



INDEPENDENT JEWISH DAY SCHOOL
an ACADEMY

IJDS Anti-Bullying Policy

Nominated Member of Leadership Staff Responsible for the policy: Mrs Stacey Sinclair SENDCO

Designated Safeguarding Lead : Mrs Jodi Schajer DSL

Named Governor with lead responsibility: Mrs Tamar Berman

This policy will be reviewed at least annually, and following any concerns and/or updates to national/local guidance or procedures

This policy is based on DfE guidance "[Preventing and Tackling Bullying](#)" July 2017 and supporting documents. It also considers the DfE statutory guidance "[Keeping Children Safe in Education](#)" 2020 and '[Sexual violence and sexual harassment between children in Academies and colleges](#)' guidance. The setting has also read Childnet's "[Cyberbullying: Understand, Prevent and Respond: Guidance for Academies](#)".

כי נר מצוה ותורה אור

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1) Policy objectives:

This policy outlines what The Independent Jewish Day Academy will do to prevent and tackle all forms of bullying. The policy has been adopted with the involvement of the whole Academy community. The Independent Jewish Day Academy is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

2) Links with other Academy policies and practices

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

- Behaviour policy
- Complaints policy
- Child protection policy
- Online safety and Acceptable Use Policies (AUP)
- Curriculum policies, such as: PSHE

3) Links to legislation

There are several pieces of legislation which set out measures and actions for the Academy's in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988

4) Responsibilities

It is the responsibility of:

- The Headteacher to communicate this policy to the Academy community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a

member of the senior leadership team has been identified to take overall responsibility.

- Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the Academy.
- Pupils to abide by the policy.

5) Definition of bullying

- Bullying can be defined as “*behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally*”. (DfE “Preventing and Tackling Bullying”, July 2017)
- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the Academy as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.

6) Forms and types of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical, emotional or sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):

- Bullying related to race, religion, faith and belief and for those without faith, related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic bullying) ,Gender based bullying, including transphobic bullying

7) Academy ethos

The IJDS Academy recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our Academy can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

As an Academy, we will monitor and review our anti-bullying policy and practice on a regular basis and supports staff to promote positive relationships to help prevent bullying.

We recognise that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required. We will intervene by identifying and tackling bullying behaviour appropriately and promptly. We will ensure that our pupils are fully aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the antibullying policy.

We require all members of the community to work with the Academy to uphold the anti-bullying policy. We recognise the impact of bullying on the wider family of those affected and will work in partnership with parents regarding all reported bullying concerns, seeking to keep them informed at all stages.

We will deal promptly with grievances regarding the Academy response to bullying in line with our complaints policy and seek to learn from good anti-bullying practice elsewhere. We will utilise support from the Local Authority and other relevant organisations where appropriate.

8) Responding to bullying

The following steps may be taken when dealing with all incidents of bullying reported to the Academy:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The Academy will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- The Headteacher, member of the Designated Safeguarding Team or a member of the Leadership Team will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The Academy will speak with and inform other staff members, where appropriate.
- The Academy will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the Academy behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- A clear and precise account of bullying incidents will be recorded by the Academy in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

Cyberbullying

When responding to cyberbullying concerns, the Academy will act as soon as an incident has been reported or identified, providing appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.

The Academy will encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation and will take all available steps where possible to identify the person responsible. This may include: looking at use of the Academy systems, identifying and interviewing possible witnesses, contacting the service provider and the police, if necessary.

The Academy will work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include providing supportive reports to a service provider to remove content if those involved are unable to be identified or if those

involved refuse to or are unable to delete content, confiscating and searching pupils' electronic devices, requesting the deletion of locally-held content.

We will ensure that sanctions are applied to the person responsible for the cyberbullying; the Academy will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.

We will inform the police if a criminal offence has been committed. We will provide information to staff and pupils regarding steps they can take to protect themselves online. Such as, advising those targeted to not retaliate or reply, to block or remove contacts, to help those involved to think carefully about what private information they may have in the public domain.

Supporting pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Children Social Work Service, or support through the Children and Adolescent Mental Health Service (CAMHS).

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with Academy behaviour policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may

include involvement from the Police or referrals to Early Help, Children Social Work Service, or the Children and Adolescent Mental Health Service (CAMHS).

Supporting adults

Our Academy takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the Headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the Headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the Academy's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

9) Preventing bullying

Environment

The whole Academy community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as:

children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.

- Challenge practice and language (including 'banter') which does not uphold the Academy values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive Academy ethos.

Policy and Support

The whole Academy community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

The Academy community will:

- Train all staff, including: teaching staff, support staff and pastoral staff, to identify all forms of bullying and take appropriate action, following the Academy's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the Academy, student council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week

- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

10) Involvement of pupils

We will:

- Ensure that pupils understand the Academy's approach and are clear about the part they play in preventing bullying.
- Regularly canvas children's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in the Academy and embedded messages in the wider Academy curriculum.
- Utilise pupil voice in providing pupil led education and support.

We will offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

11) Involvement and liaison with parents and carers

We will:

- Ensure that parents are aware that the Academy does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents via the Academy website
- Ensure all parents know who to contact if they are worried about bullying and where to access independent advice.
- Ensure that parents work with the Academy to role model positive behaviour for pupils, both on and offline.
- Ensure all parents know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

12) Monitoring and review: putting policy into practice

- The Academy will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the Academy's action planning.
- The Headteacher will be informed of bullying concerns, as appropriate.
- Incidents of bullying will be reported to the governing body on a regular basis.

13) Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practiceAcademys

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:
www.cafamily.org.uk/media/750755/cyberbullying_and_send_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-ofpractice-0-to-25

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS)
www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for headteachers and Academy staff':
www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying':
www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBTQ+

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk o A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobodycampaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: [www.anti-](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)

[bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)