JEP YOUTH ENGAGEMENT

ANTI BULLYING POLICY

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Revision No.	Date	Summary of changes	Reviewer

002	05/10/26	Extended list of Definition of Bullying – page 4	JEA/Education SLT
002	05/10/26	Included Emotional Literacy curriculum to the prevention strategies – page 5	JEA/ Education SLT
002	05/10/26	Replaced 'Cyber bullying' with 'Online bullying and exploitation' – page 6	JEA/ Education SLT
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JEP
YOUTH ENGAGEMENT

Policy Statement & Ethos

At JEP, children and young people have the right to feel confident that they are placed in a safe and healthy environment. The company and all employees have the responsibility to make sure that no children, young people, or staff are affected by bullying behaviour.

If bullying behaviour is identified, JEP will ensure that there are clear procedures in place to allow:

- Reporting of incidents without delay
- Recording of incidents of bullying
- Action to be taken as a response, followed up in a timely manner
- Monitoring of concerns or incidents of bullying

It is an expectation for all employees to ensure that everyone feels listened to, understands that their concerns are taken seriously, and is reassured that all matters will be addressed promptly.

JEP promotes an inclusive culture based on respect and dignity. A high standard of acceptable behaviour and appropriate language is role modelled by the JEP staff to all children, young people, and visitors.

We recognise that living and learning in a group environment can lead to conflict. JEP will support children and young people to express themselves in ways that are safe and productive, encouraging listening, negotiation, and compromise.

Children and young people will receive support through Life Sills and Personal Development lessons to understand what bullying is, how it causes harm, and its impact on everyone's emotional wellbeing.

JEP will be proactive in supporting the resolution of any conflict to prevent bullying. Staff will be provided with training and support on the management of bullying.

At JEP, we believe that all children and young people have the right to learn in a safe, caring, and inclusive environment, free from bullying. We recognise that many pupils in Alternative Provision have experienced trauma, exclusion, and vulnerability, and we are committed to creating a community based on respect, restorative practice, and emotional regulation.

Bullying in any form will not be tolerated.

Aims & Objectives

This policy aims to:

- Prevent bullying through proactive, whole-school strategies.
- Protect and support pupils who experience bullying.
- Provide clear procedures for staff, YPs, and parents/carers.
- Promote resilience, empathy, and restorative approaches.
- Recognise and respond to the unique needs of YPs in Alternative Provision.

Legal & Statutory Framework

This policy reflects:

- Education and Inspections Act 2006
- Equality Act 2010

- Children Act 1989 and 2004
- DfE Guidance: Preventing and Tackling Bullying (latest)
- Keeping Children Safe in Education (KCSIE) 2025
- Local Safeguarding Children Partnership guidance

Roles & Responsibilities

- Pastoral Leads/Head of Centre: ensure implementation, monitor incidents, report to appropriate provision leads
- Staff: model respectful behaviour, follow procedures, record and report concerns.
- Young people and children: respect others, report bullying, engage in restorative processes.
- Parents/Carers: support their child, communicate concerns with JEP staff.
- Provision leads monitor policy effectiveness.

Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another person physically or emotionally. It involves an imbalance of power. Bullying can take many forms and may be physical, verbal, emotional, social, sexual, discriminatory or online. Bullying may also form part of wider child-on-child abuse, including sexual violence and harassment, physical assault, coercive or controlling behaviour and teenage relationship abuse.

Bullying is distinct from conflict or occasional arguments between young people. All concerns will be taken seriously and considered in line with JEP's safeguarding procedures.

Forms of bullying include:

- **Child on Child**
- **Physical:** hitting, pushing, kicking, damaging or taking belongings, physical intimidation.
- **Verbal:** name-calling, insults, threats, teasing, mocking, swearing.
- **Emotional/Psychological**: spreading rumours, humiliation, intimidation, manipulation, deliberately excluding or isolating others.
- **Cyberbullying:** abusive messages, social media harassment, group-chat abuse, sharing images or information without consent, impersonation, online exclusion.
- **Prejudice-based bullying:** related to race, ethnicity, religion or belief, disability/SEND, sex, gender identity, sexual orientation, age, appearance, culture, nationality, or other protected characteristics.
- **Sexual bullying/harassment:** sexual comments, jokes, gestures, unwanted sexualised attention, sharing sexual images or content, sexual rumours or harassment.
- **Relational/Social bullying:** deliberately damaging friendships or social relationships, encouraging others to exclude someone, controlling friendship groups or social situations.
- **Coercive/Controlling behaviour:** pressuring, manipulating, threatening or controlling another young person, including within intimate or friendship relationships.
- **Online and image-based abuse:** sharing or threatening to share images, videos, screenshots or personal information to embarrass, threaten or control someone.
- **Indirect bullying:** encouraging others to bully, setting someone up, spreading gossip, anonymous messages or deliberately damaging someone's reputation.

Bullying

All staff must be able to recognise the risk of bullying and take proactive steps to prevent such behaviour. This includes:

- Engaging fully in any training provided or deemed necessary in relation to bullying.
- Implementing the company's policy, which makes clear that bullying is unacceptable and will not be tolerated.
- Undertaking risk assessments at the point of referral and reviewing them as needed.
- Providing children and young people with information, guidance, and education about bullying.
- Setting clear expectations for acceptable behaviour and language.
- Developing individualised support plans or behaviour contracts where appropriate.
- Creating opportunities for children and young people to explore and express their feelings about bullying, for example through writing, art, or poetry.
- Discussing stories and resources on bullying, encouraging children and young people to reflect on them.
- Using role play and relatable scenarios to build empathy and awareness.
- Holding regular keywork sessions that explore bullying, its effects, and strategies for prevention.

Everyone has a responsibility to respond promptly and effectively to any concerns of bullying. All adults working with children and young people share responsibility for:

Actively discouraging bullying behaviour.

Promoting positive and respectful behaviour.

Contributing to an environment where bullying is less likely to occur.

All staff will follow clear procedures if they encounter, suspect, or are made aware of bullying. Staff must be aware that bullying can cause significant harm, and any concerns must be reported through the safeguarding procedure without delay.

Prevention Strategies

We create a positive, safe culture by:

- Embedding PD/PSHE/RSE, Zones of Regulation, Emotional Literacy curriculum and restorative practice into the curriculum.
- Using themed days (e.g. Anti-Bullying Week), and workshops.
- Providing individual SEMH interventions with the Pastoral Lead.
- Staff training on trauma-informed practice, attachment, SEND, and de-escalation.
- Promoting pupil voice (council, surveys, feedback).
- Using clear expectations and positive reinforcement.

Understanding the behaviour around bullying

Children and young people may say or do things that are hurtful to another young person. Whilst it is important to promote positive behaviour, it is inappropriate for staff to label the young person as a bully. Staff need to understand how the perception of bullying could be viewed by

children and young people and how this may contribute to a child or young person's perception of their own self-worth, and those others have of them.

Staff must ensure they fully understand children and young people's behaviours before identifying bullying behaviour and should work restoratively with young people to ensure that there are positive peer relationships in the company.

In an Alternative Provision, it is important to recognise that our young people may:

- Be more vulnerable due to previous exclusion, SEND, or ACES/ trauma.
- Display behaviours that mask bullying (e.g. aggression linked to unmet needs).
- Be at higher risk of online bullying and exploitation and social isolation.
- Staff must be vigilant to signs and patterns of bullying.

Management of Bullying

Resolution Meetings: Where appropriate, children and young people involved in bullying will take part in a restorative meeting to address concerns and agree strategies to prevent further incidents.

Restorative Actions: The child/young person responsible may be asked to apologise, and appropriate restorative consequences will be applied in line with the JEP Behaviour Policy.

Monitoring: All cases will be monitored to ensure bullying does not continue.

Escalation: If bullying is persistent or serious, parents/carers and relevant professionals will be consulted. This may include a placement planning meeting or, where required, a child protection strategy discussion.

Restorative Practice: JEP will support both the victim and the perpetrator to rebuild relationships and learn from the situation.

Staff Responsibilities: If concerns remain after a resolution meeting, these must be escalated to the appropriate provision lead. Staff may take immediate action to reduce risk but must inform the Designated Safeguarding Lead (DSL) at the earliest opportunity.

Individual bullying plans for children and young people

As part of the assessment and planning process, the Head of Centre/Pastoral Lead must ensure that a risk assessment is conducted on each child to ascertain whether they may be a victim or perpetrator of bullying. If there is any risk, it should be addressed in the child's or young person's ILP/RA with details of the strategies that must be adopted to prevent or reduce bullying.

Reporting and Responding to Incidents

All bullying incidents must be reported to the DSL or Head of Centre and Pastoral Lead who will review the action taken by the staff to protect children and young people from harm. Minor bullying, the Head of Centre will make the decision on whether they need to inform the parent/carer or accommodating authority and what further actions to take. Continuous bullying, serious or persistent bullying must be notified immediately to the Head of Centre and Pastoral Lead, and the relevant social worker (if applicable) or accommodating authority/ home school notified within 1 working day. The parent/carer or other relevant person(s) should be consulted, and consideration given to whether a child protection referral should be made. The registered

DSL should also be notified, and consideration given to whether the incident is a notifiable event. JEP will always provide appropriate support and supervision to children and young people to prevent further incidents.

When bullying is reported or suspected:

- Immediate Action: Ensure the victim is safe, listened to, and supported.
- Investigation: Gather facts from all involved, including witnesses.
- Response: Apply appropriate sanctions for bullying behaviour, with a focus on repair and understanding.
- Restorative Practice: Encourage apology, reflection, and mediation.
- Support: Provide wellbeing support to the victim and intervention for the young person displaying bullying behaviour.
- Follow-up: Monitor to ensure bullying has stopped.

Support for Young People:

- Victims: trusted adult, safe space, key worker, therapeutic support.
- Perpetrators: SEMH support, behaviour/emotional literacy mentoring, restorative intervention, empathy-building work.
- Peer Support: encouraging positive bystander behaviour and resilience.

Recording, Monitoring and Reviewing Records of Bullying

All incidents must be recorded and reviewed by the management of the company. The young person's ILP and risk assessments must be reviewed to include strategies to reduce or prevent future incidents. The safeguarding team is responsible for reviewing the incidents and nature of bullying in the company, to ensure the actions and the measures in place to prevent bullying and prevent harm to a child or young person are proportionate, efficient and effective.

Failure to report concerns will be deemed gross misconduct and will result in disciplinary actions being taken against the employee.

- All incidents are logged on CPOMS.
- Patterns (type, location, pupil group) are monitored by SLT.
- Data is reviewed termly and reported through Education and C&S forum
- Effectiveness is evaluated through pupil/parent/staff feedback.

To conclude, at JEP, we are committed to ensuring that every child and young person feels safe, valued, and respected. Bullying of any kind will not be tolerated, and all staff, young people, parents, and carers share responsibility for creating a culture where kindness, dignity, and inclusion are promoted. Through restorative practice, clear procedures, and proactive support, we will work together to prevent bullying, respond effectively when it occurs, and help our children and young people develop the skills they need to build positive and respectful relationships.

"No child should ever feel afraid to come to school. Kindness, respect and safety are rights — not privileges."