



Manchester
Communication
Academy

MANCHESTER COMMUNICATION ACADEMY

ANTI-BULLYING POLICY

Approval History

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DCSF	10/11/09	A	
PSG	09/12/09	A	
Academy Trust Board			

Revision History

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Introduction

The ethos of Manchester Communication Academy is a vital component in achieving our intended outcomes. It describes the expected behaviours and attitudes of students, staff and other partners. These behaviours and attitudes are a manifestation of our values. The ethos will influence all decision-making, school organisation and the educational experience. As such, the ethos, and the behaviours and attitudes underlying it, need to be agreed and owned, clearly articulated, consistently modelled in practice and systematically nurtured.

The ethos is derived from the Academy's single-minded commitment to achieving:

- High standards of achievement for all
- Experience of success
- Students' independence and fulfilment of their personal and social development, so that they are fully prepared for living and working in a 21st century global society
- A broad range of learning experiences which provide stretch and challenge, tailored to learners' needs and styles, resulting in the development of personal, learning, thinking and employability skills
- Securing the five outcomes for all young people set out in Every Child Matters.

This Academy will promote and nurture an ethos which is based on an enduring set of values, agreed with students and staff so that the Academy:

- Places the learner at the centre, such that all decisions, structures, processes and support systems are derived from a clear analysis and understanding of learners' needs, and are tailored and personalised to meet them
- Places great value on care, support and safety
- Is inclusive of all, unconditionally
- Encourages respect, tolerance and the celebration of the richness of diversity
- 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 all on dealing with incidents of bullying

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 excluding 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 damages both the victim and the bully to differing extents. MCA will make use of the best information and practices available to address 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.

Roles and responsibilities

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. 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 [ECM] is responsible for the overall co-ordination and monitoring of this important policy.

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

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

Preventing bullying

MCA will have a clear strategy, which it will share with all staff through a dedicated professional development programme. This strategy will be clearly and comprehensively communicated to every member of our student population, their families and where appropriate with the community. This strategy will be based on current best practice.

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 ensure that all students 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 students to report any incidents of bullying to a teacher or other adult at the Academy. 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.

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

1. Becomes withdrawn and anxious.
2. Shows deterioration in their work.
3. Starts to attend erratically or truants.
4. Complains of illness frequently.
5. Persistently arrives late
6. Has unexplained injuries
7. Shows significant changes in routine and attitudes

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

Homophobic bullying

The Academy will take an active approach to tackle all kinds of bullying, including homophobic bullying and will follow the guidance in the publication,

‘Safe to Learn: Embedding Anti-Bullying Work in Schools - Preventing and Responding to Homophobic bullying in schools’

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

- Young people who are or who are thought to be LGB
- Young people who are different in some way and who may not act like others
- Young people who have gay friends or family or their parents/carers are gay
- Teachers who may or may not be LGB

The Academy recognises that homophobic 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 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.

Sexist, Sexual and Transphobic bullying

Sexist bullying

This is bullying based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. These attitudes are commonly based around the assumption that women are subordinate to men, or are inferior. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying

This is bullying behaviour that has a specific sexual dimension or a sexual dynamic and it may be physical, verbal or non-verbal/psychological. Behaviours may involve suggestive sexual comments or innuendo including offensive comments about sexual reputation; or using sexual language that is designed to subordinate, humiliate or intimidate. It is also commonly underpinned by sexist attitudes or gender stereotypes. Sexual bullying can be seen as sexual harassment in schools. Both sexual and transphobic bullying may affect boys and girls.

Transphobic bullying

Transphobic bullying stems from a hatred or fear of people who are transgender. 'Transgender' is an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to typical gender norms. Transgender people commonly feel that their biological body is not aligned with their inner sense of gender identity. This leads some people to live in the gender role in which they feel more comfortable and which relates to their own sense of their gender identity rather than to their biological body. Where children and young people are perceived not to be conforming to the dominant gender roles that may be widely expected of them, the Academy will be alert for signs of bullying. Transphobic bullying is commonly underpinned by sexist attitudes. Boys and girls may be equally affected. An individual may also experience transphobic bullying as a result of perceptions that a parent, relative or other significant figure displays gender 'variance' or is transgender.

The need to address sexist, sexual and transphobic bullying will be viewed in the wider context of the Academy's duty to implement the Gender Equality Duty (2007), to promote pupil well-being and to promote community cohesion.

We understand that sexist, sexual and transphobic bullying is fundamentally an issue of equality. Although girls are most frequently harmed by sexist and sexual bullying, both sexual and transphobic bullying may affect boys and girls. We will consider all pupils as potentially at risk of such bullying, particularly where they are perceived by others not to conform to dominant or stereotypical gender roles.

The Academy will respond to and prevent this type of bullying by following the DCSF, 'Guidance for Schools on Preventing and Responding to Sexist, Sexual and Transphobic Bullying' (2009) which is part of the suite of documents that comprise 'Safe to Learn: Embedding Anti-bullying Work in Schools'.

<http://publications.dcsf.gov.uk/eOrderingDownload/DCSF-01136-2009.pdf>

Cyberbullying and the Internet

The Academy will follow the DCSF guidance on preventing and dealing with cyberbullying summarised in the document, '*Cyberbullying – A whole-school community issue.*' A useful leaflet produced from this guidance can be downloaded at;

<http://publications.teachernet.gov.uk/eOrderingDownload/Cyberbullying-leaflet.pdf>

The Academy will also follow the BECTA guidance on safe internet use and ensure all students are taught how to protect themselves when using the internet.

Staff will promote and develop a culture of confident technology users, to support innovation, e-safety and digital literacy skills. To raise awareness of and tackle cyberbullying staff will;

- Ensure the whole Academy community understand and talk about cyberbullying
- Ensure all policies and practices including Acceptable Use Policies are shared with all staff, students and parents/carers
- Make reporting cyberbullying easier by providing and publicising different ways of reporting it
- Promoting the positive use of technology including e-safety and digital literacy
- Evaluate the impact of preventative initiatives by using surveys etc. to collect feedback

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 will be kept of the date and time of any offensive messages

- Students will 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's family may need to contact the police if the cyberbullying is serious and if a potential criminal offence has been committed
- If such bullying is carried out on a persistent basis or if there is threat of violence, it will be treated as any other serious bullying incident
- Malicious e-mails will be dealt with in the same manner
- Students who take photographs or videos on their phones with malicious intent will be dealt with in the same manner

Bullying around Race, Religion or Culture

The full guidance for tackling and preventing this type of bullying can be accessed at:

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

We recognise our Academy needs to be a tolerant and diverse community where racism and bullying should have no place. Every child deserves respect and a safe learning environment whatever their racial or religious background and every child needs to learn that modern British society values diversity and mutual respect.

We also know that racist bullying is an aspect of bullying that schools and academies find particularly challenging. The law recognises the seriousness of abuse and attacks that are motivated by racism. The Academy has a duty at law to promote race equality. Creating an ethos where racist bullying rarely happens, and is dealt with convincingly when it does, is one way in which we can fulfil that duty, and one aspect of the Academy's Race Equality Policy.

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:

- 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 have been informed.
- Record the incident promptly on the appropriate proforma, 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.
- Action will be taken to resolve the issue in line with the Academy Behaviour Policy
- Liaison with the SEN/Inclusion Co-ordinator will be made to ensure there is targeted support to address the underlying issues

Reinforcement of the Anti-Bullying Policy

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

- The Code of Conduct and a copy of the Anti-Bullying guidelines will be displayed throughout the Academy
- The curriculum will address the issues of bullying and self esteem as appropriate
- Assemblies will promote positive behaviour and respect
- The Anti-Bullying Policy will be included in both the Student Planner and the Staff Handbook.
- Prospective year 7 students will participate in Anti-bullying education as part of their induction programme.
- 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.

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:

- Be removed from the group.
- Be put in detention.

- Be banned from an Academy trip 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 if the bullying:

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

Useful references

- www.dfes.gov.uk/bullying
- www.childline.org.uk
- www.kidscape.org.uk
- www.peersupport.co.uk
- www.bbc.co.uk/education/bully/index.htm

Monitoring, Evaluation and Review

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.

**Adopted by the Manchester
Communication Academy on**

Chair of Academies Trust Board

Principal

Review date