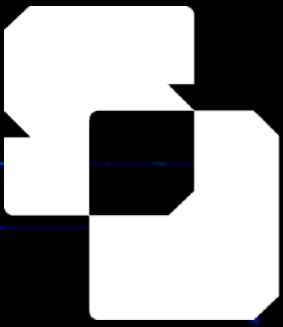


INSPIRE. MOTIVATE. EDUCATE



SOCIETY
DANCE

SOCIETY DANCE ACADEMY
ANTI-BULLYING
POLICY

WWW.SOCIETYDANCEACADEMY.COM

SOC!ETY DANCE ACADEMY is committed to preventing all types of bullying. It is entirely contrary to the values and ethos of our Academy. All members of the academy community have the right to be educated in a safe and secure environment. Everyone will be vigilant and will intervene promptly if there are any signs or reports of bullying. All staff, volunteers and teachers will work to ensure that bullying is not prevalent in the within our dance academy and community by implementing preventative strategies involving academy staff and students and also the wider community. We have a responsibility to safeguard all our students and young people. The aim of this document is to ensure a unified approach is practised across our dance academy and projects when dealing with bullying and also to ensure consistency across all phases with a wider purpose to strive towards commitment and excellence in a positive environment.

Purpose

Our policy contains definitions of bullying and signs and signals for staff, students, volunteers to be vigilant of signs that may indicate that a person has been, or is being bullied. It also contains information on how to communicate concerns, procedures to deal with allegations and proactive and reactive strategies to combat bullying.

Definition of bullying:

“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, 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, 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. “ (DfE Preventing and Tackling Bullying July 2017)

Anyone can practice bullying behaviours/be a bully.

Some people know that they are bullying others and they mean to bully, i.e. there is intent. However, some people bully others without recognising the impact of their actions. Similarly, a victim of bullying might not recognise what is happening to them and that bullying behaviour has a very insidious effect that affects a person's self-esteem, confidence and well-being.

A one-off incident tends not to comprise bullying. A characteristic of bullying is that in its different forms/behaviours it happens repeatedly over a period of time.

Instances of bullying tend to have the following common characteristics:

- **Repetitive and persistent.** Bullying is usually experienced as part of a continuous pattern and it can be extremely threatening and intimidating even when very subtle. Nevertheless, sometimes a single incident can have precisely the same impact as persistent behaviour over time.
- **Intentionally harmful.** The act of bullying intends harm to another individual although occasionally the distress it causes is not consciously intended by all of those who are present.
- **Involves an imbalance of power.** Bullying leaves someone feeling helpless to prevent it or put a stop to it. In some case an imbalance of power may mean that bullying crosses the threshold into abuse requiring implementation of safeguarding procedures.



We recognise that there are levels of bullying. It can take many forms, but the main types are:

- **Physical** - for example, hitting, kicking, theft
- **Verbal** – for example, racist, sexist or homophobic remarks, threats, name-calling
- **Emotional** - for example, isolating an individual from the activities and social acceptance of their peer group
- **Cyber** – mobile phone calls, text messages, pictures or video clips, emails, chat rooms, instant messaging, social networking websites and VR platforms.
- **Homophobic bullying** - for example, prejudice motivated towards students who are LGBT lesbian, gay, bisexual or transgender.



THE SIGNS OF BULLYING

There is no definitive way of identifying that a person is being bullied. Staff, Team members and volunteers should therefore be vigilant in order to identify any of these physical and/or behavioural changes in a person as soon as possible.

The following physical and behavioural signs have been identified as possible indicators that bullying has/ or is taking place: `

ANTI -BULLYING POLICY

- Significant changes in normal behaviour or attitude
- Appearing upset
- Being withdrawn/ low mood
- Appearing frightened or subdued, possibly in the presence of particular people
- Flinching at actual or anticipated physical contact
- Asking not to be hurt
- Refusal to eat
- Refusal to participate
- Unwillingness to travel on public transport
- Not wanting to go to a certain venue
- Starting to bully others
- Incontinence

- Vomiting
- Unexplained illness
- Claims of feeling unwell with no apparent signs or symptoms
- Bruising or other physical marks
- Torn clothing
- Unexplained loss of money or possessions
- Sleepless nights
- Repeating words the perpetrator has said to them, e.g. “shut up or I’ll hit you”.

3

We also recognise the role of students and others in reporting incidents and not taking on a role of bystander if they witness an incident of bullying. We aim to promote a positive, caring and supporting ethos within our dance academy.

Victims are more likely to have the following vulnerability characteristics:

- Lack of assertiveness, anxious or fearful and unlikely to fight back.
- Solitary children with few friends.
- Children with Special Educational Needs or Disabilities.
- Appearance
- Ability
- Health issues, including mental health
- Home circumstances
- Social class
- Ethnicity
- Gypsy/Roma and Traveler Children
- Children in Care
- Lesbian/Gay/Bisexual or Transgender children

Dealing with Bullying

Society Dance Academy encourages students to report any incidents of bullying to any member of the team or staff in the setting. We strive to create an environment where all students can feel safe, can discuss any concerns with staff and feel listened to and supported. Staff will deal with the incident as promptly and sensitively as possible. The following list of actions might be used by staff depending on the perceived seriousness of the incident:

- Remain calm and log incidents with victim using patience and understanding. Speak to all parties involved in the incident.
- Listen carefully to all accounts of the incident and record events using exact wording at every stage, including actions agreed/taken.
- Try to establish what type of bullying is taking place and where, how often the bullying is occurring.
- Advise the victim not to hit out at the bully or bullies as they themselves may end up being accused of bullying.
- Discuss options to resolve the situation, agree actions advise the victim of what happens next.
- Identify the bully/bullies. Obtain witnesses if possible.
- Arrange to speak with the alleged perpetrator, to be able to define the experience from each person's

view.

- If it appears to be bullying, make the unacceptable nature of the behaviour clear to the bully, ensuring the act is separate to the person.
- Try to enable the bully to see things from the victim's position and use a problem solving approach.
- Explain clearly the reparation.
- Inform the relevant staff in the appropriate phase.
- Complete the Bullying Incident Report Form

4

- Arrange to meet the parents/guardian or carer of all of those involved in the incident(s).
- Think ahead about supporting both victim and bully and make regular checks to ensure the bullying has ceased.
- Discuss relevant documentation and resulting action with parents/guardians or carers and what they can do to reinforce and support the academy action.

The types, rates and patterns of bullying, and the effectiveness of the academy's actions to prevent forms of bullying, including cyber-bullying and prejudice-based bullying related to SEN, sexual orientation, sex, race, religion or belief, gender reassignment or disability are taken into account. Society Dance Academy is aware that the academy has a responsibility to safeguard young people also the outside academy and it is our responsibility to safeguard and take action, providing evidence that we have done so.

PREVENTION

We ensure that in all aspects of our dance academy, dance classes and projects we run for or with young people there is an emphasis on the importance of building positive relationships, respecting others, emotional well-being and a community ethos.

Proactive strategies for the academy can involve:

- Raising awareness about bullying and bullying is talked about openly.
- Inform all students about respecting others, their views, beliefs, gender and that no form of bullying is excepted within or outside our academy.

Communication

We, as a youth academy, are aware of the need for open communication between all members and external organisations, school or authorities. All sections of the academy organisation must understand its role and responsibilities. We understand the need to ensure this policy is a living document, known and understood by all staff members working at schools or with young people.

Hate Crime

A hate crime is any incident that constitutes a criminal offence that is perceived by the victim, or any other person, as being motivated by prejudice or hate. It could involve physical attack, threat of attack or verbal abuse or insult around issues such as race, faith, homophobia, transphobia or disability.

A hate incident may or may not constitute a criminal offence but is perceived by the victim, or any other person as being motivated by prejudice or hate.

If an incident appears to be a hate crime or incident, we as an academy recognise the need for this to be reported to the police.

Useful Information

- The Children Act 2004
- Education Act 2002 ('Safeguarding and Promoting Welfare')
- Section 89 Education and Inspections Act 2006 ('measures to encourage good behaviour and prevent all forms of bullying amongst students')
- Equality Act 2010 (Covers 8 protected characteristics. Academies, as public bodies, have a duty to eliminate unlawful discrimination, advance equality of opportunity and foster good relations)
Advice and Guidance
- Department for Education (DfE) 'Preventing and Tackling Bullying: Advice for Head teachers, Staff and Governing Bodies'
- DfE 'Behaviour and Discipline in academy's Guidance'
- Ofsted Survey of Students' Experiences of Bullying
- Ofsted Good Practice Examples – Homophobic Bullying
- NSPCC Academy Anti-Bullying Checklist

Report Form

The Academy Incident Report Form should include details of:

- Nature of incident(s) – outline of what happened, where, when, type
- Name of those involved – those bullying, those being bullied, bystanders
- Analysis of seriousness – severity of impact, frequency, duration, intent, imbalance of power, empathy (remorse)
- Action(s) taken
- Monitoring – feedback from those involved
- Analyse for patterns, e.g. identifying people/groups, places and times.
- Monitor effectiveness of anti-bullying strategies
- Address complaints made.
- Provide reports to staff, parents/carers, students and local authorities.

INCIDENT REPORT FORM

A prejudice based incident is ‘any incident which is perceived to be a prejudice based incident by the victim or any other person’

Academy

.....

Incident date: Incident time:

Name and position of person completing this

form:

Number of victims

.....

INCIDENT DETAILS

Did the incident relate to:

Who was the victim?

Disability

Student

Race / ethnicity

Staff Member

Religion or belief

Volunteer

Sexual orientation

Parent

Transgender identity Or:

Visitor

Or:

Other

Gender

Age

Pregnancy/maternity

Other:

Describe:.....

Type of incident (tick all that apply)

Arson		Robbery	
Damage to property		Sexual Assault	
Offensive Mail		Threats	
Physical assault		Verbal abuse	
Discrimination in Academy		Discrimination in services	
		Cyber Based	

Other (specify); for example - ridicule of culture, offensive graffiti, inciting others to behave in a prejudiced manner, damage to property, refusing to cooperate with a person or persons because of their protected characteristic.

Were there any witnesses to the incident? YES NO

If YES do you know how to contact them? YES NO

Location of incident

1	Dance studio	
2	Changing Rooms	
3	Outside the academy	
4	Traveling to the academy	
5	School Hall	
6	Outside the School	
7	other (specify)	

Impact of incident

1	No offence intended or taken	
2	Hurt or distress was caused but offending behaviour unlikely to be repeated	
3	Hurt or distress caused and person responsible had previously been warned of unacceptable behaviour.	
4	Substantial hurt or distress was caused and the behaviour was based on substantial hostility and prejudice and/or may be repeated	

Victim Details

Name	
Age	
Religion	
Gender	
Sexuality	
Transgender	
Address	
Town	
Postcode	
Tel:	
Mobile	
Email	

Ethnic origin of victim

White	British	
	Irish	
	Other	
Black	African	
	Caribbean	
	Other	
Asian	Bangladeshi	
	Indian	
	Pakistani	
	Other	
Mixed	White and Black African	
	White and Black Caribbean	
	White and Asian	
	Other mixed	

Has the victim suffered previous prejudice based incidents?

YES NO

If YES, over what time have incidents occurred?

0-6 months

7-12 months

1-5 years

10+ years

Does the victim consider themselves to have a disability under the Equality Act 2010 definition ?

YES

NO

Victim's signature:..... Date:.....

Perpetrator Details

Does the victim know the perpetrator? YES NO

State Name if known:

Address if known.....

Gender (of perpetrator).....

Sexual orientation (if stated).....

Transgender? (if stated).....

Disability?

Has the perpetrator been involved in previous incidents involving the victims?

YES NO

Ethnic origin (of perpetrator)

White	British	
	Irish	
	Other	
Black	African	
	Caribbean	
	Other	
	Bangladeshi	
	Indian	
	Pakistani	
	Other	

Asian	Bangladeshi	
	Indian	
	Pakistani	
	Other	
Mixed	White and Black African	
	White and Black Caribbean	
	White and Asian	
	Other Mixed	

To Be Completed By Person Reporting The Incident

Was the incident reported by the victim? YES NO

If NO give details of the person reporting the incident

.....

Has the incident been reported to the Police or any other agencies ?

(Specify).....

What action has been taken by the academy/agency?

.....

.....

Outcome

.....
.....

Has the victim been informed of the outcome? YES NO

Advice and Guidance for Parents relating to Bullying Behaviour

Watch for signs of distress in your child, e.g.

- unwillingness to attend academy
- pattern of headaches or stomach aches
- equipment that has gone missing
- request for extra pocket money
- damaged clothing
- bruising

- Take an active interest in your child’s social life – discuss friendships, how playtime is spent and the journey to and from academy.
- If you think your child is being bullied in the Academy inform staff immediately and ask for a meeting.
- When discussing the problem with your son or daughter follow the advice given for victims.

- Keep a written record if the bullying persists. It will be painful but it will provide supportive evidence regarding Who, What, Where and When.
- If you require further assistance, make arrangements to meet with the Senior Team of the Academy.
- Do not encourage your child to hit back. It will only make matters worse. Such behaviour could be contrary to your child's nature and contrary to the ethos of the academy.

Advice for Children relating to Bullying Behaviour

- If you think or feel that you are being bullied by another person tell an adult that you can trust, perhaps your parent or teacher. In academy everything is handled sensitively and discreetly.
- If someone else is being bullied or distressed, take action. Watching and doing nothing can suggest support for the bullying. Tell an adult.
- Never try to 'buy the bully off' and do not give them money. Say "No" to the bully.
- Work out a plan of action with an adult that you trust.

**IF YOU THINK OR FEEL THAT YOU ARE BEING BULLIED,
TELL SOMEONE THAT YOU CAN TRUST, KEEP TELLING
UNTIL SOMEONE HELPS**