



JFS School

The Mall, Kenton, Harrow, Middx, HA3 9TE.

JFS ANTI-BULLYING POLICY

*Reviewed in the Autumn 2020 and Ratified by BAPD and Safeguarding on 28.01.2021
Next Review Spring Term 2022, subject to intervening legislative changes*

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

WHAT IS BULLYING?

2.1 Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can be perpetrated by people both older to younger and vice versa and by those in positions of authority towards those with less authority and vice versa. It can happen face-to-face or through cyberspace, and comes in many different forms:

- **Verbal** - Name calling, persistent teasing, mocking, taunting and threats.
- **Physical** - Any form of physical violence, intimidating behaviour, theft or the intentional damage of possessions. This includes hitting, kicking and pushing.
- **Emotional** - Excluding, tormenting, ridiculing, humiliation, setting people up and spreading rumours.
- **Cyberbullying** - The misuse of digital technologies or communications to bully a person or a group, typically through messages or actions that are threatening and/or intended to cause offence, anxiety or humiliation.

2.2 Bullying behaviour may be:

- **Racist** - Targeted at ethnicity, skin colour, language, religious or cultural practices.
- **Homophobic, biphobic and/or transphobic** - Targeted at actual or perceived sexuality and/or gender.
- **Sexual and/or sexist** - Sexual and/or sexist behaviour that is intended to cause offence, humiliation or intimidation.
- **Disablist** – Targeted at an impairment or special educational need.
- **Targeting any 'difference'** - In our experience bullying behaviour can also be targeted at 'looks', weight and height, colour of hair, wearing glasses or braces, acne, psoriasis and eczema, scars, marks or conditions of the face or body, body odour, poverty, gifts and talents or family situation (e.g. divorce, bereavement, homelessness).

3 WHAT IS CYBER-BULLYING

3.1 What is cyberbullying?

Cyberbullying is the misuse of digital technologies or communications to bully a person or group, typically through messages or actions that are threatening and/or intended to cause offence, anxiety or humiliation.

3.2 ***Some examples of cyberbullying are***

- **Abusive comments** rumours, gossip and threats made using digital communications and/or technologies - this includes internet trolling
- **Sharing pictures/videos** or personal information without the consent of the owner and with the intent to cause harm or humiliation
- **Hacking** into someone's email, phone or online profiles to extract and share personal information, or to send hurtful content while posing as that person
- **Creating dedicated websites** that intend to harm, make fun of someone or spread malicious rumours
- **Pressurising** someone to do something they do not want to such as sending a sexually explicit image

3.3 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 and malicious communication.

3.4 Cyber bullying that takes place out of school, but has an impact of a person's feeling of safety within the school will be addressed appropriately by the School

3.5 All members of our community will be required to sign a safe and acceptable use of ICT agreement.

3.6 Parents are encouraged to act should they observe any hint of cyber-bullying and should be reported to the School.

4 JFS ANTI-BULLYING STRATEGY

4.1 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 feel secure to speak to a member of staff if they experience or know of incidents of bullying taking place.

4.2 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 days.

4.3 The message will be delivered through:

- The School's expectations which are reinforced at the start of each half term
- Regular reminders during Assemblies
- PSHCE sessions which specifically focus on anti-bullying (Appendix 1)
- An annual anti-bullying week
- Visiting speakers
- Form tutors and classroom teachers incorporating an "anti-bully" message in their lessons, in literature, drama, discussions of current affairs and in particular during anti-bullying week.
- Peer support
- Mediation by adults/by peers
- Restorative justice sessions
- The School Wellbeing Team
- Special assemblies and drop down sessions that focus on cyber bullying – it is important that students understand the risks of social networking sites and ways to report cyber bullying

4.4 Training for staff on anti-bullying will take place during Induction. There will be reminders of the importance of anti-bullying for all staff during Insets and on professional development days. The exact timing will be as deemed appropriate by the Headteacher.

4.5 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.

- 4.6 Trying to 'excuse' bullying by saying that it is only banter, teasing, a bit of fun, or just part of growing up is unacceptable.
- 4.7 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 their deputies who will take appropriate and immediate action. In such, more serious cases: please refer to the School's Safeguarding Policy.
- 4.8 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.

5. IDENTIFYING AND REPORTING CONCERNS ABOUT BULLYING

- 5.1 All concerns about bullying will be taken seriously and investigated thoroughly. Students who are being bullied may be reluctant to report it. However, there may be changes in their behaviour, such as becoming shy and nervous, feigning illness, taking unusual absence or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.
- 5.2 All school staff will be alert and responsive to the signs of bullying, or any allegations of bullying, including on educational visits and act promptly and firmly against it in accordance with this policy.
- 5.3 Staff will be understanding and students who are experiencing bullying will be appropriately supported and protected.
- 5.4 Staff will inform the Year Leaders in cases of bullying and when bullying may become a child protection issue it will be reported without delay to the DSL or one of their deputies.
- 5.5 All incidence of bullying will be recorded on the school's MIS and these records will be reviewed annually.
- 5.6 Students who are aware of bullying ('bystanders') can be a powerful force in helping to address it and will be encouraged to do so in a safe way. All students will be encouraged to report bullying by talking to a member of staff of their choice.
- 5.7 A member of staff, who believes that he or she is being bullied or harassed, will be encouraged to report it to a colleague of their choice.
- 5.8 If a student is being bullied they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school:
 - Report to a teacher – their form tutor or any subject teacher, or any other teacher
 - If it is in the playground, inform one of the members of staff on duty who in turn can help and inform the Year Leaders or DSL as appropriate
- 5.9 Parents will be encouraged to report concerns about bullying and to support the school in tackling it. Trying to resolve bullying directly with the bully or their families can lead to problems escalating.

6 RESPONDING TO BULLYING

- 6.1 Someone within the Pastoral Team will take statements from both the victim and the alleged bullies to establish what has occurred.

- 6.2 Both the victim and the bully will be appropriately supported. 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. Students who are bullying others also need support to help them understand and change their behaviour. They will be supported to modify their behaviour.
- 6.3 Ongoing support from the Year Leaders, SEND and Wellbeing Team will be provided as appropriate
- 6.4 The bully or bullies will be expected genuinely to apologise. However, other consequences may also take place. If possible, the students will be reconciled.
- 6.5 After an incident, JFS will seek to have a reconciliation between the parties involved. Staff can search for and, if necessary, delete inappropriate images or files from electronic devices. Staff can confiscate mobile phones and other related devices in order to preserve evidence. Staff will turn the phone into flight mode if they require to keep the phone for a significant length of time or to involve the police. Students will be encouraged to use their existing peer support systems.
- 6.6 Sanctions, when appropriate, will be decided on by the Year Teams and members of the SLT responsible for Pastoral Care. The individual incidents and circumstances. In extreme cases, where members of the school staff believe that a criminal offence may have been committed, the police liaison will be informed.
- 6.7 Depending on the severity of the bullying a range of sanctions are available:
- Removal from class
 - Withdrawal from future lesson(s)
 - Withholding participation in events or trips
 - In serious cases, fixed term or even permanent exclusion will be considered
 - Local authority or police will be involved should the threshold for regarding the bullying as a child protection matter be reached (serious harm)
- 6.8 After the incident(s) have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- 6.9 Parents will be informed throughout the investigation and their support will be important to the student and for future monitoring

7. SUPPORTING ADULTS

- 7.1 JFS takes measures to prevent and tackle bullying among students; however, it is equally important to recognise that bullying of staff and parents, whether by students, parents or other staff members, is unacceptable.
- 7.2 Adults (staff and parents) who have been bullied or affected will be offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the Headteacher. They should keep a record of the incident(s) and appropriate action will be taken in accordance with the schools' behaviour and discipline policy. Throughout they should feel - Reassured and supported. If appropriate external support or advice will be provided.
- 7.3 Adults (staff and parents) who have perpetrated the bullying will be supported and have the opportunity to discuss what happened with a senior member of staff and/or the Headteacher to establish the concern. JFS will seek to establish whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures. If online, JFS will seek that content be removed. If appropriate disciplinary, civil or legal action will be instigated.

8 LINKS WITH OTHER SCHOOL POLICIES AND PRACTICES

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

- [Behaviour Management-Policy](#)
- [Complaints policy](#)
- [Curriculum policy](#)
- [E Safety Policy](#)
- [Home School Agreement](#)
- [Mental Health and Emotional Wellbeing Policy](#)
- [Mobile phones and other devices policy](#)
- [Safeguarding and Child protection policy](#)
- [Use of the Internet and School network policy](#)

9 LINKS TO LEGISLATION AND GUIDANCE

- [Public Order Act 1986](#)
- [The Children's Act 1989](#)
- [The Malicious Communications Act 1988](#)
- [Protection from Harassment Act 1997](#)
- [Communications Act 2003](#)
- [Section 89-91 The Education and Inspection Act 2006](#)
- [The Equality Act 2010](#)

9.1 Key Documents

- [Working Together to Safeguard Children \(Feb 2019\)](#)
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- [Keeping Children Safe in Education: for schools and colleges, Sep 2020](#)
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- [Preventing and tackling bullying, July 2017](#)
- Cyberbullying, 2014
Noting that mobile technology, the Internet and social media have moved on considerably since this advice note was issued:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

10 USEFUL LINKS AND SUPPORTING ORGANISATIONS

10.1 JFS has a strong pastoral care structure. Each Student has a form tutor who they see daily. Each Year Group is led by a Head of Year, an Assistant Head of Year and a Pastoral Support Officer. We have a Wellbeing Team comprising of a qualified Counsellor, and Mental Health Practitioner (also a qualified counsellor) and a Wellbeing Practitioner.

10.2 Supporting Organisations

- [Kooth](#) (Online Counselling)
- [Anti-Bullying Alliance](#)
- [Childline](#)
- [Family Lives](#)
- [Kidscape](#)
- [MindEd](#)
- [NSPCC](#)
- [The BIG Award](#)
- [PSHE Association](#)

- [The Diana Award](#)
- [Victim Support](#)
- [Young Minds](#)
- [Young Carers](#)
- [The Restorative Justice Council](#)

10.3 SEND

- [Changing Faces](#)
- [Mencap](#)
- [Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities](#)
- [DfE: SEND code of practice](#)
- [Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities](#)

10.4 Cyberbullying

- [Childnet](#)
- [Internet Watch Foundation](#)
- [Think U Know](#)
- [UK Safer Internet Centre](#)
- [The UK Council for Child Internet Safety \(UKCCIS\)](#)
- [DfE 'Cyberbullying: advice for headteachers and school staff':](#)

10.5 Race, religion and nationality

- [Anne Frank Trust](#)
- [Kick it Out](#)
- [Report it:](#)
- [Stop Hate](#)
- [Tell Mama](#)
- [Educate against Hate](#)
- [Show Racism the Red Card](#)

10.6 LGBT

- [Keshet](#)
- [Barnardo's LGBT Hub](#)
- [Metro Charity](#)
- [EACH](#)
- [Proud Trust](#)
- [Schools Out](#)
- [Stonewall](#)

10.7 Sexual harassment and sexual bullying

- [Ending Violence Against Women and Girls \(EVAW\)](#)

Ending Violence Against Women and Girls (EVAW): A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

- <https://www.endviolenceagainstwomen.org.uk/preventing-abuse/>
- <https://www.endviolenceagainstwomen.org.uk/wp-content/uploads/EVAW-Coalition-Schools-Guide.pdf>
- [Disrespect No Body](#)
- [Anti-bullying Alliance: Preventing and responding to Sexual Bullying](#)
- [Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying](#)

Note: Additional links can be found in [‘Preventing and Tackling Bullying’ \(July 2017\)](#)

Appendix 1
PSHCE Externally delivered Curriculum

| <u>Year 7 Externally Delivered Curriculum Content</u> | | |
|---|--|--------------------------|
| Session | Session Aims | Delivered by |
| Body Image | <p>Health and Well-being</p> <ul style="list-style-type: none"> • To increase awareness of body image and the pressures faced by society to look good and to look at how our perception of beauty has been distorted. • For young people to realise how much we are influenced by outside factors. • For young people to start thinking about how they view their own body image and self esteem • To reflect on their perception of the self and to identify ways in which to improve self-esteem. | Streetwise |
| Internet Safety | <p>RSE / Living in the Wider World</p> <ul style="list-style-type: none"> • Implications of our actions online. • Understanding the dangers of sexting • Who we can speak to if we are worried about it. | Streetwise |
| Healthy Friendships and the impact of bullying | <p>RSE</p> <ul style="list-style-type: none"> • What makes a good friend and how we can be a good friend to others. • Explore a range of scenarios and real life dilemmas that young people could face within their friendship groups. • Explore how to ask for help and provide pupils with the skills to overcome difficulties they may face. | JWA |
| The contribution of Jewish LGBT+ People | <p>Living in the Wider World</p> <ul style="list-style-type: none"> • Identify key contributions of Jewish LGBT+ individuals in history. • Understanding that identity ought not to be a barrier to success. | Keshet UK |
| Drugs, alcohol & Tobacco | <p>Health and Well-being</p> <ul style="list-style-type: none"> • The positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics • To evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use | JFS Staff / Drugsline |

