



## Southbourne Junior School

### Anti-Bullying Policy

Southbourne Junior School promotes our school values of 'Together we achieve P.R.I.D.E.' which promotes cooperative behaviour.

At Southbourne Junior School we are 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.

All members of the community, including Governors, staff, pupils and parents should have an understanding of what bullying is and be familiar with the school policy on bullying. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed. A clear account will be recorded. All staff will be informed so that close monitoring can occur.

#### **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 Southbourne Junior School, the definition of bullying is:

***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.***

It is important to make the distinction between bullying and friends 'falling out' with each other. Falling out with peers is an inevitable part of a child's life that they need to learn to cope with.

#### **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 associated with lower levels of school engagement and achievement both in primary and secondary schools and can lead to mental health concerns such as anxiety and depression. 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
- 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

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.

#### **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, religious or cultural - taunts, graffiti, gestures

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

### **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.

At Southbourne Juniors we do this by:

Using assemblies and PSHE lessons in class to ensure that pupils understand the differences between relational conflict and bullying.

Building a positive ethos 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.

Having a positive ethos that all pupils, staff and parents understand.

Work in school which develops empathy, social skills and emotional understanding e.g. PSHE, Zones of Regulation, social and emotional learning programmes, Learning Mentor time.

Think about any safeguarding concern and report concerns to Designated Safeguarding Lead.

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.

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.

Using restorative conversations to reflect and learn from bullying episodes –consider what needs to happen next to prevent future bullying e.g. PSHE, training etc.

Raising awareness of online bullying through regular e-safety lessons.

Adopting a social model approach to bullying. Diversity is valued and everyone is included in our school.

Focussed work with individuals and groups of pupils where required to support understanding and development of social skills e.g. social skills groups, Learning Mentor.

Ensuring we have a range of activities at lunchtime to promote positive play.

Reflect on our school values of perseverance, respect and independence; and the consistent approach to behaviour, promote good behaviour choices and encourage children to have respect for each other and for other people's property.

Staff regularly discuss behaviour with children and reassure children that staff are serious about dealing with bullying. Staff reinforce expectations of behaviour as a regular discussion both inside and

outside the classroom. At all times (and particularly during playtimes and lunchtimes) staff are vigilant regarding the interaction and behaviours of individuals and groups of children.

Children are also supported in building positive peer relationships through our playground staff and nurture groups or individual sessions with our Learning Mentor and teaching assistants.

### Reporting bullying

In our school pupils are encouraged 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:

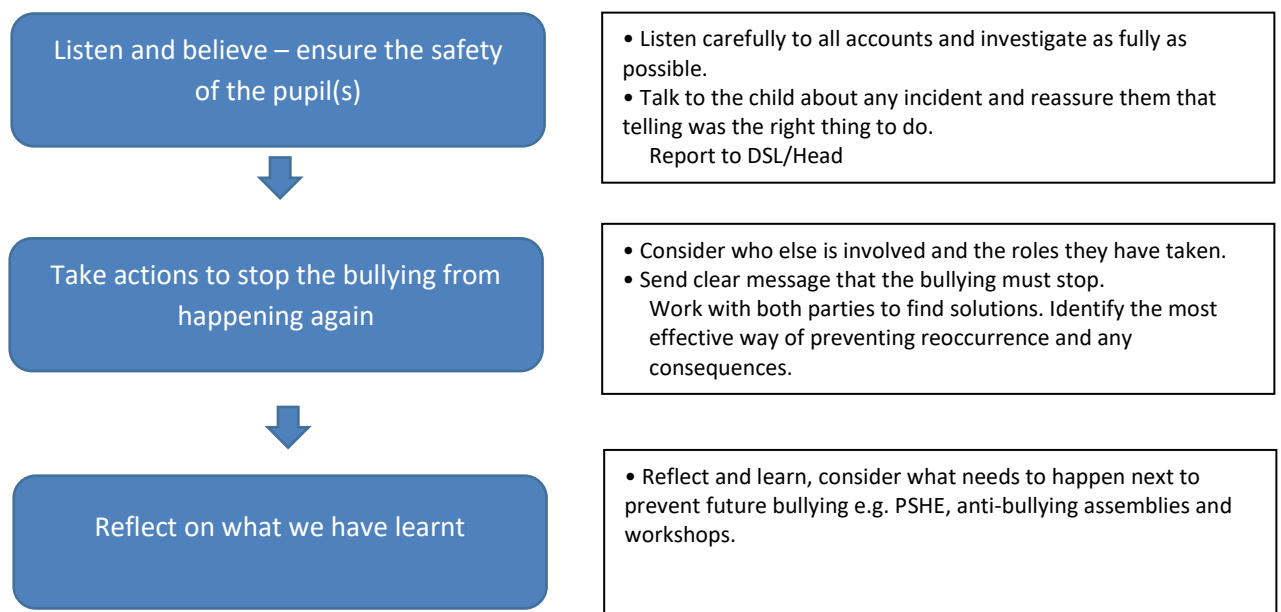
- A trusted adult
- Peers

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 to named individuals. This is normally the class teacher.

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



We monitor and review all bullying incidents to determine any patterns or trends that may require further action.

On a regular basis we give pupils the opportunity to feedback on how safe and happy they feel at school, we do this through pupil voice opportunities such as questionnaires and discussions.

**Procedures for parents:**

If a parent has any concerns about their child they should speak to the class teacher immediately. If a parent thinks bullying is the issue, the matter will be referred to a member of the senior leadership team.

If a parent feels unable to talk to the class teacher, they can make an appointment to speak directly with the Assistant Headteacher or Headteacher.

The school will work with both the child and the parents to ensure 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. 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 schools complaints policy.

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

Reviewed January 2026

To be reviewed January 2029