Aspris College South Wales

Local Procedure Title	Anti Bullying – Wales
Service	Aspris College South Wales
ACS Policy number and title	ACS 03A Anti Bullying - Wales
Local Procedure template reference	ACS LP: 03A
Local Procedure date	12/12/2025
Local Procedure review date	12/12/2025
Local Procedure Author(s)	Joanne Phillips
Local Procedure Ratification	Checked and approved by: Kath Lawler

Introduction

At Aspris College South Wales, we believe in creating a safe, inclusive, and supportive environment for all students, regardless of their differences. This Anti-Bullying Policy is designed to protect and advocate for the well-being of students with complex needs, recognising that they may face unique challenges that can make them more vulnerable to bullying. Students with diagnosis and difficulties may communicate, socialise, or behave in ways that differ from their peers, which can sometimes lead to misunderstandings or exclusion. Our goal is to foster a culture of empathy, understanding, and respect by promoting awareness, encouraging positive interactions, and ensuring that any instances of bullying are addressed swiftly and effectively. Through this procedure, we are committed to providing equal opportunities for learning, personal growth, and social development for students with various diagnosis and or difficulties, and we encourage all members of our college community — students, staff, and parents—to work together in preventing and responding to bullying in all its forms.

Ethos and aims

At Aspris College South Wales, we are dedicated to creating a safe and inclusive environment where all students feel valued and supported. Guided by our core values of Development, Resilient, Adaptable, Goals, Optimism and Nurture, we ensure that every student's individual needs are met, fostering a community where everyone can thrive.

- Development – We focus on development: building skills and knowledge
- Resilient – We aim for resilience: preparing for the future
- Adaptable – We teach adaptability: a 'can do' skill to cope with change
- Goals – We work towards goals: with clear purpose and ambition
- Optimism – All driven by optimism: having a positive belief in the successes
- Nurture – Grounded in nurture: of a supportive and kind environment

By living these values, Aspris College South Wales stands united against bullying, ensuring every student is respected, supported, and given the opportunity to succeed.

Aims of our Bullying Policy

To proactively create an environment where bullying is less likely to occur through awareness programs, education, and fostering positive relationships among students and staff. To ensure that all instances of bullying are promptly identified and reported. We encourage open communication and provide clear channels for students, parents, and staff to report concerns. To respond swiftly and effectively to any reported incidents of bullying. We implement a range of strategies to address the behaviour, support affected students, and work with the individuals involved to resolve conflicts. To offer appropriate support to both victims and perpetrators of bullying. We provide wellbeing, guidance, and resources to help all parties involved heal and learn from the experience. To regularly review and update our bullying policy and practices to ensure their effectiveness. We involve the whole college community in this process to continuously improve our approach to preventing and addressing bullying.

Links to Legislation

There are several pieces of legislation which set out measures and actions for school/colleges in response to bullying, as well as criminal and civil law. These may include (but are not limited to):
- The Education and Inspection Act 2006

• The Education Act 2002
• The Government of Wales Act 1998
• The Equality Act 2010
• The Children Act 2024
• Human Rights Act 1998
• The Rights of Children and Young Persons (Wales) Measure 2011

Roles and Responsibilities

The principal has overall responsibility for the procedure and its implementation and liaising with the governing body, parents/carers, LA, Careers Wales and outside agencies and appointing an anti-bullying environment with all staff involved. Students have access to speak with the Therapy Team, Wellbeing and DSOs. Staff will also refer any issues raised to SMT. Policy development and review involving students, staff, governors, parents/carers and relevant local agencies.
• Implementing the procedure and monitoring and assessing its effectiveness in practice
• Ensuring evaluation takes place and that this informs procedure reviews
• Managing bulling incidents
• Managing the reporting and recording of bulling incidents
• Assessing and coordinating training and support for staff and parents/carers where appropriate. • Coordinating strategies for preventing bullying behaviour.
All staff at Aspris College South Wales have a shared responsibility to actively monitor, report, and address any incidents of bullying. They are expected to be vigilant, ensure the safety and well-being of students, and offer support to those who may be affected. Staff must intervene, when necessary, report concerns to the appropriate channels and work collaboratively to create an environment where all students feel understood, protected, and empowered.

Definitions of Bullying

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

Anti-Bullying Alliance - Definition of bullying.

For students with complex needs, identifying and defining bullying can sometimes be difficult. Due to differences in communication and social understanding, they may struggle to recognise subtle forms of bullying, such as teasing, social exclusion, or manipulation. Likewise, they may not always be able to express when they feel bullied, or they might interpret well-intentioned actions as negative. As a college, we are committed to educating our staff and students to recognise these unique challenges, and we work closely with students to help them understand what bullying is and how to report it.

Types of Bullying

There is no legal definition of bullying in Wales or indeed Great Britain. Therefore, the definition used in this guidance builds upon widely used principles established in the United Kingdom since 1993. Bullying is a form of unacceptable behaviour, but not all unacceptable behaviour is bullying. Bullying usually has three key elements and can take place face-to-face or online. It is intentional or deliberate hurtful behaviour. It is repeated behaviour that usually happens over a period of time. The person or people being bullied feel powerless to defend themselves.
Types of bullying: Bullying can take many forms, including:
• being called nasty names, teased, made fun of, threatened or put down
• being hit, kicked, punched, tripped up or knocked over
• having belongings stolen or deliberately damaged
• having rumours or gossip spread about you or people talking about you behind your back
• being left out, excluded or isolated
• being forced to do something you don't want to do or that you know is wrong. Online bullying is bullying behaviour that is displayed through technology such as mobile/smart phones or the internet. This could include:
• hurtful, embarrassing or threatening material posted online (e.g. on social media)
• nasty messages sent as text messages, e-mails or via other websites or apps
• being excluded from an online game or chat forum •

fake profiles on a social network to make fun of others
• misuse of intimate explicit images of the person targeted (the target). Prejudice-related bullying is when the bullying is focused on what is different about a person's identity. It can be targeted at one person or a whole group of people because they are thought to be different, whether this is true or not.
This is known as prejudice.
Prejudice-related bullying involves aspects of a person's identity such as:
• race
• religion or beliefs
• culture or family background
• disability
• gender identity – the way someone looks or acts
• sexual orientation – whether someone is heterosexual, homosexual or bisexual (who someone is attracted to)
• sex – because of someone's gender (often in a form of harassment).

https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUK EwiS64bj_LuMAxXGa0EAHbRnCvQQFnoECDYQAQ&url=https%3A%2F%2Fwww.gov.wales%2Fsites%2Fde fault%2Ffiles%2Fpublications%2F2019-11%2Frights-respect-equality-guidance-for-parents-and carers.pdf&usg=AOvVaw0KcOfce6zo3abcxxzzr-OZ&opi=89978449

Reporting and Responding to Bullying

At Aspris College South Wales, we take bullying very seriously. It is crucial to record and respond to all incidents of bullying to ensure a safe and supportive environment for every student. Accurate documentation helps us understand the extent of the problem, track patterns, and take effective action to prevent future incidents. By addressing bullying promptly and thoroughly, we can support the well-being of our students and maintain a positive college atmosphere.
Reporting Bullying Students:
• Speak to a Staff Member: Report to DSOs, or any other staff member.
Parents/Guardians: Call the Office: 0145 762609
• MIS System: Report the bullying incident using the MIS system, Engage.
• Additional Reporting: After completing the report on Engage, you may also talk to the DSO's or SMT for further discussion and support.
Confidentiality and Support:
• Reports will be kept confidential.
• Support will be provided to both the victim and the accused.
Responding to Bullying Initial Steps:
• Acknowledge the report and ensure everyone's safety.
• Assess the situation to determine immediate actions.

Investigation:
• The response team, comprising the pastoral team and or SMT, will investigate the incident.
• Interview all parties involved and gather evidence.
• Debrief All Parties: After gathering information, the response team will debrief each party to ensure they understand the process, their role, and the next steps. Resolution: Determine Incident Stage: The response team will classify the incident as Stage 1, Stage 2, or Stage 3 based on severity and impact. Stage 1: Low-level incidents that can be addressed with minor interventions such as a warning or brief debrief.
• If, after a week, things have improved, no further formal action may be required. However, the response team will continue to monitor the situation.
• If things have not improved, the response team will escalate to Stage 2.
• If the incident appears to be Peer on Peer Abuse, the response team will treat it as a safeguarding incident. Stage 2:
• If bullying is continuing, the response team will convene a meeting, which will likely include the young people involved, their advocates/keyworkers/link workers, Parents and relevant staff to discuss resolution.

• The response team will develop an action plan that includes direct work with the young people involved and strategies to improve the situation.
• The response team will monitor the situation to prevent further incidents. The response team will provide ongoing support and regularly check in with those involved.
• The response team will monitor the situation to assess progress. If, after a week, the situation has not improved, the response team will escalate to Stage 3. Stage 3:
• Where Stages One and Two have proven ineffective and the continuing bullying is having an adverse effect on young people, the principal, in liaison with their regional lead, should consider calling a professionals' meeting to review the situation. This may involve specialists such as teaching, therapy, LA's, Careers Wales and social workers.
• Implement comprehensive interventions such as restorative justice, extended counselling, or more serious disciplinary measures as needed.

Restorative Justice:
Restorative justice practices will be considered and used when appropriate at all stages. This may involve facilitated meetings where the victim and perpetrator can discuss the impact of the behaviour, make amends, and agree on steps to repair the harm and prevent future incidents. For detailed information on each stage, refer to POLICY TITLE: Anti-Bullying ACS03. The response team will ensure the resolution supports the victim and addresses the behaviour of the perpetrator.
Follow Up:
The response team will monitor the situation to prevent further incidents. The response team will provide ongoing support and regularly check in with those involved.

Record Keeping and Training

The response team will maintain detailed records of incidents and actions taken. All bullying incidents, including further actions, will be reported on the MIS system Engage. The response team will track bullying incidents to highlight areas of concern and trends amongst the cohort. This tracking will be used to implement effective strategies to reduce bullying. The response team will conduct regular training for staff and students on bullying prevention and response, sourced from the Anti-Bullying Alliance CPD programme.

Strategies to Prevent Bullying

Awareness and Sensitivity Training:
• At Aspris College South Wales, we conduct regular training sessions for staff and students to increase understanding and awareness of students individual learning needs. Clear Communication:
• We ensure that communication methods are tailored to the needs of all students. This includes using visual supports, social stories, and clear, consistent language. Our routines are structured and predictable to help reduce anxiety and confusion for students who benefit from clear structure.
Social Skills Training:
• We offer social skills groups and interventions to help students develop appropriate interaction strategies and understand social cues.
Safe Spaces:
• We designate quiet, safe spaces within the College where students can go if they feel overwhelmed or need a break from social interactions.
• These spaces are clearly marked and known to all staff.
Inclusion and Integration:
• We encourage group work and collaborative projects that include everyone to build social connections. Monitoring and Support:
• We implement regular check-ins with students to assess their comfort and safety within the college environment.
• We develop PBS and Risk Assessments plans with input from parents, staff, and specialists to address specific needs and challenges.
Empowering Students:
• We teach self-advocacy skills and strategies to help students express their needs and seek help when necessary.
• We create a peer support network to empower students to stand up against bullying and support each other.
Parental Involvement:

• We work closely with parents to understand their young person's needs and experiences.
• We provide resources and support for parents to help them address bullying issues and advocate for their child.

Positive Behaviour Reinforcement:
• We implement positive behaviour support systems that reward and reinforce appropriate social interactions and behaviours.
• We foster a culture of respect and inclusion where all students are encouraged to treat each other with kindness and empathy.

Recognising the Signs of Bullying

General Signs of Bullying:
• Unexplained Injuries: Frequent bruises, cuts, or other injuries that cannot be easily explained.
• Changes in Behaviour: Sudden changes in behaviour, such as becoming withdrawn, anxious, or unusually quiet.
• Reluctance to Attend College: Frequent complaints about feeling sick, frequent absences, or reluctance to go to college.
• Decline in Academic Performance: A noticeable drop in grades or lack of interest in college work.
• Loss of Personal Items: Missing personal belongings, such as clothing or college supplies.
Signs of Bullying in Students with Autism:
• Increased Sensory Sensitivity: Heightened sensitivity to sensory stimuli, such as noise or light, which may result from stress or anxiety due to bullying.
• Changes in Communication: Difficulties in expressing themselves verbally or through alternative communication methods, or a sudden increase in communication challenges.
• Altered Routine Preferences: Increased distress or anxiety when routines are disrupted, which may be exacerbated by bullying.
• Unusual Behaviour: Engaging in repetitive or self-soothing behaviours more frequently or displaying unusual aggression or withdrawal.
• Difficulty Interacting with Peers: Struggles with social interactions, which might be intensified if they are being bullied or excluded.
• Physical Symptoms: Complaints of physical symptoms such as stomach aches or headaches, which may not have a medical cause but are related to emotional distress.

Useful Links

Bullies Out – e-mentors offer online support, email mentorsonline@bulliesout.com
Anti-bullying charity based in Wales works with individuals, schools, colleges and youth and community settings www.bulliesout.com

Anti-Bullying Alliance – Information for schools, parents/carers and children and young people on all aspects of bullying. www.anti-bullyingalliance.org.uk

Kidscape – Anti-bullying charity who deliver training and workshops for children and young people who have been bullied. www.kidscape.org.uk

The Diana Award – young ambassadors trained to help others.
www.antibullyingpro.com Samaritans – www.samaritans.org – 116 123 free to call.
Welsh Language Line: 0808 164 0123 free to call (please see website for line opening hours), e-mail, live chat and other services available

Rethink – www.rethink.org/help-in-your-area/support-groups/ 0300 500 0927 Advice and information for people with mental health issues - Mencap Cymru – wales.mencap.org.uk   Helpline Monday to Friday, 9am–5pm 0808 8000 300 Meic – www.meiccymru.org – Information advice and advocacy for children and young people

ACS LP:03A Anti-Bullying Wales Local Procedure ACS LP:03A Anti-Bullying Wales Local Procedure

Childline – www.childline.org.uk   Tel: 0800 1111 Kooth – www.kooth.com – Counselling service CALL – www.callhelpline.org.uk

Aspris College South Wales

C.A.L.L. Community Advice and Listening Line Parents/carers Family Lives – Family lives: Parents'/carers' forums confidential helpline – 0808 800 2222 ParentZone – Support and advice for parents/carers www.parentzone.org.uk

YoungMinds – www.youngminds.org.uk Young people's mental health. Parents' helpline – 0808 802 5544 Internet Watch Foundation – www.iwf.org.uk Report illegal images of children Victim Support – Report hate crime in Wales www.reporthate.victimsupport.org.uk/cy/cartref/ CEOP – www.ceop.police.uk If child sexual abuse or exploitation is suspected NSPCC – www.nspcc.org.uk If you think a child is in immediate danger, don't delay – call the police on 999, or call us on 0808 800 5000 Mental Health Matters Wales – www.mhmbcb.com/ Internet Matters – Advice on online issues for parents/carers and children and young people. www.internetmatters.org.uk

Heads Above the Waves – Support for children and young people suffering depression or self-harming. http://hatw.co.uk/straight-up-advice/ Other: Children in Wales – A national umbrella body for organisations and individuals from the voluntary, statutory and professional sectors who work with children, young people and their families in Wales, helping to ensure they have a voice.

www.childreninwales.org.uk/our-work/bullying/ Children's Commissioner for Wales – Speaks up for children and young people in Wales on important issues, supporting them to find out about their rights under the UNCRC. Holds public bodies to account on their responsibilities to children and young people. www.childcomwales.org.uk/ Time to Change Wales – www.timetochangewales.org.uk/en/mental-health-stigma/young people/wecanwewill/ #WeCanWeWill campaign for young people, which aims to change attitudes towards mental health, ending stigma and discrimination Online issues Childnet International – All aspects of online safety www.childnet.com

Contents Checklist (Local Services may add additional items – this is a core list)

Contents Checklist (Local Services may add additional items – this is a core list)			
How is information about preventing bullying communicated to children and young people?		How are records of bullying and interventions taken to prevent and manage them maintained, and who does this?	
How is information about preventing bullying communicated to staff?		How are incidents of bullying monitored?	
How are debriefs with children and young people facilitated and recorded following incidents of bullying or suspected bullying?		How and when are staff trained to prevent and manage incidents of bullying?	
How are debriefs with staff facilitated and recorded following incidents of bullying or suspected bullying?		How and when are staff trained to prevent and manage incidents of cyber-bullying?	

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions