



# Anti Bullying Policy

Approved by: Curriculum & Standards  
Committee

Date: January 2022

Next review due by: May 2024

Drafted by: Deputy Headteacher

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also considers the DfE statutory guidance "Keeping Children Safe in Education" 2018 and 'Sexual violence and sexual harassment between children in schools and colleges' guidance. The setting has also read Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools" and DfE research into antibullying practices:

[www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying](http://www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying)

Policy objectives:

- Sinai is committed to developing an anti-bullying culture where the bullying of adults or children is not tolerated in any form.
- This policy outlines what Sinai Jewish Primary School will do to prevent, investigate and resolve all forms of bullying.

### Links with other school policies and practices

This policy links with several school policies, practices and action plans including:

- Behaviour policy
- Complaints policy
- Whistle blowing policy
- Safeguarding policy
- Acceptable use of digital technology policy
- RSE policy

### Links to legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

### Responsibilities

It is the responsibility of:

- The governing board and the Headteacher to ensure that all members of the school community work within a safe and enabling environment.
- The Headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably. The Deputy Headteacher has been identified to take overall responsibility.
- Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

### Definition of bullying

Bullying can be defined as;

“behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)

- Bullying can include physical and emotional abuse such as name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, peer isolation (e.g. excluding people from groups) and spreading hurtful and untruthful rumours.
- The same unacceptable behaviours can be expressed online; this is sometimes called online bullying or cyberbullying. Specifically this can include sending offensive, upsetting and

inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

- Sinai recognises that bullying can be emotionally abusive and can cause severe and adverse effects on children's emotional development.
- Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.
- Bullying differs from teasing/falling out between friends or other types of aggressive behaviour if; there is a deliberate intention to hurt or humiliate, there is a power imbalance that makes it hard for the victim to defend themselves, it is usually persistent.

### Forms and types of bullying covered by this policy:

Bullying can happen to anyone.

This policy covers all types and forms of bullying including, but not limited to:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying - with intent or the threat of physical harm - pushing, kicking, hitting, taking or hiding belongings and or money, punching or any use of violence; deliberately destroying or damaging work or possessions or removing property;
- Emotional bullying (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).
- Sexual - unwanted physical contact or sexually abusive comments
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):
  - Bullying related to race, religion, faith and belief and for those without faith - racial taunts, graffiti, gestures;
  - Bullying related to ethnicity, nationality or culture
  - Bullying related to Special Educational Needs or Disability (SEND)
  - Bullying related to sexual orientation (homophobic/biphobic, lesbian, gay, bisexual, transsexual bullying)
  - Gender based bullying, including transphobic bullying

We must uphold the view that all pupils should be able to work and play without any fear of being bullied by any other person. This type of behaviour is not tolerated. All accusations are to be taken seriously and dealt with.

### Principles

Sinai Jewish Primary School recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

We are committed to safeguarding and promoting the welfare of pupils and expect all staff and volunteers to share this commitment.

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.

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 child's class teacher or a member of staff who will tell 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.

Our Community:

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the antibullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected, so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate

### Signs of Bullying

- Staff should be vigilant in looking out for signs of bullying or other child protection issues including:
- Physical: unexplained bruised, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- Emotional: losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asks for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

### Responding to bullying

- If bullying is suspected or reported, the incident will be addressed immediately by the member of staff who has been approached or witnessed the concern.

- All cases of alleged bullying should be reported to the Deputy Headteacher or a member of the SLT (senior leadership team) and recorded on CPOMs.
- In any case of alleged bullying, either the Class teacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.
- If the allegation of bullying is upheld, the Deputy Headteacher or a member of the SLT (senior leadership team) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable.
- Parents of both parties should be informed.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- If the situation does not improve, the Headteacher should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary.
- Any necessary action should be taken until the bullying has stopped.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children’s social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated.
- A clear and precise account of bullying incidents will be recorded on CPOMs. This will include recording appropriate details regarding decisions and action taken.
- An alleged bullying and/or bullying incident log is kept by the Deputy Headteacher.

## Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include: looking at use of the school systems; identifying and interviewing possible witnesses; contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include: Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content. Confiscating and searching pupils’ electronic devices, such as mobile phones, in accordance with the law and the school’s behaviour policy (see the DfE ‘Searching, screening and confiscation at school’ and Childnet cyberbullying guidance to ensure that the schools powers are used proportionately and lawfully).

- We will request the deletion of locally-held content and content posted online if they contravene the school's behaviour policy.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- We will inform all parents/guardians of children involved.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include: advising those targeted not to retaliate or reply; providing advice on blocking or removing people from contact lists; helping those involved to think carefully about what private information they may have in the public domain.

### Supporting pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, a member of SLT, or a member of the safeguarding team.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child. This will often be a meeting in school or a phone meeting.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions. Often this will result in the child being put on 'report'. They will be given specific objectives to work towards and meet daily with a member of the SLT. Restorative conversations will take place to discuss strategies for dealing with specific situations and to support change in behaviour.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or the Children and Adolescent Mental Health Service (CAMHS).

### Supporting adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable. (see schools Whistleblowing policy)

Bullying is defined as; "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017)

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a member of SLT and/or the Headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.
- Where the bullying has occurred online; report offensive or upsetting content, contact service providers where necessary.
- Reassuring and offering appropriate support.
- Offering mediation
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a member of SLT/or the Headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

## Preventing bullying

### Environment

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children.
- Celebrate success and achievements to promote and build a positive school ethos.

### Policy and Support

The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.

- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the school's attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

### **Education and Training**

The school community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

### **Involvement of pupils**

We will:

- Ensure that all children understand the school's approach and are clear about the part they play in preventing bullying. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.
- Regularly canvas children's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise pupil voice in providing pupil led education and support
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.
- Help children to understand the difference between bullying and unkind, one off behaviour

### **Involvement and liaison with parents and carers**

We will:



- Take steps to involve parents and carers to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.
- Help parents to understand the difference between bullying and unkind, one off behaviour

### Useful links and supporting organisations

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
- The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practiceschools](http://www.restorativejustice.org.uk/restorative-practiceschools)

### SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- National Autistic Society
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:  
[www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send__module_final.pdf)
- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

### Cyberbullying

- Childnet: [www.childnet.com](http://www.childnet.com)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

- The UK Council for Child Internet Safety (UKCCIS) [www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)
- DfE 'Cyberbullying: advice for headteachers and school staff': [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- DfE 'Advice for parents and carers on cyberbullying': [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

### **Race, religion and nationality**

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

### **LGBT**

- The Wellbeing of LGBT+ Pupils: A Guide for Orthodox Jewish Schools: <https://www.keshetuk.org/orthodox-schools-guide.html>
- Barnardo's LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

### **Sexual harassment and sexual bullying**

- Ending Violence Against Women and Girls (EVAW) [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk) o A Guide for Schools: [www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobodycampaign-posters](http://www.gov.uk/government/publications/disrespect-nobodycampaign-posters)
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: [www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual)
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: [www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017) [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

### **Monitoring and review**

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The Headteacher will be informed of all bullying concerns, as appropriate.