



Anti – Bullying Policy

Safeguarding

Manchester Road Primary Academy fully recognises its responsibility to protect children and support pupils in school and beyond. We are fully committed to safeguarding our pupils through prevention, protection and support. We are committed to promoting the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Children at Manchester Road are encouraged to develop and demonstrate the skills and attitudes that will allow them to participate fully in and make a positive contribution to life in modern Britain.

Aims and Objectives

At Manchester Road we believe bullying in any form is unacceptable and can be damaging to a child's well being and education. We do everything we can to prevent it, by developing a school culture and ethos in which bullying is not tolerated under any circumstances.

This policy aims to produce a consistent school response to any reported bullying incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to eradication of bullying in our school.

This policy should be read in conjunction with the behaviour policy, the preventing radicalisation policy, and the exclusion policy and the e – safety policy – which are all available in school or on the website mrpablogs.net

Our School

- Discusses, monitors and reviews our anti – bullying policy and procedures on a regular basis.
- Supports staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensure children are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; that pupils abide by the anti – bullying policy.

- Reports back 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 good practice elsewhere and utilises support from the local authority and Enquire Learning Trust.

A Definition of Bullying

Bullying is a subjective experience that can take many forms. Various international definitions of bullying exist and most of these definition have three things in common which reflect children’s experiences of bullying and evidence gained from extensive research in this area.

The three common aspects in most definitions of bullying are:

- It is deliberate and hurtful behaviour
- It is usually repeated over time
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

Forms of Bullying

Bullying behaviour across all types of bullying can represent itself in a number of different forms.

Children can be bullied in ways that are:

Physical – by being punched, pushed or hurt; being made to give up money or belongings; having clothes, property or belongings damaged; being forced to do something they do not want to do.

Verbal – by being teased in a nasty way; called gay (whether or not it’s true); insulted about their race, religion or culture; called names in other ways or having comments directed at them.

Indirect – by having nasty stories told about them or their family; being left out, ignored or excluded by groups.

Electronic/ Cyberbullying – via text message; via instant messenger services and social networking sites; via e – mail; via images or videos posted on the internet or spread via mobile phones or other electronic devices.

Specific Types of Bullying

The school recognises that although anyone can be bullied for almost any reason or difference, some children may be more vulnerable to bullying than others. Research has identified various different types of bullying experienced by vulnerable groups of children.

These include:

- Bullying related to race, religion or culture
- Bullying related to special educational needs or disabilities
- Bullying related to being of higher ability
- Bullying related to sexual orientation
- Bullying of young carers or looked – after children or otherwise related to home circumstances
- Sexist, sexual or transphobic bullying
- Derogatory language – relating to race, religion, culture, SEN, disability, age, gender, sexual orientation, appearance, health conditions, family/ home circumstances (including same – sex partnerships)

(See appendix A for specific types of bullying)

The school recognises that bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations can be identified and include:

- The ring – leader, who through their position of power can direct bullying activity.
- Assistants/ Associates, who actively join in the bullying (sometimes because they are afraid of the ring leader)
- Reinforcers, who give positive feedback to those who are bullying, perhaps by smiling or laughing.
- Outsiders/ bystanders, who stay back or stay silent and thereby appear to condone/ collude with the bullying behaviour
- Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying.

Some children can adopt different roles simultaneously or at different times e.g a bullied child might be bullying another child at the same time, or a reinforce might become a defender when the ring leader is not around.

We positively encourage all children to take responsibility for their behaviour and its consequences and to make a commitment to take action to end the bullying and provide support for the bullied pupil.

Research shows that bullying ceases in less that 10 seconds nearly 60% of the time when peers intervene. (*Pepler, Bullying in schools; How successful can interventions be?*) At Manchester Road we encourage the children to work together as a community, and to become involved in situations – not to be bystanders. Children are told to report incident or support children who are being bullied.

Preventing, Identifying and Responding to Bullying

We will:

- Work with staff and outside agencies to identify all forms of prejudice – driven bullying
- Actively promote systematic opportunities to develop children’s social and emotional skills, including resilience
- Consider all opportunities for addressing bullying including through the curriculum, displays, peer support, circle time, playground leaders and through the sports ambassadors/ school council.
- Train all staff to identify bullying and follow school policy and procedures on bullying.
- The work of the inclusion team ensures that children identified as vulnerable are identified and supported so that they are not bullied or become bullies.
- Actively create ‘safe spaces’ for children to report.

Involvement of Pupils

We will:

- Regularly ask children their views on behaviour and bullying in school to assess the nature and extent of bullying
- Ensure children know how to express worries and anxieties about bullying
- Ensure all children are aware of the range of sanctions which may be applied against those engaging in bullying activities
- Involve children in anti – bullying activities in school
- Offer support to children who have been bullied
- Work with all children who have been involved with bullying in order to address any underlying issues they may have

Liaison with Parents and Carers

We will

- Ensure that parents/ carers know whom to contact if they are worried about bullying
- Ensure parents know about our complaints procedures and how to use them effectively.

The Role of Parents:

- If parents suspect any bullying activity in school they should contact the school. Parents should be prepared to talk about the signs and symptoms and any suspicions they have regarding those carrying out the bullying. The designated safeguarding leads in school are Joanne Taylor, Vicky Lean, Maria Woods and Christina Pearson. The designated safeguarding governor is Mark George Davidson. All the safeguarding officers can be contacted through the school e – mail admin@mrpa.org.uk
- Parents must leave the initial investigation to the school. Any attempt to resolve issues themselves is likely to make the matter worse

Responsibilities

This policy will be most effective if the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both respond and prevent bullying.

It is the responsibility of:

- School governors to take a lead in reviewing this policy
- Governors, the principal, senior leaders and all staff in school to be aware of this policy and implement it accordingly
- The principal to communicate the policy to the school community
- Children to abide by the policy.

The Role of Governors

- a) The governing body will support the principal in all attempts to eliminate bullying from school. The policy statement makes it clear that the governing body does not allow bullying to take place in our school, and that incidents of bullying that do occur will be taken seriously and dealt with appropriately.
- b) The governing body and trust monitor the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors and trust require the principal to keep accurate records of bullying through the school CPOMS system.
- c) The governing body respond within 10 days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the principal and asks her to investigate into the case and report back to the governing body.

The Role of the Principal

- a) It is the responsibility of the principal to implement the school anti – bullying policy and to ensure that all staff are aware of the school policy and know how to deal with incidents of bullying. The principal reports to the governing body about the effectiveness of the anti – bullying policy on request.
- b) The principal ensures that the children understand the definition of bullying, know that it is wrong and that it is unacceptable behaviour at Manchester Road

- c) The principal ensures all staff have training to equip them with the skills needed to deal with incidents of bullying.
- d) The principal will set the school climate of mutual support and praise for success, to making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.
- e) The principal works with the senior leadership team to ensure this policy is upheld

The Role of the Teacher

- a) Teachers at Manchester Road take all forms of bullying seriously, and intervene to prevent incidents taking place. They keep a record on CPOMS of all incidents that happen in class, and that they are aware of in the school.
- b) If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the principal, the teacher informs the child's parents.
- c) A record is kept on children's individual files on CPOMS, of bullying that occurs outside lesson time, either near the school or on the children's way home or to school or on line. If any adult witnesses an act of bullying, they should inform the principal immediately.
- d) If teachers become aware of any bullying taking place between members of a class, we deal with the issue immediately, in liaison with the SLT and inclusion team.

This may involve counselling support for the victim of the bullying, and consequences for the child who has carried out the bullying. We spend time talking to the child who has been bullied: we explain the actions of the child was wrong, and we endeavour to help the child change their behaviour for the future. If a child is repeatedly involved in bullying other children, we inform the principal and the SENco. We then invite the parents into school to discuss the situation. In some cases the principal may contact external support agencies.
- e) Teachers support all children in their class and establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

Monitoring and Review

This policy is monitored on a day – to – day basis by the principal.

The anti – bullying policy is the responsibility of the principal and governing body and is reviewed annually.

Bullying related to race, religion or culture

Racist or faith-based bullying is bullying based on a person's background, colour, religion or heritage. Some surveys and focus groups have found that a high proportion of bullied pupils have experienced racist or faith-based bullying. Recent political and social issues also appear to have been a factor in the rise in this type of bullying and harassment. There is research to support the suggestion that where black and minority ethnic (BME) children experience bullying, it is more likely to be severe bullying. Moreover, bullying incidents can be a subset of the indirect and direct racist hostility which BME children, children of different faiths and Traveler children can experience in a number of situations.

When racist or faith-based bullying takes place, the characteristics singled out not only apply to the individual child but also make reference to their family and more broadly their ethnic or faith community as a whole. Racial and cultural elements in bullying can be seen to heighten the negative impact on a child's sense of identity, self worth and self esteem.

Schools are advised to log all incidents of racist or faith-based, homophobic and disability-related bullying and submit them on a regular basis (termly) to the local authority. This allows local authorities to monitor the occurrence of incidents and identify underlying trends in racist bullying so that appropriate and relevant training and support can be provided to schools. It is important to note that all incidents that are identified as potentially racist must be recorded, reported and investigated as such. The Stephen Lawrence Inquiry Report (1999) defines racism as 'conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin. In its more subtle form, it is as damaging as in its more overt form'.

Bullying related to special educational needs (SEN) and disabilities

Research shows that children and young people with SEN and disabilities are more at risk of bullying than their peers. Public bodies have new responsibilities to actively promote equality of opportunity for all disabled people and eliminate disability-related harassment.

Children and young people with special educational needs and disabilities, whether in mainstream or special schools, do not always have the levels of social confidence and competence and the robust friendship bonds that can protect against bullying. Where children with SEN and disabilities are themselves found to be bullying, in most cases (except those related to specific conditions) schools should expect the same standards of behaviour as those which apply to the rest of the school community, having made the reasonable adjustments necessary.

Bullying related to gifted and talented children and young people

Children and young people who are gifted and talented can be vulnerable to bullying. Their achievements, different interests and advanced abilities can set them apart from their peers and can lead to a sense of not „fitting in“ and feelings of isolation. Their talents and abilities may cause feelings of resentment and jealousy among their peers which may make them targets for bullying behaviour.

Bullying related to appearance or health conditions

Those with health or visible medical conditions, such as eczema, may be more likely than their peers to become targets for bullying behaviour. Perceived physical limitations, such as size and weight, and other body image issues can result in bullying, and obvious signs of affluence (or lack of it), can also be exploited.

Bullying related to sexual orientation

Homophobic bullying involves the targeting of individuals on the basis of their perceived or actual sexual orientation. Evidence of homophobic bullying suggests that children and young people who are gay, lesbian or bisexual (or perceived to be) face a higher risk of victimisation than their peers. Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The young person may not want to report bullying if it means “coming out” to teachers and parents before they are ready to. Homophobic bullying includes all forms of bullying but in particular it can include:

- Verbal abuse - the regular use, consciously or unconsciously, of offensive and discriminatory language, particularly the widespread use of the term ‘gay’ in a

negative context. Also spreading rumours that cause an individual's perceived sexual orientation to be ridiculed, questioned or insulted

- Physical abuse – including hitting, punching, kicking, sexual assault and threatening behaviour
- Cyberbullying – using on-line spaces to spread rumours about someone or exclude them. Can also include text messaging, including video and picture messaging.

Bullying of young carers or looked after children or otherwise linked to home circumstances

Children and young people may be made vulnerable to bullying by the fact that they provide care to someone in their family with an illness, disability, mental health or substance misuse problem. Young carers may be taking on practical and emotional caring responsibilities that would normally be expected of an adult. Research has highlighted the difficulties young carers face, including risks of ill-health, stress and tiredness, especially when they care through the night. Many feel bullied or isolated. Children in care may also be vulnerable to bullying for a variety of reasons, such as their not living with their birth parents or because they have fallen behind in their studies. Some children and young people are heavily influenced by their communities or homes where bullying and abuse may be common. Some bullying at school may arise from trauma or instability at home related to issues of domestic violence or bereavement or from the experience of being part of a refugee family. Siblings of vulnerable children may themselves be the subject of bullying by association.

Sexist, sexual and transphobic bullying

Sexist, sexual and transphobic bullying affects both genders. Boys may be victims as well as girls, and both sexes may be victims of their own sex. Sexist bullying is based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. Sexual bullying may be characterised by name calling, comments and overt 'looks' about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used. Children and young people identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or do not conform with the gender role prescribed to them) can also become a target of bullying.