

Anti-Bullying Policy

GREATER MANCHESTER ALTERNATIVE PROVISION

GMAP ANTI-BULLYING POLICY

Date of Policy	July 2023
Date of Review	July 2025
Person/s Responsible	Shane Mahon

THE AIMS OF THE POLICY

This policy sets out Greater Manchester Alternative Provision's approach in both identifying safeguard risks and adequately managing them.

Any questions regarding its operation should be addressed to the Head Teacher (Mr S Mahon). At Greater Manchester Alternative Provision, we are committed to providing a supportive, caring and safe environment for all of our pupils so they can learn in an atmosphere where they feel happy, secure and without the fear of being bullied.

Bullying of any kind is anti-social behaviour and affects everyone, this type of behaviour is unacceptable and will not be tolerated in Greater Manchester Alternative Provision.

The Anti-Bullying Policy is in place so that everybody within our community knows where we stand on bullying and understands what will happen should bullying occur. It is important that all students, staff and parents have a shared definition of bullying and know that incidents will be dealt with promptly and effectively.

Government Guidelines

1. School's duty to promote good behaviour Education & Inspection Act 2006 Sec 89
2. Power to tackle poor behaviour outside school Education & Inspection Act 2006 Sec 89 (5)
3. Equality Act 2010

STAFF WITH KEY RESPONSIBILITY FOR ANTI BULLYING AND SAFE GUARDING:

Designated Safeguarding Person & Anti-Bullying Lead: Shane Mahon

DEFINITION OF BULLYING

Bullying is behaviour that is deliberately hurtful, repeated over a period of time and where it is difficult for the person being bullied to defend themselves.

Bullying can take different forms, some examples of bullying are:

- Verbal bullying (name-calling, sarcasm, taunting, teasing, spreading rumours, etc.)**
- Psychological / Emotional bullying (excluding, tormenting, hiding things, making gestures, etc.)**
- Physical bullying (pushing, kicking, hitting, spitting, or any other use of physical violence)**
- Cyber-bullying (email and internet chat room misuse, mobile threats by text or calls, misuse of associated technology, i.e. camera/video facilities, etc.)**

Sometimes bullying happens for no reason at all, but it can often fall into specific 'types' of bullying:

- Bullying on the grounds of body image/size/obesity**
- Faith-based bullying**
- Racist bullying**
- Homophobic bullying**
- Bullying related to SEN or disability**
- Sexist/Gender bullying**
- Ageist bullying**

At Greater Manchester Alternative Provision, all forms and types of bullying are treated the same. They are unacceptable and will not be tolerated

SIGNS AND SYMPTOMS OF BULLYING

Things that are to be considered:

- Is frightened of the journey to or from Greater Manchester Alternative Provision**
- Doesn't want to go on provided transport/public bus**
- Changes their usual routine or route to or from Greater Manchester Alternative Provision**
- Is unwilling to come into school**
- Begins to truant**

- Becomes withdrawn, anxious, or lacking in confidence**
- Complains of illness particularly in the morning**
- Comes home with torn clothes, or personal items missing / damaged**
- Stops eating**
- Is bullying other children or siblings**
- Is frightened to say what's wrong**
- Gives improbable excuses for any of the above**
- Is afraid to use the internet or mobile phone**
- Is nervous and jumpy when a cyber message is received**

GUIDANCE AND ANTI BULLYING CHARTER FOR ACTION

Things that are to be considered:

- 1. Schools can sign up to the Anti Bullying Charter to show their commitment to tackling all forms of bullying and use the principles of the Charter to self-evaluate their anti-bullying policies and practices.**
- 2. 'Safe to Learn: Embedding anti-bullying work in Schools', launched in September 2007, is a suite of guidance for schools which covers practical implementation of anti-bullying work, policies and procedures.**
- 3. The guidance also includes specialist advice on cyber bullying, homophobic bullying. This is in addition to the existing guidance on tackling bullying related to race, religion and culture which was issued in 2006 Implementation**

Things that are to be considered:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.**
- A clear account of the incident will be recorded and emailed to the Head teacher.**
- The pupil to be interviewed by staff (SLT if a serious incident) about the incident.**
- Interviews will take place and records completed for significant incidents see.**
- Bullying/Victim of Bullying letters to be sent home.**
- Form tutors will be kept informed and if bullying persists, the form tutor will advise appropriate subject teachers.**
- Regular communication with parents/carers takes place.**

Interventions include the opportunity to follow-up, evaluate effectiveness and if necessary provide a further course of action.

Regular monitoring of incidents takes place. All incidents are logged and kept on file in order to report to the Management Committee and Local Authority when required.

Greater Manchester Alternative Provision will promote behaviour to prevent and reduce bullying through:

The taught curriculum

Restorative (Justice)

Co-operative group work

Peer support

Mediation by adults

A well-designed and safe environment

Whole School activities, e.g. assemblies, anti-bullying week activities, form time, etc.

A range of activities to encourage play and positive social interaction at play and lunchtime as well as good supervision

Analysis and response to data from reports.

Use of outside agencies to provide universal and targeted support (Counselling etc...)
Regular consultation with young people which will help evaluate their contributions to pupil wellbeing

REPORTING AND RECORDING INCIDENTS OF BULLYING

Before recording incidents please refer to the flowchart of procedures for dealing with bullying incidents Appendix 1 Things that are to be considered:

1. Greater Manchester Alternative Provision can encourage pupils to report bullying in confidence using a variety of methods. However, if pupil safety is at risk then staff cannot keep the information confidential. Will need to ensure that all staff are familiar with safeguarding procedures and dealing with disclosures sensitively.

2. It is important to recognise that parents are frequently the ones to report bullying and that procedures need to be in place at Greater Manchester Alternative Provision to effectively deal with this. Front-line staff need to be well-trained about procedures for dealing with concerns, and parents need to be clear about what steps will be taken and also how to take things further if they feel it has not been properly addressed by Greater Manchester Alternative Provision.

- Peer mentors

- Designated member of staff

- On-line reporting system i.e REPORTS

- Adult counsellor or drop-in facilities

The staff will record all incidents of bullying, including by type, and report the statistics to their local authority, having a legal duty to have a race equality policy and to monitor its impact on pupils, staff and parents.

School's/Academies also have a specific duty to eliminate disability related harassment under the Disability Discrimination Act 1995. To record that strategies are effective in achieving these goals, it is recommended that we monitor and record incidents of bullying. The collection of data can enable us to:

- Manage individual cases effectively**
- Monitor and evaluate the effectiveness of strategies**
- Target resources/ support where it is needed most**
- Celebrate anti-bullying work within Greater Manchester Alternative Provision**
- Demonstrate defensible decision-making in the event of a complaint**
- Engage and inform multi-agency teams as necessary**
- Date and type of incident**
- Action taken by Greater Manchester Alternative Provision and impact made**
- Records of anti-bullying initiatives**
- Records where bullying is a factor in non-attendance**
- Exclusion data related to bullying**
- Transfer and admission data (due to bullying/harassment)**

MONITORING AND REVIEW

Greater Manchester Alternative Provision will review this policy regularly and assess its implementation and effectiveness. All members of Greater Manchester Alternative Provision will be involved in the review and will be consulted about changes that may need to be made. The annual review will look for the following success indicators:

- Willingness to report incidents of bullying**
- Improved attendance**
- Improved achievement**
- Reduced frequency of bullying incidents**
- Reduced duration of bullying**
- Reduced fixed term and permanent exclusions related to incidents of bullying**
- Well-being indicators from the Annual Reviews: Pupils report being safe at Greater Manchester Alternative Provision.**

Workplace Bullying (staff) Workplace bullying can take shape or form in many ways. You may be questioning whether what you are going through is bullying and a lot of this depends on if you are feeling bullied or harassed by an individual or a group of people. Unfortunately, bullying can affect your health and wellbeing.

If you do feel that you are under duress or feeling bullied then please confide and speak to a member of the SLT, whom will hopefully be able to help and support you through this difficult period. You could get in touch with your trade union and ask them for advice and support. It is important to keep a diary of all incidents; this will help you enormously, especially if you decide to take this further.

Homophobic bullying children and adults it is important this policy should embrace the adult and child. Homophobic bullying can involve physical or mental violence by a group or an individual. It is often aimed at someone who has poor defences and who, as a result, may be significantly upset. It could be directed at young people of any sexual orientation and at children who have not yet reached puberty. Teachers, parents and other adults may also be bullied in this way.

Those affected by homophobic bullying:

- Children and adults who are perceived to be gay or lesbian
- Young people and adults who are lesbian or gay or transgender
- Children who have a gay or lesbian or transgender parent or sibling
- Everyone who teaches or learns in an environment where such behaviour is tolerated.

Homophobic bullying can be a problem in a number of ways:

- Children who experience it have their education disrupted. They may be unable to concentrate on lessons because of feelings of fear or anger. Their self-confidence may be damaged and, as a result, they may never fulfil their academic potential.
- It can be a specific problem for young people who are confused or unsure about their own developing sexuality. Some victims are driven to the edge of despair or beyond, with lasting consequences for their emotional health and development.
- Schools that ignore it, or deny its existence, are not helping young people to develop a concern for the welfare of minorities and tolerance of difference.

Responsibility of staff At Greater Manchester Alternative Provision

School staff must explicitly condemn homophobic bullying and be able to discuss pupils' concerns about homosexuality in a balanced manner that is appropriate to the age of the

young people concerned. Staff have a duty of care to pupils, which includes safeguarding and doing everything possible to provide a safe learning environment.

RELATIONSHIP TO OTHER SCHOOLS/ACADEMIES/COUNCILS

Behaviour Policy

The behaviour policy should outline a range of strategies and sanctions available to staff in dealing with behaviour incidents and this should include direct reference to incidents of bullying.

Child Protection / Safeguarding Policy In the event of a bullying disclosure, staff need to consider issues related to Child Protection and Safeguarding. All staff have a duty of care, and if the incident involves abusive or bullying behaviour by adults, the incident must be treated as a child protection issue.

The Child Protection Officer and Designated Person for Safeguarding is Mr Shane Mahon.

Designated Member of the management committee for Safeguarding is Mr Shane Mahon.

Guidance and procedures are outlined in the Child Protection / Safeguarding policy.

Confidentiality Policy Children and young people have rights under the Children's Act 1989 and can thus expect bullying incidents to be treated sensitively. However, staff should not give guarantees of confidentiality where the safety and welfare of a child is at risk.

Anti-bullying should be part of the PSHE curriculum and as such is planned, delivered, co-ordinated, assessed, monitored and evaluated. The implications of new technology including the Internet-cyber bullying, mobile phones, e-mail, instant messaging, camera phones and web cams in the context of anti-bullying should be considered

Reporting Bullying:

Initial Notification of Bullying / Conflict (A)

Name of victimised student:		Form:	
Name of person completing this form:	Role:	Date of Concern:	Time of concern:
Nature of concern:		Who reported the incident?	

Detail of incident/s: What has happened?

Criteria for bullying:	<i>Tick all that apply</i>
Repeated negative behaviours towards this individual	
Intention to harm / humiliate	
The individual feels unable to defend himself / herself	

For Completion by Head Teacher/Deputy Head Teacher:

Agreed actions with basis for decision (is this bullying or peer conflict?)	By whom	By when

Signature of Head Teacher/Deputy Head Teacher:	Date when actions are to be reviewed:
Parent/Carer Informed <input type="checkbox"/> (if not, give reason):	Date:
Entry Chronology <input type="checkbox"/> on <input type="checkbox"/>	By

Discussion with the Victim Of Bullying/Conflict (B)

Name of victim:		Form:
Name of person completing this form:	Role:	Date
Type of bullying:		
Direct		
<input type="checkbox"/> Verbal (name calling, teasing, mocking, ridiculing) <input type="checkbox"/> Physical bullying (pushing, hitting, kicking)		
Indirect (not face to face)		
<input type="checkbox"/> Social manipulation, rumours <input type="checkbox"/> Cyberbullying		
(Any further details to be documented overleaf)		
How long has the bullying been going on?		
Who is involved in the bullying?		
What can we do to make you feel safe in school now?		
Parents / carers informed:		
<input type="checkbox"/> Yes Date:		
<input type="checkbox"/> No (if not, give reason):		
Tutor informed:		
<input type="checkbox"/> Yes Date:		
DSL informed:		
<input type="checkbox"/> Yes Date:		

Discussion with Students Involved in Bullying/Conflict (C)

Name of victimised student:	Form:
Name of person completing this form:	Role:

Student 1:	Form:	Date:
Details of discussion:		
Restorative actions / sanctions agreed with the student:		
Parents / carers informed:		
<input type="checkbox"/> Yes Date:		
<input type="checkbox"/> No (if not, give reason):		

Student 2:	Form:	Date:
Details of discussion:		
Restorative actions / sanctions agreed with the student:		
Parents / carers informed:		
<input type="checkbox"/> Yes Date:		

No (if not, give reason):

Follow up of Bullying/Conflict Incident (D)

Name of student:		Form:	
Name of person completing this form:		Role:	Date of follow up:
Victim:		Perpetrator:	
Victim only:			
Has the bullying:			
<input type="checkbox"/> Stopped <input type="checkbox"/> Decreased			
<input type="checkbox"/> Remained the			
same <input type="checkbox"/> Increased Discussion / next steps:			
Parents / carers informed:			
<input type="checkbox"/> Yes Date:			
Logged by: Date:			

Additional Support

(Preventing and tackling bullying: Advice for Headteachers, staff and governing bodies. DfE July 2017)

Specialist organisations

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

[The Anti-Bullying Alliance \(ABA\)](#): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues. The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed [here](#).

[The Diana Award](#): Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

[Kidscape](#): Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

[The BIG Award](#): The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

[Restorative Justice Council](#): Includes best practice guidance for practitioners 2011.

Cyber-bullying and online safety

[ChildNet International](#): Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new [cyberbullying guidance and a practical PSHE](#) toolkit for schools.

[Digizen](#): provides online safety information for educators, parents, carers and young people. [Internet Matters](#): provides help to keep children safe in the digital world.

[Think U Know](#): resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

[The UK Council for Child Internet Safety \(UKCCIS\)](#) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

LGBT

[Barnardos](#): through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying.

[EACH](#): (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

[Metro Charity](#): an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

[Proud Trust](#): helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

[Schools Out](#): Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

[Stonewall](#): An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

[Mencap](#): Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

[Changing Faces](#): Provide online resources and training to schools on bullying because of physical difference.

[Cyberbullying and children and young people with SEN and disabilities](#): Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

[Anti-bullying Alliance SEND programme of resources](#): Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying

[Information, Advice and Support Service Network](#): Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

Mental health

[MindEd](#): Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young peoples mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

[PSHE Association](#) – [guidance and lesson plans](#) on improving the teaching of mental health issues

Race, religion and nationality

[Anne Frank Trust](#): Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

[Educate Against Hate](#): provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

[Show Racism the Red Card](#): Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

[Kick It Out](#): Uses the appeal of football to educate young people about racism and provide education packs for schools.

[Tell MAMA](#): Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

[Anti-Muslim Hatred Working Group](#): Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

Sexual harrassment and sexual bullying

[Ending Violence Against Women and Girls](#) (EVAW): [A Guide for Schools](#). This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

[Disrespect No Body](#): a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

[Anti-bullying Alliance](#): advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.