



Anti-Bullying Policy

Gwrth-fwlio

School / Ysgol:	Rhyl High School
Responsible / Cyfrifol:	Headteacher / Governing Body
Last Reviewed :	2 October 2025
Review Date:	2 October 2026

"Being the best we can be"
"Be brave, risk being exceptional!"



This Policy is a:

Please indicate (✓)

Statutory policy :

This is a model policy that has been developed by Denbighshire Education and Children's Services with schools and partners which school governing bodies can choose to adopt, or they must produce their own in line with the relevant guidance.

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Statutory policy :

This is a model policy that has been created without any formal consultation which school governing bodies can choose to adopt, or they must produce their own in line with the relevant guidance.

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This Policy relates to:

Please indicate (✓)

Rhyl High School (Secondary)	☐
All Schools (please name)	☐
Other (please name)	☐

Headteachers Signature:

(Signature of Mr P. Collins)

Mr P. Collins

Date: 2/10/25

Chair of Governors Signature:

(Signature of Mr M. Harris)

Mr M. Harris

Date: 2/10/25

1.1 Aim of the Policy

To reduce and eradicate wherever possible instances in which students are subjected to bullying in whatever form.

To take a proactive approach to preventing all bullying and to mitigate its effect when supporting learners should bullying occur.

To establish appropriate means of providing care, should an incident of bullying occur.

To educate students, parents/carers, school community both formally through PSHE and informally through the actions of staff that they should refrain from bullying and have a responsibility to report any suspected instances of bullying.

1.2 Vision and Values of the school

This policy forms an integral part of our school community. At Rhyl High School, we believe that good behaviour and respect are essential for effective teaching and learning. We are committed to providing a caring, friendly, safe and orderly environment for all of our pupils so that they can learn in a happy, secure atmosphere.

Our clear values are reflected and reinforced throughout the school's curriculum and play a role in the development of the social, moral and emotional well-being of our pupils.

This policy aims to put into practice, the shared values of the Rhyl High School community: its pupils, staff, parents/carers and the wider community.

Our school vision is to be the best we can be for ourselves, for our school and for our community, to share and learn, to experience and grow and to be motivated, resilient, happy and ready for life. These values are underpinned by an agreed set of non-negotiables.

We aim to create a caring, friendly, safe and orderly environment by:

- Adults and pupils showing respect to and for each other when interacting.
- Promoting good behaviour. The school will not allow pupils to prevent effective teaching and learning from taking place. Good behaviour will be rewarded and sanctions applied consistently for poor or inappropriate behaviour.
- Ensuring fairness of treatment for all. All members of the school community will be listened to and responded to.
- Ensuring that all members of the school community can work in a safe and secure environment free from disruption, bullying or any forms of harassment.
- Ensuring pupils whose behaviour may deteriorate through genuinely difficult circumstances or for genuine reasons are identified and supported appropriately.
- Encouraging a positive relationship with parents/carers to ensure a shared approach.
- Expecting adults and pupils to act as appropriate ambassadors for the school at all times.
- Working in partnership with the other agencies e.g., Local police, Barnardo's, Youth Service, Children's Services, Youth Justice Service, Team around the Family.

•2.1 What is Bullying?

For the purposes of this policy and in line with Welsh Government guidance, bullying is defined as:

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

Bullying is expressed through a range of hurtful behaviours:

- it can happen face-to-face or in the digital environment.
- It can be carried out by an individual or group but is generally executed in front of an audience to assert power or popularity.
- It may involve an element of secrecy so that adults are not aware of it.

Bullying differs from an argument, a fight or friendship fallout in that it:

- is deliberate or intentional
- is generally repeated over time
- involves a perceived imbalance of power between perpetrator and target
- causes feelings of distress, fear, loneliness, humiliation and powerlessness.

As a school we are committed to taking action and for intervention to be immediate whether it is bullying or any other one-off negative behaviour. Inappropriate behaviour, which is not by definition an incident of bullying, will be challenged and addressed under the school's behaviour policy.

We acknowledge that there are many different elements of bullying behaviour. This can vary, but distinctive elements include but are not limited to;

- **intention to harm** - bullying is deliberate with the intention to cause harm.
- **harmful outcome** – someone or a group is hurt physically or emotionally.
- **direct or indirect acts** – bullying can involve both direct and indirect aggression.
- **repetition** – bullying usually involves repeated acts of negative behaviour or acts of aggression.
- **unequal power** – bullying involves the perceived abuse of power by one person or a group as being more powerful.

2.2 What is not bullying?

Some behaviour, though unacceptable, is not considered bullying. As a school we are committed to dealing with these instances in accordance with the school's behaviour policy to prevent an incident potentially escalating to become bullying.

The following examples are cases which would not normally be considered bullying:

- **friendship fallouts**
- **a one-off fight**
- **an argument or disagreement**
- **a one-off physical assault**

- **insults and banter** - If two friends of equal power are in the habit of bantering with one another it is not deemed to be bullying.
- **a one-off instance of hate crime**

Any incidents of the above behaviour will be reported, recorded and consequences issued in line with both the school behaviour policy and where applicable by the police if a criminal offence has been committed.

2.3 - Prejudice and identity related bullying

Acts of prejudice-related behaviour often contain or express ideas, stereotypes and prejudices to do with discrimination and inequality that are present in wider society.

These ideas and attitudes involve hostility towards people who have protected characteristics, such as learners who are;

- disabled (which can include those with SEN),
- who are lesbian, gay, bisexual, transgender (trans) or questioning (LGBTQ)
- whose ethnicity, race, appearance, religious heritage or gender is different from the perpetrators of the prejudice-related behaviour.

Prejudice-related behaviour of any kind is unacceptable. As a school we are committed to all forms of prejudice related bullying being challenged equally.

All forms of prejudice-related behaviour connected with the protected characteristics have certain basic features in common. Therefore, the same essential principles apply when preventing and challenging them. None of the protected characteristics are less important than any of the others.

As a school we are committed to work with families to ensure the right support, at the right time, is provided for the learner to ensure the best outcomes for any child or young person who may have the above protected characteristics.

We will ensure appropriate and effective action is taken to remove or minimise disadvantages encountered by learners due to their having protected characteristics.

2.3.1 - Bullying linked to race, religion and 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.

In line with the above the school will challenge any forms of racism which are primarily to do with culture, customs, religion and heritage including; Anti-Gypsyism, Anti-refugee prejudice, Anti-semitism, and Islamophobia.

The school will use clear processes for reporting, recording and monitoring any incidents of bullying linked to race, religion and culture.

As a school we recognise our role in helping every learner feel they belong and is of immense value in building a cohesive society.

2.3.2 - Bullying linked to Sexism and Peer on Peer sexual harassment

This form of bullying describes a range of behaviour linked to peer to peer sexual harassment. This can include but is not limited to:

- Abuse in intimate personal relationships
- Physical abuse
- Sexual violence
- Sexual harassment
- Up skirting
- Sharing nudes or semi-nudes
- Initiation or hazing-type violence and rituals

As a school we will always challenge sexism and sexual harassment, no matter how small the incident seems to be.

By dealing with behaviours at the lower end of the sexual harassment continuum head on, we can help prevent behaviours further up the spectrum.

The school will use clear processes for reporting, recording and monitoring any incidents of bullying linked to sexism and sexual harassment.

As a school we will:

- Take reports of bullying linked to sexism and sexual harassment seriously – we will not dismiss it.
- Ask open questions to understand the pupil's experience.
- We will reassure pupils about who we will need to tell and share any information with.
- Incidents will be reported by staff to the DSL straight away and will make a written record.

As a school we will work with the SPLO and North Wales Police to deal with concerns around sexism and sexual harassment.

2.4 - Raising awareness of Anti Bullying at Rhyl High School.

We proactively promote the importance of anti-bullying across the school, with clear messages reinforced regularly through pastoral and curriculum delivery.

The school's approach to tackling bullying is regularly reinforced through year group assemblies and form time resources and activities.

The school is committed to promoting the national messages around anti bullying and is involved in delivering specific activities as part of National Anti-Bullying Week – including visits from guest presenters and themed anti bullying events.

The schools have developed a clear vision for empowering pupils to challenge any incidences of bullying and to promote the schools anti bullying message throughout the community. Peer-Peer support systems are key to this at Rhyl High School.

This is a clear focus of the work of the Year 11 Student Leadership Team, the school council and the ABC – Anti bullying champions. The ABC are a trained group of KS4 pupils who look to provide support, advice, and guidance to any pupils regarding issues relating to bullying, signposting them to the relevant support.

The school takes every opportunity to reinforce the importance of these messages with parents including communication via the school website, school app and social media. We have held awareness raising support sessions for parents on bullying and cyberbullying and use parents' evenings and other meetings and events as an opportunity to reinforce our approach to tackling bullying together.

As a part of our commitment to challenging bullying in school we have worked with pupils and parents to develop a one-page profile of our approach to anti bullying at Rhyl High School.

2.4.1 - Anti Bullying consultation

As part of a regular review of our policies and procedures, we have undertaken specific listening to learners' events to look at updating and further developing our approach to tackling bullying. Pupils are given the opportunity to share an honest view on the school's approach to bullying, with actions followed up on as a result of the listening to learners' activities.

Similar consultation activities are held with both parents and staff to update them on the latest anti bullying guidance, policies, and practice.

2.5 - Signs of bullying

Bullying can take and be expressed in many forms, including but not limited to:

- **physical** – kicking, tripping someone up or shoving them, injuring someone, damaging their belongings or gestures of intimidation
- **verbal** – taunts and name-calling, insults, threats, humiliation or intimidation
- **emotional** – behaviour intended to isolate, hurt or humiliate someone
- **indirect** – sly or underhand actions carried out behind the target's back or rumour-spreading
- **online** – using any form of technological means, mobile phones, social networks, gaming, chat rooms, forums or apps to bully via text, messaging, images or video

2.6 - Online and Cyber bullying

Understanding children and young people's lives in a digital age is a complex task and considering the implications for education is often a fine balance.

As a school we look to educate and equip learners with the skills and understanding of how to appropriately use a range of digital media and technology, including raising awareness of the dangers of cyber bullying, the impact this has on learners, and how as a school community we can challenge and tackle this issue.

While technology facilitates traditional bullying behaviours such as insults or rumour-spreading it also provides additional ways to bully and humiliate others such as through the misuse of images or videos, live-streaming, using anonymous messaging apps or harassing someone online. Online bullying often occurs at the same time or follows on from traditional bullying, but can occur in isolation.

Online bullying behaviour can take different forms including:

- profile – people do not have to be physically stronger, older, or more popular than the person they are bullying online
- location – online bullying is not confined to a physical location and it can take place at any time.
- audience – online content can be hard to remove and can be recirculated and reposted. The potential numbers of people who can see content posted online is very large. Single incidents of online abuse can quickly escalate into bullying, e.g. by reposting, sharing and through comments.
- anonymity – the person being targeted by bullying may not necessarily know the identity of the perpetrator(s) of the bullying behaviour. The target also will not know who has seen the abusive content.
- motivation – online bullying is typically carried out on purpose. However, initial incidents may have unintended consequences, and can escalate through the involvement of others. An individual may not feel that by endorsing or reposting someone else's post that they are actively participating in bullying.

Safe online behaviour and preventing cyber bullying will feature as a part of the pastoral and PSHE curriculum with learners educated on appropriate online behaviour and how to stay safe when online and using digital technology. This will complement cross-curricular learning through the Digital Competency Framework (DCF), the wellbeing curriculum, teaching and learning activities as part of whole school events and initiatives including National anti-bullying week, and a range of educational visits and themed lessons / assemblies delivered by external agencies and providers.

2.6.1 - Online bullying outside of school

As a school we will address online bullying where it has an impact on the well-being of learners. Where necessary, we will use both the bullying and behaviour policy to response to incidents in an appropriate manner. As a school we may choose to refer a case to the appropriate agency or service. As a school we will act in cases that involve a safeguarding concern. All staff will receive regular training in safeguarding and online safety.

As a school we will look to investigate and record incidents of online bullying and cyber bullying. Where possible we will look to log and record incidents as part of their wider safeguarding monitoring practice and impact evidence.

3.1 - Responding to reports of bullying.

- Initial incident / 2nd reported incident:
 - Reported to HOY / BT
 - Statements collected and investigation completed.
 - Incident logged on BW
 - Parents/Carers contacted within 24 hours by HOY to discuss concerns
 - HOY meets child to discuss incident and inform of the consequences if this happens again - within 24 hours
 - HOY monitors situation, decision made on any interventions required.
- Where an incident of bullying is reported involving the same child for the 3rd time
 - Reported to HOY / Investigation completed / Incident logged
 - Parental meeting with HOY takes place within 24 hours
 - HOY to decide if Bullying BPM escalated to a B3 – 1 day
 - AHT meets child to discuss incident and inform of the consequences if this happens again - within 24 hours
 - AHT to decide which Bullying Intervention is required, Restorative meeting to be considered.
 - Child is moved up a step within the behaviour system at AHT discretion.
- Where an incident of bullying is reported involving the same child for the 4th time
 - Parental meeting with AH takes place within 24 hours
 - DHT meets child to discuss incident and inform of the consequences if this happens again - within 24 hours
 - Child completes a B3 – 2 days, B4 to be considered if appropriate
 - Child is moved up a step within the behaviour system at AHT discretion, Strike to be considered if on 5 Strike Contract.
 - Review of Pastoral Interventions and referrals made for support and challenge.
 - Consider intervention with SPLO
 - Consider referral to Anti Bullying Governors Panel.
- Any further incident of bullying reported involving the same child:
 - Parental meeting with HT takes place within 24 hours where possible.
 - HT meets child to discuss incident and inform of the consequences if this happens again within 24 hours
 - Referral to Anti Bullying Governors Panel
 - Child placed on 5 strikes if not there already
 - Discussion of managed transfer
 - Child receives a B4 – 2 days.

3.1.1 - How to report bullying

Pupils are signposted to the different ways in which an incident can be reported.

Rhyl High school operates and encourages a 'open door policy' for pupils to speak to any member of staff to report or share a concern, which will then be directed to the appropriate member of staff.

The routes for reporting an incident of bullying are;

- Pupil to report concern to any members of staff
- Pupil to speak to form tutor or Head of Year during form time
- Pupils to use ABC and Y11 SLT support sessions to discuss concerns about bullying - any concerns will be shared with the link member of SLT.
- Pupils to use the Anti Bullying Worry Box and slips based at the window to main reception – any concerns will be directed to the relevant Head of Year.

3.2 - Dealing with reports of bullying – what pupils can expect

Pupils can have confidence that any concerns that are shared around incidences of bullying will be listened to and managed appropriately.

Pupils will be supported to share accurately the details of the concern.

Pupils will be confident that their concern will be directed to the most appropriate member of staff for further investigation, with statements collected.

Pupils will then be confident that the appropriate action and interventions will take place, and that the bullying pathway will be followed fairly and consistently.

Pupils will be confident that parents/carers will be updated on the outcome of the investigation and any actions taken.

3.2.1 - Dealing with reports of bullying – what parents/carers can expect

Parents/Carers can have confidence that any concerns that pupils have are shared and that pupils will be listened to and managed appropriately.

Parents/Carers know that pupils will be supported to share accurately the details of the concern.

Parents/Carers will be confident that pupil's concerns will be directed to the most appropriate member of staff for further investigation, with statements collected.

Parents/Carers will then be confident that the appropriate action and interventions will take place, and that the bullying pathway will be followed fairly and consistently.

Parents/Carers will be updated on the outcome of the investigation and any actions taken.

3.2.2 - Recording and monitoring of incidences of bullying

When incidences of bullying are initially reported they should be recorded on Behaviour Watch using the BPM slip.

A statement will be written, which will be passed to the Head of Year who will investigate and decide on the appropriate action needed.

Heads of Year will then take the information available, complete an investigation and decide the outcome and interventions required.

This will be updated on the original BPM slip, and if necessary will be escalated using the bullying tick box on the BPM slip.

Any interventions, phone calls or meetings regarding the incident will be recorded on Behaviour Watch.

3.3 - Bullying interventions

Following the report and investigation into the incidences of bullying, the outcome of the investigation will lead to a range of bullying interventions being considered.

This will be decided by either the Head of Year or the senior member of staff leading the investigation.

These will be a range of supportive measures and possible actions to prevent any further repeat of any form of bullying behaviour.

This may include, but is not limited to the following specific interventions;

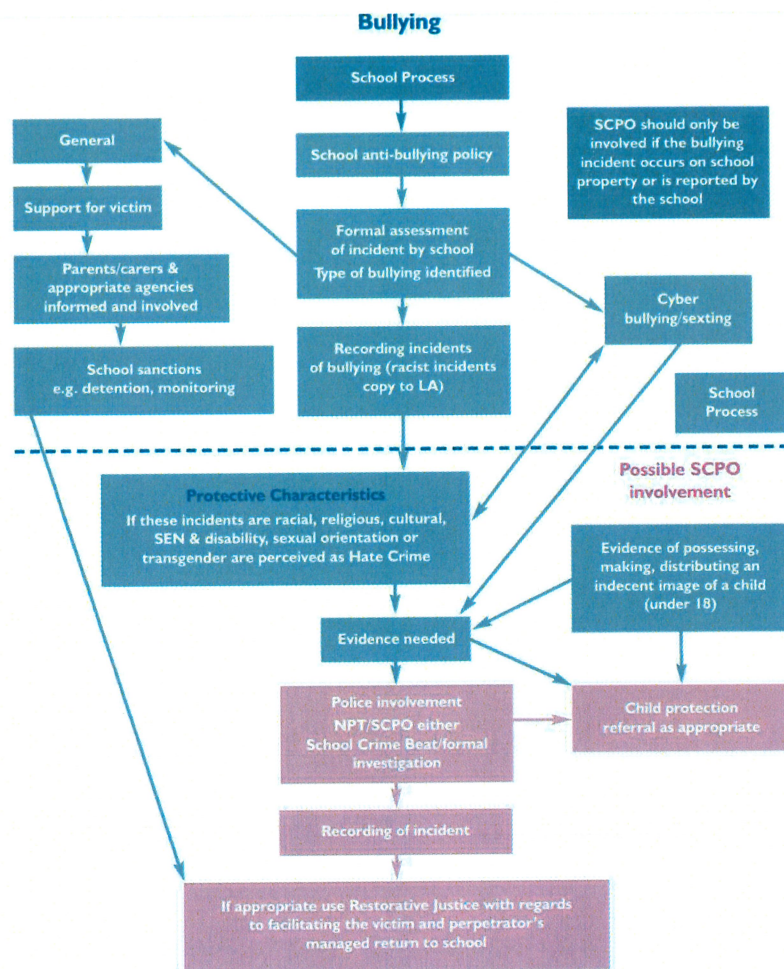
- * Mediation
- * Restorative approaches
- * Wellbeing support
- * Resilience building
- * Peer Support
- * School sanctions
- * School Police Liaison Officer intervention

3.4 - School Community Police Officer Intervention

School Community Police Officers (SCPOs) have a supportive policing element to their role when working with schools. It is the role of the SCPO to work with schools after their policy and procedures have been exhausted to determine whether to develop the occurrence into a formal police investigation or deal with the occurrence within the school environment outside of the Criminal Justice System (CJS) under the School Crime Beat Protocol.

The SCPO will support the school with the delivery of education around bullying, reinforcing the messages around anti bullying, cyberbullying/sexting and any bullying linked to the protected characteristics.

The School will follow the guidelines from NWP below on how the SCPO will work with the school to support with any incidents of bullying.



The SCPO is not in school to deal with bullying when it is considered low level misbehaviour and falls short of criminal behaviour. This behaviour should be dealt with according to school policy and procedure. When bullying is determined to be Hate Crime, harassment, sexting or serious assault the Police may be involved.

4.0 - Escalating concerns around bullying.

Should parents/carers have any concerns around an incident of bullying, they are in the first instance to contact their child's Head of Year to discuss the nature of the concern.

If the concern is still unresolved, parents/carers will have the opportunity to discuss the issue with a member of the Senior Leadership Team.

If the matter has not been resolved the parent/carers has the opportunity to raise a formal concern in line with the school complaints policy.

- Key Terms used:

Additional Learning Needs (ALN) - A learning difficulty or disability (whether the learning difficulty arises from a medical condition or otherwise) that calls for additional learning provision (see section 2 of the Additional Learning Needs and Educational Tribunal (Wales) Act 2018).

Bystander - A person who is present, whether online or offline, at an event or incident of bullying but does not take part.

Children and Young People - People under 18 years of age, in line with the definition of 'children' within the Children Act 1989.

Disability and disabled person - A person has a disability if a) the person has a physical or mental impairment, and b) the impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day-to-day activities. A reference to a disabled person is a reference to a person who has a disability (see section 6 of the Equality Act 2010).

Estyn - The education and training inspectorate for Wales. It provides an independent inspection and advice service on quality and standards in education and training provided in Wales.

Gender - Often used to refer to whether someone identifies as female, male or non-binary (see 'gender identity'). It can also be used more broadly to refer to the ways that social and cultural forces create differences and inequalities between women, men and non-binary people, including through social norms, gender roles and gender stereotypes.

Gender identity - Refers to a person's internal sense of their own gender, whether male, female or something else (e.g. non-binary). People's gender identity does not always align with the sex they were assigned at birth (see 'transgender/trans').

Hate crime - A term that can be used to describe a range of criminal behaviour where the perpetrator is motivated by hostility or demonstrates hostility towards a characteristic of the target, which could include the target's disability, race, religion, sexual orientation or transgender/trans identity. A hate crime can include verbal abuse, intimidation, threats, harassment, assault and bullying, as well as damage to property. The perpetrator can also be a friend, carer or acquaintance who exploits their relationship with the target for financial gain or some other criminal purpose.

LGBT - Refers to lesbian, gay, bisexual/bi and transgender/trans people. Other letters can be added to the acronym to include other groups and identities, such as I (intersex), Q (queer or questioning) and A (asexual/aromantic).

Online Bullying - Describes all bullying via technology, also known as cyberbullying.

Otherness - Refers to being or feeling different in appearance or character from what is familiar, expected or generally accepted.

Perpetrator - Refers to children and young people who exhibit bullying behaviour towards Others.

Prejudice related bullying - Refers to any form of bullying related to characteristics considered to be part of a person's identity or perceived identity group. Prejudice-related bullying includes the protected characteristics but can and does also extend beyond the protected characteristics and can lead to bullying for a variety of other reasons such as social status and background.

Protected Characteristics - Under the Equality Act 2010, it is against the law to discriminate against someone because of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation. These are called protected characteristics.

Public sector equality duty (PESD) - The duty on public authorities to consider under the Equality Act 2010 to have due regard to the need to:

1. eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under that Act
2. advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
3. foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Race - Includes colour, nationality and ethnic or national origins (see section 9 of the Equality Act 2010).

Restorative justice - A restorative approach is a way of addressing conflict with a focus on repairing the harm that has been done. It includes all parties involved.

School - Means an educational institution which is outside the further education sector and the higher education sector and is an institution for providing:

1. primary education
2. secondary education
3. both primary and secondary education whether or not the institution also provides part-time education suitable to the requirements of junior learners or further education.

Sex - Assigned to a person on the basis of primary sex characteristics (genitalia) and reproductive functions. Some people's gender identity does not match up with the sex they were assigned at birth (see 'transgender/trans'). Sometimes the terms 'sex' and 'gender' are used interchangeably to refer to whether someone is female, male or non-binary.

Sexual Orientation - Describes the sexual, romantic or emotional attraction of one person to another. People might use the terms gay, bisexual/bi, lesbian or straight to describe their sexual orientation.

Special educational needs (SEN) - Children and young people have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children and young people have a learning difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of children or young people of the same age
- (b) have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children and young people of the same age in schools within the area of the local authority
- (c) are under compulsory school age and fall within the definitions at (a) or (b) above or would do so if special educational provision was not made for them.

Special educational provision means:

- (a) for children or young people of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children or young people of their age in schools (other than special schools) maintained by the local authority in the area
 - (b) for children under two, educational provision of any kind.
- (See section 312 of the Education Act 1996.)

Targets - Refers to children and young people who are bullied.

Transgender / Trans - An umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth.