



## ANTI-BULLYING/BEHAVIOUR POLICY

The following policy was revised in August 2019 and is in line with the current government guidance, Preventing and Tackling Bullying (2014)

### Statement of Intent

Everyone has the right to feel safe and secure in school. We aim to encourage everyone to respect and value one another. All students are entitled to receive their education free from humiliation, intimidation, oppression and abuse. It is the responsibility of all staff to ensure that teaching takes place in an atmosphere that is caring and protective.

### Aims of this policy

This policy has been produced to co-exist with Zenzero Performing Arts School's Safeguarding Policy. The aim of this policy is to produce a safe and secure environment where all students can flourish, an environment where bullying is unacceptable and measures are in place to reduce its likelihood.

This Anti-Bullying Policy and Zenzero Performing Arts School's Safeguarding Policy are seen as working towards the same end and both policies were developed concurrently. The following statements provide the rationale behind the Zenzero Performing Arts School's Anti-Bullying Policy:

- a) Zenzero Performing Arts School expects a high standard of good behaviour and value is placed on the qualities of self-discipline, independence, initiative and mutual respect;
- b) Our aim is to have firm but fair discipline in a relaxed, caring and friendly atmosphere; and
- c) Pupils are expected to consider other people and their feelings. They should treat others as they would expect to be treated themselves.

**BULLYING, OF ANY KIND, VIOLATES THESE STATEMENTS AND, THEREFORE, WILL NOT BE TOLERATED.**

## **Objectives of this policy**

- a) To provide a happy, friendly school environment where bullying is not tolerated.
- b) To promote an anti-bullying message and to encourage all members of Zenzero Performing Arts School to act with tolerance, courtesy and consideration towards others at all times.
- c) To involve all staff, parents and students in combating bullying and making it unacceptable at Zenzero Performing Arts School.
- d) To encourage students who are being bullied or who observe bullying to inform staff.
- e) Above all, to try and prevent bullying happening in the first place.

## **What is bullying?**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally (DfE – Preventing and Tackling Bullying, October 2014). Areas of potential bullying include racial, religious, cultural, sexual/sexist, homophobic, disability, intimidation, and attack. It can occur directly or through cyber-technology (social, websites, mobile phones, text messages, email and photographs).

Bullying can be:

- Persistent;
- Intimidating, fearsome, stressful;
- Pre-meditated;
- Demoralising;
- Physical;
- Psychological;
- Humiliating, demeaning, threatening;
- The use of a superior position of strength to intimidate; • A process designed to lower self-esteem; and
- Carried out by individuals or by groups.

Bullying includes:

- Name calling or mocking;
- Physical violence – hitting, kicking, punching, damaging property;
- Demands for money or possessions;
- Hiding someone's possessions;
- Pressurising others to do something they do not want to do – for example, another child's homework;
- Threatening behaviour;
- Initiating and spreading nasty or false rumours;

- Deliberately leaving people out or not talking to them;
- Teasing and tormenting a person about their social class, race, gender, personal appearance, school performance, possessions, disabilities or other personal traits;
- Sending unpleasant notes or making someone the subject of graffiti;
- Touching another person against their will;
- Sexual harassment; and
- Using technology such as email, the Internet, texts and the like, to insult, provoke, threaten, demean or otherwise intimidate and upset the victim.

**A bullying incident will be addressed as a child protection concern when there is reason to suspect that a child is suffering or is likely to suffer significant harm. Where this is the case, the staff member should report their concerns to the Designated Safeguarding Lead (DSL).**

### The consequences of bullying and recognising it is taking place

Children who are bullied can suffer great psychological stress that has even resulted in suicide. There are a number of well-known symptoms, especially if they are the victim of persistent bullying. Behaviour to be aware of is:

- Regularly feeling sick or unwell in the mornings;
- Reluctance to make the journey to and from class;
- Becoming withdrawn, suffering from loss of self-esteem and negative self-image;
- Unexplained behavioural changes, e.g. moody, bad tempered, tearful;
- Not wanting to leave the house or disinclination to attend class; and
- Reluctance to talk openly about friends.

### How the school will work to promote the anti-bullying message What staff will do:

- All staff will praise and encourage cooperative, caring behaviour;
- All staff will promote positive relationships by demonstrating, through their own behaviour, that it is better for everyone to respect and care for each other;
- Staff will provide an environment where students feel accepted and valued and are able to speak freely;
- All staff need to be aware of areas of the venue where bullying might take place and be sensitive to the times and situations where it is more likely to happen. Bullying can take place discreetly in classroom situations;

teachers should be observant and act firmly and swiftly if they suspect or find evidence of bullying;

- Openly discuss differences between people that could motivate bullying, such as religion, disability, sexuality;
- Staff will treat all allegations of bullying seriously and will investigate each incident. Pupils may see failure to respond to incidents or allegations as evidence that bullying is tolerated. Bullying Incident Report Forms will be completed and forwarded to the Designated Safe Guarding Lead;
- Staff will watch for signs of distress in pupils. This might present as deterioration of work, late arrival for lessons, hanging back when the lesson is over, regular 'illnesses', isolation, and wanting to be with adults rather than peers;
- Staff will challenge any prejudice-based language from pupils;
- Staff will refer bullying incidents to the DSL if there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm; and
- Staff will be alert to pupils who may be vulnerable and at risk of bullying.

### **FOR PUPILS:**

#### **What you should do if bullying is taking place**

If you are being bullied or you know of someone else being bullied – **TELL SOMEONE**. Don't blame yourself for what has happened.

- Tell your parents and, in class, tell the Principal or any other chosen adult whom you trust;
- If it is urgent TELL the nearest adult. If they do not listen, tell someone else. Don't give up; if you don't tell things could get worse. If the person you want to tell is very busy, ask them when they can see you and spend some time with you; and
- Walk away from any dangerous situation and GET HELP. As well as telling, you can help to stop bullying by:
- Being friendly towards people you know are being bullied, including them in your discussions, games and break times;
- Not laughing when someone is being bullied;
- Stating out loud that you don't like what is going on;
- Not joining in;
- Writing your concerns down on a piece of paper and handing this to an adult member of the team; and

- Not being a bystander.

### **What will happen if you are found to be bullying someone**

In every case, the incident will be taken seriously and the responses can include some or all of the following:

- You will have to explain your behaviour to a member of staff;
- An account of what you have done will be written down and you will have to sign it;
- Your parents will be informed of the incident and invited in to discuss the matter;
- You will have to apologise to the person you bullied;
- You will have to do something to improve things for the person you bullied. Depending on the severity of the bullying incident you have been involved in, one or more of the following sanctions will apply:
- You will be interviewed by The Principal and severely reprimanded; and;
- You may be placed on a Behaviour Contract.

### **FOR PARENTS:**

### **What you should do if you think your child is being bullied**

- Talk calmly with your child about his/her experience;
- Make a note of what your child says, particularly who was said to be involved; how often the bullying has occurred; where it happened, and what has happened. Staff should also collect any evidence, e.g. print outs of emails, texts etc.;
- Reassure your child that he/she has done the right thing in telling you about the bullying and that there is nothing wrong with him/her;
- Encourage your child to report any incidents of bullying to a teacher immediately;
- Make an appointment to see The Principal, even if your child is reluctant that you do so;
- We can only do something if we know there is a problem;
- Explain to the Principal the problems your child is experiencing;
- Do not encourage your child to hit back. It will only make matters worse;

- More positively, encourage your child to recruit friends. Children and teens who hang out in groups of two or more tend to not be picked on by bullies;
- Teach your child assertive behaviour and identify ways in which your child should respond to the bully – showing assertive but not aggressive behaviour; and
- If the bullying only occurs outside school, contact a solicitor. Ask for a letter to be sent to the bully's parents, informing them of the legal consequences of a recurrence of such behaviour. You should also contact The Principal, and we will offer as much help and support as we can.

### **What to do if your child is bullying other children**

Many children may be involved in bullying others at some time or another. Parents are often not aware that their child is involved in bullying and may find it difficult to accept that their child could be involved. Should such a situation arise, we would ask parents to:

- Talk with your child. Explain that what he/she is doing is unacceptable and makes other children unhappy;
- Show your child how he/she can join in with other children without bullying;
- Make an appointment to see The Principal. Explain to the teacher the problems your child is experiencing. Discuss with The Principal how you and the school can stop him/her bullying others;
- Regularly check with your child how things are going; and
- Give your child lots of praise and encouragement when he/she is cooperative or kind to other people.



# BULLYING INCIDENT REPORT FORM

**Reported by:**

**Role:**

**Date(s) of incident:**

**Time(s) of incident:**

**Location(s) of incident:**

**Details of people involved**

Please include names, ages and each child's role: ringleader, outsider, reinforcer, assistant, defender, victim, etc.

**Bullying incident related to: (tick all that apply)**

- |                     |                          |                     |                          |
|---------------------|--------------------------|---------------------|--------------------------|
| Race                | <input type="checkbox"/> | Appearance          | <input type="checkbox"/> |
| SEN or disabilities | <input type="checkbox"/> | Sexual Orientation  | <input type="checkbox"/> |
| Gender              | <input type="checkbox"/> | Religion or culture | <input type="checkbox"/> |
| Age                 | <input type="checkbox"/> | Other (define)      | <input type="checkbox"/> |

**Forms of bullying used: (tick all that apply)**

- |                          |                          |  |                          |
|--------------------------|--------------------------|--|--------------------------|
| Physical aggression      | <input type="checkbox"/> | Damaging or taking of personal possessions | <input type="checkbox"/> |
| Deliberately excluding   | <input type="checkbox"/> | Verbal threats                             | <input type="checkbox"/> |
| Name calling and teasing | <input type="checkbox"/> | Spreading Rumours                          | <input type="checkbox"/> |
| Cyber-bullying           | <input type="checkbox"/> | Exortion                                   | <input type="checkbox"/> |
| Other (define)           | <input type="checkbox"/> |  |                          |

**Frequency and duration of bullying behaviour:**

- |                      |                          |                                 |                          |
|----------------------|--------------------------|---------------------------------|--------------------------|
| Once or twice a week | <input type="checkbox"/> | Persisting over two months      | <input type="checkbox"/> |
| Several times a week | <input type="checkbox"/> | Persisting for more than a year | <input type="checkbox"/> |
|                      |                          |                                 | <input type="checkbox"/> |

**Chekclist: (tick where appropriate)**

- |  |                          |                                     |                          |
|--|--------------------------|-------------------------------------|--------------------------|
| Have parents been notified?              | <input type="checkbox"/> | Has action been agreed with victim? | <input type="checkbox"/> |
| Had individual discussions with all?     | <input type="checkbox"/> | Are notes and comments attached?    | <input type="checkbox"/> |
| Has action been agreed with perpetrator? | <input type="checkbox"/> | Has a follow-up date been set?      | <input type="checkbox"/> |

**Details of the actions agreed with everyone involved, including parents and carers where appropriate?**

**Follow-up review dates and interventions:**

Completed by:

Role:

Date:

Checked by:

Role:

Date:

Outcome of follow-up and further actions taken:

Has the bullying stopped?

Yes

No

Describe any other outcomes: