



ANTI-BULLYING POLICY

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ANTI-BULLYING POLICY

Bright Futures Educational Trust Vision

Our vision is to create a world class education within our academies making sure no child is left behind.

1. CEDAR MOUNT ACADEMY DEFINITION OF BULLYING

A deliberate attempt, often repeated, to hurt or humiliate someone (or group) either physically, verbally or emotionally. Bullying can be aimed at others based on their race, gender, religion, sexuality, or what is believed to be a weakness.

2. AIM

To ensure that students learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. At Cedar Mount Academy, we aim to establish this by ensuring:

- All Staff, students and stakeholders of Cedar Mount High Academy are provided with a clear framework to enable effective handling of bullying.
- To provide a safe, caring environment for the whole school community, especially the students in our care.
- All students can openly discuss the cause of their bullying, without fear of further bullying or discrimination.
- Parents and carers have confidence in the school to resolve any bullying issues, communicating investigations and outcomes effectively.
- Students feel listened to and feel confident notifying staff of any incident of bullying, with concerns being dealt with promptly and appropriately.
- Regular education and training for students and staff around the signs and risks of bullying.
- Regular correspondence to students and parents on how to report bullying, ensuring that a known support network exists.

3. PRINCIPLES

At Cedar Mount Academy we are committed to ensuring that everyone is treated equally, regardless of their race, gender, religion, sexuality, age or disability, creating a teaching and learning environment to enable students to develop their full academic potential in every sense, personally, morally, spiritually, culturally, physically as well as academically. In order to promote this safe environment, we will ensure:

- Staff understand the aims and principles of the school policy.

- Staff effectively and proactively report, support and resolve any issues of bullying, should they arise.
- Students equally play an active role in ensuring the school climate is that of a safe and positive environment.

4. ROLES AND RESPONSIBILITIES

The Governing Body

The Governing body will not condone any form of bullying and has:

- Responsibility for ensuring the Anti-Bullying Policy is effectively enforced, providing feedback.
- Responsibility to ensure the policy is regularly reviewed and monitored.
- Responsibility to ensure the policy is effectively communicated.
- Responsibility to ensure the schools policy complies with legislation.

The Headteacher and Senior Staff

Under Section 157 of the Education and Inspections Act 2006 the Headteacher has a duty to encourage good behaviour, the respect for others and to prevent all forms of bullying among students.

Therefore, the Headteacher and senior staff of the school will:

- Implement the schools anti-bullying strategy, ensuring staff are aware of the school's policy.
- Ensure appropriate training is provided to recognise, prevent, report and record bullying.
- Promote wellbeing for all staff and students.
- Reports to the governing body the effectiveness of the anti-bullying policy.

All Teaching and Support Staff

All staff are responsible for keeping students safe, preventing them from harm and preventing any potential risk, therefore staff are:

- Responsible for reporting any alleged bullying to Progress Leads, Assistant Progress Leads, and the Senior Pastoral Lead. Additionally, it is the DSL's responsibility to ensure that any safeguarding concerns arising from the report are dealt with in conjunction with the schools safeguarding policy.
- Contribute to consistently build and maintain the school's vision and ethos ensuring the best for everyone, and the best from everyone.
- Promote 'don't suffer in silence', encouraging students to speak up and report any concerns to a member of staff.

Parents and Carers

Relationships with Parents and Carers are fundamental in achieving positive outcomes for students. At Cedar Mount Academy, we expect Parents and Carers to:

- Work cohesively with the Academy in promoting the schools antibullying policy.
- Report to the academy any concerns they have of their child being bullied.
- Report to the academy if they are made aware that other children in the academy being bullied.

Students

The values of the school are Respect, Hard work and Aspiration, which the students devised themselves, At Cedar Mount Academy it is imperative that in order to successfully promote those values, students must:

- Report any concerns/incidents of bullying to any member of staff.
- Play an active role in ensuring peers are supported.
- Take responsibility for their behaviours.

Student Leadership Team

At Cedar Mount Academy, part of our student leadership team includes 2 Anti-Bullying ambassadors per year group, the role of this team is to:

- Contribute to the maintaining and building of this policy.
- Organise surveys to gauge the thoughts of all students.
- Support in assemblies, raising awareness for annual campaign run by the Anti-Bullying Alliance.

5. CATAGORIES OF BULLYING (non-exhaustive examples)

Categories	Examples
Physical - where the perpetrator/s use their physicality to try to hurt or irritate the victim.	Hitting, kicking, pushing, damaging or taking belongings, threats of violence.
Verbal – where the perpetrator/s rely mainly on words to try to hurt their victim.	Name-calling, teasing, insulting comments, swearing, spreading rumours.
Emotional - where the perpetrator/s try to isolate their victim from wider social networks.	Deliberate exclusion from groups, damaging reputation, spreading rumours, torment, isolation, refusal to work with another student.
Online/Cyber – where perpetrator/s use modern forms of communication, such as the internet or mobile phones to torment their victim.	Verbally or emotionally harming/embarrassing others via online platforms such as WhatsApp, Instagram, Snapchat or through gaming.
Sexual – where perpetrator/s display behaviours that are sexual or sexist in nature to hurt or offend.	Unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc
Indirect – where perpetrator/s undermines or tries to ruin the reputation of the victim by spreading rumours or gossiping behind their back.	Can include the exploitation of individuals

6. TYPES OF BULLYING (non – exhaustive examples)

- Homophobic, biphobic or transphobic
- Racist
- Sexist
- Sexual
- Related to home circumstances
- Related to disability, Special Educational Need or health
- Related to culture
- Related to appearance
- Related to any protected characteristic

7. SIGNS AND SYMPTOMS OF BULLYING

There may be signs that a child is being bullied. Parents/Carers should be aware of these possible signs if their child:

- Doesn't want to go to school.
- Wants to be driven to school.
- Does not want to complete schoolwork or the standard of work drops.
- Comes home with unexplained bruises, cuts, scratches.
- Comes home with missing or damaged belongings or clothes.
- Shows a change in sleep patterns.
- Shows a change in eating patterns (coming home hungry).
- Displays mood swings (becoming aggressive, disruptive or unreasonable).
- Feels ill in the morning.
- Refuses to talk or becomes withdrawn.
- Begins to target siblings or other children.
- Asking for money ('loses' money or starts stealing).

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

8. PROCEDURES

When dealing with bullying incidents, the following procedure must be adhered to, in order to ensure effective managing of the reported incident.

- The student is involved in the discussion of the incident.
- Records are completed for all incidents.
- Regular communication takes place with parents/carers.
- Interventions should include the opportunity for follow up to evaluate support and, if necessary, provide a further course of action.
- Regular monitoring of incidents.

9. PREVENTION

Collectively as a school community, we seek to prevent any issues of bullying arising by educating our staff and students on all aspects of bullying, particularly focusing on the detrimental impact bullying had on individuals. As a school we ensure:

- Students are educated on how to stay safe online through our PHSE lessons and other targeted work.
- Our 'no mobile phone' policy during school time is enforced.
- Celebration of Anti-Bullying week through year assemblies and during SCHOLAR.
- Students are educated on how to report incidents both in and outside the academy.
- Students are provided access to the BASE/Student services if pupils are feeling anxious or finding it difficult to regulate their emotions.

10. REPORTING BULLYING

At Cedar Mount Academy, we believe it is everyone's responsibility to report bullying, collectively as a school and a community we can achieve this by:

Staff

If a member of staff witnesses an occasion of bullying or a student confides in a member of staff that they are being bullied, staff should log the incident immediately and inform the relevant PL/APL or Senior Pastoral Lead with all the relevant information.

Student

All students are encouraged to report any/all incidents of bullying using any of the methods available. These are:

- Reporting directly to a member of staff
- Emailing the report bullying address 'reportbullying@cedarmount.manchester.sch.uk'
- Text the dedicated helpline number '07539 942264'

Parent/Carer

Parents/Carers are encouraged to contact their child's year team if they have concerns of bullying:

Year Team	Progress Lead/Assistant Progress Lead	Contact (Ext number)
7	Mrs Croft/Mrs Coady	3821/3735
8	Mrs Gill/Mrs Millward	3154
9	Mr. Kelly/Mrs. Day	3682/3151
10	Ms. Austin/Mrs. Hughes	3869/3866
11	Mrs. Watson/Mrs. Platt	3749/3814

11. INVESTIGATING BULLYING

In the instance that a bullying concern has been reported, year teams will lead an investigation promptly to ensure incidents are dealt with in a swift and timely manner. The process for investigation is as follows:

- Staff/students identify the concern.
- Concern is reported to GRA/PL/APL/SENDSCO (via TEAMS) and recorded on SIMS (Perpetrator, Victim, reporting student).
- Pastoral team lead the investigation.

- Meet victim/s and perpetrator/s separately to support and protect.
- Restorative and home contact if necessary.
- Sanction issued if necessary.
- Follow-up communication.
- Liaise with BWI if there is evidence of discrimination.
- SIMS log updated.

12. RECORDING BULLYING

Incidents of bullying must be accurately recorded on SIMS as 'Extreme: Bullying'. The 'Type' of bullying must also be selected for both the perpetrator and the victim. The types include:

- Physical
- Verbal
- Cyberbullying
- Indirect
- Other
- Bullying – Young carers/looked after children
- Bullying – Race, Religion or Culture
- Bullying – SEND
- Bullying – Gender
- Bullying – Sexual Orientation

Regular monitoring of incidents at the academy will be conducted by the Senior Pastoral Lead to effectively analyse and improve our strategies and outcomes further.

13. LINKS TO OTHER ACADEMY/TRUST POLICIES

- Behaviour of Learning Policy
- Child Protection and Safeguarding Policy
- eSafety Policy
- Relationships and Sex Education Policy
- Special Educational Needs Policy

14. USEFUL WEBSITES

<https://anti-bullyingalliance.org.uk>

<https://www.bullying.co.uk/>

<https://www.stopbullying.gov/>

<https://www.nationalbullyinghelpline.co.uk/>

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>

<https://www.youngminds.org.uk/young-person/coping-with-life/bullying/>