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	Issued: July 2023
ANTI- BULLYING POLICY	Review date: July 2024
	Supersedes: July 2021
Approved by	FULL GOVERNING BODY/L & M COMMITTEE/ HEADTEACHER

Introduction

At South End Junior School, we are attentively aware that pupils can experience bullying. We recognise that a strong education, a raised awareness and robust protocols to respond to any allegations of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010, it is essential that we:

Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act; advance equality of opportunity between people who share a protected characteristic and people who do not share it; and foster good relations between people who share a protected characteristic and people who do not share it.

At South End Junior School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all stakeholders to share this commitment. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school should report their concerns to their Local Authority's safeguarding team.

Linked policies: Behaviour, Safeguarding and Child Protection, Online Safety, Acceptable Use, Complaints and Code of Conduct

Consultation

A range of stakeholders have been consulted in the writing and review of this policy.

Aims

- We are determined to promote and develop a school culture and ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is experienced by all pupils.
- We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

Definition of Bullying

There is no legal definition of bullying. However, bullying can be defined as '*behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally*'. (DfE: 'Preventing and Tackling Bullying')

Bullying can take many forms including physical assault, teasing, making threats, name calling and cyberbullying.

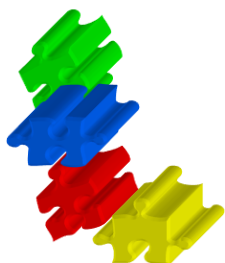
Terminology

When teaching and discussing anti-bullying, or responding to allegations of bullying, the terms 'victim' and 'perpetrator' will be used. The term 'bully' will never be used.

Groups most vulnerable to being a victim of bullying

Bullying can happen to anyone but we recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Children with caring responsibilities
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who present as LGBTQ+
- Those suffering from health problems, including mental health
- Refugees and those seeking asylum



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Warning Signs

Staff should be vigilant in looking for signs of bullying. There is not a definitive list of indicators that can alert an adult of a child being bullied. However, common signs include:

- Aversion to attending school
- Loss of appetite or complaining of stomach aches and frequent headaches
- Loss of interest in friends, hobbies and usual routines
- Mood swings and erratic behaviour
- Change in route and length of time walking to and from school
- 'Losing' more items than usual
- Concentration difficulties
- Unexplainable injuries

Education and Raising Awareness

We strongly believe that delivering a broad, robust and responsive curriculum, and continually raising the profile of anti-bullying, will support us in our drive to meet our aims of this policy. Strategies to achieve this include (but are not limited to):

- Strong relationships with pupils
- Teaching and integration of SEJ Values
- Teaching and integration of British Values
- A current PSHE curriculum
- A diverse RE curriculum
- An ever-evolving online safety curriculum
- A diverse assembly schedule that correlates with current affairs and pupils' needs
- Pastoral lead on duty at break times and lunch times
- System in place to report and respond to equality incidents
- Extensive provision 'bank' to support vulnerable groups
- Buddy Bench
- Protective Behaviours programme
- Annual Anti-Bullying Week and termly refreshers
- Termly review of current issues and adaptation of curriculum as required
- All pupils have a trusted hand of adults which is regularly updated
- Anti-Bullying Committee (various stakeholders represented)
- Junior Peer Supporters (pupil group)
- Computing Committee (pupil group)
- Communications for parents including social media posts and information on events
- A linked governor, Julie Rogers-Hussey, to be a 'critical friend' in reflecting on practice

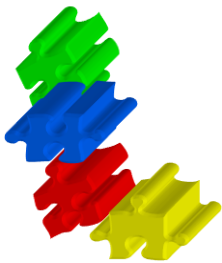
The school was awarded the 'Bronze Anti-Bullying Award' in March 2021 by All Together – United against bullying.
This demonstrates the school's commitment to stopping bullying and improving the wellbeing of its pupils.

Responding to allegations of bullying

An allegation can be made by the victim, witnesses or family members. All allegations of bullying, both on-site and off-site, will be taken seriously and will be investigated in a thorough, fair and sensitive manner. Once an allegation is presented to a member of staff, they will adhere to the protocol below.

Listening to Children

It is vital that pupils feel they are listened to: take them seriously; show empathy and reassurance; avoid stereotypes; ensure victims do not feel it is their fault; and assure that speaking out is the right thing to do.



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Protocol for allegations of bullying

1. Allegation of bullying reported

It is the responsibility of the class teacher to carry out the investigation.
If the allegation is shared with somebody other than the class teacher, it must be passed to the class teacher.



2. Allegation of bullying investigated by class teacher

A thorough and unbiased investigation will be conducted.
The TED approach to questioning will be used (Tell, Explain, Describe).
Written (or scribed) victim, perpetrator and witness accounts will be gathered.
Staff who work with the pupils will be spoken to in order to ascertain any other relevant information.
Pupil profiles on Insight will be read to establish any previous allegations or incidents of bullying.



3. Investigation evaluated by class teacher alongside year group leader

The class teacher and year group leader will use the investigation findings to judge if it is a case of bullying.



4a. Incident NOT deemed to be bullying

Class teacher will record a summary of the incident and outcome on Insight under 'profile' for all parties involved.

Depending on the findings, various actions may then follow, e.g.:

- Support with friendships
- Support with social skills
- Pastoral support
- Reflection time
- Consequences in line with school policy
- Completion of Equality Form
- Safeguarding concern raised for Child-on-Child Abuse

Parents of all pupils involved will be contacted and informed of the investigation findings, the outcome and any actions that will be completed.

All parties involved will continue to be monitored for two weeks (or longer if deemed necessary).
Regular check ins will take place with all pupils involved.

Once the class teacher is confident that the matter is resolved, a follow up phone call should be made to parents to share this conclusion.

Any further, relevant notes will be added to Insight profiles for all pupils involved.



4b. Incident IS deemed to be bullying

The year group leader will take over handling the incident and will promptly conduct their own investigation to confirm facts.

The year group leader will report the case of bullying to DSLs through MyConcern.

A DSL will meet with the year group leader, class teacher and pupils involved to establish the appropriate course of action. This could include:

- Support for the victim
- Support victim's family
- Consequences for the perpetrator
- Further education and pastoral intervention for the perpetrator
- Additional PSHE lessons for the class/ year group linked to all pupils involved
- Support from external agencies if appropriate

Parents of all parties involved will be called and informed of incident and planned actions.

Regular check ins with the victim and perpetrator will be carried out by a designated adult.

Regular communication with parents of the victim and perpetrator will continue until parties are satisfied that the matter is resolved.

A thorough chronology will be recorded on the concern on MyConcern. It will remain open until DSLs are confident that the matter is resolved.