

# ANTI-BULLYING POLICY



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## Introduction

This policy was created in conjunction with the Student Council, and students' voices and ideas were central throughout its development. At Springboard, we are committed to providing a caring, friendly, and safe environment for all our students so that they may learn in a relaxed and secure atmosphere. Bullying of any kind is not acceptable at Springboard and will not be tolerated. If bullying does occur, all students should be able to tell someone and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to inform a member of staff.

Springboard adopts a Trauma-Informed approach in our response and actions to bullying. We understand that bullying can be especially damaging for children who have experienced difficult or traumatic events. We focus on understanding behaviour, building strong relationships, and helping students manage their feelings. This means we work to prevent bullying, respond quickly and fairly when it happens, and support everyone involved to repair harm and move forward in a positive way.



## What is Bullying?

Bullying.

Bullying is the repeated use of intentional, aggressive behaviours which have the effect of hurting another person, and which result in pain and distress to the victim. Bullying is an unacceptable social behaviour.

### **Bullying can be:**

- Physical - pushing, kicking, spiting, punching, throwing, choking, hitting, pinching, biting, pulling, grabbing, slapping, posturing, or any other form of violence towards the person or their belongings.
- Verbal - name-calling, threatening, sarcasm, spreading rumours, hurtful teasing, derogatory terms.
- Emotional - excluding, tormenting, (e.g. hiding or taking things), threatening, being unfriendly, graffiti, humiliation.
- Prejudice towards any protected characteristic.
  1. age
  2. gender reassignment
  3. being married or in a civil partnership
  4. [being pregnant](#) or on maternity leave
  5. [disability](#)
  6. race including colour, nationality, ethnic or national origin
  7. religion or belief
  8. sex
  9. sexual orientation
- Sexual unwanted physical contact, sexting, abusive comments, upskirting.
- Cyberbullying is a “method” of bullying, rather than a “type” of bullying. It includes bullying via text message; via instant messenger services and social network sites; via email; AI generated pictures and videos, and via images or videos posted on the internet or spread via mobile phone. It can take the form of any of the previously discussed types of bullying – i.e. technology can be used to bully for reasons of race, religion, sexuality, disability, etc.
- The use of banter, although banter is often intended to be harmless, it can easily become offensive when it crosses personal boundaries or targets sensitive topics. What one person sees as a harmless joke, another may experience as hurtful, disrespectful, or humiliating. Because of this, banter should not be used all the time, especially in situations where trust, respect, or professionalism are expected. It is never appropriate to offend someone and then dismiss their feelings by claiming it was “just banter.” Using banter as an excuse shifts responsibility away from the speaker and minimizes the impact of their words. Being mindful, respectful, and aware of others’ comfort levels is essential to ensuring that conversations remain positive and considerate.

## Prevention

At Springboard, we believe strongly that prevention is more effective than intervention. A positive school ethos is central to this approach. By upholding high standards of respect, encouraging empathy, and prioritising personal and social education, we work to create an environment where bullying is less likely to occur.

**Cyberbullying** is a particularly serious issue. However, digital evidence is often easier to identify and retain. It is important that both parents and staff actively monitor students' use of social media and online platforms. Wherever possible, we recommend the use of parental controls such as **Smoothwall** to help manage and protect internet access.

We encourage parents and carers to stay involved in their child's use of technology. Regular supervision can reduce the risk of cyberbullying, and any concerns should be reported to the school immediately so that appropriate action can be taken.

## Trauma-Informed Principles

Our anti-bullying work is guided by the Trauma Informed Schools UK (TISUK) principles of *Protect, Relate, Regulate and Reflect*. This approach guides how we prevent bullying, how we respond when it happens, and how we support all members involved.

**Protect** – Safety is our first priority, for both those harmed and those showing harmful behaviour. Staff step in early and avoid using responses that shame or humiliate.

**Relate** – We focus on building strong, trusting relationships between staff and students. Through empathy, understanding and curiosity, we try to see the need for the behaviour, rather than only punishing it.

**Regulate** – Staff help students manage big feelings, so they can learn to self-regulate. Supporting emotional regulation prevents further conflict.

**Reflect** – When students are calm and ready, we support students to think about what happened, how it affected others, and how they might make amends.

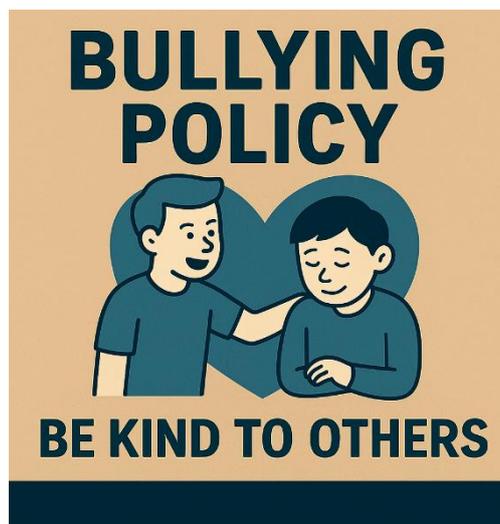
## School Objectives

The Director, Senior Leaders, teaching staff, and students are expected to demonstrate a clear commitment to preventing bullying and all forms of unacceptable behaviour.

Everyone within the school community should have a strong understanding of what constitutes bullying, along with the potential impact it can have on individuals.

There must be clearly defined procedures in place for reporting incidents of bullying, which all members of the school community are expected to understand and follow.

In addition, clear guidelines on how to respond to bullying should be in place for both staff and students, and these must be consistently applied and adhered to in all situations.



## Procedure

Springboard adopts a level-of-response approach to managing bullying behaviours, ensuring that each case is addressed individually and proportionately. Bullying concerns are initially assessed during Safeguarding Team meetings, where behavioural and safeguarding reports are reviewed to determine whether bullying behaviours are taking place. Once confirmed, this information is shared with the wider staff team, who then record and monitor interactions between the identified students. The Safeguarding Team will subsequently implement appropriate anti-bullying strategies from the plan outlined below.

### General Principles

- Children should be encouraged to report all incidents of bullying to a member of staff.

- All incidents of bullying are taken seriously and recorded by staff.
- Each case is treated individually, and steps may be applied in any order depending on the circumstances.
- The SLT and Safeguarding Team monitor bullying behaviours consistently and decide which steps are most appropriate.
- Reflection and repair are embedded into every stage of the process.
- Parents/carers will be informed as soon as the safeguarding team confirmed that bullying behaviours are occurring as parents and carers play a vital role in supporting the school's efforts to address and prevent bullying.

### **Level One: Safe Reporting & Initial Response**

- Staff are trained to identify and report bullying on Class Charts and/or Provision Map.
- Immediate safety measures are implemented (e.g. seating changes, breaktime adjustments, staff check-ins).
- Both students receive tailored support by the class team:
  - The harmed student is offered reassurance and a debrief.
  - The student showing harmful behaviour completes reflective work on understanding their actions, needs, and triggers.
- If both students have shown or experienced harm, this support is offered to each of them.

### **Level Two: Relational Conversation**

- A member of SLT or another appropriate staff member meets with the student showing bullying behaviour.
- The discussion focuses on developing empathy, understanding impact, and finding ways to repair harm.
- The harmed student is also offered a debrief and ongoing emotional support.
- Daily informal check-ins with a trusted adult help monitor both students' well-being and behaviour.

### **Level Three: Mediation (if safe and appropriate)**

- If both students are calm and it is considered safe, restorative mediation is facilitated by a member of SLT.
- Both students are supported to share how they felt and listen to each other's perspectives.
- Together, they agree on ways to move forward positively, with continued staff support.
- Parents/carers are informed and invited to participate in the process.

If Mediation is no appropriate school may request the schools police liaison to have a discussion with relevant students.

#### **Level Four: Protection Plan**

- If bullying continues, a bespoke protection plan is created for both students.
- For the harmed student: safety measures, regular check-ins, and emotional regulation tools.
- For the student showing harmful behaviour: emotional literacy development and targeted interventions.
- The protection plan outlines clear strategies for all staff to follow and must be read and signed by all relevant staff to ensure consistent implementation.

#### **Level Five: Targeted Learning & Family Partnership**

- The student showing harmful behaviour completes a tailored anti-bullying learning programme focusing on empathy, friendships, and regulation skills.
- Parents/carers are invited to collaborative meetings to share concerns and strategies.
- External agencies (e.g. therapy services) may be involved to provide additional support when appropriate.

#### **Level Six: Multi-Agency Review**

- If bullying persists despite previous interventions, a multi-agency meeting is held involving SLT, parents/carers, and relevant professionals (e.g. SENCo, social worker, case worker, or police).
- The focus remains on safeguarding and supporting all students involved.
- Exclusion or placement closure is considered only as a last resort, when safety cannot be otherwise ensured.
- A joint plan is created to balance the needs and safety of both the harmed student and the student showing harmful behaviour.



## Links to other guidance and policies:

Cyberbullying

[www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/cyberbullying](http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/cyberbullying)

Homophobic bullying

[www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/homophobicbullying/](http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/homophobicbullying/)

Bullying around race, religion and culture

[www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/racistbullying/](http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/racistbullying/)

Safe from Bullying n journeys (DCSF-00444-2009) and Safe from Bullying in extended schools

in and around school (DCSF-00446-2009)

Both available at:

[www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/](http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/)

Healthy Schools Programme

<http://home.healthyschools.gov.uk/>

SEAL

<http://nationalstrategies.standards.dcsf.gov.uk/node/87009>

Behaviour Policy

Child Protection and Safeguarding Policy

Attendance Policy

Positive Behaviour Support and Physical Intervention Policy

Discipline and exclusion Policy

Education and Welfare Policy

Health & Safety Policy and Procedures.

This policy will be reviewed every 3 years