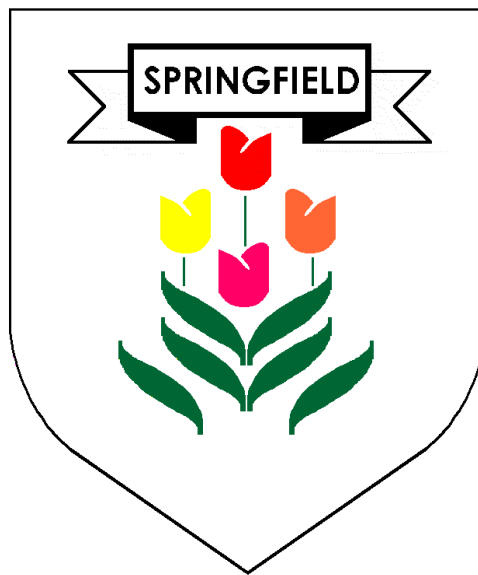


# Anti-Bullying Policy

## Policy



Written September 2025

Miss Anthea Carroll

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## Springfield School Anti-Bullying Policy

**Lead:** *Miss Anthea Carroll, Inclusion & Wellbeing Lead*

**Review Cycle:** Annual (or sooner if legislation/guidance changes)

**Next Review:** [September 2027]

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### 1. Policy Statement

Springfield School is committed to providing a safe, inclusive environment where **all children feel valued, respected and able to learn without fear**. Bullying of any kind is unacceptable and will always be addressed promptly, fairly and through a **therapeutic, relational approach** reflecting our values:

#### **CARE • ASPIRE • ACHIEVE**

Our approach is consistent with Jersey's Inclusive Education principles, which state that all children must feel *safe, respected, valued and supported* in their learning environments.

It also aligns with safeguarding responsibilities outlined in **Jersey Keeping Children Safe in Education (J-KCSIE)**. [[gov.je](#)] [[gov.je](#)]

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### 2. Legal and Policy Framework

This policy complies with relevant Jersey legislation and Government of Jersey guidance, including:

- **Children and Young People (Jersey) Law 2022** – duties to promote and safeguard children's wellbeing. [[jerseylaw.je](#)]
- **Education (Jersey) Law 1999** – responsibilities around the welfare of pupils and provision of education. [[jerseylaw.je](#)]
- **Discrimination (Jersey) Law 2013** – prohibits discrimination, harassment and victimisation on the basis of protected characteristics. [[jerseylaw.je](#)]

- **Equalities in Education Policy (CYPES, 2025)** – expectations to remove discrimination, advance equality, and foster good relations. [\[gov.je\]](#)
  - **CYPES Inclusion Policy (2024 update)** – guidance for recognising and responding equitably to diverse needs. [\[gov.je\]](#)
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### 3. Definition of Bullying

Bullying is defined as:

**Repeated behaviour** by an individual or group that **intentionally hurts, intimidates, excludes or humiliates** another person, involving a real or perceived **power imbalance**.

Bullying may be:

- **Physical** – hitting, pushing, damaging belongings
- **Verbal** – insults, threats, name-calling
- **Relational/Indirect** – exclusion, spreading rumours
- **Cyberbullying** – online harassment, abusive messages
- **Prejudicial/Discriminatory** – targeting someone’s protected characteristic(s), which is unlawful under the Discrimination (Jersey) Law. [\[jerseylaw.je\]](#)

Bullying is treated as a **safeguarding concern** when it affects a child’s welfare, wellbeing or safety, in line with J-KCSIE. [\[gov.je\]](#)

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### 4. Our Therapeutic, Relational Approach

At Springfield School, behaviour (including bullying) is viewed as **communication of an unmet need, stress, overwhelm or difficulty**. Our responses aim to:

- Understand the *root causes* of behaviour
- Maintain *connection* and ensure emotional safety
- Support *regulation* and teach skills for positive interactions
- Repair harm through *restorative practice*
- Foster empathy, responsibility and growth
- Reinforce our ethos of **Care, Aspire, Achieve**

This aligns with Jersey's inclusive principles of wellbeing, safety and positive relationships. [\[gov.je\]](#)

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## **5. Prevention of Bullying**

We work proactively to create a culture of kindness, respect and belonging through:

### **5.1 Whole-School Culture**

- Celebrating diversity and promoting equality in line with Jersey's Equalities in Education Policy. [\[gov.je\]](#)
- Ensuring all children feel respected, valued and safe. [\[gov.je\]](#)

### **5.2 Curriculum & Teaching**

- PSHE teaching on friendships, identity, emotions, empathy and online safety
- Assemblies and class sessions reinforcing our values
- Explicit teaching of emotional literacy and prosocial skills

### **5.3 Inclusive Support & Environments**

- Regulation spaces and sensory tools
  - Staff trained in trauma-informed, therapeutic practice
  - Early identification of children needing additional emotional support (aligned with the SEN graduated approach) [\[gov.je\]](#)
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## **6. Reporting Bullying**

### **Children can report concerns to:**

- *Any trusted adult*
- Class teacher
- *Miss Anthea Carroll* (SENCO)
- Miss Rebekah Hosking (Wellbeing Lead)
- A peer trusted adult or through restorative conversations

### **Parents/carers can report concerns by:**

- Emailing or speaking with the class teacher
- Contacting Miss Carroll directly

- Requesting a meeting with the Headteacher

All bullying reports are taken seriously, recorded and investigated.

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## **7. Responding to Bullying**

Our response follows a compassionate, structured process:

### **7.1 Immediate Support for the Child Targeted**

- Ensuring physical and emotional safety
- Listening, believing and validating their experience
- Providing therapeutic and pastoral support where needed

### **7.2 Investigation**

- Non-judgemental, sensitive gathering of information
- Speaking to involved pupils separately
- Considering any safeguarding indicators (J-KCSIE) [[gov.je](#)]

### **7.3 Restorative & Therapeutic Action**

Where appropriate, we use:

- Supported restorative conversations
- Emotional coaching
- Conflict resolution strategies
- Re-teaching of expectations

### **7.4 Support for the Child Engaging in Bullying**

We aim to understand underlying needs by:

- Identifying triggers, stressors or unmet needs
- Providing support plans or regulation plans (SEN graduated approach) [[gov.je](#)]
- Teaching alternative behaviours
- Providing supervision and check-ins

### **7.5 Communication with Parents/Carers**

Parents of all children involved are informed and included in planning next steps.

### **7.6 Follow-Up**

Staff monitor the situation over time to ensure bullying has genuinely stopped.

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## 8. Bullying Related to Protected Characteristics

Bullying related to:

- Disability
- Race or ethnicity
- Sex, gender identity or reassignment
- Sexual orientation
- Pregnancy/maternity
- Age

is unlawful under the **Discrimination (Jersey) Law 2013**. [[jerseylaw.je](#)]

Springfield School will record, investigate and challenge such incidents robustly, consistent with the **Equalities in Education Policy**. [[gov.je](#)]

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## 9. Safeguarding

Bullying is a safeguarding concern when it impacts wellbeing or safety.

All staff follow the procedures in **Jersey Keeping Children Safe in Education (J-KCSIE)**. [[gov.je](#)]

Miss Carroll, as Inclusion & Wellbeing Lead, works alongside the Designated Safeguarding Lead to ensure timely and appropriate action.

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## 10. Recording, Monitoring & Evaluation

We record:

- Nature and type of incident
- Pupils involved
- Context and location
- Actions taken
- Outcomes and follow-up

**Monitoring:**

- The Inclusion Lead tracks patterns and trends
- SLT monitors frequency, nature and disproportionate impact on groups

This aligns with CYPES Inclusion Policy expectations for equitable monitoring. [\[gov.je\]](#)

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## **11. Consequences and Support**

We do **not** use punitive approaches as standalone responses. Instead:

- Consequences are therapeutic, restorative and proportional
  - The goal is learning, accountability and repair
  - Exclusion is used only where safety cannot be maintained, in line with CYPES policy. [\[gov.je\]](#)
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## **12. Roles and Responsibilities**

### **Miss Anthea Carroll, Inclusion & Wellbeing Lead**

- Oversees anti-bullying strategy
- Leads training and therapeutic interventions
- Coordinates support for targeted and initiating pupils
- Liaises with DSL on safeguarding concerns
- Works with parents/carers and external agencies

### **All Staff**

- Promote kindness, respect and inclusivity
- Model therapeutic responses and emotional regulation
- Report concerns immediately
- Support restorative practices

### **Parents/Carers**

- Partner with school in reinforcing positive behaviour
- Communicate concerns promptly
- Support restorative or therapeutic plans

### **Pupils**

- Treat everyone with kindness and respect
  - Report bullying concerns
  - Engage in restorative processes where appropriate
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### **13. Related Policies**

- Positive Behaviour Policy
  - Safeguarding & Child Protection Policy (J-KCSIE) [[gov.je](#)]
  - Inclusion Policy (aligned with CYPES Inclusion Policy) [[gov.je](#)]
  - Equality & Anti-Discrimination Policy (Discrimination Law 2013) [[jerseylaw.je](#)]
  - SEND Policy (SEN Code of Practice) [[gov.je](#)]
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### **14. Approval**

**Approved by:** [Mr Mal Robson]

**Implementation Lead:** *Miss Anthea Carroll*

**Date:** [September 2025]