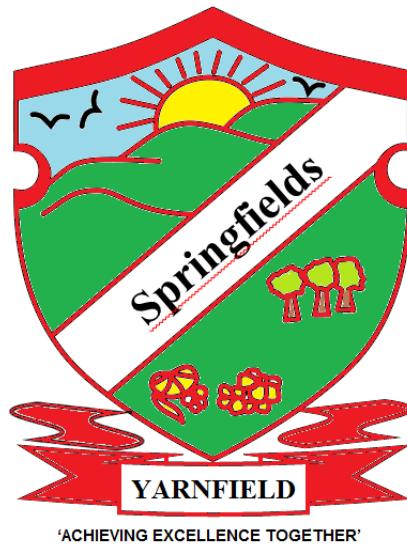


Springfields First School Anti Bullying Policy



Approved by:

Date: June 2023

The Governing Body

Last reviewed on: Sept 2025

Next review due by: September 2026

Springfields First School Anti-Bullying Policy

Our Values and Vision

At Springfields First School we believe that through positive attitudes and partnerships we can develop the whole child meeting individual needs, emotional, social and educational, in a safe and secure environment where differences are celebrated.

Children educated at Springfields First School will be tolerant, committed and confident. The school works in close partnership with the community to develop future citizens who will lead happy, rewarding lives and be prepared for what tomorrow brings.

- This policy is based on DfE guidance:
- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2025](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – 2022](#)
- [Supporting pupils with medical conditions at school](#)

Policy objectives:

This policy outlines what Springfields First School will do to prevent and tackle all forms of bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture where no bullying of adults, children or young people will be tolerated.

1) Our school community:

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports all members of staff to promote positive relationships to prevent bullying.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Reports back to parents/carers regarding concerns on bullying and deals promptly with complaints.
- Seeks to learn from good anti-bullying practice elsewhere
- Utilises support from the Local Authority and other relevant organisations when appropriate.

2) Definition of bullying:

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful

➤ Repeated, often over a period of time

➤ Difficult to defend against

Bullying can include but is not exclusive to:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

3) Bullying can happen to anyone. The forms of bullying covered, but this is not an exhaustive list, by this Policy:

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology, known as online or cyberbullying.

4) Preventing, identifying and responding to bullying. The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.

- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues to effectively develop strategies to prevent bullying from occurring.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools attention which involves or effects pupils even when they are not on school premises, for example when using school transport or online etc.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
 - Report and record incidents of bullying on MyConcern

5) Involvement of pupils. We will:

- Regularly discuss children's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

6) Liaison with parents and carers. We will:

- Make sure that key information (including policies) about bullying is available to parents/carers on the school website and in the school office.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively to raise concerns in an appropriate manner.

- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

7) Links with other school policies and practices. This Policy links with a number of other school policies and practices including:

- Behaviour policy
- Equality policy
- Complaints procedure
- Safeguarding and Child Protection policies
- Online Safety and Acceptable Use Policies (AUPs)
- Data Protection/GDPR

8) Responsibilities.

It is the responsibility of:

- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Leaders, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- Staff to support and uphold the policy.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

9) Monitoring and review, putting policy into practice:

This policy was approved by the Governing Body on:

This policy was amended in line with "Keeping Children Safe in Education" 2025

This policy will be monitored and reviewed in: September 2026

The Headteacher will report on a regular basis to the governing body on incidents of bullying and outcomes. Any issues identified will be incorporated into the school's action planning

Preventative Strategies:

- i. High levels of Supervision i.e. a) Playground - two adults on the playground b) Midday Supervisor for each class c) Full time Teaching Assistants in Foundation Stage/ Part time TA in KS1 and KS2 plus extra support where necessary d) Ensuring adequate adult/child ratio when going on school trip/walk etc
- ii. Positive reinforcement kind/helpful behaviour e.g. if one child assists another who has fallen over in the playground. Reinforce caring for each other through Bible/related stories in Collective Worship, the school's values of Friendship, Thankfulness, Forgiveness and Trust and other appropriate curriculum areas. Use of Colour Monsters to discuss feelings
- iii. Remind children to say 'Stop, don't do that' using a hand signal if another child does something to them that they don't like in the classroom/playground/toilet. If they persist tell Midday Supervisor/Classroom Assistant/Teacher straight away.

- iv. Carpet Discussion Time - when incident brought to teacher's attention e.g. pushing/fighting, sit down and discuss with whole class how they feel about the incident. Would they like it to happen to them? How does it make them feel? What should they do?
- v. Teach children how to recognise when others do not like what is happening to them – sad face, crying.
- vi. Encourage children to use the play leaders if they need a friend on the playground.