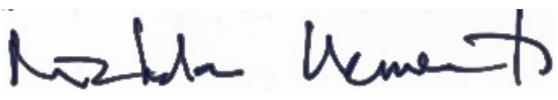


BRONTE SCHOOL



ANTI-BULLYING STRATEGY (INCLUDING EYFS)

	Date	Signed
Date reviewed	Sept 2018	 (Mrs. Emma Wood, Headmistress)
Ratified by Proprietor	Sept 2018	 (Mr. Nicholas Clements, Proprietor)
Date of next review	SEPT 2019	

All members of Bronte School are committed to ensuring a safe and caring environment which promotes personal growth and positive self-esteem for all.

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.

This Strategy takes account of the DfE publication: 'Preventing and tackling bullying: Advice for Headteachers, staff and governing bodies' (July 2017.)

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.

The Senior Leadership Team

- Monitor and review our anti-bullying strategy on a regular basis.
- Support staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying strategy.
- Report back to parents/carers regarding their concerns on bullying and deal promptly with complaints. Parents/carers are expected in turn to work with the staff and pupils to uphold the anti-bullying strategy.
- Seek to learn from good anti-bullying practice elsewhere.

Definitions of a Bully and Bullying

Google, Collins, Dictionary.com, Oxford Dictionaries and the Cambridge Dictionary have recently changed their definition of bullying because the original definition contrasted bullies as 'strong' and their victims as 'weak', but the new definition instead talks of vulnerability.

Original definition:

Bully n. a person who uses strength or influence to harm or intimidate those who are weaker.

New definition:

Bully n. a person who habitually seeks to harm or intimidate those whom they perceive as vulnerable.

The accepted definition of bullying is behaviour by an individual or a group, “repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences” (extract from ‘Preventing and tackling bullying: Advice for Headteachers, staff and governing bodies’ July 2017 p8.)

Three of the main types of bullying behaviours 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.
- 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.

Effects of Bullying

The seriousness of bullying should not be underestimated as it may have both short term and long term effects. These can include physical and emotional (which may cause psychological) damage. Those who are bullied are more likely to experience depression and anxiety, increased feelings of sadness and loneliness, changes in sleep and eating patterns and loss of interest in activities they used to enjoy. These issues may persist into adulthood.

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 on the way to or from school, in classrooms or changing rooms, on the stairs or in corridors, in the playground, dinner hall or toilets, before school care and/or homework teas, on coach journeys and school trips, at parties and social functions and by text or social media.

Preventing, Identifying and Responding to 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 Behaviour 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 PSHEE and RE and are further explored in assemblies. It is important to note that at Bronte we do not use corporal punishment. To tackle and prevent bullying we focus on 6 basic principles:

- Whole school approach
- Focus on preventative practices
- Creating an inclusive ethos/environment
- Keeping anti-bullying high profile
- Engaging and empowering pupils
- A rapid response to bullying incidents

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 strategy 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.
- Through using all opportunities for addressing bullying through the curriculum, including PSHEE, assemblies, anti-bullying projects, school-wide events, displays.
- Through discussions within class (e.g. in a PSHE lesson) that accept difference and emphasise the importance of avoiding prejudice-based language.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.

Reporting Bullying

All bullying should be reported. It is important that we are all aware that this includes cyber-bullying and bullying outside of school.

Children are encouraged through Assembly and class discussion to report any incidents of bullying (either against themselves or others) including when they find themselves a by-stander, through:

- Telling a trusted adult

- Putting a note in the class worry box
- Speaking to an adult at home and asking them to contact the school

Parents are expected to report any incidents of bullying, and they can do this via a number of routes, including:

- Email
- Letter
- Phone call
- Note in contact book
- Directly speaking to a teacher

Staff (all staff, including minibus drivers and lunchtime staff) must report any incidents of bullying to the class teacher, who will then refer on to the Head of Learning Support or Deputy Head. In the event that neither are available, the incident should be reported to the Headmistress. This would involve completing the Anti-bullying Referral Sheet (Appendix 1).

Threshold for Reporting Bullying to DSL or Outside Agencies. If staff decide there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm, then the incident should be treated as a child protection concern and reported to the DSL straight away. This may result in further referrals to external agencies (e.g. police or social services).

Involvement of Pupils

We will:

- Ensure that PSHE forms part of the curriculum which includes work on relationships; health and well-being and living in the wider world.
- Ensure pupils know how to express worries and anxieties about bullying.
- Ensure all pupils are aware of the range of sanctions that may be applied against those engaging in bullying.
- Publicise the details of helplines and websites.
- Offer support to pupils who have been bullied.
- Work with pupils who have been engaged in bullying in order address the problems they have.

Liaison with Parents and Carers

We:

- Expect parents/carers to inform the school of any cases of suspected bullying, even if their child is not directly affected.
- Ensure that parents know whom to contact if they are worried about bullying.
- Ensure parents know about our Complaints Procedure as found on the school website.
- Work with parents and the local community, where necessary, to address issues beyond the school gates that give rise to bullying.

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.
- We will rigorously enforce our Behaviour Policy and ensure that sanctions reflect the seriousness of the incident (in cases of severe or persistent bullying, exclusion may be necessary).

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 Headmistress. 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 and decide on which strategies are appropriate – please refer to **Bronte School: Strategies Anti-Bullying (Appendix 1)**.

Staff Training

- All new staff will be made aware of the contents of this Anti-Bullying Strategy, Safeguarding & Child Protection Policy, Behaviour Policy and On-line Safety Policy through the Induction process.
- All staff will attend in-house training regularly.
- Staff will be made aware of particularly vulnerable groups, including those with special educational needs or disabilities and lesbian, gay, bisexual and transgender (LGBT) pupils.
- External courses attended by Senior Leaders to ensure relevant and current practice is in place, will be disseminated to all staff.
- Staff will be made aware of the procedures to identify, refer and support those involved in bullying.

Monitoring, Review and Record Keeping

Monitoring of any incidents of bullying will form part of the termly Behaviour Meeting and all incidents will be in the Behaviour Log and in individual Pen Pictures. Any anti-bullying referral sheets will also be kept electronically in individual Pen Pictures folders and reviewed.

Responsibilities

This strategy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

It is the responsibility of:

- The Headmistress and Deputy Head teacher to take a lead role in monitoring and reviewing this strategy.

- The Headmistress, Senior Managers, Teaching and Non-Teaching staff to be aware of this strategy and implement it accordingly.
- The Headmistress to communicate the strategy to the school's community.
- Pupils to abide by the strategy.

This strategy will be reviewed at least once every two years, or sooner, if incidents occur that suggest the need for review.

APPENDIX 1

ANTI-BULLYING REFERRAL SHEET

Child's Name:	Year Group:	Date:
Reason for referral (victim or perpetrator) :		

Date:	Highlight Strategies Used
	Wave Zero
	School and Classroom rules/ displayed in classrooms and small rooms
	All staff aim to maintain good order and discipline
	Worry boxes in classrooms
	High level of adult: child ratio with a teacher and full time TA allocated to every class
	Head of Learning Support available for advice and strategies
	ChildLine Posters displayed in the school
	PSHEE in class including work on relationships; health and well-being and living in the wider world (www.pshe-association.org.uk)
	PSHEE lessons may be used to highlight the causes / consequences of bullying in order to stop further incidents of such bullying.
	Encouragement of children to 'tell' older pupils, staff or parents of any concerns re: bullying
	Restricted numbers of unsupervised children in the toilets
	Pupil council with members from each year group
	Playground friends and Y6 children on duty on the playgrounds
	Playtime/ Lunchtime incident book monitored by the Deputy Head
	Behaviour Log (located in the Deputy Head's Office)
	Lunchtime staff line managed by the Deputy Head
	Lunchtime staff informed of any vulnerable children for extra vigilance
	All staff encouraged to involve the SLT with any concerns so that action can be taken quickly
	Staff made aware of DfE Guidance on the prevention of bullying through appendix 1 to the Anti-Bullying Strategy https://www.gov.uk/government/publications/preventing-and-tackling-bullying
	Audit staff of training needs through the performance management cycle and pupil progress meetings

APPENDIX 1

	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 behaviour.
	Incidents that occur outside the classroom will be recorded in the Playtime/Lunchtime Incident Book and, if deemed appropriate, a reflection sheet will be given to the child. These sheets are kept in a behaviour log in the Deputy Head's office. This allows for possible patterns to be identified.
	Waves One and Two
	Incidence of bullying is reported to the Deputy and/or Headmistress
	Victim is reassured and supported
	Discussion with alleged bully and appropriate member of staff
	Initial discussion with parents/ children with relevant member of staff
	Discussion with groups of children involved
	Circle Time
	If appropriate, bully and bullied may be brought together to clarify facts
	A reflection sheet is issued and parent contacted
	Sanctions imposed e.g. playground access restricted
	Sensitive seating in classroom/ lunch hall
	Meeting with relevant parents
	Personal development intervention for victim and bully
	One to one support for victim or bully
	Quiet play available
	Monitoring meeting with parents
	Emotion barometer completed by victim
	Report written for Deputy Head/ Headmistress
	Situation to be monitored by class teacher
	Advice given to parents if needed
	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 Designated Child Protection Officer immediately.
	Depending upon the severity of the bullying, a period of exclusion may result.

