Polisi Gwrth-fwlio

Anti Bullying Policy

September 2026

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Policy History		
Policy Date	**Summary of Change**	**Review Date**
01.09.2024	None – Initial Version	01.09.2025
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
01.09.2026	Reviewed Integrated AI and cyberbullying more effectively. Replaced outdated references to *Respecting Others 23/2003* with the more current rights-based approach. Improved safeguarding links and Welsh compliance. Strengthened governance, reporting and investigation procedures. Improved readability and consistency of language. Better aligned with the therapeutic model, Estyn expectations and safeguarding policy.	01.09.2027

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Reviewed: Kevin Gallagher (Proprietor)

1. Statement of Commitment

Amberleigh Therapeutic School is committed to providing a safe, respectful, inclusive and therapeutic environment where all learners feel valued, protected and able to achieve their potential. We follow Welsh Government's Rights, Respect, Equality: Statutory Guidance and promotes a rights-based, child-centred approach to preventing and responding to bullying.
Bullying, harassment, victimisation, intimidation and discriminatory behaviour are never acceptable and will not be tolerated.
We recognise that bullying can significantly impact emotional wellbeing, mental health, attendance, educational achievement, relationships and long-term outcomes.
As a therapeutic school, we adopt a trauma-informed, restorative and child-centred approach that seeks to:

- Prevent bullying.
- Promote positive relationships.
- Encourage respect, dignity and tolerance.
- Support those affected by bullying.
- Address underlying needs and vulnerabilities.
- Promote accountability and repair harm.

Our approach is underpinned by:

- United Nations Convention on the Rights of the Child (UNCRC).
- Equality Act 2010.
- Keeping Learners Safe.
- Rights, Respect, Equality.
- Wales Safeguarding Procedures.

2. Anti-Bullying Code

At Amberleigh Therapeutic School:

- Bullying will not be tolerated.
- Every learner has the right to learn, socialise and develop free from intimidation and fear.
- Learners are encouraged to support one another and report concerns.
- Bullying is too important not to report.
- All reports of bullying will be taken seriously and acted upon appropriately.

3. Our Therapeutic Community

Amberleigh Therapeutic School operates as a therapeutic community where learners are supported through structured daily and extended community meetings involving education, care and therapy staff.
These meetings provide opportunities for learners to:

- Express concerns and worries.
- Raise issues affecting the community.
- Develop empathy and understanding.
- Resolve conflict in a safe environment.
- Participate in restorative approaches.

Where appropriate, reparation and restorative outcomes are agreed through guided discussion, helping learners understand the impact of their behaviour and take responsibility for repair.

4. What is Bullying?

Bullying is behaviour by an individual or group that intentionally hurts another person physically or emotionally and is usually repeated over time.

Bullying often involves a real or perceived imbalance of power that makes it difficult for the target to defend themselves.
A single serious incident may also be considered bullying where:

- The impact is significant.
- The behaviour causes serious distress.
- There is evidence of a developing pattern of harmful behaviour.

Bullying may be:

- Physical.
- Verbal.
- Emotional.
- Indirect.
- Exclusionary.
- Prejudice-based.
- Sexual.
- Online.
- Technology-facilitated.

The school recognises that discriminatory bullying can have a significant impact upon wellbeing, identity, safety and belonging.

5. Characteristics of Bullying

Bullying typically involves:

Intention to Harm

Behaviour intended to humiliate, intimidate, isolate, control or upset another person.

Harmful Impact

The target experiences emotional distress, fear, humiliation, social isolation or physical harm.

Direct or Indirect Actions

This may include physical aggression, rumours, exclusion, manipulation, coercion or sharing personal information.

Repetition

Bullying often occurs repeatedly over time, although a single serious incident may also require intervention.

Power Imbalance

The person displaying bullying behaviour holds real or perceived power because of age, status, physical strength, popularity, vulnerability or access to technology.

6. Types of Bullying

Bullying may take many forms including:

Physical

- Hitting.
- Kicking.
- Pushing.
- Damaging belongings.
- Threatening behaviour.

Verbal

- Name-calling.
- Insults.
- Threats.
- Mockery.
- Humiliation.

Emotional

- Manipulation.

- Humiliation.
- Isolation.
- Intimidation.

Indirect

- Rumour spreading.
- Social exclusion.
- Encouraging others to reject someone.

Relational or Social

- Damaging friendships.
- Deliberately excluding individuals.
- Exploiting vulnerabilities or relationships.

Visual

- Offensive images.
- Graffiti.
- Drawings.
- Written messages.
- Inappropriate sharing of photographs.

Sexual

- Sexual comments.
- Sexual harassment.
- Unwanted touching.
- Sexual intimidation.
- Image-based abuse.
- Sextortion.

Discriminatory

Bullying motivated by prejudice concerning:

- Race.
- Ethnicity.
- Nationality.
- Religion or belief.
- Disability.
- Additional Learning Needs (ALN).
- Sex.
- Sexual orientation.
- Gender reassignment.
- Care experience.
- Family circumstances.

Such incidents will be recorded and monitored separately where appropriate.

7. Child-on-Child Abuse

The school recognises that some incidents of bullying may constitute child-on-child abuse and require safeguarding intervention.

This may include:

- Sexual harassment.
- Sexual violence.
- Harmful sexual behaviour.
- Online abuse.
- Image-based abuse.
- Online exploitation.
- Coercive or controlling behaviour.
- Threatening behaviour.
- Prejudice-based incidents.

Bullying concerns will always be assessed for safeguarding implications.
Abuse will never be dismissed as:

- Banter.
- Horseplay.
- "Boys being boys."
- Part of growing up.
- Normal adolescent behaviour.

Victims will be supported, protected and listened to.
The DSP will ensure appropriate risk assessments and support plans are implemented where required.

8. Online Bullying and Technology-Facilitated Abuse
Bullying may occur through:

- Social media.
- Messaging applications.
- Gaming platforms.
- Online forums.
- Video-sharing platforms.
- Artificial intelligence technologies.

Technology-facilitated abuse may include:

- Cyberbullying.
- Threatening messages.
- Harassment.
- Sextortion.
- Deepfake imagery.
- Impersonation.
- Online humiliation.
- Distribution of manipulated images or videos.

Online bullying will be treated with the same seriousness as face-to-face bullying.

9. Artificial Intelligence (AI) and Emerging Technologies
Amberleigh Therapeutic School recognises both the educational benefits and safeguarding risks associated with artificial intelligence.
Bullying involving AI may include:

- Deepfake images.
- Deepfake audio.
- AI-generated videos.
- Identity impersonation.
- AI-assisted cyberbullying.
- Manipulated evidence.
- AI-generated derogatory content.
- Sextortion.
- Image-based abuse.

Any use of AI to threaten, exploit, harass, humiliate or target another learner will be treated as a serious incident and may require safeguarding intervention.
Staff will remain alert to emerging online risks and developments in artificial intelligence technology.

10. Mental Health and Wellbeing
Bullying can negatively affect:

- Emotional wellbeing.
- Confidence and self-esteem.

- Attendance.
- Relationships.
- Engagement in learning.
- Mental health.

Bullying may contribute to:

- Anxiety.
- Depression.
- Self-harm.
- Emotional distress.

Appropriate support will be provided to learners affected by bullying, including therapeutic intervention where appropriate.

11. Prevention

Our whole-school approach includes:

- A positive and inclusive culture.
- Consistent promotion of school values.
- Community meetings.
- Emotional literacy development.
- RSE and Personal and Social Education.
- Online safety education.
- Therapeutic interventions.
- Learner participation.
- Celebration of diversity.
- Challenging discriminatory language and behaviour.
- Active collaboration with parents, carers and agencies.

12. Reporting Concerns

Learners are encouraged to report concerns to:

- Any member of staff.
- Their tutor.
- The Headteacher.
- The Designated Safeguarding Person (DSP).
- A trusted adult.

Parents and carers may report concerns directly to the school.

All reports will be:

- Taken seriously.
- Recorded.
- Investigated.
- Reviewed.
- Monitored.

13. Investigation and Response

The school will:

- Listen to all parties.
- Consider context and vulnerability.
- Assess safeguarding risks.
- Record findings.
- Implement support measures.
- Apply restorative approaches where appropriate.
- Review outcomes.

Where required:

- Risk assessments will be completed.

- Safeguarding referrals will be made.
- External agencies will be involved.

14. Supporting Learners Affected by Bullying
Support may include:
- Immediate intervention.
- Emotional support.
- Therapeutic support.
- Additional supervision.
- Family involvement (where appropriate).
- Restorative meetings.
- Individual support plans.
- Ongoing monitoring and review.

15. Bullying and Safeguarding
Some incidents of bullying may constitute a safeguarding concern.
Where there is reasonable cause to suspect that a learner is suffering, or is likely to suffer, significant harm, safeguarding procedures will be followed and referrals made where appropriate.

16. Conduct Beyond School
The school may respond to bullying that occurs:
- During educational visits.
- During work experience placements.
- During sporting activities.
- Online.
- In the wider community where it impacts the welfare of learners or the safe running of the school.

17. Monitoring and Governance
The Headteacher, DSPs and Safeguarding Committee will monitor:
- Bullying incidents.
- Child-on-child abuse incidents.
- Discriminatory incidents.
- Online bullying.
- AI-related incidents.
- Patterns and trends.
- Learner voice.
- Effectiveness of interventions.

This information will inform safeguarding practice, wellbeing planning and school improvement.

All bullying incidents will be recorded and analysed to identify trends, inform preventative practice and support continuous improvement.

18. Review
This policy will be reviewed annually or sooner where:
- Legislation changes.
- Welsh Government guidance changes.
- Safeguarding procedures are updated.
- Inspection findings require review.

- Learning from incidents identifies a need for amendment.

***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-respectequality-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
• 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.