



CONNAH'S QUAY HIGH SCHOOL

Creu Llwyddiant | Creating Success

Anti-Bullying Policy

This Policy has been written in accordance with the most recent Government guidance.
This Policy will be rewritten as necessary to reflect the changing emphasis of the school and the changes in Government legislation and reviewed biannually.

Policy Title	Anti-Bullying Policy
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SLT Lead	CTH

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1. Policy Aims and Ethos

1.1 Connah's Quay High School (CQHS) is a caring, inclusive, and safe community.

Our values — **Aspiration, Responsibility, Care** — guide everything we do.

Bullying in any form is unacceptable and must stop immediately.

1.2 This policy supports our Behaviour and Safeguarding policies and reflects our motto '**Creating Success**'. We value diversity and expect respect for all members of our community.

1.3 Under the **Education Act 2002 (s.175)** and Welsh Government guidance (*Keeping Learners Safe, Rights, Respect, Equality*), we have a duty to safeguard learners and promote their welfare.

This policy aligns with **Estyn** expectations for a safe, inclusive culture.

2. Rationale

2.1 Everyone at CQHS:

- Is entitled to be valued and respected.
- Has the right to feel safe and secure.
- Can share worries or concerns without embarrassment.
- Shares responsibility for upholding these principles.

2.2 We promote a rights-respecting ethos so learners understand their rights and responsibilities toward others.

2.3 Welsh law — particularly the **Social Services and Well-being (Wales) Act 2014** — requires schools to act proactively, prevent harm, and review procedures regularly.

This policy meets those expectations.

3. Defining Bullying

3.1 Bullying is deliberate behaviour, often repeated, that causes physical or emotional harm.

3.2 Typical features include intentional harm, repetition, a power imbalance, and distress to the learner. A one-off incident may still be serious and classed as bullying depending on its impact.

3.3 Forms of Bullying include:

- Physical (hitting, pushing, taking belongings).
- Verbal (insults, teasing, threats).

- Indirect/Social (rumours, exclusion).
- Prejudicial/Discriminatory (racist, homophobic, transphobic, sexist, disablist, or based on religion, language, appearance or social background).
- Cyberbullying (messages, posts, images, impersonation, or online exclusion).
- Other (retaliation for “snitching”, photographing without consent, malicious communication).

3.4 Bullying can amount to **peer-on-peer abuse**. If staff suspect significant harm, they must inform the **Designated Safeguarding Person (DSP)** and follow the **Wales Safeguarding Procedures**.

3.5 Bullying itself is not a specific offence, but some actions — assault, harassment, malicious communications, hate crimes, voyeurism or “upskirting” — are criminal. CQHS will liaise with the police when appropriate, and parents or learners may also report incidents directly.

3.6 The Headteacher has legal powers to act on bullying that occurs **off-site or online** if it affects school life. We will use those powers where necessary.

4. Education and Pro-active Approaches

4.1 We prevent bullying by fostering respect, inclusion, and positive relationships. Key strategies include:

- Promoting **The CQHS Way** – respect, responsibility, and care.
- Embedding empathy, diversity, and online safety across the curriculum.
- Regular assemblies and awareness campaigns (e.g. Anti-Bullying Week).
- A strong transition programme from Year 6 to 7.
- Learner voice and leadership through the Lead Learners, Prefects and School Council.
- Encouraging mixed learning and teamwork to promote tolerance.
- Ongoing staff training in safeguarding, online safety, and prejudice-related bullying.
- Supervision in high-risk areas and provision of safe spaces at breaks.
- Targeted pastoral support (mentoring, ELSA, social skills programmes).
- Empowering bystanders to report safely.
- Working closely with parents, police, and community partners.

5. Identifying Bullying

5.1 Possible warning signs include:

- Reluctance to attend school.
- Missing or damaged belongings.
- Unexplained injuries.
- Changes in routine or friendships.
- Drop in confidence, concentration, or achievement.
- Withdrawal, anxiety, or frequent illness.
- Talking of self-harm or wanting to leave school.

5.2 Any sudden change or multiple warning signs should prompt concern. Staff are trained to recognise indicators, and parents/carers are encouraged to contact school if they have any concerns.

5.3 Learners with **Additional Learning Needs**, those who are **LGBTQ+**, or from **minority backgrounds** may face higher risk. We ensure that support and reporting systems are accessible and inclusive.

6. The Policy in Action

6.1 Learners

- Speak to any trusted adult in school — a teacher, **Pastoral Coordinator** or LSW.
- Use any available reporting route (face-to-face, online form, worry box).
- We respond promptly, maintain confidentiality where possible, and protect learners from retaliation.
- If in doubt — tell someone.

6.2 Parents/Carers

- Contact your child's **Pastoral Coordinator** if you suspect bullying.
- Provide clear details of incidents and evidence if possible.
- Reassure your child and avoid retaliation.
- For cyberbullying, save evidence and report where necessary; we will liaise with police if appropriate.
- We will keep you informed until the matter is resolved.

6.3 Staff

- Remain vigilant and follow up concerns immediately.
- Challenge unkind or prejudiced language whenever it occurs.

- Record all disclosures promptly and inform the DSP if safeguarding concerns arise.
- Work with the learner to agree next steps and reduce risk of retaliation.
- Investigate impartially and maintain confidentiality.
- Address underlying causes and provide support to both victim and perpetrator.
- Monitor situations and report any recurrence.

7. Steps Taken to Investigate an Allegation

7.1 When an incident is reported:

- Ensure immediate safety and wellbeing of learners involved.
- Assign an investigator, usually a **Pastoral Coordinator** or member of the Inclusion Team, with SLT or DSP oversight if needed.
- Interview learners and take written accounts.
- Speak with witnesses and relevant staff.
- Consult parents where appropriate.
- Review logs and past incidents.
- Collect digital or physical evidence.
- Protect identities where possible to reduce intimidation.
- Determine whether bullying occurred and decide actions.
- Communicate findings and next steps to all parties.

7.2 Investigations are handled sensitively, fairly, and swiftly. Updates are provided during longer inquiries.

8. Restorative Strategies

8.1 We use restorative, supportive, and proportionate approaches to resolve incidents:

- Ensure the victim feels safe and supported.
- Praise learners for reporting concerns.
- Use empathy, reflection, and mentoring where appropriate.
- Hold restorative conversations or meetings when safe to do so.
- Apply clear behaviour expectations and contracts.

- Use sanctions where needed — detentions, loss of privileges, class or group changes, or exclusion for serious cases.
- Engage parents to agree ongoing support and monitoring.
- Increase supervision in identified areas.
- Refer to external agencies (behaviour support, counselling, CAMHS, police, etc.) where necessary.
- Provide confidence-building and friendship support for victims.
- Educate perpetrators to understand impact and change behaviour.
- Continue follow-up checks to ensure the issue does not re-emerge.

8.2 The goal is to stop harm, restore safety, rebuild relationships, and support positive change.

9. Resolution

9.1 A case is considered resolved when:

- The targeted learner feels safe and confirms the bullying has stopped.
- The perpetrator understands the impact, accepts responsibility, and shows improved behaviour.

9.2 We monitor both parties after resolution to ensure continued wellbeing. Parents are informed of the outcome and next steps. Follow-up includes further support or check-ins over the following term.

10. Persistent Bullying

10.1 If bullying continues, the school will escalate actions:

- Increase supervision and separate individuals where needed.
- Move classes or groups if appropriate.
- Apply daily or weekly monitoring and parental meetings.
- Involve external agencies for support and intervention.
- Record the case formally on the learner's CPOMs record.
- Use fixed-term or permanent exclusion in serious or persistent cases.

10.2 Learner welfare remains the priority. The Senior Leadership Team and DSP review all persistent cases to identify learning and strengthen prevention. Our message is clear: **we will act until bullying stops.**

11. Recording

11.1 All incidents are recorded on the school's secure system (CPOMs).

We record:

- Dates, people involved, type of bullying, and actions taken.
- Investigation outcomes and follow-up support.
- Repeat incidents or linked patterns.
- Prejudice-based bullying (e.g. racist, homophobic, sexist).

11.2 Records are confidential and comply with **GDPR**. Trends are reviewed termly to identify hotspots or patterns. Anonymised data is shared with governors and external agencies when required. Accurate recording ensures accountability, learning, and effective prevention.

12. Review

12.1 This policy is reviewed every three years, or sooner if needed.

We use feedback from:

- Learner voice (School Council, surveys, focus groups).
- Parents and carers (questionnaires, consultation).
- Staff evaluations and safeguarding reviews.
- Analysis of incident data and emerging trends.

12.2 Revisions ensure compliance with **Welsh Government guidance, Keeping Learners Safe,** and **Estyn** expectations. The Governing Body approves all updates, and the policy is published on the school website.

12.3 Success will be measured by fewer incidents, improved wellbeing, and confidence across our community — living our values of **Aspiration, Responsibility, and Care**.

13. Legislative Framework

13.1 This policy is based on the following legislation and statutory guidance.

These ensure that schools in Wales act to protect and support all learners:

Law / Guidance	Purpose	What it means for schools
Education Act 2002 (Section 175)	Requires schools to safeguard and promote learners' welfare	Governing bodies and Headteachers must have arrangements to protect learners from harm, including bullying
Social Services and Well-being (Wales) Act 2014	Sets duties to prevent harm and protect children and adults at risk	Schools must report and act on concerns and work with safeguarding partners
Keeping Learners Safe (Welsh Government, 2022)	Statutory guidance for safeguarding in education	Provides schools with procedures for preventing, identifying, and responding to bullying and abuse
Rights, Respect, Equality (Welsh Government, 2024)	Statutory anti-bullying guidance for Wales	Sets out how schools must prevent and respond to bullying, promote equality, and record incidents
Equality Act 2010	Protects people from discrimination, harassment, and victimisation	Bullying linked to protected characteristics (e.g. race, sex, disability, religion, sexuality) must be addressed as discrimination
Wales Safeguarding Procedures (2019)	Provides practice guidance for safeguarding professionals	Schools must follow clear reporting and escalation processes for safeguarding concerns
Estyn Inspection Framework (2023)	Sets standards for wellbeing, care, and support	Schools are judged on how effectively they prevent bullying and promote inclusion

Review Date: October 2028

Appendix 1

Role and responsibilities-Anti-bullying strategy

Role	Key Responsibilities	When and How They Act
Learner	<ul style="list-style-type: none"> - Report any bullying (experienced or witnessed) to a trusted adult. - Support peers by reporting concerns safely. - Follow CQHS values: Aspiration, Responsibility, Care. 	<ul style="list-style-type: none"> - Report directly to any staff member (Teacher, Form Tutor, Pastoral Coordinator, etc.). - Use worry boxes, online forms, or face-to-face conversations. - Avoid retaliation and cooperate with restorative processes.
Teacher / Classroom Teacher	<ul style="list-style-type: none"> - Stay alert for signs of bullying. - Listen carefully to learners who raise concerns. - Record and pass information to the Pastoral Coordinator or DSP. - Promote respect and challenge unkind or discriminatory language. 	<ul style="list-style-type: none"> - Inform the Pastoral Coordinator or DSP before the end of the school day. - Record the incident on CPOMs before the end of the school day. - Support follow-up action and monitor behaviour in class.
Form Tutor	<ul style="list-style-type: none"> - Act as the first point of contact for learner wellbeing. - Build trusting relationships and create a safe environment. - Monitor attendance, attitude, and peer relationships. - Liaise closely with the Pastoral Coordinator. - Observe interactions of learners in class and social settings. 	<ul style="list-style-type: none"> - Investigate minor friendship issues where appropriate. - Report all suspected bullying directly to the Pastoral Coordinator. - Record the incident on CPOMs before the end of the school day. - Provide ongoing emotional support and follow-up.

Learning Support Worker (LSW)	<ul style="list-style-type: none"> - Support vulnerable learners, especially those with ALN, to report concerns. - Share observations promptly with the ALNCo or Pastoral Coordinator. - Reinforce positive, inclusive behaviour. 	<ul style="list-style-type: none"> - Report all concerns immediately to the Pastoral Coordinator. - Record the incident on CPOMs before the end of the school day. - Support restorative or mentoring sessions if required.
ALNCo (Additional Learning Needs Coordinator)	<ul style="list-style-type: none"> - Oversee the safety and wellbeing of learners with ALN or additional vulnerabilities. - Ensure appropriate adjustments and support are in place. - Liaise with Learning Support staff, parents/carers, and the Pastoral Team. - Ensure anti-bullying strategies are embedded within Individual Development Plans (IDPs). 	<ul style="list-style-type: none"> - Report all concerns immediately to the Pastoral Coordinator. - Log any concerns on CPOMs before the end of the school day. - Coordinate with the Pastoral Coordinator and DSP for investigations. - Contribute to planning targeted interventions and reviews.
Pastoral Coordinator	<ul style="list-style-type: none"> - Lead the response to reported bullying incidents. - Investigate, record, and communicate findings. - Provide support and follow-up plans for all learners involved. - Liaise with parents/carers and maintain contact throughout the process. 	<ul style="list-style-type: none"> - Take action immediately upon receiving a report. - Interview learners and witnesses. Statements to be written if appropriate. - Collaborate with the DSP and SLT as required. - Implement sanctions or restorative actions. - Monitor learner wellbeing following resolution.
Head of Key Stage (HOK)	<ul style="list-style-type: none"> - Lead and coordinate the response to bullying incidents, ensuring policy procedures are followed. - Oversee investigations, making sure incidents are recorded clearly and outcomes are shared with the right people. 	<ul style="list-style-type: none"> - Ensure initial safety measures are put in place. - Ensure statements are gathered and written when appropriate. - Work closely with DSP/DDSP and Assistant Head (Behaviour and standards) as needed.

		<p>Sharing information promptly and seeking guidance when needed.</p> <ul style="list-style-type: none"> - Monitor the wellbeing and behaviour of all learners involved after the incident is resolved.
<p>Designated Safeguarding Person (DSP)</p>	<ul style="list-style-type: none"> - Oversee safeguarding and anti-bullying procedures. - Ensure compliance with Keeping Learners Safe and Welsh safeguarding law. - Liaise with external agencies (Police, Social Services, CAMHS). - Advise staff on thresholds for referral. - Maintain secure safeguarding records. - Oversee policy implementation and training. 	<ul style="list-style-type: none"> - Become involved where bullying may constitute abuse or harm. - Support Pastoral Coordinators in managing serious incidents. - Escalate concerns through safeguarding channels. - Update SLT and governors as required. - Lead policy updates and staff training.
<p>Deputy Designated Safeguarding Person (DDSP)</p>	<ul style="list-style-type: none"> - Support the DSP in managing cases and referrals. - Provide cover during absence or high caseloads. - Monitor vulnerable learners and contribute to safeguarding reviews. - Ensure staff receive updates on safeguarding procedures. 	<ul style="list-style-type: none"> - Act in the DSP's absence. - Maintain accurate records of concerns on CPOMs. - Escalate significant incidents immediately. - Participate in follow-up and monitoring meetings.
<p>Assistant Headteacher (Behaviour and Standards)</p>	<ul style="list-style-type: none"> - Lead on strategic behaviour and inclusion. - Monitor consistency and quality of responses. - Analyse data to identify trends and hotspots. - Liaise with external partners and report 	<ul style="list-style-type: none"> - Review complex or repeated cases. - Ensure consistent application of sanctions and restorative approaches. - Present termly analysis to SLT and governors.

	outcomes to SLT and governors.	
Headteacher	<ul style="list-style-type: none"> - Provide overall leadership and accountability for safeguarding and anti-bullying. - Ensure the culture of the school reflects respect, inclusion, and learner safety. - Allocate resources and support for effective policy delivery. - Report outcomes to the Governing Body and Local Authority as required. 	<ul style="list-style-type: none"> - Oversee serious or repeated incidents. - Authorise exclusions where appropriate. - Review policy effectiveness annually. - Represent the school in communication with parents/carers, governors, or external agencies.
Senior Leadership Team (SLT)	<ul style="list-style-type: none"> - Ensure full implementation of the policy across the school. - Monitor data and ensure compliance with safeguarding standards. - Support the DSP and Pastoral Team with serious or persistent cases. - Promote an inclusive, respectful school culture. 	<ul style="list-style-type: none"> - Review bullying data termly. - Ensure effective response to serious incidents. - Identify training needs and allocate support.
Governing Body	<ul style="list-style-type: none"> - Approve and review the Anti-Bullying Policy. - Hold the Headteacher and SLT accountable for effective practice. - Monitor anonymised incident data and trends. - Ensure the school meets statutory safeguarding duties. 	<ul style="list-style-type: none"> - Receive regular reports from the Headteacher or DSP. - Challenge and support the school on the effectiveness of prevention and intervention strategies. - Ensure compliance with Welsh legislation and guidance.
Parents/Carers	<ul style="list-style-type: none"> - Report any concerns of bullying to your child's Pastoral Coordinator. 	<ul style="list-style-type: none"> - Provide clear details of incidents and evidence if possible. - Reassure your child and avoid retaliation.

	<ul style="list-style-type: none"> - Encourage your child to talk about their day and share worries openly. - Work collaboratively with school staff and attend meetings when requested. - Inform school of any changes at home that may affect your child’s well-being. 	<ul style="list-style-type: none"> - For cyberbullying, save evidence and report where necessary; we will liaise with the police if appropriate.
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Notes:

- All staff must act on any report of bullying immediately — never assume someone else will handle it.
- All incidents are recorded on the CQHS safeguarding system (CPOMS) and reviewed termly by the Assistant Headteacher (Behaviour and Standards) and DSP.
- Actions above follow **Rights, Respect, Equality (Welsh Government, 2024)** and **Keeping Learners Safe (2022)**.
- The ethos of the school — **Aspiration, Responsibility, and Care** — underpins every stage of intervention and response.

APPENDIX 2

Connah's Quay High School – Bullying Incident Reporting and Management Flowchart

Step 1 – Initial Disclosure / Concern Raised

Who: Learner / Teacher / Form Tutor / LSW / Parent/carer

Action:

- Any concern or report of bullying is shared with a **Pastoral Coordinator (PC)** immediately (verbally/via CPOMs).
- The reporting staff member records the initial concern on **CPOMS** before the end of the school day, if initially reported to Pastoral Coordinator (PC) verbally.

Policy Link: Section 6 (*The Policy in Action*); Section 14 (*Teacher / Form Tutor / LSW*).



Step 2 – Initial Recording

Who: DSP/DDSP

Action:

- Tag relevant categories on **CPOMs**: *Bullying – sub- category: cyber/homophobic/physical/racist/verbal.*

Policy Link: Section 11 (*Recording*).



Step 3 – Investigation

Who: Pastoral Coordinator (PC)

Action:

- Lead the investigation by interviewing learners and witnesses.
- Gather evidence (written statements, screenshots, staff accounts).
- Record findings and actions on **CPOMS**.
- Assess risk and immediate safety needs.

Policy Link: Section 7 (*Steps Taken to Investigate an Allegation*); Section 14 (*PC role*).



Step 4 – Validation and Safeguarding Oversight

Who: Designated Safeguarding Person (DSP) / Deputy DSP (DDSP)

Action:

- Review **CPOMS** entry and validate findings of PC.
- Check if the case meets safeguarding thresholds.
- Escalate to external agencies if there is evidence of harm or abuse.
- Approve next steps, including support and sanctions.

Policy Link: Section 3.4 & 3.5 (Safeguarding); Section 14 (DSP / Dept DSP role).



Step 5 – Sanctions and Support

Who: Pastoral Coordinator (PC) / Assistant Headteacher (Behaviour & Standards) / DSP / Dept DSP

Action:

- Apply appropriate sanctions according to severity (detention, loss of privileges, internal or fixed exclusion).
- Provide support to victim and perpetrator (restorative meeting, mentoring, ELSA, counselling).
- Record all sanctions and support actions on **CPOMS**.

Policy Link: Section 8 (Restorative Strategies); Section 10 (Persistent Bullying); Section 14 (PC / AHT / DSP roles).



Step 6 – Monitoring and Behaviour Tracking

Who: PC, AHT (Behaviour & Standards), Dept DSP, Form Tutor, LSW

Action:

- **Victim:** continue wellbeing monitoring.
- **Perpetrator:** behaviour monitored via **Class Charts**; patterns reviewed weekly.
- Pastoral Coordinators (PCs) ensure follow-up conversations occur and are logged.

Policy Link: Section 9 (Resolution); Section 14 (Monitoring responsibilities).



Step 7 – Quality Assurance and Oversight

Who: Head of Key Stage (HOK) / AHT Behaviour & Standards / SLT

Action:

- **HOK** reviews the quality and timeliness of PC investigations.
- **AHT Behaviour & Standards** audits **CPOMS** logs and ensures consistency across year groups.
- Feedback given to Pastoral Coordinators (PCs) through line management meetings.
- Patterns or concerns reported termly to **Headteacher** and **Governing Body**.

Policy Link: Section 11 (Recording); Section 14 (AHT / HOK / SLT roles).



Step 8 – Escalation (if bullying persists)

Who: PC, DSP, Deputy DSP, AHT Behaviour & Standards, Headteacher

Action:

- Re-assess the situation; consider further sanctions or multi-agency referral.
- Review previous interventions and add new support or supervision measures.
- Inform parents/carers and update **CPOMS** and **Class Charts** accordingly.

Policy Link: Section 10 (Persistent Bullying); Section 14 (Escalation roles).

Connah's Quay High School – Bullying Incident Reporting and Management Flowchart

Step 1 – Initial Disclosure / Concern Raised



Step 2 – Initial Recording



Step 3 – Investigation



Step 4 – Validation and Safeguarding Oversight



Step 5 – Sanctions and Support



Step 6 – Monitoring and Behaviour Tracking



Step 7 – Quality Assurance and Oversight



Step 8 – Escalation (if bullying persists)

APPENDIX 3

Restorative Conversation Crib Sheet

Bullying Incident

Purpose

To help learners reflect on what happened, understand the impact of their actions, and agree on steps to repair harm and restore relationships.

Before You Begin

- ✓ Ensure both learners are calm and ready to talk.
 - ✓ Choose a private, neutral, and safe space.
 - ✓ Set ground rules:
 - Speak respectfully.
 - Listen without interrupting.
 - Be honest.
 - The goal is understanding and moving forward.
-

Questions for the Victim (Targeted Learner)

1. Understanding the Experience

- Can you tell me what happened, from your point of view?
- How did this situation start?

2. Emotional Impact

- How has this affected you (feelings, schoolwork, friendships)?
- What has been hardest for you about this situation?

3. Needs and Repair

- What do you need right now to feel safe and supported?
 - What would help make things right for you?
 - Is there anything you'd like to say to the person/people involved?
-

Questions for the Perpetrator (Learner Who Harmed)

1. Reflection on Actions

- Can you tell me what happened, from your side?
- What were you thinking or feeling at the time?
- What do you think about it now?

2. Understanding Impact

- Who do you think was affected by what happened?
- How do you think they were affected?
- How does that make you feel now?

3. Repair and Change

- What do you think needs to happen to make things right?
- How could you handle things differently next time?
- What support do you need to change your behaviour?

Joint Restorative Conversation (If Appropriate)

Facilitator prompts:

- Let's listen to each other's experiences respectfully.
- How can we work together to make sure this doesn't happen again?
- What agreements can we make moving forward?

Agreements may include:

- A verbal apology (only if genuine and voluntary).
- Restorative actions (e.g., helping the victim, repairing property, positive contribution).
- Regular check-ins with a teacher or counsellor.
- Behaviour monitoring and reflection.

Closing the Conversation

- Summarise the key points both parties agreed on.
- Clarify follow-up actions and who will check in.
- End with encouragement:

“Thank you both for being honest today. What matters most is learning from this and treating each other with respect going forward.”

Facilitator's Quick Notes Section

Step	Notes / Observations
Description of incident	
Emotional impact (victim)	
Acknowledgment (perpetrator)	
Agreements made	
Follow-up plan / date	