

Anti-Bullying and Harassment Policy



Approved by:	Full Governing Board	Date: October 2025
Last reviewed on:	October 2025	
Next review due by:	October 2027	

Table of Contents

Anti-Bullying **3**

Definition of bullying **4**

Prevention **5**

Tackling Bullying **6**

Reporting Bullying..... **6**

Links **9**

Appendix A**11**

Anti-Bullying

Leeds Jewish Free School works to promote an ethos where students are reflective, resilient and responsible. This policy will draw upon these core values to illustrate how bullying can be prevented and resolved. The School recognises that students will learn best in a safe and calm community that is free from disruption and in which education is the primary focus. Staff, students and parents have a responsibility to report bullying as soon as possible. They also have a responsibility to implement the preventative strategies outlined in the policy.

Section 89(5) of the Education and Inspections Act 2006: The measures which the head teacher may, to such extent as is reasonable, include measures to be taken with a view to regulating the conduct of pupils at a time when they are not on the premises of the school and are not under the lawful control or charge of a member of the staff of the school. *This can relate to bullying incidents occurring anywhere on or off the school premises.*

This policy should be used alongside the school's Safeguarding Children Policy as peer-on-peer abuse must be considered as a potential source of significant harm.

Aims

- To work towards the elimination of bullying at Leeds Jewish Free School
- To enhance the Behaviour Policy which confirms the school expectations;
- To involve all members of the school community in countering bullying;
- To enable students, staff, parents and governors to understand what constitutes bullying and harassment
- To ensure that there are strategies to minimise the risk of peer on peer abuse and procedures
- To enable parents to feel confident that bullying will be firmly dealt with by the school
- To inform all members of the school community that bullying behaviour will not be tolerated.

Definition of bullying

'The repetitive, intentional hurting of one person or a group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face to face or online.' The Anti-Bullying Alliance

There are different types of bullying and harassment:

- **Psychological** (being excluded from groups and rumours etc.)
- **Cyber** (abusive text messages, internet messages etc.)
- **Verbal** (threats, name calling, racism, homophobia etc.)
- **Physical** (punching, kicking, scratching, pushing, throwing objects at someone etc.)

Bullying invariably undermines self-confidence and initiative and can create a cycle of poor performance and further criticism, potentially causing depression, stress, mental or physical ill-health, with consequent absence from school or work.

Some forms of bullying may break the law and may be reported to the police by the school:

- Violence or assault;
- Theft;
- Repeated harassment or intimidation, e.g. name calling, threats and abusive phone calls, emails or text messages, sexual harassment and peer on peer abuse;
- Hate crimes – any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender.

Prevention

“A school’s response to bullying should not start at the point at which a child has been bullied. The best schools develop a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place.”

(Department for Education - Preventing and tackling bullying, July 2017)

Preventing bullying behaviour can be possible through a range of proactive measures. At Leeds Jewish Free School, we look for every opportunity to prevent bullying type behaviour from happening. Some of the actions the school takes to prevent bullying include:

- Bullying is addressed through the RHSE programme in lessons and is aligned with the standards of the RHSE Association
- The Form Time and Assembly programmes reinforce British Values and the ethos of the school.
- Peer on peer abuse
- Anti-bullying events are held annually, dedicated to raising awareness of bullying and reminding staff and students of their responsibilities to report it.
- Students are not permitted to use their mobile phones around the school. This is partly to prevent cyber-bullying
- Duty points have been carefully considered to ensure there are no ‘dead spaces’ where bullying can take place undisturbed- including liaison with The Zone. It should be noted that parental permission to use The Zone at lunchtime is considered ‘off site’ and there are no school staff in The Zone at that time. There are safeguarding trained staff present in The Zone.
- Seating plans in lessons are carefully considered using any relevant information about the relationships between specific pupils
- External speakers raise awareness of issues around diversity and bullying
- Posters around the school provide advice and support around bullying
- Working with the wider community such as the police/children’s services where bullying is particularly serious or persistent to send a strong message that bullying is unacceptable within our school.
- Feedback on current practice and feeling safe is sought annually in the student survey

Leeds Jewish Free School recognises that specific groups of students are particularly vulnerable to bullying. These include children and young people with Special Educational Needs and Disabilities (SEND), young carers, Black and Minority Ethnic (BME), those who are, or thought to be lesbian, gay, bisexual, transgender, queer, questioning, intersexual, asexual or pansexual (LGBTQ+).

Tackling Bullying

Leeds Jewish Free School has clear strategies for responding to bullying incidents. These will include outcomes from the school sanction- PAL- positive attitude to learning. The consequences of bullying will reflect the seriousness of the incident. All sanctions will be applied fairly, consistently and reasonably – after careful consideration of possible contributing factors such as special educational needs, disabilities or other vulnerabilities of both the victim and perpetrator.

The school will support the victim upon finding out about bullying, but will also seek to work with the perpetrator of the bullying in order prevent further incidents in the future.

Reporting Bullying

What students should do if they think they or someone they know in our school community is being bullied:

- Speak to their form Tutor
- Speak to their Year 11 mentor
- Speak to their Student liaison officer (KS3 Daliah Aibi and KS4 Joe Jagger)
- Speak to the student manager (Tracy Smith)
- Speak to the Designated Safeguarding Team listed on posters
- Importantly, students can speak to **any** member of staff in school they trust.
- Speak to a parent and asking them to pass on the information to the school

Parents/Carers can report bullying of their child or someone else's in the following ways:

- Contacting their child's Form Tutor by email, telephone, meeting
- Contacting their child's Year 11 mentor
- Contacting the Student Liaison Manager at KS3 or KS4
- Contacting the Student Manager
- Importantly, parents/carers are reminded that they can speak to **any** member of staff in school regarding this. Staff will pass this on to the Pastoral Team.

Investigation

ALL reports of potential bullying or harassment will be investigated and logged on CPOMS, it will be recorded on the alleged victim/s and alleged perpetrator/s. The investigation in to the bullying incident(s) will be conducted by the most appropriate member of staff, depending on the severity of the allegation. This usually includes the Student Liaison Officer, Student Manager or Deputy Head teacher or may include external agencies such as the Police.

Any investigation in to alleged bullying will be discreet, sensitive, timely and thorough. The exact timeline of investigations will vary depending on the scenario but will usually include:

- The alleged victims will be talked to along with other witnesses and statements will be taken
- The alleged perpetrators will be talked to, to get their version of events
- Other staff, students and parents will be involved, where needed
- Any student/s who provide statements or want to report incidents will be protected to do so.

Outcomes

The investigative statements will be reviewed by a minimum of 2 members of the safeguarding team. A decision will be reached about the allegation:

1. Bullying or harassment has taken place as alleged
2. Bullying or harassment has not taken place as alleged
3. There has been an isolated incident of behaviour or action that is deemed bullying or harassing in nature
4. The incident indicates a behaviour that is not within the ethos of the school- unkindness or disrespect, with or without intention of harm

Once the outcome has been reached, parents/carers will be advised of the outcome and have the opportunity to respond.

Students will be advised of the outcome and how this will be recorded electronically on CPOMS.

Actions taken if the allegations of bullying or harassment are upheld (outcomes 1,3):

- The student who has been bullied will be offered support if they feel they need it. This may depend on the nature and severity of the incident and may include referral to external agencies such as CAMHS.
- Students who have displayed bullying behaviour will be issued sanctions in line with the anti-bullying policy. These sanctions begin with a detention to fixed and even permanent exclusion where it is deemed bullying has been extreme and particularly damaging. These sanctions will escalate if repeated instances occur.
- Parents of those bullied and bullying will be notified of the actions to be taken to support their child but not of sanctions applied to the perpetrator

Actions taken if the allegations of bullying or harassment are not upheld (outcomes 2,4):

- Any unsubstantiated allegations will be clearly highlighted as such on CPOMS against both student or groups of students
- A student making repeated unsubstantiated and inconclusive investigations will be offered support and advice
- Further discussion or support may be offered to support reconciliation between parties

For all outcomes:

Standard letters and statement outcomes will be shared and recorded (see Appendix A)

Links

The websites listed below offer direct links to other sources of information for parents and young people.

Stonewall: www.stonewall.org.uk

Useful information and links on LGBTQ issues. Advisory Centre for Education:

www.ace-ed.org.uk

Registered charity independent of central or local government giving free advice and support to parents of children in state schools.

Anti-Bullying Network: www.antibullying.net

Established by the Scottish Executive. Useful links and reviews for teachers, parents and students on bullying and related issues.

BBC Schools: www.bbc.co.uk/schools Includes information about bullying.

Bully Online: www.bullyonline.org

Information on bullying for teachers, children and schools which details the legal procedures available. This site also lists support groups for teachers.

Bullying Online: www.bullying.co.uk

Useful information and links on bullying and related issues for parents, children and teachers.

Childline: www.childline.org.uk

Primarily a helpline for children but has useful information and links on bullying. Chips (Childline in Partnership with Schools) encourages schools to support students in setting up anti-bullying projects.

The Children's Society: www-the-childrens-society.org.uk

'Bullying! Information for parents on how to help your child' – leaflet giving information and practical guidance.

Kidscape: www.kidscape.org.uk

Advice for children, parents and teachers as well as training and sample policies.

Schools Out!: www.schools-out.org.uk

Campaigns for better support networks for gay and lesbian students and clearer guidance for teachers on issues of sexuality.

Topmarks: www.topmarks.co.uk

Aims to provide easy access to the best educational websites including information on bullying for teachers, parents and young people.

Appendix A

Investigative Procedures for dealing with bullying and harassment at LJFS

The following statement MUST be read to students following an allegation- both victim and perpetrator on conclusion of the investigative panel:

An investigation has taken place following the allegation of harassment/ bullying by _____ against _____. There are 4 potential outcomes:

1. Bullying or harassment has taken place as alleged
2. Bullying or harassment has not taken place as alleged
3. There has been an isolated incident of behaviour or action that is deemed bullying or harassing in nature
4. The incident indicates a behaviour that is not within the ethos of the school- unkindness or disrespect, with or without intention of harm

The panel has found that _____ (insert 1-4 as appropriate). The outcome procedure will be as follows:

Outcome 1: Bullying or harassment has taken place as alleged

- Parent/carer meeting at school (both sets of parents/carers separately) and actions will be agreed to support the bully in changing behaviours- the anti-bullying contract will support this and a contract signed by the student
- Regular follow up and review- date to be confirmed at meeting
- Restorative conversation if appropriate
- Logged on CPOMS as a bullying incident
- Support package for victim
- Perpetrator to receive a school-based sanction to include removal from lessons for an agreed period of time or a suspension (fixed term away from school) as agreed by Executive Headteacher

Outcome 2: Bullying or harassment has not taken place as alleged

- Restorative conversation if appropriate
- Logged on CPOMS as an alleged bullying incident that was not upheld by both parties
- Parents/carers informed of actions taken and a support package for all parties
- Repetition of unproven allegations by any student will result in a meeting with parents/carers and the anti-bullying contract completed and signed

Outcome 3: There has been an isolated incident of behaviour or action that is deemed bullying or harassing in nature

- Restorative and apology conversation as appropriate
- Logged on CPOMS as harassment
- Parents/carers informed of actions taken
- Weekly monitoring of both parties and support offered where needed
- Restate expectations about acceptable behaviour towards others in line with the school ethos
- Sanctions applied- first incident- detention
- Repetition of unproven allegations by any student will result in a meeting with parents/carers and the anti-bullying contract completed and signed

Outcome 4: The incident indicates a behaviour that is not within the ethos of the school- unkindness or disrespect, with or without intention of harm

- Restorative conversation and apology if appropriate
- Logged on CPOMS as an alleged bullying incident that was not
- Parents/carers informed if appropriate
- Support offered if needed

Anti-BullyingContract

This contract is draw up between the school, the student and the Parent/Carer.

As a school we:

- Take bullying seriously and act upon it when it is reported
- Investigate all reports
- Support the victims of bullying and help them to feel safe within school
- Take action against the bully/s and support them in changing their behaviour
- Work with the family of any student who is involved in a bullying incident to support and encourage the students to find solutions

As a student I will:

- Stop causing upset and distress to other students
- I will demonstrate the school values towards my peers
- I will not join in other situations of bullying behaviour
- I will not be a bystander to bullying or harassment
- I will use acceptable language around the school community
- I will not use social media as a way to harass or bully my peers
- I will report any further experience of bullying to a member of staff

Specific things I will change:

- ☐
- ☐
- ☐
- ☐

As a parent/carers I will:

- Support any strategies that school may use to support and prevent harassment or bullying in line with this policy
- Encourage my child to change their behaviour

This contract is signed to show that we support and adhere to LJFS anti-bullying policy:

Student _____

Parent/Carer _____

Date of contract : _____ Contract review date: _____