



Manchester  
Communication  
**Primary**  
Academy

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# Manchester Communication Primary Academy

## **ANTI-BULLYING**

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### **Policy 2020**

# Approval History

Approved By:	Date of Approval	Verision Approved	Comments
Academy Trust Board	July 2014		
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# Revision History

Revision Date	Previous Revision Date	Rev	Summary of Changes	Changes Marked	Owner/Editor
18/11/16	07/14	1	Pg3 - updated to include transphobic and biphobic bullying and guidance text updates.		SF
		2	Pg6 - Communication changed to PHSE		
		3	Pg7 - Added www.stonewall.org		
09/18			Changing Principle to Head Teacher		CF
10/20					AR

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# Greater Manchester Academies Trust Core Values

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Manchester Communication Primary Academy (MCPA) is dedicated to ensuring that our academy environment supports learning and the well-being of children and staff through a strong sense of community cohesion. Co-operation, mutual support, and respect are the foundations of our community and we work hard to provide a safe academy where all children feel included and valued in every aspect of academy life.

We expect that all children will achieve their potential and enjoy their learning, whilst demonstrating the Greater Manchester Academies Trust's core values of:

- **Heart:** caring for themselves, their learning and their development and others.
- **Trustworthy:** always do their best, be truthful and look after the learning environment and their resources.
- **Inspiring:** can create, question, solve and communicate effectively and become role models.
- **Helpful:** think of others and learn together.
- **Straightforward:** follow clear routines that help us learn and have simple, effective procedures that are consistently applied.

To protect the rights of all children to have a safe and secure learning environment MCPA will continuously work towards preventing acts of bullying, harassment, and other forms of aggression and violence as these behaviours are unacceptable and interfere with both our academy's ability to educate children and a child's ability to learn. If such a case arises, the staff at MCPA will follow the anti-bullying guidelines laid out in this policy. This will enable staff to:

- Identify children presenting challenging and unacceptable behaviours and to know how to support them in developing the necessary social understanding/skills and emotional literacy in order to participate in the academy community effectively and positively.
- Keep all children safe, nurture social and emotional development and to support healthy and positive relationships amongst all pupils.

The Academy's ethos is central to achieving the aims of this policy:

**MCPA is a learning family where everyone is welcomed, valued and respected. There is an enthusiasm for learning, providing a safe, creative and inclusive learning environment where the children are at the heart of everything. We embrace the diverse needs of all our children by building relationships with them and the wider community based on empathy, communication, understanding and respect. Our academy values help to shape the children in becoming a positive influence on society.**

## Definition of Bullying

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A bully is defined as someone who deliberately sets out to hurt another person on more than one occasion. All children have upsets and squabbles; these are not classed as bullying and are dealt with through the Behaviour Policy

# Definition of Cyber-Bullying

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Cyber-bullying is the use of technology such as mobile phones, email, chat rooms or social media sites such as Facebook and Twitter to harass, threaten, embarrass, intimidate or target a child. Unlike physical bullying, cyber-bullying can often be difficult to track as the cyber-bully (the person responsible for the acts of cyber-bullying) can remain anonymous when threatening others online, encouraging them to behave more aggressively than they might face-to-face.

## Types of Bullying

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Bullying can take many forms:

- **Physical:** Pushing, kicking, hitting, including violent threats, taking and damaging belongings.
- **Verbal:** Name calling, sarcasm, gossiping, spreading rumours and persistent teasing.
- **Emotional:** Tormenting, humiliating, ridiculing, ignoring, excluding.
- **Sexual:** Unwanted physical contact, comments of an unwelcome sexual nature.
- **Cyber Harassment:** alarm, distress or humiliation that uses internet related and telephone technology.
- **Racist:** Gestures, taunts, graffiti, physical violence, mocking.
- **Homophobic:** Name calling, being beaten, making offensive comments.
- **Ostracising:** Making someone feel left out and different by deliberately setting out to exclude them

## Types of Cyber-bullying

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- **Flaming:** Online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.
- **Denigration:** Putting mean online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone.
- **Exclusion:** Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities.
- **Outing:** Sharing secrets about someone online including private information, pictures, and videos.
- **Trickery:** Tricking someone into revealing personal information then sharing it with others.
- **Impersonation:** Pretending to be someone else when sending or posting mean or false messages online.
- **Harassment:** Repeatedly sending malicious messages to someone online.
- **Cyber-stalking:** Continuously harassing and denigration including threats of physical harm.

# Homophobic, Biophobic, Transphobic Bullying

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The Academy will take an active approach to tackle all kinds of bullying, including homophobic and transgender bullying and will follow the guidance in the publication, 'Getting started A toolkit for preventing and tackling homophobic, biphobic and transphobic bullying in primary academys' ([www.stonewall.org.uk](http://www.stonewall.org.uk))

Homophobic, Biphobic and Transphobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transgender (LGBT) people and can be experienced by;

- Older children who are or who are thought to be LGBT
- Children who are different in some way and who may not act like others
- Children who have gay friends or family or their parents/carers are gay

Teachers who may or may not be LGBT The Academy recognises that homophobic, Biphobic and Transphobic bullying looks like other bullying but may include;

- **Verbal abuse:** including spreading rumours that someone is gay
- **Physical abuse:** including hitting, punching, kicking, sexual assault and threatening behaviour
- **Cyber-bullying:** using on-line spaces to spread rumours about someone or exclude them (This can include text messaging including picture and video messaging)

Staff will also challenge casual homophobic, Biphobic and Transphobic language and will ensure anyone who makes persistent remarks is removed from the classroom and made to understand the consequences of their behaviour in terms of sanctions.

## Actions NOT Considered to be Bullying

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- Not liking someone
- Being excluded
- Accidentally bumping into someone
- Making other kids play things a certain way
- A single act of telling a joke about someone
- Arguments
- Expression of unpleasant thoughts or feelings regarding others
- Isolated acts of harassment, aggressive behavior, intimidation, or meanness

## Reason for Bullying

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Some reasons why children might bully someone include:

- They think it's fun, or that it makes them popular or cool
- They feel more powerful or important, or they want to get their own way all the time
- They feel insecure or lack confidence or are trying to fit in with a group
- They are fearful of other children's differences
- They are jealous of another child

- They are unhappy
- They are copying what they have seen others do before, or what has been done to them.

## Who May be Bullied

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Any child within our academy may be bullied, but some children are sometimes more at risk than others. These include:

- Children who find it difficult to formulate friendships.
- Children who are naturally shy or retiring.
- Children who come from a different ethnic group to the majority.
- Children who have learning difficulties or special needs.
- Children who behave in a manner which provokes others e.g. continually making a nuisance of themselves.
- Children whose physical appearance is slightly different to others

## The Effects of Bullying

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All forms of bullying cause psychological, emotional and physical stress. Each child's response to being bullied is unique, however some signs that may point to a bullying problem are:

- Depression and anxiety
- Increased feelings of sadness, helplessness, decreased self-esteem and loneliness
- Loss of interest in activities they used to enjoy
- Unexplainable injuries
- Lost or destroyed clothing, books, electronics, or jewelry
- Frequent headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits, like suddenly skipping meals or binge eating. Children may come home from academy hungry because they did not eat lunch
- Difficulty sleeping or frequent nightmares
- Declining grades, loss of interest in academywork, or not wanting to go to academy
- Sudden loss of friends or avoidance of social situations
- Self-destructive behaviors such as running away from home, harming themselves, or talking about suicide.

## Roles and Responsibilities

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The Education Act 2002, Education and Inspections Act and Equalities Act 2006 all make reference to a academy's legal responsibility to prevent and tackle bullying. By law, all state academies must have a behaviour policy in place and displayed on their website and must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the academy. MCPA have developed this anti-bullying policy a copy of

which is available from the academy office and on the academy website for parents, staff and pupils to access when and as they wish.

Academy have the legal power to make sure pupils behave and do not bully outside of academy premises, for example on public transport or in nearby public communal areas. If seen as appropriate the headteacher or staff can choose to report bullying to the police or local council. During academy hours, including while pupils are taking part in academy visits, after academy clubs and cyber bullying the academy has direct responsibility to ensure children feel safe and secure.

Bullying should be taken very seriously. Every young person has the right to feel safe. We also need to make sure that the bullies know how to stop bullying. Punishing on its own is not going to solve the problem". (Simon Blake Acting Manager of The Anti-bullying Alliance National Children's Bureau 2005).

Bullying in the Academy is everyone's problem. All staff, pupils and parents/carers should be aware that bullying exists and share a commitment to combat it and to make the Academy a happier place for everyone. The responsibility for ensuring the health and safety of all pupils rests not only on the Headteacher and Governing Body, but on every member of staff: Everyone has a duty of care to observe, monitor and report any behaviour, conversation or action which they suspect.

## **The Role of Governors**

The governing body supports the headteacher in all attempts to eliminate bullying from the academy. The governing body will not condone any bullying at all, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of the academy's anti-bullying strategies.

A parent/carer who is dissatisfied with the way the academy has dealt with a bullying incident can make a complaint to the chair of governors. The complaint will be dealt with in accordance with the complaints policy which can be accessed from the academy's website.

## **The Role of the Headteacher**

It is the responsibility of the headteacher to implement the academy's anti-bullying strategy, to ensure that all stakeholders are aware of the academy policy, and that they know how to identify and deal with incidents of bullying. The headteacher will report to the governing body about the effectiveness of the anti-bullying policy on request.

It is the headteacher who must ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in academy. The headteacher will draw the attention of children to this fact at suitable moments. At MCPA this is addressed through the values curriculum and assemblies.

The headteacher will ensure that all members of staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The headteacher will set the academy climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming academy, bullying is far less likely to be part of their behaviour.

## **The Role of the Staff**

Members of staff will do all that they can to eradicate bullying; they will ensure that they follow the academy's anti-bullying policy.

All members of staff will routinely attend training that equips them to identify bullying and to follow academy policy and procedures with regard to behaviour management.

Staff will use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They will use drama, role-play, stories etc. within the curriculum, to help pupils understand the feelings of bullied children and to practise the restraint required to avoid lapsing into bullying behaviour. Ring fenced time will also be used to celebrate the successes of all children, and thus to help create a positive atmosphere.

Members of staff will keep a vigilant watch on suspected 'bullies'; any incidents will be handled carefully. It is important that the child responsible for initiating the bullying is dealt with appropriately. The person dealing with the incident will need to collect all the relevant information and then provide the headteacher with a copy in order that he can decide on an action, in consultation with the assistant headteacher for PDBW and the relevant phase leads. All cases are individual and will be treated as such.

## **Bullying in the Workplace**

Incidents, where it has been deemed that a member of staff has been bullying a child, will be taken very seriously. The headteacher, with the support of the governing body, will deal with this; formal action will be taken where necessary. Such action will also be taken if it is deemed that a member of staff is bullying other members of staff.

In the event of the headteacher being involved in such incidents, reports will be given immediately to the chair of governors who will also take formal action where necessary.

## **The Role of Parents/Carers**

Parents/carers, who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately in a calm manner. If they are not satisfied with the action taken they should contact the headteacher. If they remain dissatisfied, they should follow the procedure detailed above. Parents/carers have a responsibility to support the academy's anti-bullying policy by actively encouraging their child to be a positive member of the academy and this expectation of support is outlined in the home/academy agreement.

## **The Role of Pupils**

Pupils are encouraged to tell somebody they trust if they are being bullied, and if the bullying continues they must keep on letting people know; the children are taught a number of strategies to help them with this.

Pupils are also encouraged to participate fully in activities that raise their awareness about bullying in order that they clearly understand what to do if they, or another child, are being bullied.

## Cyber Bullying

MCPA has a separate policy related to e-safety addressing the use of mobile technology, social media, appropriate online activity, security, access and monitoring procedures in place. The ICT code of conduct explained and discussed with pupils in assemblies and classes.

## Reporting and Sanctions

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How to report bullying;

- An incident should be logged on CPOMs, giving as much detail as possible.
- The headteacher has overall day-to-day responsibility for dealing with reported incidents and will forward details to the relevant member of staff to investigate.
- Alternatively any member of staff can be approached to report incidents of bullying, and they in turn will report to the assistant headteacher for PDBW or the headteacher.

## Procedures

The following steps must be taken when dealing with incidents of bullying:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, or who suspects/observed the bullying.
- The assistant headteacher for PDBW must be informed immediately.
- A clear account of the incident will be recorded in writing either by the victim or the member of staff recording the victim's verbal statement.
- The assistant headteacher for PDBW will interview all concerned and will record the incident on the academy's MIS.
- Parents will be kept informed by the assistant headteacher for PDBW.
- Class teachers and TAs will be kept informed and asked to monitor the situation.
- The case will be presented to the headteacher who will decide on the reflective action to be undertaken by the perpetrator. The aim of this will be to ensure that the child is clear on the severity of their actions and that they will not be repeated, this may involve therapeutic work around the causes of the bullying.
- There will be a biannual audit and analysis of incident logs and interventions to continually improve practice.

This academy has set procedures to follow in implementing sanctions where a bullying incident has occurred, as described above actions are applied in appropriate proportion to the event. In the event of all other avenues being exhausted, or in particularly serious cases that lead to exclusion, governors will examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour.

## Monitoring, Evaluation and Review

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1. Governors, the headteacher and relevant staff will review this policy biannually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the academy.
2. The academy council will review the effectiveness of the policy biannually and their views given to the headteacher.

3. A record of all such incidents will be kept both centrally and on pupils' files
4. The numbers of incidents will be reported to governors annually or provided to them at any time on request
5. Bullying data will be analysed to reflect and re-design further strategies to improve procedures

## How do We Prevent Bullying?

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We need to ensure children and young people have sufficient opportunity, choice and access to approach someone for support. Research shows children and young people want a voice, they identified standing up for yourself as a helpful strategy. (NSPCC 2004)

We use a variety of strategies to prevent bullying, such as:

- PSHCE
- Drama
- Peer mediation
- Worry boxes
- Focus Assemblies
- Class Community Charters
- Community Qualities
- Academy Rules
- Play Leaders
- Academy Council
- Our Academy Behaviour for Learning policy helps to promote positive behaviour in academy to create an environment where everyone behaves well and supports each other.
- During P.S.H.E and circle time children will learn about the consequences of bullying and what to do if they experience bullying.
- Posters on the academy notice boards and classrooms remind children that bullying is not acceptable, and to tell them what to do if they are being bullied.
- Our academy takes part in the national anti-bullying week every year to remind children that bullying is not acceptable.
- We have a focus on teaching self-awareness and social skills, and plan appropriately to build friendship skills.
- The academy council discuss ways in which they can support anti-bullying work in academy.

The Academy will take every opportunity to demonstrate to pupils, through the curriculum pastoral programmes, displays, assemblies and by example, that it is totally opposed to bullying.

The Academy will ensure that all pupils have access to dedicated spaces where there will be a staff presence throughout the day.

Staff will not ignore bullying or suspected bullying. All Academy staff will intervene to prevent bullying incidents from taking place. After initial intervention, a referral will be made to a member of the Senior Leadership Team. We will encourage pupils to report any incidents of

bullying to a teacher or other adult at the Academy. We will ensure that all staff, pupils and parents/carers are aware of the Academy's Anti-Bullying Policy.

Staff will praise and encourage pupils when they show kindness and consideration to others.

Staff will be alerted to possible bullying if a pupil presents in the following ways;

- Becomes withdrawn and anxious.
- Shows deterioration in their work.
- Starts to attend erratically or truants.
- Complains of illness frequently.
- Persistently arrives late
- Has unexplained injuries
- Shows significant changes in routine and attitudes

This list is not exhaustive and staff and parents should be alert and communicate any concerns. Any pupil who has knowledge of an incident of bullying will be encouraged to report to an appropriate adult. Bullying must never be kept a secret.

## Strategies to Reduce Bullying

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MCPA has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour, including:

- the consistent promotion of the academy's rules and community qualities which require all pupils to respect the rights of others.
- the reinforcement of the clear message that violence has no place at MCPA.
- consultation with the academy council on appropriate action.
- initiatives such as Anti-Bullying Week.
- training for all members of staff on anti-bullying policy and strategy.
- the supervision by academy staff of all play areas at lunch times and breaks.
- a clear policy of mobile phones not permitted to be in use during academy hours.
- the celebration of all children's backgrounds and cultures through assemblies, lessons and events.
- during assemblies and values sessions discuss and explore bullying issues with the children.
- raising awareness of cyber bullying and teaching children to safely use technology (including mobile phones, email, internet)
- all websites accessed in the academy are screened. This software screens the language used in all documents, emails and websites. Rude or offensive emails, websites, documents are sent to the IT team. Action will be taken and recorded.
- effective recording systems – CPOMs.
- work with multi-agency teams including police and children's services as appropriate.
- contact the parents of both the child being bullied and the bully.
- challenge sexual content within verbal abuse especially challenging the word 'gay' and other homophobic language.

# **What Support will be Given if Bullying Happens within the Academy?**

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Support will be given to children who are bullied. They will be reassured that they do not deserve to be bullied and that it's not their fault. They will be encouraged to talk about their feelings and they will be involved in making choices about how to resolve the matter. They will be asked to tell someone if any bullying happens again and we will involve their friends for support.

We will talk to the child (or children) involved in the bullying separately and listen to their version of what happened. We will talk to anyone else that saw the bullying. We will remind the child (or children) that bullying is not acceptable and expect bullying to stop. We will contact the child's parents/carer's. We will monitor that the bullying has not reoccurred.

Children that have been involved in bullying may be removed from the group, not be allowed out at break times and lunchtimes, not be allowed to join in with academy events, placed on the behaviour tracker/ELP or may be excluded. We will support the bully to change their behaviour.

If support, reflection and other preventative measures, such as peer support strategies do not succeed, persistent bullying will be dealt with under the Behaviour for Learning policy.

The bully may for example:

- Be removed from the group.
- Loose free time e.g. break, lunch play and/or be supervised at all times.
- Be banned from an Academy trips or other events where these are not an essential part of the curriculum.
- Be excluded for a fixed period.

In the most serious cases, permanent exclusion may be considered though everything will be done to avoid this.

## **Bullying Outside of the Academy**

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Even though it is the parents/carers responsibility, we recognise that staff do have the power to discipline pupils for misbehaving outside the academy premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the academy premises, such as on academy or public transport, outside the local shops, for example.

In these circumstances we will always involve parent/carers; but may also involve the police and encourage the victim's parent/carers to involve police.

# **Useful Websites**

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www.bullying.co.uk  
www.anti-bullyingalliance.org.uk  
www.childline.org.uk  
www.kidscape.org.uk  
www.each.education  
www.youngminds.org.uk  
www.youngstonewall.org.uk  
www.nspcc.org.uk  
www.stoptextbully.com  
www.beyondbullying.com  
www.childnet-int.org  
www.cyberbullying.org  
www.chatdanger.com  
www.thinkuknow.co.uk

## **Signed by:**

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**Chair of Governors**

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**Date:**

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**Headteacher:**

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**Date:**

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