Maplewell Hall School

Anti-Bullying Policy

Policy Created	**September 2025**
Governing Body Committee	**Full Governing Body**
Date Reviewed by Governing Body	
Date of Next Review	**September 2026**

Key Contact Personnel in School

Nominated Member of Leadership Staff Responsible for the policy*:*

Chris Hoult, (Deputy Head Teacher)

Nominated member of SLT for the daily practice within school:

Craig Palmer (Assistant Head Teacher)

Jacqui Tarry (Assistant Head Teacher)

Rob Cooper (Deputy Head Teacher)

Emma Richardson (Assistant Head Teacher)

Kasia Glinka (Associate Head Teacher)

Rebecca Ryman (Assistant Head Teacher)

Designated Safeguarding Lead (s):

Jason Brooks (Head)

Rob Cooper (Deputy Head)

Designated Safeguarding Deputies:

Chris Hoult (Deputy Head),

Craig Palmer (Assistant Head Teacher)

Jacqui Tarry (Assistant Head Teacher)

Emma Richardson (Assistant Head Teacher)

Martine Johnsen (Pastoral Lead)

Kasia Glinka (Associate Head Teacher)

Named Governor with lead responsibility:

Karon Ellis

Date written: *September 2025*

Date agreed and ratified by Governing Body:

Date of next review: *September 2026*

This policy will be reviewed at least annually, and following any concerns and/or updates to national and local guidance or procedures

1. Policy Objectives:

1.1 This policy outlines what Maplewell Hall School will do to prevent and tackle all forms of bullying.
1.2 The policy has been adopted with the involvement of the whole school community.
1.3 Maplewell Hall School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.
1.4 To support pupils with SEN in understanding that we are all equal and that there should not be any prejudice made against them, between them or towards any others. To ensure that pupils are taught the mechanisms of reporting and being supported for their long term futures, and that this is necessary to help keep them and others safe.
1.5 To ensure that our curriculum supports pupils understanding and the key issues of bullying, prevention and the effects it may have.

2. Policy Aims and Principles

2.1 At Maplewell Hall School we seek to create a culture in which bullying of any kind, either against pupils or adults is not accepted by any member of the School's community. As an organisation that is serious about child protection, we will also be serious about preventing and tackling bullying whether it is on the grounds of race, religion, educational need, disability or sexual orientation. Bullying of any kind can threaten both the mental health and educational progress of our students, and even staff. Maplewell Hall School enables all members of the school community to understand what constitutes bullying; making it clear to pupils, staff, parents and guardians that bullying is completely unacceptable. We strongly believe that all of our pupils and staff have the right to study and work in a safe, supportive and secure environment, free from physical threats, verbal taunts and any form of harassment. Incidents of bullying threaten this and cause enormous stress to victims. We are therefore strongly committed to the avoidance of bullying in all its forms. We provide a clear framework for dealing with incidents of bullying, ensuring that bullies are dealt with swiftly and firmly, along with support for any victims in these incidents.
2.2 Our aim is to promote positive relationships amongst all members of the school community and to develop a culture in which individuals are listened to and their concerns taken seriously. We believe that the principle means of prevention is through the maintenance of conditions where bullying is less likely to flourish and is more easily detected. As we are a small school, all pupils are known to us personally and it is therefore easier for us to detect signs of possible distress than it might be in a larger setting. Pupils are able to see their tutor teams or compass staff on a one-to-one basis as a matter of course and are therefore offered excellent opportunities to discuss difficult experiences. Moreover, we feel that it is important that pupils have free and informal access to any member of the senior leadership team-including the Head Teacher.
2.3 However, a formal anti-bullying policy is of utmost importance. This policy applies to all activities both on and away from the school site(s). Records of all incidents are kept to evaluate the effectiveness of the approach or to enable patterns to be identified. As part of our Behaviour and Safeguarding Policies, our school believes that all children and adults have the right to live in a supportive, caring environment in which we all feel safe and free from bullying and harassment that may include cyberbullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory

language. Bullying can occur through several types of anti-social behaviour. Bullying in any form will not be tolerated. We are a 'THINK' aware school with regards to behaviour expectations and use a range of strategies and intervention to prevent and support with these matters. We treat all our pupils and their parents/carers fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school.

3. Links with other school policies and practices: -

3.1 This policy links with a number of other school policies, practices and action plans including:

3.11 Positive Behaviour for Learning policy
3.12 Complaints policy
3.13 Child and safeguarding protection policy
3.14 E-safety and Acceptable use policies (AUP)
3.15 Curriculum practice, such as: PSHE, citizenship and computing
3.16 Acceptable use policy
3.17 Preparation for adulthood practice
3.18 Pastoral systems throughout the school
3.19 SMSC and British Values policy and practice

4 Links to Legislation

4.1 There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

4.11 The Education and Inspection Act 2006, 2011
4.12 The Equality Act 2010 o The Children Act 1989
4.13 Protection from Harassment Act 1997
4.14 The Malicious Communications Act 1988
4.15 Public Order Act 1986

5 Responsibilities

5.1 It is the responsibility of:

5.11 The Headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
5.12 School Governors to take a lead role in monitoring and reviewing this policy.
5.13 All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
5.14 Parents/carers to support their children and work in partnership with the school.
5.15 Pupils to abide by the policy and be taught understanding of bullying and how to stay safe.

5.2 Our lead governor and lead SLT members are responsible for:

5.21 Being able to speak with authority and knowledge about what is happening in school.

5.22 Being a critical friend by providing challenge and support to the school.

5.23 Knowing what the school does and how effective it is.

5.24 Knowing what is happening and analyse data to see impact on practice.

5.25 Meeting regularly with the anti-bullying lead teacher in school.

5.26 Providing feedback at termly governor meetings and ensure this is noted in the minutes.

5.27 Supporting other governors and members of staff to understand and interpret the information and data.

5.28 Undertake pupil interviews to find out their views and opinions.

5.29 Meet with the school council to gain overall understanding of pupil well-being throughout the school

6 Definition of Bullying

6.21 Bullying is "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017). There are many different types of bullying that can be experienced by children and adults alike, some are obvious to spot while others can be more subtle. The different types of bullying that we look at below are some of the ways that bullying could be happening.

Bullying…

6.22 Is the use of force, threat, or coercion to abuse, intimidate or aggressively dominate others. The behavior is often repeated and habitual. One essential prerequisite is the perception, by the bully or by others, of an imbalance of social or physical power, which distinguishes bullying from conflict

Bullying is not …

6.23 The odd occasion of 'falling out' that can occur as children are growing up. Pupils are naturally sociable and it is vital for them to select and build friendships. The making and breakdowns of friendships are an important part of growing up and a key skill that is constantly developed within Maplewell. When pupils 'fall out' they can say and do things because they are upset. It is essential to teach pupils the skills to repair relationships and enable them to utilise these. If as adults we intervene too readily to help rebuild our children's friendships on their behalf, our children may not develop the necessary social skills. Staff are constantly supporting pupils across Maplewell to develop these valuable life skills, alongside additional intervention support to develop these strategies further if required.

6.24 Occasionally situations go beyond broken friendships or minor differences and, on these occasions, adult intervention may be necessary. It may not be bullying when people of roughly the same strength (including social strength) have a disagreement or physical altercation. It is not bullying when a member of staff corrects a child in line with school policies, vision aims and values.

Bullying can include:

6.25 **Verbal**- name calling, taunting, making offensive comments, gossiping, mocking, insults, intimidation, homophobic or racist remarks, or verbal abuse. While verbal bullying can start off harmless, it can escalate to levels which start affecting the individual target.

6.26 **Physical**- mocking, kicking and/or hitting, pushing, banging in to, taking belongings, producing offensive graffiti, tripping, pinching and pushing or damaging property. Physical bullying causes both short term and long term damage.

6.27 **Indirect**- excluding people from groups and spreading hurtful and untruthful rumours, gossiping, designed to harm someone's social reputation and/or cause humiliation., negative facial or physical gestures, menacing or contemptuous looks, playing nasty jokes to embarrass and humiliate, mimicking unkindly, encouraging others to socially exclude someone, damaging someone's social reputation or social acceptance.

6.28 **Cyber bullying**- sending abusive or hurtful texts emails or posts, images or videos, deliberately excluding others online, Nasty gossip or rumours, imitating others online or using their log-in

6.29 But bullying can be presented in a variety of means and it is important to identify this for pupils to understand. This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos. Bullying can be a form of peer on peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development.

7 Forms of bullying covered by this policy

7.21 Bullying can happen to anyone. This policy covers all types of bullying including:

7.11 Bullying related to race, religion, nationality or culture of Bullying related to SEND (Special Educational Needs or Disability)

7.12 Bullying related to appearance or physical/mental health conditions

7.13 Bullying related to sexual orientation (homophobic bullying, biphobic bullying)

7.14 Bullying of young carers, children in care or otherwise related to home circumstances

7.15 Sexist and sexual bullying

7.16 Transphobic bullying (based around their gender identity)

8) School Ethos

8.1 Maplewell Hall School and its community of families recognises that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing

and tackling bullying, our school can help to create safe, disciplined environment, where pupils are able to learn and fulfil their potential.

8.2 Our Leadership team:

8.21 Monitors and reviews our anti-bullying policy and practice on a regular basis.

8.22 Supports staff to promote positive relationships, to help prevent bullying.

8.23 Recognises that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.

8.24 Will intervene by identifying and tackling bullying behaviour appropriately and promptly.

8.25 Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.

8.26 Requires all members of the community to work with the school to uphold the anti-bullying policy.

8.27 Reports back to parents/carers regarding concerns on bullying, dealing promptly with complaints.

8.28 Seeks to learn from good anti-bullying practice elsewhere.

8.29 Utilises support from the Local Authority and other relevant organisations when appropriate.

9) Responding to bullying

9.1 The following steps may/will be taken when dealing with all incidents of bullying reported to the school:

9.11 If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern. A report will be made to parents/carers of all pupils involved.

9.12 The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate. This will be communicated home once a decision has been made.

9.13 The headteacher/ designated safeguarding lead or another member of leadership staff will interview all parties involved.

9.14 The designated safeguarding lead will be informed of all bullying issues where there are safeguarding concerns.

9.15 The school will inform other staff members, and parents/ carers, where appropriate throughout the process.

9.16 Sanctions (as identified within the school behaviour policy) and support for individuals will be implemented, in consultation with all parties concerned, and in-line with our behaviour for learning policy.

9.17 If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including early help or children's social care (if a child is felt to be at risk of significant harm).

9.18 Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the school's behaviour policy.

9.19 A clear and precise account of the incident will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken. This should be logged on MyConcern.

10. Reporting bullying

10.1 When reporting bullying the following process should be followed to ensure that all involved are supported, develop understanding of the issues to prevent further occurrence and to maintain a positive environment around school.

For pupils: -

10.11 Staff will investigate the incident to gain a fair and clear overview of what happened. This will include discussions with pupils and staff.

10.12 Compass support will be used to help all pupils involved during this process and for any follow-up strategies. These will be based on strategies used from the behaviour for learning policy and our pastoral support system.

10.13 A key person will be identified for all pupils involved to monitor the situation after any reports so that all movements around the school site and in classrooms are transparently monitored to prevent further issues. This person could be any member of staff.

10.14 Monitoring reports will be used to support pupils during this time as a supportive measure through a member of staff.

10.15 If an incident persists this will then be dealt with through the compass team as per our behaviour for learning policy and staffing structure.

10.16 Parents/carers will be flagged concerns at any level, along with the support that school has implemented.

10.2 For parent/carers: -

10.21 Inform school of any concerns that your child may have and understand that we need to investigate the incidence to ensure that we have the full details

10.22 Support school in the strategies and interventions implemented for your child that supports their understanding and wellbeing of the incident

10.23 School will keep in contact with home to communicate the monitoring and impact of the support and strategies implemented at school. This will be for all parties involved to ensure the situation is revolved or that support is still being implemented. This will be by a key person identified from the compass team.

10.24 If parents/carers have continued concerns in the first instance should have made contact with a Deputy Head or Headteacher to discuss this in more detail. They will

ensure that support systems are in place and the situation is being dealt with accordingly. In some cases, they will delegate this responsibility to another member of the leadership team. If a case has been raised then the school will typically record notes from any meetings, with supportive strategies, to formalise the support in place.

10.25 Any further concerns should be dealt with in accordance with our complaints policy and procedure.

10.3 For staff, volunteers, trainees etc: -

10.31 All incidents should be recorded formally, in detail, with facts on our online system MyConcer, or if no access is available to this in a written format with date, time and location. It will be important for staff to flag this to a member of SLT, to ensure the pupils involve gain immediate intervention and strategies where possible. This is particularly important to create a learning cycle due to our pupils having SEN.

10.32 All staff are obliged to report incidents of this nature and to give an immediate intervention strategy to prevent the incident from further escalating. No incident should be left without further input. In the first instance they should report incidents to the form tutor- but obviously any serious matters should be dealt immediately by a member of SLT. This means that any element of bullying behaviour that any member of staff has seen should be reported, and may mean reporting from any stage of the incident.

10.33 Keyworkers and tutor teams need to ensure good communication with home when matters have been dealt with the support and strategies that have been implemented. This information will be shared directly via the member of SLT that has dealt with the incident. By working as a staff team with families, ensures that a consistent shared approach is always in place to create learning for all pupils involved, and is seen as good working practice.

10.4 For any member of our school community. The school is proactive in respect of bullying or unacceptable conduct which occurs outside the school premises, and reserves the right to discipline pupils based on poor behaviour witnessed by a member of staff or reported to the school by another person. This could include misbehaviour when:

10.41 Taking part in school organised activities, e.g. offsite visits, residential visits, when representing the school at a sporting event

10.42 Travelling to and from school

10.43 Any misbehaviour at any time that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, could adversely affect the reputation of the school and includes misbehaviour online.

10.4 Reports of bullying outside to school should be reported to us so that we can ensure support strategies are in place to keep your child safe outside of school. School are able to liaise with external professionals and other schools to support in dealing with bullying behaviour. We have a range of staff who are always happy to support in these instances.

10.5 Reported incidents are dealt with seriously and in the same way as incidents that happen in school hours where pupils are involved. Parents will be requested to escort their children to and

from school under close supervision. In incidents which involve other individuals, other head teachers may be contacted or the police if deemed necessary. Issues involving texting, emailing and social networking sites are also dealt with in the same way.

10.6 If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Follow-up actions in any reported cases of bullying: -

10.61 All pupils will be monitored closely following any incident

10.62 Intervention sessions can be arranged to support any pupil requiring additional, regular input

10.63 Good communication will continue with home to ensure support strategies are implemented for all pupils

10.64 Further meetings or telephone calls will be arranged as required throughout dealing with any incident

10.65 Liaison and contact with external professionals to deal with further matters of concern will be organised as required

10.66 Continued issues will result in strategies explained in the Behaviour for learning policy

10.7 Promotion across school for reporting bullying

10.8 Across school we display an Anti-bullying and Safeguarding poster to support pupils in reporting cases of bullying. (Appendix 1)

11. Cyberbullying

11.1 Cyber bullying is any form of bullying which takes place online or through smartphones and tablets. Social networking sites, messaging apps, gaming sites and chat rooms such as Facebook, XBox Live, Instagram, YouTube, Snapchat and other chat rooms can be great fun and a positive experience. Technology is an important tool to use in developing knowledge and understanding- but it is important to be monitored closely by adults around them.

11.2 Types of cyberbullying

There are many ways of bullying someone online and for some it can take shape in more ways than one. Some of the types of cyber bullying are:

11.21 **Harassment** - This is the act of sending offensive, rude, and insulting messages and being abusive. Nasty or humiliating comments on posts, photos and in chat rooms. Being explicitly offensive on gaming sites.

11.22 **Denigration –** This is when someone may send information about another person that is fake, damaging and untrue. Sharing photos of someone for the purpose to ridicule, spreading fake rumours and gossip. This can be on any site online or on apps. We even hear about people altering photos of others and posting in online for the purpose of bullying.

11.23 **Flaming** – This is when someone is purposely using really extreme and offensive language and getting into online arguments and fights. They do this to cause reactions and enjoy the fact it causes someone to get distressed.

11.24 **Impersonation** – This is when someone will hack into someone's email or social networking account and use the person's online identity to send or post vicious or embarrassing material to/about others. The making up of fake profiles on social network sites, apps and online are common place and it can be really difficult to get them closed down.

11.25 **Outing and Trickery** – This is when someone may share personal information about another or trick someone into revealing secrets and forward it to others. They may also do this with private images and videos too.

11.26 **Cyber Stalking** – This is the act of repeatedly sending messages that include threats of harm, harassment, intimidating messages, or engaging in other online activities that make a person afraid for his or her safety. The actions may be illegal too depending on what they are doing.

11.27 **Exclusion** – This is when others intentionally leave someone out of a group such as group messages, online apps, gaming sites and other online engagement. This is also a form of social bullying and a very common.

11.28 **Trolling** – This is deliberately creating discord on the Internet by starting quarrels or upsetting people by posting inflammatory or off-topic messages in an online community. Basically, a social media **troll** is **someone** who purposely says something controversial in order to get a rise out of other users

11.3 At Maplewell we closely monitor the access arrangements of our technology. It is therefore imperative that parents/carers are fully supportive in preventing these incidents, or taking action if these incidents are flagged to you if it has been flagged by a member of staff.

When responding to cyberbullying concerns, the school will:

11.31 Act as soon as an incident has been reported or identified.

11.32 Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.

11.33 Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.

11.34 Take all available steps where possible to identify the person responsible. This may include:

11.341 looking at use of the school systems;

11.342 identifying and interviewing possible witnesses;

11.343 Contacting the service provider and the police, if necessary.

11.344 Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:

- Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
- Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and also the school searching and found within the behaviour policy. (Note: Schools should ensure they access the DfE 'Searching, screening and confiscation at school' and Childnet Cyberbullying guidance to ensure that the schools powers are used proportionately and lawfully)
- Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  - → advising those targeted not to retaliate or reply;
  - → providing advice on blocking or removing people from contact lists;
  - → helping those involved to think carefully about what private information they may have in the public domain.

12. Bystander bullying

12.1 Bullying situations usually involve more than the bully and the victim. They can also involve bystanders.

12.2 An important strategy for bullying prevention focuses on the powerful role of the bystander. Depending on how bystanders respond, they can either contribute to the problem *or* the solution. Bystanders rarely play a completely neutral role, although they may think they do.

12.3 Maplewell, parents and carers can prepare children to become helpful bystanders by discussing with them the different ways bystanders can make a difference, and by letting them know that adults will support them, if and when they step forward. Adults can also provide examples of how helpful bystanders have shown courage and made a difference in real-life situations and in their own experiences. By developing our pupils understanding of bystanders will again support in eradicating bullying not just in school, but within the community, work and across the world.

13. Supporting Pupils

13.1 Pupils who have been bullied will be supported by:

13.11 Reassuring the pupil and providing continuous support.

13.12 Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.

13.13 Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.

13.14 Working towards restoring self-esteem and confidence.

13.15 Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.

13.16 Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).

13.2 Pupils who have perpetrated the bullying will be helped by:

13.21 Discussing what happened, establishing the concern and the need to change their behaviour.

13.22 Informing parents/carers to help change the attitude and behaviour of the child.

13.23 Providing appropriate education and support regarding their behaviour or actions.

13.24 If online, requesting that content be removed and reporting accounts/content to service provider.

13.25 Sanctioning, in line with school behaviour policy; this may include official warnings, refelections, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.

13.26 Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

14. Supporting Adults

14.1 Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of staff and parents, whether by pupils, parents or other staff members, is unacceptable.

14.2 Adults (staff and parents) who have been bullied or affected will be supported by:

14.21 Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.

14.22 Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.

14.23 Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools behaviour policy.

14.24 Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.

14.25 Reassuring and offering appropriate support.

14.26 Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

14.3 Adults (staff and parents) who have perpetrated the bullying will be helped by:

14.31 Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.

14.32 Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.

14.33 If online, requesting that content be removed.

14.34 Instigating disciplinary, civil or legal action as appropriate or required.

14.35 Discussion with the police as needed.

15. Preventing Bullying

15.1 Environment

The whole school community will:

15.11 Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.

15.12 Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).

15.13 Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities.

15.14 Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.

15.15 Be encouraged to use technology, especially mobile phones and social media positively and responsibly.

15.16 Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.

15.17 Actively create "safe spaces" for vulnerable children and young people.

15.18 Celebrate success and achievements to promote and build a positive school ethos.

If issues consider to be of concern then further support will be sought from external professionals.

16. Policy and Support

The whole school community will:

16.1 Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns

16.2 Regularly update and evaluate our practice to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.

16.3 Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying bought to the schools attention, which involves or effects pupils, even when they are not on school premises; for example, when using school transport or online, etc.

16.4 Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.

16.5 Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

17. Education and Training

The school community will:

17.1 Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures (including recording and reporting incidents).

17.2 Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.

17.3 Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

17.4 Provide external training in regards to specific elements of preventing and dealing with bullying.

SLT will:

17.5 Continuously monitor our behaviour log system (MyConcern) to analyse any trends in behaviour and all incidents recorded for bullying and Hate in line with our behaviour for learning policy

17.6 Ensure that based on current trends with behaviour concerns that training is implemented that is current and is a preventive strategy in dealing with concerns raised

17.7 Discuss any patterns/trends with parents and carers to ensure that they are able to support the school in any strategies or interventions that need to be implemented

17.8 Support staff in dealing with these concerns and ensure that everybody feels safe at work and in school

17.9 Provide further education to pupils who struggle to learn and understand about inappropriate behaviour through our pastoral system, along with educating families with the issues this behaviour can cause as a pupil prepares for adulthood

17.10 Liaise with external professionals to support when current strategies are not changing individual cases of behaviour- this may include Beyond Bullying, the Police, Health services and the Social care system. This is to extend the support to all individuals if needed

18. Involvement of Pupils

We will:

18.1 Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they have to play to prevent bullying.

18.2 Regularly canvas children and young people's views on the extent and nature of bullying.

18.3 Ensure that all pupils know how to express worries and anxieties about bullying.

18.4 Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.

18.5 Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.

18.6 Publicise the details of internal support, as well as external helplines and websites.

18.7 Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

19. Involvement and liaison with parents and carers

We will:

19.1 Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.

19.2 Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats.

19.3 Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.

19.4 Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.

19.5 Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline. o Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

20. Monitoring and review: putting policy into practice

20.1 The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning.

20.2 The headteacher will be informed of bullying concerns, as appropriate.

20.3 The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes.

21. Useful links and supporting organisations

- Beyond Bullying LA team: http://www.beyondbullying.com/
- DFE guidance 'Preventing and Tackling bullying 2017 https://www.gov.uk/government/publications/preventing-and-tackling-bullying
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk

- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND: -

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-forchild-internet-safety-ukccis

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama:www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com/
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

- Barnardos LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

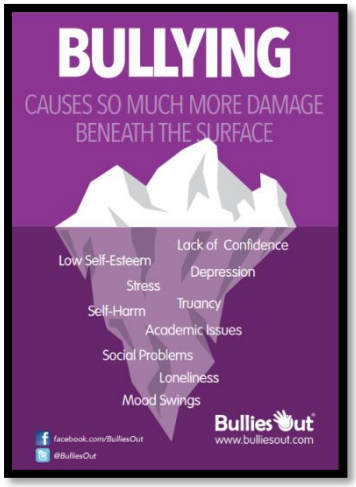
Sexual harrassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters

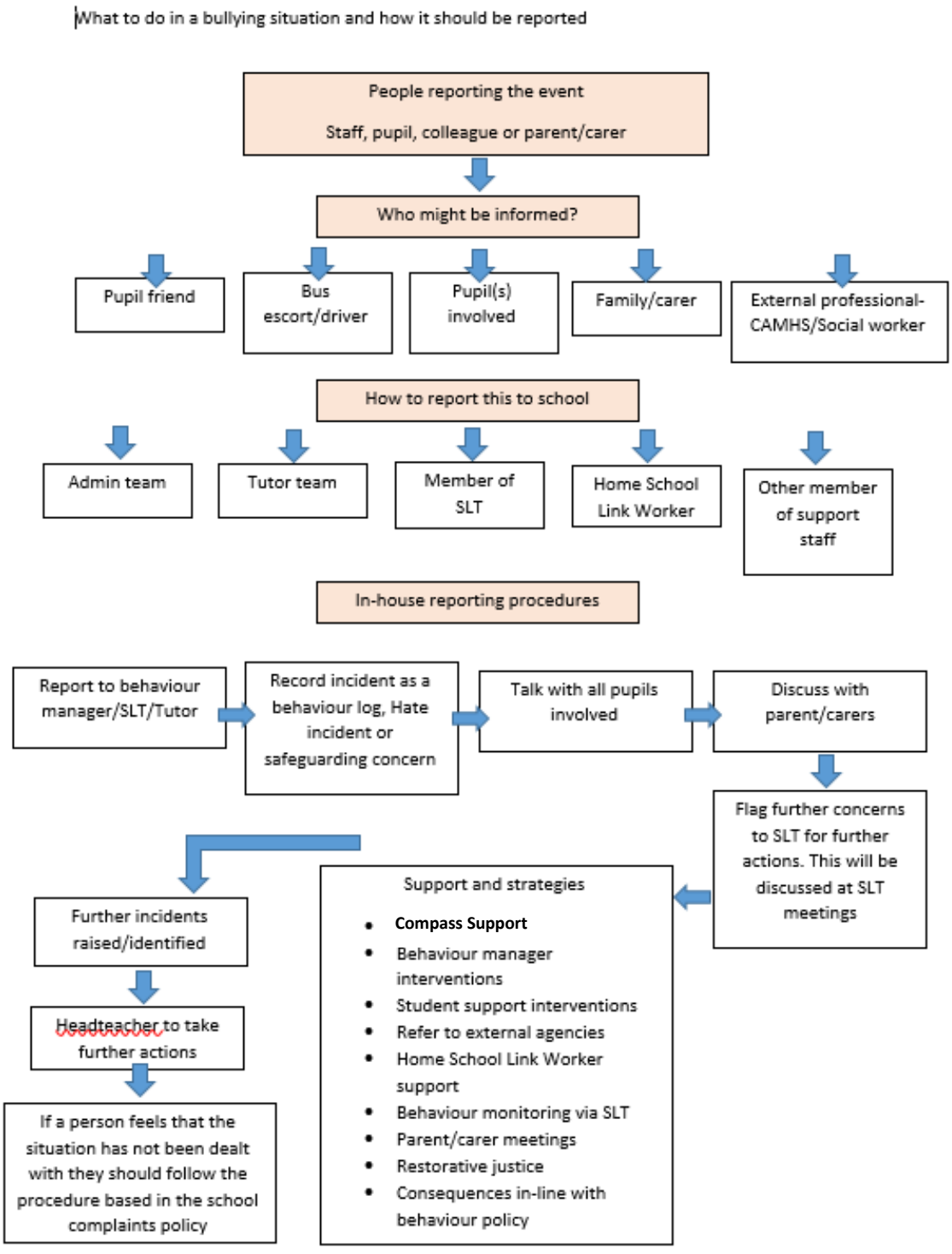
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-aboutbullying/sexual-and-gender-related

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017) www.gov.uk/government/publications/preventing-and-tackling-bullying. A range of support and advice is available from all locations above and on our school website. If you need any information printing please let our admin team know.

Appendix 1- School Anti-bullying poster



Appendix 3- Anti-bullying procedures



Appendix 4- Parent Letter

MHS Parent Letter

Maplewell Hall School thrives its self on preventing bullying to ensure that we always promote a happy, caring and nurturing environment. We take bullying very seriously and work closely with governors, staff and the Beyond Bullying team at county hall in prevention and strategies in supporting with any concerns raised. By working closely with parents and carers we are able to discuss any concerns closely and work through these in the best interests of your child.

It is important to remember that every pupil at MHS has SEN and that they may need additional support in overcoming any behaviour that may be hurtful to others. All staff at MHS encourage positive behaviour for learning and expectations at all times.

What is bullying?

Bullying is the pre-meditated dominance of one person over another. It is a pattern of deliberately hurtful behaviour, physical, psychological or indirect, rather than an isolated incident.

Bullying can take many forms;

- Verbal: this includes name-calling or threatening language
- Psychological: exclusion from a group, refusing to talk to or even acknowledge an individual, whispering or staring
- Physical: hitting, kicking, grabbing an individual; taking or hiding another's property etc
- Cyber bullying: when a child is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child using the internet, interactive and digital technologies or mobile phones

How does bullying make someone feel?

- Being bullied is horrible and can make someone feel sad, upset, scared, isolated and alone
- Victims of bullying often feel ashamed that they have been picked on and may feel that getting help will only make the bullying worse.
- It can make you feel anxious and worried, with the feeling that you think nobody is going to listen

Bullying is totally unacceptable and will not be tolerated at Maplewell Hall School. The school will respond quickly where bullying is reported.

How does school address bullying?

A combination of strategies are used to reduce incidents of bullying including;

- Regular class discussions e.g. circle time to talk about social time behaviour or other friendship issues concerning other pupils
- Reminders of our school expectations and what is acceptable behaviour
- Celebration of achievements in assemblies, where positive behaviours are recognised
- Teaching children not to tolerate bullying and know who to speak with if worried
- Helping children to develop positive strategies and to assert themselves in dealing with these types of situations

- Preparation for adulthood curriculum and role play linked to bullying and friendship issues
- Playground mentors trained by staff to support other children at playtimes
- Teaching children about keeping themselves safe when using the computer and other technologies (ESafety)
- Additional intervention support from our student support workers
- Teaching children to follow the Anti Bullying Code below

If bullying does happen: What is the school's response?

- Staff informed of a bullying incident will report it to a member of the senior leadership team. The initial response is typically followed up by an Assistant Head who feeds back information to the Deputy and/or Headteacher
- In most circumstances the Assistant Head will follow up an incident of bullying with pupils although sometimes it may be more appropriate for the form tutor to do so
- The member of SLT will keep a record of the incident and through discussion with pupils and involved members of staff, decide what action to take from there
- Action will be taken to ensure the victim is protected and supported and that the bully stops bullying
- Appropriate sanctions will be used to ensure that the bully understands that there are consequences to their actions e.g. withdrawing the pupil from social time and talking to them about their behaviour and its impact
- Repeat offenders will be put on report where behaviour is even more closely monitored throughout the day by a member of SLT
- The parties involved and their parents/carers will be expected to meet with school to discuss the issue and thereafter will be kept informed about how the situation is being monitored and about the steps being taken to resolve it. School expects the support from all parent/carers when dealing with these matters to ensure all pupils are learning about behaviour expectations. Parents/carers will be informed at various stages of this process.
- The member of SLT may need to contact a range of external services to support the pupil who is experiencing bullying or to tackle any underlying issue which has contributed to a child engaging in bullying
- If you are unhappy with the feedback from the Assistant Head please contact the Deputy Head to discuss your concerns further and the Headteacher if a Deputy head is dealing with the concern
- The Head teacher is responsible for monitoring incidents of bullying and/or harassment and to report back to the Governing Body each term
- Incidents of bullying are also reported at staff meetings/briefings to ensure that all staff are aware of issues and are vigilant

We always look closely at any concern reported and this can take time. In some instances we need to take immediate action and obviously a varied response is used in any cases of bullying reported.

How do I know if my child may be being bullied?

In some cases a parent/carer will notice the change in the child's behaviour, at other times it may be a teacher or support staff who first recognises symptoms. Whoever it is, they should always ensure the matter is investigated further. The following are some types of behaviour, which could help to detect whether a pupil is being bullied.

- Starts having nightmares or interrupted sleep
- Becomes withdrawn and anxious
- School performance starts to suffer
- Feels ill at certain times of the week
- 'Loses' valuable possessions
- Has unexplained bruises or cuts
- Cries in secret
- Asks for extra pocket money, sweets etc.
- Is unwilling to go to school
- Refuses to say what is wrong
- Develops a sudden dislike of certain places or journeys
- Shows anxiety about transition times at school such as moving to other classes or the playground.

What should I do if I believe my child is being bullied?

- Do not keep your child away from school if you think they are being bullied
- Bring your child into school so we can support your child and overcome the difficulties.
- Never confront other children or their parents/carers as this only makes the situation worse and can be very distressing for all the children involved.
- If you think your child is being bullied, inform the school immediately and ask for an appointment with a member of SLT.
- If you are not happy with the outcome, make an appointment with the Head. Please allow the school time to investigate the problem. But if you are still dissatisfied, implement the complaints policy and procedure. The school office will tell you how to do that.

Appendix 5- Pupil friendly Version of the Policy

Your Guide to Anti-Bullying at Maplewell Hall School

1. What's This All About?

This guide is for you. It explains what bullying is, what our school does to stop it, and how you can get help. Everyone in our school community helped create these rules because we all have a part to play in making Maplewell a safe and happy place for everyone.

Our Promise:
Bullying is NOT tolerated here. We want everyone to feel respected, supported, and able to learn without fear.

2. What is Bullying?

Bullying is when someone hurts another person on purpose, more than once. It's not a one-off argument or falling out with a friend. It's when the person being hurt finds it hard to stop it from happening.

Bullying can be:

- **Verbal:** Name-calling, teasing, spreading rumours, making threats.
- **Physical:** Hitting, kicking, pushing, taking or breaking someone's things.
- **Social/Emotional:** Leaving someone out on purpose, turning friends against them, embarrassing them.
- **Cyberbullying:** Bullying that happens online or on phones. This includes:
    - Sending nasty messages or posts.
    - Sharing embarrassing photos or videos without permission.
    - Creating fake profiles to be mean.
    - Ganging up on someone in a group chat.

Bullying can also be about who someone is, like their race, religion, disability, how they look, or their sexual orientation. This is just as serious and is never okay.

3. What Should You Do?

If You Are Being Bullied:

- **Remember:** It is NOT your fault. You have the right to be safe.

- **Tell Someone:** Don't keep it to yourself. Talk to an adult you trust straight away. This could be:
    - Your tutor
    - Any teacher
    - A member of the COMPASS team
    - A member of the Senior Leadership Team (SLT)
- **Keep Evidence:** If it's cyberbullying, take a screenshot. This can help adults understand what happened.

If You See Bullying Happen (You are a Bystander):

- **Don't Ignore It.** Standing by and saying nothing can make the bully think their behaviour is okay.
- **Be an Upstander, not a Bystander.** If it is safe to do so, you could say, "That's not cool," or show support for the person being bullied.
- **Get Help.** The best thing to do is always to tell a trusted adult. You won't be getting anyone "in trouble"; you'll be helping to keep someone safe.

4. What Will the School Do?

When you tell us about bullying, we will take it seriously.

- **We will listen** to you and make sure you are safe.
- **We will investigate** fairly by talking to everyone involved.
- **We will help everyone.**
    - **The person who was bullied** will get support from our COMPASS team or other staff to feel better and build confidence.
    - **The person who was bullying** will be helped to understand why their behaviour was wrong and to change it. They will also face consequences, which could include losing break time, a detention, or in very serious cases, exclusion.
- **We will tell your parents/carers** so they can support you at home too.

5. How Do We Prevent Bullying?

We don’t just react to bullying; we work hard to stop it before it starts.

- **In Lessons:** We learn about respect, kindness, and online safety in PSHE and other subjects.

- **Positive Culture:** We use our **Engage - Disengage - Re-engage** approach from our Behaviour Policy to build positive relationships and fix problems when they happen.
- **Rewards:** We celebrate kindness and positive behaviour with praise, Maplewell points, and rewards.

6. Remember

- **You are not alone.** We are here to help.
- **Speaking up is brave.** It helps you and makes our school safer for everyone.
- **Together, we can stop bullying.**

Need to Talk?
Find any member of staff – we are all here to listen.

Useful Websites for Advice:

- **Childline:** www.childline.org.uk

  or call 0800 1111

- **The Diana Award:** www.diana-award.org.uk
- **Anti-Bullying Alliance:** www.anti-bullyingalliance.org.uk

Appendix 6 – compass support at MHS

Maplewell has an ever evolving intervention support package that is able to support pupils with understanding the effects of the behaviour from a range of different perspectives. Staff are constantly adding additional packages to this based on training and input required.

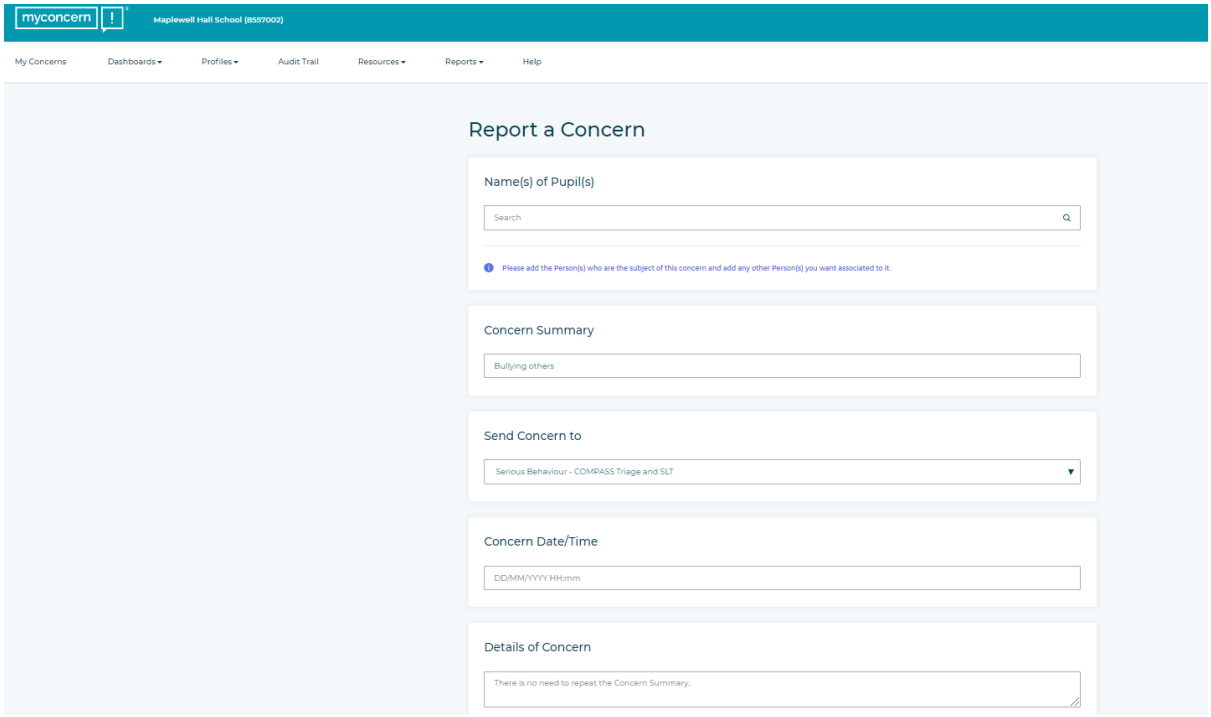
Examples of support: -

- Restorative justice- An open discussion between pupils that bullying may have affected. The aims are to support pupil understanding of the situation and how it has made them and others feel
- Social communication- Adult supported discussion to aid pupils to understand the language and social understanding around an incident. The adult is able to prompt and direct as required to support pupil understanding
- SLT monitoring- Pupils may be placed on a monitoring report that the pupil has to get signed by staff throughout the day to ensure that their behaviour is appropriate towards others. Consequences can be put into place if a problem is persistent
- Peer support- Pupils can be buddied with a pupil to support them in making friends and in developing their self-esteem
- Social games- Staff direct pupils in social games throughout the school day to ensure that conversations and behaviour is positive and are there to support pupils resolve in understanding of the social situation
- External professionals- Maplewell has independent Educational Psychologist, SALT and counselling support from 'Relate'. These services are able to complete further assessments or support around any bullying, alongside supporting with friendships, social communication, self-esteem etc
- Further external professionals- Maplewell regularly uses the support from Health and social care to support our pupils learning throughout their time at school. We will discuss these behaviours with these services to request additional support for any pupil at school.
- Support from the police- Maplewell has a fantastic relationship with our local police officer and they are able to support when other means have failed. It is important that pupils understand the support of the police and see this in a positive light
- Support from Beyond Bullying- Maplewell works closely with the Beyond bullying team at County hall. We will request further advice and support from this county team if needed
- Staff training- Staff are continually supported to complete training in a variety of courses to support our pupils back in school. Strategies and methods will also be shared with parent/carers
- Working together- it is important that all parent/carers work closely with school in dealing with any incident of bullying. We are happy to discuss concerns via telephone and in meetings in preventing bullying behaviour. If an incident has occurred we expect the support from all parent/carers in prevention of this behaviour occurring again in the future
- Further supported signs and posters are found throughout the school as a reminder to all pupils at all times

Appendix 7- Recording incidents of bullying

- At Maplewell we use MyConcern to record all incidents of behaviour witnessed in school. This enables us to monitor behaviour and safety across school effectively and initiate support for any pupil.
- All staff have access to MyConcern and are expected to input and report all concerns of behaviour witnessed. For bullying we have a specific drop-down box to address this behaviour, alongside a Hate incident
- All reports are monitored by the Headteacher and discussed at the termly behaviour, welfare and safety governor meetings
- Some types of behaviour may be recorded on 'Report a concern' or 'Safeguarding' forms found in the staff room. These incidents are monitored and actioned by DSL's at school and stored in individual pupil files in our locked cupboard.

MyConcern reporting record: -



Appendix 8 – Assembly and extra-curricular events

We have a thorough and in-depth assembly plan that we run throughout the year at Maplewell. This includes all areas of SMSC, British Values and personal development and are based in: -

- KS3 or KS4 and 5 groups
- House groups
- Supported by external professionals
- Whole school and parent/carers
- Special award assemblies

These social gatherings enable pupils to understand the diversity of our cultural world, alongside celebrating achievements across the school. We have a variety of certificates that pupils can achieve each half term, as seen on our website, and celebrated.

We also hold cultural days and special events throughout the school year to teach pupils about the world around them. We are joined by a variety of visitors to support pupil understanding and enrichment. We evidence these events through photos and work shown throughout school and on our website.

We visit numerous events off-site to develop understanding socially of the world around us (outside of pandemic restrictions). Such activities have included: -

- Residential visits
- Sporting events
- Historical/places of interest
- Visits to other schools and groups
- Reward trips- swimming, laserquest etc

All of these visits add to pupil understanding and respect of the world around them.

Each year Maplewell will deliver the anti-bullying week themed projects to continually support our pupils understanding in these areas. Typically we also sell wristbands, have themed topics during tutor times, complete House challenges, watch videos from the Anti-bullying Alliance alongside various other important topics. Our assembly programme enables us to remind pupils of the anti-bullying messages throughout the year.

Appendix 9- Staff inset

At Maplewell we deliver Tuesday night inset on a weekly basis, alongside full inset days throughout the academic year. The inset topics are derived by SLT typically at the start of the year, but can be updated each term to ensure we are discussing relevant topics for school improvement.

Each term we typically will cover: -

- Behaviour concerns and strategies- may include anti-bullying information
- Safeguarding concerns and updates- may include anti-bullying information

Each year we will cover: -

- Reporting behaviour (myconcern)
- Pastoral support systems
- Anti-bullying
- Safeguarding and cause for concerns
- Headteacher expectations for all staff

Each year group has a SLT link: -

- Year 7 – Chris Hoult (Deputy Head)
- Year 8 – Rebecca Ryman (Ass. Head)
- Year 9 – Kasia Glinka (Deputy Head)
- Year 10 – Craig Palmer (Ass. Head)
- Year 11 – Rob Cooper (Deputy Head
- Post 16 - Jacqui Tarry (Ass. Head)

And our Headteacher, Jason Brooks. All members of SLT have a joint expectation and ethos that our school does not accept or tolerate bullying of any form, and have the following support mechanisms if these concerns arise: -

- Tutor teams
- Intervention team- student support workers
- Care team
- External professionals- Educational Psychologist, SALT and counselling
- Further support from police/health and social care as required

For particular issues during the school year SLT will deliver inset based on overcoming the issue or seek external support with the training required.

Appendix 10- Bystanders

Hurtful Bystanders

- Some bystanders **. . . *instigate*** the bullying by prodding the bully to begin.
- Other bystanders **. . . *encourage*** the bullying by laughing, cheering, or making comments that further stimulate the bully.
- And other bystanders **. . . *join* in** the bullying once it has begun.
- Most bystanders **. . . *passively accept*** bullying by watching and doing nothing. Often without realising it, these bystanders also contribute to the problem. Passive bystanders provide the audience a bully craves and the silent acceptance that allows bullies to continue their hurtful behaviour.

Helpful Bystanders

Bystanders also have the power to play a key role in preventing or stopping bullying.

- Some bystanders **. . . *directly intervene,*** by discouraging the bully, defending the victim, or redirecting the situation away from bullying.
- Other bystanders **. . . *get help,*** by rallying support from peers to stand up against bullying or by reporting the bullying to adults.

Effects on The Bystander

It is important to understand why bystanders might not intervene to support the teaching of our pupils in overcoming and preventing bullying.

- They think, “It’s none of my business.”
- They fear getting hurt or becoming another victim.
- They feel powerless to stop the bully.
- They don’t like the victim or believe the victim “deserves” it.
- They don’t want to draw attention to themselves.
- They fear retribution.
- They think that telling adults won’t help or it may make things worse.
- They don’t know what to do.

Bystanders who don’t intervene or don’t report the bullying often suffer negative consequences themselves. They may experience:

- Pressure to participate in the bullying
- Anxiety about speaking to anyone about the bullying
- Powerlessness to stop bullying
- Vulnerability to becoming victimized
- Fear of associating with the victim, the bully, or the bully's pals
- Guilt for not having defended the victim

As part of understanding an incident the key member of staff investigating a report of bullying will look at the bigger picture and scenario of the situation. This will enable us to put in additional support and strategies to any pupil involved directly or indirectly in any incident.

Preparing Children to Become Helpful Bystanders