Five Spires Academy

Anti-Bullying Policy

Date- September 2026

Review- September 2027

Review Framework:
The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)

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1. Introduction

Five Spires Academy is committed to providing a safe, inclusive and nurturing environment where all pupils feel valued, respected and protected. We believe that children learn best when they feel secure, supported and able to build positive relationships.

Bullying of any kind is not tolerated. It is taken seriously and responded to promptly, proportionately and in line with safeguarding procedures.

We are a **'telling school'**. All members of the school community—pupils, staff and parents—are expected to report concerns. Pupils are explicitly taught that reporting concerns is a form of protecting themselves and others, not "telling tales".

This policy reflects our ethos:
Be Safe • Be Kind • Be Your Best and our commitment to **positive relationships, respect and inclusion**, as outlined in the Behaviour Policy.

Objectives

This policy aims to ensure that all stakeholders:

1. Understand what constitutes bullying, including how it differs from one-off incidents or conflict
2. Recognise that bullying may constitute **child-on-child abuse** and must be treated as a safeguarding concern where appropriate
3. Know how to report concerns and feel confident that they will be taken seriously
4. Understand the school's **consistent, graduated and restorative approach** to addressing bullying
5. Are clear that bullying will not be tolerated and that all pupils will be supported

2. What is Bullying?

Bullying is defined as: **Repeated, intentional behaviour that causes physical or emotional harm, often involving an imbalance of power.**

Bullying may take many forms, including:

- **Emotional:** exclusion, intimidation, humiliation or threatening behaviour
- **Physical:** hitting, kicking, pushing or use of force
- **Verbal:** name-calling, insults, taunts or spreading rumours
- **Prejudice-based:** racism, sexism, homophobia, transphobia or discrimination linked to protected characteristics
- **Sexual:** unwanted sexual comments, gestures or physical contact (recognised as a safeguarding concern)
- **Cyberbullying:** use of technology or online platforms to harass, threaten or humiliate

Bullying is often covert and may occur without direct adult observation. All allegations must be taken seriously.

Under **KCSIE 2025**, bullying may constitute **child-on-child abuse** and must never be dismissed as "banter", "just having a laugh" or "part of growing up".

3. How Five Spires Academy Prevents Bullying

At Five Spires Academy, prevention is central to our approach. We:

- Promote a strong school ethos based on respect, inclusion and positive relationships
- Explicitly teach behaviour expectations through our 3 B's **(Be Safe, Be Kind, Be Your Best)** and the Behaviour Policy, alongside our core values of:
    - **Responsibility** – taking ownership of actions and making positive choices
    - **Relationships** – showing kindness, empathy and respect for others
    - **Risk-Taking** – speaking up and seeking help when something does not feel right
    - **Resilience** – managing emotions and resolving difficulties positively
    - **Remarkable** – taking pride in being a positive role model within the school community
- These values are actively promoted and reinforced to create a culture of respect, inclusion and belonging, which prevents bullying and supports positive behaviour.
- Teach pupils about bullying, respectful relationships and online safety through PSHE, RSHE, computing and wider curriculum
- Regularly reinforce expectations through assemblies, School Parliament and themed events (e.g. Anti-Bullying Week)
- Provide structured, well-supervised environments, particularly during unstructured times
- Promote pupil voice, ensuring children feel heard and valued
- Develop pupils' resilience, empathy and self-regulation through curriculum and pastoral support
- Encourage pupils to act as positive bystanders by reporting concerns and seeking adult support

4. Responding to Bullying

All incidents of bullying will be:

- Taken seriously and responded to promptly
- Investigated thoroughly and fairly
- Recorded accurately on **CPOMS**
- Monitored by senior leaders
- Treated as a **safeguarding concern where appropriate**, with referral to the DSL

5. Staff Responsibilities

When dealing with bullying, staff will:

- Listen calmly, sensitively and without judgement
- Take immediate action to ensure pupils are safe

- Record concerns promptly
- Report to the **Designated Safeguarding Lead (DSL)** where required
- Work with pupils to understand what has happened and identify next steps

A **victim-first approach** is always adopted:

- Victims are supported, protected and reassured
- Victims are never blamed or made to feel responsible

6. Behaviour Policy Alignment (Response and Sanctions)

Five Spires Academy has a zero-tolerance approach to bullying. All concerns are taken seriously and responded to promptly, in line with DfE guidance.

Responses to behaviour, including bullying, are consistent with the school's Behaviour Policy, ensuring a calm, consistent and proportionate approach that supports both accountability and positive behaviour change.

The school distinguishes between:

- Bullying (repeated, intentional behaviour with a power imbalance)
- One-off incidents or disagreements
- Friendship difficulties or conflict

All incidents are fully investigated before being categorised, and patterns over time are carefully monitored.

Graduated Behaviour Response

Where appropriate, staff may use the school's graduated response to support pupils in making better choices and repairing relationships:

- Reminder
- Refocus
- Regulate
- Repair and Restore
- Reparation / Internal Reparation

This approach reflects our commitment to teaching behaviour, building relationships and developing self-regulation.

When Behaviour is Considered Bullying

Where behaviour is identified as bullying, the response will:

- Be immediate and robust
- Focus on stopping the behaviour and preventing recurrence

- Include appropriate sanctions alongside support
- Involve parents/carers
- Be recorded and monitored carefully

Safeguarding Threshold

Some incidents will be treated as serious or safeguarding concerns from the outset and will not follow the graduated pathway.

This includes:

- Prejudice-based behaviour (e.g. racist, sexist, homophobic incidents)
- Sexual harassment or sexualised behaviour
- Harmful or threatening online behaviour
- Any behaviour causing significant harm or distress

In these cases:

- The DSL will be informed immediately
- Incidents will be recorded on CPOMS
- A victim-first approach will be taken
- Sanctions may include internal reparation, suspension or exclusion

7. Support for Pupils

Support will be provided for all pupils involved:

8. Victims

- Immediate safeguarding and emotional support
- Ongoing monitoring and check-ins
- Access to trusted adults and pastoral support

9. Pupils displaying bullying behaviour

Pupils who display bullying behaviour will be supported and challenged in a structured and consistent way, in line with the school's Behaviour Policy. Staff will clearly identify the behaviour, reinforce expected standards (Be Safe, Be Kind, Be Your Best), and ensure that pupils understand both the impact of their actions and the expectations moving forward.
Where appropriate, pupils will engage in structured reflection and restorative conversations to repair harm and rebuild relationships. These approaches support pupils to develop empathy, take responsibility for their actions and make sustained positive changes to their behaviour.

In all cases, bullying behaviour will be addressed through proportionate sanctions and the school's behaviour pathway to ensure accountability. Behaviour will be monitored

over time to identify any patterns or repetition, and to ensure that the behaviour has stopped.

Parents/carers will be informed and involved at an appropriate stage. The school will work in partnership with families to support consistent messages, reinforce expectations and agree next steps where required.

Where concerns persist, escalate or are more serious, additional targeted support will be implemented. This may include pastoral support, mentoring, behaviour support plans, and, where appropriate, referral to external agencies to provide specialist advice and intervention.

Restorative approaches will only be used where this is safe, appropriate and in the best interests of all pupils involved.

10. Guidance for Pupils

- Be Safe, Be Kind, Be Your Best – treat everyone with respect at all times
- Do not engage in bullying behaviour – this includes words, actions and online behaviour
- If you see bullying, act – be a good friend by telling an adult straight away
- If you are upset or worried, speak to a trusted adult – keep telling until something is done and you feel safe
- Use kind words and make positive choices that build strong relationships

Remember, it is never your fault if you are being bullied – you will be listened to and supported

11. Guidance for Parents

If you are concerned your child is being bullied:

- Listen calmly and reassure your child
- Take concerns seriously and avoid dismissing them
- Encourage your child to speak to school staff
- Contact the school promptly so concerns can be investigated

The school will work in partnership with parents to ensure a consistent and supportive response.

12. Signs and Indicators of Bullying

Staff and parents should be alert to changes such as:

- Increased anxiety, withdrawal or low mood
- Reluctance to attend school
- Decline in academic performance

- Changes in behaviour, including aggression or distress
- Unexplained injuries or missing belongings

These signs may indicate other concerns, but should always be explored.

13. External Support

Parents, carers and pupils can access a range of external support services:

General Support (Children and Families)

- Childline – www.childline.org.uk (24/7 free, confidential support for children)
- NSPCC – www.nspcc.org.uk (support for parents and safeguarding advice)
- Kidscape – www.kidscape.org.uk (practical advice and resources for bullying)
- Anti-Bullying Alliance – www.anti-bullyingalliance.org.uk (national guidance and support)
- National Bullying Helpline – www.nationalbullyinghelpline.co.uk / 0300 323 0169 (advice and support for bullying concerns)

Online Safety and Reporting (Important – KCSIE)

- CEOP (Child Exploitation and Online Protection) – www.ceop.police.uk→ Report online abuse, grooming or inappropriate contact
- UK Safer Internet Centre – www.saferinternet.org.uk→ Guidance on reporting harmful content and staying safe online
- Report Harmful Content – www.reportharmfulcontent.com→ Help reporting bullying or abuse on social media
- Internet Watch Foundation (IWF) – www.iwf.org.uk→ Reporting illegal online content

Mental Health and Wellbeing Support

- YoungMinds – www.youngminds.org.uk (mental health support for young people and parents)
- Shout (text support) – text 85258 (24/7 text-based support for anyone in distress)
- Samaritans – www.samaritans.org / 116 123 (24/7 emotional support)
- The Mix – www.themix.org.uk (support for under 25s)

14. Monitoring and Review

The school will:

- Record all incidents on CPOMS
- Monitor patterns, trends and vulnerable groups
- Report data to Governors
- Review practice regularly to ensure effectiveness

This policy is read alongside:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Child-on-Child Abuse Policy