NORTHWEST
LONDON JEWISH DAY SCHOOL

ANTI-BULLYING

POLICY

Updated September 2025

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
- AI policy

Key Contacts

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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 and Inspections Act 2006 and the Equality Act 2010.

When the school becomes aware of any allegations of bullying, it has the same powers to deal with those allegations and apply appropriate sanctions, whether the alleged bullying took place inside or outside the school premises or whether or not the alleged bullies were under the control of the school at the time the alleged bullying took place.

DEFINITION OF BULLYING:

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

Encouraging other people to engage in bullying behaviour is also bullying.

TYPES OF BULLYING CAN INCLUDE:

- Bullying related to race, religion or culture
- Bullying related to disability and/or special educational needs
- Bullying related to appearance or health conditions
- Bullying related to sex, gender or gender identity
- Bullying related to sexual orientation

- Bullying of young carers or looked after children or otherwise related to home circumstances
- Bullying related to actual or perceived differences
- Cyber-bullying e.g. via text messages, social media or gaming. This can include the use of images and video. See the school's E-Safety Policy for more details.
- Sexting (consensual or non-consensual sharing of nude or semi-nude images and/or videos) and/or upskirting (typically involves taking a picture under a person's clothing without their permission)
- Sexual abuse and sexual harassment
- Other forms of child-on-child abuse
- Misuse of Artificial Intelligence (AI) technologies – including the creation or sharing of AI-generated images, videos, or text to bully, harass, impersonate, or spread harmful content.

This is a non-exhaustive list.

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.

Child-on-Child Abuse – including but not limited to cyberbullying, prejudice-based or discriminatory bullying, physical abuse, abuse in intimate personal relationships, sexual violence, sexual harassment, causing someone to engage in sexual activity without consent, upskirting and sexting, initiation/hazing type violence and rituals. Please see and read the Safeguarding and Child Protection Policy for more details with regards to these behaviours.

AI-enabled abuse – use of generative AI or deepfake content for intimidation, sexual harassment, reputational harm or other abusive purposes.

This is a non-exhaustive list.

A bullying incident should be addressed as a child protection concern where there is reasonable cause to suspect that the child is suffering, or is likely to suffer, significant harm. The Safeguarding and Child Protection Policy should be referred to in these circumstances.

Some types of bullying, such as harassment or threatening behaviour could also amount to a criminal offence. If staff feel that an offence may have been committed they should contact the police.

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 hurtful behaviour.

However, staff should address any one-off incidents which may fall under the Safeguarding and Child Protection Policy or constitute a criminal offence.

Staff should also be aware that single incidents may be part of a pattern that does not immediately reveal itself. As such, all incidents should be recorded and then use the sanctions process to respond accordingly. As a result, patterns of behaviour that may constitute bullying can be identified.

Who Bullies?

Anyone can bully under certain circumstances. 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, other adults and/or older brothers and sisters or peers.
- They may follow the example of peers or become part of "group bullying."
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This is a non-exhaustive list.

Bullying can be pupil to pupil, teacher to pupil or pupil to teacher.

Who is bullied?

Anyone can be bullied. However, some children are more likely to be the target of bullying. For example, those with Special Educational Needs (SEN) or disabilities, those who are adopted or in care, those who are suffering from a health problem or those with caring responsibilities.

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 (including parents and staff) 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.

- Teachers will support all children in their class and establish a climate of trust and respect for all.
- E-safety and anti-bullying will be taught as part of the Computing, PSHE, Science, PE, and wider curriculum.
- Online safety lessons will explicitly cover AI, deepfakes, and emerging digital risks in line with the updated Safeguarding and E-Safety policies.

Procedures if you think a child is being bullied

1. Pupils who feel they are being bullied are encouraged to report bullying incidents to any member of staff or adult.
2. Pupils who see or are aware of someone else being bullied have a duty to report it to a member of staff or another adult.
3. Pupils who realise that what they are doing may be considered bullying should speak to a member of staff or another adult.
4. Any bullying incident which occurs should be reported immediately to the class teacher of the 'bullied' pupil. A copy of this must be placed in the bullying/behaviour log book located in the Lead Behaviour Teacher's classroom.
5. The bullying behaviour or threats of bullying must be investigated.. The class teacher will investigate the matter and seek to resolve each situation, as appropriate, in consultation with colleagues and SLT. This may involve interviewing and taking accounts of the reported bullying by the pupil allegedly being bullied, anyone accused of bullying behaviour and any witnesses to the alleged bullying. Interviews will take place and a written record will be kept. Any electronic evidence must also be gathered, and screenshots taken to show where cyberbullying has taken place. However, staff must not view any images which may involve inappropriate sexual images: the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead) must be alerted immediately.
6. The school will seek to provide any pupils who report that they are being bullied with appropriate support. This may involve counselling.
7. Class teachers must inform and advise other staff where relevant.

8. If parents report that a child is being bullied then this should be dealt with immediately, as above.

9. 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.

10. After discussion, actions will be taken in line with the school's Behaviour Policy and this Policy.

11. An attempt will be made to help the bully (bullies) change their behaviour.

Those who are found to have been bullying will be sanctioned appropriately. This may involve warnings, being sent to the Referral Room, being placed on report or in the most serious cases, being excluded in line with the school's Behaviour Policy.

The Designated Safeguarding Lead/Child Protection teacher 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.

It should be noted that:

- All electronic evidence of cyberbullying should be gathered, with screenshots where possible.
- Staff must not view indecent or inappropriate images – these should be referred immediately to the Designated Safeguarding Lead (DSL).
- Where bullying involves the use of AI-generated images, videos or impersonation, the DSL must be alerted and parents informed. Guidance from the E-Safety and Safeguarding Policies will be followed

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.
- Other consequences may take place, in line with the school's Behaviour Policy as above.
- If the bully is known to external agencies they will be informed.

- All parties will be offered relevant support.

Staff Procedures for supporting the victim:

- Listen to what is being said and take it seriously. Assure the victim or third-party informant of confidentiality with the proviso that as member of staff, 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.
- If the victim feels more comfortable having a peer present, allow this to happen.
- The victim should be reassured and any injury addressed and kept safe.
- Inform relevant members of staff.
- Consider any further support e.g. counselling.
- Monitor the victim. Are they vulnerable to the bully?
- Arrange class discussions, stories, acting, poetry etc. highlighting the unacceptable nature of bullying, emphasising Torah aspects.
- Parents should be called to school so that they are aware of the situation and can be supportive at the earliest opportunity.
- Where appropriate, involve both the "bully" and "bullied" in social skills drama group.
- Whole class PSHE.

Involving others after an incident of bullying:

- Inform the Welfare Office, Behaviour Lead Teacher and other relevant staff, appropriate Deputy Head or Head of Key Stage and Designated Safeguarding Lead.
- 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.

N☆RTHWEST
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.	All of these aspects are covered in lessons within the Puzzles
	• 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.	• Healthy Me • Relationships • Changing Me • Celebrating Difference
	• 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	

	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. • 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. • 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	All of these aspects are covered in lessons within the Puzzles • Relationships • Healthy Me

	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