
Policy on **Anti- Bullying**

September 2019

Pardes House Primary
School

Headteacher: Mr J Sager

POLICY ON ANTI-BULLYING

Statement of Intent

At Pardes House Primary School we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Our school benefits from having a cross-section of cultures represented. Our pupils bring a diversity of experience and understanding which adds to the richness of our environment.

Bullying or discrimination of any kind is unacceptable at our school. 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 or discrimination is happening is expected to tell the staff.

What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. Bullying can be:

- *Emotional*: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), exploiting known issues, humiliating, being judgmental, ignoring, using body language to upset others.
- *Physical*: pushing, kicking, hitting, punching, spitting, or any form of violence (including 'wedging', bundling en masse on top of individuals etc);
- *Unwanted*: physical contact or sexually abusive comments;
- *Verbal*: name-calling, sarcasm, spreading rumours, teasing, targeting 'differences' such as background, disability, skills, appearance (e.g. hair colour, size etc.), nature of family units, alternative lifestyle choices.
- *Online* – including over phone, email, computers etc

Protected Characteristics

Pardes House will not tolerate discrimination or bullying of any kind that goes against any areas of the Protected Characteristics (age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity). This may include any of the unwanted and unacceptable behaviours mentioned above as well as:

- *Race and religion*: racial taunts, mockery, demeaning language, graffiti, gestures;
- *Homophobic*: because of, or focusing on the issue of, sexuality;
- *LGBT*: bullying against those that define themselves as LGBT. Indeed, the school will protect and support children that identify themselves as LGBT (or wish to pursue another alternative lifestyle);
- *Familial*: taunts and other verbal examples regarding family circumstances;
- *Disability*: mockery, taunts, humiliation, exploitation, torment and physical bullying towards those with a disability or any other handicap, including and as well as those children with Special Educational Needs.

Why is it Important to respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who harass need to learn different ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying. At Pardes House Primary School we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported. Bullying will not be tolerated.

Signs and Symptoms

A pupil may indicate by signs or behaviour that he is being bullied. Adults should be aware of possible signs and they should investigate if a pupil:

- 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 (school phobic);
- Begins to truant;
- Becomes withdrawn, anxious, or lacking in confidence;
- Starts stammering;
- Runs away;
- Cries themselves to sleep at night or has nightmares;
- Feels ill in the morning;
- Begins to do poorly in school work;
- Comes home with clothes torn or books damaged;
- Has possessions which are damaged or " go missing";
- Asks for money or starts stealing money (to pay bully);
- Has monies continually "lost";
- Has unexplained cuts or bruises;
- Comes home starving (frightened to go to dining hall);
- Becomes aggressive, disruptive or unreasonable;
- Is harassing other children or siblings;
- Stops eating;
- Is frightened to say what's wrong;
- Gives improbable excuses for any of the above;
- Is afraid to use the internet or mobile phone.

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

Procedures

What a pupil should do if they feel they are being bullied

- They should not ignore comments or actions that upset them or make them feel uncomfortable.

- When another person says or does something to a pupil which makes them feel they are being bullied, they should say one of these two key phrases to the person:
 1. "I've had enough. I want you to stop doing that" or
 2. "I've had enough. I want you to stop saying that".
- These phrases are not intended to make the other person stop the bullying immediately, however, if the victim use these phrases, it is easier for the school to manage the bullying.
- Any pupil saying these phrases would let the offender know that they regard the situation as one of bullying and that the incident would be reported to a member of staff.

Following up a complaint of bullying

1. When a complaint is lodged by a pupil with a member of staff alleging bullying, this will be followed up by the class teacher/Rebbe initially.
2. Pupil Nurture Drop-In Surgery – staff leading the school's twice-weekly 'Pupil Nurture Drop-In Surgery', which is aimed at supporting pupil's mental and general well-being are also aware of these procedures.
3. Depending on the nature of the complaint, this may well be immediately elevated to the Headteacher, who takes personal responsibility for managing allegations of bullying in the school.
4. The complainant may be asked to write out their version of events or it will be recorded by the member of staff they are speaking with. This may include asking background questions to try to ascertain the extent of the misunderstanding, any possible provocation on their part; any past relationships with the person(s) accused et cetera.
5. As soon as possible the child subject to the allegation is spoken with. They are informed of the allegation. They are asked for their version of events. Specifically, they are asked to comment on whether the allegation is true. Their version of events is recorded and whether they feel the other person has been harassed. Other relevant questions, as mentioned in point 1 above, will be put to the accused.
6. If there is disagreement regarding what occurred, both the complainant and the child subject to the allegation meet with the Headteacher with a view to reaching a clear view of event(s).
7. At this point, resolution is usually possible and an agreement covering the relationship and future conduct of the initiator of bullying is made.

Outcomes

- a) Depending on the nature of the bullying, parents may be contacted and invited into school to discuss their son's behavior.
- b) Consequences will depend on the nature of the bullying or whether it is continued behaviours of such kind. These may range from being spoken to, to a more serious consequence, including potentially not being allowed to participate in the school's special Rosh Chodesh activities and even a fixed-term exclusion.
- c) If it clear and proven that bullying has occurred then the following takes place:

1. The initiator of the bullying admits they have behaved inappropriately towards the recipient of the bullying. The responses 'I was only joking' or 'they are so sensitive' etc. are explained as unacceptable. One or both of the pupils will be spoken with together and/or individually by the Headteacher. The aim is to make the initiator see that, in terms of the recipient and of the school's behavior expectations, their perceptions of their behaviour are inaccurate.
2. The initiator of the bullying is told:
 - why such behaviour will not be tolerated;
 - that they are expected to fit into the school community and that their actions prevent this;
 - they must make a genuine apology to the recipient of the bullying.
3. The recipient of the bullying will be seen regularly for two weeks by the Headteacher to ascertain whether the aggressor has adhered to their commitments. If the unacceptable behaviour towards the recipient (or others) has stopped, the matter ends.
4. If the unacceptable behaviour does not stop, contact will be made with parents. It is possible that the pupil may need further counselling, and further (increased) sanctions may be needed.
5. The recipient of the bullying will be monitored for symptoms such as unusual behaviour. They are asked whether the situation has improved. Pupils who appear regularly to be at the receiving end of bullying will be given support to develop practical strategies to be more assertive, as well as to be able to vent their feelings about their predicament.
6. Parents of the recipient are contacted by the class teacher, Headteacher or Deputy Head, especially if the situation is serious. There must be openness with parents so that they know what is going on and what the school is trying to achieve. Of course, an investigation into bullying may arise as a result of a parent initiative. In these cases, parents are kept informed of developments.
7. Written records may be kept at each stage of the investigation by staff involved in monitoring or investigating, usually the Headteacher.
8. All staff have an important role in detecting and reporting incidents of suspected bullying, whether inside or outside the classroom. Any concerns should be mentioned to a member of staff so that a picture can be built up and a decision taken about what action and support is required.

Advice to parents

No matter what school year your son is in, if you feel they are being bullied, please contact their teacher or encourage your son to tell someone. In many cases pupils may not wish their parents to contact the school because they fear that "things will get worse". However it is very difficult to manage bullying if it is not reported.

Prevention

- Pupils learn about bullying as part of the Tolerance and Respect lessons they have each year and that any type of negative attitudes, intolerance, discrimination or bullying

towards those of a different ethnicity, religion or lifestyle choice, as described in the 'Protected Characteristics' is unacceptable.

- All pupils are spoken to at various times about bullying.
- There is a special assembly conducted for this purpose during our annual Anti-Bullying Week / Anti-Bullying Day.
- Any recorded incidents of bullying are followed up with a month later and more, to prevent such behaviours from repeating themselves.
- Pupils can also share any bullying concerns in the twice-weekly 'Pupil Nurture Drop-In Surgery', which is aimed at supporting pupil's mental and general well-being.

The School's anti-bullying procedure 'What to do if you are being harassed' is shared and discussed with pupils by the Headteacher in the school's Friday assemblies early in the new school year.

It is emphasised that follow-up action can ensure that those harassing others do not continue such behaviour in the future, which gives incentive to persuade victims to talk.

Throughout the year, assemblies, events and meetings (i.e. School Council) may well reinforce behaviour which promotes a respect for others' feelings. The right of all to be at Pardes House Primary School free from bullying is emphasised.

Signed:

Date: September 2019

Review: September 2021