

# Dropmore Infant School Littleworth Road, Dropmore, Burnham Buckinghamshire SL1 8PF

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	Policy No:	052	
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#### Introduction

At Dropmore Infant School we aim to prevent bullying, but we are always alert to bullying and deal firmly with it if it occurs. Actions based on our school rules, backed by sanctions are taken. (See School Behaviour Policy). Pupils are strongly encouraged to tell if bullying happens.

#### What is Bullying?

Bullying is the willful, conscious desire to hurt or threaten or frighten someone else. A bully has some sort of power over the victim. Bullying is repeated often over a period of time. All bullying is aggression, either physical, verbal or psychological but not all aggression is bullying. Bullies pick on vulnerable children but it is difficult to judge in advance who might be seen as vulnerable.

Victims may be pupils who:-

- are new to the class or school
- are different in appearance, speech or background from other pupils
- suffer from low self-esteem (but it's not clear whether this is a cause or effect of bullying)
- demonstrate 'entertaining' reactions when bullied, e.g. tantrums, loss of control
- are more nervous or anxious

All of these examples are simply possibilities, not prediction of victimisation. The victim may be the child who is in the wrong place at the wrong time, and who reacts wrongly.

Bullying also includes cyber bullying. Cyber bullying can be defined as "The use of Information Communication Technology, particularly mobile phones and the internet, to deliberately hurt or upset someone." (DCSF 2007). Cyber bullying (along with all other forms of bullying) of any member of the school community will not be tolerated and will be managed through our Anti-Bullying Policy. Please also see our E-Safety Policy for more information about cyber bullying.

### Vulnerability isn't always visible to adults. The victim may look like any other child.

A quiet, self-contained pupil may be suffering in silence, invisible to those who could help unless encouraged through our supportive ethos to speak out. Victims may be found among pupils who are different or vulnerable, but these characteristics are not necessarily evident to adults. Teachers have to be alert to the behaviour of 'ordinary' pupils as well as supporting those pupils evidently different from their peers.

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#### **GUIDELINES FOR PREVENTION AND ACTION AGAINST BULLYING**

#### **Anti-Bullying Action**

If you come across bullying what can you do?

#### First steps:-

- Remain calm and take action as quickly as possible
- Take the incident or report of an incident seriously
- Think hard about whether your action needs to be private or public; who are the pupils involved?
- Reassure the victim(s)
- Offer concrete help, advice and support to the victim(s)
- Make it plain to the bully that you disapprove
- Encourage the bully to see the victim's point of view
- Make the bully aware of the consequences for him/her and the victim

#### Involving others: do:-

- Inform school management and/or other appropriate persons
- Inform colleagues of the circumstances of the incident
- Inform the headteacher who will then contact the parents of all the children involved
- Call in the parents to discuss a constructive plan to deal with the incident

#### **Preventing Bullying in School**

#### Support our pupils

- We look after our children
- Children know that the school disapproves of bullying
- Children are encouraged to speak out ('I'd like to talk' cards)
- Children are aware of the school standards of behaviour

#### Think ahead about supporting both victims and bullies. Consider:-

- Use of the PHSE and SEAL programmes.
- Assemblies and Religious Education lessons can be used to reinforce the message
- Circle time in the classroom can be used for child initiated discussions
- Use positive ways of getting the message across through drama, role play, discussions, games
- Give pupils the opportunity to talk about bullying in general.

#### Communicate

- Ensure everyone is aware of our policy
- The school acts to prevent bullying, not just to deal with bullying incidents.
- Build on positive behaviour as described in the Behaviour and Discipline Policy.
- Investigate concerns of parents.

**Anti-Bullying Policy** 

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#### **Observing Pupils**

Sometimes what looks like fighting can simply be rough-and-tumble play or 'play-fighting'; this is something that some children enjoy and is part of normal social interaction at school as well as at home.

Children in play fights often:-

- Are smiling or laughing;
- Make 'mock' blows or kicks which do not connect, or only do so softly;
- May take turns in chasing and catching others:
- Do so in the open, but do not cause concern to others.

Pupils who are being attacked or physically bullied often:-

- Frown or look unhappy or angry;
- Try to move away from the aggressor;
- Do not take turns, the aggressor maintaining the dominant role throughout the interaction;
- If witnessed by other children, attract attention and concern.

Knowledge of pupils who have persistently been involved in bullying or being bullied should be communicated to all other staff and supervisors to monitor the situation.

#### **Monitoring and Evaluation**

Any repeated incident of what could be considered as bullying should be reported to the headteacher and noted. See Appendix 1.

Evaluation and review of the number of recorded incidents will help to determine whether the policy is effective.

#### Resources

Guidance for Schools on Preventing and Responding to Bullying DfE (2014). Action against Bullying - Scottish Council for Research in Education. Kidscape – Help with Bullying – <a href="https://www.kidscape.org.uk">www.kidscape.org.uk</a>

We are aware that this policy refers specifically to the children in school, but we do not accept any kind of bullying towards anyone in our school community. This includes adults and staff.

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#### **APPENDIX 1**

## SCHOOL BASED BULLYING INCIDENT REPORT

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Date:	Day:	
Time:	Place:	
Type of Incident:	Investigated by:	
Frequency:	Reported by:	
People involved:		
What led up to the incident?		
What happened?		
What did you do in response?		
What happened as a result of this?		
Review date:		

This form should be placed on file and passed to the Headteacher for co-ordination and monitoring.

#### Bullying The people who: Behaviours bully are bullied Definition: verbal actively collude Behaviour by an individual or group, passively observe physical could seek help, usually repeated over time, that inemotional support or resist tentionally hurts another individual non-verbal or group either physically or emocyber tionally." (DCSF) child — child WHY? adult - child Personal dislike TARGET: child - adult Seems fun ⇒ Good at what they do adult — adult Gain kudos WHAT is bullying ⇒ Intelligent Feeling of Power ⇒ Creative Need to control ⇒ Popular / Well-liked Get something they want ⇒ Low self-esteem Jealousy ⇒ Few or no friends To avoid being bullied WHO do ⇒ Looked After Children Family issues at home they target ⇒ Young carers Insecurity ⇒ Illness or disability Bullying Low self-esteem ⇒ Prejudicial bullying: Lack of empathy Race Feelings of exclusion ◊ Religion Loneliness WHAT can be done to prevent it ◊ Cultural beliefs Prejudice Gender can we prevent Ignorance ◊ Sexual Orientation Part of a pack WHERE? ΜOH School Bus Home Internet Mobile phone Workplace DO Community Social media Tell someone PROMOTE ('I'd like to talk' cards) PREVENTION self awareness Restorative Approaches Whole school approach empathy Peer mentor Explicit anti-bullying policy Mediation managing feelings Circle of friends School Values: Independence, Curiosity, Respect social skills Support group sense of belonging Shared concern Actively promote: Rights. Respect, Responsibilities friendships Restorative justice celebration of similari-Safe environment ties and differences Resilience development Use emotional literacy resources (SEAL, Jigsaw) assertiveness vs. Friendship skills aggression Assertiveness Embed School Rules and Class Rules problem solving Building confidence Raise Awareness eg. Anti-bullying Week approaches Block the Bully Reporting System Peer support system