



Ysgol David Hughes – Anti-Bullying policy 2025



This policy was created by the school's Anti-Bullying ambassadors in collaboration with the senior leadership team.
This document is available in Welsh, English, easy read and voice over / video versions.

Signed:
(Chair of Governors on behalf of Governing Body)

Date:

Date to be reviewed:





Bullying in Ysgol David Hughes

In 2024 we completed a whole school bullying survey which highlighted a number of issues including:

- Over 25% of respondents had experienced bullying
- 40% of those who had experienced bullying hadn't told anyone
- 50% said that the issues remained unresolved
- 75% of respondents were either unhappy with, or unclear how the school deals with bullying.

We as a school have taken a number of steps to improve this for our learners. Our response includes:

Taking this seriously

We are committed to raising awareness on bullying and ensuring a safe and supportive learning environment.

Increasing our knowledge

Attending external events and observing best practice in other schools.

Listening to our pupils

We have formed an Anti-Bullying group who together input from with Mind Our Future and our senior leadership team, have redeveloped this very policy.

Upskilling our staff

Our staff have undergone KiVA training, to ensure we have an effective and consistent approach in addressing incidences of bullying.



About our policy

Statement

Ysgol David Hughes is an environment which should be safe and supportive for all.

Bullying will not go unnoticed here and will not be tolerated.

Our implementation of the KiVA program gives us a clear process in place for addressing bullying behaviour and designated members of staff who are there to support you if you need it.

Your rights

Under the United Nations Convention on the Rights of the Child (UNCRC) all children under 18 have the right to:

- Be protected from being hurt or mistreated.
- A good-quality education that helps you develop your talents and abilities.
- Practice your religion.
- A safe environment.

This policy will cover

- What bullying is (and is not)
- Our approach to prevent bullying.
- The process of reporting bullying, and actions we will take to address bullying behaviour.
- The support which will be offered to those who experience bullying, and to those who display bullying behaviour.
- How we'll ensure that Ysgol David Hughes can be an environment where everyone feels safe.

Aims and objectives

To prevent bullying by raising awareness and education.

To clearly outline roles, responsibilities and processes so we can provide consistent and effective intervention strategies.

Engage students as active participants in reducing bullying to create an environment where everyone feels safe and supported.



Bullying is not

Friendship fallouts	Temporarily falling out with someone isn't bullying in itself, but could turn into bullying behaviour, particularly as they know you very well, have information about things that are personal to you could use this against you.
A one-off fight	Although unacceptable behaviour, this is not considered bullying because it is not consistent and not targeted at a specific individual.
Argument / Disagreement	Is normal in everyday life, although it can be distressing it is not considered bullying because both sides have their say, have equal power and typically stop when they realise their behaviour is hurting the other person.
Insults and banter	There's a fine line between banter and bullying. Where there is equal power this may be considered banter. But where one recipient feels less powerful, vulnerable and behaviour is repeated, the balance tips more towards bullying behaviour.



Those who engage in bullying behaviour appear to be motivated by the pursuit of visibility, power and a high status in the peer group.

In order to operate, bullies need bystanders and / or spectators who each play different roles. They may reinforce the bully's behaviour by verbal or nonverbal signals that are socially rewarding. These signals suggest that bullying is acceptable, or even funny and entertaining.

Other bystanders are more active in assisting the bully. For instance, some children are eager to join in the bullying even if they do not typically initiate it themselves.

Bullying is a group phenomenon.

Our implementation of KiVA will support whole school education and awareness of how to notice, keep record of and respond to incidents of bullying.

Typically, very few students who observe bullying have the courage or knowledge to intervene or take the bullied child's side.

Some peers might just silently witness what is happening, without acknowledging that the bully might interpret such behaviour as an approval of their acts.



Verbal

Saying hurtful words, swearing, body shaming, name calling and threats of violence.

Indirect

Isolating someone, leaving them out, spreading rumours, giving threatening looks.

Physical

Physically hurting someone repeatedly, intending to leave a negative effect on them.

Forms of bullying

Prejudice related

Targeting someone based on their religion, faith, gender identity, disability, culture and more.

Sexual

Threats, comments, jokes and unwanted touching, sharing of personal images without consent.

Online

Hurtful comments, posting content without consent, adding into group chats without consent, making fake accounts.

Emotional

Humiliation or constant criticism, making them the subject of jokes and using sarcasm with the intent to cause harm.



Signs that someone is experiencing bullying

Home

- Changes in sleep patterns
- Stays in room more than usual
- Over reliance on spending time with family

In school

- Isolated from peers
- Changes in friendship groups
- Changes in behaviour

Home

- Feeling ill
- Signs of self harm
- Negative self-talk
- Suicide ideation

In school

- Frequently absent or late
- Appear tired
- Lack motivation
- Difficulty concentrating

Home

- Arriving home hungry
- Not wanting to go to school
- Signs of physical altercations

Home

- Physical injuries
- Changes in behaviour (More withdrawn / mood swings)
- Telling white lies

In school

- Physical injuries (after break times)
- Late / early to class
- Decreased attendance

In school

- Irregular emotional state (hyperactive / withdrawn)
- Changes in appearance
- Hypervigilance



Introducing KiVA

KiVA Definition

Bullying is intentionally and repeatedly causing distress or harm to the same individual. In addition, it is difficult for the bullied children to defend themselves. This refers to the power imbalance between the parties – the bullied child usually has less power or physical strength than the bully or bullies.

What is KiVa?

A research-based anti-bullying program developed in Finland. It focuses on preventing bullying through education and changing group attitudes, not just punishing bullies.

The programme teaches pupils how to:

- Identify bullying
- Support those who are targeted
- Take a stand as a group against bullying

It also provides teachers with tools to manage incidents effectively and to foster a school environment that is safe, respectful, and inclusive.

More information on the KiVA program can be found here <https://www.kivaprogram.net/what-is-kiva/>





Anti-Bullying process

Prevention:

To keep bullying from happening the preventive actions, such as the KiVa curriculum, are directed at all students and focus on preventing bullying.

Student lessons and online games are concrete examples of these kind of actions. These measures form the backbone of KiVa.

Intervention:

Tools to tackle bullying the interventive actions in KiVa are targeted specifically to the children and adolescents who have been involved in bullying.

The goal is to provide schools and students with solution-focused tools how to put an end to bullying.

Reporting:

Step 1: Go to Porth and report the incident / incidences.

Step 2: Staff in Porth decide if the incident / incidences described meet the definition of bullying.

Step 3. If it is decided that the incident meets the definition of bullying, it will be referred on to the KiVA team. If it does not meet the criteria for bullying, the incident will be dealt with according by staff in the Porth in accordance to the school's promoting good behaviour policy.

Step 4. Designated KiVA member speaks to those involved the following morning during registration and follows the intervention bullying process.

Monitoring

KiVa offers tools to monitor the situation in the schools through annual online surveys for both students and staff. This feedback provides schools with information on how to improve their anti-bullying work.



Prevention of bullying

Activities during anti-bullying week

Having a live and relevant Anti-Bullying policy

Ensuring that younger children are mentored

Ensuring there are clubs / safe spaces available during break and lunch

Ensuring different year groups have opportunities to work together e.g. skills day.

The implementation of the KiVA program which involves; a designated team of staff who specifically deal with incidents of bullying., lesson on KiVA, online KiVA games and antibullying ambassadors.

Reporting bullying

Step 1: Go to Porth and report the incident / incidences. / Scan the QR Codes around the school / via the link on Class Charts

Step 2: Staff in Porth decide if the incident / incidences described meet the definition of bullying.

Step 3: If it is decided that the incident meets the definition of bullying, it will be referred on to the KiVA team. If it does not meet the criteria for bullying, the incident will be dealt with according by staff in the Porth in line with the school's promoting good behaviour policy which can be found on the school website.

Step 4: Designated KiVA member speaks to those involved the following morning during registration and follows the intervention bullying process.



Intervention

Intervention methods the school may use can include:

- **Mediation** – this involves helping the perpetrator and target of bullying talk about the issue and agree on a solution.
- **Restorative approaches** – built on values, which separate the person from the behaviour. They promote accountability and seek to repair any harm caused in a situation
- **Building resilience** – strengthening the pupil's ability to effectively cope, adjust or recover from being bullied or facing other sources of trauma, stress or adversity; equipping learners with a solid foundation or emotional resilience by ensuring that they feel accepted
- **Peer support** – is about children and young people feeling accepted and included by other learners. It can help individuals feel like they belong in a school and can be an important factor in reducing bullying and conflict. It can be encouraged in schools in both informal and formal ways
- **School sanctions** – the school uses disciplinary sanctions, as set out in their school policies, to address bullying. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.

Monitoring

Bullying ambassadors and heads of year would meet with the KiVA team every 6 months to review the use of the policy and incidents of bullying.

Identify trends in bullying incidences – years groups, common perpetrators of bullying behaviour, are there certain targets of bullying behaviour?

Schedule check ins with those who display bullying behaviour and those who are bullied.

Annual online surveys for students and staff.



Roles and responsibilities:

Staff:

- **Monitor and Supervise** – Staff actively observe student interactions to identify and prevent bullying.
- **Respond to Reports** – They take all bullying reports seriously and respond promptly and appropriately.
- **Support Victims** – Staff provide support and guidance to pupils who have been bullied.
- **Implement Interventions** – They carry out interventions to stop bullying and help change bullying behaviour.
- **Promote a Positive Environment** – Staff foster a safe, respectful, and inclusive school culture.
- **Record and Follow Up** – Staff document incidents and follow up to ensure bullying has stopped.



Roles and responsibilities:

Parents and carers:

- **Support Children** – Listen to and support their children if they experience or witness bullying.
- **Communicate with School** – Report bullying concerns to the school promptly and work collaboratively with staff.
- **Encourage Positive Behaviour** – Teach and model respectful, kind behaviour at home.
- **Reinforce School Policies** – Support the school's anti-bullying efforts and policies.
- **Stay Informed** – Keep up to date with the school's anti-bullying initiatives and communicate regularly.
- **Find out more** – KiVA's parent guide is a very useful resource and can be found here: <https://data.kivaprogram.net/parents/>



Roles and responsibilities:

Pupils:

- **Report Bullying** – Pupils are encouraged to report any bullying they experience or witness to trusted adults or through the Kiva system.
- **Support Victims** – Pupils should support classmates who are bullied by offering friendship and helping them feel safe.
- **Avoid Bullying Others** – Pupils must refrain from bullying behaviour themselves and understand its harmful effects.
- **Engage Positively** – Pupils are expected to contribute to a positive school environment by being respectful and kind.
- **Participate in Solutions** – Pupils can take part in programs or activities aimed at preventing bullying and promoting awareness.



Promoting positive wellbeing



Connect with your community



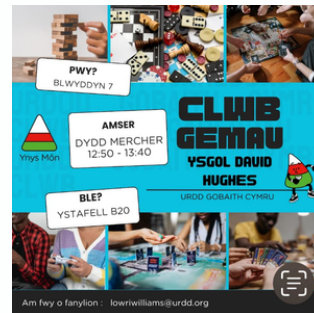
Be active



Celebrate diversity



Spend time in nature



Socialise



Get creative



Support in school

The Porth is the first point of call for support in school. The following support is available:

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-
-
-
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-
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School nurse drop in sessions
School based counselling
Resilience workshops
Y Gorad (support relating to additional learning needs)
Any staff member
Friend
KiVA team

Useful information

- Bullying and the law - https://anti-bullyingalliance.org.uk/sites/default/files/uploads/attachments/ABA_BullyingandTheLaw%20-%20V2_1.pdf
- The impact of bullying <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/prevalence-and-impact-bullying/impact-bullying>
- KiVA, the approach we've adopted <https://www.kivaprogram.net/>
- <https://www.kidscape.org.uk/>
- <https://anti-bullyingalliance.org.uk/>



External support

Papyrus: Charity which prevents suicide in the UK Call: 0800 068 4141 Text: 88247

Childline: Helpline for under 19's in UK 0800 1111 / www.childline.org.uk

NSPCC: 0808 800 5000 / www.nspcc.org.uk

Bullies out!: Online or virtual support www.bulliesout.com

EACH: For children experiencing homophobic or transphobic bullying 0808 1000 143 / www.each.education

Internet matters: www.internetmatters.org.uk

Show racism the red card: www.theredcard.org

National Bullying Helpline: Helpline: 0300 323 0169
Telephone: 0845 225 5787

Kidscape: www.kidscape.org.uk

Samaritans: 116 123 / www.samartians.org

Action for children: parents.actionforchildren.org.uk/



Complaints procedure

Any person wishing to make a complaint should in the first instance contact the Head teacher. If the matter is not resolved then the complaint can be referred to the Chair of Governors, which can be contacted via the school. The Governing Body has the ultimate and statutory responsibility for hearing complaints, judging and deciding on the steps to take. A full copy of the Complaints Policy can be seen by contacting the school.