Positive Relationships Policy.

Formerly Anti Bullying Policy

Date	Amendments	Responsible	Review
September 2025	Policy name changed	Iian Conley	September 2026
September 2026	None	Iian Conley	September 2027

Rationale

At Springfields Academy, we are committed to building a safe, supportive, and positive community where every child feels valued and included. Our approach moves beyond simply being “anti-bullying” – instead, we focus on actively promoting kindness, respect, and positive relationships.

We recognise that for many of our neurodiverse children, learning how to engage with others is a developing skill. At times, actions or words may be misunderstood, or may be perceived as unkind, even when there was no intention to cause harm. Through guidance, teaching, and consistent support, we help children to recognise these situations, learn from them, and build stronger, more respectful relationships.

Our aim is not only to respond when difficulties arise, but to create a culture where children are encouraged to communicate openly whatever their communication method, show empathy, and celebrate each other’s differences.

Aim

- To develop a positive and safe learning environment in which bullying will not be tolerated.
- To promote the schools aims and values.
- To promote inclusion, mutual respect, self-esteem and self-worth in order to meet the physical, emotional and mental health needs of all members of the school community.
- To identify and respond appropriately and effectively to incidents of bullying when they occur.
- For pupil voice to be heard regardless of communication method

This positive relationships policy aims to ensure that everyone can learn and work in a supportive, caring and safe environment without fear of being bullied.

A child, or adult, will not be able to take full advantage of the experiences and activities within and outside school if they are in fear or in a stressful situation. Only when all issues of bullying are addressed will everyone be able to fully benefit from the opportunities available at school. As a school Springfields commits to accurately record, investigate and challenge all confirmed incidents of bullying.

Our proactive strategies to building positive relationships and addressing bullying include:

- We are a listening and telling school. This is the message that will be promoted at all times and with all audiences. There is an agreed collective responsibility to address any incidents of bullying observed.
- Incorporating the theme of positive relationships into our school curriculum and learning beyond the classroom.
- Every opportunity to promote whole school initiatives such as anti-bullying ambassadors, anti bullying week and online safety awareness will be taken.
- Priority will be given to creating a safe school where pupils can thrive in both structured lesson time and typically unstructured periods (break/lunch) through the promotion of school clubs.
- The concept of bullying is discussed within our PSHE Curriculum at various points in the year.

Bullying Definition

"Bullying is a pattern of behaviour, rather than an isolated incident and the bully is aware of the impact of their behaviour"

Pupils being bullied may show changes in behaviour, becoming shy and withdrawn. They may feign illness, become particularly clingy towards adults or develop absence patterns and truancy may become an issue. There may be changes in their work output or in their general attitude

In order to be considered bullying, the behaviour can include:

An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.

Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.

Considering the specific needs of our pupils it is important to look in depth as to whether the 'bully' is aware of the impact of their behaviour. Staff must also consider the contextual awareness of the incident (for example, does a child understand what the word they have used means?)

The main forms of bullying are:

- Physical (hitting, kicking, theft)
- Verbal (name calling, mocking and making offensive comments)
- Indirect/Emotional (isolating an individual or spreading rumours)
- Cyber (the practice of bullying a person by sending messages or posting social media content of an intimidating, mocking, or threatening nature)
- Racist (motivated by racial, ethnic or cultural prejudice)
- Sexual (unwanted physical contact or makes sexually abusive comments)
- Homophobic and biphobic (motivated by a prejudice against lesbian, gay or bisexual people.
- Transphobic (motivated by a prejudice against people who identify as transgender)
- Disablist (motivated by a prejudice against people with any form of disability)
- Sexist (motivated by a prejudice against someone because of their gender)

Our reaction to concerns around bullying:

For pupils

- Springfields Academy have HEARD Boxes in each class which are checked each day to allow pupils to signal any worries or concerns by putting a worry slip in.
  These can be accessed by pupils or staff if they feel there is a bullying incident. Staff are on hand to support pupils complete a slip if they come to them.
- In all cases details of the incident and action taken will be recorded using our reply slip
- Springfields will look to use restorative conversations to resolve conflict and prevent harm
- Bullying incidents will be logged and monitored on a termly basis on the Arbor or CPOMS system dependent on the category of bullying
- Parents are always made aware when bullying incidents have been confirmed

For Parents

- Contact class teachers in the first instance with any concerns. This can be done either through class charts messaging system, or through phoning/emailing the school reception team.

A restorative school is one which takes a restorative approach to resolving conflict and preventing harm.

Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

At Springfields we use restorative practice to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

There is good evidence that restorative practice delivers a wide range of benefits for schools.

A report published by the Department for Education gave whole-school restorative approaches the highest rating of effectiveness at preventing bullying, with a survey of schools showing 97% rated restorative approaches as effective.

Guidelines for implementing policy:

- The policy will be monitored and evaluated annually and will involve all stakeholders.
- There needs to be recognition that anyone can be a bully or victim and that bullying can take many forms.
- It is recognised that the Headteacher and Governors have a statutory responsibility for school behaviour and positive engagement, but that all members of the school community accept collective responsibility for the successful implementation of this policy.
- Students are encouraged to report all incidents of bullying, whether they are victims or bystanders.
- All staff will respond to student, staff or parental concerns seriously and support the agreed procedures.

Signature of Head of School: Date 1st September 2026