

Anti-Bullying Policy

Rebecca Terry
Independent Music Teacher



1. Purpose

The purpose of this policy is to ensure that all students, parents/guardians, and visitors to the studio feel safe, respected, and supported.

This policy sets out my commitment to creating a safe, respectful, and supportive environment for all students, parents/guardians, and others engaged in music tuition. Bullying in any form will not be tolerated. Concerns will be taken seriously and addressed promptly, fairly, and with sensitivity.

This policy is informed by UK government guidance and legislation, including:

- Department for Education (DfE): *Preventing and Tackling Bullying* (July 2017)
- *Keeping Children Safe in Education* (KCSIE): Statutory Guidance (2021, updated annually)
- *The Equality Act 2010* – protects individuals from discrimination, harassment, and victimisation in relation to protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation)
- *Children Act 1989 & 2004* – duties on adults working with children to promote their welfare and safeguard them from harm
- *Protection from Harassment Act 1997* – makes harassment and threatening behaviour unlawful
- *Malicious Communications Act 1988* and *Communications Act 2003* – offences for sending grossly offensive, threatening, or distressing communications
- *Public Order Act 1986* – makes threatening or abusive behaviour intended to cause alarm or distress a criminal offence

2. Definition of Bullying

Bullying is “behaviour by an individual or group, repeated over time, that intentionally hurts another person physically or emotionally” (DfE, 2017).

Bullying may include (but is not limited to):

- Verbal bullying: insults, name-calling, discriminatory remarks, mocking ability or appearance

- Physical bullying: hitting, pushing, taking belongings, or threatening behaviour
- Relational/social bullying: exclusion, gossip, or deliberate humiliation
- Cyberbullying: abusive or threatening messages via texts, email, social media, or gaming platforms
- Sexual bullying: unwanted comments, gestures, or harassment of a sexual nature
- Prejudicial bullying: related to protected characteristics under the Equality Act 2010 (e.g., race, religion, gender, sexuality, disability)

Bullying is recognised as a form of abuse that can have a lasting impact on children's emotional development and wellbeing.

3. Policy Scope

This policy applies to all members of the studio community, including:

- Students (children and adults)
- Parents/guardians
- Visitors, siblings, or guests present at lessons, recitals, or studio events

It applies in all settings connected to tuition, whether:

- In-person at my home studio
 - During online lessons and communications
 - At group sessions, ensembles, or recitals
 - Within written, phone, or digital communications relating to lessons
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4. Expectations

- All students and parents must treat one another with kindness and respect.
 - Differences in ability, learning pace, background, and personality are to be embraced and supported.
 - Constructive feedback is encouraged, but unkind or harmful criticism is not acceptable.
 - Group settings, such as ensemble rehearsals or recitals, should foster cooperation, not competition or exclusion.
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5. Responsibilities


- **Teacher (Rebecca Terry):** To implement and uphold this policy, respond promptly to concerns, and safeguard students.
- **Students:** To treat one another with kindness and respect, and to speak up if they experience or witness bullying.
- **Parents/Guardians:** To support their child in following respectful behaviour, report concerns, and work in partnership with me in resolving issues.

6. Reporting Bullying

If you or your child experiences or witnesses bullying behaviour, please report it to me (Rebecca Terry) as soon as possible. Reports will be handled with sensitivity and discretion.

Contact details:

 rebecca_dolby@yahoo.co.uk

 07813 583261

If safeguarding concerns arise, I may also seek advice from external agencies such as the Local Authority Safeguarding Team or the NSPCC.

7. Response to Bullying

When bullying is reported:

1. **Investigation** – I will gather information fairly and promptly, speaking individually with the parties involved.
 2. **Safeguarding checks** – If there is any indication of harm, abuse, or risk, safeguarding procedures will be followed, and referrals made if necessary.
 3. **Support** – The person affected will receive reassurance, adjustments to lessons if needed, and opportunities to rebuild confidence.
 4. **Action** – Steps will be taken to stop the behaviour. Depending on severity, this may include:
 - Verbal warning to the student/parent involved
 - Discussion with parents/guardians
 - Removal from group activities
 - Discontinuation of lessons (in severe or repeated cases)
 - Referral to external agencies or police involvement if the behaviour meets legal thresholds (e.g., harassment, hate crime, online abuse)
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8. Recording and Confidentiality

- A written record of reported incidents will be kept securely.
 - Records will include dates, parties involved, actions taken, and outcomes.
 - Information will be kept confidential but may be shared with parents or safeguarding bodies where necessary, in line with GDPR and child protection duties.
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9. Preventative Measures

To help reduce the risk of bullying, the studio actively promotes a positive and inclusive environment by:

- Reinforcing respect, kindness, and empathy in lessons
 - Using inclusive teaching methods that support diverse learning needs
 - Setting clear expectations for behaviour in both 1:1 and group activities
 - Co-creating “studio values” with students in group settings (e.g., ensembles, recitals)
 - Encouraging open dialogue about the impact of words and actions
 - Reminding families that online and in-person behaviour are equally important
 - Encouraging students to act as “upstanders” (speaking up if they see others mistreated)
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10. Support for Those Affected

Students who have been bullied will be supported through:

- Adjustments to lesson format (e.g., moving from group to 1:1)
 - Additional communication opportunities to discuss concerns
 - Rebuilding confidence through encouragement and tailored teaching approaches
 - Involvement of parents/guardians in a constructive way
 - Referral to external support services where appropriate (e.g., mental health services, safeguarding bodies)
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11. Restorative Approaches

Where appropriate, restorative discussions may be used to:

- Help the person who engaged in bullying understand the impact of their behaviour
- Encourage accountability and positive change
- Rebuild trust between students if both feel safe and willing

This approach will only be used if it does not compromise the wellbeing of the victim.

12. Cyberbullying

Given the role of online learning, cyberbullying will be treated as seriously as in-person bullying.

Measures include:

- Save evidence of online abuse (screenshots, messages)
- Report inappropriate content immediately
- Block or remove contacts engaging in abusive behaviour
- Avoid retaliating online

If required, I may:

- Contact online service providers to request content removal
 - Restrict access to online lessons for those engaging in bullying
 - Report to the police if criminal offences are identified
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13. Partnership with Parents

Parents are expected to:

- Model respectful behaviour when communicating with the studio
 - Encourage their child to report concerns calmly and appropriately
 - Cooperate with investigations and agreed actions
 - Avoid retaliatory behaviour (online or offline) that may escalate situations
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14. Awareness and Review

- This policy will be reviewed annually and updated as needed to reflect best practice and student needs.
 - Parents and students will be reminded of this policy at the beginning of each academic year and when joining the studio.
 - Feedback is welcome to help improve the policy and the studio climate.
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15. Training and Awareness

- I commit to regular safeguarding training and ongoing professional development. I will keep up-to-date with DfE safeguarding and anti-bullying guidance to ensure my practice remains compliant with current standards.
 - This policy will be reviewed annually to reflect best practice and changes in government guidance.
 - Students and parents will be reminded of this policy when joining the studio and at the start of each academic year.
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16. External Support

Students and families may also seek support from:

- **Childline:** 0800 1111
 - **NSPCC:** 0808 800 5000
 - **Anti-Bullying Alliance:** www.anti-bullyingalliance.org.uk
 - **CEOP (Child Exploitation and Online Protection):** www.ceop.police.uk
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17. Complaints and Escalation

If a parent/carer feels that bullying concerns have not been handled appropriately, they are encouraged to raise this directly with me in the first instance.

If the matter cannot be resolved, or if a safeguarding concern arises, external agencies such as the Local Authority Safeguarding Team, the NSPCC, or (in criminal cases) the police may be contacted.

18. Commitment

Music education should be a joyful, empowering, and inclusive experience. I am committed to fostering a studio culture where every student feels valued, safe, and supported, and where bullying is not tolerated in any form.