September 2024

Anti-Bullying Policy

**Aims**

Hebrew Primary School promotes values which encourage respect, kindness and good middot (character traits) and completely rejects any form of bullying. Bullying is unacceptable in any form and every child has a right to feel safe and happy in school.

Hebrew Primary School is committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. As a school we take bullying and its impact seriously. Bullying of any form is not tolerated in our school, whether carried out by a child or an adult. Staff, children and parents or carers will be made aware of the school’s position on bullying.

The school has high expectations of outstanding behaviour, and we consistently challenge any behaviour that falls below this. Anyone who knows that bullying is happening is expected to tell a member of staff. Any child who is a victim of bullying will be dealt with in a sympathetic manner and no concerns dismissed.

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed, and then discussed with the headteacher/deputy headteacher/Head of Kodesh. A clear account of the incident will be recorded on CPOMS. All staff will be informed so that close monitoring of the victim and bully can begin.

We aim to create a culture of care and respect across the whole school. Staff are expected to model this behaviour at all times, as are all governors, SLT and trustees. Care and respect should permeate the very essence of all we do.

Parents of both parties will be informed.

1. **Defining Bullying**

What is bullying?

We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others. In Hebrew Primary School, our definition of 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 happen face to face or online” .**

It is important to understand that within a primary school setting, arguments and disagreements amongst children do occur. Friendships are complex and occasionally there are changes to friendship groups that can be temporary or permanent. It is worth bearing in mind that some issues experienced by children are sometimes done without deliberate intention or that a person has not realised how damaging their comments, use of language or actions have been. Whilst we do all we can to prevent these incidents, it is important to differentiate between general, ‘unkind’ behaviour and bullying. All incidents will be dealt with according to our behaviour policy. Once it is established that bullying is taking place, the procedure in number 5 below will be followed.

Why is it important to respond to bullying?

There is considerable evidence to show that bullying has both short term and longer term impact on pupils. Bullying impacts on pupils’ wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement both in primary and secondary schools and can lead to mental health concerns such as anxiety and depression. Bullying is unacceptable. Our school will respond promptly and effectively to reported incidents of bullying.

In our school community:

 • Everybody has the right to be treated with respect.

 • Everybody has the right to feel happy and safe.

 • No-one deserves to be a target of bullying.

• Pupils who bully need to learn different ways of behaving.

National research has shown that some groups of pupils are particularly vulnerable to bullying these include pupils with SEND, looked after children, pupils from minority ethnic groups or faiths, young carers, LGBT pupils and those perceived to be LGBT.

**1.1 Types of bullying behaviour**

 Bullying can take many forms:

• Emotional - being unfriendly, excluding, tormenting, threatening behaviour

• Verbal - name calling, sarcasm, spreading rumours, teasing, use of derogatory language

 • Physical - pushing, kicking, hitting, punching or any use of violence

 • Extortion - demanding money/goods with threats

• Online – use of social media, messaging and calls. Misuse of associated technology e.g photos and videos.

 • Racist - racial taunts, graffiti, gestures

 • Sexual - unwanted physical contact, sexually abusive comments

• Homophobic or biphobic - bullying because of sexuality or perceived sexuality

**1.2 Preventing Bullying**

We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying we will work together to deal with the situation and to learn from what has happened. In our school we do this by:

 • Involving the school community in developing our policy including a child/ pupil friendly version of our policy.

 • Using assemblies and circle time in class to ensure that pupils understand the differences between relational conflict and bullying.

 • Building a positive ethos based on respecting and celebrating all types of difference in our school and encouraging good middot.

• Creating a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement.

 • Having a positive ethos that all pupils, staff and parents understand. Create a culture where children feel comfortable to report concerns.

 • Work in school which develops empathy, social skills and emotional understanding e.g. PSHE, Citizenship, social and emotional learning programmes, circle time, peer mediation and playground buddies.

• Think about any safeguarding concern and report concerns to Designated Safeguarding Lead and record on CPOMS

 • Raising awareness of online bullying through regular e-safety lessons.

 • Adopting a social model approach to bullying. Diversity is valued and everyone is included in our school. Help children understand that every person is special in their own right.

 • Focussed work with individuals and groups of pupils where required to support understanding and development of social skills e.g. social skills groups

 • Ensuring playground and midday staff are trained and we have a range of activities at lunchtime to promote positive play.

• Offering training to all school staff around bullying, including specific guidance on those groups who are most likely to be bullied.

1. **Reporting bullying**

 In our school pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe.

Children who are or think they are being bullied should:

▪ Tell someone straight away

▪ Be heard and understood

▪ Be proud of who they are – it’s good to be an individual.

▪ Remember – it’s not their fault.

 ▪ Try not to retaliate, this can make the situation worse.

▪ Be assertive and walk away.

▪ Be confident in the school’s ability to deal with the situation.

 ▪ Be offered support during and after the incident to be helped to seek solutions and feel empowered throughout the process.

Children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school. Parents are also encouraged to report concerns and bullying to the class teacher, Deputy Headteacher, Head of Kodesh or Headteacher and not to try and deal with this matter themselves.

When pupils report their concerns our staff are trained to LISTEN and to BELIEVE. We involve children as far as possible in finding solutions.

Students who engage in bullying behaviour should :

 ▪ Be heard and understood.

▪ Be enabled to understand the other person’s point of view or situation.

▪ Be helped to learn to behave in an appropriate way so no further harm is caused. Counselling and professional support may help with this.

 ▪ Have learning programmes and opportunities to develop their emotional skills and knowledge.

▪ Be aware of any necessary sanctions that may need to be imposed working in conjunction with parent/carers.

1. **Responding to Bullying**

 We monitor and review all bullying incidents to determine any patterns or trends that may require further action. On a regular basis we give pupils the opportunity to feedback on how safe and happy they feel at school, we do this through pupil questionnaires and School Council meetings.

All staff are required to record all incidents on CPOMS. This should be completed as soon as possible and given to the Designated Safeguarding Lead.

Instances of bullying vary immensely and are therefore dealt with on an individual basis, supported by evidence that is available. Where possible, Staff will endeavour to find first-hand evidence that backs up the allegations, allowing the issue to be dealt with quickly and avoiding any further unnecessary distress .

1. **Procedures for parents:**

If a parent has any concerns about their child they should speak or email the class teacher immediately through the school office. These concerns may include unusual behaviour or unexplained illness or a child feeling miserable or unhappy. If a parent thinks bullying is the issue, remain calm and discuss the matter with the class teacher. The headteacher is always informed of any bullying concerns at Hebrew Primary School and monitors the situation carefully. If parents have spoken to the class teacher and feel more support is required, they can email/call the headteacher/Head of Kodesh/Deputy Headteacher through the school.

If a parent feels unable to talk to the class teacher, they can make an appointment to speak directly with the Headteacher.

The school will work with both the child and the parents to ensure that any bullying is stopped and that support is given where needed. We ask parents of a child who has experienced bullying to work with us and reassure the child it is not their fault. Likewise, a child who has engaged in bullying behaviour will need parental support to understand that this behaviour is inappropriate.

Parents should not confront the bully or their parents. This can complicate the situation and distress the pupil.

The school will deal directly with all children involved and their parents directly. Parents will be kept informed of any actions the school is taking.

If parents feel that their concern has not been dealt with appropriately, they should follow the school’s complaints policy.

All members of the school community, including pupils, staff, parents and governors, are expected to treat everyone with dignity and respect at all times. This includes both face-to-face contact and online. There is zero tolerance for any form of bullying in any circumstance.

**5.Process for dealing with bullying**

1. **Intervene. Stop the incident/interaction.**

Make it clear to the child/ren that you are concerned at what you have witnessed. Do not leap to any conclusions. Remain calm- you are in charge. Do not make the situation worse, for example by humiliating the bully (as this may lead to reprisals).

Take stock of the situation and defuse it. Make it plain that you disapprove of what you have witnessed. Indicate that you will be reporting the matter to the Headteacher/Deputy Headteacher or Head of Kodesh.

 **b) Record the incident.** This is important to enable patterns to be identified. CPOMs should be used to state what you saw and your impressions. Do this as soon as possible. Alert DSLs and child’s class teachers. The key is to pass the information on and be confident that it will be handled sensitively.

 **c) Each allegation of bullying will be carefully investigated with open discussion:** The Headteacher or Deputy Headteacher will conduct the investigation and find out the details of what is happening. This may involve talking to other children, staff and parents.

The children involved will be interviewed separately and asked simple questions about the incident. The investigator should listen carefully, recording everything, asking appropriate questions without leading the child. Explanation and discussion may prevent further problems, as we try to effect change and raise necessary self-awareness. Try to achieve some mutual recognition of the problem and identify a way forward. Inform parents of both parties and record on CPOMS.

d) **Action plan:** Once the investigator has completed the investigation, this will be discussed with the DSL team and an action plan created to ensure all children are kept safe. This will be shared with relevant staff. Parents of both parties to be informed of the action plan and asked for their feedback.

e) **Monitoring:** After the investigation is complete and the incident dealt with, each case will be monitored to ensure repeat bullying does not take place.

f) Support: The Headteacher/Deputy Headteacher will evaluate what professional support both parties require. This may include counselling, mentoring and emotional support for the victim and counselling or a professional evaluation for the perpetrator.

**6. Consequences of bullying:**

Bullying is a serious and unacceptable matter at Hebrew Primary School, which can cause lifelong damage to a victim.

It is hoped that sensible discussion and mediation will end most incidences of bullying and that parental involvement, support from teachers, additional PSHE sessions and social skills groups will help to end any bullying.

However, consequences will also be applied where necessary, in line with our Behaviour Policy, as we cannot tolerate individuals who will not respond to correction. Where the happiness of other students is involved, we will act punitively to protect the individual and the community. Beyond attempts to educate, this may involve suspension or exclusion. It will be made clear to the perpetrator and parents what the sanctions are and what the consequences of repeated actions or failure to improve behaviour will be. We simply cannot have children in school that threaten the safety and wellbeing of others and refuse to respond to intervention to prevent the bullying. This is of course the very last resort. See our Behaviour Policy and our Exclusion Policy for more information.