



**JFS School**  
The Mall, Kenton, Harrow, Middlesex HA3 9TE

**JFS ANTI-BULLYING POLICY**

*Reviewed in the Summer Term 2018*

*Next due for review in the Summer Term 2020*

S. Famed  
Chairman of Governing Body

26/04/18  
Date



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*The School is committed to providing a caring, friendly and safe establishment for all of our students so they can learn in a positive and secure environment. Bullying of any kind is unacceptable at this School. If bullying does occur in any form, all students should be able to inform staff and be confident that incidents will be dealt with promptly and effectively.*

*This policy will be reviewed at least annually by the governors. It will also be made available to the School Council for comment and advice.*

#### **1) AIMS**

- To prevent as far as possible the occurrence of bullying.
- To create a positive and safe learning environment.
- To develop individual self-esteem and respect for others.
- To have a complete and consistent method for dealing with incidents of bullying.
- To resolve bullying by means of reconciliation, support, and when necessary sanctions.
- To ensure all members of the School community share an understanding of what is defined as bullying.
- To ensure all staff share a consistency of response.
- To ensure staff and students recognise the importance of taking a stand against bullying and that here there is zero tolerance for bullying in all its forms.
- To maintain a high level of awareness of this Anti-Bullying Policy by governors, parents and other members of the wider school community.

## 2) JFS ANTI-BULLYING STRATEGY

- 2.1 Bullying at the School will not be tolerated and this message will be reinforced regularly. It is important that tackling bullying is seen as an on-going process which involves all members of the School community. It is also particularly important for students to be encouraged to speak to a member of staff if they experience or know of incidents of bullying taking place.
- 2.2 The message will be delivered through:
  - An annual anti-bullying week
  - Assemblies
  - Tutorials/PSHCE sessions
  - Visiting speakers
  - Every tutor and classroom teacher, e.g. by incorporating an “anti-bully” message in their lessons, in literature, drama, discussions of current affairs and in particular during anti-bullying week.
  - The Jewish Studies formal and informal curriculum
  - Peer support
  - Mediation by adults/by peers
  - Restorative justice sessions
  - The School Counsellor
  - Special assemblies and lessons on cyber bullying – it is important that students understand the risks of social networking sites and ways to report cyber bullying
  - Training for all staff (Inset and professional development days) including during induction
- 2.3 Students will be made aware that we, as a school, have zero tolerance to bullying in any form.
- 2.4 Students will be informed that they should not suffer or allow others to suffer and that any member of staff is prepared to help. They should always be encouraged to talk to someone.
- 2.5 Trying to ‘excuse’ bullying by saying that it is only banter, teasing, a bit of fun, or just part of growing up is unacceptable.
- 2.6 In some cases, bullying may become a child protection issue and/or a criminal matter: when a child is threatened with or suffers serious harm, this should be reported to the Designated Safeguarding Lead (DSL) or one of his two deputies who will take appropriate and immediate action. In such, more serious cases: please refer to the School’s Safeguarding Policy.
- 2.7 Although bullying is not in and of itself a criminal offence, it may nevertheless be dealt with by the law for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

## 3) WHAT IS BULLYING?

- 3.1 Bullying is often described as wilful, conscious desire to hurt, threaten or frighten an individual or a group of individuals, resulting in pain and distress to the victim or victims.
- 3.2 Bullying can be done by an individual or a group and is typically repeated over time but may arise from a single action.
- 3.3 Bullying involves an imbalance of power between the perpetrator and the victim.
- 3.4 Bullying may be or involve:
  - (a) *Physical harm*  
such as pushing, kicking, punching, pinching, any form of violence

**(b) Verbal abuse**

such as name-calling, sarcasm, spreading rumours, persistent teasing

**(c) Cyber-bullying**

such as sending or posting harmful or cruel messages or images using any area of the Internet including social media or mobile phones, noting that a single instance of such abuse may resonate through time: see section 4 below for further details

**(d) Emotional abuse**

such as tormenting, making fun of someone, humiliation, isolation by groups of students from groups or activities, destroying or spoiling work, dirty/inappropriate looks, spreading rumours, demanding money

**(e) Gender abuse**

such as demeaning, sexist comments to males or females

**(f) Homophobic abuse**

such as unwanted or uninvited physical contact, abusive comments, particularly related to actual or perceived sexual orientation

**(g) Transgender abuse**

such as unwanted or uninvited physical contact, abusive comments, particularly related to gender issues

**(h) Sexual abuse**

such as unwanted or uninvited physical contact, abusive comments, particularly of an inappropriate sexual nature

**(i) Racist abuse**

such as racial taunts or “jokes”, graffiti, gestures, making fun of customs, music, accents; or refusing to work with someone of a different cultural background.

3.5 Other examples, noting the contents of the above list and these examples are not exclusive, include:

- taking other students' equipment without their permission;
- one student intimidating another in order to copy homework;
- spoiling another student's work;
- pushing in at the dinner queue;
- groups of students isolating another by not letting him or her join in;
- forcing students to give up their place at a computer.

3.6 Bullying is often a series of apparently minor incidents. Tackling these incidents will reduce the occurrence of more major or persistent bullying.

3.7 Some bullies have been bullied themselves.

3.8 Some bullies try to hide their bullying by claiming that they themselves are being bullied.

3.9 The consequences of bullying range from unhappiness and isolation to self-harm and suicide.

#### **4) CYBER-BULLYING**

4.1 The School has a duty to safeguard its students from all forms of bullying, including cyber bullying. With this in mind all members of our community will be required to sign a safe and acceptable use of ICT agreement.

4.2 Although cyber-bullying in and of itself is not necessarily a specific criminal offence, there are laws which **DO** apply to such harassing or threatening behaviour.

- 4.3 Cyber-bullying may take place at any time that someone logs on or picks up a phone, and often invades people's personal time and space.
- 4.4 Cyber-bullying may involve a large number of people e.g. social networking sites.
- 4.5 Images or text messages can be passed quickly from one person to another, or through shared websites. This makes it hard to control.
- 4.6 Cyber-bullying may involve a whole range of people who may not normally engage in face to face bullying but feel that bullying through the Internet gives them a certain amount of anonymity.
- 4.7 Cyber-bullying may also spiral from an action which might not be initially regarded as bullying (e.g. sending or sharing a message to one individual which is then passed on to others in order to cause discomfort or distress to that person).
- 4.8 Posting a message on social media may give rise to other comments and/or likes which may increase the pressure on a person and exacerbate bullying.
- 4.9 Parents are well placed to act should they observe any hint of cyber-bullying and should report this to the School.

## **5) SIGNS AND SYMPTOMS**

- 5.1 There are a number of possible signs and behaviours which might indicate a student is being bullied, including:
  - being frightened of journeying to and from school
  - unwillingness to come to school
  - withdrawn, isolated behaviour
  - taking an unusual route to school
  - becoming easily distressed and/or stops eating
  - afraid to use the internet or mobile phone
  - complaining about missing possessions
  - begins to truant
  - feels ill in the morning
  - attempts to self-harm
  - difficulty sleeping
  - unexplained scratches, bruises and cuts
  - attempts to gain money for unusual requests (stealing is possible)
  - school work beginning to deteriorate
  - becoming aggressive, disruptive or unreasonable
  - bullying other students
  - refusal to talk about the problem
  - damaged or incomplete work
  - refusing to work in a group or with another student.
- 5.2 All staff should be vigilant at all times, in and out of the classroom including on school trips and visits.
- 5.3 Every incident, however minor it may seem, is crucial for the student involved.
- 5.4 Non-intervention condones the bullying.

## **6) PRACTICE AND PROCEDURES**

- 6.1 Issues of friendships, compromise and respect will be explicitly taught through the Jewish Studies formal and informal curriculum as well as in assemblies, tutorials and PSHCE sessions.

- 6.2 Students will be monitored carefully for signs of bullying especially by their tutor.
- 6.3 All staff must be responsive to allegations of bullying.
- 6.4 It is essential that students have the confidence that all allegations are taken seriously and acted upon. The priority is to give protection and support to the victim.
- 6.5 Staff must make it clear that the bully's behaviour is totally unacceptable – it is important that disapproval is explained in a calm and rational way – avoid bullying the bully.
- 6.6 Staff should understand when bullying may become a child protection issue and report without delay any such instance to the DSL or one of his deputies.
- 6.6 Investigations will be made to ascertain the reasons for the bully's behaviour and, if possible action taken to alter the behaviour of the bully or bullies.
- 6.7 The victims of bullying should receive support and help to develop strategies for dealing with bullying. In particular, attempts need to be made to rebuild the self-esteem of victims of bullying.
- 6.8 Students will be encouraged to use the existing peer support systems.
- 6.9 (a) Serious bullying incidents outside the classroom  
 Appropriate intervention is vital and the victims must be given support and protection. Names or recognisable features of those involved should be obtained and the victim should be allowed to leave or be taken away from the scene – it may be appropriate to take them to the medical room for First Aid. If necessary, help should be obtained from Senior Staff. Information should be recorded immediately following the School behavioural system. Should the bullying incident be severe, it may be helpful to seek the advice and support of the Police Liaison Officer – this must be done through the Behaviour Team.
- (b) Serious bullying incidents in a classroom  
 If a serious bullying incident occurs in a classroom or when a teacher needs assistance, the bully should immediately be sent to the Behaviour Team. Sensitivity towards the victim must be exercised in order that he or she is not further embarrassed in front of his/her peers. Similarly, the bully should not be given the opportunity to become a hero.
- 6.10 An incident of bullying must be reported to Pastoral Support Officers or to the Behaviour Team, and must also be recorded on SIMS.
- 6.11 Victims of bullying may end up believing that they deserve to be bullied – they feel powerless and vulnerable – self-esteem can be badly damaged and so it is essential that self-confidence is re-established through appropriate follow-up work, including counselling (or peer mediation for minor friendship problems where appropriate).
- 6.12 The bully will be supported in recognising his/her unsociable behaviour and offered support to modify that behaviour.
- 6.13 Sanctions, if appropriate, will be decided on the individual incidents and circumstances.
- 6.14 After an incident, there must be 'follow-up' to ensure that the problem does not resurface. Experience suggests that bullying will not take place again if bullies know that there will be follow-up. This should take place 2 weeks after the initial incident and then later in the term if appropriate.
- 6.15 In extreme cases, where members of the school staff believe that a criminal offence may have been committed, the police may be informed.
- 6.16 Teachers can search for and, if necessary, delete inappropriate images or files from electronic devices.

6.17 A central bullying log will be maintained and regularly monitored to identify any patterns; this log will specify sufficient contextual detail to allow for the identification of patterns.

## **7) SANCTIONS**

7.1 The bully or bullies will be asked genuinely to apologise. However, other consequences may also take place. If possible, the students will be reconciled.

7.2 Depending on the severity of the bullying a range of sanctions is available:

- Removal from class.
- Withdrawal from lesson(s).
- Withholding participation in events or trips.
- In serious cases, fixed term or even permanent exclusion will be considered.
- Local authority or police involvement will be involved should the threshold for regarding the bullying as a child protection matter be reached (serious harm).

7.3 After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

## **8) PARENTAL INVOLVEMENT**

8.1 Pastoral Support Offices and Assistant Heads of Year will involve parents at an early stage whenever it appears that there may be a problem.

## **9. SUPPORTING ADULTS**

9.1. Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of staff and parents, whether by pupils, parents or other staff members, is unacceptable.

*Adults (staff and parents) who have been bullied or affected will be supported by:*

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff 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.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

*9.2. Adults (staff and parents) who have perpetrated the bullying will be helped by:*

- Discussing what happened with a senior member of staff and/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.

## 10. GOVERNMENT AND NSPCC GUIDANCE

- 10.1 Preventing and tackling bullying, July 2017

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)

- 10.2 Cyberbullying, 2014

*Noting that mobile technology, the Internet and social media have moved on considerably since this advice note was issued:*

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/374850/Cyberbullying\\_Advice\\_for\\_Headteachers\\_and\\_School\\_Staff\\_121114.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)

- 10.3 NSPCC website

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/>

- 10.4 NSPCC guidance on the social media and networks typically used by young people

<https://www.net-aware.org.uk>