
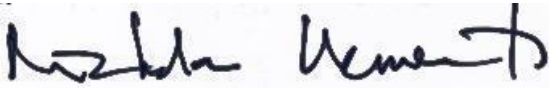


# BRONTE SCHOOL



## **ANTI-BULLYING STRATEGY** **(Including EYFS)**

	Date	Signed
Date reviewed	Sept 2022	 (Mrs. Emma Wood, Headmistress)
Ratified by Proprietor	Sept 2022	 (Mr. Nicholas Clements, Proprietor)
Date of next review	September 2024	

**Separate policies and arrangements are in place at Bronte Nursery, which reflect the age of the children and the nature of the setting.**

***Please note that this strategy document must be read alongside the Online Safety Policy and Behaviour Policy.***

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, including a zero tolerance approach to harassment of any nature. 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.

Bullying is unacceptable in this School and will not be tolerated. Bullying on the basis of protected characteristics is taken particularly seriously. The School also recognises that it must take note of bullying perpetrated outside school, which then spills over into the school day. The School will do what is reasonably practicable to eliminate any such bullying.

## **Aims**

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.

## **Responsibilities**

### The Senior Leadership Team

- Monitor and review our anti-bullying strategy on a regular basis (at least every two years).
- Record and log incidents in detail.
- 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.

#### Form Teachers and Subject Teachers

- Be responsible for liaising with the Senior Leadership over all incidents involving pupils in their class.
- Be involved in any agreed strategy to achieve a solution.
- Take part in any anti-bullying training set.

#### All Staff

- Know the policy and procedures.
- Be observant and to ask pupils what is happening to them.
- Deal with incidents according to the policy.
- Never let any incidence of bullying pass by unreported, whether on-site or during an off-site activity.

### **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**, that may be repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying may occur directly or through cyber-technology; this 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, culture, 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 (with reference to 'Preventing and tackling bullying: Advice for Headteachers, staff and governing bodies' July 2017 p8.)

Four of the main types of bullying behaviours are:

- 1) Physical – causing actual harm or threatening to harm. This may take the form of hitting, kicking, making gestures, taking, hiding or damaging belongings.

- 2) Verbal – causing fear or emotional distress to the victim, or causing the victim to feel rejected or ostracised 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.
- 3) 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.
- 4) Cyberbullying - involves haranguing someone by spreading mean words, lies, and false rumours through emails, text messages, and social media posts. Sexist, racist, and homophobic messages create a hostile atmosphere, even when not directly targeting a particular child.

## **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, e.g. becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be changes in work patterns, a lack of concentration, or truancy.

**Staff** should be aware that these signs may also be consistent with other problems such as abuse (physical or sexual) or may simply be a transient phase and symptomatic of nothing in particular.

**All staff** should also be aware of these possibilities and to promptly report any suspicions of bullying to the Senior Leadership Team.

## **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 trips and outings. The most likely places at Bronte School might be on the stairs or in corridors, in the playground, dinner hall or toilets, 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
- Monitoring and then raise the profile of anti-bullying in response to a need
- 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 proactive 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
- Putting a note in the Listening Ear box
- Contacting an outside agency (e.g. NSPCC)
- 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 minibuss drivers and lunchtime staff) must report any incidents of bullying to the child's 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. Possible outcomes of this referral include behaviour sanctions; completion of a Welfare Risk Assessment (Appendix 1) and an Anti-bullying Action Plan (Appendix 2).

**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 possible 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 to 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. This should be to the class teacher in the first instance, escalating to the Deputy Head then Headmistress if necessary.
- 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 event of an incident of bullying, involving either physical, verbal, emotional behaviour or cyberbullying 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 Head of Learning Support, 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 **Appendices 1 and 2**.

## The Witnesses or bystanders

When a bullying incident occurs, there are typically witnesses or bystanders that have different roles to play. These include:

- **Reinforcers** who give positive feedback to the bully, perhaps by smiling or laughing, liking an online message or post or sharing an online message or post, providing an audience.
- **Outsiders** who stay back, stay silent and thereby condone the bullying behaviour.
- **Defenders** who take action to stop bullying when they see it occurring.

The barriers that prevent children from taking action to defend another are complicated, but may include:

- Concern for their own safety.
- Concern that they may become the next victim.
- Fear that they may make matters worse .
- Fear of getting involved and of consequent blame .
- Bystander effect (or Genovese syndrome). This is a social psychological phenomenon where people are less likely to help someone if others are present.
- A culture of silence (e.g. reluctance to be seen as a 'snitch' or 'grass').

## Staff Training

- All new staff will be made aware of the contents of this Anti-Bullying Strategy, as well as our 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 attended by the Headmistress, the Deputy Head and the Head of Learning Support and all incidents will be detailed in the Behaviour Log and the Bullying Log and also on individual Pen Pictures. Any welfare risk assessments and anti-bullying action plans will also be kept electronically in individual Pen Pictures folders and reviewed as detailed on the forms.

### **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 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



Well Being Risk Assessment

Child's Name:		Year Group:	Date:	Reporting Staff Member:		
What is the welfare issue?	What measures are already in place?	What further action is necessary?	Action by whom?	Action by when?	Action completed?	Review date
	See also the Anti-Bullying Action Plan					



## Anti-Bullying Strategies

January 2023

<b>Child's Name:</b> <b>Reason for referral (victim or perpetrator) :</b>	<b>Year Group:</b>	<b>Date:</b>
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Highlight Strategies Used
<b>Wave Zero</b>
Rights and Responsibilities displayed in classrooms and small rooms
Good to be Green used in Year 1 to Year 6 (and regularly monitored by Head of Phases & Deputy Head)
Behaviour book for lunch/breaktime and minibus behaviour book regularly monitored (and followed up) by Deputy Head. Positives included in these books.
All staff aim to maintain good order and discipline by following the Behaviour Management Policy
Worry boxes in classrooms (sometimes called something different)
High level of adult: child ratio with a teacher and full time TA allocated to every class, with specialist teachers being supernumerate.
Head of Learning Support and assistant available for advice and strategies
ChildLine Posters displayed in the school
PSHEE in classes including work on relationships; health and well-being and living in the wider world ( <a href="http://www.pshe-association.org.uk">www.pshe-association.org.uk</a> )
PSHEE lessons and Assemblies may be used to highlight the causes / consequences of bullying in order to stop further incidents of such bullying. 'Active bystander' approach also actively taught.
Encouragement of children to 'tell' older pupils, staff or parents of any concerns re: bullying
Restricted numbers of unsupervised children in the toilets (through 'band' system)
Pupil parliament with members from each year group

Play Leaders available	
Behaviour Log (located in the Deputy Head's Office)	
Self-regulation strategies used in KG aReception in place of GTBG	
Lunchtime staff line managed by the Deputy Head and regular meetings held	
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	
Annual survey of children's views	
Staff made aware of DfE Guidance on the prevention of bullying through appendix 1 to the Anti-Bullying Policy <a href="https://www.gov.uk/government/publications/preventing-and-tackling-bullying">https://www.gov.uk/government/publications/preventing-and-tackling-bullying</a>	
Audit staff of training needs through the performance management cycle and pupil progress meetings	
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.	
<b>Date and Highlight Strategies Used</b>	
<b>DATE</b>	<b>Waves One and Two</b>
	Targeted observations undertaken by varying members of staff
	Incidence of bullying is reported to the deputy and/or head
	Victim is reassured and supported
	Discussion with alleged bully and appropriate member of staff
	Initial discussion with parent with relevant member of staff
	Discussion with groups of children involved
	Circle Time/ worry circle follow up
	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
	Follow up meeting with relevant parents (victim)
	Follow up meeting with relevant parents (bully)

	Personal development intervention for victim and bully
	PSHE curriculum altered to address relevant issues
	Regular 'check ins' with children involved
	One to one support for victim or bully
	Quiet play provided if needed
	Monitoring meeting with parents
	Round Robin undertaken to ascertain views from a wide range of school staff
	Emotion barometer/ emotional questionnaire completed by victim
	Notes taken and pen picture updated at every step - Dep Head or Head informed
	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.