



SYNERGY
EDUCATION
TRUST

Anti Bullying Policy

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1. Purpose and statutory framework

This policy fulfils duties under:

- Education and Inspections Act 2006
- Education (Independent School Standards) Regulations 2014
- Equality Act 2010
- DfE Preventing and Tackling Bullying Guidance (2017, updated 2026)
- Keeping Children Safe in Education (KCSIE)
- Criminal law where bullying behaviour constitutes an offence

2. School ethos

Maple SEMH School is a trauma-informed, relational community. Bullying is incompatible with our values of safety, belonging, dignity and respect. Every student has the right to feel safe, heard and supported.

3. Definition of bullying

Bullying is repeated behaviour intended to hurt someone physically or emotionally.

It may be:

- Physical
- Verbal
- Social/relational
- Cyberbullying
- Prejudice-based (SEND, race, religion, gender, sexual orientation, etc.)

Bullying is distinct from conflict or one-off incidents, though these still require intervention.

4. Vulnerable students (SEMH-specific)

Students with SEND/SEMH needs are at increased risk. Maple School provides:

- Key adult relationships
- Regulation rooms and safe spaces
- Personalised interventions
- High-staff-ratio supervision
- Trauma-informed responses
- Multi-agency collaboration

5. Prevention strategies

Whole-school

- Relational behaviour curriculum
- Explicit teaching of social-emotional skills
- Restorative practice
- Staff training
- Safeguarding briefings
- Clear supervision in high-risk areas

Curriculum

- PSHE/RSE on respect, identity, online safety
- SEMH regulation sessions
- Anti-bullying week activities

Environment

- Safe spaces
- Visual supports
- Clear reporting routes

6. Maple SEMH Bullying Charter

Maple SEMH School follows a Bullying Charter outlining shared expectations for students, staff and families.

The Charter is included in Appendix 1 and published on the school website.

7.Reporting Bullying

Students, parents/carers or staff can report bullying by:

- Speaking to any trusted adult
- Reporting to the DSL or Deputy DSLs
- Anonymous reporting systems
- Taxi drivers passing concerns to the DSL

All reports are recorded on CPOMS and investigated promptly.

8. Responding to bullying

Investigation

- Led by DSL or senior leader
- Evidence gathered from students, staff, CCTV, digital platforms
- Risk assessment completed
- Parents/carers informed

Support for students who are bullied

- Key adult support
- Regulation plans
- Therapeutic interventions
- Restorative meetings (if safe)
- Curriculum adjustments

Support for students who bully others

- Trauma-informed assessment
- Behaviour intervention plan
- Social-emotional skill building
- Restorative work
- Multi-agency involvement

9. Disciplinary measures

May include:

- Restorative conversations
- Increased supervision
- Behaviour contracts
- Internal inclusion
- Suspension (last resort)
- Police involvement for criminal behaviours

All responses are proportionate and trauma-informed.

10. Bullying outside school premises

The school may act on bullying occurring:

- On transport
- Online
- In the community
- In alternative provision

11. Cyber Bullying

- Online safety education
- Monitoring school devices
- Support removing harmful content
- Police liaison if needed
- Parent guidance

12. Staff Bullying and Harassment

Staff can report concerns to:

- Headteacher
- DSL
- Chair of Governors
- HR provider

This will be investigated under staff code of conduct and safeguarding procedures.

13. Roles and responsibilities

Governing Body	Ensures compliance Reviews policy Monitors trends
Headteacher	Implements policy Ensures training Oversees investigations
DSL	Leads safeguarding response Maintains CPOMS Coordinates support
Staff	Model respectful behaviour Report concerns Support regulation and restorative practice
Students	Treat others with respect

	Report bullying Engage in restorative processes
Parents/carers	Report concerns Work collaboratively Support plans

14. Monitoring and Review

- Termly analysis
- Student voice
- Annual governor review
- Updates following DfE changes

15. Publication

Published on the Maple SEMH School website alongside:

- Behaviour policy
- Safeguarding policy
- Complaints procedure
- Equality objectives
- Online safety information
- DSL contact details

16. Linked Policies

- Behaviour and Relationships
- Safeguarding and Child Protection
- Online Safety
- SEND
- Staff Code of Conduct
- Complaints

Appendices.

Appendix A:

Maple School – Student Bullying Charter

Our Promise to Each Other

At Maple SEMH School, every student has the right to feel safe, respected, and heard.

Bullying is never okay. We look after each other — always.

What You Can Expect From Us

- We will listen to you
- We will keep you safe
- We will help you calm and regulate
- We will deal with bullying quickly
- We will follow our Bullying Charter every time

Tiered Responses (What Happens Next)

Tier 1 – First Concern	• We check you're safe • We talk with you • We help sort things out • We keep an eye on things
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Tier 2 – If It Happens Again	• We will gather further information • We make a support plan • We increase supervision
Tier 3 – If It Keeps Happening	• Senior staff step in • We make a safety plan • We involve parents/carers
Tier 4 – Serious or Ongoing Bullying	• We take safeguarding action • We bring in outside help • We make long-term support plans

Your Part in Our Charter

- Be kind
- Speak up if something feels wrong
- Support your friends
- Join restorative conversations when it's safe
- Help make Maple a safe place

If You Need Help

Talk to:

- Any trusted adult
- Your key adult
- The DSL or Deputy DSLs
- A friend who can help you speak up
- Student voice or anonymous reporting

TOGETHER

WE LOOK AFTER EACH OTHER

At Maple School, every student has the right to feel safe, respected, and heard.



Bullying is never okay.
We look after each other – always.

WHAT YOU CAN EXPECT FROM US



We will listen to you and take your worries seriously.



We will keep you safe



We will help you calm and regulate



We will deal with bullying quickly



We will support everyone involved



We will follow our Bullying Charter every time

TIERED RESPONSES (WHAT HAPPENS NEXT)

TIER 1 FIRST CONCERN

- We check you're safe
- We talk with you
- We help sort things out
- We keep an eye on things



TIER 2 IF IT HAPPENS AGAIN

- We will gather further information
- We make a support plan
- We increase supervision



TIER 3 IF IT KEEPS HAPPENING

- Senior staff step in
- We make a safety plan
- We involve parents/carers



TIER 4 SERIOUS OR ONGOING BULLYING

- We take safeguarding action
- We may involve outside agencies
- We make long-term support plans



YOUR PART IN OUR CHARTER



Be kind



Speak up if something feels wrong



Support your friends



Join restorative conversations when it's safe



Help make Maple a safe place

We are stronger when we stick together.

IF YOU NEED HELP

Talk to:



Any trusted adult



Your key adult



The DSL or Deputy DSLs



A friend who can help you speak up



Use student voice or anonymous reporting

It's okay to ask for help.

AT MAPLE SCHOOL, WE LEARN. WE GROW. WE THRIVE – TOGETHER.

