

Anti-Bullying

POLICY STATEMENT

- The Ysgol Tŷ Monmouth approach is to instil a culture of proactive actions to contribute towards a learning environment that is a positive experience for all Pupils and Team Members. We strive to create an ethos of positive behaviour where Pupils and Team Members treat one another with respect. Ysgol Tŷ Monmouth believes it is important that all Team Members and Pupils illustrate values of respect for each other, at all times.
- We adopt a trauma-informed approach when supporting pupils who engage in bullying behaviours. This includes helping them to understand and develop healthy relationships, strengthen emotional regulation and social-emotional skills, support their emotional and moral development, and recognise the effects their actions can have on others.
- This means that all team members have a responsibility not only to recognise and remain aware of bullying behaviours and the pupils involved, but also to respond in a timely, consistent and supportive manner to suspected or reported incidents. We seek to understand the underlying needs, experiences and circumstances that may be contributing to a pupil's behaviour, while ensuring that all pupils feel safe, heard and supported.
- Article 19 of the UN Convention on the right of the child states 'I have the right to be protected from being hurt or badly treated'.

Document Control

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1. Definition

- 1.1.1 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 UK since 1993
- 1.1.2 Guidance set out in Challenging bullying: Rights, respect, equality' WG36832 suggests that the following definition should be used as the foundation of a school's policy:
- 'Bullying is defined as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'
- 1.1.3 Ysgol Tŷ Monmouth have used this definition to support Pupils to develop their own definition of bullying and an easy read version of this policy which is available in school.
- 1.1.4 Bullying can take several forms, including:
- **Physical** – Causing actual bodily harm to another individual which cannot be considered as an event which occurs in the normal course of school life.
 - **Verbal / Emotional** – Behaviour such as name calling which demeans and erodes the sense of self-worth of another individual and which continues, even after reprimand.
 - **Indirect** – Sly or underhand actions carried out behind the victim's back. or rumour-spreading.
 - **Extortion** - Demanding money and/or goods with threats.
 - **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. The use of online technology is increasing, and therefore the opportunity for online bullying with it. This policy addresses the general approach and procedure to any form of bullying but must be applied in line with the school's e-safety policy.
 - **Sexual** - Unwanted touching, threats, suggestions, comments and jokes or innuendo. This can also include sextortion, so called 'revenge porn' and any misuse of intimate, explicit images of the Pupil targeted.
 - **Prejudice-related** - Bullying of a Pupil or a group of Pupils because of prejudice. This could be linked to stereotypes or presumptions about identity. Prejudice-related bullying includes the protected characteristics.

2. Aims and Objectives

2.1.1 Bullying can have a serious and long-term impact on those involved, including those indirectly involved, and indeed the wider school community. The impact must not be underestimated as the consequences of bullying have led to young people committing suicide or suffering significant psychological distress. Therefore, Ysgol Tŷ Monmouth aims to:

- Educate Team Members and Pupils about the signs and impact of bullying.
- Implement strategies to prevent acts of bullying.
- Respond consistently to all reports of bullying.
- Provide support to those involved in bullying in order to minimise the longer-term impact of it.

2.1.2 Ysgol Tŷ Monmouth will:

- Provide a safe and secure environment where Pupils and Team Members can feel confident to talk about challenging topics.
- Promote open and trusting relationships with clear boundaries, so that Pupils are able to report their concerns, including incidents of bullying.
- Actively promote and celebrate diversity and equality.
- Provide information to safeguard Pupils and protect them from instances of bullying, including the sharing of a clear and robust procedure to follow in the instance of bullying.
- Implement a clear and honest curriculum which educates Pupils about what bullying is, and the impact it can have on individuals.
- Follow the agreed procedure whenever there is a report of bullying, with reference to the safeguarding and therapeutic (behaviour) policies, as appropriate to individual circumstances.
- Follow up instances of bullying with a clear support plan, individualised for and agreed with those involved.
- Adopt a reflective whole school approach if instances of bullying occur, in order to continually improve standards and ensure the ongoing safeguarding of all Pupils.

3. Recognising Signs of Bullying

3.1.1 Ysgol Tŷ Monmouth recognises that Pupils' that experience complex communication difficulties, social emotional difficulties, and those with Autism, may exhibit behaviours that challenge. As a result of this, it may be difficult to distinguish whether bullying is taking place, however, Team Members at Ysgol Tŷ Monmouth will always take the signs below seriously and always follow school procedures.

3.1.2 The signs and symptoms of bullying include but are not limited to:

- Withdrawal.
- Low self-esteem.
- Lacking in confidence and/or increased anxiety.
- Feeling isolated/left out.
- Experiencing difficult thoughts and 'big' feelings, , including name calling and physical actions toward adults such as shouting and hitting out.
- Physical marks (for example, cuts and bruises).
- Absence/attendance changes.
- Concerning changes in usual behaviour.
- Changes to health for an unexplained reason (for example, getting headaches or tummy ache).
- Changes in friendship groups.
- Changes to diet/eating habits.
- Loses, steals, or asks for money.
- Self-injurious behaviours.
- Threats or attempts at suicide.
- Being nervous or frightened in particular areas or environments.
- Avoiding areas or activities
- Being nervous or upset when using electronic devices (including avoiding the use of these items or checking them obsessively)
- Gives unusual explanations for events, appearance, or behaviour, or appears frightened to talk about it.

4. Safeguarding and Bullying

- 4.1.1 Ysgol Tŷ Monmouth recognises that some incidents of bullying might be a safeguarding matter or may require the involvement of the police. The Children Act 1989, states that bullying becomes a child protection concern when there is...

‘Reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’.

- 4.1.2 Where this is the case, Ysgol Tŷ Monmouth will report concerns to the appropriate regional safeguarding board, via the school safeguarding procedure. This process applies to both the Pupil who is being bullied and the Pupil who is demonstrating the bullying behaviours. Team Members are mindful that bullying may happen outside of the school setting, and the bullying behaviour may be linked to unknown adverse experiences in their own lives. Bullying may also involve a Team Member as someone who is being bullied or bully's others.

- 4.1.3 If in doubt always seek advice from Designated Safeguarding Person (DSP).

4.2 Whole School Preventative Measures

- 4.2.1 Our curriculum aims to develop Pupils' skills and knowledge of the personal, social and health issues relevant to them in a meaningful way, for example, raising awareness of bullying. Our Integrated Therapies Team support Pupils' access to materials, and as a channel for communication. Alongside this we have a number of whole school measures to develop a safe and supportive environment for our Pupils.

- 4.2.2 Whole school preventative measures include:

- Building strong relationships with Pupils and Team Members.
- Attachment and trauma informed practice, with the application of restorative strategies Adopting a rights-based approach, and actively promoting Pupil voice.
- Working with multi-agencies to achieve the best outcomes for Pupils.
- Community links and opportunities to develop social skills.
- Modelling behaviour.
- Developing strategies to encourage and support family engagement (for example through a newsletter or end of term events).
- Easy-read material should be on display and include links to external agencies.
- Non-judgmental attitude towards each other.
- Use of a buddy bench as a safe space.
- Class and school rules created alongside Pupils.
- Open channels of communication for Team Members and Pupils
- An Inclusive ethos.

- Raising awareness through participation in local and national initiatives, such as National Anti-Bullying Week.
- Risk assessed management of the environment, including peer compatibility and support levels.
- Maintaining effective records to track patterns of behaviour and incidents.
- Motional assessments help identify appropriate emotional and social targets for Pupil development.
- Provide and promote opportunities to learn about and celebrate diversity and difference.
- Robust recruitment and Team Member training process.

4.3 Training and Support for Team Members

- 4.3.1 All Team Members become familiar with the School's Therapeutic Approach (Behaviour policy), Safeguarding, Online Safety and Anti-Bullying policies and procedures as part of their general induction to the school. Regular updates and reinforcement regarding these policies and procedures are given during other training sessions as necessary. Face-to-face and e-learning sessions are provided for Team Members in order for them to keep their knowledge and skills in these areas up to date.
- 4.3.2 Instances of bullying or suspected bullying are discussed at daily Team Member meetings. Team Members are informed, consulted, and given guidance in respect of particular problems and/or general school policy.
- 4.3.3 Any Team Member who feels they need help and support in dealing with a bullying problem should approach the Headteacher, a member of the Senior Leadership Team or our Integrated Therapies Team.
- 4.3.4 Strategies that prove effective in helping anyone involved in a bullying situation, should be shared with Team Members as a regular part of morning briefings and by other more informal means as appropriate.

4.4 Disclosure

- 4.4.1 The development of secure and trusting relationships is a priority at Ysgol Tŷ Monmouth as this supports Pupils' confidence to share their concerns with a Team Member. However, we recognise that disclosing an incident of bullying may be a frightening experience for our Pupils, and it is important that Pupils have options for disclosure. This includes:
 - Approaching a trusted Team Member to give an account of what has happened. This can be via a range of communication methods depending on Pupil preference, for example a verbal report, a written account or via the use of an Augmentative Communication Aid (AAC).
 - Confiding in a friend, Parent/Carer, or other trusted person. The trusted person may then contact the Teacher or school, in order to discuss the disclosure (this could be face-to-face, by phone, email or other method of communication).

- A report may also be given by a witness to an incident (s). Again, each Pupils preferred communication style/method should be accommodated, to enable the Pupil to share information in a way that is comfortable for them.
- A Pupil may disclose information through the use of a class worry box, which should be checked at least daily.
- Information may be shared indirectly through the course of a class/lesson discussion or other activity.

4.4.2 However, the report is made to a Team Member, it must be clear to the Pupil that Team Members will act in order to keep them safe. The following procedure must then be followed:

5. Procedure

- 5.1.1 Team Members must always take a potential instance of bullying seriously and seek to offer support. Pupil safety must be the first priority.
- 5.1.2 All incidents of suspected bullying must be reported immediately to the Teacher of all those involved in the situation. The Teacher(s) will then work in accordance with the strategies below to resolve the problem. If more than one Teacher is involved, they should work together to provide a co-ordinated approach. They will also ensure that the concerns are logged and shared with the Headteacher.
- 5.1.3 Opportunities should be created whereby the Pupil can be encouraged to express their concerns safely and in confidence. Sufficient time should be set aside for the supporter to listen and take note.

5.2 Initial strategies to use with Pupils involved

- 5.2.1 All Pupils involved should be spoken to, individually if necessary, and what they say must be recorded on the summary section of the incident recording form (Appendix One).
- 5.2.2 All Pupils involved should be advised about what they can do and what they would like to happen to resolve the situation.
- 5.2.3 Where appropriate, both parties should be brought together to discuss the way forward and stop any further incidents of bullying. This must be done sensitively and carefully, as it will be very frightening for some children.
- 5.2.4 It may also be appropriate to counsel any bystanders involved in the situation.
- 5.2.5 Team Members should be informed at morning meeting (or immediately if the matter is serious) and advised if the situation arose out of a circumstance that everyone needs to be vigilant e.g., breaks, lunchtimes etc.
- 5.2.6 Teachers should inform Parents/Carers (if appropriate) as soon as possible.
- 5.2.7 The Headteacher should be informed. This can be done verbally but should always be followed up by a written report using the form in Appendix 1, and via Databridge.
- 5.2.8 A member of the Senior Leadership Team will complete the bullying log and review if there is a pattern in behaviours. If so, escalate.
- 5.2.9 Team Members will continue to monitor the situation after all of the steps above have been followed.

5.3 Escalation

- 5.3.1 In the event of ongoing or repeated problems, the following procedure should be implemented:
 - 1. Action should be taken to ensure that the Pupil involved suffers from no adverse consequences, and to verify and stop any bullying.
 - 2. The situation should be monitored closely by the Class Teacher and Teaching Assistants, who will co-ordinate assistance of other Team Members as appropriate.

- 5.3.2 All incidents and discussions with Team Members, Pupils and Parents/Carers should be recorded, in writing. Details of the action taken will be individualised according to the specific circumstance, and the details of this will be authorised by the Headteacher. Actions will also be in line with the Therapeutic Approach Policy (Behaviour Policy). Examples of potential actions are:
- Multi-disciplinary agreement of specific intervention. This may include the Pupil (s), Education Team, Integrated Therapies Team, Parents / Carers, and other relevant agencies.
 - Further revision of risk assessments, including the management of the environment, and level of contact between the Pupils involved.
 - Revised curriculum to focus on the development of positive relationships, and Health and Wellbeing.
 - Targeted intervention from the Integrated Therapies Team.
- 5.3.3 If appropriate, those involved should be counselled by their Teacher, Teaching Assistants and / or an Integrated Therapies Team Member to help them develop skills such as confidence and resilience.
- 5.3.4 In extreme circumstances, an exclusion from school may be considered, though this would be a rare and last resort (please refer to the exclusion policy for further information).
- 5.3.5 Responses to serious incidents or those where child protection concerns are present (including allegations of bullying against a Team Member), must also be in line with the school safeguarding procedure, whilst responses to online bullying must also be in line with the school e safety procedure.

5.4 Restorative Days

- 5.4.1 We recognise that harmful behaviour between Pupils can occur and that such incidents may have a significant emotional and psychological impact. Our approach is rooted in restorative principles and therapeutic support, aiming to repair relationships, restore wellbeing, and support personal growth. In line with Welsh legislation and guidance, we seek to avoid exclusion where possible by offering inclusive and proportionate responses that prioritise both safety and development.
- 5.4.2 When harm has occurred, we respond with empathy, structure, and care, placing equal importance on the needs of the Pupil who has experienced harm and the Pupil whose behaviour has caused harm. We believe all Pupils benefit from opportunities to reflect, learn, and re-engage with their school community in a healthy, supported way.
- 5.4.3 The immediate needs and safety of the Pupil who has experienced harm will be prioritised. Emotional support, therapeutic intervention, and pastoral care will be offered to help them feel safe, supported, and reassured.

- 5.4.4 The Pupil who has caused harm may be supported in a separate space to allow time for reflection, to prevent further difficulties, and to ensure that next steps can be planned with care. A Restorative Day may be used as a short-term, offsite intervention, during which the Pupil continues their education in a supported environment with a trusted Team Member. They will engage in reflective, therapeutic, and restorative activities designed to help them understand the impact of their behaviour, develop empathy, and begin the process of repairing relationships, where appropriate.
- 5.4.5 This approach ensures that the Pupil who has been harmed can remain in school without fear or anxiety, knowing that the situation is being managed in a structured and compassionate manner.

5.5 Restorative Reintegration

- 5.5.1 A carefully planned return to the school environment will be arranged for the Pupil who has caused harm. This may include a restorative conversation with the Pupil who was harmed, if appropriate and safe for all involved. Continued support will be provided to both Pupils to promote emotional safety, mutual understanding, and the development of positive peer relationships.
- 5.5.2 Team Members may accompany and support Pupils offsite during Restorative Days, ensuring a consistent therapeutic and educational experience. All Team Members involved will have appropriate training in restorative approaches and trauma-informed practice, allowing them to respond with empathy, clarity, and consistency throughout the process.

5.6 Guidance for Parents or Carers

- 5.6.1 Parents/Carers who have concerns will be listened to carefully and their concerns will be effectively and sensitively investigated in line with this Anti-bullying policy and procedures.
- 5.6.2 If a Parent/Carer feels they have not been heard or feel the situation has been dealt with unfairly, can raise a complaint via the complaints procedure Policy No. 10/11/11a.
- 5.6.3 Parents/Carers who request it, will also be given copies of the School's Therapeutic Approach (Behaviour) policy.

5.7 Monitoring and Review

- 5.7.1 Incidents of bullying at Ysgol Tŷ Monmouth will be monitored by the Senior Leadership Team, who will adopt a curious approach and be vigilant to patterns of data gathered, for example:
- Recurring complaints of bullying against a particular Pupil or group of Pupils
 - Evidence that a particular Pupil is, for some reason, becoming a target for bullies.
 - Particular times of the school day/week when bullying is tending to occur.
 - Specific situations where bullying may be occurring.
 - Incident data gathered as part of the monthly Incident Review Group (IRG) meetings.

- 5.7.2 If a pattern appears to be forming, the team will work to address the problem, both with the individuals concerned and the school, through assemblies, lessons, and other measures as appropriate. There will be time allocated for reflective practice within weekly meetings, to discuss how incidents were managed and what as a school, we can learn and improve.
- 5.7.3 A Child-on-Child plan should be created to capture any actions which will mitigate any ongoing risks.
- 5.7.4 This policy will have a periodic review of twelve months, but it will also be reviewed as and when needs are identified. Where possible, the strategy will be revised together with the Pupil Council.

6. Legislative Framework and Guidance

6.1.1 This policy has been written in line with the Independent Schools Standards (2003), and with reference to the following legislation:

- Human Rights Act 1998
- Keeping Learners Safe, 2022
- United Nations Convention on the Rights of the Child (UNCRC)
- Rights of Children and Young Persons (Wales) Measure 2011
- United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
- Education Act 2002
- Education and Inspections Act 2006
- Learner Travel (Wales) Measure 2008
- The Equality Act 2010
- Criminal offences legislation
- Malicious Communications Act 1988
- Protection from Harassment Act 1997
- Counterterrorism and Security Act 2015
- Wales Safeguarding Procedures (2019)

6.1.2 The following guidance and documents have also been used in formulating this policy:

- Anti-bullying alliance: anti-bullying policy
- Challenging Bullying Rights, respect, equality: Statutory guidance for governing bodies of maintained schools 2019
- Respecting Others: Anti Bullying Guidance circular 23/03
- Preventing and Tackling Bullying
- UNCRC Rights of the Child
- Learner Travel Statutory Provision and Operational Guidance (2014)

6.1.3 This policy should also be read and implemented in conjunction with the following policies:

- Safeguarding and Child Protection Policy
- Acceptable Use of Technology and Social Media Policy

- Therapeutic Approach Policy
- Attendance Policy
- Exclusion Policy
- Equality and Cohesion Policy
- Anti-Radicalisation Policy
- Recruitment and Selection Policy
- Confidentiality Policy
- Colleague Code of Conduct Policy
- Raising Concerns and Whistleblowing Policy
- CLA Policy
- Additional Learning Needs (ALN) Policy
- Child Sexual Exploitation Policy
- Educational Visits Coordination Policy
- Child on Child Policy

7. Appendix 1 – Bullying Incident Recording Form

Name of person reporting incident:				
Date(s) of incident(s):	Day	Month	Year	
Approximate time(s):	Before school	Morning	Afternoon	After school

Type of bullying incident (please tick all that apply):

Physical	☐	Relational	☐
Verbal	☐	Prejudice-related	☐
Indirect	☐	Exclusion and isolation	☐
Online or via mobile	☐	Face to face	☐
Other (please state):			

For prejudice-related incidents please select the category which best describes the prejudice involved:

Racist (focused on race, religion, or culture)	☐	Related to gender identity	☐
Homophobic (LGBTQ+)	☐	Related to ALN or disability	☐
Sexual	☐	Related to family status or CLA status	☐
Transphobic	☐	Related to disadvantage	☐
Sexist	☐	Focused on appearance	☐
Other (please state):			

Safeguarding considerations

If there is or might be a significant risk of harm, talk to your school's Designated Safeguarding Person (DSP). Under Section 89, (5) of the Education and Inspections Act 2006 the school has powers to discipline for incidents that occur off the premises.

The Education Act 2011 gives schools powers to search and confiscate a device however regard should be given for protocols on the safe handling of evidence or mobiles/devices. Do not view, store, or share material that contains intimate images of a Pupil without consulting the DSP.

Summary of incident – Include Databridge reference:	
Name of alleged victim:	
Impact:	

Name of alleged Pupil demonstrating bullying behaviours	
Impact:	

Is this incident linked to previous incidents of victimisation of the target?	Yes ☐	No ☐
If yes, how long has victimisation of this person been going on?		

Has any intervention been tried?	Yes ☐	No ☐
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Does this case require the serious incident protocol to be activated?	Yes ☐	No ☐
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Do the police need to be informed?	Yes ☐	No ☐
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Does a device or evidence need to be confiscated/isolated as evidence?	Yes ☐	No ☐
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Does online material need to be taken down?	Yes ☐	No ☐
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Have Parents/Carers been informed?	Yes ☐	No ☐
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Who has taken responsibility for these steps?	
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Procedure followed?	Notes on individualisation?
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9. Initial Strategies to Use With Pupils Involved 9.1.1 All Pupils involved should be spoken to, individually if necessary, and what they say must be recorded on the summary section of the incident recording form (Appendix One). 9.1.2 All Pupils involved should be advised about what they can do and what they would like to happen to resolve the situation. 9.1.3 Where appropriate, both parties should be brought together to discuss the way forward and stop any further incidents of bullying. This must be done sensitively and carefully, as it will be very frightening for some children. 9.1.4 It may also be appropriate to counsel any bystanders involved in the situation. ▲ 9.1.5 Team Members should be informed at morning meeting (or immediately if the matter is serious) and advised if the situation arose out of a circumstance that everyone needs to be vigilant e.g., breaks, lunchtimes etc. 9.1.6 Teachers should inform Parents/Carers (if appropriate) as soon as possible. 9.1.7 The Headteacher should be informed. This can be done verbally but should always be followed up by a written report using the form in Appendix 1, and via Databridge. 9.1.8 A member of the Senior Leadership Team will complete the bullying log and review if there is a pattern in behaviours. If so, escalate. 9.1.9 Team Members will continue to monitor the situation after all of the steps above have been followed.	
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This section will be completed by SLT:

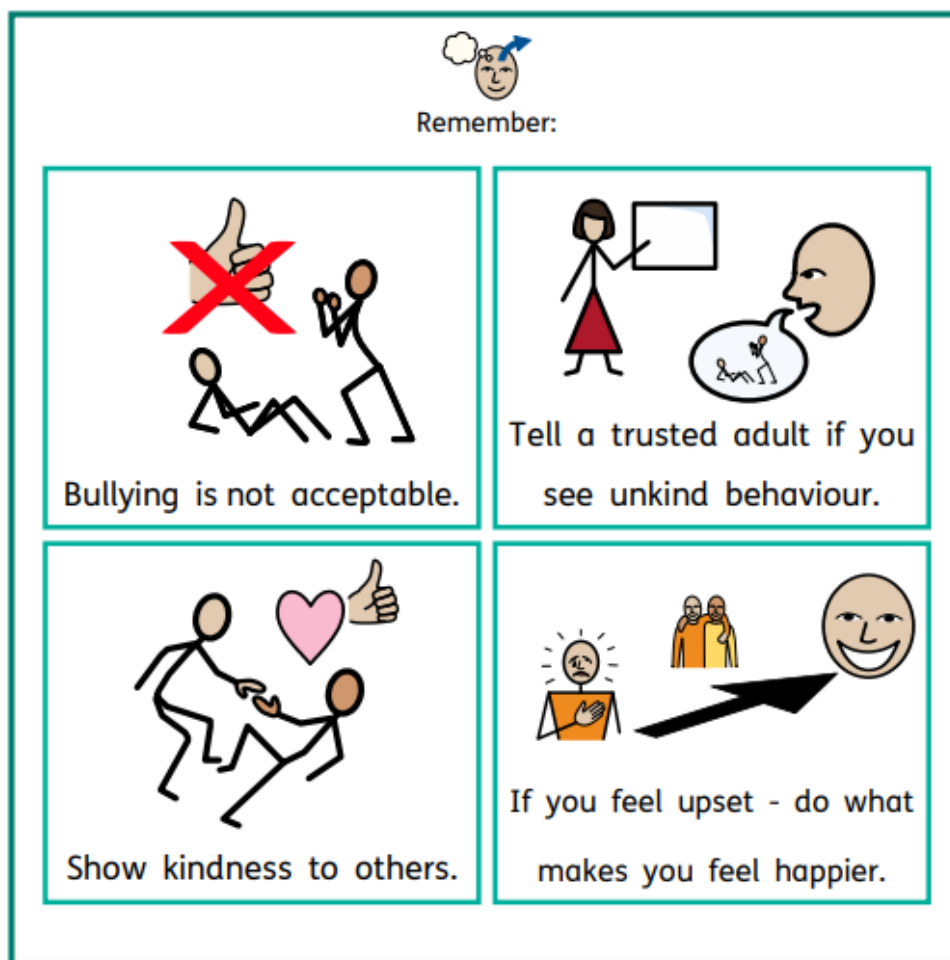
Follow-up required?	Yes ☐	No ☐
Case resolved? If so, please note date:	Yes ☐	No ☐
Further actions:		
Learning opportunities:		
Would you recommend any changes to approaches, policies, or procedures as a result of this incident?		

Name: Signed: Date:

8. **Appendix 2 – Bullying Log**

Bullying Log				
Reference on Databridge	Persons involved	Detail of concern	Actions	Signature and date

9. Appendix 3 – Easy Read Display Information



You can get help and advice from:

BulliesOut®

ANTI-BULLYING ALLIANCE

www.bulliesout.com

www.anti-bullyingalliance.org.uk

e-mail: mail@bulliesout.com

KIDSCAPE
Help With Bullying

NSPCC

www.kidscape.org.uk

[NSPCC | The UK children's charity | NSPCC](#)

childline

ONLINE, ON THE PHONE, ANYTIME

www.childline.org.uk Tel: 0800 1111

10. Appendix 4 – Where to find further help and advice.

- 10.1.1 Bullies Out – Anti-bullying charity based in Wales that works with individuals, schools, colleges, youth, and community settings. E-mentors offer online support.

e-mail: mentorsonline@bulliesout.com

www.bulliesout.com

e-mail: mail@bulliesout.com

- 10.1.2 **Anti-Bullying Alliance** – Information for schools, parents/carers, and children and young people on all aspects of bullying.

www.anti-bullyingalliance.org.uk

- 10.1.3 Kidscape – Anti-bullying charity that runs workshops for children and young people who have been bullied.

www.kidscape.org.uk

- 10.1.4 The Diana Award – Trains young anti-bullying ambassadors to help others.

- 10.1.5 www.antibullyingpro.com

- 10.1.6 **Meic** – Information advice and advocacy for young people.

www.meiccymru.org

- 10.1.7 **Childline** – Provide counselling for anyone aged under 19 in the UK.

www.childline.org.uk

Tel: 0800 1111

- 10.1.8 **Samaritans** – Charity dedicated to reducing feelings of isolation and disconnection that can lead to suicide. E-mail, live chat, and other services available.

www.samaritans.org

Tel: 116 123 (English-language line – free to call)

Tel: 0808 164 0123 (Welsh-language line – free to call)

11. Appendix 5 – School Charter

Our School Charter 2025



UNCRC Article 29: I have the right to an education which develops my personality, talents and abilities.

Our Charter



1

Adults must do what is best for me,
article 3



2

I have the right to be listened to, and
taken seriously, article 12



3

I have the right to get information, share
my views and keep some things private,
article 13 and article 24



4

I have the right to be healthy; and to rest,
relax and play, article 24 and article 31



This charter has been developed through the views of the pupils at Ysgol Tŷ Monmouth

