



## Anti Bullying Policy

2025-2026

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Approved: Chair of Govs	David Bondt
Signed: Team Leader	Charlotte Rose
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The Anti-Bullying Alliance defines **bullying** as "the repetitive, intentional hurting of one person or group, where the relationship involves an imbalance of power".

No one should underestimate the impact that bullying can have on a child's life. It can cause high levels of distress, affecting a child's well-being, behaviour, academic and social development right through into adulthood.

Bullying happens because of vulnerability, inequality and abuse within a complex web of power relations between pupils. Vulnerability to bullying has been described as the result of personal and individual characteristics, such as physical size or appearance, or the result of more structured inequalities (such as racism, sexism or homophobia).

Bullying can be face to face or online through physical, verbal or psychological behaviour:

- Emotional - being unfriendly, excluding, tormenting, putting someone down, 'picking on' them
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racism - taunts, graffiti, gestures towards someone's race
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobia - because of, or focussing on an individual's sexuality
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Other - bribes, destroying property, sending notes, using gestures, discriminatory comments (Protected Characteristics), taking others' things e.g. snacks

Bullying can happen anywhere - in the classroom, in the corridor, in the toilets, in the dining hall, in the playground and online. Bullying may also happen on the way to and from school.

#### **Bullying is not:**

An odd occasion of falling out with friends, random name calling, one-off arguments or the occasional trick or joke against someone.

It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish pranks. We all have to learn how to deal with these situations and develop social skills to repair relationships.

### **Mission Statement**

At Broughton Jewish we are committed to providing a warm, caring and safe environment for all of our children so that they can learn and play in a relaxed and secure environment. We believe that by developing an anti-bullying policy we can contribute to the quality of our children's lives both within and beyond school. We see anti-bullying as a means to support learning in a range of ways.

Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. Everybody has the right to be treated with respect and our pupils will continue to be reminded of this through one of our core principles 'Be Respectful'. When bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy. Our behaviour echoes the words of Rabbi Akiva, "Veohavta Lerayacha Kemocha" - "Treat others how you wish to be treated".

The school is committed to a whole school approach against bullying. Bullying needs to be a common concern throughout the school so all staff and pupils can work together.

It will be a timetabled agenda item at Staff meetings and Governor meetings, as well as on the School website for parents, together with the behaviour policy. Governors will receive an annual report on the level of bullying incidents (without names) in the school through CPOMS and learn how it was dealt with.

### **Equality**

The definition of equality is that everyone should be treated fairly and be given the same chances and opportunities, no matter who they are. In our school, we focus on giving each individual child what they need to thrive. Due to this, we squash bullying when it occurs against someone's specific needs according to the protection of specific characteristics.

## Aims and Objectives of this Policy

The aim of this policy is to try and prevent bullying, but also to deal with any behaviour deemed as bullying. This is to ensure all staff members, parents and pupils understand what bullying is so that we can provide a safe and warm environment for everyone. All members of the school have a responsibility to recognise bullying when it occurs and take appropriate action.

### **Senior Leadership Team**

- Ensure an antibullying policy is renewed regularly
- Tackle bullying when it reoccurs on CPOMs by meeting with parents when necessary
- Promote kindness
- Making sure pupils and parents/guardians know what the school policy is on bullying and what they can do if bullying occurs.

### **Middle management team**

- Keep on top of bullying logs on CPOMs and support staff where necessary
- Promote kindness

### **Teaching staff**

- Log incidents on CPOMs
- Talk to the children about bullying through anti-bullying week and wellbeing lessons
- Promote kindness

### **Other staff**

- Log incidents on CPOMs
- Promote kindness
- Talk to class teacher if concerned about bullying incidents
- Promote kindness

### **Antibullying team**

- Meet half termly to discuss protocol
- Ensure anti-bullying policy is reviewed and renewed
- Do an assembly during anti-bullying week
- Ensure opportunities for CPD through staff briefing or meetings

- Discuss incidents as a team when children relay bullying information
- Promote Kindness

## **Signs and Symptoms of a child being bullied:**

Many children and young people do not speak out when being bullied and may indicate this by signs or behaviour that he or she is being bullied. Adults should be aware of these **possible** signs and should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school
- begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- starts stuttering
- cries themselves to sleep at night or has nightmares
- uses excuses to miss school (headache, stomach ache etc)
- begins to suffer academically
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises or shows signs of being in a fight
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- changes their eating habits (stops eating or over eats)
- goes to bed earlier than usual
- is unable to sleep
- wets the bed
- is frightened to say what's wrong
- gives unlikely excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a text message or email is received

**These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should always be investigated.**

## Procedures for reporting bullying incidents

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

All staff members are responsible for recording any incidents of behaviour to their line managers and it should be recorded on CPOMS. Then SLT will manage and measure this to make appropriate actions in regards to these behaviours.

## Procedures for responding to bullying incidents

The following step-by-step procedure will be used for reporting and responding to bullying allegations or incidents:

1. Initially, report all bullying allegations and incidents to the class teacher.
2. All incidents of bullying will be recorded on CPOMS (to make sure all staff linked to the child/ren are aware) ; SLT and the pastoral team will be alerted and follow up appropriately
3. Staff will make sure the victim(s) is and feels safe.
4. Appropriate advice will be given to help the victim(s).
5. Staff will listen and speak to all children involved about the incident separately.
6. Following a restorative conversation, the 'bully' may be asked what they can do next
7. The problem will be identified and possible solutions suggested.
8. Other consequences may take place and appropriate sanctions applied.
9. If possible, the pupils will be reconciled.
10. In serious cases parents will be informed and will be invited to come into school for a meeting to discuss the problem.
11. After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
12. If bullying continues SLT will intervene (they are already aware via CPOMS - see step 2)

### **Strategies for the prevention and reduction of bullying**

Through the curriculum, both Kodesh and Secular, we will teach children how to interact with others and to handle various situations. Strategies are in place so all pupils and staff are aware of who to report incidents to. Assemblies and regular anti-bullying ambassador meetings will take place to ensure this.

We will:

- teach children to work and play co-operatively
- teach about cause and effect and rights and responsibilities
- teach children that they don't lose face if they apologise
- teach children to examine their own behaviour to see if it is provocative
- encourage children to learn positively from incidents
- teach children that it is right to tell an adult

BJPS will employ anti-bullying strategies that have a child-centred approach and address the realities of children's experience of bullying, and how they commonly respond to it. We will ensure members of school and its community are aware of and understand the School Anti-Bullying Policy.

Our anti bullying policy can include:

- Undertaking regular questionnaires and surveys to monitor the extent of bullying in the school and the effectiveness of the anti-bullying policy
- Each class agreeing on their own set of class rules through PSHE/Heads Up sessions
- Making national anti-bullying week a high profile event each year
- Awareness raising through regular anti-bullying assemblies and through the work of the anti-bullying ambassadors
- PHSE (Personal, Health & Social Education) scheme of work from Reception to Year 6 used to support this policy
- PSHE/wellbeing lessons on Online Safety for children to recognise cyberbullying and its impact
- Circle time through Heads Up/PSHE curriculum regarding bullying
- Develop social skills and positive play.
- Children spreading the idea of anti-bullying
- Children being read stories about bullying
- Using drama activities and role-plays to help children be more assertive and

teach them strategies to help them deal with bullying situations

- Introducing playground improvements and initiatives
- Anti-bullying ambassadors are trained regularly and will use the gazebo and friendship rainbow to help those children who feel they are being bullied
- Using praise and rewards to reinforce good behaviour
- Encouraging the whole school community to model appropriate behaviour towards one another
- Childline posters displaying the number 0800 1111 are around school. The children are told that if they are worried they can phone this number to get help and advice.

To create a happy and safe school for both staff and pupils, please also look at our school Behaviour Policy.

### **Broughton Jewish positive and proactive approach**

At Broughton Jewish we believe in a holistic approach to the children's well being. We use a positive and proactive approach throughout the school, this leads to greater self esteem, understanding of themselves and others and tolerance of others. We will regularly use assemblies to encourage appropriate behaviour. We will offer praise in a number of different ways through non-tangible rewards such as postcards home, certificates and verbal praise. As a school, we encourage children to make positive referrals for children, who model positive play, to enable members of SLT to reinforce their positive behaviour.

We will provide purposeful activities outside the classroom environment e.g. play equipment at break times. We have art, lego and play sessions in place for small groups to encourage positive relationships as a preventative to bullying. Puppets and props are used within EYFS and for younger children who need this to talk about positive relationships. Such sessions will support the development of the child's self-esteem and confidence to empower them to deal with any difficult situations that might arise.

Children will be taught how to stay safe with their use of technology and how there could be a potential negative effect of social media on their emotional wellbeing and mental health.

## The role of the Pastoral Team

- Support class teachers with the provision for supporting anti bullying strategies.
- To ensure all staff members communicate all concerns to SLT to be dealt with immediately.

## **Sources of further information, support and help**

Name of organisation	Telephone number	Website
Bullying Intervention Group	0208 9794991	<a href="http://www.bullyinginterventiongroup.co.uk">www.bullyinginterventiongroup.co.uk</a>
Anti-Bullying Alliance (ABA)	0207 843 1901	<a href="http://www.anti-bullyingalliance.org.uk">www.anti-bullyingalliance.org.uk</a>
Anti-bullying Network	0131 651 6103	<a href="http://www.antibullying.net">www.antibullying.net</a>
Bullying Online	020 7378 1446	<a href="http://www.bullying.co.uk">www.bullying.co.uk</a>
BBC	not available	<a href="http://www.bbc.co.uk">www.bbc.co.uk</a>
Childline	0800 1111 (helpline for children)	<a href="http://www.childline.org.uk">www.childline.org.uk</a>

Kidscape	020 7730 3300 (general enquiry number) 08451 205 204  (helpline for adults only)	<a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a>
NSPCC	0207 825 2500	<a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>
The Children's Legal Centre	0800 783 2187	<a href="http://www.childrenslegalcentre.com">www.childrenslegalcentre.com</a>