

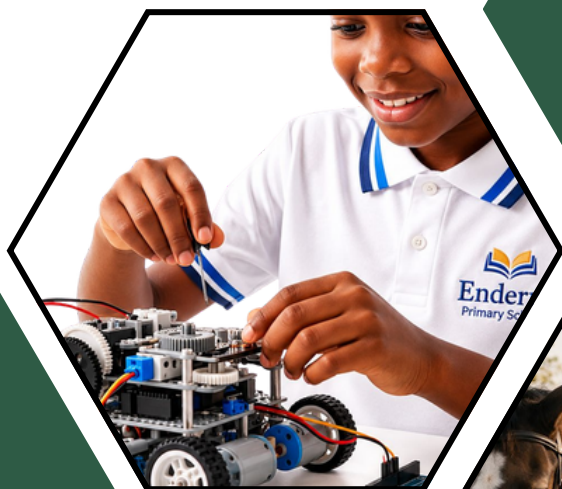
ENDERUN

PRIMARY SCHOOLS



ANTI-BULLYING POLICY

2027



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Learning Today Leading Tomorrow

ANTI-BULLYING POLICY (2027)

SECTION 1: PURPOSE, SCOPE AND PRINCIPLES

"Every report will be heard. Every immediate safety risk will be assessed. Enderun Primary School - Springs does not tolerate bullying, retaliation, or deliberate humiliation."

1. Policy Statement & Purpose

Enderun Primary School is committed to providing a safe, supportive, and inclusive learning environment where every learner has the right to dignity, equality, safety, belonging, and uninterrupted access to education. This Policy establishes robust frameworks for prevention, early intervention, reporting, safety management, objective assessment, support, proportional discipline, and continuous follow-up.

2. Scope of Application

This Policy applies on School premises; during classes, breaks, transport, aftercare, educational trips, sports, and co-curricular activities; and to digital or off-site conduct where there is a sufficient nexus to the School, a learner's safety, or the well-being of the educational environment. It covers learner-to-learner conduct as well as adult conduct toward learners (which may additionally trigger employment or child safeguarding procedures).

3. Core Governing Principles

- **Safety First:** Immediate physical and emotional safety risks are assessed and mitigated before detailed fact-finding or disciplinary procedures begin.
- **Child-Centred Response:** Interventions reflect the learner's age, developmental stage, views, dignity, and best interests.
- **Report, Do Not Retaliate:** Good-faith reporting is protected and actively encouraged. Retaliation is strictly prohibited.
- **Fairness & Impartiality:** Allegations are investigated through a fair, balanced, and objective process without prejudgment.
- **Proportionate Action:** Responses are calibrated to severity, impact, pattern, power imbalances, and previous interventions.
- **Need-to-Know Privacy:** Sensitive information is shared exclusively with individuals who require it for safety, care, reporting, or formal decision-making.

SECTION 2: DEFINITIONS AND RECOGNITION

Term	Working Definition & Policy Application
Bullying	Harmful, unwanted behaviour that is repeated, or has a real likelihood of repetition, involving an actual or perceived power imbalance. May be physical, verbal, social, sexual, discriminatory, economic, or digital.
Power Imbalance	An advantage arising from age, physical size, strength, popularity, group dynamics, social status, access to confidential information, disability, language, digital access, or socio-economic background.
Affected Learner	A learner who reports or is believed to have experienced bullying or related harm. Neutral terminology is used to ensure objectivity.
Responding Learner	A learner alleged to have engaged in bullying behaviour. Entitled to procedural fairness without public labelling or prejudice.
Bystander	A person who observes, receives, forwards, or knows about harmful conduct. Bystanders are encouraged to become positive upstanders and reporters.
Cyberbullying	Bullying or harassment conducted through digital devices, online platforms, group chats, social media, messaging, impersonation, or exclusion.

Single Serious Incidents & Recognising Warning Signs

Single Acts: While repetition is a common element of bullying, a single severe incident involving physical violence, credible threats, sexual misconduct, extortion, or discriminatory harassment is treated with immediate urgency under this policy.

Warning Signs: Indicators requiring sensitive check-ins include unexplained injuries, damaged property, sudden school/transport avoidance, drastic mood changes, academic decline, repeated money requests, or distress after online/device activity.

SECTION 3: FORMS OF BULLYING AND RELATED CONDUCT

Category	Specific Behaviors & Examples
Physical	Hitting, kicking, tripping, pushing, property damage/theft, physical intimidation, or using objects to threaten harm.
Verbal	Name-calling, cruel teasing, insulting remarks regarding appearance, background, ability, threats, or spreading malicious rumours.
Social / Relational	Deliberate isolation, social exclusion, manipulation of friendships, public shaming, or organizing group rejection.
Discriminatory	Targeting individuals based on race, ethnicity, sex, gender, religion, language, disability, health, or socio-economic background.
Sexual / Gender-Based	Unwanted sexual comments, inappropriate physical contact, sexualized rumours, body shaming, or image-based harassment.
Economic / Coercive	Demanding money, food, passwords, or personal property; extortion, blackmail, or forced compliance through threats.
Digital / Cyber	Sending abusive messages, creating fake profiles, unauthorized image sharing, group chat exclusion, or coordinated harassment.

Distinction from General Conflict: Ordinary disagreement, isolated unkindness, or mutual conflict between peers of equal power is not automatically classified as bullying, though it remains addressable under the general Learner Code of Conduct.

SECTION 4: PREVENTION AND RESPONSIBILITIES

Prevention relies on daily practice, active supervision, character development, and creating a culture of active upstanders.

- **Leadership & Staff:** Maintain vigilant supervision in high-risk zones, model respectful communication, receive reports compassionately, preserve evidence, and enforce zero tolerance for retaliation.
- **Learners & Bystanders:** Encouraged to adopt the "Stop – Move – Tell" strategy: clearly object if safe, move away from danger, and report promptly to a trusted adult.
- **Parents & Guardians:** Listen calmly to children, document key details, notify the school immediately, avoid confronting other families directly, and support intervention plans.
- **Contractors & Transport Providers:** Actively monitor spaces under their care, enforce safety rules, and report any incidents immediately to school designated officers.

SECTION 5 & 6: REPORTING AND CASE MANAGEMENT SEQUENCE

1	TRIAGE	Assess immediate physical danger, emotional distress, medical needs, self-harm risk, or safeguarding concerns requiring emergency assistance.
2	PROTECT	Separate involved learners safely, increase supervision, adjust seating/transport, and restrict digital interactions on school networks.
3	SUPPORT	Provide access to a trusted staff member, quiet safe space, psychosocial support, and reasonable academic accommodations.
4	RECORD	Open a formal, confidential case file detailing report timing, facts, initial statements, evidence collected, and actions taken.
5	PRESERVE	Secure physical and digital evidence (screenshots, records). Avoid re-circulating sensitive or intimate digital content.
6	NOTIFY	Inform parents/guardians promptly, keeping within legal and privacy parameters, unless doing so poses a child protection risk.
7	ASSIGN	Designate an independent case lead free from conflict of interest to conduct a structured and impartial assessment.
8	PLAN	Implement interim protective plans, define communication channels, sequence interviews, and set mandatory follow-up dates.

SECTION 7 & 8: ASSESSMENT, DISCIPLINE, AND OUTCOMES

Investigation Process: Interviews are conducted separately in a calm, age-appropriate setting using non-leading questions. The responding learner is provided a fair, age-appropriate opportunity to respond to specific allegations.

Restorative Practices: Voluntary restorative meetings or mediation may occur *only* after a thorough safety assessment. Restorative meetings are strictly forbidden in cases involving severe violence, sexual abuse, extortion, or significant power imbalances.

Disciplinary Interventions: Corrective actions range from guided behaviour reflection, written warnings, and loss of privileges to formal disciplinary hearings, suspension, or contract termination in line with the Learner Code of Conduct and South African law.

SECTION 9 & 10: CYBERBULLYING, SAFEGUARDING AND LEGAL FRAMEWORK

Cyberbullying & Evidence: The School asserts jurisdiction over digital conduct (on or off campus) that directly impacts school safety, learning environments, or learner well-being. Digital evidence must be preserved carefully without further distribution or unauthorized device searching.

Mandatory Safeguarding & External Reporting: Severe incidents involving criminal acts, weapons, physical assault, or adult misconduct trigger immediate external reporting to the South African Police Service (SAPS), Child Protection Services, or the Department of Basic Education (DBE). Private financial settlements or informal non-disclosure agreements are strictly prohibited.

Legislative & Regulatory Alignment

- **Constitution of the Republic of South Africa, 1996:** Guarantees rights to dignity, equality, safety, and basic education.
- **Children's Act 38 of 2005:** Mandates child protection standards and best-interest principles.
- **South African Schools Act 84 of 1996:** Provides statutory backing for school discipline and safety rules.
- **Protection from Harassment Act 17 of 2011 & Cybercrimes Act 19 of 2020:** Legal protection against persistent or digital harassment.
- **POPIA 4 of 2013:** Regulates lawful and secure handling of personal data and records.

ANNEXURE A: BULLYING CONCERN & RESPONSE RECORD

CONFIDENTIAL FORM – Complete known details. Do not delay urgent safety interventions or statutory reporting to complete this record.

Date & Time Received:		Received By / Channel:	
Affected Learner Name & Grade:			
Responding Learner(s) & Grade:			
Reporting Party & Safe Contact:			
Incident Date, Time & Location:			
Incident Summary: (Use learner's exact words where possible)			
Prior Related Incidents / Power Imbalances Identified:			
Witnesses & Preserved Evidence:			
Immediate Safety & Risk Assessment:			
Immediate Protection & Support Actions Taken:			
Parents / Guardians Contacted:	Who: _____ When: _____ By: _____		
External Referrals (SAPS / Child Protection / DBE):			
Assigned Case Lead & Target Review Date :	Lead: _____ Target Date: _____		
Findings & Findings Summary:			
Final Outcome, Support & Disciplinary Actions:			
Follow-up Review Dates & Safety Check Results:	Review Date: _____ Status: _____		



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