

North Cheshire Jewish Primary School

Anti - Bullying Policy 2023-24



Aims & purpose of the policy

At North Cheshire Jewish Primary School (NCJPS) we are committed to working with children, staff, governors and parents/carers to create a school community where bullying is not tolerated.

At our school the safety, welfare and well-being of all pupils and staff is a key priority. It is a place where people have the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at school is equal and treats each another with respect and kindness.

Bullying of any kind is unacceptable and will be identified and immediately dealt with. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and challenge any bullying, harassment or discrimination.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st century Britain. These values reflect those that will be expected of our pupils by society when they enter secondary school and beyond in the world of work or further study.

We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

We define bullying as:

The purposeful choosing of behaviour that threatens, intimidates or hurts someone, which is often, but not always, repeated over time, which involves a real or perceived power imbalance.

Identifying and supporting vulnerable children

We work closely in school to identify particularly vulnerable groups, perhaps minority ethnic groups, travellers, refugees, LGBT+ pupils, midterm arrivals, pupils who transfer late into the school, children or young people in care, young carers, and those with other special needs who may find it more difficult to build and maintain friendships.

As a school we plan positive action to support these pupils with all relevant staff members and provide additional support where necessary, for example peer support through buddy schemes and help them access clubs and out of school provision.

Who is bullied?

Anybody could be subject to bullying at any time in their life. It is not something that only affects children and young people.

A person is bullied when, either as an individual or part of a group, she or he suffers in any way from the direct result of intentional and persistent harassment and/or victimisation by another individual or group.

A person who has been bullied may commonly find it difficult to combat victim behaviour or report their experiences to those who may be able to help them.

Below are some factors that can make people vulnerable:

Schools must refer to the Equality Act 2010 and the 9 protected characteristics within it, when dealing with bullying related incidents.

Children and young people who are at most increased risk of causing harm (the Harmer/perpetrator) or being harmed (the Harmed/victim) through bullying are those who:

- are in foster care or residential homes (looked after children)
- are understood to be at risk from a range of safeguarding or child protection issues i.e. safeguarding / organised crime groups
- have specific special educational needs (especially on the autistic spectrum)
- have a disability or impairment
- are from minority ethnic backgrounds
- are refugees or asylum seekers
- start a school or activity group mid term
- are or are perceived to be gay, lesbian, bisexual, transgender or questioning of their sexuality or gender
- speak a first language other than English
- are young carers
- have suffered bereavement
- have suffered domestic violence
- have experienced physical or emotional trauma
- have a parent that was a victim of bullying.
- experienced poverty or deprivation

Methods of bullying:

There are a number of bullying behaviours that can be summarised as:

- Physical aggression – hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods
- Verbal – name calling, insulting, teasing, derogatory jokes, mocking, taunting, gossiping, secrets, threats. Reference to upsetting events e.g. bereavement divorce, being in care
- Non-verbal – staring, body language, gestures
- Indirect – excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, inappropriate gestures
- Cyber – text messaging, internet chat rooms, the use of social media applications such as Snapchat, Instagram or WhatsApp, the misuse of camera or video facilities (including the self-generated inappropriate images), offensive questions and nasty inbox messages.
- Parental incitement

We acknowledge that some acts of bullying will constitute a criminal offence and, in these cases, other organisations will need to be contacted e.g. the Police or Social Care

Types of Bullying

Bullying can be based on any of the following:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobic bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Related to home or other personal situation
- Related to another vulnerable group of people

No form of bullying will be accepted and all incidents will be taken seriously.

Derogatory language

Derogatory or offensive language is not acceptable and will not be permitted. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be all challenged by staff and recorded and monitored on CPOMS and follow up actions and consequences, if appropriate, will be taken for pupils and staff found using any such language.

Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying intervention

Possible indicators of bullying include:

We recognise that the following behaviours may suggest someone is being bullied or is bullying. However, we also recognise that the list is not exhaustive.

- Disturbed sleep
- bed-wetting
- head and stomach aches
- problems with concentration,
- changes in behaviour and attitude
- truanting
- bullying other children
- damaged or missing clothes / money / property,
- asking for more money than usual or stealing money
- withdrawn or changes in their usual behaviour patterns or attitude
- distressed or emotional and finds it hard to articulate their feelings
- changes in their eating patterns
- changes in their online activity
- shows evidence of self-harming or even in extreme cases potential suicide
- is unusually tired without a reasonable explanation
- has unexplained bruises or marks on their body, (some may refuse to change for PE)

- seems afraid to be alone and requires more adult interaction.

School initiatives to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- Proactive teaching and learning around how to build and maintain healthy relationships, including explicit work on how to appropriately manage conflict within relationships.
- A child-friendly anti-bullying policy is displayed in classrooms and has been discussed and understood by all pupils
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying
- The Jewish Studies Curriculum includes opportunities to focus on positive character traits and role models, from the Torah, such as Abraham, Moses, Sarah and Rachel
- Our school RESPECT values are referred to on a daily basis and reinforce how we expect the children and staff to conduct themselves
- School assemblies help raise pupils' awareness of bullying and derogatory language
- Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-Bullying Week, Black History Month, LGBT+ History Month and Pride Month.
- Annual NSPCC and CST Anti-Bullying workshops and assemblies
- The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible
- Stereotypes are challenged by staff and pupils across the school
- Playground buddies and pupil-led programmes offer support to all pupils, including those who may have been the target of bullying
- Restorative Approaches provide support for the harmed and harmer plus any other affected parties involved in any bullying incident.
- Support Clinic ran by the Head Boy and Girl
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups such as the school council and the Head Boy and Head Girl

Reporting – roles and responsibilities

STAFF:

All school staff, both teaching and non-teaching (for example midday supervisors, caretakers and admin) have a duty to report bullying, to be vigilant regarding the signs of bullying and to play an active role in the school's measures to prevent it. If staff are aware of bullying they should reassure the pupils involved and inform their class teacher and the Headteacher

SENIOR STAFF:

The Senior Leadership Team and the head teacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people. The head teacher is the Senior Leader responsible for anti-bullying.

PARENTS AND CARERS:

Parents and Carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. They should encourage their child not to retaliate, but to support and encourage them to report the bullying when it occurs.

When parents have concerns, we would encourage them to speak with us at the earliest opportunity. We find that it is much more effective to speak to the school when an incident occurs and not to post it on social media as this may affect and delay any investigations and outcomes.

Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the class teacher and / or Headteacher

Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. When finding themselves alongside an incident of bullying, they should attempt to offer support to the victim and, if possible, help them to tell a trusted adult.

Parents and Carers must also give due regard to and follow the principles of our *Respect Charter* on school premises towards pupils, staff and other parents

Non-school staff, volunteers and outside organisation (Sports Coaches, music teachers, support services etc) also need to be made aware of the school's policy and the reporting of incidents

Procedures for reporting and responding to bullying incidents

All staff will respond calmly and consistently to all allegations and incidents of bullying. They will be taken seriously and will be dealt with impartially and promptly. All those involved will have the opportunity to be heard and staff will protect and support all children involved whilst allegations and incidences are investigated and resolved.

When bullying has been reported, the following systematic actions will be taken:

1. Staff to record on CPOMS and inform the class teacher/s, the Headteacher and SENCO
2. Staff will offer support to all involved within a bullying incident. Individual meetings will be held with harmer & the harmed to devise a plan of action that ensures all feel listened to and supported, and feel safe and reassured that with support there can be a resolution
3. The Headteacher or a member of the SLT who they designate, will investigate the allegations

4. Restorative meetings should be offered for any incident, (this includes race or hate, homophobic and transphobic incidents) Please note that participation in any restorative repair meeting should be **voluntary**
5. Appropriate actions will be taken quickly to end the bullying behaviour or threats of bullying
6. Staff will reinforce to the perpetrator that their behaviour is unacceptable and will not be tolerated
7. The perpetrator may be asked to genuinely apologise, as appropriate to the child's age and level
8. An attempt will be made, and support given, to help the perpetrator understand and change their behaviour. This may include outside agencies such as Stockport Behaviour Support Services
9. In serious cases, parents of the perpetrator will be informed and will be invited for a meeting with the class teacher and Headteacher
10. After the incident has been investigated and dealt with, each case will be monitored by the class teacher and Headteacher to ensure repeated bullying does not occur – parents will be updated
11. Bullying incidents will be raised at the weekly staff meeting and on the staff briefing so that all staff are aware and will be extra vigilant
12. The Headteacher will produce a termly report summarising the information and will present it to the governing body
13. If necessary and appropriate, the Local Authority, Social Services or the police will be involved, particularly when actions take place outside of school.

Sanctions in line with the school's Good to be Green and Behaviour Policy will be used where appropriate. These might include:

- Apologise to the victim verbally or in writing
- Official warnings to cease offending or withdrawal of certain school privileges
- Spend break times and /or lunchtimes with a teacher / member of the SLT
- Daily report card
- Exclusion from certain areas of school, e.g. astro, trim-trail and school clubs
- Removal from class and work in isolation, in another classroom or in the HT/DHT office
- Be withdrawn from participation in school trips, not essential to the NC
- Fixed-term exclusion
- Permanent exclusion
- Records will be kept on the pupils' files

Children's individual needs (including SEN/EAL/Disadvantaged etc.), will ALWAYS be considered before deciding on a consequence.

We will also ensure that any decision takes into account the Equality Act 2020

Safeguarding procedures must be followed when child protection concerns arise.

Bullying outside of school

Bullying is unacceptable and will not be permitted. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' well-being beyond the school day.

School will use their support systems when it becomes apparent that any incident of bullying is having an impact on an individual and/ or the school community

Training and Awareness

The head teacher is responsible for ensuring that all school staff, both teaching and non-teaching (including midday supervisors, caretakers, librarians, outside agencies and volunteers, parents and governors)

receive regular training on all aspects of the anti-bullying policy, including proactive healthy relationship work.

Recording and Reporting:

We maintain a system of data collection and analysis in relation to any reported incidents of bullying in school. Termly feedback is made available for governors via the Headteacher's report.

All staff will use the agreed reporting format to alert the HT/designated SLT member of any bullying related incidents.

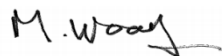
Monitoring and Evaluation:

The head teacher is responsible for reporting to the governing body (and the Local Authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report, by in school monitoring such as learning walks, and focus groups with pupils.

The policy is reviewed every 12 months, and a committee set up to oversee the review process.

Date of last review: 29.2.24

Head teacher signed:



Links to other school policies:

This anti-bullying policy links to a range of policies/strategies, including:

Equalities and Diversity policy
Equality Act 2010
Behaviour policy
Care and control policy
Behaviour Policy
Jewish Studies policy
PSHE policy
Peer on Peer Abuse
Respect Policy and Charter
Safeguarding policy
Responsible Use policy
School Development plan
Restorative Approaches strategy

Appendices

- Frequently asked questions
- Stockport's Anti-bullying Charter
- BSS Audit
- Anti-bullying Checklist for schools
- Organisations that can offer support

Frequently Asked Questions

Q: Should we prioritise tackling some types of bullying over others?

A: Immediate physical safety obviously comes first. All bullying, whatever the motivation or method, is unacceptable and should not be tolerated. Some issues will be more familiar to schools than others and this guidance points to other specialist organisations for further information about how to tackle specific types of bullying. Please see 'Further Sources of Information' at the end of this document.

Q: Should we investigate bullying incidents involving our pupils when they occur outside of school?

A: Yes. If an incident of bullying outside the school premises is reported to the school, it is important that it is investigated and appropriate action is taken.

Q: How can we involve parents more in our anti-bullying work?

A: Schools should talk to parents about their anti-bullying policy and make it available to them and prospective parents as part of their behaviour policy. Schools should ensure that parents know what measures are being taken to prevent bullying, as well as how incidents are responded to, and may also encourage positive messages about good behaviour and respect for others at home.

Q: Should I record incidents of bullying?

A: Staff should develop a consistent approach to monitoring bullying incidents in their school and evaluating whether their approach is effective. For some schools, that will mean recording incidents so that they can monitor incident numbers and identify where bullying is recurring between the same pupils.

An Anti-Bullying Charter for Stockport Schools

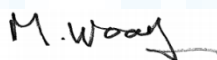
This charter is awarded to

Bullying is the purposeful choosing of behaviours that threaten, intimidate or hurt someone, which is often, but not always, repeated over time, which involves a real or perceived power imbalance.

Our school community will:

- **Work with staff, pupils and parents/carers to create a school community where bullying is not accepted.**
- **Discuss, monitor and review our anti-bullying policy every two years**
- **Keep a high profile in and around school to prevent bullying behaviours developing**
- **Support staff to promote positive relationships, identify and tackle bullying appropriately,**
- **Investigate incidents of bullying and take action where necessary, supporting all individuals involved at all times**
- **Ensure that pupils are aware that all bullying concerns will be addressed and dealt with sensitively and effectively so that pupils feel safe to learn and that pupils abide by the anti-bullying policy**
- **Report back quickly to parents/carers regarding any concerns on bullying and deal promptly with complaints. Parents/carers in turn will work with the school to uphold the anti-bullying policy**
- **Learn and share good practice and utilise the support of the Local Authority and other agencies where appropriate**

Headteacher:



Date: February 2024

