

HAMWIC EDUCATION TRUST SPRINGDALE FIRST SCHOOL ANTI-BULLYING POLICY 2024/25

Rationale

‘There is no place for bullying, violence and bad language in our school’.

This policy supports the aim that all of our children and staff are, ‘safe from bullying and discrimination’. Everyone in our school community plays a part in recognising and preventing all forms of bullying. We are not complacent and are pro-active in working to make our school a happy place.

This policy should be read in conjunction with the schools Equalities Policy, Safeguarding and Child Protection Policy, Behaviour Policy and Relationships Education and Health Education Policy.

What is bullying?

‘Bullying is defined as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.’ (Anti-Bullying Alliance)

There are four key characteristics of bullying:

- Bullying is characterised by power differential – dominance of the powerful over the powerless.
- Bullying may be verbal, physical or psychological in nature.
- Bullying is generally repeated over a period of time, bringing with it the fear of future occurrence.
- Bullying may take the form of a socially acceptable behaviour but, by the way it is used, causes distress to an individual e.g. exclusion from a group.

Bullying may be physical such as pushing, pinching, or hitting. It can also be emotional such as isolating another person or humiliating them. Verbal bullying could include name-calling or threatening someone. This could be done directly or indirectly. For example, if someone spreads a rumour about another person to isolate them, this could be a form of indirect bullying, whereas someone might directly bully another person by calling them names. Bullying can happen in a range of settings. It could be in person or online – though it may be both, as young people's digital experiences can be closely intertwined with in-person interactions. Some forms of bullying may also

have a discriminatory or sexual nature. Further information about this can be found in the school's Equalities Policy.

The role of the school in preventing bullying

- Ensure that all staff are aware of this policy and support its implementation.
- Use PSHE lessons to teach about healthy friendships, what to do if a friendship breaks down and how to identify bullying.
- Take part in Friendship Week where the children will further their understanding of diversity, how to build healthy friendships, how to identify bullying and what to do if it occurs.
- Ensure that children understand who a 'trusted adult' is and where they can go to report bullying.
- Identify children who may be at risk and high-risk areas or times of the day in order to ensure close monitoring.

The role of the school if bullying is perceived to have occurred

- Listen carefully to those involved.
- Take all complaints seriously and deal with them quickly.
- Inform a DSL (Designated Safeguarding Lead) as soon as possible.
- Keep appropriate records of incidents; use these records to look for recurring patterns or themes.
- Have clear sanctions for undesirable behaviour, with parental involvement at an early stage.
- Support the victims by giving them a trusted adult to approach in confidence.
- Provide relevant information to parents and children.
- Support the bully by monitoring and rewarding good behaviour patterns, e.g. trouble-free playtimes.
- Hold follow up meetings with those involved or appropriate adults to enable ongoing communication.

The role of the school in preventing online bullying

- The school is aware that the growing use and accessibility of technology, particularly mobile phones and the internet, may make children vulnerable to cyber bullying.
- Through the ICT curriculum and assemblies children are made aware of what constitutes acceptable communication and what to do if they perceive they have been the recipient of unacceptable communication.
- The school is proactive in making parents aware of this issue and how to deal with it e.g. through information sessions.
- All adults within the school community (staff, parents and governors) are expected to uphold high standards in their use of communication through mobiles phones and the internet.
- Potential incidents of cyberbullying are dealt with & recorded in the same way as other forms of bullying.

Appendix 1 – Examples of prejudice-based bullying and harassment

Actions which are associated with bullying may be based on prejudice in which case the comments / actions may reflect this. It is essential that the prejudicial aspect is recorded when reporting the incident. Examples include:

Direct (to the victim)

Verbal / written threats

Derogatory name calling, abuse, insults, 'jokes', innuendo indicating prejudice / ridicule.

Written messages or derogatory comments to the victim including via text, email, social networking sites.

Refusing to co-operate or work with people because of any of the nine protected characteristics.

Abuse of others' personal property.

Indirect

Wearing badges or insignia that are prejudicial.

Actions that incite others to behave in a prejudicial way including forwarding offensive messages, jokes, comments etc.

Graffiti

Bringing offensive materials onto the premises (such as leaflets, comics and promoting Internet sites).

Attempts to recruit for organisations or groups that promote any form of prejudice.

Prejudicial comments in the course of discussion

What is different about prejudice based insults?

Prejudice based insults are not just used between children:

- Adults use them towards other adults
- Adults use them towards children
- Children use them towards adults

These insults may:

- also insult the family
- also insult others from the same background, the same religion, speakers of the same language