



Anti-Bullying Policy (Students)

Policy Reviewed by:	Suzy Hollett (HR Manager)
Date:	01.08.2026

Policy Verified by:	Sara Llewellyn (School Leader-CEO)
Date:	08.08.2025

Date for Next Review:	01.09.2027
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Legislation

- Education and Inspections Act 2006
- Equality Act 2010
- Children Act 1989 and 2004
- Prevent Duty
- This policy should be read alongside the School's Child Protection and Safeguarding Policy, the current version of Keeping Children Safe in Education (KCSIE), and Working Together to Safeguard Children 2026.

Definition

Bullying is "Behaviour by an individual or a group, usually repeated over a period of time that intentionally hurts another individual either physically or emotionally".

Maple Haven School is committed to providing an anti-bullying culture whereby no bullying will be tolerated between adults/staff, between pupils or between adults and pupils.

We support all our staff and pupils in promoting positive relationships. All staff, pupils, parents/carers are supported to understand that all bullying is unacceptable within our school community and that all concerns will be dealt with promptly and effectively.

We aim to:

- Ensure that pupils feel safe and are treated with dignity and respect.
- To liaise and report back to parents/carers regarding any concerns on bullying.
- To deal with any reported issues promptly and effectively and/or complaints.
- To ensure all staff can identify bullying and to understand and follow the correct procedures/actions to take. To support pupils in their understanding of what constitutes bullying, the effect it has and what actions to take.
- To promote an ethos of positive behaviour and attitudes.

What is bullying:

- Physical - hitting, kicking, punching, or pushing someone • Verbal - name calling, gossiping, or threatening someone.
- Exclusion - ignoring and/or isolating someone • Emotional - being unfriendly, excluding, threatening, intimidating, or humiliating someone.
- Controlling - controlling or manipulating someone with coercive behaviours
- Undermining - constant criticism or spreading rumours.
- Racial, disability, sexual or homophobic bullying.
- Cyberbullying - all areas of internet, emails, chat rooms, sending threatening or abusive texts, creating, or sharing images, voice notes or videos, trolling, shaming online, sexting, making abusive calls, deepfake images, AI-generated content, fake social media profiles, online impersonation. Cyberbullying may include the use of artificial intelligence, edited images, deepfakes, fake profiles, online impersonation or other emerging technologies.
- Financial - taking control and/or misuses someone else's money for their own benefit.

Our Pupils

Pupils at the school have a range of learning difficulties and disabilities including medical conditions and behaviour diagnostics (e.g. PDA, ASD). We recognised that some pupils may display behaviours that have a similar impact to bullying but arise from their disability, communication needs, sensory needs, social understanding or emotional regulation difficulties. These incidents will be considered individually and appropriate support and intervention implemented.

Some of their behaviours could cause harm and/or distress or discomfort to others.

Examples of this includes pupils that scream and shout, snatch/take things away from someone else, dominating others, hitting out, kicking items, and damaging items.

This behaviour is not always considered as bullying, but all incidents are dealt with individually and regarding their disabilities and to any other individuals that may be involved.

We also realise that in any school community there will be disagreements between pupils which may result in verbal or physical aggression. Such incidents will be addressed initially through the provisions of the school's Behaviour Policy and will be avoided, wherever possible, through recognition and understanding of individual Behaviour Support Plans.

Prevention

The school has a holistic approach to prevent where possible any behaviours that may affect others. This is done by promoting positive behaviour (See Positive Behaviour Policy) and through in-depth planning of curriculum, targets, deployment of staff and pupils, resources, staff training programmes, timetables, and interventions strategies. Each pupil has an individual Behaviour Support Plan to provide on-going strategies to reduce negative behaviours and to avoid where possible any bullying behaviours.

Teaching and learning programmes provide ongoing opportunities to develop a pupil's life and social skills. Discrete PHSE teaching. The school has effective daily handovers and school/home books to support open and clear communication with parents/carers.

Incident reports are regularly reviewed, patterns identified, and any actions are followed up by senior management. Staff model the behaviour and values of the school providing a consistent culture of positive behaviour. Staff, pupil, parent/carers questionnaires identify any gaps that need addressing and ask, 'do you feel safe?

'Every pupil is supported to develop their communication skills through a wide range of methods to give them a voice and have advocates to support their individual needs where they cannot do it for themselves. All staff and pupils are encouraged to abide by our school rules which are consistently promoted at play and lunchtimes, in class, group

gatherings, external and internal activities and through discrete or whole school learning sessions/initiatives.

Some Signs and Symptoms:

Pupils who are being bullied may show changes in behaviour such as:

- Becoming shy and nervous
- Feigning illness or taking unusual absences
- Clinging to adults
- Changes in work patterns or lacking concentration.
- Anxious about transitions perhaps from home to school - school to school (if new) - school to home or transition between staff or pupil groups/class.
- Becomes aggressive, disruptive, or unreasonable.
- Are bullying other children or siblings.
- Are frightened to share what is wrong.
- Are nervous and jumpy when a cyber message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should always be investigated.

Prejudice-Related Bullying

Bullying may be motivated by prejudice relating to:

- Disability
- Race
- Religion or belief
- Sex
- Sexual orientation
- Gender reassignment

Such incidents will be recorded and responded to appropriately.

Why is it important to respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullied need to learn different ways of behaving.

Responding

- Bullying is not tolerated and should always be followed up by an immediate and suitable response. This response should be appropriate to the knowledge of the pupil's particular needs and the impact on their social and emotional development.
- Staff will help pupils take responsibility for their actions.
- Staff will support and encourage pupils to voice their views, experiences, and feelings.
- Staff will work with both the bully and the victim for the bully to understand the effect of their behaviour on the victim and for the victim to understand what they should do in these situations.
- Staff to support the victim to be safe and to monitor them and if necessary, make temporary or permanent separation of the bully and victim e.g. timetable changes
Staff will keep parents/carers informed of any issues related to bullying and the involvement of their child.
- Parents know about the complaints procedure and how to use it effectively.

Reporting Incidents

- All bullying incidents will be recorded centrally and reviewed by senior leaders to identify trends, patterns and areas requiring intervention.
- If bullying does occur or is suspected or reported, the incident will be dealt with immediately by the member of senior staff who has been approached.
- A clear and precise account of the incident will be recorded and given to the senior member of staff.
- Senior staff will gather evidence from all members involved and will record any new findings. They will keep teaching staff and parents/carers informed of any developments.

- Sanctions or actions taken will be put into place as appropriate (see behaviour policy and behaviour support plans) and with consultation with all concerned.
- If necessary and appropriate, the police or other local services will be consulted and refer to the school's Designated Safeguarding Lead (DSL).
- Bullying records must detail the bullying and identify short- and long-term strategies to safeguard all involved and address the behaviour of the person displaying bullying behaviour.
- Records of bullying and/or behaviour incidents must be monitored regularly by senior management to avoid any patterns or development of further behaviours.

Concerns involving adults should be addressed through the Staff Code of Conduct, Complaints Policy, Grievance Policy or Allegations Against Staff Policy.

Objectives of this Policy

- All school governors of the school, teaching and non-teaching staff, pupils and parents should understand what bullying is.
- All school governors of the school, teaching and non-teaching staff should know what the school policy is on bullying and follow it when bullying is reported.
- Pupils/parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Prevention

We always promote the highest expectations of behaviour, self-respect, and respect for others, between children, staff and children, staff and staff. At Maple Haven School, we accept that pupils may not always be able to verbalise an issue and staff must be vigilant about the signs and symptoms of bullying. Pupils are always encouraged to speak to someone about their worries, and advised that they should tell someone at

home, their teacher, another adult in the school, a friend or older pupil. A report on bullying will be listened to, discussed and a way forward agreed.

Sanctions

Sanctions should be used where bullying is proven. We will operate the sanctions by:

Making it clear that we disapprove of bullying.

Clearly explaining the punishment and why it is being given.

The School recognises that some pupils may require educational, therapeutic or behavioural interventions in addition to, or instead of, sanctions. With all sanctions,

- parents will be informed.
- free time or privileges may be withdrawn.
- loss of free time over a longer period.
- involvement of outside agency support.

In very serious cases, a pupil may be excluded. (Please see exclusion Policy) This will involve the parents and the school leader. Liaison with parents and carers

Malicious damage

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.

- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

Monitoring & review, policy into practice

We will review this Policy at least once every year as well as if incidents occur that suggest the need for review. The school uses the guidance by the Department for Education (DfE) and the Anti-Bullying Alliance to inform its action planning to prevent and tackle bullying.

Responsibilities

- This Policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.
- It is the responsibility of: School Leader to take a lead role in monitoring and reviewing this policy.
- All members of the school community, including Governors, the Senior Management Team, teaching and support staff.
- Pupils to abide by the policy.