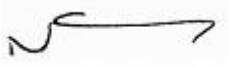





# ManorAcademy

## Anti-Bullying Policy

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## Contents

1. Introduction.....	2
2. Policy Development .....	3
3. Roles and Responsibilities .....	3
4. Definition of Bullying.....	4
5. Behaviour Often Associated with Bullying .....	4
7. Why are Children and Young People Bullied? .....	6
8. Prejudice Related Language.....	6
9. Where Does Bullying Take Place?.....	7
10. Reporting and Responding to Bullying .....	7
11. Recording Bullying and Evaluating the Policy .....	8
12. Strategies for Preventing Bullying .....	9
13. Links with Other Policies.....	10
14. References, Documents and Related Policies/Guidance .....	10

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## 1. Introduction

### THE MANOR ACADEMY WILL NOT TOLERATE BULLYING OF ANY KIND

In line with our achieve values, we want every child who attends the Manor Academy to feel happy, safe and supported and to care for each other.

We want children to understand issues relating to safety, tolerance of others, celebrating diversity and the importance of being polite and kind to others. We embrace and celebrate diversity and believe nobody should be discriminated against or feel uncomfortable in any way.

We also want to ensure that children feel that they have a voice and that they feel confident to seek support from the Academy should they feel unsafe.

At the Manor Academy we aim to provide a safe, caring and friendly environment for learning for all our pupils to allow them to improve their life chances and help them maximise their potential. This includes encouraging open discussion around differences between people and celebrating diversity.

We recognise that a school has a responsibility to have an understanding of the community they serve and to respond to identified concerns including proactively teaching children about potential threats to their health and safety. We will therefore adopt a contextual approach to bullying and peer on peer abuse, working with families and outside agencies where appropriate.

We expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe. We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents, if/when they do arise, are dealt with promptly and effectively.

The school is aware of its legal obligations including the Equality Act 2010. This means as well as taking into account the context of any concerns which need addressing, we will consider where a pupil may have a protected characteristic. This will include ensuring any action taken by the school has taken into account their needs and that any actions taken by the school do not put the pupil at greater harm.

## 2. Policy Development

This policy was formulated in consultation with the whole Academy community with input from members of staff, governors, parents/carers, children and young people.

- **Students** contribute to the development of the policy through the **Academy Student Senate**.
- **Parents** will be encouraged to contribute by viewing the policy on the website and the parents Learning Gateway Mobile device App and contacting us with their views via phone and email.
- **Members of staff** – staff will have a session dedicated to the Anti-bullying policy on a yearly basis, with opportunity for feedback and input.
- **Governors** – will receive and review information on the Academy's response to bullying on a termly basis.
- **Parents/carers** – the anti-bullying policy will be shared with parents on a yearly basis, with an invite to a consultation sessions within school.
- **Children and young people** – the Student Senate will discuss the anti-bullying policy on a yearly basis and will develop a student friendly version to be displayed around school and to go in planners.
- **Other partners** - the Academy anti-bullying policy will be shared with all third parties that we work with.

This policy is available:

- Online at [www.themanor.notts.sch.uk](http://www.themanor.notts.sch.uk)
- In the school prospectus
- From the school office
- Child friendly versions are on display, in welcome packs for new pupils
- A shorter version is available for all parents/carers

## 3. Roles and Responsibilities

**Headteacher** has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

**The Designated Safeguarding Lead** in our school is Louise Meredith. Safeguarding is the responsibility of all staff, however all staff, parents and pupils need to be aware of who to report to and how to report any safeguarding concerns.

**The Anti-bullying Coordinator** in our Academy is: The Assistant Headteacher for Pastoral Care.

**The Governing Body** ratify this policy. The nominated Governor with the responsibility for Anti-bullying (Behaviour) is:–Sharon Garratt.

### **The Academy's responsibilities are:**

- Policy development and review involving students, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Ensuring that bullying incidents are managed effectively.
- Quality assuring the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour
- Ensuring the policy is implemented by the staff and other employees of the Manor Academy.

**Pupils** have a responsibility to behave in accordance with the Academy's behaviour and discipline policy which clearly promotes respect and equality for all pupils and staff. Pupils must report any bullying they witness, are involved in or become aware of to a staff member immediately (See reporting section)

**Parents/Carers** have a responsibility to work closely with the Academy to support the behaviour and discipline policy and a zero tolerance of bullying. They should report any information regarding instances of bullying to an Academy staff member immediately.

## **4. Definition of Bullying**

**The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.**

[www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/aba-definition-bullying](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/aba-definition-bullying)

## **5. Behaviour Often Associated with Bullying**

### **Baiting**

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get into trouble.

### **Banter**

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'.

Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter:

- Friendly Banter- There's no intention to hurt and everyone knows its limits
- Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public

## **Peer on Peer Abuse**

This can include but is not limited to:-

- Bullying including cyberbullying
- Sexual violence and sexual harassment
- Physical abuse
- Sexting
- Initiation/hazing, violence and rituals

(See Peer on Peer Abuse Policy for full details)

### **Sexist and sexual bullying**

Sexual Harassment –unwanted contact of a sexual nature which can occur on and offline This behaviour is considered to violate a child’s dignity and /or make them feel intimidated, degraded or humiliated and /or create a hostile, offensive or sexualised environment.

Again this needs to be considered by cross referencing with the Peer on Peer policy but the initial response from staff will be the same as any reported bullying incident and dealt with in a contextual way.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying and peer on peer abuse. If the target or alleged perpetrator might be in danger then intervention is urgently required including a safeguarding referral.

## **6. What Does Bullying Look Like?**

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals such as false friendships, criminal exploitation, sexual exploitation and radicalization.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the ‘bystanders’ or ‘accessories’.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

## 7. Why are Children and Young People Bullied?

Specific types of bullying include:

### **Prejudice Related Bullying**

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a trans person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin, including Gypsy, Roma, Traveller heritage
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. We will record these types of bullying, even that which represents a one-off incident.

### **Other vulnerable groups include**

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

## 8. Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disablist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are perceived to be different in some way or their friends, family members or their parents/carers are perceived to be different.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

## 9. Where Does Bullying Take Place?

Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

### Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other form of bullying.

Cyberbullying can include:-

- hacking into someone's accounts/sites
- Posting prejudice /hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour.

## 10. Reporting and Responding to Bullying

The Manor has clear and well publicised systems to report bullying for the whole Academy community (including staff, parents/carers, children and young people) this includes those who are the targets of bullying or have witnessed bullying behaviour

- If a student is being bullied he/ she should speak to his/her tutor, the Pastoral Team or any other adult in Academy he/she feels comfortable to talk to. A student could also email a member of staff to report bullying. If he/she feels unable to do that, a friend or parent/carer should inform the relevant member of staff.
- A student can report bullying via an electronic report via the Impero system.
- If a parent/carer needs to report the bullying of any student, he/she should contact the tutor of the student in the first instance, or failing that the Pastoral Team in person, or by phone or email.
- Any students who witness bullying should speak to their tutor, or the Pastoral Team or any other adult in Academy, who will take the appropriate action

## Procedures

All reported incidents are taken seriously and investigated involving all parties.

Steps the Academy will take include:

- Interviewing all parties including target, bully and all others involved or a witness
- Informing parents/carers
- Consider the context of individual cases including any protected characteristics for target and victim and how this may influence any actions taken
- Implementing appropriate disciplinary sanctions in accordance with the school's Behaviour Policy. These should be graded according to the seriousness of the incident but should send out a message that bullying is unacceptable
- Being clear that responses may also vary according to the type of bullying and may involve other agencies where appropriate
- Following up all reported incidents, in particular keeping in touch with the person who reported the situation and parents/carers to check the effectiveness of actions and reassess if necessary.
- Having a clear complaints' procedure for parents/carers who are not satisfied with the school's actions
- Having a range of follow-up responses and support appropriate to the situation for all involved such as:
  - solution focused, restorative approach,
  - circle of friends, individual work with victim, perpetrator, bystanders and
  - others affected by the bullying, referral to outside agencies if appropriate
- Liaising with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime
- Liaise with the DSL if there are any safeguarding issues to consider- who may refer on to the MASH
- Refer to the Nottinghamshire County Council Pathways to Provision and complete an EHAF if appropriate

## 11. Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded by the pastoral member of staff who deals with the incident on SIMS and this will be monitored by the Anti-bullying Coordinator.

The information stored electronically will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in Academy and development of the policy.

This information will be presented to the governors as part of their monitoring and evaluation role. Prejudice related bullying/incidents should no longer be reported to the local authority. However, it is important that schools still record these for their own information and to inform planning of interventions

The policy will be reviewed and, where necessary, updated in September 2021.

The policy is presented to the Local Governing Body each academic year for review. The Headteacher must consider any recommendations by the Governing Body by way of evolving or improving this policy to promote the safeguarding and welfare of pupils.

This information will be stored in accordance with GDPR.



## 12. Strategies for Preventing Bullying

As part of our on-going commitment to the safety and welfare of our pupils we at The Manor Academy have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Ensuring that the school actively promotes the celebration of difference and diversity as part of their core values, included in the 'Achieve' vision.
- Anti-Bullying week annually in November.
- Student voice (Student Senate)
- Anti-bullying message through drop down days
- Buddying
- Anti-bullying messages displayed across the Academy
- Counselling and/or Mediation schemes
- Half-termly assemblies with an anti-bullying message
- A peer-mentoring scheme
- Regular bullying surveys and reviews to ensure that students' voices are heard.
- A SEND mentoring system to support vulnerable students.
- Sharing information with the community on keeping children safe and on anti-bullying messages via the Academy's website and social media platforms.
- Involvement in in the All Together Project
- Anti-Bullying week annually in November and Safer Internet Day in February
- PSHE/Citizenship lessons, drop down days and cross curriculum themes
- Celebration events
- Specific curriculum input on areas of concern such as cyber bullying and internet safety
- Student voice, school council
- Peer mentoring schemes and/or Playground Buddying and other student lead initiatives
- Reactive programmes for vulnerable groups or groups involved in bullying. For example: -
- Restorative Justice
- Counselling and/or Mediation schemes
- Small group work Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour
- Support for parents/carers
  - Parent groups
- Parent information events / information-on the school website
- Support for all school staff
- Staff training and development for all staff including those involved in lunchtime and before and after school activities
- Encouraging all staff to model expected behaviour
- Staff training around curriculum delivery of PSHE related curriculum areas

### 13. Links with Other Policies

Policy	Why
Peer on Peer Policy	Linking bullying especially sexualised behaviour, exploitation (sexual, criminal and radicalisation)
Behaviour Policy	Rewards and sanctions, Codes of conduct
Safeguarding Policy	Child protection and Contextualised Safeguarding
E-safety and Acceptable use policy	Cyber bullying and online safety
Equalities policy	Prejudice related incidents/crime(homophobia, race, religion and culture and SEN/disability) Protected Characteristics
Confidentiality Policy	Reporting and recording
PSHE/Citizenship	Strategies to prevent bullying as part of a structured PSHE programme
Complaints' Policy	Guidelines to make a complaint if families are not happy with the school's response

### 14. References, Documents and Related Policies/Guidance

National Documents

Safe to Learn- DCSF Guidelines

- Embedding anti-bullying work in Academies – DCSF-00656-2007
- Homophobic bullying – DCSF – 00668-2007
- Cyberbullying – DCSF – 00658-2007
- Bullying Involving Children with Special Educational Needs and Disabilities – DCSF 00372-2008

[www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications)

- Cyberbullying - supporting Academy staff

Cyberbullying - A whole – Academy community issue

Academies find the following Nottinghamshire Children and Young People's Services documents useful:

- Children Behaviour in Academies Vol1 – Section 7: Reducing bullying in Academies
- Anti-bullying Policy Development: Guidance for Academies