

MANCHESTER ENTERPRISE ACADEMY

ANTI-BULLYING POLICY

Approved By:	Project Steering Group
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1. Introduction

At Manchester Enterprise Academy (MEA) we work hard to ensure that whatever inclination, aptitude or level of ability, every one of our students is presented with a variety of educational and social opportunities which sensitively challenges and supports each of them to maximise their development. Our vision, ethos and strategic statements capture and crystallise these aspirations and intentions, of which four are stated below:

- 'Our students will achieve high standards of academic excellence and will pursue fulfilment in their personal and social development'
- 'Our students will contribute positively to the well being of the school and the wider community...'
- 'Our students will have a strong sense of community'
- 'Our students enjoy attending the Academy and take an active part in learning and Academy life'

The Academy as a learning community is committed to ensuring success for all. This means that in all work with young people we will aim to ensure that they;

- Achieve their potential and enjoy their learning
- Achieve economic well being
- Stay healthy
- Stay safe
- Make a positive contribution to the school, the community and the wider world.

Bullying, in whatever form detrimentally affects the ability of our students to achieve these statements and will not be tolerated in any form, or to any degree.

The Academy intends to implement an anti-bullying policy that reflects the aims and policies of the DCSF reflected in, 'Don't Suffer in Silence', an anti-bullying pack for schools (www.governor.co.uk). This complies with the Human Rights Act 1998 and Race Relations (Amendment) Act 2000 and 'Safe to Learn: Embedding Anti-bullying work in Schools' (2007) The full guidance can be accessed at:

www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn

This policy should be read in conjunction with the DCSF guidance **Tackling bullying of children with SEN and disabilities** - Guidance for schools on tackling bullying involving children with SEN and disabilities published in May 2008. This can be found at:

<http://www.teachernet.gov.uk/doc/12626/7655-DCFS-Anti-Bullying.pdf>

Key objective:

We will work hard to ensure that bullying plays no part in our community by proactively working with all students, their families and our staff to eradicate it and promptly dealing with all reported incidents.

Links to other academy policies:

This policy should be read in conjunction with other policies on Student Behaviour SEN and Equal Opportunities.

Purpose of this policy:

This policy will provide clear guidance for staff on dealing with bullying incidents and the process by which the academy will seek to eradicate this issue.

2. Bullying Defined

Bullying manifests itself in a number of ways:

- Physical e.g. Assaulting a person or damaging their property
- Verbal. e.g. Name calling or teasing
- Indirect e.g. Damaging the reputation or character of the victim, or socially excluded them from games or conversation.
- Cyberbullying. e.g. Texting, e-mails or other digital communication, e.g. Chat rooms, blogs, etc. This is a particularly nasty form of bullying, as the bullying follows the victim into the home and outside school hours.

No matter what form bullying takes, it is all abhorrent and damages both the victim and the bully to differing extents. MEA will make use of the best information and practices available to eradicate this problem.

Bullying affects the ability of a student to fully participate in and enjoy Academy life and it is both an equal opportunities issue as well as a disciplinary offence, which the Principal, Governors and staff will do all in their power to resolve.

3. Roles and responsibilities

The responsibility for ensuring the health and safety of all students rests not only on the Principal and Governing Body (GB), 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.

While all staff have a legal obligation through such legislation as 'Every Child Matters' to ensure that every action, however apparently small or insignificant is dealt with and reported, a Senior Leader, the Assistant Vice Principal (Deep Support) is responsible for the overall co-ordination and monitoring of this important policy.

Recognising the signs of bullying is important and section 5 below deals with this in more detail.

The Academy fully supports the DfES initiative: 'Bullying – A Charter For Action' and we will work towards the full implementation of the guidance in this.

4. Preventing bullying

MEA will develop a clear strategy, which it will share with all staff through a dedicated professional development programme. This strategy will then be clearly and comprehensively communicated to every member of our student population, their families and where appropriate with the community.

This strategy will be developed using current best practice not only from the UK, but also where appropriate, taking account of successes of schools in other countries.

The Academy will take every opportunity to demonstrate to students, through the curriculum (PSCHE programmes and Anti-Bullying Week), pastoral programmes, displays, assemblies and by example, that it is totally opposed to bullying.

The Academy will consider designating 'Special Safe Places' which vulnerable or sensitive students can freely access at breaks and lunchtimes, such as dedicated pastoral spaces which will have support staff in attendance.

Expert opinion says that bullying is a response to powerlessness. We will seek to engage all our students through our pastoral programme and our Student Council.

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 student's Guidance Tutor, or Director of Progress.

We will encourage students to report any incidents of bullying to a teacher or other adult at the Academy. Students will be told that they may bring a friend with them if they wish.

We will ensure that all staff, students and parents/carers are aware of the Academy's Anti-Bullying Policy.

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

5. Recognising the signs of bullying

MEA recognises that any student can be bullied but certain factors can make bullying more likely:

1. A lack of close friends.
2. Shyness.
3. Race, religion, sexual orientation or social class.
4. A disability or difficulty

Staff will suspect bullying is occurring if a student:

1. Becomes withdrawn and anxious.
2. Shows deterioration in his / her work.
3. Starts to attend erratically.
4. Has spurious illnesses.
5. Persistently arrives late.
6. Prefers to stay with adults.

Other signs may be that the student;

- Does not want to walk to and from the Academy
- Does not want to use public transport or the Academy bus.
- Insists that they are driven to and from the Academy.
- Changes their normal routine.
- Begins to truant for no apparent reason.
- Becomes withdrawn or displays a sudden lack of confidence.
- Is reticent to speak to other peers or teachers.
- Attempts or threatens to commit suicide
- Runs away from home.
- Is upset at night and has displayed a disruptive sleep pattern linked with increased nightmares.
- Is continuously complaining of feeling unwell in the morning and at school.
- Displays a downturn in their academic standards.
- Possessions and clothes torn or damaged or go missing.
- Asks for money or steals money (to pay bully).
- Loses dinner money on a regular basis.
- Has a sudden increase in bruises or cuts which the pupil finds difficult or are unwilling to explain.

- Comes home hungry (money or lunch has been stolen).
- Stops eating.
- Suddenly displays unusual aggressive and disruptive behaviour.
- Starts to bully other peers or family siblings.
- Is reticent or unwilling to talk about what is going wrong.

If you suspect a student is being bullied share your concerns with the student's Guidance Tutor and Director of Progress. Monitor the health and behaviour of the student carefully and be prepared to promptly deal with any deterioration. If deterioration is noted, agree with other colleagues the most appropriate support, which may involve parents/carers.

Any student who has knowledge of an incident of bullying must tell someone about it. This could be:

- A member of staff.
- The Academy Family Liaison Officer.
- The people who the student lives with.
- A friend.
- A member of the student council.
- A peer mentor.

Bullying must never be kept a secret.

6. Dealing with bullying

All incidents of bullying will be taken seriously and dealt with as quickly as possible. Staff will do all they can to support the victims of bullying and make it clear to the bully that this behaviour is not acceptable.

In dealing with bullying, Academy staff will:

1. Not ignore it.
2. Not make premature assumptions.
3. Listen to all accounts of the incidents.
4. Adopt a problem-solving approach that encourages students to find solutions rather than simply justify themselves.
5. Make regular follow-up checks to ensure that bullying has not resumed.
6. Ensure that all relevant personnel within school (Director of Progress / Guidance Tutor / SENCO) have been informed.
7. Record the incident promptly on the appropriate proforma, as soon as practically possible after the incident, ideally within the day.

8. Incidents will be reviewed to identify students, type, style and location of bullying. This will enable the Academy to identify patterns and to develop appropriate action plans.
9. Punitive measures will be implemented as appropriate and in consultation with all parties concerned.
10. Liaison with the SEN/Inclusion Co-ordinator will be made to ensure there is targeted support to address the underlying issues

7. Procedure to support a student who has been bullied

1. Talk to the student away from other students, but with other staff close by.
2. Listen to the student's account of the incident.
3. Reassure the student that reporting the bullying incident was the right thing to do.
4. Make it clear to the student that she/he is not to blame for what has happened.
5. Ideally, allow the student to write a statement or make a note of what the student said.
6. Explain that the student should report any further incidents to a teacher or other member of staff immediately.

Ask the student:

1. What happened?
2. Whether or not this was the first incident, if not how many other incidents have there been.
3. Who was involved?
4. Where it happened.
5. Who saw what happened (Staff as well as students).
6. What the student had already done about it.
7. Depending on the severity of the incident, whether parents/carers ought to be contacted

Ideally, the student should be given the time and appropriate accommodation to make a written statement which is jointly checked by the student and member of staff and where necessary amended to ensure clarity. This information must be passed on as soon as possible to the Guidance Tutor and Director of Progress. It is usual to remove the accused bully and any witnesses from the learning zones as soon as possible to get them to write statements on their own about the incident.

Members of staff who witnessed the incident should be asked to write the relevant details down as soon as possible and give these to the staff investigating.

The victim should be consulted regarding their return to learning activity and where possible their views heeded.

8. Supporting students

a. Students who have been bullied

It is likely that pastoral staff will work with these students, but it is essential that the students are fully supported during this traumatic time through contacts with staff and with students. Ultimately, the student must make the decision who they would like to speak to. Usual choices are: Guidance tutor, Director of Progress, SENCO or Academy Nurse (If appointed).

The student's own peers could have an important role in acting as councillors or mediators. This will be developed over time.

b. Students who have bullied

It is also important for the bully to receive counselling, to prevent further incidents. Often, bullies themselves have been victims. Usually a member of the pastoral team will carry out this role:

1. Talk to the student about how things are going, their progress and friends.
2. Ask why they acted as they did.
3. Explain that bullying is wrong and makes others unhappy.
4. Discuss with the student how to join in with others without bullying.
5. Give the student lots of praise and encouragement for the times when she/he is being kind and considerate to others.
6. Inform and involve parents/carers when appropriate.
7. If appropriate, there could be a meeting between the victim and the bully to enable the bully to apologise / explain why, etc

9. Reporting and recording incidents

Bearing in mind the seriousness of these incidents it is imperative that all incidents be:

- Promptly dealt with
- Reported promptly (to Guidance Tutors in the first instance and if unavailable, Director of Progress) well before the end of the day
- Recorded using the proforma available from the staffroom, or General office and
- Returned to the Assistant Vice Principal (Deep Support) by the start of school next day.

Bullying by text message and mobile phones

- Students will be warned about the need for care when giving out their mobile phone number
- A record should be kept of the date and time of any offensive messages
- Students should be encouraged to show the messages to a member of Academy staff
- Students who report bullying by text message will be taken seriously
- The student' family may need to contact the police
- If such bullying is carried out on a persistent basis or if there is threat of violence, it should be treated as any other serious bullying incident
- Malicious e-mails should be dealt with in the same manner
- Students who take photographs on their phones with malicious intent should be dealt with in the same manner

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.

10. Working with Parents/carers

We recognise that parents/carers have a key role to play supporting victims and counselling instigators and we will work closely with parents/carers to deal with bullying

Bullying in the Academy is everyone's problem. All staff, students 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.

Through the Newsletter, displays and in meetings, the Academy will ensure that parents/carers are aware of our Anti-Bullying Policy.

Parents/carers and families are often the first to detect signs of bullying. Common physical symptoms include headaches, stomach aches, anxiety and irritability.

The Academy will encourage parents/carers who suspect that a child is bullying or being bullied to immediately contact the Academy and make an appointment to see the child's Guidance Tutor or Director of Progress as soon as possible.

Parents/carers will be informed of incidents and will be involved in discussions. The Academy will discuss with parents/carers how they can work together to stop the bullying.

11. Reinforcement of the Anti-Bullying Policy

This policy will be reinforced effectively across the Academy via the following:

1. A copy of the Anti-Bullying guidelines will be displayed on the wall of every class room.
2. The Code of Conduct will be displayed on the wall of every class room to encourage positive behaviour.
3. PSCHE lessons will cover bullying in Year 7 and in response to incidents where appropriate.
4. Assemblies will focus on issues associated with bullying and in response to incidents where appropriate.
5. Self esteem and assertiveness training will be carried out in PSCHE.
6. The Anti-Bullying Policy will be included in the Year 7 Booklet for all new students.
7. Reference to Anti-Bullying will be included in the Year 7 Induction Evening.
8. The Anti-Bullying Policy will be included in both the Student Planner and the Staff Handbook.
9. Prospective year 7 students will participate in Anti-bullying education as part of their familiarisation programme.
10. As part of our Primary Students' Transition Programme, an Anti-bullying element will be included to re-assure and support students. Students who Primary School colleagues identify as being particularly at risk will be given additional support.

12. Dealing with Persistent Bullying

If counselling and other preventative measures, such as peer support strategies do not succeed, persistent bullying will be dealt with under the Academy's discipline policy. The bully may for example:

1. Be removed from the group.
2. Be put in detention.
3. Be banned from an Academy trip or other events where these are not an essential part of the curriculum.
4. Be excluded for a fixed period.

In the most serious cases, permanent exclusion may be considered if the bullying:

1. Involves serious actual or threatened violence against another student.
2. Amounts to persistent and defiant misbehaviour.

13. Proposal to set up a Working Party

Because bullying is such a pernicious and damaging act, it is proposed that a working party be established, investigate and resolve this issue. This working party will comprise of volunteers from every level of Academy life and will also include representatives from the student body. The remit of the working party will be negotiable, but may include:

- Assessing the size and scope of the problem and audit on an annual basis.
- Communicating the results of this to the Senior Leadership Team (SLT) and staff.
- Making recommendations about ways of resolving the issues and suggest ways of pro-actively preventing bullying.
- Devising and suggest an implementation strategy.
- Communicating progress on a regular basis to the staff, students and where necessary parents/carers and guardians.
- Reviewing, developing and monitoring the Anti-bullying policy

14. Approval, monitoring and review procedure

This policy was formally approved by the Governing Body on _____ 2009.

This policy will be monitored and reviewed on an annual basis, to ensure that current legislation and best practice is recorded in here by the Assistant Vice Principal (Deep Support).

This policy will be reviewed in July 2010 and a report written and submitted to the Principal and Governing Body for their approval.

15. Useful references

- a. www.dfes.gov.uk/bullying
- b. www.childline.org.uk
- c. www.kidscape.org.uk
- d. www.peersupport.co.uk
- e. www.bbc.co.uk/education/bully/index.htm