



BEIS YAAKOV JEWISH HIGH SCHOOL ACADEMY

ANTI-BULLYING STRATEGY

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Committee Responsible	C&P
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Signed by Chair of Committee	

Changes Made	Date

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BYJHS – Anti-Bullying Strategy

1) Aims

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without the fear of being bullied. Bullying can have a profound effect on young people, can cause serious harm or risk to mental and physical health. It is the school's statutory and moral duty to address bullying both by proactive teaching and prevention and by responding quickly and effectively to any episodes of bullying amongst pupils.

2) The school's statutory duties

This policy has regard to:

Section 89 of the Education and Inspections Act 2006

The Education (Independent School Standards) Regulations 2014

The Equality Act 2010

The Children Act 1989

Part 1 of Keeping Children Safe in Education 2021

Preventing and tackling bullying - Advice for headteachers, staff and governing bodies, (July 2017)

3) Scope of this policy and links to other policies

This policy includes:

- Bullying of pupils by pupils within school
- Bullying of and/or by pupils outside of school, where the school is aware of it

(Allegations about bullying of pupils by staff will be dealt with under the school's safeguarding Policy.)

This policy has links to the following school policies and procedures:

- Equality information and objectives statement
- Behaviour policy
- Child protection policy
- Complaints procedures
- SEND Policy and practice
- E-safety policy
- Keeping Children Safe in Education Part 1

4) Definition of bullying

Bullying is behaviour by an individual or group, often repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video). It is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case. (Preventing and tackling bullying, July 2017)

Bullying occurs when a person or group of people, over a period of time, by word, action or gesture, deliberately deny the dignity of another individual or group. Victims of bullying may be left:

- physically and/or mentally hurt or worried
- feeling unsafe and/or frightened
- unable to do well and achieve
- feeling different, alone, unimportant and/or unvalued
- unable to see a happy and exciting future for themselves.

For BYJHS to fulfil its Mission Statement, in particular its commitment "to develop self-esteem, resilience, confidence and ambition in pupils", it is essential that bullying be identified and eradicated.

5) Identifying bullying

Bullying is behaviour by an individual or group that:

- Is meant to hurt – the person or people doing the bullying know what they are doing and mean to do it.
- Involves an imbalance of power – the person being bullied will usually find it very hard to defend themselves.
- May be harmful due to being on-going –a pattern of behaviour, rather just a 'one-off' incident

It can be:

- Physical, e.g. kicking, hitting, taking and damaging belongings
- Verbal, e.g. name calling, taunting, threats, offensive/personal remarks
- Relational, e.g. spreading nasty stories, gossiping, excluding from social groups
- Cyber, e.g. e-mails, picture/video clip bullying, Instant Messaging (IM)
- Sexual, e.g. violence or harassment, upskirting or taking pictures of a person without the person's permission with the aim of obtaining gratification or causing the victim humiliation, distress or alarm
- Indirect, e.g. graffiti, defacing of property, display of disability, homophobic, racist or sexist material.

Who bullies?

Anyone has the capacity to bully. There are no completely reliable predisposition diagnoses.

Sometimes those who perceive themselves as low status within a community, institution or group may use bullying in an attempt to artificially boost their status. Low self-esteem may therefore be key predictor as to whether someone bullies or not. This puts equal opportunities and inclusion at the centre of all anti-bullying work in schools.

Who is bullied?

Anyone can be bullied – young person, parent/carer/guardian, staff member or volunteer. People who suffer bullying are often perceived by others to be different. Sometimes the perceived difference is individual to that person – shyness, physical appearance, clothing and possessions, accent, perceived inappropriate behaviour. Sometimes people of perceived higher social status may be deliberately targeted by individuals or groups.

Frequently the perceived difference comes from assigning an individual to a group. Such bullying would then be designated as class, disability, homophobic, racist, religious or sexist. People can be assigned or be a member of more than one group.

6) Reporting concern about bullying

All concerns about bullying will be taken seriously and investigated thoroughly. Often, pupils who are being bullied may not 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. All school staff will be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.

Pupils who are bullying others also need support to help them understand and change their behaviour.

Pupils 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 pupils will be encouraged to report bullying by:

- Talking to a member of staff of their choice (usually their Head of Year or a member of their Year Team)
- Completing a 'bullying concern' form and placing it in the box at reception

Parents are encouraged to report concerns about bullying and to support the school in tackling it, rather than trying to resolve bullying directly with the bully or their family, which often leads to problems escalating.

7) Responding to reports about bullying in school

The school will take the following steps when dealing with concerns about bullying:

- Staff who witness bullying behaviour should, where appropriate, challenge it immediately.
- Staff who witness or are made aware of bullying behaviour should report it to the relevant Head of Year and the Behaviour & pastoral Lead.
- The Head of Year will investigate and follow up on the incident immediately. Where

the Head of Year is not available to do this, the Behaviour & pastoral Lead will begin the initial investigation.

- If bullying is confirmed or suspected, the Behaviour & pastoral Lead (who also acts as Deputy DSL) will record a clear account of the concern on CPOMS, which will automatically send an alert to SENDCO, SLT and the Executive Principal (who also acts as DSL).
- The investigating member of staff will interview everyone involved and keep a detailed record. This will be held in line with the school's data protection policy/practice.
- Year teams will be kept informed so that they can monitor and intervene as appropriate.
- Parents and other relevant adults will be kept informed as appropriate.
- Where bullying occurs outside school, any other relevant schools or agencies will be informed and advice/support obtained.
- Punitive measures will be used as appropriate and in consultation with all parties involved.
- School has adopted a policy of restorative practice, which has helped to successfully re-integrate students.
- Further training will be undertaken to ensure that a sufficient number of staff are trained in restorative practice and using the most up-to-date, research based methods.

8) Supporting pupils who have been bullied

Pupils who have been bullied will be supported by:

- Discussing what happened.
- Reassuring the young person that they are not responsible
- Reassuring the young person that the school deals robustly with bullying and that steps are in place to prevent the bullying from reoccurring
- Referral and access to a school counsellor if required
- Offering restorative justice meetings to build relationships and create positive outcomes

9) Consequences and reintegration of pupils who have bullied

Pupils who have been found to have bullied others will be supported by:

- Discussing what happened.
- Discovering why the pupil became involved
- Establishing the wrongdoing and need to change
- Informing parents to help change the attitude of the pupil
- The use of special interventions and/or referrals to other agencies where appropriate.

The following disciplinary steps can be taken:

- Official warnings to cease offending
- Detention
- Minor fixed term exclusion
- Major fixed term exclusion
- Permanent exclusion
- Group or 1 to 1 work to explain the negative effects of bullying to the perpetrators and their cohort.

9) The role of parents/carers

- Most concerns about bullying will be resolved through discussion between home and school. However, where a parent feels their concerns have not been resolved, they are encouraged to use the formal Complaints Procedure.
- Where a pupil is involved in bullying others outside school, i.e. in the street or through the use of internet at home, parents will be asked to work with the school in addressing their child's behaviour, for example, restricting/monitoring their use of the internet or mobile phone
- Referral of the family to external support agencies will be made where appropriate.

10) Prevention, education and promotion

The school will:

- Raise awareness of the nature of bullying through inclusion in PSHE, tutorial time, assemblies, subject areas and informal discussion, as appropriate, in an attempt to eradicate such behaviour.
- Give care and support to create and maintain a safe learning environment where all pupils feel safe, secure and valued and know they will be listened to and taken seriously in line with the school ethos.
- Participate in local and national initiatives such as Anti-bullying Week and the international Chofetz Chaim Heritage Foundation Mishmeres programmes.
- Seek to develop links with the wider community that will support inclusive, anti-bullying education
- Implement new strategies as appropriate on a one-off or ongoing basis, e.g. vertical programming across the school and increased peer mentoring arrangements.
- Refer to the LA guidelines on 'Bullying in the Workplace' where an adult in the community believes that he/she is being bullied by another adult.

Promotion of this Policy

The policy and methods for reporting bullying concerns will be promoted throughout the school, for example in information packs for new pupils and staff and through regular awareness raising activities with existing pupils and parents.

11) Monitoring and evaluation

The Executive Principal will lead on the implementation of this policy and will act as the link person with the LA and outside agencies.

An annual report will be made to the governing body, including statistics about:

- Number of reported concerns and monitoring information about those involved
- Pupil surveys carried out in each year group.
- Actions taken and outcomes

The school will review the policy annually and assess its implementation and effectiveness.