



ANTI BULLYING POLICY

Approved: March 2025
Review date: March 2026

1.Statement of Intent

Southway Junior School is committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. As a school we take bullying and its impact seriously. Bullying of any form is not tolerated in our school, whether carried out by a child or an adult.

Bullying behaviour is unacceptable in any form. The school has high expectations of outstanding behaviour and we consistently challenge any behaviour that falls below this. Anyone who knows that bullying is happening is expected to tell a member of staff. Any child who is a victim of bullying will be dealt with in a sympathetic manner. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed, and then discussed with the Headteacher. A clear account of the incident will be recorded on our behaviour log.

All staff will be informed so that close monitoring of the victim and bully can begin. Parents of both parties will be informed.

2.What is bullying?

We recognise that many children and young people will experience conflict in their relationships with other children and young people, and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

At Southway Junior School, our definition of bullying is based on the definition from The Anti Bullying Alliance model policy:

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”

3.Why is it important to respond to bullying?

There is considerable evidence to show that bullying has both short term and longer-term impact on pupils. Bullying impacts on pupils' wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is unacceptable.

Our school will respond promptly and effectively to reported incidents of bullying.

In our school community:

- Everybody has the right to be treated with respect and kindness.
- Everybody has the right to feel happy and safe.
- No-one deserves to be a target of bullying.
- Pupils who bully need to learn different ways of behaving.

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National research has shown that some groups of pupils are particularly vulnerable to bullying these include pupils with SEND, looked after children, pupils from minority ethnic groups or faiths, young carers, LGBT pupils and those perceived to be LGBT.

4.Types of bullying behaviour

Bullying can take many forms:

- Emotional - being unfriendly, excluding, tormenting, threatening behaviour
- Verbal - name calling, sarcasm, spreading rumours, teasing, use of derogatory language
- Physical - pushing, kicking, hitting, punching or any use of violence
- Extortion - demanding money/goods with threats
- Online – use of social media, messaging and calls. Misuse of associated technology e.g photos and videos.
- Racist - racial taunts, graffiti, gestures
- Sexist – treating someone unfairly based on gender stereotypes
- Sexual - unwanted physical contact, sexually abusive comments
- Homophobic or biphobic - bullying because of sexuality or perceived sexuality
- Transphobic – because of gender identity or perceived gender identity

5.Pupils may become involved in bullying because they:

- want to dominate others and improve their social status
- have low self-esteem
- have a lack of remorse or fail to recognise their behaviour as a problem
- feel angry or frustrated
- struggle socially
- have been the victim of bullying themselves
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6.Preventing Bullying

We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying we will work together to deal with the situation and to learn from what has happened.

In our school we do this by:

- Having a positive ethos that all pupils, staff, governors and parents understand based on respecting and celebrating all types of difference in our school.
- Creating a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement.
- Using assemblies, specific events and RSHE lessons to ensure that pupils understand the differences between relational conflict and bullying.
- Work in school which develops empathy, social skills and emotional understanding e.g. RSHE, Citizenship, social and emotional learning, and responsibilities.
- Secure the safety of the target of bullying and take actions to stop the bullying from happening again whole school learning - reflection on what we have learnt
- Think about any safeguarding concerns and report concerns to Designated Safeguarding Lead (DSL).
- Provide assurances to child that concerns have been listened to and action will be taken.
- Consider who else is involved and what roles they have taken.

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Headteacher: Mrs V Smith

- Send clear message that the bullying must stop.
- Work with both parties to find solutions. Identify the most effective way of preventing reoccurrence and any consequences.
- Reflect and learn from bullying episodes –consider what needs to happen next to prevent future bullying e.g. PSHE, training etc. This will be reported to governors through the headteachers report.
- Raising awareness of online bullying through regular e-safety lessons.
- Focussed work with individuals and groups of pupils where required to support understanding and development of social skills e.g. social skills groups, ELSA (Emotional Literacy Support Assistant).
- Ensuring playground staff are trained and we have a range of activities at lunchtime to promote positive play.
- Offering training to all school staff around bullying, including specific guidance on those groups who are most likely to be bullied.

7.Strategies employed with our staff

- Behaviour Incidents and Bullying incidents are recorded on our behaviour log after discussion with the Safeguarding team including the headteacher. All new staff are trained on how to record incidents.
- EDUCARE Preventing Bullying Level 2 is completed by all staff when inducted into the school and preventing bullying is part of our annual safeguarding training.
- Where incidents of bullying are reported, staff are to talk this through with a member of SLT before recording on CPOMS so that the right course of action can be agreed through coaching and support.

8.Strategies employed with our parents

Parents have a responsibility to support the school's policy and to actively encourage their child to be a positive member of the school community. As a school we work with our parents/carers to prevent bullying by providing advice and guidance on what to look out for as signs and symptoms of bullying.

9.Signs of Bullying:

Bullying can bring about changes in children's behaviour. Signs such as these may indicate that a child is being bullied. They may:

- Be unwilling to go to school
- Be frightened of the journey to / from school
- Experience changes in friendships
- Feel ill in the mornings
- Begin to underachieve
- Be unhappy or withdrawn
- Be aggressive or unreasonable
- Have possessions go 'missing'
- Bully other children or siblings
- Have nightmares or cry themselves to sleep
- Not want to talk about their problems
- Give excuses to explain any of these things

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10.Reporting bullying

In our school pupils are empowered to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe.

Pupils are encouraged to report bullying to:

- A trusted adult
- Their class teacher/TA

Each class has a 'worry box' where children can report their concerns if they do not feel confident speaking to an adult.

Children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school.

Parents are also encouraged to report concerns and bullying. This could be to the class teacher, SENco or year group leader.

When pupils report their concerns, our staff are trained to LISTEN and to BELIEVE. We involve children as far as possible in finding solutions.

11.Investigating bullying incidents

It is important to mention that the school will take into account their responsibilities under the Equalities Act 2010 to consider any SEN of the child/ren using the bullying behaviours. We will investigate incidents thoroughly by:

- Speaking to the child who is affected by bullying
- Speaking to the child who has been carrying out the behaviour
- Speak to any other children who were part of the issue or who witnessed the incidents
- Speak to both sets of parents/carers regarding the issues raised
- Plan put in place to support

12.Responding to Bullying

Supporting the child who has been bullied

- Child will be listened to regarding incidents and all incidents reported will be investigated
- Period of monitoring will be put in place with regular opportunity for the child to register their concerns
- The child needs to be part of the solution. How can we change behaviours? We wish to create a climate where, with support, the bully and bullied can meet to discuss the incidents involved. Our aim is to empower young people to take ownership in being instigators of positive social change.
- Repairing of self-esteem may need to be part of our approach
- Named buddies who can support the child who has been bullied could be put in place or a wider circle of friends could be encouraged
- It is important that through termly behaviour analysis and regular check-ins with the class teacher that the impact of measures in place are reviewed

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13. Supporting the child using the bullying behaviours

Children need to know that bullying behaviours are unacceptable and therefore it is important that the child using bullying behaviours is given the opportunity to reflect on their behaviour choices. Comic strip conversations may be used to unpick incidents so that children can empathise with how the other child may be feeling. When unpicking bullying incidents, it is important to recognize that there are often two sides to a situation as this will enable an effective resolution to be reached. It is important that the child understands how they will be supported in changing their behaviour towards others.

14. Sanctions

Whilst promoting a positive ethos, we recognise the need for an effective series of strategies and sanctions that identify, and deal with, bullying behaviour. Sanctions may be employed immediately after an incident as per the behaviour policy, but in other cases an investigation will precede the implementation of sanctions. Our guidelines when sanctioning children are:

- To remind children of appropriate behaviour at the earliest opportunity
- Admonishment is in a spirit of disappointment, rather than anger
- Provide an opportunity for reflection and discussion
- Appropriate sanction is sought, e.g. redress the situation, miss playtimes, discussion with a member of the Senior Leadership Team as per the behaviour policy
- Parents/carers are kept informed
- If the bullying incident is very serious, parents will be asked to come into school to discuss the issues. The Headteacher or SENDCo may contact outside agencies for support. In some cases exclusion may be considered. All records of bullying incidents are kept during the child's stay at the school.

15. Parental Concerns

If a parent has any concerns about their child, they should speak to the class teacher immediately. If a parent thinks that bullying is the issue, the matter will be referred to the headteacher by the class teacher. The headteacher is always informed of any bullying concerns at Southway and monitors the situation carefully.

If a parent feels unable to talk to the class teacher, they can make an appointment to speak directly with the Headteacher or a member of the Senior Leadership team.

- The school will work with both the child and the parents to ensure that any bullying is stopped and that support is given where needed.
- Parents should not confront the bully or their parents. This can complicate the situation and distress the pupil.
- The school will deal directly with all children involved and their parents directly. Parents will be kept informed of any actions the school is taking.
- If parents feel that their concern has not been dealt with appropriately, they should follow the school's complaints procedure.

All members of the school community, including pupils, staff, parents and governors, are expected to treat everyone with dignity respect at all times. This includes both face-to-face contact and online.





16. Bullying outside of school premises

Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. This can relate to any bullying incident occurring anywhere off the school premises such as on the way to or from the school.

- The bullying may be done by pupils from our own school, by pupils from other schools or by people who are not at school at all.

Where a pupil, staff member or parent tells us of bullying outside of the school premises we will, as appropriate:

- Talk to pupils about how to avoid or handle bullying outside of the school.
- Talk to the other school whose pupils are bullying.
- Use community links to set up restorative meetings.

17. Monitoring and Review

The Governing Body have defined responsibilities for the monitoring of pupil welfare and receive regular reports on behaviour incidents through the termly Headteachers report. The Anti Bullying Policy is discussed by leaders and the Governing Body annually.

Bullying incidents are recorded on the behaviour log and discussed with Senior Leaders in the school. Behaviour incidents are regularly analysed and trends in behaviour are noted and areas of action are identified. The aim is to have a clear picture of bullying incidents through effective record keeping.

