



SPRINGWOOD PRIMARY SCHOOL

Anti-Bullying and Anti-Racism Policy

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Statement of Intent

Springwood Primary School is committed to providing a caring, friendly and safe environment for all of our children so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all the children should be able to tell a member of staff and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

Children attending Springwood Primary School can be very vulnerable due to their SEND. The children may not have sufficient social understanding or social awareness to realise that certain behaviours directed towards others may be undesirable or that they might be construed as bullying. Similarly, if the children are the recipients of such behaviours, they may be unable to express or communicate their aversion to such behaviours or to tell adults.

This means that all staff at Springwood Primary School have a duty to not only be aware of such behaviours and of any child involved but also to respond appropriately to instances of bullying behaviours. Staff at Springwood Primary School can liaise with other professionals, to help devise strategies to manage and reduce bullying behaviours and their effects.

This policy is primarily concerned with instances of bullying involving pupils. However, all staff must be aware of the severity of bullying and the categories they may have to address in different areas of their work. Bullying is not restricted to children but can also involve colleagues and staff must appropriately challenge any incident of bullying. In such instances, members of staff should refer to Springwood's Grievance Policy and Whistleblowing Policy.

What is Bullying?

Bullying is the wilful, conscious desire to hurt, frighten or threaten someone else. One essential prerequisite is that there is a perception from the bully about their imbalance of social / physical power over another.

Children with autism or other SEND can present challenging behaviour. This can be displayed to a range of people around them, including peers. There may be many different reasons for such behaviour including illness, anxiety and frustration. Some children with autism and other SEND may mimic physical acts they see from others or may view on television or social media but may not understand that such behaviour is unacceptable. Here, they are simply acting out what they have viewed.

Children with autism and other SEND can often seek reactions from others. Pupils at Springwood Primary School may do this in a number of ways: they may make noises, move items or hit / kick out. In such situations the child who is seeking a reaction will not necessarily have the perception of an imbalance of social or physical power over their peer. School would not see this as bullying, more that the child is trying to gain a desired reaction.

Notwithstanding such complexities arising from the complex nature of our pupil population, it is important that stakeholders at Springwood have a broad understanding of what bullying can be, for instance:

- **Emotional** - being unfriendly, excluding, tormenting (e.g. hiding belongings; threatening gestures)
- **Physical** - pushing, kicking, hitting, punching or any use of violence
- **Racist** - racial taunts, graffiti, gestures
- **Sexual** - unwanted physical contact or sexually abusive comments
- **Homophobic** - because of, or focussing on, the issue of sexuality

- **Verbal** - name-calling, sarcasm, spreading rumours, teasing
- **Cyber** - All areas of the internet, such as email and internet chat room misuse. Mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera and video facilities

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Children who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All children, staff, and parents should have an understanding of what bullying is.
- All children, staff and parents should know what the school policy is on bullying and follow it when bullying is reported.
- Springwood Primary School takes bullying seriously. Children, staff and parents should be assured that they would be supported when bullying is reported.
- Bullying will not be tolerated.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Demonstrates changes in behaviour that staff do not yet understand the reasons behind
- Does not want to go on the school bus
- Changes their usual routine
- Is unwilling to go to school
- Becomes withdrawn, anxious or lacking in confidence
- Feels ill in the morning
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what is wrong
- Begins to avoid specific children, situation(s) or environments(s). However, school recognises that there may be a number of reasons as to why a child may exhibit behaviours which seek to avoid in the areas listed above rather than the reason being related to bullying.

Whilst examples are listed below, the reasons behind avoidance should not be seen as being exhaustive as there may be many more reason why a child seeks to avoid.

Reasons children may want to avoid specific children; situations or environments may include:

- a peer being engaged in a type of behaviour or activity that brings with it different levels of vocalisations or noisy/unpredictable play;
- avoidance of situations due to being faced with the prospect of completing non-preferred activities e.g. waiting;
- feeling that they need to avoid certain environments based on previous experiences particularly if noisy / busy.

To conclude, a range of signs and behaviours could indicate other problems, but bullying should be considered a possibility and, where deemed likely, should be investigated. Staff must be aware of the above signs and symptoms in the school environment. It is possible that Springwood pupils may

experience bullying outside of school, and it is important that any liaison with parents / carers in these situations is swift and effective.

Procedures

1. Report bullying incidents, suspicions or concerns to a member of the Senior Leadership Team.
2. All bullying incidents will be recorded by staff on CPOMS.
3. Any case of bullying or suspected exposure to bullying behaviours either inside or outside of school, parents must be informed and will be asked to work with school and identify a suitably constructive and supportive response.
4. If necessary and appropriate, the police may be consulted.
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
6. If any case of bullying were to be identified as occurring in school, a programme of appropriate learning for the perpetrator would be constructed in order to enable the changing of their behaviour alongside support for the victim being offered.

Outcomes

1. Where possible, the person deemed to have exhibited bullying behaviour will have a heightened awareness of the consequences of their behaviour and be supported to develop positive behaviour.
2. If possible, the children will be reconciled.
3. After the incident(s) have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
4. Staff will support the subject of the bullying incident to ensure their wellbeing is protected.

Prevention

In all work with the children, staff emphasise the importance of developing social skills, including respect for the feelings of others. Where children have difficulties interacting appropriately with their peers or with adults, then staff aim to help them develop an awareness of why particular behaviours are valued socially and what is inappropriate.

The Springwood School curriculum builds on this through activities, which include PSHE / RHE, circle time, PE, snack time, language and communication sessions, and group work to develop an ethos of co-operation and respect for everyone. At Springwood School, we have a comprehensive PSHE and RHE curriculum; this has been devised to specifically support appropriate learning, commensurate with pupils' varying levels of understanding, around the development and maintenance of safe, respectful relationships with others.

Staff are important role models for the children and young people. The behaviour of adults towards each other and towards the children is potentially a highly effective tool for preventing and for decreasing bullying behaviours in our children.

Monitoring

Any incidents of bullying including incidents of racist bullying within school will be recorded on CPOMS and reported termly at School Improvement Governors.

This policy must be read in conjunction with the Behaviour and Physical Intervention Policy; Hate Crime and Hate Incidents Policy; Whistleblowing Policy; Managing Allegations Against Staff Policy.