Polisi Gwrth-fwlio

Anti Bullying Policy

September 2025

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Policy History		
Policy Date	**Summary of Change**	**Review Date**
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02.09.2025	Reviewed Artificial Intelligence (AI) – Deep Fakes Appendix 1 - Supporting Organisations and Guidance Exclusionary Discriminatory Visual Appendix 2 – Our Core Values	02.09.2026

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Amberleigh Therapeutic School is committed to comply with the legal duty to ensure that any form of bullying is dealt with effectively. We strive to create a culture based on our core value of **Respect**. Pupils must feel safe and respected if they are to learn effectively. Since we are a school which sets high standards for our pupils it is important that we create an atmosphere in which bullying cannot thrive and in which no pupil has to suffer from harassment of any kind. Our school believes bullying is totally unacceptable and that it should not be tolerated. **Every member of the school community shares a joint responsibility to promote positive behaviours.** As a therapeutic community we promote a holistic range of interventions, which include **prevention, identification, response** and **challenge** to incidents of bullying.

Anti-Bullying Code

- Bullying will not be tolerated in Amberleigh Therapeutic School. It is not an acceptable part of growing up.
- Every pupil has the right to enjoy learning and leisure free from intimidation
- Pupils should support each other by reporting all instances of bullying.
- Bullying is too important not to report.
- Reports of bullying will be taken seriously and appropriate action will be taken.

As a community, we do not underestimate the impact that bullying can have on a person's life. It can cause high levels of distress, affecting young people's well-being, academic and social development right through into adulthood. We understand that bullying in any context can have additional subtleties and raise issues that are in themselves complicated to resolve. Not all pupils recognise bullying behaviour if they experience it or may be unable to express their aversion to it, and also to respond appropriately to instances of bullying behaviours. Equally not all pupils would recognise that certain behaviours directed towards others may be undesirable or that they might be construed as bullying.

The policy has been created to support our whole school ethos of ensuring that our pupils feel contained in a safe and supportive environment. It is designed to prevent bullying behaviour wherever possible, to respond consistently in accordance with agreed procedures should it occur, and to provide support to participants as appropriate.

We will follow the Respecting Others: Anti-Bullying Guidance Circular No: 23/2003. We will comply with the Human Rights Act 1998 and the Equality Act 2010.

In relation to the Equality Act 2010 our school has a duty to:

- Eliminate discrimination, harassment, victimisation and any other conduct prohibited under the Act;
- Promote equality of opportunity between individuals who share any relevant protected characteristic and individuals who do not share it; this means removing or reducing disadvantages suffered by people who share a relevant protected characteristic that are associated with that characteristic
- Take measures to meet the needs of individuals who share a relevant protected characteristic that is different to the needs of people who do not share it.

Our community

Part of the structure, rhythm and process of our therapeutic community are the twice daily whole community and twice weekly extended whole community meetings where all pupils along with senior representatives from the school, therapy and care teams are

present. These community and meetings follow and are guided by the principles of the adapted 'Good Lives' model and apply the ten core values of the accredited (Royal Society of Psychiatrists) therapeutic communities' structure, values and process. These meetings give rise to the voice of the individual and the community to express themselves, concerns, worries and experiences in a safe and protected environment. In this forum incidents of negative behaviours towards and by others are explored and talked about in a safe manner for all involved. On occasions where it is decided that reparations or a consequence are demanded, pupils often decide these themselves in a guided and facilitated manner by adults in order to be proportionate and fair.

What is Bullying?

In accordance with Welsh Government guidance Challenging bullying – Rights, respect, equality, bullying is defined as:

Behaviour by an individual or group, repeated over time, with the intention of physically or emotionally hurting someone.

We aim to intervene immediately, whether it is bullying or any one-off negative behaviour. Any incident that occurs once which does not appear to be bullying is dealt with as inappropriate behaviour and we will address these incidents under the school's behaviour policy.

Bullying is different to a debate, fight or argument between friends because:
- it is intentional
- it will usually be repeated time after time
- there is a perception of a power imbalance between the bully and the victim
- bullying will create feelings of distress, fear, loneliness, humiliation and helplessness.
We understand that sometimes there is relational conflict between pupils. This is not defined as bullying where there is a balance of power. However, where there is unkindness between pupils the team will endeavour to support pupils and reemphasise our core values. Behaviour is challenged using appropriate therapeutic spaces such as extended community meetings, in some instances emergency community meetings are held.

If pupils who feel they are being bullied are to tell us about bullying we must work together to create an atmosphere of trust. Pupils who are classed as targets must know that their concerns will be taken seriously and recognise that investigations take time.

Distinctive elements associated with bullying
These include, but are not limited to:
- **Intention to harm** – bullying is intentional with the intention of causing harm. Those who act as a bully are good at knowing exactly how to humiliate or hurt their target, picking on key aspects of their appearance, personality or identity to have the desired impact. They are looking for the area where they have power over their target.
- **A harmful outcome** – an individual or a group is physically or emotionally hurt. They can be isolated, humiliated or made tearful. Their sense of self-worth diminishes.
- **Direct or indirect actions** – bullying can involve direct aggression such as hitting someone, as well as indirect actions such as spreading rumours, disclosing private information about someone or sharing personal images with people for whom the information/images were not intended.
- **Repeat** – bullying usually involves acting in a negative way or acting aggressively time after time. An isolated aggressive act, such as fighting, is not usually

considered bullying. But any incident can be the beginning of a pattern of bullying behaviour that develops afterwards. That is why recording events is so valuable.

- **Power Imbalance** – bullying involves misuse of force by one person or group who is often (seen as) more powerful because of their age, physical strength, popularity or psychological resilience.

There are many forms of bullying, including:
- **physical** – kicking, tripping or pushing someone, hurting someone, damaging their belongings or threatening gestures.
- **verbal** – ridicule and calling names, insults, threats, humiliation or intimidation.
- emotional – behaviour designed to isolate, hurt or humiliate someone.
- **indirect** – sly or underhand acts committed behind the back of the target, or spreading rumours.
- **Exclusionary** - Leaving people out of activities on purpose, ignoring someone's presence, and not allowing them to join a group.
- **Discriminatory** - Includes bullying, harassment or unfair exclusion on grounds of race, nationality, sex / gender, disability, physical appearance, relationships and friendships. Racist bullying is defined as: 'A range of hurtful behaviours, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith, community, national status.' A racist incident does not necessarily constitute racist bullying. Homophobic bullying occurs where there is prejudice against lesbian, gay or bisexual people. It is a form of bullying that is particularly likely to remain secret as the victim may not wish to discuss his or her sexuality
- **Visual** - Includes offensive notes, emails, SMS messages, inappropriate use of photographs, graffiti, drawings, and posters.
- **cyberbullying** – using any kind of technological methods, mobile phones, social networks, games, chat rooms, forums or apps to bully through text, messages, images or video. The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Under certain circumstances (such as harassment and making threats) cyber bullying is a criminal activity and is illegal.

  Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. Amberleigh Therapeutic School recognises that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real. Amberleigh Therapeutic School will treat any use of AI to bully pupils in line with our anti-bullying/behaviour policy.

- **pertinent aggressive behaviour** – bullying that aims to damage the target's relationships or social status: remove their friends, exploit an individual's special educational needs (ALN) or long-term illness, target their family's social status, isolate or humiliate someone or deliberately get someone into trouble.
- **sexual** – unwanted touching, threats, suggestions, comments and jokes or insinuations. This may also include 'sextortion', also referred to as 'revenge porn' and any misuse of images of the pupil targeted.

Everyone on the site has a responsibility to ensure that we live by our core values and that we all set a good atmosphere round school. We want to make it clear that this responsibility includes:

- Promoting an open and honest ethos that ensures that all members of the school community know and agree with our stance on bullying.
- ensuring that all staff exhibit positive behaviours, demonstrate our Core Values and become positive role models to pupils
- treating other people with respect at all times;
- doing nothing that could be construed as bullying;
- doing nothing that could be construed as supporting bullying. This includes relaying distressing messages, relaying threats, laughing at bullying, watching a fight;
- reporting to the proper person any bullying we witness or any behaviour which we feel could escalate into bullying
- engaging pupils in reviewing and developing our anti-bullying practices.
- analyse available data to ascertain how the school environment and the journeys to and from school can be improved.

Our whole school approach to preventing bullying includes:

- Adopting preventative approaches to bullying.
- Developing a positive ethos which includes knowing that bullying is unacceptable.
- Expecting positive behaviour that helps and supports learning and development.
- Promoting co-operation and expecting socially responsible behaviour.
- Encouraging the spectators that witness bullying to take positive action by alerting staff, raising on the agenda at extended community meetings and using collective peer pressure to prevent perpetrators.
- Valuing and celebrating everyone's differences, skills and talents.
- Supporting the development of emotional literacy, self-esteem and resilience through, PSHE, skills development, teaching personal coping strategies to pupils, community meetings
- Involving our designated Schools Community Police Officer in the delivery of the All Wales School Liaison Core Programme.
- Showing respect for others and challenging and educating about inappropriate language that is;
  - racist
  - homophobic
  - sexist
  - religiously prejudiced
  - stimulated by disability
  - or would be considered offensive or defamatory by any protected groups named in the equality act.

Responses and Support to Victims of Bullying and Harassment

The school will offer a proactive, sympathetic and supportive response to children who are the victims of bullying and harassment. The exact nature of the response will be determined by the particular child's individual needs and may include:

- immediate action to stop the incident and secure the child's safety
- positive reinforcement that reporting the incident was the correct thing to do
- reassurance that the victim is not responsible for the behaviour of the bully
- strategies to prevent further incidents
- sympathy and empathy

- Nurture intervention and therapeutic support
- Extra supervision/monitoring
- involving carers
- adult mediation between the perpetrator and the victim (provided this does not increase the victim's vulnerability
- arrangements to monitor and review progress.

Pupils

Each year in the autumn term during our student council meetings we will remind all our pupils to take the following action if they feel they are being bullied. These messages will also be reinforced throughout the year;

- if you feel able to, then let the perpetrator know that they do not like what is happening to them and ask them to stop;
- if the bullying doesn't stop, tell someone in school who will initiate action to sort out the problem. This will often be their form tutor, any teacher or any member of staff.
- Raise with the community chairman and discuss in extended community meeting

What any adult – teacher, support staff, carer – who has been told about bullying should do

- Report all incidents on handover or incident form
- Ensuring that all incidents of bullying are reported to SLT and recorded in the bullying log.
- Ensuring individual risk assessments are up to date.
- Communicating behaviour of concern with all members of the community.
- Recording patterns of behaviour.

Bullying and safeguarding

Some incidents of bullying may be a safeguarding issue or police intervention may be required (please refer to safeguarding policy). Under the Children Act 1989, a bullying incident should be addressed as a child protection concern where there is 'reasonable cause to suspect that a child (or young person) is suffering, or is likely to suffer, significant harm'. Where this is the case, the school will refer any concerns to the Local Authority Social Services Department for advice.

Why it is important to prevent and challenge bullying
Stopping violence and ensuring immediate physical safety is our first priority but emotional bullying can be more damaging than physical. Young children who bully others using insults may not always understand the hurt they have caused and they may be repeating what they have heard at home or in the community.
When these incidents occur, sensitive rehabilitation work and teaching are effective.

Dealing with incidents of misconduct on and off school premises

The Welsh Government expects that effective policies on behaviour, anti-bullying and discipline within the school will clearly set out expectations for the positive behaviour of pupils off school premises. This includes behaviour during activities organised by the school such as work experience placements, educational visits and sporting events, as well as behaviour on the way to and from school and whilst wearing school uniform (if any) in a public place.

The school acts reasonably in relation to expectations of pupil conduct and in relation to any measures specified for the regulation of pupil behaviour when not on school premises. The Welsh Government expects schools to decide what to consider when deciding whether a rule or penalty in a particular case is reasonable; challenging bullying behaviour is an example of when the school operates this provision.

Effective strategy
Implementation of a successful anti-bullying strategy includes the whole community Education, care and therapy.

- It is essential that children and young people are educated, at home and at school, about building and maintaining respectful relationships. This is the basis for positive behaviour.

- Carers have an important role to play as part of the school community in taking responsibility for their child's behaviour both inside and outside the school; as does the school.

- Partnership working between the school and carers is key to maintain high standards of behaviour and to encourage respect and kindness towards others is essential.

- Interventions are supported by a school ethos that prevents bullying and promotes empathy and respect.

The school takes into account the following factors:
- The seriousness of the misconduct.
- To what extent the school's reputation has been affected.
- Whether the pupil / pupils in question were wearing the school uniform or were otherwise readily identifiable as a member / members of the school.
- To what extent the behaviour in question would have repercussions for the orderly running of the school and / or could pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff)
- Whether the misconduct occurred whilst on work experience, taking part in a further education course as part of a school programme or taking part in a sporting event with another school (i.e. when the pupil would be expected to act as an ambassador for the school) which could affect the chances of opportunities being offered to other pupils in the future.
- Whether there has already been a warning to a pupil about the behaviour.

The Headteacher will undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Appendix 1 - Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- https://www.gov.wales/sites/default/files/publications/2024-11/rights-respect-equality-statutory-guidance-for-governing-bodies-of-maintained-schools-v2.pdf
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying
- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT
- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk

ALN
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk

Racism and Hate
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational

Appendix 2 – Our Core Values

1. Attachment – Healthy attachment is a developmental requirement for all human beings and should be seen as a basic human right.
2. Containment – A safe and supportive environment is required for an individual to develop, to grow, or to change.
3. Respect – People need to feel respected and valued by others to be healthy. Everybody is unique and nobody should be defined or described by their problems alone.
4. Communication – All behaviour has meaning and represents communication which deserves understanding.
5. Interdependence – Personal well-being arises from one's ability to develop relationships which recognise the mutual needs.
6. Relationships – Understanding how you relate to others and how others relate to you leads to better intimate, family, social and working relationships.
7. Participation – The ability to influence one's environment and relationships is necessary for personal well-being. Being involved in decision-making is required for shared participation, responsibility, and ownership.
8. Process – There is not always a right answer, and it is often useful for individuals, groups, and larger organisations to reflect rather than act immediately.
9. Balance – Positive and negative experiences are necessary for healthy development of individuals, groups, and the community.
10. Responsibility – Each individual has responsibility to the group and the group in turn has a collective responsibility to all individuals in it.