MANCHESTER CREATIVE AND MEDIA ACADEMY

Name	Anti-Bullying Policy (in consultation with Parent Focus Group and student Anti-bullying Ambassadors)
Approved by	Governors – Curriculum, Standards & Learning
Policy Created	March 2015
Review	3 years
Update Approved	
All policies are available to stakeholders either on the Academy website or upon request from the Academy's Main office.	

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Introduction

The single most important thing the Academy can do to prevent bullying is to have a clear policy to which staffs, students and parents are committed and they have been given an opportunity to be involved. Developing effective anti-bullying practice is essential because it promotes:

- Individual well-being
- Increased educational attainment
- Good attendance
- Positive behaviour
- Reduction in truancy and disaffection
- A reduction in crime rates
- The school as a caring establishment
- A safe, secure and happy environment
- A consistent approach for all members of the school and wider community
- Early intervention to support a change in patterns of behaviour
- A coherent management strategy
- Active citizenship by increasing participation of pupils, staff and parent/carers

Definition of Terms

Bully – A person or group behaving in a way which might meet needs for status, material gain or group process and does not recognise or meet the needs and rights of the other people/person who are harmed by the behaviour.

Victim - A person or group that is harmed by the behaviour of others and who does not have the resources, status, skill, ability to counteract or stop the harmful behaviour

Policy Statement

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 or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

The Academy will implement an anti-bullying policy that reflects the aims and policies of the DFE guidelines, 'Preventing and tackling Bullying' alongside the NHS Foundation Trust's, 'Guidelines for Developing Anti-Bullying Policy & Practice.'

Purpose

The purpose of this policy is to ensure a whole academy approach to ensure sensitivity, consistency and clear communication between all parties. The academy aims to reduce the incidence of bullying and create an environment in which everyone feels safe, secure and happy.

The academy will adopt a positive approach in which staff and key students are proactive in gathering information so that any incidents which might develop in to bullying can be dealt with early. The ethos and one of the core values of the academy is that all people within it treat one another with respect. Values of respect for staff and other pupils, an understanding of the value of education and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and key pupils who set a good example to the rest.

Accordingly, the Academy will:

Ensure that a clear, uniform approach to dealing with all forms of bullying is adopted and regularly monitored.

Involve/inform parents and students to ensure they are clear that the academy will not tolerate bullying and take any reports of bullying seriously.

Ensure that parents and students are aware of the procedures to follow if they believe their child is being bullied.

Make anti-bullying initiatives an integral part of the Citizenship/ Assembly programme for all years by openly addressing some of the issues that could lead to bullying e.g. religion, ethnicity, disability, gender, sexuality etc.

Facilitate Anti-Bullying Ambassadors.

Ensure the anti-bullying message remains high profile via student council, assemblies, displays, and noticeboards.

Provide appropriate and effective in service training for **all** staff.

Provide a physical environment which is closely supervised and where students feel safe and secure.

A 'safe to tell' message must be clearly conveyed to all students

Students must feel that they will be believed and action will be taken.

Involve outside agencies or resources for help with particular issues where specific expertise is needed.

What is bullying?

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Bullying can take many forms, but four main types are:
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  * Physical – hitting, kicking, taking belongings
  * Verbal – name calling, insulting, making offensive remarks e.g. racist, sexist or homophobic remarks.
  * Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours.
  * Cyberbullying- email and internet chat room misuse, mobile threats by text or calls, misuse of associated technology, i.e. camera/video facilities etc.

Cyber bullying

Cyberbullying is when an individual uses the internet or a mobile phone to bully others. The psychological and emotional outcomes of cyber bullying are similar to those of offline bullying, however this type of bullying can be very distressing for victims as it can take place not just at school but at home as well.

The bullying can become more intense as there is no escape, and can make someone feel upset or threatened in their own home. Online bullying can involve a large audience and many of whom may not even realise they are being bullies. Setting up hate groups on social networking sites and making nasty comments on photos and on statuses are forms of cyberbullying.
Images and text messages can be circulated very quickly and widely on the internet which makes it very hard to combat cyberbullying. The majority of the time, victims do not know who is bullying them as it can be done anonymously.

.**Vulnerable groups**

There are specific groups of individuals who are more vulnerable to experiencing bullying that staff in the academy need to be aware of:

Looked after children

Looked after children and young people can be particularly vulnerable to bullying, and will often not have a stable support network to help them deal with the problem. Schools have a major part to play in ensuring that children in care are healthy,

happy, safe and successful. The following findings are based on a report by the Who Cares Trust, in consultation with young people the following issues emerge:

- Whilst children and young people in care do not equate being in care with greater levels of bullying, it is interesting to note that high numbers of them report being either victims or perpetrators of bullying.
- Some children report receiving different treatment from teachers and schools and that they are made scapegoats because they are in care.
- Children in care acknowledge that they do 'bunk off' because of the stress of being bullied in school.
- Arriving in a new school mid term following home placement changes or exclusions increases their vulnerability to incidents of bullying. They may not have the right uniform for example.
- Children recognise that good friends make you feel safe but making new friends in a new school is often problematic.
- Similarly children feel that return to any school following a break (fixed term exclusion/home placement change), particularly if it is a part time place, serves to emphasise their 'difference' from the majority increasing the potential of bullying incidents.

Traveller Children

Issues that relate to bullying and traveller children are:

- Traveller children are usually the new pupils in a school so they are always vulnerable to bullying.
- Traveller children are White so they are not viewed as a target for
- Racist bullying despite the fact that both Roma and Irish travellers are covered by the Race Relations Acts.
- Travellers encounter widespread discrimination in the community. As a result they tend to over-react to situations or take pre-emptive action which then results in them being classed as the bully/troublemaker.
- Traveller children are frequently unskilled in making a complaint within school, so careful investigation and a willingness to believe that they are telling the truth can help to resolve incidents.
- Traveller children experience exclusion from the group either by peers or staff.

Children with SEN

- Children with disabilities or special educational needs may be more vulnerable.
- Children with special educational needs are 2 or 3 times more at risk
- of being bullied
- They are also more at risk of taking part in bullying others
- Particular characteristics may make them an obvious 'target'
- In some mainstream settings children may be less well integrated socially and lack the protection against bullying which friendship give

Homophobia

The School Report published by Stonewall in 2012 found that homophobic bullying continues to be widespread in Britain's schools with more than half of lesbian, gay and bisexual pupils have experienced direct bullying

- The use of homophobic language is endemic. Almost all gay young people hear the phrases 'that's so gay' or 'you're so gay' in school and ninety six per cent of gay pupils hear homophobic language such as 'poof' or 'lezza'

The academy will ensure that the policy on bullying addresses any bullying of any type.

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Racism

- The Academy has a clear Anti-Racism policy which has links to our Anti-Bullying policy.

For the purpose of this policy, staff at the academy need to consider:

- When is name-calling racist/bullying?

- When is violent and threatening behaviour racist or bullying?

- Having English as an additional language prevents accurate information being gathered unless active steps are taken to get statements from 'both sides'

- Children who do not speak any English can be isolated and vulnerable

- There are prejudices amongst children towards refugees and asylum seekers

- There are territories/groupings that do not encourage integrated play

- There may be name calling which can trigger out of proportion responses from ethnic minority children who have had painful experiences, including refugees and asylum seekers

All incidents of racism and/or bullying must be reported and recorded.

Raising Parents' Awareness.

Parents are advised to:

- Watch for signs of distress in your children, e.g. an unwillingness to attend school, a regular pattern of headaches or stomach aches, becoming withdrawn, loss of weight, difficulty sleeping, bed wetting, threatening self harm.

- Take an active interest in your child's social life. Discuss friendships, how lunchtime is spent and journey to and from school.

- If you think your child is being bullied, encourage her/him to talk about the problem calmly and inform school immediately.

- Keep a written record of cyberbullying, including examples of texts or emails received if bullying persists, providing supportive evidence regarding WHO, WHAT, WHERE and WHEN. Please note that it may be necessary for you to contact the police. The Academy will follow the BECTA guidance on safe internet use and ensure all students are taught how to protect themselves when using the internet.

- Seek support and guidance in helping your child from staff in school.

- Do not encourage your children to hit back or to reply to bullying emails or text messages. It only makes matters worse. Impress upon them the need to inform an adult immediately if bullying occurs.

- Encourage your child to be friendly with others. Children with friends are less likely to be the victims of bullying.

- If your child is found to have been bullying others, please ensure that you co-operate fully within the school, in order that the situation can be resolved as quickly as possible.

Possible Signs of Bullying

Both teachers and parents are in a position to observe changes in the behaviour of a child, which may indicate that they are being subjected to bullying.

What to look out for:

- Damage to or loss of items of clothing, property, school work; if this occurs frequently then asks questions.

- Are there signs of physical injuries e.g. cuts, bruises, etc.

- Academic achievement is perceived to change in a negative way.

- Playing truant or a reluctance to attend the Academy. Be aware of children who register but fail to go to lessons.

- A loss of weight may mean dinner money has been given away.

- An unhappy child who may not wish to go out at breaks or lunchtimes.

- A child who threatens to self harm.

- Consider other behaviour patterns demonstrated by the victim. Eg, is the student conspicuously loud/quiet, is their behaviour appropriate when engaged in normal classroom interaction?

Prevention Strategies

Staff charter – The adult as a model:

Staff will not misuse a position of power to dominate the students in this school.

They will avoid:

- Sarcastic comments

- Derogatory nicknames

- Dominating and humiliating behaviour

- They will listen to students when they are willing to talk about bullying.

- They will be sensitive to a student's need for privacy and respect, encouraging the ethos of 'it is safe to tell.'

- Staff will support the 'Behaviour for Learning' practice

Student Charter

Students will recognise each others rights to:

- be physically safe;
- keep own possessions and money;
- be free of insult, derogatory terms and teasing;
- be able to associate with other young people for companionship and friendship.

The culture of the Academy will encourage students to ensure the:

- physical safety of others;
- security of everyone's personal possessions and money;
- freedom from hurt by name calling teasing and
- inclusion of all students in play and learning activities.

The Curriculum

We aim to make anti bullying initiatives an integral part of the curriculum for all years.

Where appropriate subject teachers should encourage discussion, group work, and co-operative learning including circle time to demonstrate the importance of bullying issues.

Peer Support

Peer support includes:
- Approximately 15 students who have been trained as Anti-bullying Ambassadors
- Junior Mentors/Primary Link Ambassadors who have been trained to work with Yr 7 students

Procedures for dealing with bullying incidents

Bullying is unacceptable behaviour and students who bully will be clearly shown that their behaviour is wrong. It happens in all schools and academies and many young people are involved at some time. This Academy is committed to creating a safe environment where young people can learn and thrive, can talk about their worries, confident that an adult will listen and will offer help.

We will make it clear to students, staff, parents and governors that when bullying happens we will work as a community in accordance with the policy set out in this document to help both the people who are harmed and the perpetrators. We will ensure the safety of the victim and do our best to support improved behaviour from the bully.

Parents/Guardians of both victim and perpetrator will be kept informed of our actions and follow-up procedures. The Academy will record all incidents of bullying.

When dealing with bullying incidents the following core principles have been identified as essential:

- The child/young person is involved in the discussion of the incident
  - Records are completed for all incidents
  - Records are shared and signed by child/young person
  - Regular communication takes place with parent/carers
  - Interventions will include the opportunity for follow up to evaluate support and if necessary provide a further course of action
  - Regular monitoring of incidents

There will be a range of sanctions imposed which will depend on the severity of the incidents including detentions, parental meetings, a period in isolation, a fixed term exclusion and the ultimate sanction of a permanent exclusion.
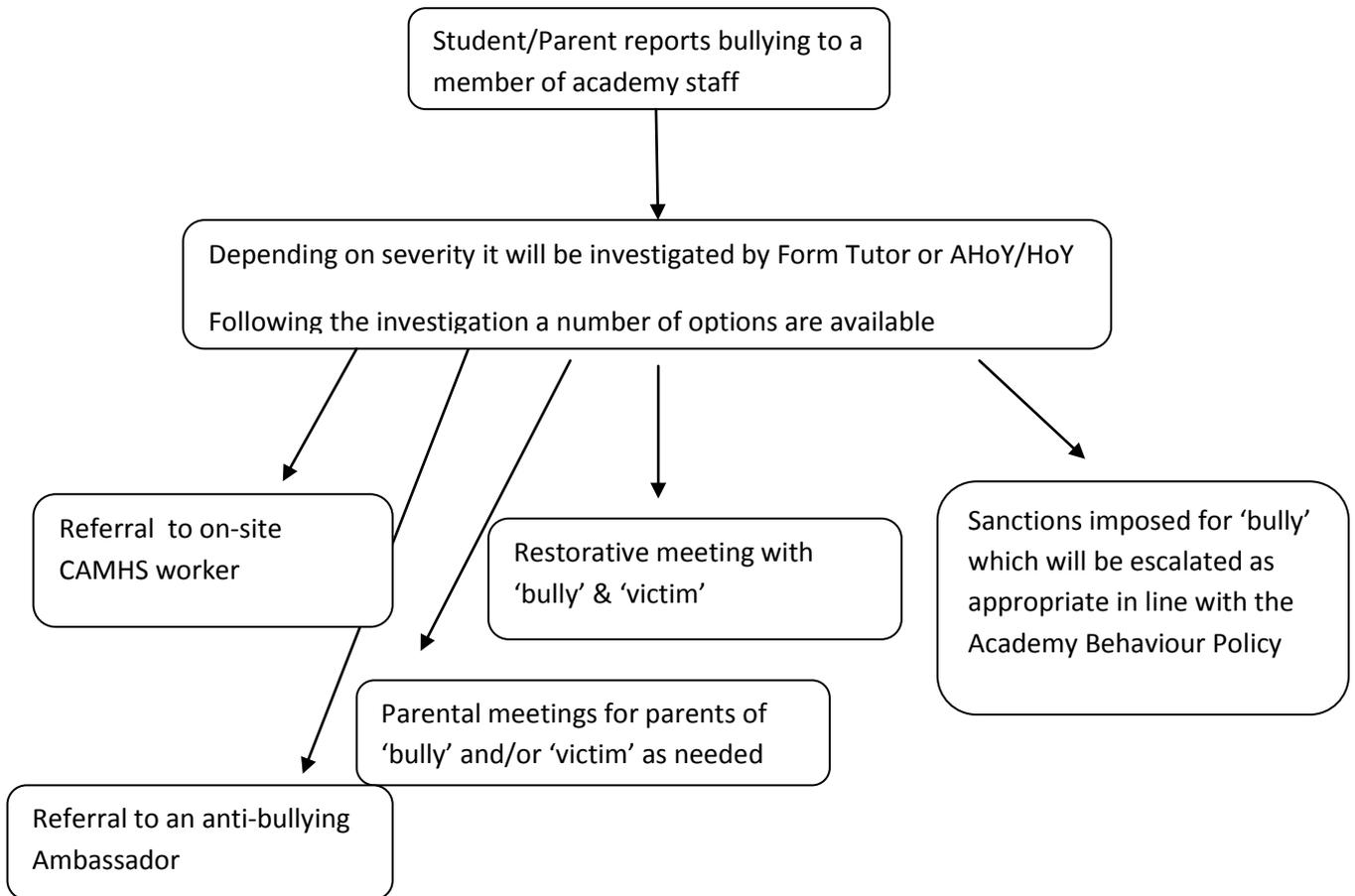
Dealing with Serious and Persistent Bullying

If the preventative measures and peer support strategies do not succeed, persistent bullying will be dealt with under the school's behaviour policy and sanctions imposed. This may include the perpetrator being excluded for a fixed period.

In the most serious cases, permanent exclusion will be the most likely sanction if the bullying:

i)   Involves serious violence against another student
ii)   Amounts to persistent and defiant misbehaviour.

The chart below shows some of the options available:

Student/Parent reports bullying to a member of academy staff

Depending on severity it will be investigated by Form Tutor or AHoY/HoY

Following the investigation a number of options are available

Referral to on-site CAMHS worker

Restorative meeting with 'bully' & 'victim'

Sanctions imposed for 'bully' which will be escalated as appropriate in line with the Academy Behaviour Policy

Parental meetings for parents of 'bully' and/or 'victim' as needed

Referral to an anti-bullying Ambassador

Further sources of information

Other departmental advice and guidance that might be useful:

Legislative links

Schools' duty to promote good behaviour: Section 89 Education and Inspections Act 2006 and Education (Independent School Standards) (England) Regulations 2010

Power to tackle poor behaviour outside school

The Equality Act 2010

Specialist organisations

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The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

BeatBullying: A bullying prevention charity with an emphasis on working directly with child and young people. In addition to lesson plans and resources for parents.
'BeatBullying' have developed a peer support programme for young people affected by bullying.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and h o tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It w achieve this by identifying, training and supporting school anti-bullying ambassadors.

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award schools to tackle bullying effectively.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Cyber-bullying

ChildNet International: Specialist resources for young people to raise awareness of online afety and how to protect themselves

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for hildren and young people, parents, carers and teachers.

Digizen: provides online safety information for educators, parents, carers and young people

Advice on Child Internet Safety 1.0: The UK Council for Child Internet Safety (UKCCIS) ha produced universal guidelines for providers on keeping children safe online.

SEND

Mencap: Represents people with learning disabilities, with specific advice and information people who work with children and young people.

Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

Cyberbullying and children and young people with SEN and disabilities: Advice provided b he Anti-Bullying Alliance on developing effective anti-bullying practice.

Racism

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

Kick it Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.