



Pendoylan C/W Primary School- Anti-Bullying Policy

1) Objectives of this Policy

Pendoylan C/W Primary School Anti-Bullying Policy outlines what Pendoylan C/W Primary School will do to prevent and tackle bullying. It has been written in agreement with the guidance outlined in the Vale of Glamorgan Anti-Bullying Policy. The policy has been drawn up with the involvement of the whole school community.

2) Our school community:

- Discusses , monitors and reviews our anti-bullying policy bi-annually.
- Supports staff to promote positive relationships, to identify and tackle bullying appropriately.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns about bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate¹.

3) Definition of bullying

Bullying is “**Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally**”.

Bullying can include: name calling, taunting, mocking, making offensive comments,; kicking; hitting; taking belongings; inappropriate text messaging and electronic messaging (including through web-sites, social networking sites and instant messenger); sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.²

4) Forms of bullying covered by this Policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to special educational needs.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual bullying.
- Cyber bullying.
- Physical and emotional

Please Refer to Appendix 1a)- Types of Bullying Appendix 1b) Children and Young Persons’ definition of bullying

¹ Adapted from Bullying – A Charter for Action, DCSF

² Adapted from Safe to Learn, Embedding anti-bullying work in schools, DCSF, 2007

Preventing, identifying and responding to bullying

We will:

- **Adapt the Vale of Glamorgan AntiBullying Policy and procedures including the use of the Bullying Incidents Termly Reporting Form (Appendix1) and School Bullying Log proforma (Appendix 2) and advice for parents (Appendix 3)**
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying based on protected characteristics.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Consider all opportunities for addressing bullying through the curriculum (including DCF), displays, peer support, outside agencies (PCSO) and the School Council.
- Train all staff including lunchtime staff and learning mentors to identify bullying and follow school policy and procedures on bullying.
- Actively create "safe spaces" for vulnerable children and young people.

5) Involvement of pupils / students

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure students know how to express worries and anxieties about bullying.
- Ensure all students are aware of the range of sanctions that may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in schools.
- Publicise the details of helplines and websites.
- Offer support to students who have been bullied.
- Work with students who have been bullying in order to address the problems they have.

6) Liaison with parents and carers

We will:

- Ensure that parents / carers know whom to contact if they are worried about bullying.
- Ensure parents know about our complaints procedure and how to use it effectively.
- Ensure parents / carers know where to access independent advice about bullying.
- Work with parents and the local community to address issues beyond the school gates that give rise to bullying.

7) Monitoring & review, policy into practice

We will review this Policy annually as well as when incidents occur that suggest the need for review. The school uses the guidance by the DCSF* and the Anti-Bullying Alliance** to inform its action planning to prevent and tackle bullying.

8) Responsibilities

This Policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Head teacher, Senior Managers, Teaching and Non Teaching staff to read this policy and implement it accordingly.
- The Head teacher to communicate the policy to the school community.
- Pupils to abide by the policy.

The named contact for this policy is: Mrs P Vaughan

Signed Headteacher: _____ *P. M. Vaughan* _____ Date: 10/1/18

Signed Chair of Governors _____ Date: _____

Signed Chair of Parent Council _____ Date: _____

Signed Chair of School Council _____ Date: _____

To Be Reviewed- Spring 2010

Appendix 1a)**Types of bullying**

Type	Example
Physical Bullying	<ul style="list-style-type: none">• Kicking or hitting• Prodding, pushing or spitting• Other physical assault• Intimidating behaviour• Interference with physical property
Verbal/Psychological	<ul style="list-style-type: none">• Threats or taunts• Shunning/ostracism• Name calling/verbal abuse• Spreading rumours• Making inappropriate comments in relation to appearance• Extortion
Socio-economic Status	<ul style="list-style-type: none">• Negative stereotyping, name calling or ridiculing based on financial circumstances
Sexist	<ul style="list-style-type: none">• Use of sexist language• Negative stereotyping based on gender
Sexual	<ul style="list-style-type: none">• Unwanted/inappropriate physical contact• Sexual innuendo• Suggestive propositioning• Distribution/display of pornographic material aimed at an individual• Graffiti with a sexual content aimed at an individual
Homophobic	<ul style="list-style-type: none">• Name calling, innuendo or negative stereotyping based on sexual orientation• Use of homophobic language
Faith-based	<ul style="list-style-type: none">• Negative stereotyping name calling or ridiculing based on religion
SEN/Disability	<ul style="list-style-type: none">• Name calling, innuendo or negative stereotyping based on disability or learning difficulties• Excluding from activity on the basis of disability or learning difficulty
Gifted/Talented	<ul style="list-style-type: none">• Name calling, innuendo or negative stereotyping based on high levels of ability or effort• Ostracism resulting from perceptions of high levels of ability

Cyber	<ul style="list-style-type: none"> • Abuse on-line (e.g. social networking sites) or via text messaging / emails • Interfering with electronic files • Setting up or promoting inappropriate websites • Inappropriate sharing of images from webcams/mobile phones etc • Interfering with email accounts
Racist	<ul style="list-style-type: none"> • Physical, verbal, written, on-line or text abuse or ridicule based on differences of race, colour, ethnicity, nationality, culture or language. • Refusal to co-operate with others on the basis of any of the above differences • Stereotyping on the basis of colour, race ethnicity etc • Promoting offensive materials such as racist leaflets, magazines or computer software on Vale County Council premises

Discriminatory bullying should be explicitly discussed in the setting and there must be clear guidelines for dealing with incidents. The Governing Body is required to record all discriminatory incidents that take place in the school and report them to the LA each term on the Excel monitoring form already circulated. All other agencies should follow their service policy with regard to their general duty under the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011.

Appendix 1b)

Children and Young Persons' definition of bullying

Bullying is hurting people on purpose over and over again, making them feel sad, afraid and upset.

Bullying can be:

- being unfriendly, nasty, mean, leaving people out, hiding people's things, threatening
- using violence e.g. pushing, kicking, hitting, punching
- picking on someone because of their colour, religion, nationality, accent or dress
- touching someone in a way that is wrong or saying things that make them feel uncomfortable or scared
- teasing someone because of who they are friends with, how they look or what they like
- name-calling, spreading stories, teasing, making fun of people
- misusing internet chat rooms, sending threatening or nasty e-mails or texts, taking inappropriate photos or videos

Bullying Incidents Termly Reporting Form (Primary/Secondary Schools)

School:	Palmerston Primary School	Number of Pupils on Roll:		
Term: Please tick one	Autumn 2015		Spring 2016	
			Summer 2016	

Total number of reported incidents of bullying recorded:	Total number of pupils responsible:	Total number of victims:

	Number of pupils responsible:		Number of Victims:	
	Male	Female	Male	Female
Nursery				
Reception				
Year 1				
Year 2				
Year 3				
Year 4				
Year 5				
Year 6				
Year 7				
Year 8				
Year 9				
Year 10				
Year 11				
Year 12/13				
Total:				
Ethnic group:				
White British				
White non British				
Asian				
Black				
Chinese / Chinese British				
Any other				
not known				

Type of Bullying How many were?:				
Verbal / Emotional		Sexist / Sexual		Relating to Disability/ALN
Physical		Homophobic		Religion/Culture
Racist		Cyber		Other(Please Specify)

Please detail any additional support required of the LA that would help tackle bullying issues, e.g. training	
Signature:	Date:

Bullying Incident Log

Name of pupil	Gender		Yr Gro up	Date of Incident	Investigated		Victim			Outcome	Type of bullying/Nature of Bullying (refer to key)							
	M				By whom	Date	M	F	Yr Group		1	2	3	4	5	6	7	8

Key:

Type of Bullying

1 – Verbal / Emotional, 2 – Physical, 3 – Cyber

Nature of Bullying

4 – Disability / Special Needs, 5 – Race, Religion, Culture, 6 – Sexist / Sexual,

7 – Homophobic, 8 – Other

Appendix 4

Bullying Advice for Parents and Carers

What is bullying?

There are many definitions of bullying; most contain reference to the following characteristics:

- it tends to be prolonged and repeated;
- it involves an imbalance of power between victim and perpetrator;
- it may be physical, verbal or psychological.

Bullying is a complex issue that may be defined as the intentional abuse of power by an individual or group with the intent of causing concern or distress to another individual or group. It may occur on a regular or irregular basis; every reported incident should be treated seriously and be thoroughly investigated.

Bullying is experienced by significant numbers of children and young people; adults should be vigilant in looking for possible incidents. Bullying and harassment can seriously blight lives and cause acute unhappiness and anxiety. This can lead to changes in a victim's behaviour causing hindrance to academic progress, truancy and self-harming.

Bullies are not all the same. They can be:

- aggressive and physically intimidating and act in gangs to harass their victims;
- anxious bullies who join bullying groups to avoid adverse attention themselves;
- victim bullies who turn to bullying weaker youngsters after having suffered bullying themselves;
- verbal bullies who taunt and disparage their victim effectively attacking the victim's self-esteem;
- psychological bullies who spread harmful stories or hint at possible negative outcomes to their victims.

Victims also differ in nature. Some examples can be:

- looked after children;
- children with special education needs;
- children who have a different mode of speech or appearance from others. This would include those from different ethnic backgrounds to the majority;
- anxious or nervous children with low self-esteem;
- children with under-developed social skills;
- attention seeking individuals who provoke others or seek the role of victim.
- newcomers to school, class, social group or neighbourhood

Sexual or racial harassment are forms of bullying. The former is most often perpetrated by boys against girls and is more often than not an abuse of physical power. The Commission for Racial Abuse defines abuse of a racist nature as “violence, which may be verbal or physical, including attack on property as well as the person. This may be suffered by individuals or groups because of their colour, race, nationality or ethnic origins, when the victim believes the perpetrator was acting on racial ground”.

Not all aggressive behaviour is bullying. Some behaviour, particularly with very young children, might be aggressive but have no knowing intent to cause distress or injury. Victims who report that they feel bullied when they may not have been are obviously vulnerable and should be supported. Adults in these types of instances need to carefully explain the differences between bullying and isolated, though regrettable, acts of aggression that might be a one-off incident.

Bullying is an intentional abuse of relational power.

There are other types of negative behaviour, which are sometimes mistaken for bullying. Squabbles, quarrels, pushing and shoving should not automatically be seen as bullying. Children and adults quarrel from time to time and it is not bullying if there is no imbalance of power.

It is important that schools recognise the difference between conflict and bullying, which is typically surrounded by a complex web of deceit and power misuse.

Bullying is deliberate behaviour, by an individual or a group, repeated over a period of time.

Anyone can be the target of bullying and this can be for a variety of reasons such as gender, race, sexual orientation, religion, age and disability.

Bullying can be:

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, kicking, hitting, punching or any use of violence
Racist	hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status
Sexist, Sexual or Transphobic	when a learner usually repeatedly harms another learner or intentionally makes them unhappy because of their sex or because they may not be perceived to conform to typical gender norms
Homophobic	bullying motivated by prejudice against lesbian, gay and bisexual people (LGB) or those perceived to be LGB

Verbal	name-calling, sarcasm, spreading rumours, teasing
Cyber/Technological	all areas of internet, such as email & internet chat room misuse; mobile threats by text messaging & calls; misuse of associated technology, i.e. camera & video facilities
Disability	bullying around special educational needs and disabilities

What are the signs of bullying?

Indicators that a child is being bullied could include:

- Reluctance to go to school
- Appearing frightened of / during the journey to and from school
- Changing their usual route
- Being anxious, moody, withdrawn, quiet
- Complaining of illnesses such as stomach aches and headaches
- Bed-wetting in a previously dry child or young person
- Having nightmares or sleeping difficulties
- Coming home regularly with missing or damaged possessions
- Arriving home hungry
- Asking for extra money or stealing money
- Truancy
- Deterioration in their work / handwriting
- Not eating
- Unexplained cuts and bruises
- Being aggressive and bullying others
- Giving improbable excuses for any of the above

How can parents/carers help?

- Give reassurance to your child that it is not their fault
- Talk calmly about what is happening even though you may feel upset yourself
- Listen to your child and take what they say seriously
- Encourage your child to report incidents to a member of staff
- Make notes of what has happened (who, what, when, where)
- Talk to the school or organisation
- Do not confront the bully or parents yourself-work with the school or other organisation

Talking to the school

Schools must have an anti-bullying policy. It should make clear the strategies it will use in response to bullying incidents. Schools have a duty to promote positive behaviour and have strategies to prevent bullying incidents occurring.

- Tell the school about the incident
- Try and stay calm the school may have had no idea that your child is being bullied or may have heard conflicting accounts of the incident
- Give as much detail of the incident as you can - time, location, what happened, names of those involved including witnesses
- Arrange a meeting with school staff
- The school should investigate the incident before the meeting
- Take written details of the incident to the meeting
- Ask for notes to be taken so that there is a record of what is discussed and agreed
- Ask for a named contact at the school for both you and your child
- Stay in touch with the school and let them know if things improve as well as if problems continue
- Agree a plan of action and a time for a follow up meeting

After the meeting

- Write to the school outlining what you think was agreed at the meeting.
- Give the school time to deal with the incident but agree a deadline with the school
- Talk to your child about what is happening

Useful websites and telephone numbers

www.bullying.co.uk

www.kidscape.org.uk Tel: 08451 205 204

www.parentlineplus.org.uk Tel: 0808800 2222

www.snapcymru.org

www.wales.gov.uk/respectingothers

www.antibullying.net

www.childline.org.uk Tel: 0800 1111

www.ace-ed.org.uk

www.bulliesout.com

