



Anti-bullying POLICY

ANTI-BULLYING POLICY

STATEMENT OF INTENT

Simon Marks Jewish Primary School is committed to providing a caring, friendly, and safe environment for all our pupils so that they can learn in a relaxed and secure atmosphere. We have high expectations of behaviour and a strong Jewish ethos that promotes respect for one another.

Bullying of any kind is unacceptable at our school and will not be tolerated. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a 'TELLING' school. This means that anyone who knows that bullying is happening is expected to tell the staff.

DEFINING BULLYING

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms ... and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted 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."

Bullying can be:

- Emotional – being unfriendly, excluding, tormenting (eg. hiding books, threatening gestures);
- Physical – pushing, kicking, hitting, punching or any use of violence;
- Racist – racial taunts, graffiti, gestures;
- Sexual – unwanted physical contact or sexually abusive comments;
- Homophobic – because of, or focussing on the issue of sexuality;
- Verbal – name calling, sarcasm, spreading rumours, teasing;
- Cyber – all areas of internet, such as email, internet chat room and social media misuse; mobile threats by text messaging and calls; misuse of associated technology, ie. camera and video facilities.

OBJECTIVES

- All governors, staff, pupils and parents should have an understanding of what bullying is.
- All governors, staff and parents should model respectful behaviour in school.

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<http://www.education.gov.uk/schools/pupilsupport/behaviour/bullying/f0076899/preventing-and-tackling-bullying/what-is-bullying>

- All governors, staff, pupils and parents should know what the school policy is on bullying and follow it if bullying arises.
- All governors, staff, pupils and parents should know what the school policy is on bullying and follow it when bullying is reported.
- Pupils and parents should be assured that they will be supported when bullying is reported.

PREVENTION

Simon Marks aims to create an ethos of good behaviour where pupils treat one another and school staff with respect. Likewise, we expect school staff to speak to children appropriately and to treat them and each other with respect.

The well-known story of Hillel is central to our school's approach to preventing bullying. When asked to teach the meaning of the whole Torah whilst his pupil listened standing on one foot, Hillel replied:

“What is hateful to you, do not do to your neighbor: that is the whole Torah while the rest is commentary; go and learn it.”

This concept is taught in Jewish Studies and there are a range of opportunities within the whole curriculum where teachers explore factors that help pupils understand how bullying works and how it can be challenged. These include assemblies, drama activities and Circle Time.

Additionally, Simon Marks has an on-site play therapist who works with pupils who may be experiencing emotional and / or behavioural difficulties. This voluntary funded provision reflects the school's commitment to its pastoral duties in this respect.

PROCEDURES

1. Pupils are expected to report incidents of bullying to their class teacher. If their class teacher is not available, they should report it to another member of staff.
2. Staff have the responsibility to investigate reports and incidents of bullying.
3. Serious cases of bullying should be recorded in writing by staff and reported to the Headteacher.
4. Serious cases of bullying will be raised with parents and carers who will be asked to attend a meeting to discuss the problem.
5. In very serious cases and where appropriate, police will be consulted.
6. Class teachers in liaison with senior staff will use their professional judgement to decide on appropriate interventions depending on the seriousness of the incident.
7. After the incident(s) have been investigated and dealt with, each case will be monitored to ensure bullying behaviour is not repeated.

INTERVENTIONS

Depending on the severity of the problem, a range of disciplinary measures will apply to pupils who bully. These will be applied fairly, consistently and reasonably, taking into account any special educational needs or disabilities the pupils may have and taking into account the needs of vulnerable pupils.

Bullying can reflect complex needs in the perpetrator and the school recognises this when exploring appropriate interventions. The school supports the principles of restorative justice, using incidents of misbehaviour as educative opportunities to repair harm and foster more sociable relationships.

Interventions might include:

- The perpetrator and their target will meet with the Headteacher with a view to formally apologising and ideally reconciliation.
- The perpetrator may be referred (in consultation with his/her family) to the play therapist.
- Class teacher to lead specific Circle Time sessions to explore underlying issues that may be motivating bullying behaviours.
- In serious cases, a fixed period or even permanent exclusion will be considered.

SIGNS AND SYMPTOMS

When a child is being bullied, there may be signs in their behaviour. These signs and behaviours could of course indicate other problems, but bullying should be considered a possibility. It should be investigated if a child:

- Is used to going alone to and from school then becomes anxious about it;
- Is unwilling to go to school
- Begins truanting
- Becomes withdrawn, anxious or lacking in confidence;
- Starts stammering;
- Attempts or threatens suicide or runs away;
- Cries themselves to sleep at night or has nightmares;
- Feels ill regularly in the mornings;
- Stops making progress in school work;
- Comes home with clothes torn or books damaged;
- Has possessions, including money, 'go missing';
- Asks for money or starts stealing
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable;
- Is bullying other children or siblings;
- Stops eating;
- Is frightened to say what's wrong;
- Gives improbable excuses for any of the above.

MONITORING

This policy will be reviewed during October / November each academic year.