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**Anti-Bullying Policy**

**Reviewed: September 2022**

**Next Review: September 2023**

1. **Statement of Intent**

"Providing safe and happy places to learn is essential to achieving school improvement, raising achievement and attendance, promoting equality and diversity, and ensuring the safety and well-being of all members of the school community."   
(DfE, 2007).

We aim to foster a healthy and safe community where individuals take responsibility for themselves and show respect for others emphasising the importance of positive relationships amongst all members of the school community.

Music Stuff is committed to ensuring that students learn in a supportive, caring and safe environment, without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.

1. **Definition**

Bullying is any behaviour, which is deliberately intended to hurt, threaten, or frighten another person or group of people. It is repeated and usually unprovoked and can continue for a prolonged period. It always reflects an imbalance and abuse of power. It is important that it must not be confused with the usual childhood/teenage squabbles and arguments where individuals “fall out” with one another.   
Bullying can be:

| TYPE OF BULLYING | DEFINITION |
| --- | --- |
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another’s belongings, any use of violence |
| Prejudice-based and discriminatory, including:   * Racial * Faith-based * Gendered (sexist) * Homophobic/biphobic * Transphobic * Disability-based | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

Bullying can constitute any of the above activities within the context of the definition provided. Bullying may occur to anyone, and this policy is inclusive of the bullying of school staff, whether by pupils, parents, or other staff. (Members of the school workforce suffering from or concerned about bullying may also contact their trade union or professional association for support and advice).   
   
Bullying can seriously damage a person’s confidence and sense of self-worth, and they will often feel that they are at fault in some way. Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or taking unusual absences. There may be evidence in work patterns, lacking concentration or truanting from school. These signs and symptoms may indicate other problems, but bullying should be considered a possibility and should be investigated.

**3. Music Stuff Objectives:**

* To prevent, de-escalate and/or stop any continuation of harmful behaviour.
* To react to bullying incidents in a reasonable, proportionate, and consistent way.
* To safeguard the student who has experienced bullying and to trigger sources of support.
* To apply disciplinary sanctions to the student causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

**4. Policy Aims**

* All students, parents, staff and governors should have an understanding of what bullying is.
* Staff and governors should follow the school policy when bullying is reported or suspected.
* All students and parents should know what bullying is and inform a member of staff if bullying arises.

Music Stuff will always take bullying seriously. We use a range of proactive and reactive strategies to combat and prevent bullying.

**5. Reporting Procedures**

If bullying is suspected or reported, the incident with be taken seriously and dealt with as quickly as possible by the member of staff who has been approached. A clear account of the incident with be recorded and shared with the Learning Centre Manager, and Deputy Headteacher.   
   
The Deputy Headteacher will investigate the incident by interviewing all concerned and record outcomes on the files of those involved.   
   
Centre managers, key workers, and subject staff will be kept informed and asked to monitor the behaviour of the students concerned.   
   
Parents will be kept informed and are discouraged from taking matters into their own hands and should not approach a suspected student but speak to a member of staff.

Each incident of actual or alleged bullying will be unique in its representation and its level of   
impact on the individuals concerned. Therefore, it is important that the school is given the   
opportunity to tailor a strategy to address the situation and to support the bullied student   
according to the particular incident/s.   
   
Students who are victims of bullying will be offered the opportunity to discuss their experience with their key worker or another member of staff, be offered support in terms of access to external agencies and increased one: one sessions to restore self-esteem and build confidence and have the use of a supervised room for as long as needed.   
   
Students who have bullied will be helped by; discussing what happened, discovering why the student became involved and establishing a sense of wrongdoing. Parents/carers will be informed to help change the attitude and behaviour of the student.   
   
In agreement with both parties involved there will also be the opportunity to rebuild   
relationships, involving a discussion mediated by a member of staff as a way of resolving disputes.   
   
The following disciplinary steps may be taken:

* Official warning to cease offending
* Exclusion from certain areas of the school premises or certain activities
* Isolation
* Referral to senior staff and/or external agencies e.g. Education Welfare Officer, Police Liaison Officer.
* Internal fixed term exclusion
* External fixed term or permanent exclusion.

**6. Prevention**

As a school we take bullying seriously. We use a range of proactive strategies to prevent   
bullying. These include.

* Effective school leadership that promotes an open and honest anti-bullying ethos.
* Use of curriculum opportunities, in particular tutor periods and PSHE classes where issues of
* Diversity is discussed and anti-bullying messages are drawn out.
* Use of opportunities throughout the school calendar and at certain times of the school day to
* Raise awareness of the negative consequences of bullying
* e.g. Anti-Bullying Week in November of each year .
* Pupil surveys.
* Poster campaigns.
* Improved supervision in potential problem areas/centres/subjects.
* Peer mentoring and Buddy Schemes.
* Assertiveness training.
* Review of general and specific staff induction and continuing professional development to ensure
* Staff training reflects the anti-bullying policy and practice of the school.

**7. Development, Monitoring and Review**

We plan to:

* Monitor, evaluate and review our anti-bullying policy on a regular basis led by the Senior Leadership Team.
* Support staff to identify and tackle bullying appropriately.
* Ensure that students are aware that all bullying concerns will be dealt with sensitively and effectively and seek feedback from students via the Student Council and annual student questionnaires.
* To learn from anti-bullying good practice elsewhere and utilise the support of our school partners and relevant statutory/voluntary organisations when appropriate.