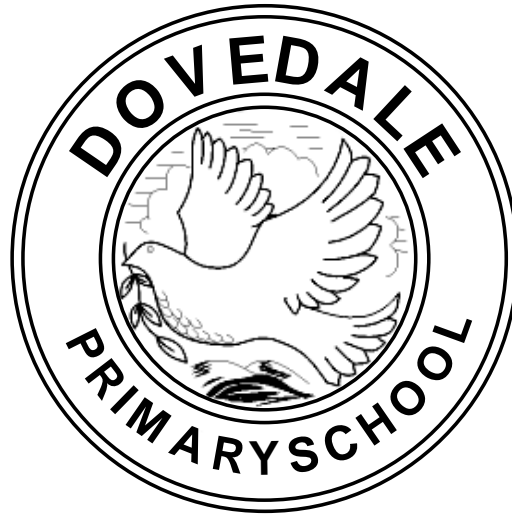


# Anti-Bullying Policy

## Dovedale Primary School



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# **ANTI-BULLYING POLICY**

Common sense preconceptions about bullying are not always correct. Bullies and victims do not come in standard shapes and sizes, and a policy based on stereotyped assumptions about the causes of bullying will probably fail.

There is no particular age group or kind of school, which is at risk - or free of risk.

## **What is bullying?**

### **DfE definition of bullying:**

It is deliberately hurtful behaviour

It is repeated often over a period time

It is difficult for those who are being bullied to defend themselves.

Bullying can take many forms but three main types are:

- physical: hitting, kicking, taking belongings
- verbal: name-calling, insulting, racist or homophobic remarks
- indirect: spreading unpleasant stories or excluding someone from social groups.

### **Dovedale School Council Definition of Bullying:**

- Bullying is repeatedly making somebody feel hurt in any way.
- Bullying is making somebody feel upset (in any way) over a period of time.  
(School council, 2017)

Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else, which is repeated over a period of time. To do this, the bully has to have some sort of power over the victim, a power not always recognisable to the teacher or the parents.

All bullying is aggression, physical, verbal or psychological.

Although resolving conflict by resorting to fighting is not acceptable, it is not bullying if two pupils of equal power and strength fight or quarrel.

**All the staff at Dovedale Primary School deplore all forms of bullying and will deal with incidents in the appropriate manner.**

Any incidents of repeated bullying will be recorded and monitored and recorded on Provision Mapping . Parents will be informed of serious incidents and the action taken to deal with them when they happen.

### **Recognising Bullies**

- (1) Bullies tend to have assertive, aggressive attitudes over which they exercise little control.
- (2) Bullies tend to lack empathy; they cannot imagine what the victim feels.
- (3) Bullies tend to lack guilt; they rationalise that the victim somehow "deserves" the bullying treatment.

These attitudes have implications for any curricular intervention aimed at the prevention of bullying. For example, co-operative work and non-aggressive behaviour can be praised. Empathy can be increased through role-play, or exposure to relevant stories. Language work and social education can pick up the theme or how other people feel. These are steps to combat bullying behaviour.

### **Recognising Victims**

Bullies usually pick on vulnerable children, but it is difficult to judge in advance who might be seen as vulnerable. Victims may be:

- (1) New to the class or school.
- (2) Different in appearance, speech or background from other pupils.
- (3) Suffer from low self-esteem (but it is not clear whether this is a cause or effect of bullying).

Victims may become withdrawn, depressed children, strangers to their family. They may express a desire to move schools; or may have difficulty in facing coming to school, maybe late, erratic in attendance, feign illness and eventually become school refusers.

There may be deterioration of work, general unhappiness, anxiety or fear, unexplained cuts scratches and bruises or unexplained missing possessions.

### **Racial Harassment**

Racial harassment, when others physically, verbally or psychologically abuse an individual because of differences in race, colour or creed is a form of bullying and as such will not be tolerated by any of the members of staff at Dovedale. Everyone is encouraged to foster respect for individuals and their beliefs.

Details of all racial incidents will be recorded. Parents will be informed of serious incidents and the action taken to deal with them when they happen. All serious incidents will be reported to the governors at each governing body meeting.

## **Anti-bullying and Racial Harassment Action**

There are no certain cures, only ideas, which have succeeded with other pupils in other contexts.

From research so far it seems that:

- (1) If you encourage pupils and teachers to speak out, you may well seem to have more bullying or racial harassment.
- (2) Unless you have some plan or policy to implement and the will to implement it, the apparent increase in bullying or racial harassment in your school will not be resolved.

## **Homophobic bullying or name calling**

Homophobic bullying/name calling occurs when bullying is motivated by a prejudice against lesbians, gay or bisexual people.

It can include spreading rumours that someone is gay, suggesting that something or someone is inferior and so they are “gay” – for example, “You’re such a gay boy.” or “That’s gay.”

Even when pupils may not know what the words mean, but use homophobic language against others, it is still a form of bullying/name calling.

We do not view homophobic name calling as “harmless banter”. We recognise that if it is not challenged at primary school it is harder to address at secondary school. **If a pupil is not explicitly told that homophobic bullying is wrong they may think it is okay to do this.**

### **Immediate responses by staff to be put into action are:**

- (1) Remain calm; you are in charge. Reacting emotionally may add to the aggressor's fun and give the aggressor control of the situation.
- (2) Take the incident or report seriously.
- (3) Take action as quickly as possible.
- (4) Think hard about whether your action needs to be private or public; who are the pupils involved?
- (5) Reassure the victim(s); do not make them feel inadequate or foolish.
- (6) Offer concrete help, advice and support to the victim(s).
- (7) Make it plain to the aggressor that you disapprove.
- (8) Encourage the aggressor to see the victim's point of view.
- (9) Punish the aggressor if you have to, but be very careful how you do this. Reacting aggressively or punitively gives the message that it is all right to harass if you have the power.
- (10) Explain clearly the punishment and why it is being given.

## **Involving Others**

- (1) Inform the Head Teacher.
- (2) Inform other adults that work with the children if the incident arose in situation where everyone could have a responsibility and should be vigilant, e.g. playground, toilets etc.
- (3) When this is considered necessary, inform both sets of parents calmly, clearly and concisely reassuring both sets of parents that the incident will not linger on or be held against anyone.

### **Final Steps**

- (1) Make sure the incident does not live on through reminders from you.
- (2) Try to think ahead to prevent a recurrence of the incident if you uncover the trigger factor.
- (3) Encourage the parents to disclose any continuing behaviour at home which gives cause for concern

### **Do Not**

- (1) Be over-protective and refuse to allow the victim to help him/herself.
- (2) Assume the aggressor is bad through and through; try to look objectively at the behaviour with the aggressor.
- (3) Keep the whole incident a secret because you have dealt with it.
- (4) Try to hide the incident from the parents of the victim or of the aggressor.
- (5) Call in the parents without having a constructive plan to offer either side.