



Anti-Bullying Policy

for Hertsmere Jewish Primary School

Reviewed by: Mrs N Collins

Reviewed on: September 2018

Date of Next Review: September 2019

Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

The policy was last reviewed and agreed by the Governing Body on September 2018.

It is due for review on September 2019.

Signature



Headteacher

Date September 2018

Signature



Chair of Governors Date September 2018

**This policy was prepared with reference to DCSF guidance:
Bullying: Don't Suffer in Silence (DCSF 0064/2000)
(for more details see Pastoral Care, Child Protection and PSHE Policies)**

Statement of Intent

Hertsmere Jewish Primary School is committed to providing a caring, friendly, safe and secure environment for all of our children so they can learn in a relaxed and secure atmosphere, without anxiety.

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.

We aim to make all those connected with the school aware of our opposition to bullying and we make clear each person's responsibilities with regard to the minimisation of bullying in our school.

If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING School. This means that anyone who knows that bullying is happening is expected to tell the staff and a member of the MLT who will, if appropriate forward to a member of the SLT.

All adult members of our school community should be vigilant to recognise where bullying is taking place, and deal with it thoroughly and with sensitivity. All staff are aware of the heightened risk of children and young people with SEND in regard to bullying.

Bullying – the nature of the problem

Bullying is action taken by one or more children with the deliberate intention of hurting another child. However, we teach children how to avoid hurtful behaviour, even where there is no bullying intent.

Bullying can be:

- Emotional (indirect bullying) - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), deliberately excluding from social groups or an activity, or malicious rumours, e-mails or text messages (see e-Safety Policy).
- Physical harm (with intent) or the threat of physical harm - pushing, kicking, hitting, taking or hiding belongings, punching or any use of violence; deliberately destroying or damaging work or possessions or removing property;
- Racist - racial taunts, graffiti, gestures;
- Sexual - unwanted physical contact or sexually abusive comments;
- Homophobic - because of, or focusing on the issue of sexuality;
- Verbal - name-calling, sarcasm, spreading rumours, teasing.

We must uphold the view that all pupils and staff should be able to work and play without any fear of being bullied by any other person. This type of behaviour is not tolerated and all accusations are to be taken seriously and dealt with. There is a comprehensive policy on bullying in the policy document file in the staff room.

Good practice for staff

- Be continually watchful and available.
- Promote good behaviour and encourage the care of others.
- Report all cases of bullying to the Head.
- Parents' involvement and cooperation can be sought in the case of persistent offenders after consultation with the Head.

The term 'bullying' is commonly associated with acts of violence but non-physical bullying is experienced by most children at some period during their school career. The most common forms are verbal intimidation and social exclusion.

All staff must be alert to the signs of bullying. These could include:

- verbal taunts
- pupils sitting on their own
- pupils being left out of activity groups during lessons.

Depending upon the seriousness of the situation, teachers are encouraged to adopt the following responses:

- talk privately with the offending individual(s)
- attempt to include an excluded pupil in lessons, perhaps by controlling the groupings
- intervene to defuse a blatant act of bullying

The school takes bullying very seriously and as part of the PSHE syllabus it should be discussed in a variety of different ways.

Why is it important to respond to bullying?

Everybody has the right to be treated with respect. Bullying pupils need to learn different ways of behaving. Hertsmere Jewish Primary School has a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this policy

- Proprietors, staff, pupils and parents should have an understanding of what bullying is.
- All proprietors and staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously.
- Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Signs and Symptoms

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

- changes their usual routine;
- is unwilling to go to school (school phobic);
- begins truanting;
- becomes withdrawn anxious, or lacking in confidence;
- starts stammering;
- attempts or threatens suicide or runs away;
- cries themselves to sleep at night or has nightmares;
- feels ill in the morning;
- begins to do poorly in school work;
- comes home with clothes torn or books damaged;
- has possessions go "missing";
- asks for money or starts stealing money (to pay bully);
- has unexplained cuts or bruises;
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable;
- is bullying other children or siblings;
- stops eating;
- is frightened to say what's wrong;
- gives improbable excuses for any of the above.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Procedures

1. Children are encouraged to report bullying incidents to staff.
2. In cases of serious bullying, the incidents will be recorded by staff. A copy of this must be placed in the bullying log book located at the Front Desk and also logged on SIMS.
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem.
4. If necessary and appropriate, police will be consulted.
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
6. An attempt will be made to help the bully (bullies) change their behaviour.

7. Simple statements of the details of the incident, and of the way it has been resolved, should be made by the class teacher in writing and this information should be available to teacher colleagues as the child concerned moves up the school.
8. The Head Teacher should be informed at all times when it is considered necessary for the parents of the children to be involved.

Outcomes

1. 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.
2. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
3. In serious cases, exclusion will be considered.

Prevention

We will use the following methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of school and class rules;
- signing a behaviour contract;
- writing stories or poems or drawing pictures about bullying;
- reading stories about bullying or having them read to a class or assembly;
- making up role-plays;
- having discussions about bullying and why it matters.
- class worry boxes which are visible and reachable for all children to communicate fears to a teacher confidentially.

Anti-Bullying Strategies adopted by Hertsmere 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, peer listening or peer mediation can create a happier, friendlier environment and offer much needed support to children who have problems.
- A whole school approach in which children and adults work together to create an environment where bullying is not tolerated.
- Although Hertsmere Jewish Primary School is not directly responsible for bullying off its premises, bullying doesn't end at the school gates. We will work with the local community.

- Involvement of young people in anti-bullying work, as this is far more likely to succeed than if ideas are imposed on them. Children and young people often have the best approaches to solving problems within their peer groups.

Hertsmere Jewish Primary School finds ways to help those who are bullying change their behaviour. Punishing bullies doesn't end bullying. It is important to stress that it is the behaviour that is not liked, rather than the person.

- 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.
- Support schemes that encourage children to make friends. Having friends is one of the best defences against bullying but not everyone has the right social skills to make friends easily. Teaching assertiveness skills and confidence-building to the class may be a way to help children make friends.
- Use of time during PSHE / WHAM 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. (More information can be found in the E-Safety Policy)
- There is much information on this in the PSHE files.
- There are strategies for introducing new children to Hertsmere Jewish Primary School.

Teachers support all children in their class and to 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.

Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

The school's aims with regard to bullying:

- To make clear to children, staff, parents and guardians that bullying is unacceptable.
- To encourage openness in which children, staff and parents act immediately if there is any suspicion of bullying.
- To provide a clear framework for dealing with incidents of bullying.
- To educate children in resisting bullying.
- To support those being bullied and a framework within which those bullying others may recognise and reform their behaviour.
- In accordance with the school's ethos to instil in all members of the school community a sense of caring and kindness for one another.
- To ensure that as a result of staff being respectful towards children at all times, children will internalise and model these human encounters and thus treat each other respectfully.
- To ensure that the adults in the children's world do not endeavour to diminish children so that they lose respect amongst their peer group but rather enhance them, so as to continue to develop their self esteem.

- To promote a transparency in human relationships so that children, by default, are held to account for the feelings they may evoke in others.

Procedure for dealing with incidents involving bullying

Teachers in our school take bullying seriously, and intervene to prevent incidents.

We keep an anti-bullying logbook at the Front Desk, where we record all incidents of bullying that occur outside lesson time, either near the school or on the children's way home or to school.

If any adult witnesses an act of bullying, they should record the event in the logbook. They should also be mindful of tact and be sensitive for the sake of the children and of the school.

Any bullying incident which occurs should be reported immediately to the class teacher of the 'bullied' child. The class teacher will investigate the matter and seek to resolve each situation, as appropriate, in consultation with colleagues and Mrs N Collins.

- Staff should be alert to possible warning signs in children such as distress, work difficulties, illness, problems of irregular attendance.
- If we become aware of any bullying in a class, we will deal with it immediately. 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.
- Class teachers must inform and advise other staff where relevant.
- If a child repeatedly bullies, the Headteacher must be kept informed. We then invite the child's parents into the school. In extreme cases the Headteacher will take the lead role in managing this disquiet experienced by all parties.
- If parents report that a child is being bullied then this should be dealt with immediately, as above.
- If staff is informed of or hear of bullying they should note the time, place etc. and deal with as above. All bullying must be taken seriously.
- Staff should then speak to the Headteacher who may interview victim and perpetrator separately. Detailed notes should be taken throughout.
- The Headteacher may call parents into school. After discussion, actions will be taken in line with the school's Behaviour Policy.
- The class teacher should follow up any incident with appropriate support and advice for the victim.
- Those thought to be responsible need as much help as the victim if the cycle of bullying is to end.
- Bullying should be seen and dealt with in the context of our overall school Behaviour Policy document.

The Role of the Headteacher

- The Headteacher supports the staff in minimising bullying in our school.
- Incidents of bullying are taken very seriously and dealt with appropriately.
- The Headteacher monitors bullying, and reviews the school policy regularly.
- The Headteacher keeps records as required.
- The Headteacher implements the school anti-bullying strategy and ensures that staff is aware of the policy and know how to deal with bullying.
- The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable.
- The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may use assembly to discuss why this behaviour was wrong, and why a child is being punished.
- The Headteacher ensures that staff receives sufficient training to deal with bullying.
- The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is less likely.

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.

Monitoring and review

This policy is monitored by the Headteacher, with regard to gender, age and ethnic background of all involved in bullying.

Sources of Information

DCSF - Anti-bullying pack 'Don't Suffer in Silence'- available in several languages. It can be downloaded from www.dcsf.gov.uk/bullying/

ChildLine in Partnership with Schools (CHIPS) - 020 7239 1000

www.childline.org.uk/schools.asp

Kidscape www.kidscape.org.uk/professionals/professionalsindex.shtml.

The Anti-Bullying Alliance www.ncb.org.uk/ab

Teachernet www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/

Ofsted -Report -'Bullying: Effective Action in Secondary Schools.

www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=3235

Anti-Bullying Code

(For more detail see Pastoral Care)

Every person has the **RIGHT** to feel secure and happy at Hertsmere Jewish Primary School. Our school community will not tolerate any unkind actions or remarks.

Any unkind actions or comments will be called bullying.

- No child should suffer verbal abuse.
- No child should suffer physical violence.
- No child should feel victimised by another.

Every child has a **RESPONSIBILITY** to ensure that harassment is not tolerated.

Every child is **ENTITLED** to the respect of others.

Staff guarantee to take bullying seriously and deal with each incident appropriately and discreetly.

Persistent offenders may be excluded, in extreme cases, permanently. We are a 'telling' school - bullying is too serious not to report.

Bullying is one aspect of behaviour which causes hurt and anxiety to children. Bullying is an issue which often causes parents some concern.

A child is considered to be a bully if she/he knowingly commits unkind acts towards another individual.

Bullying may include:-

Physical harm or threat of physical harm.
Destroying, damaging or hiding property.
Spreading rumours.
Name calling or teasing.
Deliberately excluding someone from an activity.

Any child or children who wilfully cause distress to other children will be accused of bullying.

Although bullying implies intent, accidental incidents of this sort are to be taken seriously, requiring appropriate educational responses.