



## Spring Bank Primary School

### Anti-Bullying Policy

**“We believe that it is every child’s right to be safe and to feel safe. At Spring Bank Primary School, we take bullying very seriously.”**

#### **Aims**

We aim for all children to be successful learners, confident individuals and responsible citizens. Therefore, we strive to:

- Establish a culture of respect and safety, with zero tolerance of bullying, clear boundaries, good pastoral care and early intervention to address problems.
- Take a strong stand against prejudice based bullying.

#### **Rationale**

Bullying in any form, by anyone, will not be tolerated at Spring Bank Primary School. We do not accept any form of behaviour which hurts, threatens or frightens any member of the school community.

This means that if a child is being bullied, we want him/her to talk to someone. This could mean talking to a friend, teacher or parent. We will also aim to empower children to develop assertiveness in order to prevent an escalation of any unwanted behaviour towards them.

The purpose of this policy is:

- To prevent bullying from happening between children and young people who are a part of our organisation or take part in our activities.
- To make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need.
- To provide information to all staff, volunteers, children and their families about what we should all do to prevent and deal with bullying.

This policy statement applies to anyone working on behalf of Spring Bank Primary school, including senior managers and the board of trustees, paid staff, volunteers, sessional workers, agency staff and students.

We will seek to prevent bullying by:

- Embedding restorative practices as the way we work across all aspects of school life
- Ensuring the school's ethos and expectations, including its approach to bullying, is incorporated into regular discussion with staff, volunteers, children and families associated with Spring Bank Primary School
- Ensuring staff and volunteers receive regular safeguarding training and have an up to date working knowledge of relevant legislation that deals with all forms of bullying, including racist, sexist, homophobic, transphobic and sexual bullying
- Regular reviewing our practises and approaches, including seeking feedback from all involved
- Ensuring vigilance of staff regarding signs, indicators or reports of bullying.
- Taking on board parental concerns and responding to the concerns of the child.

### **What is bullying?**

Bullying is defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those being bullied to defend themselves. It can also be a one-off incident if there is an implied threat that the incident may happen again. Bullying is not simply two children falling out with each other.

Bullying can be:

- Emotional – being unfriendly, excluding, tormenting, gestures and signs.
- Physical – hitting, kicking, theft, pushing or any use of physical force.
- Verbal – name-calling, insults, spreading rumours, teasing.
- Discriminatory – unwanted behaviour towards members of society which includes bullying under the following headings: homophobic, racist, trans, on-line, peer on peer, gender bullying and SEND bullying.
- Cyber – Any bullying behaviour using technology such as e-mail misuse, mobile threats by text messaging and calls, misuse of camera and video facilities and social networking sites and chat room use.

We recognise that:

- Bullying causes real distress and affects a person's health and development.
- In some instances, bullying can cause significant harm.
- All children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse.
- Everyone has a role to play in preventing all forms of bullying (including online) and putting a stop to bullying.

### **Possible Warning Signs**

Pupils may:

- Be scared to walk to and from school
- Reluctance to go to school e.g., complaining of stomach ache
- Concentrate less in class
- Be reluctant to go out to play
- Cling to adults in the playground
- Begin hurting others for no apparent reason
- Have unexplained injuries

- Become withdrawn and distressed
- Refuse to say what the problem is
- Have possessions go missing frequently
- Have nightmares
- Give unlikely excuses to explain any of the above
- Bed wetting

Bullying can take place between pupils, between pupils and staff, between staff, between parents and staff or between parents.

### **Statutory Duty of Schools**

Head teachers have a legal duty under Section 89 of the Education and Inspections Act 2006 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils. The Equality Act 2010 provided schools with an Equality Duty which came into force on 5 April 2011. The duty has three aims. School must have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

These are reinforced by the Ofsted framework for school inspection.

### **Child-on-Child Abuse**

This school recognises that children sometimes display harmful behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse is unacceptable and will not be tolerated.

To prevent Child-on-child abuse and address the wider societal factors that can influence behaviour, Spring Bank will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the personal development and PSHE curriculum and themed assemblies. We will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and, where appropriate group sessions.

Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong (although this is not explicitly taught until KS3, it will be covered in Health relationships and during any incidents that occur).

### **Consultation**

This policy is developed and reviewed through a process of consultation. This will include all staff, parents, governors and children through surveys, questionnaires and anti-bullying events.

## **Prevention of Bullying**

### **Teaching and Learning**

The school will implement a planned spiral teaching and learning programme as part of the Personal Social Health Citizenship Education Curriculum. Opportunities to develop pupils' social and emotional skills are addressed through PSHE (Personal, Social, Health and Economic education) and Anti-Bullying Week in November. Issues relating to bullying and discrimination are also addressed through PHSE lessons or Class Circles. There is an ethos at Spring Bank of celebrating difference throughout the curriculum to promote tolerance and respect towards others.

### **Whole School Approach**

We encourage a positive approach to the prevention of bullying by:

- Encouraging pupils to seek support from adults in school if they feel confused or conflicted about their feelings for others.
- Staff modelling care, politeness, respect and honesty.
- Teaching and promoting empathy.
- Promoting self-esteem, security, identity, belonging, purpose and competence.
- Displaying posters and charts around school showing help line numbers and anti-bullying messages.
- Helping children to develop positive strategies and assertiveness.
- Raising awareness of how good it feels to care for others and how good it feels to be cared about.
- Rewarding positive behaviour.
- Exploring feelings through role play and viewing bullying situations from both sides.
- Allowing children to hear what other people feel and experience e.g. Circle Time.
- Discussing friendships.
- Encouraging children to recognise their own qualities and help them identify good qualities in others.
- Teaching children to listen and listen to them attentively.
- Helping children to be patient and to be reflective.
- Encouraging children to look after their own property and to respect property of others.
- Helping children to give and receive praise.
- Teaching children to be helpful.
- Encouraging peer support for all pupils.

### **Procedure to follow if an incident of suspected bullying is reported**

All claims of bullying should be taken seriously and investigated promptly. If a suspected incident of bullying is reported to a member of staff other than the class teacher, the class teacher should be informed along with the Learning Mentor and a member of the Senior Leadership Team.

The following steps will be taken when dealing with any incidents where bullying is suspected:

The member of staff should speak to the child/children involved. They should try to ascertain the true details by:

- taking the incident seriously.
- keeping calm.
- listening to both/all sides of the reported incident.
- making sure that all parties involved understand what behaviour/action is being disapproved of and why.
- being seen to treat all parties fairly and with a consistent approach.
- trying to decide on a positive course of action for all parties and for all parties to agree/understand the reasons behind the agreed action to prevent the reoccurrence of unwanted incidents.

A clear account of the incident will be recorded and given to the Learning Mentor and the Headteacher using the Spring Bank Bullying Incident Log kept in the purple file in the Headteacher's office. The entry will be made even if the school does not agree that bullying has taken place.

When incidents have been clearly identified as bullying then parents of both parties should normally be informed and involved with the agreed course of action. It is important for school and home to work together as a team and be proactive in dealing with the issue in a consistent manner. By working together bullying can be eradicated.

Following action taken to address bullying incidents, checks will be made to ensure that the bullying has ceased and a record will be made on the Bullying Incident Log when the case has been closed.

### **Responding to specific forms of bullying**

#### **Hate Incident Reporting**

Our school follows the guidance on recording and reporting incidents of hate. All such incidents are reported within seven days to the LEA via their returns procedure and are also reported to governors.

#### **Monitoring, Evaluation and Review**

The school will review this policy every three years and assess its implementation and effectiveness through pupil questionnaires, bullying log, anti-bullying ambassadors, learning mentor and parent consultation. The policy will be promoted and implemented throughout school.

This Anti-Bullying Policy was adopted by Spring Bank Primary School on 26th June 2025

<b>Chair of the Local Governing Board: Mr L Arnell</b>		
<b>Signature:</b>		<b>L Arnell</b>
<b>Frequency of review:</b>	3 years	
<b>To be reviewed by:</b>	SBPS Local Governing Board	
<b>Date of next review:</b>		

**REVIEW RECORD**

Date of review	Reason for review	Date of next review

<b>Name:</b>		<b>Signature</b> :	
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on behalf of SBPS Local Governing Board

Date of review	Reason for review	Date of next review

<b>Name:</b>			
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on behalf of SBPS Local Governing Board

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