

ANTI-BULLYING POLICY

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also takes into account the DfE statutory guidance "Keeping Children Safe in Education (2025)".

1) Policy objectives:

This policy outlines what Bodens College of Performing Arts will do to prevent and tackle all forms of bullying. The policy has been adopted with the involvement of the whole School / college community. Bodens College of Performing Arts is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

2) Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools / colleges in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

3) Responsibilities

It is the responsibility of:

- The Director to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school/ college.
- Students to abide by the policy.

4) Definition of bullying

Bullying is "behaviour by an individual or a group, **repeated over time** that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017). Bullying can be a form of peer-on-peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development. Bullying can include repeated incidents of: Physical contact, intimidating or threatening

behaviour, taunting, spreading of malicious gossip or rumours and intentionally excluding or isolating others. This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos. Bodens College of Performing Arts' students have contributed their views on the victim and the bully:

The Victim:

- isolated
- no one to talk to
- feels like everything has been taken away from them
- low self-esteem
- negative
- takes away positive feelings
- becomes normal/routine
- unfair
- fear of being a 'snitch'
- scared to talk
- loss of confidence and dignity
- self-conscious

The Bully:

- wants power
- wants to look big
- not happy in themselves
- victimises themselves
- "the not-so innocent bystander" (a bystander who is supporting the bully)
- peer pressure – easily led
- may hate themselves
- expressing their feelings in a negative way / anger
- for fun
- might have emotional or additional issues.
- taking their insecurities out on others

5) Forms of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion, nationality or culture
- Bullying related to SEND (Special Educational Needs or Disability)
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation (homophobic bullying)
- Bullying of young carers, children in care or otherwise related to home circumstances
- Sexist, sexual and transphobic bullying
- Bullying via technology, known as online or cyberbullying

6) School ethos

Bodens College of Performing Arts recognises that bullying, especially if left unaddressed can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our school/ college can help to create safe, disciplined environment where

students are able to learn, fulfil their potential and display integrity.

Our Community:

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships, to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our students are aware of what bullying is and that any concerns will be dealt with sensitively and effectively. Everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Reports back to parents/carers regarding concerns on bullying, dealing promptly with complaints.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

Bodens College of Performing Arts' students have contributed to this ethos and have provided feedback about happiness in school:

Happy in school / college:

- not in fear
- no one judges
- relaxed
- focus on work
- not paranoid
- look forward to being with friends
- laugh
- confident
- high self esteem
- respected
- smiling

Not happy in school / college:

- frustrated
- upset
- why me?
- worried
- feel depressed
- affects life outside school
- scared
- suicidal
- helpless

7) Responding to bullying

a) The process.

The following steps may be taken when dealing with all incidents of bullying reported to the school / college:

- If bullying is suspected or reported, the incident will be addressed immediately by a member of staff.
- The school / college will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- A designated member of staff will interview all parties involved.
- The designated safeguarding lead will be informed of all bullying issues where there are safeguarding concerns involved.
- The school will inform other parents/ carers and relevant staff members, where appropriate.
- Sanctions (as identified within Bodens College of Performing Arts' Behaviour Policy) and support for individuals will be implemented, in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including early help or children's social care (if a child is felt to be at risk of significant harm).
- Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that, where appropriate, the concern is investigated. Appropriate action will be taken, including providing support and advice to parents, as well as implementing sanctions in school in accordance with the school's behaviour policy, where relevant.
- A clear and precise account of the incident will be recorded by Bodens College of Performing Arts in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

Cyberbullying

When responding to cyberbullying concerns, Bodens College of Performing Arts will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyber bullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
 - Looking at use of the school systems;
 - Identifying and interviewing possible witnesses;
 - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - confiscating and searching students' electronic devices, such as mobile phones, in accordance with the law and also Bodens College of Performing Arts' Searching and Confiscation Policy. (**Note:** Schools/ colleges should ensure they access the DfE 'Searching, screening and confiscation at school' 2018 and Childnet Cyberbullying guidance to ensure that the schools

- powers are used proportionately and lawfully)
 - requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and students regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply;
 - providing advice on blocking or removing people from contact lists;
 - helping those involved to think carefully about what private information they may have in the public domain.

b) Supporting Students

Students who have been bullied will be supported by:

- Reassuring the student and providing continuous support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).

c) Practical Support for the victim

No-one should suffer in silence. Students are encouraged to seek support and this support needs to be easy to access.

In school/ college:

- 1) Online** according to the guidance given by Bodens College of Performing Arts
- 2) In person** - please talk to your Tutor, member of the Safeguarding Team, or any trusted adult.
- 3) Remember all teachers and staff** will listen to you. If you would prefer to talk to another member of staff then just do that:
 - A mentor can support students in a variety of ways and be the first point of contact for parents who may have concerns. If a student has any worries about bullying, their mentor will be able to offer advice and strategies. They will also actively attempt to resolve any issues, possibly by involving other key members of the pastoral teams. Furthermore, they can support referrals to other external and internal support, most notably (for internal support) peer mediation or counselling.
 - Pastoral Managers are the key to ensuring the pastoral care and safety of all students. They are welcoming and approachable. They will ensure students are listened to and the appropriate action taken.
 - All staff members have a duty of care to students. If a student raises a concern regarding bullying, staff should immediately intervene to support the student(s) if

the incident is happening at that time. A member of staff should seek support for the student from the range of internal and external support systems.

- Counselling – Where appropriate, a referral can be made to our in-house counsellor, who will listen to your worries and guide you through this difficult time

All incidents of bullying are recorded on the CPOMs system. This allows Bodens College of Performing Arts to keep a log of all incidents.

d) Out of school:

The following websites provide support for young people who are being bullied. They offer advice and strategies and also the chance to discuss your experiences:

Child line: <http://www.childline.org.uk>

Beat bullying: <http://www.beatbullying.org>

Bullying UK: <http://www.bullying.co.uk>

Kidscape: <http://www.kidscape.org.uk>

Young minds: <http://www.youngminds.org.uk>

Bullies out: <http://www.bulliesout.com/>

Students who have perpetrated the bullying will be helped by:

- ☐ Discussing what happened, establishing the concern and the need to change.
- ☐ Informing parents/carers to help change the attitude and behaviour of the child.
- ☐ Providing appropriate education and support regarding their behaviour or actions.
- ☐ If online, requesting that content be removed and reporting accounts/content to service provider.
- ☐ Sanctioning, in line with school/ college behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- ☐ Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

e) Practical support for the Bully

There are many ways to deal with a bully. Below are some ways that we adopt in cases of bullying. These are determined on a case-by-case basis and could involve a combination of approaches:

1) Holistic Approach

Instead of reprimanding the bully and potentially escalating the problem, this concept centres on getting the bully and his/her peers to think about their actions and work on how to improve the situation. It is a problem solving-based technique. In some cases both 'parties' may be involved in the discussion.

2) Sanctions

A student involved bullying will be sanctioned in line with the school behaviour

policy. Sanctions will escalate if behaviours are repeated, which may include internal isolation, external exclusion and behaviour contracts, where appropriate.

3) Meeting with Parents/Writing Home

The issues are discussed with the parents of the bully asking for their parental support.

4) Restorative Justice

This approach allows the bully to assume active responsibility for their actions. This is carried out by our school Safety Officer and members of the pastoral teams.

5) Involvement of the Senior Leadership Team

If the bullying is severe and prolonged or repeated over a period of time, the senior team will have to take action that may include excluding the student from school. In some cases this may be permanent.

e) Supporting adults

Our school takes measures to prevent and tackle bullying among students; however, it is equally important to recognise that bullying of staff and parents, whether by students, parents or other staff members, is unacceptable.

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the principal.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the school's behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults (staff and parents) who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the principal to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

8) Preventing bullying

Environment

The whole school/ college community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference.

Also children with different family situations, such as looked after children or those with caring responsibilities.

- Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

The whole school community will:

- Provide a range of approaches for students, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing Bodens College of Performing Arts policies, for any bullying brought to the schools/ Colleges attention, which involves or affects students, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

The school community will:

- Train **all** staff to identify all forms of bullying and take appropriate action, following the schools/ colleges policy and procedures (including recording and reporting incidents via CPOMs portal).
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the student council, etc.
- Provide systematic opportunities to develop students' social and emotional skills, including building their resilience and self-esteem.

9) Involvement of Students

The school will:

- Involve students in policy writing and decision making via the Learner Forum, to ensure that they understand the school/ college approach and are clear about the part they have to play to prevent bullying.
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all students know how to express worries and anxieties about bullying.
- Ensure that all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in school and embedded messages in

the widerschool curriculum.

- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to students who have been bullied and to those who are bullying in order to address the problems they have.

10) Involvement and liaison with parents and carers

We will:

- Take steps to involve parents and carers in developing policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school/ college to role model positive behaviour for students, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

11) Monitoring and review: putting policy into practice

The school / college will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.

Any issues identified will be incorporated into the school's / colleges action planning. The principal will be informed of bullying concerns, as appropriate.

The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes.

12) Useful links and supporting organisations

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Childline: www.childline.org.uk

Family Lives: www.familylives.org.uk

Kidscape: www.kidscape.org.uk

MindEd: www.minded.org.uk

NSPCC: www.nspcc.org.uk

The BIG Award: www.bullyinginterventiongroup.co.uk/index.php

PSHE Association: www.pshe-association.org.uk

Restorative Justice Council: www.restorativejustice.org.uk

The Diana Award: www.diana-award.org.uk

Victim Support: www.victimsupport.org.uk

Young Minds: www.youngminds.org.uk

Young Carers: www.youngcarers.net

The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND

Changing Faces: www.changingfaces.org.uk

Mencap: www.mencap.org.uk

Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf

DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

Childnet International: www.childnet.com

Digizen: www.digizen.org

Internet Watch Foundation: www.iwf.org.uk

Think U Know: www.thinkuknow.co.uk

UK Safer Internet Centre: www.saferinternet.org.uk

The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

Race, religion and nationality

Anne Frank Trust: www.annefrank.org.uk

Kick it Out: www.kickitout.org

Report it: www.report-it.org.uk

Stop Hate: www.stophateuk.org

Tell Mama: www.tellmamauk.org

Educate against Hate: www.educateagainsthate.com/

Show Racism the Red Card: www.srrc.org/educational

LGBT

Barnardos LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm

Metro Charity: www.metrocentreonline.org

EACH: www.eachaction.org.uk Proud Trust: www.theproudtrust.org

Schools Out: www.schools-out.org.uk Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

Ending Violence Against Women and Girls (EVAW)

www.endviolenceagainstwomen.org.uk

A Guide for Schools:

www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf

Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017) www.gov.uk/government/publications/preventing-and-tackling-bullying

Last updated	Next review	Person responsible
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