



Anti-bullying Policy

Reviewed: July 2026 (total rewrite)

Reviewed by: Josie Miles, Jessica Lloyd, Alisha Poonoomassee

Approved by: Josie Miles 24/08/2026

Approved by trustees: B. Kinsey 24/08/26

To be reviewed by pupils & parents: Anti-bullying Week (Nov '26) – develop pupil friendly version of policy and reporting route.

All further reviews to take place in November of each year during Anti-bullying Week

Designated Safeguarding Person	Pastoral and Wellbeing Lead (and DDSP)	Designated Safeguarding Trustee
 josie.miles @ffynnonehouseschool.co.uk	 jessica.lloyd @ffynnonehouseschool.co.uk	 barbara.kinsey @ffynnonehouseschool.co.uk

How can I report bullying?

If you are a **student**, talk to a trusted adult and/or fill out one of these forms:

				
PARENT	SCHOOL STAFF	OLDER STUDENT	PUPIL INCIDENT FORM	ANONYMOUS REPORT FORM

If you are a **parent**, you can do one or both of the following:

- email our Pastoral and Wellbeing Lead: jessica.lloyd@ffynonehouseschool.co.uk with details, or to arrange a meeting or phone call.
- sit with your child and help them fill out a pupil incident form (QR above). A notification will be sent to our wellbeing team when the form is submitted.

If you are a member of **staff**, you should follow internal procedures.

You do not have to be a victim of bullying to report it.

Aims of policy

The key aim of this whole school policy is to safeguard and promote the welfare of all pupils at Ffynone House School.

- All pupils should feel safe and confident in reporting bullying.
- Pupils, parents and staff know that bullying will not be tolerated at Ffynone and that there is a clear course of action to deal with occurrences.

This policy refers to bullying amongst pupils; if a member of staff is involved, the Headteacher should be informed or, if it involves the Headteacher, the report should go to the trustee responsible for Safeguarding, Barbara Kinsey. In this case, the Complaints Policy and, if relevant, the Safeguarding Policy, will be invoked.

Ffynone House may investigate bullying that occurs outside the school premises and outside of school hours where there is a clear impact on a pupil's education, wellbeing or safety within school. This may be particularly relevant to cases of cyberbullying.

Definition

Bullying is defined by Welsh Government as “behaviour by an individual or group which intentionally hurts others either physically or emotionally, which may include individual instances that are usually repeated over time.”

Most bullying behaviour involves repetition; however, a serious single incident may be treated as bullying due to its severity, impact, reach or safeguarding implications.

In line with accepted best practice and to avoid labelling children, this policy generally refers to ‘reported target’ and ‘reported perpetrator’ rather than ‘victim’ and ‘bully.’

The distinctive elements of bullying behaviour

There are several distinctive elements associated with bullying behaviour. These include the following.

Intention to harm

Bullying behaviour is deliberate with the intention to cause harm. Children and young people displaying bullying behaviour often understand that their actions are likely to cause hurt or distress, even if they do not fully appreciate the wider impact. They may target aspects of a person's appearance, personality, background or identity in ways that cause upset, distress or humiliation.

Harmful outcome

Someone or a group is hurt physically or emotionally. This can include making them:

- feel isolated, humiliated or fearful
- question their sense of self-worth

Direct or indirect acts

Bullying behaviour can involve:

- direct aggression, such as hitting
- indirect acts such as spreading rumours, revealing private information about someone or sharing intimate or ‘deep fake’ images with people for whom the information or images were not intended.

When incidents involve those aged 10 to 17, situations will be considered on a case-by-case basis. Some will be dealt with as a safeguarding and/or a criminal matter.

Repetition

Bullying behaviour usually involves repeated acts of negative behaviour or acts of aggression which are controlling and emotionally abusive. An isolated aggressive act, such as a fight, is not usually considered bullying behaviour. Yet any incident can be the start of a pattern of bullying behaviour which develops subsequently. That is why incident records are so valuable.

Unequal power

Bullying behaviour involves the abuse of power by one person or a group who are perceived as more powerful, often due to their physical strength, popularity, age, social status or other forms of influence.

What are some early indicators of social difficulties or bullying?

- reluctance to attend school
- symptoms of anxiety
- friendship difficulties
- unexplained injuries
- changes in behaviour
- changes in academic engagement

How will an accusation of bullying be dealt with?

When dealing with unkindness or bullying at any level, staff will always employ age-appropriate language and strategies.

While information will be shared only on a need-to-know basis, it is not usually possible to investigate and resolve concerns about unkindness or bullying without discussing the matter with all those involved.

To protect the reported target:

- staff will be highly vigilant in monitoring behaviours following a disclosure.
- The reported target will also have regular check-ins to ensure they feel safe and that there are no repercussions following the disclosure.

Stage 1: After an **initial** *accusation* of bullying:

- The reported target should be seen by a member of staff as soon as possible, preferably the well-being lead, and a statement recorded.
- The reported perpetrator should be asked for their statement.
- Peers may be asked for statements if appropriate, as may staff.
- If appropriate, a restorative meeting should be held with the reported target and the reported perpetrator to discuss the incidents and seek a resolution.
- Depending on the severity of the incident, sanctions may be applied to the reported perpetrator.
- Following the meeting, the reported target will be offered regular check-ins. If appropriate, staff will be made aware of the behaviours and asked to monitor interactions, reporting any observations via the relevant behaviour tracker.
- A copy of all statements and records will be saved in My Concern.
- The reporter of any form of unkindness or bullying may be asked to fill in a written statement for the school records.

The aims at this initial stage will be to:

- ensure the reported target(s) feel heard
- educate the reported perpetrator about the impact of their behaviour
- establish if the behaviours meet the definition for bullying
- deescalate the situation
- employ strategies to move forward positively

If at this stage, the initial accusations and evidence brought forward are judged to show sustained and deliberate behaviours of a harmful nature, Stage 2 may be invoked immediately.

Our young people are learning both personally and academically. Sometimes all it takes is to point out that the behaviour is hurtful and inappropriate as a 'teaching point;' the lesson is learned and the behaviour ceases.

It is when the behaviour continues after these conversations that it might be described as 'repeated' and 'intentional' and therefore 'bullying.' This is where stage two would be implemented.

Stage 2: If the damaging behaviours continue:

- Incidents should be recorded (by staff, students and/or parents).
- Parents will be involved in discussions regarding ongoing concerns and support strategies.
- The reported perpetrator may be given an internal exclusion of up to five days or a day's suspension.

The aims at this stage will be to:

- secure the reported target's feelings of safety at school
- ensure the reported perpetrator understands the serious impact of their actions through the issuing of appropriate sanctions

Parents will normally be informed where:

- a pattern of behaviour is identified;
- a child is distressed or harmed;
- sanctions are applied.
- a safeguarding concern exists;

This is usually at Stage 2, but is at the discretion of the school.

Stage 3: If there is a further occurrence(s):

- SLT will review all the evidence
- Trustees may be involved
- The reported perpetrator may be suspended for up to five days.
- Permanent exclusion may be considered where bullying behaviour is persistent, severe, poses a safeguarding risk, or where previous interventions have been unsuccessful.

We will use this tool to guide our internal processes:

[ABA Responding To Bullying Incidents School Tool.pdf](#)

What if, after investigation, the definition of bullying is not met?

Unkindness of any sort is hurtful but does not necessarily fit the definition of bullying above. If, during the investigations in Stage 1, the behaviour is not deemed to meet the definition of bullying, the reported target and, if a different person, the reporter, will be clearly informed of why this is. The issue will still be taken seriously, recorded and monitored carefully. A restorative approach will be taken.

When does bullying become a safeguarding concern?

Bullying behaviour may constitute a safeguarding concern. Where bullying involves significant emotional harm, prejudice-based incidents, sexual harassment, online abuse, coercive behaviour or criminal conduct, the matter will be managed in accordance with the Safeguarding Policy and may be referred to external agencies.

What does bullying look like?

Types of bullying (examples given are not exhaustive):

Physical	Flicking items at someone repeatedly, hitting, pushing, tripping and throwing objects and/or damaging personal items that belong to the reported target.
Verbal	Name-calling, routine criticism, teasing, hurtful comments and verbal threats. Verbal bullying does not always have to be spoken out loud; it can also take the form of hurtful notes and similar things that are passed to the reported target. Can overlap with cyberbullying .
Social	Ostracising a person from an existing social group, spreading rumours about a person, manipulating other people to act against that person, sharing secrets that were told in confidence, giving a person “the silent treatment”, and/or deliberately embarrassing someone in public.
Cyber	Prank phone calls and texts, abusive messages on social media, image sharing without consent, exclusion from online groups, anonymous messaging, AI-generated images and videos, impersonation accounts, sharing private information online.

Source: [The Four Main Types of Reported bullying | Don't Stick It](#)

What is Prejudicial Bullying?

Bullying may be motivated by prejudice relating to a protected characteristic or perceived difference, including:

- race, ethnicity, nationality or culture
- religion or belief
- disability or additional learning needs
- sex
- gender reassignment
- sexual orientation
- pregnancy or maternity
- family circumstances
- socio-economic factors
- looked-after status

Bullying that does not fall under any of these categories is not defined as ‘prejudicial’ but is no less serious.

What does Ffynone do to create an anti-bullying culture?

- PSHE curriculum (all ages)
- Assemblies (both pupil and staff led)
- Anti-Bullying Week activities
- Pupil voice initiatives
- Staff training
- Digital citizenship education
- Promotion of inclusivity and belonging

To show further commitment to creating an anti-bullying culture at Ffynone House, we are now a member of the **Anti-bullying Alliance** and will be working towards the **Anti-bullying Quality Mark - UK** ([Anti-Bullying Quality Mark-UK | Anti-bullying best practice frameworks](#)) in the 2026/27 academic year.

Bullying incidents will be reviewed termly by the Senior Leadership Team to identify patterns relating to year groups, locations, times of day, protected characteristics and emerging trends. If patterns are identified, education and restorative practices will be implemented as appropriate and policies reviewed.

This policy has been developed in line with:

- Overall Welsh Government guidance: [Challenging bullying and harassment \[HTML\] | GOV.WALES](#)
- Welsh Government guide to bullying for children (2019): [rights-respect-equality-guide-for-children.pdf](#)
- The outcomes of the consultation on bullying (July 2025): [Rights, respect, equality anti-bullying guidance | GOV.WALES](#)
- The ABA resources around [A social model approach](#)
- And with reference to anti-bullying policies in place at 4-18 Independent Schools across Wales.
- Microsoft Copilot was used as an endpoint check to identify any inconsistencies and areas for improvement.

Related policies:

- Safeguarding
- Behaviour