



ANTI-BULLYING POLICY

Developed by:	Emily Walker –TSA Lead
Reviewed by:	Helen Morris- Vice Principal
Date of last review:	March 1 st 2024
Date of next review:	March 1 st 2025

Our school commitment

Carew Academy is dedicated to the comprehensive prevention and resolution of bullying. Bullying is characterised as a deliberate, harmful, and divisive act or set of behaviours that can have serious and far-reaching effects on those who both experience and perpetrate bullying behaviour. At Carew Academy we work proactively with students, staff members and families to educate our young people about bullying, to address and rectify bullying or concerns about bullying wherever we find them, and to support all members of the school community to feel safe, valued, and respected.

Ethos and values

At Carew Academy we are committed to both safeguarding and nurturing our students. Together we will build a stimulating, safe and caring school that promotes the joy of learning, high personal achievement, respect for individual differences, dignity for all and equal opportunities by eliminating discrimination. We understand that adverse childhood experiences can have an impact on learning, behaviour & regulation, and, through working in a therapeutic and trauma informed manner, we will provide students with the tools to flourish regardless of their background or experiences.

We will provide a curriculum that is broad and balanced, engaging, and interesting, tailored to the individual needs of each pupil, and designed to cultivate academic, functional, vocational, and creative skills. We will support all students to leave school as confident and independent individuals, armed with the necessary skills to ensure that they can effectively advocate for themselves.

We will nurture, encourage, and listen to every voice in our community, including students, parents and carers, friends, and staff. Maximising the potential of every student will be placed at the heart of all decision-making. All young people will be valued for their individual contributions and their talents celebrated.

We will support students to pursue their ambitions, attain full social inclusion and achieve a high quality of life. We believe that pupils deserve to be inspired and have a positive mindset.

Our vision is to enable all our students to be:

Ambitious; Independent; Resilient and Caring.

These universal core values shape the type of school environment that is important and productive for our students and staff.

Carew Academy recognises the importance of working in a therapeutic & trauma-informed way to ensure that all students are understood, validated, and given full opportunities despite their personal circumstances. Our approach to behaviour is inclusive of all our students, including those who have experienced adversity.

We recognise the importance of understanding and being alert to student behaviour as part of effective safeguarding practice and that all behaviour is a form of communication.

Our definition of bullying

Bullying is a particular type of unacceptable behaviour. It is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. We acknowledge that bullying has no time limit and can be short term or can happen over long periods of time.

At Carew Academy we work with our students to understand that bullying is **Several Times On Purpose**. We use the acronym **STOP**.

Carew Academy views bullying as anti-social behaviour which is never acceptable. **No person has the right to deliberately make another person feel uncomfortable or unhappy.**

Bullying can be:

<i>Emotional</i>	Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
<i>Physical</i>	Pushing, kicking, hitting, punching or any use of violence; invasive, hurtful, or threatening physical contact
<i>Verbal</i>	Teasing, name-calling, sarcasm, spreading rumours
<i>Written</i>	Letters, notes, texts, graffiti
<i>Cyber</i>	All areas of online life, such as email and chat room misuse Harassment, shaming, threats, or persecution via social media Mobile threats by text messaging and calls Misuse of associated technology e.g. camera and video facilities, iPad, games consoles Making and/or sharing images with the intent to threaten or harm – this includes the non-consensual making/sharing of sexually explicit imagery

Bullying can happen to anyone, but can often be specifically:

- Racist – ethnicity, skin colour, language, religious or cultural practices.
- Homophobic/transphobic – discrimination based on actual or perceived sexuality and/or gender identity.
- Sexual – unwelcome sexual advances or remarks that causes offence, humiliation, or intimidation, including pressure to send images of a sexual nature; unwanted physical contact, intimation, coercion; sexually abusive language, imagery, or graffiti.
- Disablist – discrimination based on actual or perceived special educational needs and/or disabilities.

- 'Difference' – discrimination based on any real or perceived difference e.g. dress, hobbies and interests, family set up, social behaviour.
- Faith-based – discrimination based on matters relating to religious ideology, belief, or creed.

At Carew Academy all interaction between students intended to hurt or harm is recorded as child on child abuse.

Carew Academy staff are trained to understand how to recognise and respond to all forms of bullying and all forms of child-on-child abuse. They are vigilant in both observing the dynamics between students and in recording and reporting it in a timely manner.

Bullying and Trauma Sensitive Language

'Victim' is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. Using such labels without consideration of the person's contextual circumstances and/or social and emotional experience can unintentionally perpetuate false beliefs and definitions. An alternative term that may be an appropriate alternative to use to describe a 'victim' is 'a person who was bullied'. When managing an incident, we will be prepared to use any term that the student involved feels most comfortable with.

'Alleged perpetrator(s)' and 'perpetrator(s)' are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of students) as, in some cases, abusive behaviour can be harmful to the perpetrator too. It may be appropriate to replace the words 'perpetrator', 'alleged perpetrator' and/or 'bully' with 'the person who bullied'. We will decide what's appropriate and which terms to use on a case-by-case basis.

Understanding bullying behaviour

At Carew Academy, we treat all behaviour as communication and recognise that students involved in bullying behaviour may be dealing with their own mental health and well-being challenges, or that their behaviour is a manifestation of an unmet need. We are aware that those who have undergone traumatic experiences may be more prone to both engaging in, and being on the receiving end of, bullying behaviour. Acknowledging this perspective is essential for fostering a holistic and comprehensive approach in addressing and preventing bullying and highlights the importance of offering support and intervention not only for those who have been bullied, but also for individuals who have been bullying.

Bullying takes place where there is an imbalance of power between the person bullying and the person being bullied. This can be achieved by:

- Size and/or strength
- The numbers or group size involved
- Anonymity – through the use of cyber bullying (using email, social networking sites, texts etc.)
- The level of cognition, confidence, or emotional maturity of students

- SEND needs of students
- Hierarchy of staff

At Carew Academy we are vigilant about bullying and approach this in the same way as any other category of safeguarding. We do not wait to be told before raising concerns or dealing directly with the matter.

Many of our students may not be able to recognise or articulate that they are being bullied, or that their own behaviour may be seen by someone else as bullying. Our staff members know our students well and can identify those who may be at risk of being bullied. We are alert to the dynamics within and between groups of peers and will act if harmful imbalances of power are developing. We also monitor behaviour logs to ensure we track patterns of behaviour that can cause concern.

Bullying and keeping children safe

Carew Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We ensure that consistent and effective safeguarding procedures and policies are in place to support students and staff at school and follow the guidance of Keeping Children Safe in Education.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

This anti-bullying policy should be read in conjunction with our Child Protection Adult Protection and Safeguarding Policy, our Behaviour and Regulation Policy, as well as our Safeguarding & Wellbeing Offer which details the specific work, both proactive and reactive, that we undertake to ensure that our students are able to learn and thrive in a safe and supportive environment. These documents can be found on our website:

<https://carewacademy.org/aboutus/safeguarding/>

Bullying and discrimination

Carew Academy is a special school for students whose Education Health and Care Plans (EHCPs) have identified MLD & Autism as their primary area of need. As such, we work closely to the guidelines laid out in the Equalities Act 2010 to ensure that all our students are treated fairly and in accordance with their individual learning needs.

<https://www.gov.uk/guidance/equality-act-2010-guidance>

Carew Academy educates its students and staff about discriminable topics, such as disability, race, religious belief, gender, and sexuality by discussing these topics and making them part of our students' normal daily conversations. Our EDI group plans regular events, lessons, and assemblies so our students can learn everything they need to know about these different topics and can make informed choices about them. Our student support team works intensely with any students who have made comments that could be taken as discriminable to make sure that all students involved fully understand the meanings behind what they have said, how it could make others feel and the and the potential consequences on all parties if the behaviour is repeated.

Stopping bullying wherever it takes place

Bullying can take place in the classroom, playground, toilets, corridors, on the journey to and from school, and in online and other digital media forums. It can take place during school time, out of school while on residential visits, day visits, in group activities, and between families in the local community.

At Carew Academy we work with students and families to understand where and when they feel safe/unsafe, to ensure that there are robust and responsive processes in place. We have high levels of staffing with our students throughout the day to help support them and to be able to always have someone to talk to if needed.

There are safe spaces within the school where students can go to talk/have quiet time when needed. These spaces can vary for different students depending on need and are always staffed.

Preventing bullying

Carew Academy students are encouraged to think about and understand bullying through such opportunities as Student Council, e-safety sessions, assemblies, RSHE lessons, Anti-Bullying work and additional responsibilities such as school ambassadors.

Our school's ethos and working philosophy means that all staff actively encourage students to have respect for themselves, each other, and their environment. Behaviour which, for example, 'shows how others are feeling', or 'cares for others' is consistently acknowledged and rewarded through our postcard achievement system and celebration assemblies.

Students are involved in the prevention of bullying as and when appropriate.

Methods may include:

- Having discussions about bullying and why it matters that bullying is dealt with quickly
- Discussions at Student Council meetings
- Restorative, reparation, and empathy developing work with students, e.g. using comic strip conversations and/or social stories to develop understanding
- Assemblies around our school values
- Engagement in RSHE curriculum
- Development of positive relationships and empathy building in weekly circle times/tutor group check ins

Carew Academy has a 'Worries and Concerns' procedure, developed with students, to support our students in raising any complaint or concern. This can be found on our website, under the 'Student' tab.

<https://carewacademy.org/students/worries-and-concerns/>

Students' concerns are sent straight to the DSL and DDSL who ensure that they are heard and acted upon. The Worries and Concerns procedure is regularly publicised to students and families.

Staff regularly discuss bullying which creates an atmosphere of openness and builds confidence among students to discuss bullying.

Expectations around behaviour are regularly reinforced by staff, as is the school's ethos of mutual respect and tolerance.

Reporting bullying

If a student or parent has a concern, they should contact the school immediately. During the school day students should talk to a member of staff whom they feel comfortable talking to, i.e., form tutor, TA, the Student Support Team, trusted adult.

Outside of the school day

Safeguarding Team:

Designated Safeguarding Lead: Helen Morris – hmorris@carewacademy.org

Deputy Designated Safeguarding Leads:

Abbe Alele – aaalete@carewacademy.org & Nicola Lim – nlim@carewacademy.org

E Safety Lead: Dan Wilkes – dwilkes2@carewacademy.org

Please see our Child Protection, Adult Protection and Safeguarding Policy and Safeguarding and Wellbeing Offer for further details. These can be found on the Safeguarding page of our website:

https://carewacademy.org/about_us/safeguarding/

Responding to bullying

Where bullying is identified, our primary aim is to ensure that all students are safe. Carew Academy staff will take a twofold approach to resolving the issue which includes addressing the behaviour that has already taken place, and deploying strategies to change the behaviour so that bullying does not recur. This work will be completed with both sets of parents/carers' knowledge and support.

Measures to address the behaviour that has already taken place will be proportionate to the behaviour, and in-line with the school's Behaviour and Regulation Policy and Procedures. Measures will always include regulation time and restorative justice. Depending on the situation and severity of the incident, certain boundaries may be enforced as part of the approach, such as a temporary removal of privileges or exclusion. Any exclusions will be determined in line with the Exclusions Policy.

Where criminal behaviour is suspected or confirmed to have occurred as part of the bullying incident, the Safer School's Police Officer will be informed.

Carew Academy may deploy a range of strategies to help those engaging in bullying behaviour to understand and change their behaviour and to make amends with those being bullied. Strategies may include:

- Restorative justice including reflective conversations, reparative consequences, contract-making, reflective reports, restorative meetings
- Mentoring
- Peer support systems
- Input from our student support team
- 1:1 restorative support sessions
- [Speech and language/social communication support](#)

Any reports of bullying behaviour by Carew Academy students outside of school will be investigated by school staff. If appropriate, action may be taken as above.

All policies are available from the Policies page of our website:

<https://carewacademy.org/key-information/policies/>

Measuring progress

Carew Academy measures progress and impact of these by utilising the following:

- Student voice – surveys, student council
- Parent/carer surveys
- Reviewing data – trends, actions, effective follow up – EDI data
- Reporting to governors, CEO monitoring, termly safeguarding audit

Communicating the policy

This policy is shared with students via assemblies, tutor time activities and themed days. Staff are given dedicated CPD sessions to ensure that they understand their roles and responsibilities around preventing and reporting bullying. Parents/carers and other stakeholders have access to this policy via our website.

RELATED POLICIES AND PROCEDURES

[Child Protection, Adult Protection & Safeguarding Policy](#)
[Behaviour Policy](#)