



# Centre Academy East Anglia

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## Anti-Bullying Policy

### Equality Statement

Centre Academy East Anglia is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief. We provide a safe, supportive and welcoming environment.

Review Date: Sep-25  
Last Review Date: Sep-24  
Held on website: Yes

### Signed by Chair of Proprietor Body

A handwritten signature in black ink, appearing to read 'R. Murphy'.

Signed:  
Chair of Proprietor Body

Mr R Murphy

Date: 24/09/24

*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’. (Quote 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.

The Equality Act Policy can be found on CAEA school website: <https://www.centreacademy.net/wp-content/uploads/2023/01/CAEA-Equality-Policy-J23.pdf>

This policy is written with reference to:

- Preventing and tackling bullying - Advice for head teachers, staff and governing bodies (DfE guidance July 2017)  
[https://assets.publishing.service.gov.uk/media/625ee64cd3bf7f6004339db8/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://assets.publishing.service.gov.uk/media/625ee64cd3bf7f6004339db8/Preventing_and_tackling_bullying_advice.pdf)
- This policy should be read in conjunction with the schools Safeguarding, Restraint and Physical Intervention, Child Protection and the On-line Safety Policies.

## Bullying – A Definition

Although a specialist school like Centre Academy may not experience bullying in the same manner as a mainstream school, it would be naïve not to address the issue in a positive manner. The behaviours of some of our pupils and the vulnerability of others make it essential that the school remains sensitive to the subject. We should also be aware that although not deliberate, bullying for some of our students can be upset by others noises in a cause and effect manner which excludes deliberate intent and empathy. We can define bullying as deliberate behaviour or aggression by one or more people, which produces damaging or hurtful effects, physically or emotionally, either directly or indirectly through means such as online gaming and social media, to any individual. It is often repeated over a period of time and it is usually difficult for those being bullied to defend themselves.

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, taking another’s belongings, any use of violence.

**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.  
Being unfriendly, excluding, tormenting

**Cyber bullying** – offensive text messaging, e-mailing, social media or gaming and sending degrading images by phone or the internet including generative artificial intelligence (AI)

**Prejudice-based and discriminatory, including racial, faith-based, gendered (sexist) homophobic/biphobic, transphobic, disability-based** - Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

**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

### **Bullying Outside School Premises**

Unfortunately, bullying may encompass many areas outside of the confines of CAEA itself. In this regard, we are mindful of the DfE's "Preventing and Tackling Bullying (DfE 2017), which asserts that "Teachers have the power to discipline pupils for misbehaving outside the school premises to such an extent as is reasonable."

Thus, when a bullying incident is reported to school staff at CAEA, it is incumbent upon them to investigate and act upon that report. Please note: if the behaviour is such that it could pose a safety risk to another person it needs to be reported to the local police.

CAEA is aware that bullying can have ramifications both inside and outside of a school. In this regard, we are mindful of the DfE's Preventing and tackling bullying, July 2017. Specifically, we recognise that when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, from 'significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989.

When this is the case, CAEA should discuss with the DSL and report concerns to the parent and/or local authority; then to discuss with the parent and/or local authority and to take appropriate action.

That said, CAEA recognises that external support can be given to pupils whether or not it is deemed a child protection issue. Even when safeguarding may not be discerned to be an issue, CAEA recognises that it may need to draw on external services to support an individual pupil who is experiencing bullying, or to address any underlying issue which has contributed to a child engaging in bullying.

### **Elements in Bullying**

Teachers and all 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;

--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.

It is essential to understand that bullying is repetitive, occurring over a period of time or it may be a random but serial activity carried out by someone who is feared by the victim for his/her behaviour.`

### **Aims of the School**

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

- To maintain a positive culture of kindness and consideration among all pupils and staff
- To make it clear that all forms of bullying are unacceptable at school
- To deter bullying behaviour, detect it when it occurs and deal with it by discussions and or sanctions
- 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 to 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 insists that both staff and other pupils are always treated 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. All teaching staff will proactively gather intelligence about pupils to address difficulties before they escalate.

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 incident of bullying and will therefore report it as such.

*'A school's response to bullying should not start at the point at which a child has been bullied.*

*The best schools develop a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place.'*

If a situation is identified, it is immediately reported and addressed. If, however, a situation escalates this is addressed by the Senior Management Team, and the Head of School.

- *Preventing and tackling bullying - Advice for head teachers, staff and governing bodies (DfE guidance 2017)*

**Principles:** when a child is the victim of bullying:

- The child or young person who was targeted should be listened to and involved in the discussion of the incident/ incidents
- Staff can identify bullying
- If parents are aware their child is being bullied they should speak to the Head of School
- 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 in the Bullying Log
- The record should be shared with the child/young person, victim
- 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 the Head of School will 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 will have responsibility for overseeing the recording, reporting and effectiveness of interventions.
- At CAEA bullying incidents will automatically be reported to Governance as the Head of School maybe involved in any investigation.

**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 suspected or 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 *Bullying, Recording and Monitoring – (Bullying Log)* which we implement. Any disciplinary measures must be applied, bearing in mind the individual student and taking into account their special needs or disabilities. (DfE 2017) 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 in extreme situations permanent exclusion could be a possibility;
- 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 a bullying child, 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)
- 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, social media, gaming and emails. (See **E- Safety (On-Line safeguarding) 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...'

### **Generative artificial intelligence (AI)**

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

CAEA recognises that AI has many uses to help pupils learn but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

CAEA will treat any use of AI to bully pupils in line with our anti-bullying/behaviour 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, PSHE mornings, assemblies and Anti Bullying week for all students.
- School staff proactively gather intelligence about difficulties between pupils/students and attempt to resolve through tutor group sessions, individual meetings or mediation between students.
- 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.
- 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.

This policy needs to be read in conjunction with CAEA policies:

- Child Protection and Safeguarding Policy
- Behaviour and Discipline Policy
- E- Safety Policy
- Procedure for Bullying, Recording and Monitoring – See Bullying Log

### **Summary of Policy**

1. Every pupil at Centre Academy East Anglia has the right to enjoy his/her learning and leisure time free from intimidation.
2. Our school community will not tolerate unkind actions or remarks, even when these were not intended to hurt.
3. To stand by when someone is being bullied is to then become part of the bullying.
4. Pupils should support each other by reporting all instances of bullying to a member of staff or a responsible senior pupil.
5. Bullying will always be taken seriously.
6. A pupil who does not respond appropriately to advice or sanctions for bullying would ultimately have to leave Centre Academy East Anglia.

**A pupil who is being bullied or who witnesses a bullying incident should complain and can do so in several ways: You should report bullying to your school in the first place - or someone you trust if it happens outside school, for example in a club or online.**

- a. Speaking to the Head of School, or any member of the Senior Management Team, DSL, ADSL's or staff members.
- b. By informing his/her parents, his/her tutor or a member of staff, or a responsible older pupil; alternatively by speaking with the medications officer.
- c. By telephoning Childline (0800 1111).
- d. Contact The Children's Commissioner Advice Line (Care and Protection Team) on 0800 528 0731
- e. You can report any online abuse through the [Child Exploitation and Online Protection Centre \(CEOP\) website](#).
- f. Further information for parents and carers  
Bullying UK (part of Family Lives) offers advice for parents and help and support through a helpline at 0808 800 2222.

**Remember that bullying thrives on secrecy – it is best dealt with by being brought into the open; it may save other people from becoming victims of the same bully.**

**The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.**