

ANTI-BULLYING POLICY

This policy is written in conjunction with the following North West London Jewish Day School policies:

- Behaviour
- E-Safety
- Child Protection and Safeguarding Policy

Updated and Revised December 2016

This policy is made available to the North West community from the school office and also on the school's website.

Key Contacts

Name of School: North West London Jewish Day School

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Behaviour Lead Teacher

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Statement of Intent

Every pupil at North West has the right to enjoy his/her learning and leisure, free from intimidation. Our school will not tolerate unkind actions or remarks. Pupils should be supportive of each other.

Bullying is unacceptable at our school. We do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. If an act of bullying or intimidation has taken place, staff will act immediately to stop any further occurrences of such behaviour.

The school recognises its legal responsibility to prevent and tackle bullying according to the Education Act 2002, the Education and Inspections Act 2006 and the Equalities Act 2010.

DEFINITION OF BULLYING:

Bullying is defined as: behaviour by an individual or a group, repeated over time, which intentionally hurts another person either physically or emotionally.

TYPES OF BULLYING:

- Bullying related to race, religion or culture
- Bullying related to special educational needs
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual bullying including sexting
- Cyber-bullying

Bullying can take many forms but typically includes the following types of behaviour:

- Physical – hitting, kicking, spitting, pinching, punching, scratching and taking or destruction of belongings.
- Verbal – name calling, insulting, threats and offensive remarks.
- Emotional bullying – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending abusive mail, e-mail and text messages and abuse of any kind via social networking sites. Cyber bullying refers to bullying through information and communication technologies.

Bullying is not:

A distinction is made between the one-off incidents which happen during the normal school day which are dealt with by Teaching Staff, Teaching Assistants and Mealtime Supervisors. It is not the odd occasion of falling out with friends, name calling or an occasional argument. When such incidents occur these are dealt with swiftly by staff. It is considered bullying if it is sustained, prolonged and frequent anti-social behaviour.

Who Bullies?

- A child may bully for a number of reasons. For example:
- They may have learnt the example from parents, other adults and peers that this is a way of settling disagreements.
- They are angry and upset.
- Hurting someone else makes them feel more powerful.
- They are jealous or lack self-confidence.
- They have themselves been the victim of bullying by parents and/or older brothers and sisters.
- They may follow the example of peers or become part of “group bullying.”
- Anyone can be a bully under certain circumstances.
- Bullying can be peer to peer, teacher to student or student to teacher.

Who is bullied?

Any child can be bullied. However, often it someone who is shy, timid, afraid, unassertive and lacking in confidence. They may be at a temporarily vulnerable point in their lives due to circumstances outside their control.

We as staff must set a good example. We must not misuse our authority by cruel personal remarks, sarcasm, unfair comparisons or threats. We must ensure that the message of acceptable behaviour is transmitted to the classroom through all areas of the curriculum and help develop security and confidence in all our children.

Anti-Bullying Strategies adopted by North West London Jewish Primary School

- Acknowledgement of the problem. Bullying happens everywhere in our society, including the staff-room.
- Asks pupils what they feel constitutes bullying. Discussions about what is and is not bullying can help form the basis for the school's anti-bullying policy.
- Establishment of support mechanisms to help children who are being bullied. This could be an assigned group of staff or a group of pupils formed through a peer support scheme. Peer support schemes such as buddying, and peer listening.
- A whole school approach in which children and adults work together to create an environment where bullying is not tolerated.
- Involvement of pupils in anti-bullying work, as this is far more likely to succeed than if ideas are imposed on them.
- North West London Jewish Day School finds ways to help those who are bullying to change their behaviour. Punishing bullies doesn't end bullying.
- Bullying often takes place in groups. Children have a choice of watching from the margins, joining in, trying to remain uninvolved or trying to help those being bullied. Acknowledge and reward children who help prevent bullying.
- Use of time during PSHE lessons to talk about bullying / intimidation in general and communicate the means of dealing with issues of bullying that arise.

- Use of ICT lessons to talk about e-bullying / intimidation in general, what e-bullying can look like and how to prevent / report issues of e-bullying.

The school will seek to prevent all types of bullying through its work within the curriculum as well as through the establishment of a caring family-centred ethos. The school will make all staff and regular volunteers aware of the policy and procedures.

Teachers support all children in their class and establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The school will teach safety and anti-bullying issues as part of the curriculum. This includes work within Computing, Science, Sex Education, PE and PSHE, as well as through a whole school anti-bullying focus.

Procedures if you think a child is being bullied

1. Children are encouraged to report bullying incidents to staff.
2. If any adult witnesses an act of bullying, they should record the event. A copy of this must be placed in the bullying log book located in **Lead Behaviour Teacher's classroom.**
3. Any bullying incident which occurs should be reported immediately to the class teacher of the 'bullied' child.
4. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly. The class teacher will investigate the matter and seek to resolve each situation, as appropriate, in consultation with colleagues and SLT. This may involve counselling and support for the victim and dialogue for the bully. The conversations which result will highlight why the action was inappropriate; this awareness will help to change their behaviour and understand that they have no right to diminish the happiness of another.
5. Class teachers must inform and advise other staff where relevant.

6. If parents report that a child is being bullied then this should be dealt with immediately, as above.
7. If a child repeatedly bullies, the Headteacher must be kept informed. We then invite the child's parents into the School. Detailed notes should be taken throughout.
8. After discussion, actions will be taken in line with the school's Behaviour and Anti-Bullying Policy.
9. An attempt will be made to help the bully (bullies) change their behaviour.

Outcomes

- If possible, the pupils will be reconciled after the incident/incidents have been investigated and dealt with. Each case will be monitored to ensure repeated bullying does not take place.
- The bully (bullies) may be asked to genuinely apologise.
- In serious cases, internal exclusion will be considered.
- Other consequences may take place, in line with the schools Behaviour Policy.

Support for the victim:

- Listen to what is being said and take it seriously. Assure victim or third-party informant of confidentiality with the proviso that as the teacher, you must have the discretion to take whatever action is appropriate.
- The victim may be afraid to speak out in front of others. An individual discussion may be necessary.
- Victim befriended by another who is more self-confident.
- Monitor victim. Are they vulnerable to the bully?
- Arrange class discussions, stories, acting, poetry etc. highlighting the unacceptable nature of bullying, emphasising Torah aspects.
- Parents called to school so that they are aware of the situation and can be supportive at earliest opportunity.
- Where possible, involve both "bully" and "bullied" in social skills drama group.
- Whole class PSHE.

Involving others after an incident of bullying:

- Inform Welfare Office, Behaviour Lead Teacher and other relevant staff, appropriate Deputy-Head or Head of Key Stage.
- Inform colleagues if the incident arose out of a situation where everyone should be vigilant e.g. in toilets, hidden areas of playground.
- Inform colleagues if there are several small incidents that appear unconnected but involve the same children.
- If necessary inform both sets of parents, clearly and concisely. Reassure them that the incident will not linger on or be held against anyone.
- In extreme cases, seek advice from the Brent anti-bullying officer.
- Ensure that the Child Protection Officers are informed if the bullying involves a child known to them.

The role of parents

Parents who are concerned that their child is bullied or bullying should contact their child's class teacher immediately. Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Recording bullying incidents

It is most important that there is a Formal Record of an incident in the Bullying Log File, which is held by the Behaviour Lead Teacher. Where necessary, whole staff will be informed and will be asked to use their discretion.

Appendix 1



BULLYING REPORT

Name of child: _____

Class: _____ Date: _____ Time: _____

Teacher dealing with incident: _____

Name of other child/children involved:

REPORT:

What happened?

ACTIONS TAKEN:

WHO NEEDS TO BE INFORMED?

SIGNED: _____

DATE: _____

