NORTHWEST
LONDON JEWISH DAY SCHOOL

ANTI-BULLYING
POLICY

Updated October 2022

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

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

- Child Protection and Safeguarding Policy
- Behaviour
- E-Safety
- PSHE Policy
- Wellbeing Policy
- SEN policy

Key Contacts

Headteacher Safeguarding Lead / Deputy Child Protection Teacher/E-Safety Teacher

Judith Caplan - 07941221403

Deputy Headteachers Deputy Safeguarding Lead

Rabbi Ronen Broder -020 8459 3378

Yosh Radomsky – 020 8459 3378

Safeguarding Governor / Child Protection Governor

Sheila Taylor - 020 8459 3378 –

Child Protection

Designated Child Protection Teacher

Amanda Shoota - 020 8459 3378

Deputy Child Protection Teachers

Judith Caplan - 020 8459 3378

Madeleine Bendell – 020 8459 3378

E-Safety Teacher

Judith Caplan – 020 8459 3378

Wellbeing Lead

Danielle Stone – 020 8459 3378

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
- sexting
- Cyber-bullying
- Peer- on-peer abuse
- Sexual abuse and sexual harassment
- Upskirting?

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.

Peer-on-Peer Abuse - children are capable of abusing their peers. This can include (but is not limited to): Bullying including cyberbullying, physical abuse, sexual violence, sexual harassment, upskirting and sexting, please see and read the Safeguarding and Child Protect Policy for more details with regards to these behaviours.

Peer-on-peer sexual abuse is sexual abuse that happens between children. It can happen between any number of children and can affect any age group. It is important that staff report any concerns as soon as possible. The school recognises that even if there are no reported cases of peer-on-peer abuse, such abuse may still be taking place and is simply not being reported.

Children can experience peer-on-peer abuse in a wide range of settings, including at school, at home or in someone else's home, in public spaces and online.

Staff should recognise that downplaying certain behaviours as "just banter" or "boys being boys" can lead to a culture of unacceptable behaviour, an unsafe environment for children and young people and a culture that normalises abuse.

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 is 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.

SEN and Disability

Disabled young people and those with SEN are significantly more likely to experience bullying – including online bullying – than their peers. Children who have learning disabilities and autism are particularly at risk. We know the best protective factors from bullying is social support from friendships and peer relationships. We strive for an inclusive environment where all children feel part of the class and develop positive friendships and relationships with their peers.

Signs and symptoms of bullying

A child may indicate signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should be investigated if a child:

- Is frightened of or unwilling to go to school
- Changes their usual routine
- Is taking unusual absences
- Becomes withdrawn, anxious, or lacking in confidence
- Is clinging to adults
- Starts stammering
- Cries themselves to sleep at night or has nightmares
- Feeling ill in the morning or is feigning illness
- Begins to do poorly in school work
- Lack of concentration
- Damaged clothes and books
- Unexplained cuts and bruises
- Change in behaviours
- Is bullying others

Education

At North West London Jewish Day School we follow the Jigsaw Curriculum which encompasses elements of relationships throughout. Jigsaw, the mindful approach to PSHE, brings together Personal, Social, Health Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. A lesson a week with the teaching resources included,

helps teachers to focus on tailoring the lessons to their children's needs and to enjoy building the relationship with their class and each other, getting to know them better as unique human beings. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time.

The anti-bullying elements of the curriculum throughout the school are included within the OSH/RSE curriculum that we deliver. A copy of which can be found in appendix 2.

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 computing lessons to talk about being safe on line, what e-bullying can look like and how to prevent / report issues of e-bullying.

Prevention

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 e- 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/behaviour 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.

The Safeguarding Lead/Child Protection teach will be informed of all incidences and if there are concerns a referral to the relevant agencies will be made. Please see Safeguarding and Child Protection Policy for more details.

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.
- If the bully is known to external agencies they will be informed.

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.

NORTHWEST
LONDON JEWISH DAY SCHOOL

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: _____

Appendix 2

JIGSAW OVERVIEW:
- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document)
- Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?

Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

The guidance states that, by the end of primary school:

	Pupils should know…	**How Jigsaw provides the solution**
Families and people who care for me	• R1 that families are important for children growing up because they can give love, security and stability. • R2 the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • R3 that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • R4 that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference • Being Me in My World

	marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	
Caring friendships	• R7 how important friendships are in making us feel happy and secure, and how people choose and make friends • R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharinginterests and experiences and support with problems and difficulties • R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded • R10 that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • R11 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed	
Respectful relationships	• R12 the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • R13 practical steps they can take in a range of different contexts to improve or support respectful relationships • R14 the conventions of coutesy and manners • R15 the importance of self-respect and how this links to their own happiness • R16 that in school and in wider societythey can expect to be	

	treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • R17 about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive • R19 the importance of permission-seeking and giving in relationships with friends, peers and adults	
Online relationships	• R20 that people sometimes behave differently online, including by pretending to be someone they are not. • R21 that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • R24 how information and data is shared and used online.	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference
Being safe	• R25what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • R26 about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • R29 how to recognise and report	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference

	feelings of being unsafe or feeling bad about any adult.	
	• R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard,	
	• R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so.	
	• R32 where to get advice e.g. family, school and/or other sources.	

Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know	How Jigsaw provides the solution
Mental wellbeing	• H1 that mental wellbeing is a normal part of daily life, in the same way as physical health. • H2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • H3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • H7 isolation and loneliness can affect children and that it is	All of these aspects are covered in lessons within the Puzzles • Healthy Me • Relationships • Changing Me • Celebrating Difference

	very important for children to discuss their feelings with an adult and seek support.	
	• H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.	
	• H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).	
	• H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	
Internet safety and harms	• H11 that for most people the internet is an integral part of life and has many benefits.	All of these aspects are covered in lessons within the Puzzles
	• H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	• Relationships • Healthy Me
	• H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.	
	• H14 why social media, some computer games and online gaming, for example, are age restricted.	
	• H15 that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.	
	• H16 how to be a discerning consumer of information online including understanding that	

	• information, including that from search engines, is ranked, selected and targeted. • H17 where and how to report concerns and get support with issues online.	
Physical health and fitness	• H18 the characteristics and mental and physical benefits of an active lifestyle. • H19 the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • H20 the risks associated with an inactive lifestyle (including obesity). • H21 how and when to seek support including which adults to speak to in school if they are worried about their health.	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Healthy eating	• H22 what constitutes a healthy diet (including understanding calories and other nutritional content). • H23 the principles of planning and preparing a range of healthy meals. • H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Drugs, alcohol and tobacco	• H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	
Health and prevention	• H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	All of these aspects are covered in lessons within the Puzzles • Healthy Me

	• H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • H31 the facts and science relating to immunisation and vaccination	
Basic first aid	• H32 how to make a clear and efficient call to emergency services if necessary. • H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Changing adolescent body	• H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • H35 about menstrual wellbeing including the key facts about the menstrual cycle.	All of these aspects are covered in lessons within the Puzzles • Changing Me • Healthy Me