Community Ed CIC & Community Ed Academy

Anti-Bullying Policy

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Approved by: Headteacher	Sally Alden	
Approved by: Chair of Governor	Karen Beales	

'We believe that all of our young people have the right to be healthy, happy and safe; to make friends, be valued and respected -to enjoy high aspirations for their future.'

Principles

Bullying of any form, whether physical, mental, verbal, actual or implied, stands entirely opposed to the values and ethos of Community Ed Academy. All members of Community Ed CIC staff and students alike have the right to work and learn in a safe and caring environment. Both staff and students also have a responsibility to create, maintain and uphold such an atmosphere to the best of their abilities.

As part of Community Ed CIC ethos, our provisions embed positive reinforcement into our values and delivery. Community Ed CIC has embedded a code of conduct and promotes our six-strand curriculum, which includes Respect, Focus, Self-regulation, Independence, Boundaries, and Resilience. In relation to bullying, staff model appropriate behaviour and provide positive reinforcement in line with the code of conduct, helping students gain confidence and learn to behave appropriately.

Community Ed Academy will encourage positive behaviour and praise its students' smart choices, while providing no energy to negative behaviour. At all times, we will maintain clear boundaries regarding what is and what is not acceptable conduct. This is outlined in the code of conduct and is visible to both staff and students, inside the school and the AP.

This policy is written in line with the DfE guidance 'Preventing and Tackling Bullying' and *Preventing and tackling the bullying and harassment of school staff*. With Community Ed CIC's responsibility to respond to, and where possible prevent, bullying of all forms. No form of bullying will be given greater significance than any other, as all can cause serious harm to the victim. Any instances of bullying brought to the staff's attention will be treated as serious incidents and documented and investigated immediately.
This policy sets out Community Ed CIC's rights to extend its jurisdiction to protect its students and staff from bullying and, where necessary, to apply sanctions to students identified as perpetrators. This policy should be read alongside and applied in conjunction with our policies on Behaviour Management, Safeguarding and Child Protection, and Exclusion.

Embedded within the ethos and culture of Community Ed Academy is the expectation and understanding that respect for others is paramount. Celebrating difference is embraced by all those who work across our s, and lessons and learning opportunities exploring culture, identity, difference, and rights and responsibilities are embedded in the curriculum. Community Ed Academy has a strong focus on equal opportunities and diversity, which will be explored to ensure that people with a variety of cultural and personal differences are integrated and valued across both provisions.

Community Ed Academy takes a proactive approach to bullying, with prevention as the preferred method for tackling all forms of negative behaviour. Where preventative measures fail to stop bullying, intervention procedures will be implemented.

In line with the Children's Wellbeing and Schools Act 2026, and Keeping Children Safe in Education 2026 where there is 'reasonable cause to suspect that a child is suffering or is likely to suffer significant harm', the bullying will be treated as a safeguarding or child protection issue. In such instances, the Local Authority will be notified and involved until the matter is satisfactorily resolved.

Where behaviour constitutes a potential criminal offence or poses an immediate risk of significant harm, the designated safeguarding lead (DSL) and headteacher will assess the incident and, where appropriate and proportionate, involve external agencies or the police immediately.

Community Ed Academy fully recognises its obligations under the Equality Act 2010 and the Public Sector Equality Duty. This legislation is actively embedded across our recruitment procedures, behaviour and anti-bullying policies, and frameworks for the fair treatment of all pupils, staff, and volunteers—ensuring robust protection and proactive response regarding any prejudice- or discrimination-based harassment

Definition of Bullying

Bullying is unwanted, aggressive behaviour that involves a real or perceived power imbalance. The behaviour is typically repeated over time and is intended to cause physical, social, or emotional harm to the target

Key Elements of Bullying

- **Power imbalance:** The person bullying uses their strength, popularity, or status to control or harm someone with less power.
- **Repetition:** The aggressive actions happen more than once or have the potential to happen multiple times.
- **Intent:** The behaviour is done on purpose to cause distress

Main Types of Bullying

- **Physical:** Hitting, kicking, tripping, or damaging personal property.
- **Verbal:** Name-calling, insulting, teasing, or threatening harm.
- **Social/Relational:** Spreading rumours, intentionally excluding someone, or ruining a reputation.
- **Cyberbullying:** Using digital platforms, text messages, or social media to harass, humiliate, or threaten someone

Examples of Bullying Behaviour

Examples of bullying behaviour include but are not limited to:

- Physical aggression to an individual
- Child-on-child abuse
- Addressing another individual with offensive names
- Using misogynistic, homophobic, ableist (anti-disabled), transphobic (anti-transgender) or racist language
- Spreading rumours about an individual or their family

- Making fun of another individual's appearance
- Belittling an individual's abilities
- Damaging, stealing or hiding someone's property
- Sending or making offensive or hurtful texts, (online) messages or phone calls
- Using social media to mock or hurt another person
- Misusing mobile phones to continually take pictures of others
- Deliberately excluding someone from participating
- Continually getting in another's personal space to intimidate them

Strategies for dealing with bullying

Dealing with bullying involves staying calm, setting clear boundaries, and getting help from trusted people. Key steps include reporting the behaviour to an authority figure, keeping a record of evidence, and practising a firm response

Immediate Actions

- **Walk away:** Leave the area if you can, because bullies want a reaction.
- **Stay calm:** Do not show anger or sadness.
- **Say stop:** Use a short, firm voice to say "Stop" or "Leave me alone"

Report and Document

- **Save proof:** Keep screenshots of texts, messages, or notes.
- **Write it down:** Note the dates, times, and what happened.
- **Tell an adult:** Report the issue to a parent, teacher, or boss.
- **Get outside help:** Call the National Bullying Helpline at 0300 323 0169 for expert advice. In an emergency or physical danger, call 999.

Emotional Care

- **Talk to friends:** Share your feelings with people who care about you.
- **Remember it is not your fault:** The problem is the bully's behaviour, not you

Staff Responsibilities

All staff will undergo anti-bullying training. As a result of training, staff should be able to identify what constitutes bullying, understand the law's stance on it, be aware of issues surrounding online bullying and how it can be perpetrated, and recognise their role in preventing bullying. Staff training will also include child-on-child abuse and what course of action is needed.

Staff should:

- Promote a culture of openness and awareness where the behaviour of perpetrators cannot go unnoticed.
- Reinforce appropriate behaviour across the curriculum, through set PSHE lessons and embedded across all subjects.

- Be positive role models for students and demonstrate the kind of personal behaviour expected of them.
- Reinforce the code of conduct and use this to positively reinforce positive behaviour.
- Be aware of the signs of bullying (e.g., unexplained injuries, frequently feeling ill or sick or even faking illnesses to avoid attending, changes in eating habits, avoidance of interaction, despondency and/or self-inflicted harm).
- Manage any instances of bullying when observed, in line with the Behaviour Management Policy.
- Report concerns about bullying behaviour to the DSL/headteacher and raise them at the end-of-day meeting.
- Complete an incident form or cause for concern form and raise this with the Designated Safeguarding Lead (DSL).
- Follow up with parents/carers regarding any instances of bullying promptly and record this communication in the appropriate student log.
- Complete an incident report on the school management system.
- Listen to students who have been bullied and take them seriously.

Parents/carers also have a role in supporting their children and the school/AP. Parents/carers are asked to:

- Be aware of any unusual behaviour that may be indicative that their child is being bullied:
    - "You know your child best, so you will be aware if something seems wrong. The type of behaviour that might be an indication of bullying includes a reluctance to go to attend; unexplained tummy upsets or headaches; showing signs of distress on a Sunday night or at the end of school holidays; becoming either quiet or withdrawn, or playing up; torn clothes and missing belongings; seeming upset after using their phone, tablet or computer and wanting to leave home much earlier than necessary or returning home late. Bullying can have an impact on a child's mental health, so if your child is showing signs of serious distress - such as depression, anxiety and self-harm, always see a GP and work with the school to address any issues."

Advice from the *Anti-bullying Alliance* (https://anti-bullyingalliance.org.uk)for further information).

Parents Can:

- Make themselves open and available so that their child knows they can talk to them and ask for advice.
- Keep a record of any bullying their child reports to them (this will be useful in discussions with the school/AP).
- Support their child if they disclose that they have been a victim of bullying and reassure them that it is not their fault.

- Advise their child that they can report any instances of bullying to the Headteacher, class teacher, or a member of support staff.
- All students also have key workers that students can talk to in confidence.
- Advise their child not to respond violently to bullying but to report it instead.
- Role-model appropriate language and behaviour to their children.

In cases where a child is accused of bullying others, we ask that the child's parents/carers support us in investigating the incident(s) to establish the facts. In these cases, parents/carers have the right to request evidence or reports related to the incident *as it pertains to their child*.

Above all, it is important not to equate a child wholly with their negative behaviour; instead, it is incumbent upon staff and parents/carers to remind the child that '*every day is a new day*' and that there are new opportunities for growth and positive choices. Learning targets are set so that students who struggle to form positive relationships can develop their social skills and demonstrate them in a safe and positive way. Many of our students display learnt behaviour and may not be aware that their behaviour constitutes bullying or how it affects others. Through PSHE and RSHE, students identify and model positive friendship. The opportunity to repair friendship through discussion and restorative justice is offered to all concerned. Bullying others could also indicate that the child is going through some trauma in their life, and this is displayed through inappropriate behaviour. The school Therapist and students' keyworker will provide one-to-one time to explore reasons behind a student's behaviour and provide strategies.

Prevention Strategies

Community Ed Academy recognises that most bullying stems from children's perceptions of differences between themselves and others. Young people across Community Ed Academy will therefore be encouraged to discuss differences among those around them and in wider society to foster greater understanding and acceptance.

At the beginning of the September term, all students participate in a group lesson on bullying, giving new students the opportunity to understand the importance of respect, school/AP rules and reporting concerns. This lesson is delivered interactively to encourage pupils to take part in addressing bullying. All students will participate in a refresher anti-bullying lesson if a bullying incident is reported. Student work on this topic is displayed around the school/AP, and student input will help update this policy when it is reviewed.

Throughout the school/AP, respect for self and others will be encouraged through the curriculum, which places social and emotional learning at the heart of the provision. All students receive a clear message that they are valued and respected. Issues around race, disability, gender, sexuality, and religion will be explored openly with pupils, as appropriate to their age and abilities. This allows students to reflect on these topics and to understand people in society who differ in these areas, while respecting others who hold different values and beliefs. Particular attention will be paid to disadvantaged groups in these categories, namely: women, the LGBTQ+ (lesbian,

gay, bisexual, transgender, queer +) community, physically and mentally disabled people, people with special educational needs, and religious minorities, with a view to promoting the British values of democracy, the rule of law, individual freedom, and respect and tolerance for those different from ourselves. Students will have the opportunity to participate in trips to explore culture and difference in an interactive way.

All school/AP staff meet at the end of each day, providing an opportunity to reflect on students' learning, behaviour and social interaction. Both positive and negative elements are discussed and recorded, including any incidents of bullying or those that may be recognised as such. Staff discuss areas of concern and the appropriate actions required. This provides valuable information, helps staff share best practice, allows staff to flag any potential safeguarding issues, and supports planning for the next day. This enables staff to be proactive, de-escalate, and reinforce positive choices.

Intervention in Matters involving Students

As soon as a staff member becomes aware of behaviour they believe is consistent with bullying, they will initiate an informal discussion with all involved and follow the behaviour policy where necessary. If the staff member is satisfied that the incident is isolated and can be resolved without further intervention, no further action will be taken, but the incident will be recorded and monitored.

Where a student's repeated actions are regarded as bullying, the student's parents/carers and, if known, the parents/carers of the affected students will be contacted immediately, and the communication will be logged. A meeting will be held between either the Headteacher, another appropriate member of staff, or a Director of Community Ed Academy, and the parents/carers of both parties and the student(s) involved. It is hoped that a resolution to the issue can be obtained at this point.

Where a victim of bullying is identified, but the student does not disclose it, the school or AP will contact the student's parents/carers, and the communication will be logged. If deemed necessary, the school/AP will provide the student with support; whether such support is informal or professional will be determined by the severity of the situation.

Where the student involved is known, support of an informal or professional nature will be provided by the school therapist or outside professional services. The student's one-to-one social and emotional targets will be reviewed, updated and recorded in their Individual Person-centred Plan. An incident form will also be completed to help staff identify and address patterns of behaviour. This will be provided as part of, or instead of (where appropriate), measures to prevent further negative behaviour and to support the perpetrator in redressing any issues that led to the incident.

In matters that require safeguarding and child protection procedures, the Local Authority will be notified at the same time as parents/carers. Only in circumstances where criminal behaviour has taken place will the police be called.

In all instances of staff intervention regarding bullying, a full written record will be kept of any one-to-one sessions with students or meetings at which parents/carers are present, whether informal or otherwise, as well as actions resulting from the discussions that took place.

The students involved in individual risk assessments will have their assessments amended accordingly, and reasonable adjustments will be made to a student's timetable to keep them safe or to make others feel safe. Community Ed Academy is considered by many of its students to be the first provision they have attended that provides a safe place where they feel a sense of belonging, trust, and respect for others. We value that and want to work together to keep it this way. (Also see Behaviour Management Policy and Safeguarding Child Protection Policy).

Matters involving Staff

When a student reports an allegation of bullying by a member of staff, it must be taken seriously. It must be documented and reported to the DSL/Headteacher by the staff member to whom it was disclosed. If you witness another member of staff abusing their position of power or acting in a bullying manner, it is your safeguarding responsibility to report this to your DSL or directly to Norfolk's Local Authority Designated Officer (LADO). For more information, refer to the safeguarding policy (please see Safeguarding Child Protection Policy).

APPENDIX A

Rules on Bullying

'Bullying is when one person or a group of people repeatedly hurts, calls names, spreads rumours or doesn't let others join in. They could be saying bad things or posting photos of others online or saying negative things about being gay or having a special educational need. It could be because of the way they dress or look. This can result in someone feeling bad about themselves and could affect them in other areas of their life both now and in the future. Some people have felt so low after bullying that they have wanted to take their own lives.'

We all notice differences and can sometimes make judgements on that difference. **THINK** before you act and ask yourself…

- Is this bullying?
- How would I feel if I were that person?

By trying to understand and accept difference, we learn more about others and our friendship group grows. We become more likeable, and others will respect you and want to spend time in your company.

- At Community Ed CIC, we have displays showing that we understand difference and do not tolerate bullying.
- Anyone feeling bullied should tell a member of staff or someone they trust.
- If you think you see an act of bullying at school or the AP, it is your duty to report it to a member of staff.
- Students should support other students if they feel they are being bullied. You would want the same if it were you.
- All staff should act on bullying as soon as they see it happen.
- All bullying will be recorded.
- The matter will be discussed with the individuals involved; if the staff member is happy that it will not happen again, then it will not be taken further (but staff will keep an eye on the students involved).
- If the matter continues, parents/carers will be informed.
- The Local Authority and the police will be informed of any criminal behaviour.
- A meeting will take place with staff, parents/carers, and the school's or AP's leadership team, if necessary.
- All students who report they are being bullied or are identified as being bullied will be listened to and supported.
- We are here to support all students, and if you are struggling to get along with someone, talk to a staff member you trust. **THINK** before you act.

'*The act of bullying is very wrong, very serious and will not be tolerated!*