



Anti-Bullying Policy

Centre Academy East Anglia

To be reviewed annually. Next review date: 1st October 2017

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Centre Academy East Anglia is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Preface

At CAEA we consider that Bullying is a conscious act of aggression or manipulation by one or more people against another person or group of people. It can be directed at anyone within the School, child or adult. It is a fundamental right for everyone at Centre Academy East Anglia to be able to live and work in an environment which is safe from intimidation and in which all types of bullying are regarded as unacceptable. Therefore, the School aims to promote a secure and happy environment that is free from threat, harassment and any type of bullying behaviour. It is committed to taking positive action to prevent bullying from occurring by adhering to clear policies governing behaviour and an understanding by staff and pupils that bullying will lead to decisive action. In this regard, it is essential that our students understand that CAEA practices zero-tolerance of bullying.

'Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. (DfE 2014)

The Equality Duty (with reference the Equality Act 2010) requires that Centre Academy has due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.

This policy is written with reference to:

- Preventing and tackling bullying - Advice for head teachers, staff and governing bodies (DfE 2014)
- This policy should be read in conjunction with the Safeguarding Policy, Restraint and Physical Intervention Policy, Child Protection Policy and the On-line Safety Policy.

Bullying may take many forms and is often motivated by prejudice against particular groups for example: grounds of race, religion, gender, sexual orientation (homophobic bullying being currently under discussion), or because a child is adopted or has special needs. It can be between pupils/students, students and adults, or between staff; by individuals or groups; face to face, indirectly or using a range of cyber bullying methods. It can happen in isolation or in the presence of others.

Verbal bullying – name-calling, taunting, mocking, making offensive comments and teasing

Physical bullying – kicking, hitting, punching, pushing and pinching

Emotional bullying - producing offensive graffiti, excluding people from groups, spreading hurtful and untrue rumours, being forced to do things against own will and taking belongings or money

Cyber bullying – offensive text messaging and e-mailing and sending degrading images by phone or the internet

Bullying Outside School Premises

Preventing and Tackling Bullying (DfE 2014) provides legal guidance on bullying that may take place outside of the school. It states that 'Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". When a bullying incident is reported to school staff it is incumbent upon them to investigate and act upon it. (If the behaviour is such that it could pose a safety risk to another person it needs to be reported to the local police)

Elements in Bullying

Teachers and other staff members should be aware that at least some of the following elements are involved in bullying:

- harm is intended;
- harm may be *unintentionally* delivered;
- there is an imbalance of power;
- it is repetitive, occurring over a period of time, or it is a random but serial activity carried out by someone who is feared for his/her behaviour;
- The hurt experienced by the victim can be external (physical) and/or internal (psychological);
- the social and other exclusion of a child/children by others can also constitute bullying.

Aims of the School

To assist in creating an ethos in which attending school is a positive experience for all members of school:

- To make it clear that all forms of bullying are unacceptable at school
- To enable everyone to feel safe while at school and encourage pupils/ students to report incidences of bullying
- To deal effectively with bullying
- To support and protect victims of bullying and ensure they are listened to
- To help and support pupils/students who bully to change their attitudes as well as their behaviour and understand why it needs to change

Prevention

At CAEA we work on preventing bullying. The school *ethos* focusses on the safety of each individual and of treating both staff and other pupils with respect. As a special needs school it is imperative that we sustain an inclusive environment. Students consider that looking after one another and preventing bullying is important. Staff develop strong relationships with their classes so that students will discuss any issues within their social groups and in that way staff can assist in promoting solutions, but can also develop strategies with the students to avoid any escalation in disruption. Issues that can develop within social situations are frequently addressed within whole school assemblies.

Additionally the school takes part in Anti-Bullying week which is held across the country. By taking part in various activities and assemblies it is ensured that pupils themselves, can identify an incidence of bullying and will therefore report it as such.

However, if a situation escalates this is addressed by the Senior Management Team, the Head of School and/or the Principal.

Principles

- The child or young person who was targeted should be listened to and involved in the discussion of the incident
- The person who was targeted should be encouraged to identify the people involved in bullying as a step to securing their own safety and that of others in the future
- Those identified, as taking part in the bullying behaviour should be listened to and the impact of their behaviour explained to them
- Children or young people should be interviewed separately whenever allegations are made about a group
- A record should be made of the incident
- The record should be shared with the child/young person.
- Communication should take place with the parent(s)/carer(s)
- Planned intervention should be agreed
- Interventions should be supported by a period of monitoring and a follow up discussion. As well as short term monitoring schools should review over a 2-3 month period whether action has prevented recurrence and ensured that pupils feel safe.
- If necessary following review, further action should be planned and monitoring should continue
- The Head of School or the Principal will have responsibility for overseeing the recording, reporting and effectiveness of interventions
- At CAEA bullying incidents will automatically be reported to Governance as both the Head of School and the Principal are involved.
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The School's Responsibilities: CAEA assumes responsibility for explaining what a student should do if he/she is being bullied, and the venues for these explanations embrace the classroom and tutoring periods, PSHE, SMSC, Citizenship, social skills groups and assemblies. Students are instructed along the following lines:

- do not blame yourself for what has happened;
- tell a teacher, member of the care staff, or another member of staff; explain what happened, how often, who did it, where, and whether anyone else saw the incident;
- if you are afraid to tell an adult on your own, ask a friend to accompany you;
- do not fight back or try to deal with the situation without the help and/or advice of a teacher or member of staff.
- if you have a remark to make about yourself or about the behaviour of another, you are encouraged to give a note to your form Tutor. This may be anonymous or signed by you.

School Procedures: when bullying is detected, the student will be assured that he/she has acted correctly in reporting the incident and that it will be investigated fully. All parties involved in the incident will have an objective hearing, all will be directed to the *School Handbook*, which addresses the issue of bullying in great detail, and the incident itself will be recorded and documented in the Bullying Log in accordance with the *Procedure for Bullying, Recording and Monitoring*. Any disciplinary measures must be applied, bearing in mind the individual student and taking into account their special needs or disabilities. (DfE 2014) The school must also be sensitive to the vulnerabilities that many of the students have and treat any bullying incident fairly, consistently and reasonably.

- Although the School would hope to use the least intrusive intervention possible, the consequence of a serious bullying incident might include detention, suspension, community service or another course of action that in extreme situations could include permanent exclusion;
- Parents and teachers should understand that, in certain circumstances, a report of bullying may be referred to the Designated Safeguarding Lead (DSL) who, in turn, may need to activate external services if necessary;
- To ensure that bullying does not recur, discussion/counselling or other initiatives may be considered for the student engaged in bullying; one objective of such a course of action would be to have the child imagine how he/she would feel if the tables were turned;
- If onlookers were involved, they should be reminded that passive bullying—by watching, laughing or in other indirect ways that support a bully—is equally unacceptable;
- If a child has been suspended because of bullying, the parents must accompany the child to the School to meet with the Head of School; in most instances, the child will be present at the meeting;
- Before being allowed to re-enter CAEA, the child, supported by the parents, must provide an undertaking that a similar situation will not recur; this may occur by having a clearly set-out list of points in writing. In some instances, this may include a 'contract' which sets out behavioural expectations;
- Both the child and the parents are informed of the consequences, including permanent exclusion, of any additional bullying behaviour on the part of the offending child;
- The meeting between the above parties will be documented in a letter written by the Head of School and sent to the parents; if the offending child is Statemented, his/her LEA will receive a copy of all correspondence dealing with the bullying incident and its resolution.

School Initiatives in dealing with incidents of bullying: if a child has engaged in bullying, the School's major objective is to ensure that this does not happen again. In this, the Tutor is likely to play a major role both in supporting the child and also in liaising with colleagues. The bullying situation should be discussed at the morning and other staff meetings to ensure that all teachers are fully aware of progress or lack of same.

In instances of bullying, the School will take the following actions:

- Involve the students so that all pupils/young people who attend CAEA understand the school's zero tolerance towards bullying and the steps that they themselves can do to support the school. For example: speaking to their tutor or Head of House.
- provide counselling if this is deemed appropriate; this would involve the School's resident speech and language professional. (Or if necessary to seek external help and support via our link with MIND)
- ensure that all teaching and other staff are aware of the situation and the transgression;
- ensure that all staff members who teach the child monitor carefully the situation in their classes with regard to bullying;
- ensure that pre-emptive action is taken by the teacher at any hint that another bullying situation is about to start;
- after a period of time, the child should meet again with the Head of school and/or designated other to review the progress that has been made.

If a child has been victimised by bullying, the School will follow similar monitoring initiatives and procedures as outlined above. This will include counselling and communication with the victim's family.

Cyberbullying

The school does not encourage the use of Facebook and other social networking sites by its pupils during school time. All ICT courses include instruction in safe internet use. All students are provided with training which helps them recognise dangers posed by cyberbullying. This includes text/SMS messaging and emails. (**See On-line Safety Policy**) Staff also need to be aware that under 'the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety...' (On-line Safety Policy)

School initiatives which aim to promote a sense of wellbeing and protection include the following;

- The theme of cyberbullying is covered in detail during On-line safety lessons, assemblies and a week course for all students, which takes place in February.
- Students are encouraged to report any concerns regarding bullying to the Head of School or the appropriate Tutor.
- The Head of School operates an 'open door' policy for all students at the school. Students are aware that they may request to see the Head of School, either directly, or through their Tutor.
- PSHE courses for KS2 and 3 students contain sections dedicated to the understanding of, and courses of action pertaining to bullying.
- Whole school assemblies are carried out with the intention of raising the knowledge and understanding of the students about bullying.
- Tutor periods, provide a forum in which to generate discussion regarding social issues.
- The school advises parental supervision of internet use at home.
- Day students are required to hand in their phones at the beginning of the school day to minimize the risk of cyberbullying through text messaging and unlawful use of the internet during the school day. They may collect their phones at the end of the school day.
- Boarding students relinquish their phones upon arrival at school on Sunday evening or Monday morning. They may reclaim their phones upon departure from the school on Friday.

This policy needs to be read in conjunction with:

- Procedure for Bullying, Recording and Monitoring
- Safeguarding Policy
- Restraint and Physical Intervention Policy
- Child Protection Policy
- On-line Safety Policy

Signed:



Date: 01/03/17

Principal and CEO

Dr Rollo

Signed:



Date: 01/03/17

Head of School

Mrs Salthouse