



## **ANTI BULLYING POLICY**

### **Statement of Intent**

We aim to ensure that **all** members of the academy community - students, staff (teaching and support staff) and governors - take active responsibility for the welfare and security of others and helping them feel secure.

Bullying is totally opposed to our vision and values as a Christian academy and will never be tolerated at Manor Church of England Academy. We are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. As an academy we promote respect of oneself and others, encourage the pursuit of excellence and foster equality of opportunity (all in line with the 'Every Child Matters' agenda).

No-one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who bully need to learn different ways of behaving.

The Anti-Bullying Policy makes a significant contribution to the academy ethos and realisation of its stated aims.

### **The Nature of Bullying**

Bullying is defined as the conscious desire to hurt, threaten, intimidate or frighten someone else and can take one or more of the following forms;

- **Cyber:** Intimidation via mobile phone, ipad, or other items of new technology including social media, camera and video facilities, and/or the Internet.
- **Emotional:** Exclusion from social groups, subjection to malicious gossip or tormenting (i.e. hiding books, taking belongings, threatening gestures).
- **Physical:** Hitting, kicking, and punching.
- **Homophobic:** Inappropriate use of homophobic language.
- **Racist:** Racial taunting, graffiti, gesturing.
- **Sexual:** Unwanted physical contact, sexually abusive comments.
- **Verbal:** Name calling, sarcasm, teasing, offensive remarks or the spreading of rumours.

### **Aims**

To ensure that:

- all members of the academy community have an understanding of what bullying is.

- all those employed by the academy know what the policy is on bullying and follow it when bullying is reported.
- students and parents/ carers know what the policy is on bullying and what they should do if bullying occurs.
- Students are consulted as to what they believe bullying is and how it should be dealt with.
- all incidents of bullying towards any members of the academy community are taken seriously.
- all students are valued, involved in their learning and able to grow in confidence in a safe environment.
- all students know the meaning of respect for others and the unacceptability of bullying.
- there is support for students who become the victims of bullying and for those who bully others.
- the academy challenges all forms of bullying, in a manner which encourages those involved to examine and modify their behaviour.
- there is an ethos within the academy in which bullying is rejected by students and incidents are reported to staff when they occur.
- there is information and support for parents/ carers of the victims and those who perpetuate bullying.

Date Agreed February 2015 Signed Steve Naish

Chair of Welfare Committee

Review Date February 2017

## **List of Appendices**

**Page no**

### **Appendix 1**

**Signs and Symptoms**

**4**

### **Appendix 2**

**Prevention**

**5**

### **Appendix 3**

**Procedures for Staff**

**6**

### **Appendix 4**

**Outcomes**

**7**

### **Appendix 5**

**Cyberbullying**

**8**

### **Appendix 6**

**Bullying Charter**

**9**

### **Appendix 7**

**Useful telephones numbers and websites**

**Acknowledgments**

**10**

## **Appendix 1**

### **Signs and Symptoms**

Even where students who are being bullied are too scared to come forward, there are often quite visible signs of bullying taking place;

- items of clothing and property may be damaged or lost more often than normal
- frequent illnesses/ injuries (often unexplained)
- becoming withdrawn but reluctant to say why
- loss of self esteem, confidence
- appearing tired and/ or unmotivated
- educational attainment slowly or suddenly reducing
- always being hungry (maybe stops eating)
- reluctance to attend school
- changes route to school or requests to be accompanied
- loses money or asks for/ steals money
- being late for lessons
- acting out of character (aggressive, disruptive, unreasonable)
- the bullying of others
- being over sensitive and emotional (with improbable reasons for being so)
- resorting to self harm

## **Appendix 2**

### **Prevention**

The following strategies are very important and are designed to keep incidents of bullying to a minimum;

- maintaining a caring environment
- detecting early signs of bullying (as outlined above) and taking prompt and correct action
- communicating anti-bullying messages through assemblies, all subjects, specific units in Enrichment and tutor time.
- Positive Social Intervention Group – Educational Welfare Support Officer will run an intervention group to support students with poor social and relationship skills.
- a full programme of extra-curricular activities
- the training of Listeners and Senior Prefects
- the inclusion of bullying as a topic on Academy Council agendas
- the use of drama (student role play and touring productions)
- adequate supervision of students both in and out of lessons
- seating plans that do not allow bullies or disruptive students to sit together
- having a student friendly copy of the bullying policy in each planner along with student rights and responsibilities (student charter) and ensuring students know who to turn to for help and support
- reviewing the bullying policy regularly and including the views of the students
- following procedures fully and correctly (see below) to avoid reoccurrence
- being pro-active to student views and the results of parental or student surveys (e.g. annual CYC LA survey for Years 7 & 8)

## **Appendix 3**

### **Procedures for Staff**

- Never ignore an incident and deal with it as soon as possible.
- Be available and willing to listen, and unless there is strong evidence to the contrary, believe the student.
- Respond in a calm manner and reassure the bullied.
- Provide support for all parties while the issues are resolved.
- Consultation and discussion should focus on the behaviour not the student, either bully or victim.
- Do not bully the student or be guilty of bullying behaviour.
- Interview and collect statements from the bullied, the alleged bully and witnesses with regard for information given in confidence.
- Decide if an incident is isolated, and of a less serious nature.
- Record each and every incident precisely on eportal (including the alleged bully and victim). This will allow the appropriate Form Tutor, Year Leader or member of the Welfare Team to respond.
- For serious incidents make sure that the victim and parents are aware that action has been taken.
- Follow up with the student in the next half term to check there have been no further incidents.
- In the event of a member of staff being either the perpetrator or victim report immediately to a member of the Academy Leadership Team.

## Appendix 4

### Outcomes

- **Isolated or less serious incidents** – issue a verbal warning to the bully and hand in the incident slip to the Head of House or welfare team. Where possible bring bully and victim together for reconciliation.
- **Repeat or more serious offences** – the Head of House/ welfare team may do one or more of the following;
  - Inform parents/ carers of both bully and victim.
  - Agree on a contract of behaviour with bully (possibly a Pastoral Support Programme written) and try to help the bully change his/ her behaviour.
  - Seek support from external agencies including Behaviour Support, Mentors or Anger Management Groups.
  - Apply an appropriate sanction which could include isolation, referral to the Behaviour Support Service and (via ALT) fixed or permanent exclusion.
- Ensure form tutors are informed and information placed in the student's file.
- Ensure all relevant staff are aware of bullying incidents so that they can monitor both bullies and victims around school and in lessons.
- Carefully monitor all involved for a period of time afterwards.

## **Appendix 5**

### **Cyberbullying**

Cyberbullying can be defined as ‘the use of Information and Communications Technology (ICT) particularly mobile phones and the Internet, deliberately to upset someone else.’ (DCSF ‘Cyberbullying’)

Despite this often occurring outside of school, it is a serious form of bullying and must be dealt with by staff as and when they become aware of incidents happening.

Students should be advised;

- not to respond or retaliate to such bullying
- to think about what information they have in the public domain and where they go online
- not to give passwords or login names to other students
- to be careful who they issue their mobile telephone numbers to
- to print off and retain all evidence and show/ hand it in to a member of staff
- to block users or change instant messenger IDs
- to contact website hosts who will eradicate abusive comments and deal with offenders
- to tell parents/ carers to contact the Police if the offensive is very serious

The Acceptable User Policy ( AUP ), which is given to parents and students highlights the safe use of new technology, and sets out clearly the expectations of students , especially with regard to ipads.

# Bullying – A Charter for Action

Name of School \_\_\_\_\_

Name of Local Authority \_\_\_\_\_

We are working with staff, pupils and parents to create a school community where bullying is not tolerated.

## Our school community

- ✓ Discusses, monitors and reviews our anti-bullying **policy** on a regular basis. Good practice suggests the policy should be reviewed on average every two years.
- ✓ Supports **staff** to promote positive relationships and identify and tackle bullying appropriately.
- ✓ Ensures that **pupils** are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- ✓ Reports back quickly to **parents/carers** regarding their concerns on bullying and deals promptly with complaints. Parents/carers in turn work with the school to uphold the anti-bullying policy.
- ✓ Seeks to learn from anti-bullying good practice elsewhere and utilises the support of the **LA and relevant organisations** when appropriate.

Can I talk to you? I'm being bullied!

\_\_\_\_\_ Chair of Governors

\_\_\_\_\_ Headteacher

\_\_\_\_\_ Representative of pupils

\_\_\_\_\_ Date



## Appendix 7

### Useful telephones numbers and websites

#### For Students

- Bullying Online [www.bullying.co.uk](http://www.bullying.co.uk)
- Cyberbullying [www.cyberbullying.org](http://www.cyberbullying.org)
- Childline [www.childline.org.uk](http://www.childline.org.uk)
- Commission for Racial Equality (020 7939 0000) [www.cre.gov.uk](http://www.cre.gov.uk)
- Chatdanger [www.chatdanger.com](http://www.chatdanger.com)
- Kidscape (020 7730 3300) [www.kidscape.org.uk](http://www.kidscape.org.uk)

#### For Parents and Carers

- Kidscape Parents Helpline (Mon-Fri 10-4) 0845 1205 204
- Parentline Plus 0808 800 2222

#### Acknowledgements

Manor CE Academy is grateful for the support and resources from the following organisations;

Archbishop Holgate School, York

All Saints School, York

York High School, York

Kidscape

- DCSF document:
1. Safe to learn
  2. Cyber Bullying
  3. Bullying – A Charter for Action

## Example of the Policy in Practice

20/5/13

Several older students were name calling and generally being unpleasant to a younger student on the bus on the way home. This happened on several occasions.

The younger student did then not want to come into school. The older students were interviewed and statements were taken. The younger student tried to join in with the banter the older students were having but did not understand or have the social skills to know that he was overstepping the mark and so the older students then spoke to him inappropriately. The older students were spoken to about the inappropriate way that they were behaving to the younger student and their parents were informed. The older students were given a detention.

The younger student was advised to sit with his friends on the bus and keep away from the older students.

The incident has not happened again.

12/6/13

A year 7 girl came to me to say that other students were making comments on Facebook and asking other students from the school to join in. We looked at the comments and then printed them off. I then spoke to the students about their comments (which were asking other students if they liked the 'victim'). There were no other replies by students from this or any other school. We discussed how they would feel if someone had posted those comments about them. I got all the girls together and also discussed how they were too young to be on Facebook and advised them not to make hurtful comments. They apologised to the victim. I also informed their parents and advised them that although these comments could be viewed as not very serious they were hurtful and that their children should not be on Facebook until they were at least 13 years of age. The parents said they would speak to their children and would monitor their children's use of Facebook. There have been no further incidents.