



Dropmore Infant School
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Policy No: 052

Policy Title: Anti-Bullying Policy

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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.

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.

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:

- 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.

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 \(2014\).](#)

[Bullying Advice](https://www.bullying.co.uk/) - <https://www.bullying.co.uk/>

[Kidscape – Help with Bullying](http://www.kidscape.org.uk) – www.kidscape.org.uk

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.

Equality Impact Assessment:

We promote equal opportunities and good relations between and amongst all and promote the individuality of all our pupils, irrespective of ethnicity, sexual orientation, disability, gender, gender re-assignment, religion, belief / non-belief or background. The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage.

