

MANCHESTER HEALTH ACADEMY

ANTI-BULLYING POLICY

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Approval History

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Revision History

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1. Purpose

The Academy 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. The purpose of this policy is therefore to provide clear guidance for staff on dealing with bullying incidents and the process by which the Academy will seek to eradicate this issue.

2. Scope

This policy applies to all students attending the Academy.

3. Responsibility

3.1 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. The Vice Principal for Culture and Ethos and the Assistant Principal for Welfare and Support have responsibility for monitoring and implementing this policy.

3.2 The Education (Independent School Standards) Regulations 2014 provide that the proprietor of an Academy or other independent school ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy

3.3. A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.
- Maintained schools and Academies are required to comply with the PSED. In addition Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools.
- In addition to the duties in relation to pupils with disabilities under the Equality Act, schools also have duties under Part 3 of the Children and Families Act 2014 to ensure that pupils with special educational needs engage in the activities of the school together with children who do not have special educational needs. Safeguarding children and young people
- When there is 'reasonable cause to suspect that a student is suffering, or is likely to suffer "significant harm" a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff must

discuss with the school's Designated Safeguarding Lead, Ms H.Walker, who will report these concerns to Social Care. Full details can be found in Part 1 of Keeping Children Safe in Education, 2018. However, external support can be given to pupils whether or not it is deemed a child protection concern. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying. Full details can be found in Part 1 of Keeping Children Safe in Education and Chapter 1 of Working Together to Safeguard Children

- If school staff feel that an offence may have been committed they should seek assistance from the Designated Safeguarding Lead who will contact the police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it will be investigated and acted on. The Principal will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator of the action taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

While school staff members have the power to discipline pupils for bullying that occurs outside school, they will only impose the disciplinary sanction and implement that sanction on the school premises or when the student is under the lawful control of school staff, for instance on a school trip.

4. Our Approach

4.1 At Manchester Health Academy (MHA) 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:

- leave the Academy with high aspirations and are equipped with the knowledge skills and behaviours to achieve them
- know how to maximise their physical and mental health by the choices they make
- have the knowledge skills and behaviours to develop as confident and responsible community members, understanding their rights and responsibilities so that they can take best advantage of life's opportunities
- be part of an environment which shows respect to and values them, their families

and their communities

4.2 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;

- Enjoy their learning and achieve their full potential
- Become resilient and confident young people who aspire to progress to fulfilling employment training or further study.
- Develop trusting relationships with both staff and peers.
- Have the ability to speak out if they are being bullied or feel vulnerable

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

5. Bullying Defined

5.1 Bullying manifests itself in a number of ways:

- **Physical** e.g. Assaulting a person or damaging their property
- **Verbal** e.g. Consistent 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, photographs, videos and other social networking site e.g. Facebook, Snap Chat, Instagram etc.

5.2 No matter what form bullying takes, it damages both the student who has been bullied and the student who has displayed bullying behaviour. MHA will make use of the best information and practices available to eradicate this problem.

5.3 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 matter, which the Principal, Governors and staff will do all in their power to resolve.

6. Preventing Bullying.

Academy values, culture and ethos are embedded across the Academy. Within the classroom teaching and support staff focus on celebrating positive attitude to learning and deal with behaviour through a system of consequences. Staff set a good example through their respect of students, parents and carers and colleagues.

Staff work collaboratively to gather information about vulnerable students. Early intervention is key in resolving potential conflict.

Assemblies delivered celebrate students positive attitude to learning and achievements and reinforce preventative messages during anti bullying week

Health Day provides an opportunity to deliver external workshops, e.g. the OUTLOUD theatre performance, the Proud Trust, BROOK, Healthy Schools team.

As part of the PREVENT strategy all students are encouraged to empathise with victims of hate crime and acts of terrorism.

The Health and RESILIENCE curriculum deal with key themes around prevention of bullying, e.g. developing assertiveness, consent, healthy relationships, promoting positive mental health, acceptance and tolerance of difference.

The IT Subject Lead delivers a programme to all students about online safety. This includes sessions on cyberbullying.

- 6.1 Students have access to the SHARP system and the comment box where they can confidentially and anonymously report any incidents. Students with special educational needs who lack the social or communication skills to report incidents will be supported to ensure they are able to do this.
- 6.2 The Academy provides quiet space which students can freely access at breaks and lunchtimes, such as the Hub, Learning Support Unit and Welfare Coordinators.
- 6.3 Staff are alert to the fact that more vulnerable students are more likely to be a target of bullying, for example, students with special educational needs, looked after children, those with a medical or health condition or students with mental health issues.
- 6.4 Staff will not ignore bullying or suspected bullying. All Academy staff will intervene to prevent bullying incidents from taking place. Bullying is recorded as a serious incident within Class Charts.
- 6.5 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.
- 6.6 We ensure that all staff, students and parents/carers are aware of the Academy's Anti-Bullying Policy.
- 6.7 Staff praise and encourage students when they show kindness and consideration to others.
- 6.8 Any reports of bullying are recorded within class charts as a serious incident. A log of bullying incidents is kept and monitored.

7. Recognising the signs of bullying

- 7.1 MHA recognises that any student can be bullied but certain factors can make bullying more likely:
 - A lack of close friends.
 - Shyness.
 - Race, religion, sexual orientation or social class.
 - Special Educational Needs.
- 7.2 Staff will suspect bullying is occurring if a student:
 - Becomes withdrawn and anxious.
 - Shows deterioration in his / her work.
 - Starts to attend erratically.
 - Has spurious illnesses.
 - Persistently arrives late.
 - Prefers to stay with adults
- 7.3 Other signs may be that the student;

- Does not want to walk to and from the Academy
- Does not want to use public transport.
- 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.
- 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.

7.4 If you suspect a student is being bullied staff must share their concerns with a Welfare Coordinator who will investigate and act accordingly. They will then decide whether further action is required. They will monitor the health and well being of the student carefully and be prepared to deal promptly with any deterioration. If deterioration is noted, agree with other colleagues the most appropriate support, which may involve parents/carers.

7.5 **Bullying must never be kept a secret.** 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.

8. Dealing with bullying.

In all cases schools have a responsibility to support children who are bullied and make appropriate provision for a child's needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the pupil well, asking the pastoral team to provide support, providing

formal counselling, engaging with parents, referring to local authority children's services, completing an Early Help Assessment or referring to Child and Adolescent Mental Health Services (CAMHS).

- 8.1 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.
- 8.2 In dealing with bullying, Academy staff will:
- Not ignore it.
 - Not make premature assumptions.
 - Listen to all accounts of the incidents.

- Adopt a problem-solving approach that encourages students to find solutions rather than simply justify themselves.
- Make regular follow-up checks to ensure that bullying has not resumed.
- Ensure that all relevant personnel within school (ATL Team/Assistant Principal/Vice Principal/ SENCO) have been informed.
- Record the incident promptly on Class Charts as soon as practically possible after the incident, ideally within the day.
- 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.
- Consequences will be implemented as appropriate and in consultation with all parties concerned.
- Liaison with the SENCO/Welfare Coordinator/Pastoral Lead and ATL Team will be made to ensure there is targeted support to address the underlying issues

9. Procedure to support a student who has been bullied

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

Ask the student:

- What happened?
 - Whether or not this was the first incident, if not how many other incidents have there been.
 - Who was involved?
 - Where it happened.
 - Who saw what happened (Staff as well as students).
 - What the student had already done about it.
 - Depending on the severity of the incident, whether parents/carers ought to be contacted
- 9.2 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 to the welfare coordinator as soon as possible. The perpetrator and any witnesses will write statements individually about the incident.
- 9.3 Members of staff who witnessed the incident should be asked to record on class charts as soon as possible.
- 9.4 The victim should be consulted regarding their return to learning activity and where possible their views heeded.

10. Supporting Students

Students who have been bullied

- 10.1 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: Year Leader, Behaviour Team and Assistant Principal or a Vice Principal, SEND Leader or Academy Nurse.
- 10.2 The student's own peers could have an important role in acting as councillors or mediators. This will be developed over time.

Students who have displayed bullying behaviour.

- 10.3 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.
- 10.4 Talk to the student about how things are going, their progress and friends. Ask why they acted as they did.
- Explain that bullying is wrong and makes others unhappy.
 - Discuss with the student how to join in with others without bullying.
 - Give the student lots of praise and encouragement for the times when she/he is being kind and considerate to others.
 - Inform and involve parents/carers when appropriate.
 - If appropriate, there could be a meeting between the victim and the bully to enable the bully to apologise / explain why, etc.

11. 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 a Year Leader in the first instance and if unavailable, an Assistant Principal/Behaviour Team) as soon as possible.
- Recorded using the Management Information System

12. Bullying by text message, mobile phones and social media.

- 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, photographs or videos
- 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/social media incidents 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.

13. Working with Parents/Carers

- 13.1 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
- 13.2 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.
- 13.3 Through the newsletter, displays and in meetings, the Academy will ensure that parents/carers are aware of our Anti-Bullying Policy.
- 13.4 Parents/carers and families are often the first to detect signs of bullying. Common physical symptoms include headaches, stomach aches, anxiety and irritability.
- 13.5 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 Year Lead as soon as possible.
- 13.6 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.

14. Dealing with Persistent Bullying

- 14.1 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:
 - Be removed from the group.

- Be given a detention.
- Be banned from an Academy trip or other events where these are not an essential part of the curriculum.
- Be excluded, either for a fixed period or permanently

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

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

15. Special Educational Needs and Disabilities (SEND) Code of Practice.

The Academy SENCO takes into consideration the SEND Code of Practice: 0 – 25 years when supporting students with special needs. Whilst students who have been victims of bullying will not routinely be considered as requiring SEN support, the SENCO will provide a proportionate and tailored response. Some students who have been bullied will have SEN.

16. Related Documents and Information

Legislation

Section 89 Education and Inspections Act 2006
Equality Act 2010
Keeping Children Safe in Education 2018
Working Together to Safeguard Children 2018

DfE Guidance

Preventing and tackling bullying – July 2017

17. Linked policies

Child Protection and Safeguarding Policy
Behaviour Policy
SEN Policy