

BRONTE SCHOOL



ANTI-BULLYING POLICY

	Date	Signed
Date reviewed	December 2011	(Mr Richard Dyson – Headteacher)
Ratified by Proprietors	December 2011	(Mr Peers Carter & Mrs Susan Carter)
Date of next review	December 2013	

Bronte School Anti-Bullying Policy

Principles

We at Bronte School, recognise that bullying occurs within society as a whole and therefore will be found within every school, including ours. We acknowledge that it is not feasible to totally eradicate bullying but are committed as far as is possible to prevent, identify and stop any outbreak of bullying that is brought to our attention. We are aware of the seriousness of bullying in causing psychological damage and that, although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour.

Our aims are therefore to:

1. Prevent, as far as possible, any bullying from taking place within our school community.
2. Correct any outbreaks of bullying which do occur by supporting both victim and bully.
3. Be supportive in becoming a sharing, caring school whose pupils do not accept bullying and will not allow incidents to go unchecked. This involves staff, pupils and parents.

Definition of Bullying

Bullying is usually repetitive, but may be a ‘one-off’ action which makes other people feel uncomfortable or threatened whether this is intended or not. It is something that is deliberately hurtful (including aggression), repeated (often over a long period of time), and difficult for victims to defend themselves against. There are different sorts of bullying, including racial, religious, cultural, sexual/sexist, homophobic, special education needs and disability and cyber bullying. Three of the main types of bullying are:

- a) Physical – causing actual harm or threatening to harm. This may take the form of hitting, kicking, making gestures, taking, hiding or damaging belongings.
- b) Verbal – causing fear or emotional distress to the victim, or causing the victim to feel rejected or ostracized by others. This may take the form of name calling, teasing, insulting, racist, sexist or homophobic harassment, writing unkind notes or cyber-bullying using electronic forms of contact such as mobile phones, text messaging, or e-mailing. (See separate E-Safety policy).

- c) Emotional – causing emotional distress to the victim, such as being unfriendly, excluding the victim from group play, tormenting, spreading rumours, unpleasant or meaningful looks, pressuring anti-social behaviour.

Possible Signs of Bullying

Pupils who are being bullied may show changes in behaviour such as becoming shy, isolated and nervous, feigning illness, or clinging to adults. They may show changes in their work patterns, they may lack concentration or may even try to play truant from school.

Where Bullying Might Occur

Although bullying may occur almost anywhere, some situations and places are more common. Anywhere where children are collected together could be a breeding ground for bullying behaviour so staff are asked to be extra vigilant when supervising during trips and outings. The most likely places at Bronte School might be:

- i) on the way to or from school
- ii) in classrooms or changing rooms
- iii) on the stairs or in corridors
- iv) in the playground
- v) in the dinner hall
- vi) in the toilets
- vii) before school care and/or homework teas
- viii) on coach journeys and school trips
- ix) at parties and social functions
- x) by text or MSN messages

Prevention of Bullying

One of the main aims of Bronte School is to generate mutual respect among the pupils and to foster caring relationships at all levels. This is supported by a caring staff who themselves exemplify these qualities, and a fair but very firm disciplinary policy which makes very clear the standards of behaviour which are acceptable and those which are unacceptable. Across the curriculum these attitudes are reinforced in subjects such as PSHE and RE and are further explored in assemblies. It is important to note that at Bronte we do not use corporal punishment.

We recognise that everyone in the school has a right not to be bullied, and a responsibility not to bully, as well as a responsibility to help prevent any outbreak of bullying. Prevention is a pro-active approach to dealing with the issue of bullying and we will seek to do this in the following ways:

- Through this policy document, to be developed, agreed and implemented by all staff and pupils where appropriate.
- Through assemblies and PSHE/citizenship lessons.
- Through circle time in order to deal with specific issues within a class group or general bullying issues.
- Through the use of corrective/reactive approaches towards bullying which will engender a climate of belief that something will always be done, so it is better not to bully in the first place.
- Through providing a safe environment, giving careful consideration to groupings and providing supervision during social times.
- Through the adoption of an anti-bullying ethos within the school.

Dealing with Incidents of Bullying

In the rare event of an incident of bullying, involving either physical, verbal or emotional behaviour on the part of one pupil or a group of pupils towards another or others, the case is dealt with immediately and the matter taken extremely seriously. Support is made available to both the bully and the victim.

If it is thought that a child may be being bullied or the child tells an adult in the school that they are, the child's teacher must be informed straight away. The teacher will investigate this and, if appropriate, will then report any bullying incidents to the Deputy Head or Headteacher. The child needs to be reassured that the matter will be dealt with sensitively but firmly. If a child reports or it is discovered that they are being bullied, or they are bullying others, the school will deal with the matter in the following way:-

- Initial incidents of unkind behaviour will involve the child/children being reprimanded verbally by the teacher and there will be discussion about the consequences of such bullying.
- Incidents that occur outside the classroom will be recorded in the Playtime/Lunchtime Incident Book, and if deemed appropriate, may also be recorded in the Unacceptable Behaviour Book, located in the Head's office. This will allow for possible patterns to be identified.
- Education via, for example, assemblies or the PSHE curriculum may be used to highlight the causes / consequences of bullying in order to stop further incidents of such bullying.
- The victim in any such incident will be monitored by the class teacher.
- If repeated incidents occur, the Deputy Head will be informed and, depending upon the severity of the incident, a note will be placed in the behaviour book. The child's parents may be informed via the contact book at this point.

- If a child appears in the behaviour book for bullying three times, the Headteacher becomes involved. Parents are contacted to discuss how the situation can be improved and, depending upon the severity of the bullying, a period of exclusion may result.
- Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.’ Any such incident would be reported to the school’s Child Protection Officer immediately.

Staff Training

The Child Protection officer and ICT Coordinator have received training on E-safety, details of which have been passed to all staff. The staff are aware that there is DfE Guidance on the prevention of bullying which is contained in the “Preventing and Tackling Bullying” document published in 2011.

All staff (including lunchtime supervisors and TAs) will be trained regularly by outside agencies (eg. Kidscape) in issues such as Child Protection and Bullying. The last training was carried out in August 2011.

Signed by:

Date: