POLICY AND GUIDANCE ON ANTI-BULLYING IN SCHOOLS

2026



Directorate of Learning and Skills

All Saints Church in Wales Primary School



Anti-Bullying Policy 2026

Anti-Bullying Policy.

All Saints Church in Wales Primary School.

This policy sets out how the school prevents, identifies, records and responds to bullying and one-off prejudice-related incidents. It applies to all pupils and should be read alongside the Behaviour and Relationships Policy, Safeguarding and Child Protection Policy, Online Safety Policy, Equality Policy and Complaints Procedure.

Our Christian ethos calls us to recognise the dignity and worth of every person. Guided by our values — Be Ready, Be Respectful, Be Responsible — we work together so that every child feels safe, heard, valued and able to learn. “As many hands build a house, so many hearts make a school.”

Policy information	Current position
Policy owner	Headteacher
Designated anti-bullying lead	Mrs. Emma Evans, ALNCo and SLT.
Senior leader responsible	Mr. Aled Williams, Headteacher.
Governor oversight	Safeguarding Governor – Mrs S. Clissett.
Approved by	Governing Body
Policy period	Academic year 2026–27
Review cycle	Annual, or sooner following significant guidance, legislation or learning from an incident
Next review	Autumn 2027

The policy has been adapted from the Vale of Glamorgan’s updated model policy and reflects Welsh Government guidance, learner voice and the context of All Saints Church in Wales Primary School.

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As many hands build a house
All Saints
Church in Wales Primary School
So many hearts make a school

1. Purpose and principles.

We do not tolerate bullying, harassment or discrimination. Every pupil has the right to learn in a safe, inclusive environment and to be treated with respect. The school will act promptly, fairly and proportionately when concerns are raised, whether or not the behaviour ultimately meets the definition of bullying.

This policy is informed by:

- Rights, Respect, Equality: Statutory Guidance for Governing Bodies of Maintained Schools (Welsh Government, 2019);
- the Equality Act 2010 and the Public Sector Equality Duty;
- the United Nations Convention on the Rights of the Child, particularly the rights to protection, education, participation and non-discrimination;
- the school's safeguarding responsibilities and its duties to promote wellbeing and respectful relationships.

The aims of this policy are to:

- prevent bullying and prejudice-related behaviour through a consistent whole-school approach;
- make it safe and straightforward for pupils and adults to report concerns;
- ensure that reports are listened to, investigated and recorded consistently;
- protect and support the pupil affected, address the behaviour of the pupil responsible and reduce the risk of recurrence;
- identify patterns, improve practice and fulfil local authority reporting expectations.

2. Definition and scope.

The school adopts the definition in Welsh Government guidance:

"Behaviour by an individual or group, usually repeated over time, that intentionally hurts others either physically or emotionally."

Bullying usually includes the following features:

Feature	Meaning
Intent to harm	The behaviour is deliberate and causes, or is intended to cause, physical or emotional harm.
Harmful impact	The pupil may feel hurt, frightened, humiliated, isolated or powerless. Impact is considered even where intent is disputed.
Repetition	The behaviour usually happens more than once. A single serious incident may indicate a risk of repetition and must still be addressed and recorded where appropriate.
Power imbalance	There is a real or perceived difference in power, which may relate to age, strength, popularity, confidence, group size, information, disability or another vulnerability.
Direct or indirect behaviour	The behaviour may be face-to-face, hidden, relational or carried out through technology.

A pupil's perception and experience will always be taken seriously. Following investigation, the school will decide whether the evidence indicates bullying, a one-off prejudice-related incident, another behaviour incident, a safeguarding concern, or a matter requiring external support. The label does not determine whether action is taken, harmful behaviour will be addressed.

3. Forms of bullying and prejudice-related behaviour.

Form	Examples
Physical	Hitting, kicking, pushing, tripping, damaging or taking belongings, or intimidating gestures.
Verbal	Name-calling, insults, threats, taunts, humiliation or repeated harmful “jokes”.
Emotional or indirect	Intimidation, manipulation, rumour-spreading, revealing private information or deliberately setting someone up.
Relational	Excluding or isolating someone, damaging friendships or social standing, or manipulating a group against a pupil.
Online	Using messages, social media, gaming, images, video, group chats or other technology to shame, threaten, exclude or harass.
Sexist or sexual	Sexist comments, sexualised language or jokes, unwanted touching, coercion, threats, image-sharing or harassment.
Prejudice-related	Behaviour linked to an actual or perceived identity, protected characteristic, stereotype or vulnerability.

Prejudice-related behaviour may concern age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex or sexual orientation. It may also relate to additional learning needs, long-term illness, family circumstances, care experience, social or economic background, appearance, language, nationality or another aspect of identity. A pupil may be targeted because they are perceived to have a characteristic or because of their association with someone else.

Examples include racist, religious, homophobic, biphobic, transphobic, disablist or sexist language; stigmatising a pupil with ALN; interfering with religious clothing; comments about appearance; sexual harassment; and taking or sharing images without permission. One-off prejudice-related incidents are recorded and challenged even when they do not meet the definition of bullying.

Some behaviour may also constitute a criminal offence, including assault, hate crime, sexual harassment or malicious communications. The school will consider police advice or referral where appropriate and will follow safeguarding procedures whenever a child may be at risk of harm.

4. What is not normally bullying.

The following would not normally meet the definition of bullying unless they form part of a repeated pattern, involve intentional targeting or reveal a power imbalance:

- a friendship fallout;
- a one-off argument or disagreement;
- a one-off fight or physical assault;
- an isolated unkind act.

These behaviours can still be serious. They will be addressed under the relevant school policy, recorded where required and monitored so that an emerging pattern is not missed. A one-off prejudice-related incident is never dismissed as "banter" or treated as less important because it has happened only once.

5. Roles and responsibilities.

Role	Responsibility
Governing Body	Approve and review the policy; provide challenge and oversight; monitor anonymised patterns and the effectiveness of the school's response.
Headteacher	Ensure the policy is implemented; staff are trained; serious or complex cases are overseen; safeguarding and external reporting duties are met.
Designated anti-bullying lead	Promote consistent practice; advise staff; monitor records, patterns and follow-up; coordinate pupil voice and prevention work.
Designated Safeguarding Persons	Assess and act where a report raises a safeguarding concern, including referral or multi-agency work where necessary.
All staff	Notice, challenge and report harmful behaviour; listen calmly; protect pupils; record facts promptly; maintain appropriate confidentiality.
Pupils	Treat others respectfully; report concerns; avoid sharing harmful content; support others safely and engage honestly in restorative or support work.
Parents and carers	Share concerns promptly; preserve relevant evidence; work constructively with the school; support respectful and safe behaviour, including online.

6. Prevention and awareness.

Anti-bullying work is embedded throughout the year and is not limited to Anti-Bullying Week. The school will:

- teach respectful relationships, empathy, rights, equality, online safety and the safe use of technology through the Curriculum for Wales;
- make expectations explicit through the school's Christian ethos, the three core values, class charters, collective worship and consistent adult modelling;
- use age-appropriate books, scenarios, discussion and current "teachable moments" to challenge stereotypes and discriminatory language;
- provide induction and regular updates for teachers, support staff, midday supervisors, office staff, volunteers and governors;
- use pupil voice, the School Council, All Saints Ambassadors and other pupil groups to shape messages, resources and reporting routes;
- provide appropriate supervision and identify times, places or online contexts where pupils may be more vulnerable;
- work with parents, carers, the Church, the local authority and specialist organisations where this strengthens prevention or support;
- participate in relevant whole-school initiatives and campaigns, while ensuring that learning continues throughout the year.

Curriculum and community activity will be inclusive and developmentally appropriate. It will help pupils understand difference without placing responsibility on a pupil to explain or disclose a personal characteristic.

7. Recognising possible signs.

A pupil experiencing bullying may not report it directly. Possible indicators include:

- reluctance or anxiety about attending school, particular lessons, playtimes, clubs or the journey to and from school;
- changes in mood, confidence, friendships, sleep, eating, attainment or engagement;
- unexplained injuries, damaged or missing belongings, requests for money or hunger;
- headaches, stomach aches or other recurring physical complaints;
- withdrawal, distress after using a device, avoidance of online activity or secrecy about messages;
- aggression, distressed behaviour or bullying others.

No single sign proves that bullying is occurring. Staff will respond with curiosity, sensitivity and appropriate safeguarding judgement.

8. Reporting concerns.

A pupil may report to any trusted adult. This may include the class teacher, teaching assistant, midday supervisor, office staff, the anti-bullying lead, a senior leader or a Designated Safeguarding Person. Pupils may speak privately, use an agreed class or school worry system, or ask a parent, carer, friend or trusted adult to help them report.

Parents and carers should normally contact the child's class teacher in the first instance. They may contact the Headteacher or anti-bullying lead directly where the matter is serious, sensitive, involves a member of staff or has not been resolved. Concerns may be raised through the school office by telephone on 01446 745726 or by email to office@allsaintspsbarry.co.uk

Staff receiving a report will:

- ensure immediate safety and obtain urgent help if needed;
- listen without rushing, minimising, blaming or promising secrecy;
- thank the pupil for speaking up and acknowledge the impact;
- record the pupil's own words, the known facts, dates, locations, witnesses and available evidence;
- explain what will happen next and identify a trusted adult for support;
- pass the concern promptly to the appropriate senior member of staff and to a DSP immediately if safeguarding may be involved.

Anonymous reports will be considered, although anonymity may limit the action the school can take. Information will be shared only with those who need it to protect pupils, investigate fairly and fulfil legal duties.

9. School response and investigation.

The response will be prompt, child-centred, proportionate and sensitive to age, development, ALN, communication needs and vulnerability. The school will not require the pupil reporting harm to confront the pupil alleged to be responsible.

- Triage the concern. Assess immediate safety, medical needs, safeguarding risk, possible criminal behaviour and whether evidence must be preserved.
- Establish the facts. Speak separately with the pupil affected, the pupil alleged to be responsible and relevant witnesses. Review records, context, previous incidents and available digital or physical evidence.
- Classify and record. Decide whether the concern is bullying, a one-off prejudice-related incident, another behaviour incident, a safeguarding concern or a combination. Record the rationale and actions.
- Plan action. Agree support and protective measures for the pupil affected. Determine educational, restorative and disciplinary responses for the pupil responsible in line with the Behaviour and Relationships Policy.
- Communicate. Inform parents or carers unless doing so would create a safeguarding risk. Explain actions and timescales, while respecting the privacy of other children.
- Review. Check that the behaviour has stopped, support is effective and there has been no retaliation. Reassess and escalate if concerns continue.

The school will aim to establish facts before reaching conclusions. All pupils involved will have an opportunity to be heard. Consequences will be fair and proportionate, but the privacy of another child means the school may not be able to disclose specific sanctions to a parent or pupil.

Possible responses include increased supervision, a safety or support plan, a trusted-adult check-in, changes to routines or seating, curriculum work, restorative work where safe and freely agreed, support to repair relationships, parental meetings, loss of privileges or other consequences under the Behaviour and Relationships Policy, specialist support, and referral to external agencies. Short-term separation may be used for safety or investigation but will not replace work to address causes and prevent recurrence.

10. Support and follow-up.

For the pupil affected, the school will:

- listen and agree practical steps to help them feel safe;
- offer choices where possible and identify a trusted adult;
- avoid actions that unnecessarily burden or isolate them;
- support wellbeing, confidence, friendships and access to learning;
- agree a review timetable and keep the pupil appropriately updated;
- monitor for recurrence or retaliation.

For the pupil responsible, the school will:

- make clear which behaviour was unacceptable and its impact;
- apply proportionate consequences where appropriate;
- explore underlying needs, attitudes, peer influence or circumstances without excusing harm;
- teach and rehearse safer, respectful behaviour;
- involve parents or carers and relevant support services;
- monitor change and recognise sustained improvement.

Witnesses and bystanders may also need reassurance, education or support. Whole-class or year-group learning may be used without identifying the pupil who reported the concern.

11. Incidents beyond the school site and online.

The school will respond where behaviour outside school affects a pupil's safety, wellbeing, attendance, relationships or learning, damages the orderly running of the school, occurs on a school activity or journey, or involves members of the school community. This includes online behaviour and conduct on the journey to and from school.

The school's authority to impose a sanction is exercised in line with Welsh Government guidance and the Behaviour and Relationships Policy. The school may gather information, work with parents and other schools, apply a consequence when the pupil is next under school authority, use the Learner Travel Code where relevant, and seek advice from the local authority, police or safeguarding partners.

For online incidents, pupils and parents should preserve evidence such as screenshots, usernames, dates, times, URLs and messages; avoid forwarding harmful content; use platform reporting and blocking tools where appropriate; and report sexual images or serious threats immediately. Staff must not ask a child to forward an intimate image. Such concerns are managed under safeguarding procedures.

12. Recording, monitoring and reporting.

All confirmed bullying incidents, all one-off prejudice-related incidents, and serious concerns requiring monitoring will be recorded on MyConcern using the relevant categories. Records will distinguish allegation, evidence, findings, actions and review outcomes. The school will record the actual or perceived prejudice involved and more than one category where appropriate.

The Headteacher and anti-bullying lead will:

- monitor incidents, locations, times, groups, recurrence and protected-characteristic or other prejudice-related patterns;
- ensure actions and follow-up checks are completed;
- use anonymised analysis to improve supervision, curriculum, staff training and whole-school practice;
- report anonymised trends and assurance information to governors;
- provide information to the Vale of Glamorgan Council in line with current reporting expectations;
- retain and share information in accordance with data protection and safeguarding requirements.

A high number of reports is not, by itself, evidence of ineffective practice; it may reflect a culture in which pupils trust adults and report concerns. Equally, no recorded incidents will prompt the school to check whether reporting routes are understood, accessible and trusted.

13. Parents, carers and escalation.

Parents and carers can expect the school to listen, investigate, take proportionate action, keep them appropriately informed and review whether the concern has been resolved. They can help by giving a clear factual account, sharing evidence, avoiding direct confrontation with another child or family, and allowing the school to investigate fairly.

If a concern remains unresolved, the parent or carer should first discuss this with the class teacher or member of staff managing the case, then with the Headteacher. A formal complaint may be made under the school's Complaints Procedure, available from the school office or website. Complaints about the Headteacher should be directed to the Chair of Governors. This escalation route does not prevent anyone from contacting the police, social services or another appropriate agency where there is an immediate or serious concern.

14. Monitoring and review.

The policy will be reviewed annually and sooner if legislation or guidance changes, data indicates an emerging issue, or learning from a case requires practice to change. Review will draw on:

- incident and follow-up data;
- pupil voice, including whether pupils know how to report and trust the response;
- feedback from parents, carers and staff;
- equality and safeguarding information;
- governor scrutiny and local authority guidance.

The school will consult pupils, staff, parents, carers and governors as appropriate. A child-friendly version and accessible reporting information will be made available to pupils.

Appendix A: Specific types of bullying and prejudice-related incidents

Taking direct reference from Rights, Respect and Equality, we can begin to explore further the areas of bullying linked to protected characteristics. When consulting with learners from across the Vale of Glamorgan they wanted it know that they feel that equal attention needs to be placed upon the thoughts feelings and emotions of individuals, however consideration needs to be focussed upon those who they feel are potentially more vulnerable within their schools.

"We need to know that everyone is listened to no matter who they are or where they are from" – learner

There are specific types of bullying related to protected characteristics. These can broadly be categorised into:
• bullying connected with age
• bullying involving learners with disabilities, which can include ALN
• homophobic, biphobic and/or transphobic bullying
• bullying connected with race, religion and/or culture
• sexist and/or sexual bullying.

Bullying involving learners with disabilities and/or ALN
Reports from Mencap and the Anti-Bullying Alliance show that children and young people with disabilities and/or ALN are more likely to experience bullying than their peers. A study by the Institute of Education in 2014 found that even after controlling other factors that might influence the likelihood of a child being bullied, at age seven a child with ALN is twice as likely to be bullied as a child with no ALN. Welsh Government expects schools to be proactive in countering this trend.

Learners with a disability and/or ALN learners may be more vulnerable to bullying because:

- of negative attitudes towards disability or perceived disability
- of a lack of understanding of different disabilities and conditions
- they may not recognise they are being bullied
- they may be doing different work or have additional support at school
- they may be more isolated than others due to their disability or condition
- they may find it harder to make friends as a result of their disability or condition
- they may exhibit perceived bullying behaviour due to their disability or condition, e.g. autistic learners may not be aware of other people's personal space, or learners with attention deficit hyperactivity disorder (ADHD) may interrupt conversations or talk over other learners
- they may experience lots of change, e.g. moving from a mainstream to a special school or pupil referral unit or spending periods of time in hospital.

Disabled and/or ALN learners may also find it more difficult to resist perpetrators because they have fewer friends to defend them and have difficulties telling someone if it occurs. They can be extremely adversely affected by bullying. In addition to being distressing, it can isolate them further and set back their social and educational development.

Bullying of learners with disability and/or ALN can take the form of any of the traditional forms of bullying. However, there are additional forms of bullying that ALN/disabled learners may experience.

Conditional friendship
In these cases, a group will allow a target to believe they are accepted into the friendship group. The group may however be using the target or place conditions on them in order to be part of the group. They might make the target the subject of their jokes, use them to run errands or even engage in criminal activity for them.

Exploitative
In these cases, the bullying takes the form of deliberately subjecting a target to something they cannot tolerate. For example, if a target is especially sensitive to sounds or smell, exploitative bullying might be where the perpetrator repeatedly spreads food over their work or makes loud noises to startle them. The eventual aim is to get the target child or young person into trouble because they will gradually become more stressed until they have an outburst of anger and/or retaliate.

Manipulative
In these cases, the perpetrator manipulates the target, who at first may not realise what is happening. They might believe the other child/young person or group of children/young people like them and they are friends.

However, the perpetrator might manipulate the target into high-risk relationships where the bullying becomes very controlling.

Positive action
While research suggests children and young people with disabilities and/or ALN are more likely to experience bullying than their peers, it is important to remember that not all disabled and/or ALN children and young people are bullied.

Welsh Government expects schools to address bullying holistically while also taking into account the individual needs and circumstances of learners with disabilities and/or ALN; under the PSED, schools are also under an obligation to ensure appropriate and effective action is taken to remove or minimise disadvantages encountered by learners due to their disabilities or ALN.

Social model
In 2002, the Welsh Assembly Government adopted the social model of disability as the foundation of its work on disability in Wales.

The social model of disability offers a different perspective on disability, whereby disability is caused by the way society is organised, rather than by a person's impairment or difference. The social model of disability looks at ways of removing barriers that restrict life choices for people with impairments or differences. When barriers are removed, disabled people can be independent and equal in society, with choice and control over their own lives.

The social model of disability makes the important difference between impairment and disability. It recognises that people with impairments are disabled by barriers that commonly exist in society.

It is not the inability to walk that prevents a person entering a building unaided, but the existence of stairs that are inaccessible to a wheelchair user. Disability is socially constructed and the social model of disability requires society to remove the barriers so all people have equality. In schools this ethos is a key element of developing a truly inclusive environment and an effective disability equality scheme and anti-bullying policy.

Homophobic, biphobic and transphobic bullying
Homophobic, biphobic and transphobic bullying are specific forms of bullying motivated by prejudice against lesbian, gay, bisexual or transgender (LGBT) people (including those questioning their sexuality), someone with a LGBT relative or simply because a learner is different in some way. It is not characterised by specific acts but by the negative attitudes and beliefs towards LGBT people that underlie these.

When a perpetrator identifies someone as 'different' this can be because the target does not conform to the 'expected' or 'gender appropriate' behaviour expected of someone. It is the learner's identity which is attacked.

Homophobic, biphobic and/or transphobic bullying can therefore be experienced by a child or young person regardless of gender or sexual orientation.

Key issues for LGBT learners experiencing bullying
A 2017 Stonewall report found that nearly three in five LGBT learners in Welsh schools who took part in a survey reported that their schools say homophobic and biphobic bullying is wrong, while just one in three report that their schools say transphobic bullying is wrong.

The report also found that more than four in five LGBT learners report that they have never learned about or discussed bisexuality at school, making bisexual children and young people feel even more isolated, especially where sexual orientation can sometimes wrongly be conceived as a binary of being straight or gay/lesbian, and bisexual people's identity and experiences sometimes dismissed.

Welsh Government expects schools to incorporate anti-bullying work in the wider context of an equalities and social justice approach to respectful and healthy relationships and violence prevention. This should be done as part of a whole-school approach to celebrating difference, including embedding LGBT issues across the curriculum.

Homophobic, biphobic and transphobic insults used in place of other insults or indirectly
In schools where learners believe they will not be challenged when using homophobic insults and/or actions, they may use such language or actions towards others they are targeting for other reasons, such as ALN or race,

religion or culture. The homophobic insults are being used as a proxy for the language and/or actions they know they are likely to be challenged for using, such as racist insults. This behaviour can be observed through incident records or learner surveys, e.g. if learners with ALN report higher than average incidents of homophobic bullying. In schools, homophobic, biphobic and transphobic language and actions can be wide-ranging and used directly or indirectly to:

- deride or disparage someone considered inferior or risible
- insult a learner with a lesbian, gay or bisexual parent/carer or relative
- use sexual orientation to denigrate the actions of another
- imply something is unacceptable
- intimidate someone or make them feel uncomfortable through insinuation
- undermine and bully a learner by suggesting that they are lesbian, gay or bisexual, including by spreading rumours and malicious gossip
- bully a male or female learner considered effeminate or masculine respectively
- put down a learner with a gender non-conforming friend or family member
- imply gender variance is unacceptable
- verbally bully a target considered gender-fluid.

Positive action
Homophobic, biphobic and transphobic bullying cases require very sensitive responses. The family of the target may respond in ways that distress the child or young person further due to community pressure, homophobic, biphobic and/or transphobic views, or possibly through being unaware of their child's sexual orientation.

Welsh Government expects schools to work with families to ensure the right support, at the right time, is provided for the learner to ensure the best outcomes for that child or young person. Under the PSED schools are also under an obligation to ensure appropriate and effective action is taken to remove or minimise disadvantages encountered by learners due to their having protected characteristics.

Sexist and sexual bullying
In 2015 Girlguiding UK found that 75 per cent of girls and young women said anxiety about potentially experiencing sexual harassment affects their lives in some way. The same survey found that 90 per cent of young women aged 13–21 agreed that the UK Government should make sure all schools are addressing sexual harassment and bullying in schools.

Sexist bullying is based on sexist attitudes repeatedly expressed in ways that demean, intimidate and/or harm another person because of their sex or gender. It may sometimes be characterised by repeated inappropriate sexual behaviours including harassment, groping, 'upskirting', 'downshirting' and use of humiliating sexist language. In rare cases violence may be used.

Sexual bullying may be physical, verbal or psychological. Behaviours may involve suggestive sexual comments or innuendo including offensive comments about sexual reputation or using sexual language that is designed to subordinate, humiliate or intimidate. It may involve sharing of explicit images online, sometimes by multiple people, coercion or unwanted sexual touching.

It is also commonly underpinned by sexist attitudes or gender stereotypes. Sexual bullying and sexual harassment are terms which are often used interchangeably in schools, with sexual bullying often regarded as a type of sexual harassment. Whether the incident is considered sexual bullying or sexual harassment, Welsh Government expects schools to address the issue through their anti-bullying, behaviour or safeguarding policy (whichever is deemed most appropriate). Sexual bullying can affect boys and girls.

Positive action
Girls and young women are most frequently harmed by sexist and sexual bullying; however, boys and young men can also suffer sexist and sexual bullying and humiliation, e.g. by a group of girls/young women or a former girlfriend. Where this happens, Welsh Government expects that schools will not treat these cases any differently or less seriously than those involving girls and young women.

Welsh Government expects schools to consider all learners as potentially at risk of sexist of sexual bullying, particularly where they are perceived by others to not conform to dominant or stereotypical gender roles. Under the PSED, schools are also under an obligation to ensure appropriate and effective action is taken to remove or minimise disadvantages encountered by learners owing to their having protected characteristics.

Bullying linked to skin colour, nationality, religion and/or culture
This form of bullying describes a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded or powerless because of their colour, ethnicity, culture, faith (including lack of faith), national origin or national status.

The equality Act 2010 offers protection based on a range of characteristics including race, ethnicity, religion and belief. The Act defines race as including skin colour, nationality and ethnic or national origins. Direct discrimination, indirect discrimination, harassment or victimisation targeted at an individual because they possess a protected characteristic or are perceived to have a characteristic is against the law. If a school treats racist bullying less seriously than other forms of bullying, it may be in breach of the Equality Act.

As the Act applies to how a school treats a pupil but does not apply to relationships between pupils, the working definitions of racism and a racist incident proposed in the report of the Stephen Lawrence Inquiry in 1999 remain relevant.

The report defined racism as:
Conduct or words or practices which disadvantage or advantage people because of their colour, culture or ethnic origin

This is an expansive definition and reflects the personal, political, as well as institutional nature of racism.

The report describes a racist incident as:
Any incident which is perceived to be racist by the victim or any other person

A racist incident becomes racist bullying when it is persistent, intentional and involves an imbalance of power.

Forms of racism

Please also see Vale of Glamorgan Anti-Racism Policy

Racism targeting skin colour, religion, nationality, national status and culture is widespread, and schools must continue to be alert in order to consistently challenge it.

The Local Authority, EHRC (Equality and Human Rights Commission), Welsh Government and ESTYN expect schools to consider for example, the following:

Racism targeted at Gypsies, Roma and Travellers – Gypsy, Roma and Traveller people are the target of a number of misleading and harmful stereotypes, many of which are deep-rooted in the public consciousness in the UK. Negative representations in the media further exacerbate the prejudice experienced by these individuals. It has even been suggested that discrimination towards Gypsies, Roma and Travellers remains 'permissible' in the UK. This is unacceptable and racist attitudes and stereotyping must be challenged in schools. As with all children, it is also important to build trust so that children and young people of Gypsy, Roma and Traveller backgrounds feel confident and able to report racism.

Anti-refugee prejudice – The political discourse and media reporting around immigration has heightened tensions between communities and created a challenging climate for refugees and asylum seekers in the UK. There is a trend of using dehumanising language when discussing immigration, e.g. words such as 'swarming' and 'invasive'. Refugees and asylum seekers are often represented as a threat or a drain to public funds, and their motives for settling in the UK are regularly questioned. Schools must be alert to these influences and ready to counter negative narratives around refugees and asylum seekers. Schools should also be aware that some refugee and asylum-seeking children and young people may have endured traumatic experiences in their country of origin or during their journey to the UK, and of the further harm that could be caused by incidents of bullying.

Anti-Semitism – This is hostility, dislike or fear of Jews and Jewish things, manifested in discriminatory attitudes and actions. The online space has seen a proliferation of Anti-Semitic conspiracy theories in recent times, some of which are being repeated by school pupils. Again, these must be countered through preventative education. Anti-Semitism is frequently exacerbated in Britain by events and underlying conflicts elsewhere in the world, particularly the Middle East.

Anti-Muslim prejudice– Hostility or misinformation around religion of Islam which results in discrimination against Muslim individuals and communities. The Local Authority, EHRC, Welsh Government and Estyn expect that schools should play an active part in countering anti-muslim prejudice and hostility within their own spheres of influence. This may be done through education about the religion and the use of positive role models, for example. Anti-Muslim prejudice is not necessarily to do with hostility to Islamic religious beliefs, but with denying equal rights and respect to people of Islamic heritage and perpetuating media-driven, unfounded stereotypes.

The Local Authority, EHRC, Welsh Government and Estyn expect that schools to consider, when recording incidents of racist bullying, that there should be distinct and separate categories for noting the basis of the racist bullying, e.g. on the basis of religious heritage. This will ensure patterns of behaviours and attitudes can be more easily detected, and a response can be put in place. Racist incidents should be reported to the local authority on a termly basis in order to show that the school is responding appropriately and to access any further support that may be needed.

Under Public Sector Equality Duty, all schools have a responsibility to foster good relations with those who have protected characteristics and those who not. It is known that bullying is very often motivated by hostility or prejudice based on a person's actual or perceived race, religion or culture. At the root of such bullying is a view that some people are different or 'other'. By 'othering' through remarks and insults it becomes easier to see any group as set apart and to dehumanise them. This can remove all compassion.

The role of schools in helping every learner feel they belong is of immense value in building a cohesive society. Very young children do not see difference until they learn or adopt attitudes and prejudices which may be present around them. Schools should ensure their learning environments, materials and curriculum are inclusive and that all children treat those around them with respect.

Positive action

The Local Authority , EHRC, Welsh Government expects and ESTYN expect schools to work with learners, their families and communities to ensure the right support, at the right time, is provided to learners to ensure the best outcomes for that child or young person. Under the PSED, schools are also under an obligation to ensure appropriate and effective action is taken to remove or minimise disadvantages encountered by learners owing to their having protected characteristics. This may include close monitoring in terms of attainment data, the use of embedded anti-racism education and resources and the utilisation of positive role models.

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Appendix B: Response procedure.

Stage	Required action
1 Receive	Listen; thank the pupil; record their words; do not promise secrecy.
2 Protect	Address immediate safety or medical needs; preserve evidence; contact a DSP if safeguarding may be involved.
3 Notify	Pass the concern promptly to the class teacher, anti-bullying lead or senior leader as appropriate.
4 Investigate	Speak separately to those involved; check records, context and evidence; consider intent, impact, repetition and power.
5 Decide	Record whether this is bullying, a one-off prejudice-related incident, another behaviour matter, safeguarding, or a combination.
6 Act	Put support and protection in place; address the behaviour; contact parents or carers unless unsafe; seek external advice where necessary.
7 Review	Check within an agreed period and again as needed; confirm whether behaviour has stopped and there is no retaliation.
8 Learn	Close with a clear rationale; analyse patterns; adapt provision, teaching or supervision.

Appendix C: Recording requirements.

The school record should include enough factual information for another authorised member of staff to understand the concern, decision, actions and outcome. It should include:

- reporter and recorder; date and time of report;
- pupils involved and witnesses;
- date, time, location and context of incident or incidents;
- the pupil's own words and the reported impact;
- type of behaviour: physical, verbal, emotional, indirect, relational, online, sexual, prejudice-related or other;
- actual or perceived prejudice category or categories;
- evidence considered, including screenshots or damaged property;
- immediate safety and safeguarding assessment;
- accounts gathered and findings;
- decision and rationale;
- support, protective measures and consequences;
- communication with parents, carers and agencies;
- review dates, pupil voice at review, outcome and any further action.

Staff should use objective, specific language; distinguish direct observation from information reported by others; avoid speculation; and record the child's words verbatim where this is important.

Bullying incident recording form

Name of person reporting incident (please note anonymous if this is an anonymous report):	
Name of person recording incident:	
Date of report:	

Type of bullying incident (please tick all that apply):

Physical	☐	Relational	☐
Verbal	☐	Prejudice-related	☐
Indirect	☐	Exclusion and isolation	☐
Online or via mobile	☐	Face to face	☐
Other (please state):			

For prejudice-related bullying please select the category which best describes the prejudice involved:

Racist (focused on race, religion or culture)	☐	Related to gender identity	☐
Homophobic (LGBT+)	☐	Related to ALN or disability	☐
Sexual	☐	Related to family status or looked after child (CLA) status	☐
Transphobic	☐	Related to disadvantage	☐
Sexist	☐	Focused on appearance	☐
Other (please state):			

One-off prejudice related incident recording form

Name of person reporting incident (please note anonymous if this is an anonymous report):	
Name of person recording incident:	
Date of report:	

Type of one-off prejudice related incident (perceived and actual) please tick all that apply:

Physical	☐	Relational	☐
Verbal	☐	Exclusion and isolation	☐
Indirect	☐	Face to face	☐
Online or via mobile			☐
Other (please state):			

For prejudice-related INCIDENT please select the category which best describes the prejudice involved:

Racist (focused on race, religion or culture)	☐	Related to gender identity	☐
Homophobic (LGBT+)	☐	Related to ALN or disability	☐
Sexual	☐	Related to family status or looked after child (CLA) status	☐
Transphobic	☐	Related to disadvantage	☐
Sexist	☐	Focused on appearance	☐
Other (please state):			

Appendix D: Pupil-friendly summary.

Everyone at All Saints has the right to feel safe, respected and included. Bullying is usually hurtful behaviour that happens more than once and involves someone using power over another person. A serious one-off incident still matters and adults will act.

If something happens to you or someone else:

- Tell any adult you trust in school or at home. Keep telling until someone helps.
- Say what happened, where and when, who was involved and how it made you feel.
- Save messages or screenshots if it is safe to do so, but do not share harmful content with other people.
- If you are in immediate danger, get an adult straight away.

Adults will listen, help you feel safe, explain what happens next, investigate fairly and check that the problem has stopped. They cannot always tell you another child's consequence, but they will not forget or dismiss your concern. You will not be in trouble for making an honest report.

Remember our values: Be Ready to speak up; Be Respectful in person and online; Be Responsible for your choices and for helping others safely.

Appendix E: Guidance and support.

Source	Purpose
Welsh Government — Rights, Respect, Equality	Statutory guidance for governing bodies and guides for children, young people, parents and carers.
Vale of Glamorgan Council	Local safeguarding, anti-bullying and reporting guidance for schools.
Anti-Bullying Alliance	Resources for schools, children and families.
Childline	Confidential support for children and young people: 0800 1111.
CEOP Education	Online safety education and reporting advice.
Report Remove	Childline and IWF service supporting young people to report sexual images online.
BulliesOut	Wales-based anti-bullying support and training.

The Anti-Bullying Alliance
Brings together over 130 organisations into one network with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.
The ABA produce resources and tools to help schools and local authorities develop anti-bullying strategies. The ABA was established by the NSPCC and the National Children's Bureau in 2002 and is hosted by the National Children's Bureau.
➢ www.anti-bullyingalliance.org.uk

Act Against Bullying
A national charity which highlights new forms of bullying, particularly bullying through social exclusion.
➢ www.actagainstbullying.com/
➢ Tel 0845 230 2560

Bullies Out
A Welsh based anti-bullying charity providing help, support, training and information to individuals, schools, youth and community settings affected by bullying.
➢ www.bulliesout.com

Kidscape
Provides training for professionals, courses for bullied children, a helpline for parents and carers of bullied children; books, videos, free booklets and leaflets about the prevention of bullying, many in several languages.
➢ www.kidscape.org.uk
➢ Tel: 020 7730 3300

National Bullying Helpline
The National Bullying Helpline offers practical help and advice for children and adults dealing with bullying at schools or work.
➢ www.nationalbullyinghelpline.co.uk/
➢ Tel: 0854 22 55 787

Bully Free Zone
Provides a peer mediation service, written and telephone advice, and provides training for children and young people, parents, teachers, youth workers and other professionals.
➢ www.bullyfreezone.co.uk
➢ Tel 01204 454958

Children in Wales
Work with partners to develop a shared understanding of bullying and bullying behaviours, and to build regional and national co-ordination. Work includes Co-ordination of the Preventing Bullying Behaviours Group, influencing policy and strategy around bullying, training on cyber-bullying.

➢ www.childreninwales.org.uk/our-work/bullying/

Children's Commissioner for Wales
➢ https://www.childcomwales.org.uk/anti-bullying-resources/

Cyber Bullying
Cyberbullying.org
The world's first website dedicated to cyberbullying has plenty of useful advice on combating cyberbullying, including how to take screenshots of online bullying for evidence.
➢ www.cyberbullying.org/

Chatdanger
A website about the potential dangers online (including bullying) and advice on how to stay safe while chatting.
➢ www.chatdanger.com

Internet Matters
Advice on online issues for parents/carers and children and young people.
➢ www.internetmatters.org.uk

Bullying Online
Provides an email advice service for children and young people as well as online help and information, for schools as well as pupils.
➢ www.bullying.co.uk

NSPCC
What to look out for and how to deal with cyberbullying. Advice for parents and young people.
➢ www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/#cyberbullying

Childnet International
Advises on Internet safety and has a range of leaflets for children and parents in a number of languages, including Hindi, Punjabi and Maltese
➢ www.childnet-int.org

LGBT
Stonewall Cymru
Is an LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.
➢ www.stonewall.org.uk

Schools Out!
Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education
➢ www.schools-out.org.uk

Educational Action Challenging Homophobia (EACH)
Established to challenge discrimination on the grounds of gender and sexual orientation**. N**ational Helpline for young people experiencing homophobic bullying: (Monday to Friday, 10am–5pm; Saturday, 10am–midday)
➢ Helpline Tel: 0808 1000143
➢ https://each.education/

Umbrella Cymru
Offer support, advice, guidance and training to young people, families and professionals about anything related to gender or sexual diversity, identity or equality.
➢ www.umbrellacymru.co.uk
➢ Tel: 0300 302 3670 / 07860039527

CLIConline
The Welsh Government's national information and advice service for young people aged 11 to 25 provides information on sexual orientation and homophobic bullying.
➢ www.cliconline.co.uk

Racism
Show Racism the Red Card
provides resources and workshops for schools to educate young people, often using the high profile of football about racism
➢ www.theredcard.org/education/

Kick it Out
uses the appeal of football to educate young people about racism and provide education packs for schools
➢ www.Kickitout.org

Mental Health and Well-being
YoungMinds
Support to help improve the mental health of children and young people.
➢ www.youngminds.org.uk
➢ Tel: 0808 802 5544 (parents'/carers' helpline)

Time to Change Wales
Campaign for young people, which aims to change attitudes towards mental health, ending stigma and discrimination.
➢ www.timetochangewales.org.uk/en/mental-health-stigma/young-people/wecanwewill

Heads Above The Waves
Support for children and young people suffering depression or self-harming.
➢ http://hatw.co.uk/straight-up-advice

Childline
Offers a free, 24-hour helpline and counselling service for children in distress or danger.
➢ www.childline.org.uk
➢ Tel: 0800 1111

Meic
Meic is the helpline service for children and young people up to the age of 25 in Wales. The service is funded by Welsh Government and the website contains school resources and lessons on themes such as bullying (including online bullying), mental health, healthy relationships and sexual health.
➢ Website: https://www.meiccymru.org/
➢ Freephone: 0808 80 23456 55

Live fear free
0808 8010800
https://gov.wales/live-fear-free

Hate Crime
Victim Support: Hate crime toolkit
A toolkit, suitable for learners aged 10-16, to raise awareness and improve understanding about the laws surrounding hate crime. It will enable learners and their families to speak confidently about protected characteristics and to celebrate the different values, interests and backgrounds of others. It can be led by practitioners or parents/carers and includes a presentation, an animated video and an information pack.

Hate crime awareness project educational resource: See it, Say it, Sort it!
These resources are designed for learners aged 11-16. The resources can be used as a collective or individually during lessons to highlight Hate Crime as an issue and raise awareness of the importance of reporting hate crime. Each activity has information and a resource/resources.

On-line sexual harassment
'Just a Joke?' toolkit (9-12 year olds)
Resources to support practitioners tackle the issue of peer-on-peer online sexual harassment with 9-12 year olds in an appropriate and engaging way. The pack includes a film and leaflets aimed at parents and carers

'Step Up, Speak Up' toolkit (13-17 year olds)
The 'Step Up, Speak Up' toolkit for practitioners includes guidance and a series of lesson plans and activities designed to address the issue of online sexual harassment amongst young people 13-17 years old

Sexual images
➢ sharing-nudes-and-semi-nudes-guidance-for-education-settings-in-wales-final-english-011220.pdf (gov.wales) Guidance document no: 266/2020 Date of issue: December 2020

➢ Sharing nudes and semi-nude images: how to respond to an incident (gov.wales)

The school will use the most current versions of statutory and local authority guidance. Web links and external services may change; current access information should be checked through the relevant official website.

As many hands build a house
All Saints
Church in Wales
Primary School
So many hearts make a school