



# Anti-Bullying Policy

## Contents

1. Introduction
2. Definitions of Bullying
3. Possible Forms of Bullying
4. The Law
5. Bullying Inside of School
6. Bullying Outside of School
7. General and External
8. Responsibility of all Stakeholders
  - 8.1 The Responsibilities of Our Staff
  - 8.2 The Responsibilities of Our Students
  - 8.3 The Responsibilities of Parents
  - 8.4 The Responsibility of All
9. Reporting and Recording Incidents of Bullying
10. Tackling Bullying
  - 10.1 Steps Taken
11. Strategies for Dealing with Bullying
12. Strategies for Dealing with the Bully
13. Strategies to Support a Victim
14. Examples of Advance Websites

## 1. Introduction

Everyone has the right to learn and work in an environment free from harassment or discrimination and where they feel safe.

Nazene Danielle School of Performing Arts (NDSOPA) recognises that the stresses placed on those that are bullied will have a detrimental effect on them and can have far-reaching

effects on their emotional health, wellbeing, attendance, educational successes and subsequent life chances.

Nazene Danielle School of Performing Arts (NDSOPA) aims to work with staff, students and parents to create an inclusive school community where bullying is not tolerated.

This policy has been devised in with reference to the following documents:

- Preventing and Tackling Bullying 2013
- The Equality Act 2010
- Education and Inspections Act 2006

Nazene Danielle School of Performing Arts (NDSOPA) is a safe, secure and encouraging learning environment where all of our students matter. We expect our students to be polite, respectful and well-mannered to their peers, staff and the wider community. We expect our students to make sensible choices to allow everyone to succeed.

## **2. Definitions of Bullying**

The anti-bullying alliance define bullying as:

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”.

A more detail definition is provided by the Department of Education in the ‘Preventing and Tackling Bullying 2013 (updated June 2017) document:

“Bullying is behaviour by an individual or 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 or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school’s first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.”

Specific types of bullying include: bullying related to race, religion or culture, SEN or disabilities, appearance or health conditions, sexual orientation; bullying of young carers or looked after children or otherwise related to home circumstances; sexist or sexual bullying.

It can take place between pupils, between pupils and staff, parents and staff or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyberbullying methods.

Acts of bullying can include: name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet; producing graffiti; gossiping; excluding people from groups; and spread hurtful and untruthful rumours.

Cyber bullying can be defined as the use of information and communications technology particularly mobile phones and the internet, deliberately to upset someone else. Cyber bullying that occurs while pupils are under the school's direct supervision will be dealt with in line with the school's behaviour policy. In cases where cyber bullying occurs while pupils are outside our direct supervision (i.e at home), parents will be encouraged to report these incidents to the police as criminal laws (such as those pertaining to harassment, threatening and menacing communications) may apply. The school wherever possible will support parents in this, and may impose a sanction.

## **Nazene Danielle School of Performing Arts (NDSOPA) will not tolerate ANY form of Bullying**

### **3. Possible forms of Bullying**

- Physical violence such as hitting, pushing or spitting at another student.
- Interfering with another students' property, by stealing, hiding or damaging it.
- Using offensive names when addressing another student.
- Teasing or spreading rumours about another pupil or his/her family.
- Belittling another pupil's abilities and achievements.
- Writing offensive notes or graffiti about another pupil.
- Excluding another pupil from a group activity.
- Ridiculing another pupil's appearance, way of speaking or personal mannerisms.
- Forming gossiping groups/topics to belittle a pupil.
- Misusing technology (internet or mobiles) to hurt or humiliate another person.

## **4. The Law**

Nazene Danielle School of Performing Arts (NDSOPA) endeavours to comply with the legal requirements placed on schools and governing body to determine detailed measures (rules, rewards, sanctions and behaviour management strategies) that “encourage good behaviour and respect for others on the part of pupils and in particular preventing all forms of bullying among pupils”.

Education and Inspections Act 2006, section 89. The school will exercise its legal powers (as outlined in section 89/5) and (section 91, Education and Inspections Act 2006) as deemed appropriate and practicable.

Schools are required to comply with the equality duty ‘The Equality Act 2010’. The public sector equality duty has three aims:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

## **5. Bullying Inside of School**

Staff and students will be regularly vigilant of behaviour from individuals or groups that is deemed to be upsetting, harmful or degrading to others.

Students should report their concerns to the relevant staff member and Staff should report the concern or their own concerns to the Principal.

Bullying will not be tolerated inside or outside of school and the steps will be put in place in the classroom environment to address the issue, console the relevant individuals and place sanctions if necessary, as outlined in our Behavioural Policy.

## **6. Bullying Outside of School**

Any form of bullying that happens outside of the school premises, but includes school pupils, should be reported by the student/parent to the school, this could be through their class teacher, the Principal or the administrator.

This includes bullying that happens anywhere off the school premises, for example on public transport or in a town centre.

Nazene Danielle School of Performing Arts (NDSOPA) staff can also choose to report bullying to the police or local council, if deemed necessary.

## **7. General and External**

Where bullying occurs in school and on school trips, this policy will be applied.

If bullying takes place out of school but there is a school connection, the school will, if it is in our power, take action, as stated above.

If the bullying takes place out of school and there is no school connection, this policy cannot be invoked but the school may offer support where appropriate.

## **8. Responsibility for all Stakeholders**

At Nazene Danielle School of Performing Arts (NDSOPA), staff, parents and children work together to create a happy, caring, learning environment. Bullying be it verbal, physical or indirect is unacceptable and will not be tolerated. It is everyone's responsibility to aim to prevent occurrences of bullying behaviour and to deal with any incidents quickly and effectively.

### **8.1. The Responsibilities of Our Staff**

Our staff will:

- Develop our pupil's self-esteem, self-respect and respect for others ●  
Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Discuss bullying with all pupils in designated sessions and through spontaneous discussion so that every pupil learns about the damage it causes to both the child

who is bullied and to the bully and the importance of telling a teacher/staff member about bullying when it happens.

- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to the relevant staff member.
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action that has been taken, see outlines steps in our Complaints Policy.
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

### **8.2.The Responsibilities of Our Students**

We expect our students to:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.

Anyone who becomes the target of bullies should:

- Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.
- Know that they will be listened to, and that it is “OK” to tell, who to tell and how.
- They should report this bullying experience to their teacher, principal or the administrator.

### **8.3.The Responsibilities of Parents**

We ask our parents to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising their children to report any bullying to their teacher, principal or the administrator.

- Report any concerns about bullying to the teacher, principal or the administrator, where the school will then investigate.
- Advising their children not to retaliate violently to any forms of bullying. ● Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
- Keep a written record of any reported instances of bullying.
  - Be aware of potential forms of cyber-bullying involving their children.

#### **8.4.The Responsibilities of All**

Everyone should:

- Work together and educate each other to help combat and, hopefully in time, to eradicate bullying.

## **9. Reporting and Recording Incidents of Bullying**

Pupils and parents are encouraged to report bullying to any member of staff. Incidents are in the first instance referred to the Principal, Nazene Langfield, and Pastoral Lead, Suzanne Langfield. On investigation, appropriate action will be taken and parents will be informed promptly using usual school procedures and input from the School Administrator, Daniel Cox and other relevant Staff.

Pupil voice is important at Nazene Danielle School of Performing Arts (NDSOPA) and the view that Students should highlight bullying when it is experienced by them or witnessed, will be reinforced via assemblies, Anti-Bullying sessions and during spontaneous discussions.

A log will be maintained of hate incidents and information on incidents of bullying that will be stored in the administrator's/School Office. This policy will be reviewed annually by the administrator and Principal. Feedback from pupils will be considered when amending this policy.

## **10. Tackling Bullying**

Nazene Danielle School of Performing Arts (NDSOPA) has developed this policy in accordance with the principles set out in the DFE document 'Preventing and Tackling

Bullying, Advice for School Leaders, Staff and Governing Bodies'. This policy should also be viewed in light of other school policies, such as the Behaviour policy. The aim of any anti-bullying intervention is to safeguard and support the victim, discipline and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour.

### **10.1 Steps Taken**

The student who is bullied will be offered help within the pastoral structure of the school. Each case must be dealt with discreetly and sensitively. Interviews with parties must take place.

- The bullied student, bully or bullies should all record the events in writing.
- The parents of all the students involved should be contacted.
- Discussion of action strategies must take place hopefully with parental cooperation.
- Each case will be dealt with on an individual basis. Depending on the severity of the case various forms of action may be taken. The victim will need support and strategies need to be used to rebuild the student's self-esteem.
- The student who bullies others however will need careful counselling on reasons for bullying, aspects and consequences of this sort of anti-social behaviour.
- Governors must be kept fully informed of cases of bullying and in the more severe cases Governors may need to be involved with any disciplinary action taken e.g. exclusion.

## **11. Strategies for Dealing with Bullying**

- Ensuring that there is a promotion of an open and honest anti-bullying ethos in the school
  - Investigate all allegations of bullying
  - Designated sessions that discuss' issues such as diversity and anti-bullying messages
  - Assemblies and class discussions around types of bullying and its effects ●
- Acceptable Internet Use from pupils and staff
- Ongoing staff induction
  - Adequate staff supervision at lunch and break times
  - Clear and consistently applied policies for Behaviour



## 12. Strategies for Dealing with the Bully

Disciplinary sanctions will be imposed in accordance with our Behavioural Policy. Other aspects may include:

- Engage promptly with parents to ensure their support and involvement
- One to one interview with staff
- Counselling offered
- Reflect – Resolve – Restore structure

## 13. Strategies to Support a Victim

- Counselling offered
- Mediation
- Short term modification of school timetable
- One to one parental interview parental support and involvement
- Self-assertive strategies discussed
- Support from staff

## 14. Examples of Advance Websites

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- Kidscape: <https://www.kidscape.org.uk/>

<b>Date of authorisation:</b>	November 2020
<b>Reviewed by:</b>	Nazene Langfield
<b>Last amended:</b>	September 2022

**Date of next review:** August 2023



NAZENE DANIELLE

SCHOOL OF PERFORMING ARTS