



Anti-Bullying Policy

Date ratified: 4th April 2017

Review date:

Y Daith Anti-Bullying Policy

1) Objectives of this Policy

The Y Daith Anti-Bullying Policy outlines what the PRU will do to prevent and tackle bullying. 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 on a regular basis.
- Supports staff to promote positive relationships and 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 on 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

¹ Adapted from Bullying – A Charter for Action, DCSF

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

5) Preventing, identifying and responding to bullying

We will:

- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Consider all opportunities for addressing bullying through the curriculum, displays, peer support and the School Council.
- Train all staff to identify bullying and follow school policy and procedures on bullying.
- Actively create "safe spaces" for vulnerable children and young people.

6) 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.

7) 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.

8) Monitoring & review, policy into practice

We will review this Policy at least once every two years 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.

9) 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:

- The Management Committee to take a lead role in monitoring and reviewing this policy.
- The Management Committee, Teacher-in-Charge, Teaching and Non-Teaching staff to read this policy and implement it accordingly.
- The Teacher-in-Charge to communicate the policy to the school community.
- Pupils to abide by the policy.

The named contact for this policy is: Mr M Sweeden

Appendices

Appendix 1

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 of 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

	<ul style="list-style-type: none"> • 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

Appendix 2

Bullying Incidents Termly Reporting Form (Primary/Secondary Schools)

School:	Y Daith		Number of Pupils on Roll:		
Term: Please tick one	Autumn 2016		Spring 2017		Summer 2017

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:	

Appendix 3

Example Bullying Incident Log

Name of pupil who bullied	Gender		Yr Gro up	Date of Incident	Investigated		Victim				Outcome	Type of bullying (<i>refer to key and use number</i>) + <i>brief comment</i>
	M	F			By whom	Date	M	F	Yr Group	Initials		

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

