

Dragon School Anti-Bullying Policy

Reviewed and approved:	Deputy Head Pastoral & DSL
	April 2025
Next review due:	April 2026



Applies to Prep, Pre-Prep and EYFS

Introduction

All children have the right to an educational environment where they feel safe and which is free from harassment and bullying.

All adults and children in our School are expected to contribute to this culture of safety by treating each other with dignity and respect.

Aim of policy:

To uphold every child's right to protection from all forms of violence and exploitation and to a safe education, and to increase recognition that bullying prevents the full enjoyment of these rights. In addition, we seek to encourage pupils to be part of a culture of openness, where they report unsafe or hurtful incidents, to enable our school community to feel safe and in line with our core values: Kindness, Courage and Respect.

Definition:

The Anti-Bullying Alliance define bullying as: *The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.*

It is very important to recognise the seriousness of bullying in causing psychological damage. Bullying is damaging for both the person being bullied and the person doing the bullying, with the legacy from these behaviours following people into adulthood. It can be hard to identify, easy to overlook or to misinterpret, dangerous to ignore

The Equality Act 2010 (<https://www.gov.uk/guidance/equality-act-2010-guidance>) provides protection from discrimination, harassment and victimisation based on a range of protected characteristics. Any bullying related to these characteristics is unacceptable. The protected characteristics defined in the Act are:



Bullying can take many forms, including:

Emotional	Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	Pushing, kicking, hitting, punching, or any use of violence
Race	Racial taunts, graffiti and gestures
Sexual	Unwanted physical contact or sexually abusive comments, remarks or jokes.
Homophobic	Sexual orientation (transphobic, homophobic or biphobic bullying)
Verbal	name- calling, sarcasm, spreading rumours, teasing
Cyber	All areas of the internet, such as email and internet chat room misuse. Mobile phone threats by text messaging and calls. Misuse of associated technology, i.e. camera and video.

See Appendix A for signs and identification of bullying

Such behaviour will not be tolerated and is not viewed as simply 'having a laugh' or banter of any kind. These types of behaviour can be viewed as child-on-child abuse. A Bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm.

Sexual Bullying & Harassment

Any bullying behaviour, whether physical or non-physical, that is based on a person's sexuality or gender. It is when sexuality or gender is used as a weapon by children towards other children. It can be carried out to a person's face, behind their back or through the use of technology.

For example (but not exclusively):

- Teasing or putting someone down because of:
 - their sex life (e.g. because they haven't had sex or if they've had sex with a number of people)
 - their sexuality (e.g. making fun of someone for being homosexual)
 - their body (e.g. the size of their breasts, bottom or muscles).
 - Their gender/ gender-identity.
 - Their relationships with others.
- Appropriating words that refer to sexuality in a derogatory way (like calling something 'gay' to mean that it is not very good).
- Using sexual words to put someone down (like calling someone 'slut' or 'bitch').
- Making threats or jokes about serious and frightening subjects like rape.
- Spreading rumours about someone's sexuality, gender identity and sex life – including graffiti, texts and via social media.
- Touching parts of someone's body that they don't want to be touched (this includes squeezing, pinching, kissing, groping).
- Putting pressure on someone to act in a sexual way.
- Acting in a sexually forward way, making others feel uncomfortable.

Cyberbullying

Cyberbullying is bullying that takes place online. Unlike bullying offline, online bullying can follow the child wherever they go, via social networks, gaming and mobile phone devices (NSPCC 2023).

For example (but not exclusively)

- Making nasty calls or sending text messages, instant messages or emails including anonymous emails, threats, intimidation, and harassment.
- Using electronic media to send homophobic, racist, and sexist messages to another individual or posting any such comment on a social network site.
- Videoing other people being harassed and sending these to other phones or internet sites; - Taking or sharing humiliating images.
- Sending nasty, threatening or anonymous messages using chatrooms or message boards; making friends under false pretences; groups of people deciding to pick on or ignore individuals.
- Using someone else's account to forward rude or mean emails; forwarding unsuitable content including images or clips or sending computer viruses.
- Making and sending inappropriate content using a webcam.
- Posting nasty comments, humiliating images or video on social networking sites.
- Accessing another person's account details and sending unpleasant messages, deleting information or making private information public.

The School acknowledges its role in teaching pupils about the underpinning knowledge and behaviours that can help them to navigate the online world safely and confidently regardless of the device, platform, or app. In taking this forward, the School has regard to the DfE's non-statutory guidance on Teaching online safety in school (updated January 2023).

Implementation and Response:

The Dragon recognises that the most effective anti-bullying initiatives are those that form part of a whole school strategy. An anti-bullying policy alone will not stop bullying behaviour. Bullying can only be reduced through an understanding of why it happens and a determination to foster a community in which all people are treated with respect and kindness. Alongside devising and implementing anti-bullying policies, all members of the school community, including teachers, support staff, pupils, parents and governors, are involved in creating and maintaining a safe environment. This requires a culture of vigilance and a clear understanding by everyone of acceptable behaviour. It also requires members of the School community to uphold standards of behaviour as set out in the School's Anti-Bullying Policy, and to prevent and respond swiftly to all forms of bullying. Furthermore, when bullying behaviour is identified, we are able to apply preventative work and action.

Implementation: We also apply preventative work to reduce the likelihood of bullying by:

- Pupils reminded regularly on **values and behaviour expectations**.
- **A culture of openness** – Pupils are encouraged to come forward with concerns, via a trusted adult or by visiting the Pastoral Office.
- **Rewards and Sanctions** outlined in Behaviour Policy to promote positive behaviour and address negative behaviour.
- **Regular reviews of reported incidents**, to spot trends/patterns of behaviour, in order to inform our pastoral intentions, supervision and education.
- **Weekly Pastoral Audits** (conducted by Deputy Head Pastoral and DSL) enable us to track trends and spot patterns of behaviour, including bullying.
- **Behaviour Curriculum** – During Character and Health Education lessons, tutor time and assemblies, we can ensure relevant information is taught to pupils regarding what we see, hear and report in our own community and beyond.
- **Acceptable Use Policy** – At the start of each term, pupils are reminded of the guidance within our 'Acceptable Use Policy'.
- **No devices in school** – All electronic devices are to be handed into the school office at the start of the day (Day pupils only) or handed into Houseparent (Boarders returning from holidays). Devices found in school will be sanctioned in line with Behaviour Policy.
- Full engagement in the **National Anti-Bullying Awareness Week** (Character and Health Education tailored lesson, drama workshop/performances, art displays, reflections etc...)
- **Staff Awareness** - All Governors, teaching and non-teaching staff, children and parents should have an understanding of what bullying is and be aware of the School's Anti-Bullying Policy.

Response: At the start of each term, we discuss with pupils how they can report concerns of a bullying nature. We want to empower pupils to be positive bystanders, by stepping forward, being proactive

and seeking help if they witness another pupil being hurt. Once we have identified or had reported an alleged bullying incident(s), we will respond by:

1. **Listening and taking on board report concern**
2. **Logging concern** via iSAMS or MyConcern (reporting systems) to include: Description of report, action and outcomes.
3. **Designate staff lead** - the Head of Year or member of safeguarding team will take a lead on managing concern.
4. **Gathering evidence** – In order to ensure the incident(s) are dealt with fairly, we must gather evidence (e.g pupil interviews, written statements, verbal or online information shared etc...) to gain a fair account of both sides.
5. **If incidents are happening outside of school**, but clearly impacting life in school, the same protocol as above will be taken.
6. **Sanctions** – Following our Behaviour Policy, bullying behaviour will be dealt with seriously (C3-C5).
 - *Single bullying incident* – Pupil and parents will be made aware of the seriousness of actions and be formally warned about the impact of their behaviour. This frequently improves behaviour.
 - *Persistent bullying behaviour* – A meeting with child, parent and Head of Year/Head of School / SLT member will occur, where next steps will be clearly outlined in line with Behaviour Policy.
 - *If bullying behaviour persists*, the ultimate sanction for bullying is permanent exclusion.
7. **Update** – Staff with pastoral responsibility and parents of pupils involved will be updated on next steps / outcome of concern reported.
8. **Monitoring** – Even if the concerns have been resolved, key staff will monitor situation and ensure that pupils involved understand where further support can be sought, if required.

Appendix A – Signs and Identification of bullying

People who show bullying behaviour can:

- Use words or actions to frighten others, by shouting or threatening people
- Exclude people by leaving them out of games or conversations
- Get others to do their bullying for them
- Sometimes appear to be popular
- Enjoy the feeling of power they can have over others
- Be unaware of the distress they are causing
- Encourage others to have extremist religious, social or political views which may support terrorism (radicalisation)

Despite encouraging children to report bullying there will be occasions when a child is being bullied and it is not coming to the attention of staff or parents. We should therefore be aware of how a child may indicate that he or she is being bullied or made to feel unhappy through observed changes in behaviour. These may include:

- Being quiet and withdrawn
- Hiding in safe places – alone at break times
- First or last to arrive in lessons/activities
- Higher than normal rate of absence
- Uncharacteristic outbursts
- Academic and other standards fall
- Tearful even about minor things
- Prickly/edgy
- Often complaining about losing things
- Often reports to the Dragon Health Centre/Pre-Prep School Office but is not ill

The above points, taken individually or in combination, may not necessarily be a result of bullying but do indicate that there could be a problem of some kind. The child's Form Taker/Tutor/Class Teacher should be made aware so that they can make discreet enquiries.

Appendix C – Useful guidance when working to support children

Advice to children if you think you are being bullied:

- Walk calmly away from the situation if you can, without retaliating
- Tell someone what has happened, even if you have been warned not to
- Remember that there are likely to be others being bullied by the same person and so you will be helping them too by talking about your experience
- Do not blame yourself
- If it feels safe to do so, use your "Personal Power" to say you would like them to stop

Advice to children if you see someone else being bullied:

- Make sure that you do not get involved in the bullying as an easy way out of the situation
- Becoming an Upstander - moving from silence to action. Bystanders contribute to the problem of bullying while Upstanders stop the problem. Research shows that others speaking out or taking action can stop bullying behaviour in over half of cases within seconds.

- Tell a trusted adult what you have seen to help stop the bullying behaviour
- Do not ignore it – think how you would feel in the other person’s position
- Remember that bullying doesn’t go away by itself
- Find a teacher and explain what you have seen/heard
- Remember that we are all responsible for maintaining the culture we would like

Advice on how to try to avoid being bullied:

- Be friendly – friends can help you
- Think positively about yourself – praise yourself every day for something
- Don’t make unpleasant remarks about anyone, even if you intend them as a joke
- Practise using your “Personal Power”

Advice on how to avoid being a bully:

- Talk about problems rather than taking them out on someone else.
- Try to avoid confrontations – find somewhere to cool down.
- Think before you act or speak: might your words or actions hurt or upset anybody?
- Think very carefully before sending a text message, an email or posting on social media: could this hurt or upset anybody? Could it be misinterpreted?

How parents may help:

- If your child tells you they feel they are being bullied, talk with them about ways in which together you can let someone at school know how they are feeling and what has been happening. The School will not tolerate bullying and we will listen to the child and do everything we can to remedy the situation
- Listen to your child carefully as they tell you their experience and how it is making them feel
- If your child does not wish to talk with you about it, suggest that they talk to an adult they trust in School, or some children may choose to phone Childline
- If you suspect that your child is being bullied or is feeling unhappy about something, please contact the Form Taker, Class Teacher, Head of Year, Houseparent, Head of Upper/Middle School, a Deputy Head, The Head of Pre-Prep or the Head, and please also encourage your child to do the same. It is important to talk about a problem, and is something which may not feel easy the first time.
- Talk to your child about what they are doing on the internet, and try to keep the lines of communication open. Learn about the sites they are using and talk to your child about being safe online (See www.childnet.com for advice to look at together with your child)

Appendix B: Policies, guidance and useful contacts

This policy should be read in conjunction with the following School policies:

- Dragon Safeguarding Policy
- Behaviour Policy
- Exclusion Policy

Further guidance referenced:

- Keeping Children Safe in Education (2022)
- DFE: Preventing and tackling bullying (2014)
- DFE: Cyberbullying: Advice to Headteachers and school staff (2014)
- Equality Act 2010
- DFE: Behaviour in Schools: Advice for Headteachers and school staff (2022)

Useful contacts:

Anti-Bullying Alliance - <https://anti-bullyingalliance.org.uk/aba-our-work/events-and-training-calendar/anti-bullying-week-2023>

Childline - <https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/>
- 0800 1111

NSPCC - <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>
- [0808 800 5000](tel:08088005000) or emailing help@NSPCC.org.uk.

Kidscape - <https://www.kidscape.org.uk/>
- Parent Advice Line: 07496 682785 / WhatsApp: 07496 682785