



# Manchester Young Lives Anti-Bullying Policy

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## 1. INTRODUCTION

Manchester Young Lives is committed to providing a caring, friendly and safe environment for all children, young people and students so they can learn and play in a relaxed and secure atmosphere. Bullying of any kind is unacceptable and will not be tolerated in any form. If bullying occurs, all children/young people should be able to tell a member of staff and know that incidents will be dealt with promptly and effectively.

We are a *TELLING* organisation. This means that *anyone* (including the victim) who knows that bullying is happening is expected to tell the staff.

We have a responsibility to respond promptly and effectively to issues of bullying.

## 2. WHAT IS BULLYING

Bullying is a form of anti-social behaviour that has no place in MYL provision

Bullying can be defined as behaviour by an individual or a group, repeated over time that hurts another individual either physically or emotionally.

Bullying can include name calling, taunting, mocking, making offensive comments, kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying is recognised by MYL as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Bullying can happen to anyone and can take many forms, including:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying because of success or failure or ability
- Bullying because of appearance – size, height, weight, dress, personal features
- Bullying because of language/speech, or social class

- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):
- Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Gender based bullying, including transphobic bullying
- Bullying against teenage parents (pregnancy and maternity under the Equality Act)

Bullying can make the victim feel distressed, nervous, hurt, anxious or worried. The bully's actions may or may not be on purpose and may involve encouraging others to cause upset. This type of behaviour could involve one person or group having all the power and someone else having none, leaving someone feeling helpless to prevent it or put a stop to it. Bullying is often motivated by prejudice against particular groups.

### 3. MYL ETHOS

MYL recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.

By effectively preventing and tackling bullying MYL can help to create a safe and secure environment, where young people are able to thrive and fulfil their potential. We do this through

- Monitoring and reviewing our anti-bullying policy and practice on a regular basis.
- Supporting staff to promote positive relationships to help prevent bullying.
- Recognising that some members of our community may be more vulnerable to bullying and its impact than others; this may include children and young people with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Intervening by identifying and tackling bullying behaviour appropriately and promptly.
- Ensuring that children & young people are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the antibullying policy.
- Requiring all members of MYL community to adopt a partnership approach to uphold the anti-bullying policy.
- Recognising the potential impact of bullying on the wider family of those affected, so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Dealing promptly with grievances regarding the school response to bullying in line with our complaints policy
- Learning from good anti-bullying practice elsewhere.

- Utilising support from the other relevant organisations when appropriate.

Proactive strategies rest on the development and maintenance of a positive, supportive and inclusive learning environment. Relationships among pupils and between pupils and teachers should be based on mutual respect. Such relationships can be encouraged through an emphasis on positive attitudes and personal skills. A whole-school approach to tackling and preventing bullying in schools involves the whole school community providing a solid foundation from which to embed developments and improvements in a systematic way.

#### **4. PREVENTATIVE APPROACH**

Our approach is to create and support an inclusive environment which promotes a culture of mutual respect, consideration, and care for others, which will be upheld by all. MYL

- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognise the potential for children or young people with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality, or appearance related difference.
- Challenge practice and language (including ‘banter’) which does not uphold the values of non-discrimination and respect towards others.
- Encourage the use of technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community, and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create “safe spaces” for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive ethos.
- Provide a range of approaches for children/young people, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of
- technology and provide up-to-date advice and education to all members of the
- community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing policies, for any bullying, which involves or affects children & young people, even when they are not on MYL premises. For example, when using online services or social media.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is
- unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

## 5. CURRICULUM & LEARNING

Children and young people are given the very clear message that any form of bullying or unpleasant behaviour is neither welcome nor tolerated at MYL. This is reiterated in school assemblies, student voice, curriculum, and activities, including PSHE, English and Citizenship and discrete projects focussing on anti-bullying awareness.

MYL creates an ethos of positive behaviour where children & young people treat each other, staff and volunteers with respect, because they know that this is the right way to behave. MYL has developed an approach which includes analysis of behaviour data, small group work, student voice, and staff daily briefings about issues between children and young people which might provoke conflict.

Specific focussed strategies are developed to prevent bullying occurring in the first place. The strategies frequently involve talking to students and young people about issues of difference, focussed lessons, displays through student voice, projects, or through assemblies.

MYL ensures anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week, we provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

Within the curriculum, there will be a commitment to teaching and exploring the impact of bullying, providing guidance in relation to the use of IT and mobile phones and promoting appropriate and responsible online behaviours.

Staff will work with young people to

- raise awareness about bullying behaviour, its effect on emotional health and well-being, and how it will be combated.
- develop personal and social skills through the promotion of friendship skills, assertiveness skills, conflict resolution and problem-solving skills, communication skills and the exploration of spiritual and moral values
- build and maintain self-esteem.
- promote positive role models and positive young people/staff relationships.

## 6. PROCEDURES

### Procedures

1. Children and young people should report ALL incidents of bullying to staff.
2. Depending upon the nature of the bullying, incidents of concern will be recorded and followed up by staff.
3. In serious cases parents/carers should be informed and will be asked to come into a meeting to discuss the problem.
4. If necessary and appropriate, police will be consulted.
5. The bullying behaviour or threats of bullying must be investigated, and the bullying stopped immediately.
6. Staff will intervene to stop bullying and to change this behaviour.

## **Children & Young people guidance**

What to do if you think you are being bullied:

- Tell a teacher/adult or any other adult at MYL you trust.
- Tell a parent/carer.
- Tell them again if the bullying does not stop in school or if it continues outside school or other sessions.
- Try not to show you are upset, which although difficult, will help discourage the bully; Try to appear confident; Just walk past if people call you unpleasant names; Tell yourself you don't deserve to be bullied.
- If you feel threatened walk away.
- Ensure social networking sites are only accessible to invited friends; Block individuals who upset you.

## **Parent / Carer Guidelines**

What to do if you think your child is being bullied:

- Watch for signs – not wanting to go to school, minor illnesses, headaches, other pointers, avoiding friends, coming home with bruises or torn clothing, possessions disappearing, becoming upset after using the internet or mobile phone.
- Listen to what your child says, try to establish that the problem really is bullying and not something else.
- Learn how your child uses information and communication technology and familiarise yourself with safe practice.
- Help your child to deal with the problem by him or herself. Be tactful; Do not encourage retaliation. This rarely helps and may only make things worse for your child.
- Inform your child's Centre manager as soon as possible

## **Investigating incidents**

- All bullying incidents should be properly recorded and investigated.
- Cyberbullying can be a very serious matter and can constitute a criminal offence.
- In UK law, there are criminal laws that can apply in terms of harassment or threatening and menacing communications.
- Advise staff, volunteers and children/young people to keep a record of the bullying as evidence.
- Take steps to identify the bully if possible - the police will need to be involved to enable the service provider to look into the data of another user.

## 7. CYBER - BULLYING

### What is Cyberbullying?

Children, young people and many adults are keen adopters of new technologies, but sometimes their lack of awareness can leave them open to the threat of bullying via the technology.

Cyberbullying happens when a person or a group of people threaten, tease, embarrass or abuse someone else by using ICT, particularly mobile phones, the internet and related technologies such as social networks. The effects of Cyberbullying can leave the victim feeling upset and very vulnerable. It can be difficult to escape from the bullying as it can take place any time of day or night and can lead to feelings of isolation and insecurity even in your own home. Cyberbullying is a **bullying and safeguarding** issue and should be treated as such.

Cyberbullying can take many different forms such as:

- **Threats** - Text message being sent to your mobile.
- **Public Posting** - Your personal information and/ or images shared publicly on a social network without your permission.
- **Exclusion** - Exclusion from a discussion group or online gaming group.
- **Manipulation** - Your personal information altered and displayed for others to see.
- **Hacking** - Your password insecure enabling others to logon as you and delete, change or copy information.
- **Abuse and Name Calling** - Hurtful voice and text messages sent to your phone.

Cyberbullying can affect all ages and staff, volunteers and children/young people can be the target of bullying.

When responding to cyberbullying concerns, MYL will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.

Take all available steps where possible to identify the person responsible. This may include:

- looking at use of the MYL systems
- Identifying and interviewing possible witnesses
- Contacting the service provider and the police, if necessary.
- Working with the individuals and online service providers to prevent the incident



from spreading and assisting in removing offensive or upsetting material from circulation. This may include

- Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. (Note: Schools should ensure they access the DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance to ensure that the schools' powers are used proportionately and lawfully)
  - Requesting the deletion of locally held content and content posted online if they contravene school behavioural policies.
- Ensuring that sanctions are applied to the person responsible for the cyberbullying.

MYL will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.

- Provide information to staff and young people regarding steps they can take to protect themselves online. This may include:
  - advising those targeted not to retaliate or reply
  - providing advice on blocking or removing people from contact lists
  - helping those involved to think carefully about what private information they may have in the public domain.
  - Inform the police if a criminal offence has been committed.

## 6. USEFUL LINKS & ADDITIONAL RESOURCES

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

- The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practiceschools](http://www.restorativejustice.org.uk/restorative-practiceschools)

## SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:  
[www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_-\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf) • DfE: SEND code of practice:  
[www.gov.uk/government/publications/send-code-ofpractice-0-to-25](http://www.gov.uk/government/publications/send-code-ofpractice-0-to-25)

DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-ofpractice-0-to-25](http://www.gov.uk/government/publications/send-code-ofpractice-0-to-25)

## Cyberbullying

- Childnet: [www.childnet.com](http://www.childnet.com)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Child Internet Safety (UKCCIS)  
[www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)
- DfE 'Cyberbullying: advice for headteachers and school staff':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- DfE 'Advice for parents and carers on cyberbullying':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

## Race, religion and nationality

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

## LGBT

- Barnardo's LGBT Hub:  
[www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW)

- [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)  
A Guide for Schools:  
[www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf)

Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobodycampaign-posters](http://www.gov.uk/government/publications/disrespect-nobodycampaign-posters)

Anti-bullying Alliance: Preventing and responding to Sexual Bullying:  
[www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual)

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying:  
[www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)