



**CHEPSTOW
SCHOOL**
INSPIRING LEARNING

CHEPSTOW SCHOOL

ANTIBULLYING POLICY

Approved by: Full Governing Body

Last Reviewed on: 03/03/2026

Next Review Date: 03/03/2027

1.0 Context and Purpose

1.1 Introduction

Together at Chepstow School, we will work collaboratively to promote a safe, inclusive, and respectful environment to prevent bullying (including online). When bullying behaviours do occur, we will work with our school community to repair relationships and support all those affected.

This policy has been developed in consultation with our whole school community through pupil voice via our Equity Team, staff input, parent/carer feedback, and consultation with the Local Authority and cluster schools. By involving all stakeholders, we ensure that our approach reflects shared values and meets the needs of everyone in our school.

This policy should be read in conjunction with our Relationships, Behaviour and Safeguarding Policies.

1.2 Purpose

Bullying is a challenge that many young people face during the course of their lifetime and this can cause lasting and severe damage to a young person's mental health, self-esteem and wellbeing. Chepstow School is committed to ensure that all our learners feel safe and secure during the school day, allowing them to achieve their full potential. We will address the root cause of bullying by not only providing wellbeing support for the victim but also the perpetrator of the bullying. This will teach pupils the importance of building and maintaining respectful relationships with friends, family, staff and peers.

1.3 Our Definition of Bullying

Bullying is a behaviour by an individual or group, usually repeated over time that intentionally hurts others either physically or emotionally.

Bullying behaviour:

- 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

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Isolated incidents of hurtful behaviour, teasing, arguments or falling out between individuals should not be seen as bullying. These can include one-off incidents relating to a protected characteristic which will be treated seriously by staff, investigated and reported following the school's Behaviour for Learning Policy and Safeguarding Policy. It is recognised that a one-off incident can leave a learner traumatised¹ and nervous of reprisals or future recurrence.

We will not tolerate any form of bullying, including online. Where alleged bullying has taken place, it will be acknowledged, investigated and appropriate action taken. It will also be treated as a learning opportunity for all those involved, including the target, perpetrator and bystander. In some cases, including online bullying we might contact Monmouthshire Community Safety Team and or Gwent Police for further guidance and support and or follow our safeguarding procedures. We will share appropriate information in relation to our next steps, support and any involvement with external partners in a timely manner.

¹ Margot Sunderland denotes trauma as an emotional response to an overwhelmingly painful and stressful event where there was no-one there to help with what was happening at the time (Margot Sunderland; Trauma Informed Schools, Director of Innovation and Research).

2.0 Aims and Objectives

Aim: Understanding Bullying Behaviour

At Chepstow School, we aim to understand why pupils engage in bullying behaviours. These can include prejudice towards certain groups or communities. We are committed to safeguarding specific groups of pupils who may be vulnerable to bullying. Prejudicial opinions may be informed by a wide range of factors including media, community and/or family values, or previous personal experience.

Perpetrators' motivations may also include a desire:

- for power, control, and popularity;
- to belong to an 'in-group' with a perceived strong sense of identity;
- to avoid being a target of bullying themselves;
- to compensate for humiliations, which they themselves have suffered in the past.

Bystanders

Bystanders play a crucial role in bullying behaviours; they can be used by perpetrators as a strategy to gain status and power in a peer group. They can also play a positive role in supporting the rights of pupils, reporting incidents and upholding the school values of xxx.

Objectives:

- 2.1 All pupils will have a trusted adult within school with which they can feel safe in disclosing any issue which is affecting their wellbeing.
- 2.2 Trusted adults may be Form Tutor, Head of Year, Subject Teacher, members of the Additional Learning Needs (ALN) or Senior Leadership Team.
- 2.3 All parents will have a point of contact within the school with which they can discuss concerns related to their child. In the first instance, this point of contact will be the Form Tutor and the second instance, the Head of Year.
- 2.4 Positive healthy relationships will be taught as part of the Personal, Social and Health Education (PSHE) Provision and Relationships and Sexual Education (RSE) Provision.
- 2.5 The negative effects of bullying will be taught throughout the school year during assemblies and during the pastoral programme, delivered during form time.

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- 2.6 Anti-bullying week will be celebrated with "Odd Socks Day".
- 2.7 All reported incidences of bullying will be dealt with holistically, as specified in section 4.0.
- 2.8 It is important to recognise that perpetrators of bullying, may also be victims themselves and often need wellbeing support.
- 2.9 The principles of "Restorative Justice" will be adopted which brings those harmed by bullying and those responsible for the harm into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward.

3.0 Roles and Responsibilities

We ask that our school community hold true to our school values of Chepstow School so that we can create an ethos that empowers our pupils to report bullying, support their peers and treat others with respect.

Staff will build positive relationships with our pupils, support pupils, model positive behaviours and intervene when appropriate. Staff will respond promptly and report incidents following our agreed procedures.

We ask that parents / carers support this policy, communicate respectfully with staff and encourage positive relationships and behaviours at home.

The Headteacher and Governing Body will monitor the effectiveness of this policy and review the policy at least every two years.

4.0 Policy Statements

- 4.0 Pupils will feel safe at Chepstow School.
- 4.1 Pupils will learn the importance of building and maintaining positive relationships.
- 4.2 Pupils will learn how to resolve conflict in a positive and caring way.
- 4.3 Pupils will be able to develop relationships with a trusted adult in school that will allow them to feel supported throughout their journey through secondary school.
- 4.4 Pupil wellbeing is of paramount importance to all stakeholders at Chepstow School.

5.0 Implementation and Procedures

5.1 Preventing Bullying

Our approach to preventing bullying behaviours can be found in our graduated response document, please see appendix 1 below.

5.2 Reporting Bullying

Pupils, including bystanders are supported to 'speak out' and report all alleged bullying to Chepstow School, please see appendix 2 below.

If pupils feel that they have not been listened to, they are encouraged to talk to another adult in school, a trusted friend or member of their peer group. We encourage all pupils to talk to their families about any concerns they may have. Pupils can also contact Meic for support and advice via phone 080 880 23456, WhatsApp 080 880 23456 and text 07943 114 449.

If parents / carers are concerned about bullying behaviours, we encourage you to discuss these with your child's Head of Year in the first instance. If parents / carers feel that the behaviours have not stopped, they should contact the Deputy Headteacher. If parents / carers are not satisfied with the response of the school, please follow the school's complaint procedure. This can be found on our school website.

5.3 Responding to Bullying

- When a pupil reports bullying, they will be asked to produce a pupil statement (pink form) and/or produce screenshots of any correspondence between themselves and the perpetrator of the bullying.
- The Head of Year or member of the Senior Leadership Team will determine the severity of the bullying by speaking to both the perpetrator and victim of the bullying and any bystanders that witnessed the incident.
- Other pupils involved in the incident, including the perpetrator and by-standers may also be asked to produce a pupil statement (pink form).
- The bullying will be classified by severity based on whether the incident caused any emotional or physical harm to the victim, or whether the incident was a hate crime.

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- If the incident is the first report and did not cause any physical harm, then the Head of Year or member of Senior Leadership Team may resolve the issue with a Restorative Justice Meeting, whereby the perpetrator and the victim discuss the incident and the harm caused in a supportive manner assisted by a member of staff. Both the victim and the perpetrator may be offered wellbeing support such as ELSA or counselling in order to help them move on from these events. Parents of both the victim and the perpetrator will be contacted by the school to explain what has happened.
- On the second occasion, or if the bullying incident caused minor physical harm to the victim, then the Head of Year or Senior Leadership Team may determine to deal with the incident in line with the school's Behaviour Policy by applying a sanction, such as a detention or internal exclusion. In this case the parents of both the victim and perpetrator will be contacted by telephone and the parents of the perpetrator may be invited in for a meeting with the Head of Year. After the sanction has been applied the perpetrator and victim will be offered a Restorative Justice Meeting. Once again, both the perpetrator and the victim will be offered wellbeing support such as ELSA or counselling in order to help them move on from this event.
- On the third occasion, or if the bullying incident has caused serious physical harm to the victim or if the incident has been deemed a hate crime, then the perpetrator may receive a serious sanction in line with the school's Behaviour Policy, such as a fixed term exclusion or even permanent exclusion. In this case the parents of the perpetrator will be invited in to school for a meeting and the parents of the victim will be telephoned to explain what has happened. In the case of a Fixed Term Exclusion, both parties may be offered a Restorative Justice meeting and both parties will be offered wellbeing support, such as ELSA or counselling.
- If a perpetrator fails to curtail this behaviour and it happens on subsequent occasions, in addition to further sanctions, they may be subject to a Risk Management Plan that may curtail certain freedoms in school, such as the ability to go to break and lunch unsupervised by staff. They may have to use certain toilet facilities and avoid certain areas of the school in order to prevent risk of physical and emotional harm to the victim.
- Similarly, if a perpetrator fails to curtail this behaviour and further bullying occurs on subsequent occasions then they may be permanently excluded from Chepstow School. This will not be a decision that the school takes lightly due to its potential to cause emotional

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harm to the perpetrator and their family, however, we have a duty of care to all pupils to keep them safe throughout the school day and this is an over-riding principle.

- The school may report any incidents of bullying or cyber-bullying to the Police and Children's Services.

5.4 Recording and Communicating

Chepstow School will record all incidents using our tracker in compliance with Data Protection Laws. The school will report anonymised data to Monmouthshire County Council on a termly basis.

If the Deputy Headteacher feels that an incident may be considered a Hate Crime, they will seek advice from MCC Community Safety Team and or Gwent Police. If an incident involves sexual images we will follow our safeguarding procedures, which might include contacting Gwent Police.

5.5 Cyber-Bullying

- See section 6.0 for a definition of cyber-bullying.
- Cyber-bullying is particularly harmful, because the victim may feel that there is no escape from the perpetrator and that they are not safe at home.
- Usually behaviour incidents that take place outside of school are not dealt with by the school's behaviour policy, however, if an incident is deemed to be cyber-bullying then the school may treat the incident as if it happened during the school day.
- In other words, a cyber-bullying incident will be dealt with in accordance with section 4.0 no matter what time of the day it takes place.

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6.0 Key Terms

Bullying	The persistent act of intentionally or maliciously causing physical or emotional harm to another young person.
Cyberbullying	The act of intentionally or maliciously causing emotional harm to another young person or member of staff through the use of social media and communications technology.
Hate Crime	The act of causing physical or emotional harm to another young person due to their religion, race, disability, sexual orientation or transgender identity.
Perpetrator	The pupil that causes physical or emotional harm to another pupil.
Victim	The pupil that suffers physical or emotional harm due to the actions of another pupil.
By-stander	Someone who is present during a bullying incident, but does not take part.
ELSA	Emotional Learning Support – this is a talking therapy delivered by specially trained school staff that encourages emotional self-development.
Restorative Justice	A meeting or communication between the perpetrator and the victim that discusses and repairs the harm caused by a bullying incident.
Young Person	Anyone under the age of 18. This includes any pupils in Year 14.
Pupil	Any young person that attends Chepstow School.
Parent	This may include guardian's and carers of a young person.
Wellbeing	Wellbeing is not just the absence of disease or illness. It's a complex combination of a person's physical, mental, emotional and social health factors. Wellbeing is strongly linked to happiness and life satisfaction. In short, wellbeing could be described as how you feel about yourself and your life.

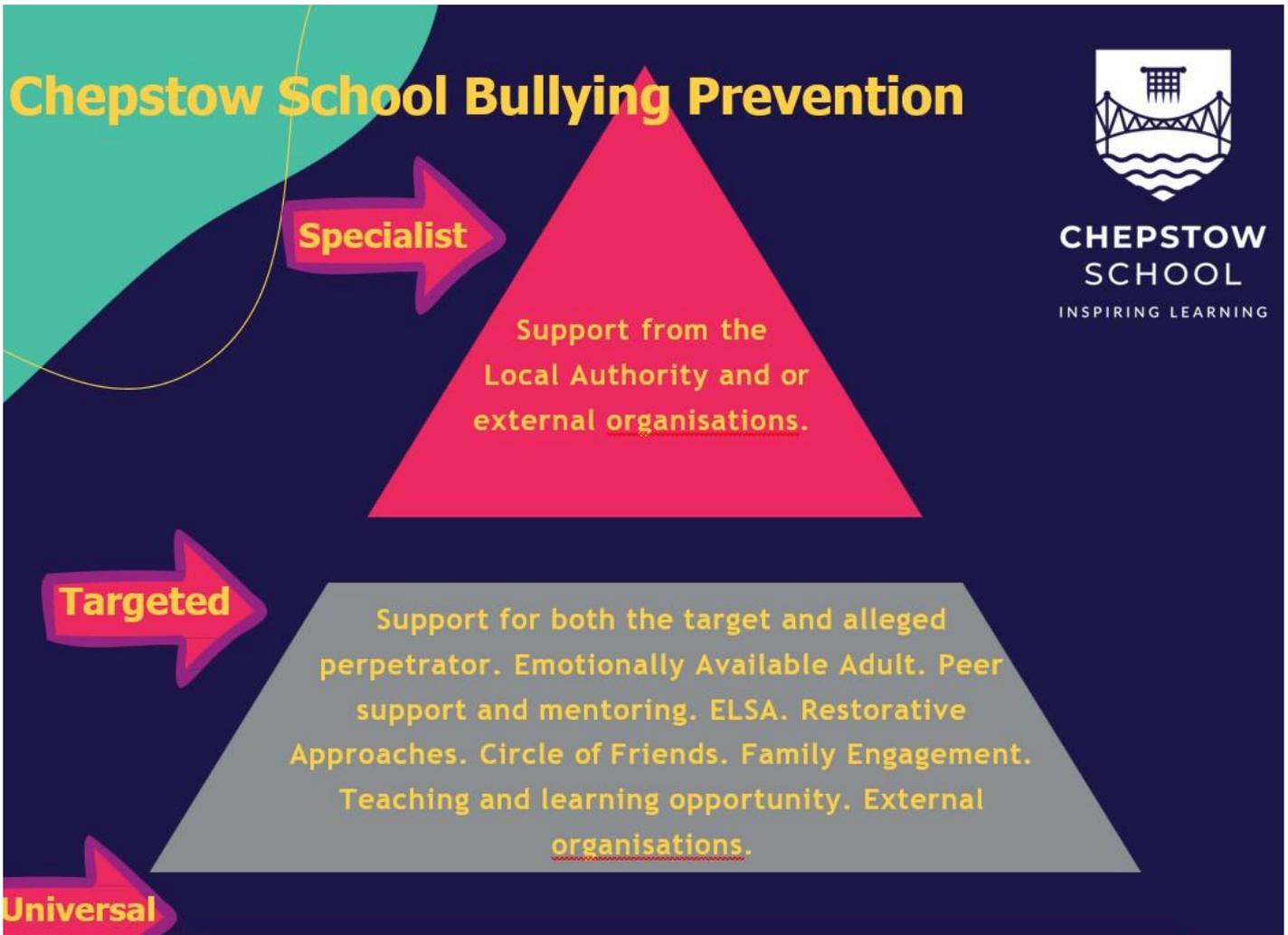
7.0 Review and Amendments

This policy will be reviewed annually by the Governing Body. Amendments will be made in response to changes in legislation, guidance, or school procedures.

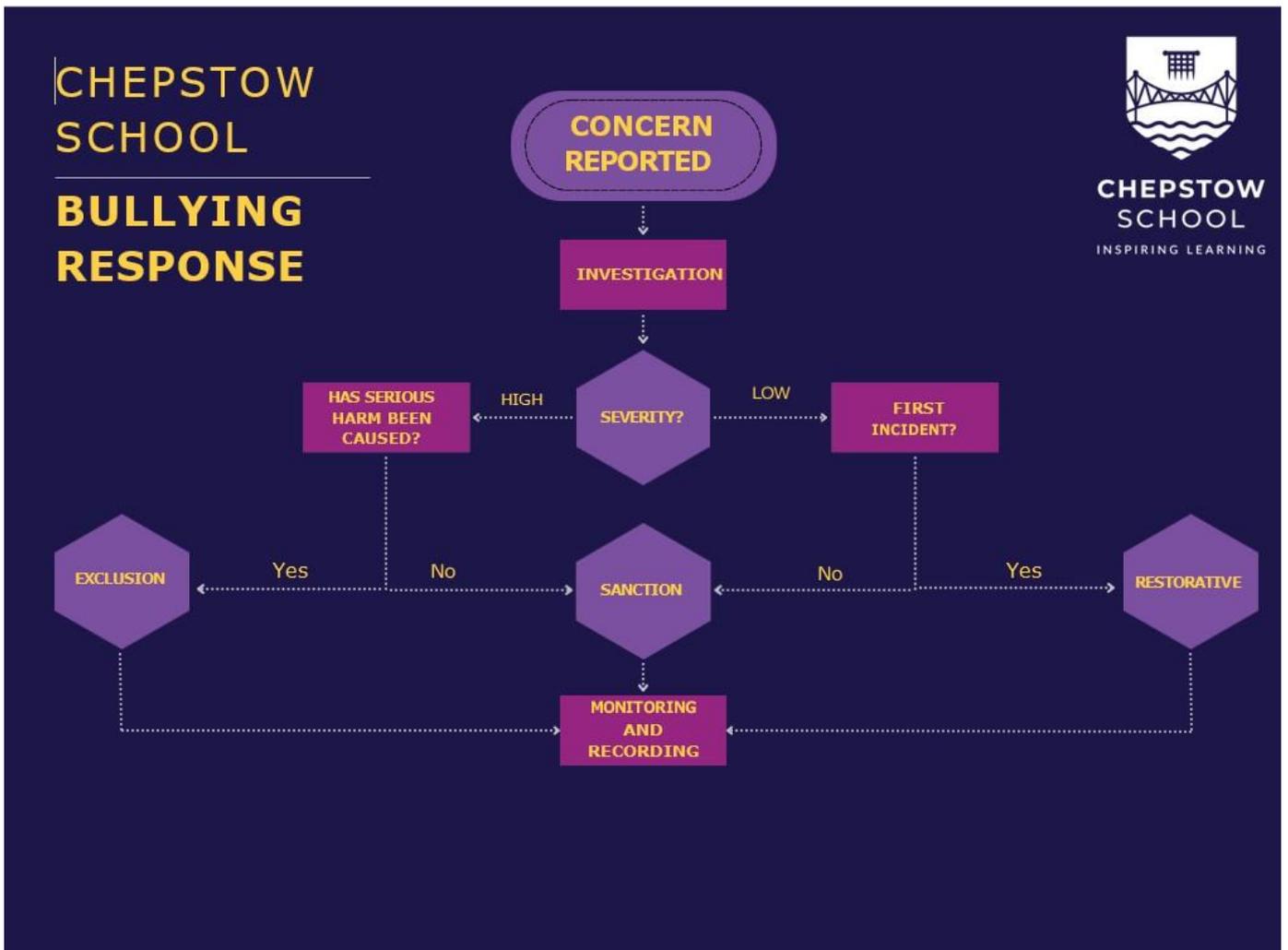
8.0 Supporting Documents and References

- Behaviour for Learning Policy
- Safeguarding Policy
- Equality, Diversity and Inclusion Policy
- E-safety Policy
- Mobile Phone Policy
- Additional Learning Needs Policy
- Health & Safety Policy
- CCTV Policy

Appendix 1



Appendix 2





STOP



BULLYING

SEVERAL TIMES ON PURPOSE

In our school we ask all pupils and staff to respect our core school values and to create a positive learning environment where our pupils feel comfortable to report bullying and other incidents. We ask all of our staff members to create positive and supportive relationships with our pupils and solve problems if necessary.

WHAT IS BULLYING?

Bullying is a behaviour by one person or group, usually repeated over time and is on purpose. Bullying hurts either **PHYSICALLY** or **EMOTIONALLY**.

Bullying isn't bullying if it only happens once, but that doesn't mean it doesn't matter. Even if the bully only acts once, it can still affect the victim, therefore we must **SPEAK UP**.

BYSTANDERS

The role of a bystander is important. They can help stop the bullying. They can help the victim.

REPORT BULLYING

If you're being hurt or you see someone else being hurt, you need to **TELL SOMEONE**. Tell someone you trust. You can:

- Email the school**
- Report it anonymously**
- Tell a teacher**
- Tell an adult you trust**

If parents or carers are worried about bullying, we encourage you to discuss this with your Head of Year or Form Tutor. If the behaviour has not stopped, please contact the Deputy Headteacher.

Pupils can also get support from MEIC via phone/Whatsapp -
08088023456 or text - 07943114449