
- Keeping a written record of events is difficult but can be helpful.

## Ways of pupils being able to report bullying:

- Inform class teacher, pupils are encouraged to talk to their class teacher.
- Inform friend/ prefect who can tell the class teacher on the pupils' behalf.
- Inform the deputy Headteacher.
- Inform the Headteacher.
- Parents are welcome to contact senior staff to express concerns over bullying.

## If your concerns are not being addressed:

- Check the school anti-bullying policy to see if agreed procedures are being followed.
- Make an appointment to meet the Headteacher.
- If this does not help, write to the Chair of Governors explaining your concerns.

## I suspect my child is bullying someone:

Remain calm and continue to set a good example. We can help by working together to identify and tackle any problems.

- Have a conversation with your child to find out what they may be doing and why.
- Ask for help. We can help and also enlist expert help if necessary.
- Set realistic and firm boundaries.
- Encourage your child to apologise to the victim.
- Find a hobby or activity your child enjoys and can use to release stress and anxiety.

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# Advice for Pupils

## I am being bullied:

- Don't suffer in silence! Tell a friend and a member of staff as soon as possible.
- Remind yourself of how brilliant you are.
- Be yourself and be proud of it. The world would be boring if we were all the same!
- Try not to show bullies that you are upset, bullies enjoy making someone feel sad, anxious and scared – go to a staff member immediately and tell them what has happened.
- Don't react or fight back, this may make things worse. Go straight to a member of staff where you will get immediate help and support.
- If you don't think you can tell a member of staff or your parents, you can contact ChildLine on 0800 1111.

## My friend is being bullied:

- Take action! Watching and doing nothing only makes the victim feel more scared and alone.
- Tell an adult immediately if you know someone is being bullied. You will not get in trouble for reporting bullying.
- Don't be, or pretend to be friends with a bully to feel protected from bullying. Bullying is neither big nor clever.

### Rights of the Child

- [Article 12](#) - I have the right to be listened to and taken seriously.
- [Article 28](#) - I have the right to an education.
- [Article 31](#) - I have the right to relax and play.

### Statements of What Matters

- [Health and Well-being](#) - Our decision-making impacts on the quality of our lives, and the lives of others.
- [Health and Well-being](#) - How we engage with social influences shapes who we are and affects our health and well-being.
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# Involvement of the School Community

It is recognised that Bullying has an impact on the wider school community including children who witness such behaviour, staff and parents.

Governors regularly invite parents and carers' views around behaviour and bullying via parental questionnaires. Pupils' views are also regularly sought through our Pupil Voice Groups.

## [Regular review of the policy](#)

Using feedback from staff, pupils, families and governors, this policy will be reviewed on a biannual basis and shared with the school governing body.

This Policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

## [This Policy also needs to be read in conjunction with the following policies:](#)

- Safeguarding and Child Protection Policy
- Pupil Discipline Policy
- ALN Policy
- RSE Code
- Online Safety Policy
- Health and Wellbeing AOLE Policy
- Strategic Equality Plan

**Date agreed: 01.12.2025**

**Headteacher: Mrs N E Morgan**

**Chair of Governing Body: Mr L Rees**

**Date for Review: Autumn 2027**

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# Appendix I

## Bullying Log

<b>Name of child:</b>	<b>Day/ Date:</b>
<b>Year Group:</b>	<b>Incident Number:</b>
<b>Details of reported incident:</b>	
<b>Strategies employed:</b>	

**Name:**

**Signature:**

**Position:**

**Date:**

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