

North Manchester Primary Federation



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ANTI-BULLYING POLICY

Date of review	Amendments Made
March 2017	Policy Adopted
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1. Objectives

Across the North Manchester Primary Federation, we expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying. Children should be able to work in an environment which is free from discrimination, harassment and victimisation. Crab Lane and Crumpsall Lane are places where diversity is celebrated and individuals feel valued and respected for who they are. We aim to provide an environment in which our children are secure and confident, irrespective of their age, race, gender, gender identity, disability, sexual orientation, religion or belief and socio-economic circumstances. Children should feel confident to seek support from school should they feel they or others are unsafe.

We want parents/carers to feel confident that their children are safe and cared for in school and that incidents when they do arise, are dealt with promptly and well.

The school is aware of its legal obligations including the Equality Act 2010 and this policy is written to reflect that. Everyone will act with courtesy and respect for each other at all times and pupils will learn in a safe and protective environment.

OBJECTIVES

1. To ensure that all people feel safe and free from bullying and intimidation.
2. To build an ethos where learners feel safe, free from threat and intimidation.
3. To promote good relationships where all are treated well and where learners care for each other.
4. To act promptly and effectively at the first sign of bullying.
5. To encourage learners and parents to report any attempted bullying.
6. To protect and reassure any victims of bullying.
7. To have effective sanctions to deter bullying and to have successful strategies to reform bullies.
8. To make this a happy school that is free from bullying.

2. Bullying Definition

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

We recognise that bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying	<ul style="list-style-type: none"> ● Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites Hacking into someone's accounts/sites ● Posting prejudice/hate messages ● Impersonating someone online ● Public posting of images ● Exclusion ● Threats and manipulation ● Stalking
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See Behaviour Policy for more details

3. 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 transsexual 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, Travellers
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are 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 disability 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.

Prejudice-Related Language

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling 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 different in some way or their friends, family members or their parents/carers.

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.

4. Where does bullying take place?

Bullying is not confined to the school premises and may persist outside school, in the local community, on the journey to and from school 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 forms of bullying.

Ways in which support and guidance for out of school cyberbullying are managed include:

- Restorative conversations with pupils who are affected, to limit the impact of out-of-school incidents on life in school
- Inform class teachers so they can provide additional learning opportunities around cyberbullying and its impact
- Meeting with parents to discuss appropriate supervision and safety measures for their children online
- Informing parents that they may want to contact the police

We **do not** give consequences for out-of-school cyberbullying.

Cyberbullying can include:

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

Bullying can take place between:

- Young people
- Young people and staff
- Between staff
- Individuals or groups

Homophobic bullying and using homophobic language

Homophobic language is terms of abuse used towards lesbian, gay and bisexual people or those thought to be LGBT. It is also used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or have gay friends, family members or their parents/carers are gay.

Dismissing it as banter is not helpful as even if these terms are not referring to a person's sexuality they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of homophobic language

in our school even if it appears to be being used without any homophobic intent. Persistent use of homophobic language or homophobic bullying will be dealt with as with any other form of bullying.

Transphobic Bullying

Transphobic bullying often occurs as a result of others' prejudice being directed at a child or young person because:

- They are transgender
- They are perceived to be transgender
- They do not fit with traditional gender norms (eg. boys with long hair or wearing make-up, girls playing team sports)
- They have transgender friends or family members
- They are perceived as being different

We will challenge the use of any unkind behaviour in our school and teach children to celebrate our differences. Persistent use of transphobic language or bullying will be dealt with as with any other form of bullying.

5. Reporting and responding to bullying

North Manchester Primary Federation has clear systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

- Concerns should be reported to any adult in school who will log the incident on a system called CPOMS. This will then be followed up by a senior member of staff and parents informed.
- Children are encouraged to speak to an adult in school and their parents if they have any concerns.
- All staff are aware of the need to take all concerns seriously and to ensure that nurturing relationships encourage information sharing.
- Implementing appropriate disciplinary sanctions in accordance with the school's Behaviour Policy. These are graded according to the seriousness of the incident and 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 - We will keep in touch with the person who reported the situation, which may be parents/carers or other adults.
 - We will use a range of responses and support appropriate to the situation. These may include solution-focused approaches, restorative approach, circle of friends, individual work with victim, perpetrator and bystanders or 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.
 - Sanctions are put in place where bullying is found to have taken place (see 7.1 of our Behaviour Policy)

6. Strategies for preventing bullying

STRATEGIES

1. We use our behaviour policy effectively to promote good behaviour so that there is an ethos where bullying is unacceptable.
2. Everybody is expected to be vigilant and to intervene immediately and effectively if any bullying is observed or reported. As bullying usually happens within a social context, the role of all bystanders who do not challenge the bullying will be explored. This will be the case for all types of bullying behaviours whether in person or via social networking facilities.
3. Learners are encouraged to report bullying and when they do so, they will be listened to and taken seriously.
4. A termly pupil survey allows us to understand children's perceptions around bullying and to respond to this appropriately.

5. Our PSHE curriculum is used to discuss bullying and to ensure that all are aware that bullying is never acceptable and that the victim must always report it to parents, staff or friends.
6. We take part in anti-bullying week, to ensure there is a high profile focus on types of bullying, preventing bullying and its impact.
7. We ensure staff know how to report incidents of bullying.

7. The Prevent Duty

From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent Duty.

A Prevent Duty plan is in place to protect our children from the risk of radicalisation. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. School staff should use their judgement in identifying children who may be at risk of radicalisation and act proportionately.

By promoting the fundamental British Values, we aim to build pupils’ resilience to radicalisation and enable them to challenge extremist views. It is important to emphasise that the Prevent Duty is not intended to stop pupils debating controversial issues. On the contrary, we aim to provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

8. Monitoring arrangements

This policy is reviewed and approved by the headteacher and full governing body annually, taking into account feedback from senior leaders and staff around how effectively it is being implemented.

9. Links with other Policies

This Anti-Bullying Policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Behaviour policy
- E-safety policy

