



Maplefields Academy

Anti-bullying Policy

Accountability:
Trustee Committee: Full Board of Trustees
SLT: Jessie Walker

Revised Date: November 2025

Ratified Date: 24th November 2025

Date of Review: November 2027 (every 2 years)

Approved by: Full Board of Trustees

Name: Howard Reid

Signed: *Howard Reid*

Date: 24th November 2025

Chair of Trustees: Howard Reid

Objectives of this Policy

Maplefields School Anti-Bullying Policy outlines what Maplefields School will do to prevent and tackle bullying. The policy references the Equality Act 2010 and shows our commitment to preventing and responding effectively to the bullying of protected and vulnerable groups of children including disabled children / children with SEND, those who are or perceived to be LGBTQ+, race and religion targeted, sexist and sexual bullying. The policy has been drawn up through the involvement of the whole school community.

Maplefields School

- Discusses, monitors and reviews our anti-bullying policy on a regular basis.
- Supports staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

Definition of bullying

Bullying is "**Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally**". (DfE "Preventing and Tackling Bullying", July 2017)

- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- 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 is recognised by the school as being a form of child on child abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Forms of bullying covered by this Policy

Bullying can happen to anyone and this can be outside of school including journeys to and from school. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to special educational needs.
- Bullying related to appearance or health conditions.

- Bullying related to sexual orientation.
- Bullying of young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual bullying.
- Cyber bullying.

The children and young people at Maplefields have a wide-range of complex needs. As a school community we understand that bullying in this context can have additional subtleties and raise issues that are in themselves complicated to resolve. Not all students at Maplefields will recognise bullying behaviour if they experience it; equally not all students would recognise their own behaviour as bullying towards another individual. Cognitive understanding and communication impairment are strong factors in how/what the children and young people communicate. As such, the school uses the following strategies to support the children/young people to understand what is meant by the definitions above and how to resolve any bullying situation.

Pupils who are being bullied may show changes in behaviour, such as becoming shy, nervous, feigning sickness, refusing to come to school, clinging to adults, refusing to remain in class. It is important that all school staff are alert to the signs of bullying and act promptly and firmly against any form of bullying in line with the roles and responsibilities listed below.

Preventing, identifying and responding to bullying

We will:

- Work with staff and outside agencies including transport to identify all forms of prejudice-driven bullying and to respond appropriately. If the bullying happens on the journey to or from school on the taxi, Northamptonshire transport will follow their policy.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support, through the School Council and in whole school assemblies.
- Train all staff to identify bullying and follow school policy and procedures on bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Organise regular anti-bullying events and use opportunities in the curricular including Assemblies, Circle Time and Drama.
- Train Buddies around the school to support students.

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice
- Reassuring the pupil
- Offering continuous support
- Restoration of self-esteem and confidence
- Building of resilience by completing a programme of Protective Behaviours work

Pupils who have bullied will be helped by:

- Having a discussion what happened
- Discovering why the pupil got involved. We recognise that bullying often happens because the bully has issues which they need support to resolve.
- Establishing the wrong doing and need to change through one to one anti-bullying session
- Informing the parents or guardians to help resolve the issues for the bully

Involvement of pupils/students

We will:

- Regularly monitor children and young people's views on the extent and nature of bullying.
- Ensure students know how to express worries and anxieties about bullying.
- Review the Anti-Bullying Policy with the Students

The disciplinary steps that can be taken will link to the behaviour policy.

Liaison with parents and carers

We will:

- Ensure that parents/carers know whom to contact if they are worried about bullying.
- Ensure parents know about our complaints procedure and how to use it effectively.
- Ensure parents/carers know where to access independent advice about bullying.
- Work with parents and the local community to address issues beyond the school that give rise to bullying.

Links with other school policies and practices

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

- Complaints policy
- Behaviour Policy
- The teaching of Citizenship and PHSE Education
- Safeguarding

Roles and Responsibilities

The Board of Trustees

- Creating the right ethos for the school that ensures it is an inclusive environment.
- Ensure regular review of anti-bullying policy and practice including analysis of data published under its single equality scheme.
- Ensure the school is promoting equality for its whole community.

The Head Teacher

- To determine, publicise and ensure implementation of the school's measures on behaviour support and anti-bullying.
- To consider what adjustments may be needed to policy and practice in this area.
- Ensure the whole school is promoting equality and inclusion.
- To ensure the anti-bullying behaviour policy is kept up to date.

The Anti-Bullying Lead

- To deliver and organise any necessary training for staff to ensure they understand and implement the anti-bullying policy.
- Keep up to date on bullying related data from the Maplefields behaviour report analysis and plan appropriate interventions either at an individual or whole school level.
- Promote anti-bullying week and anti-bullying work in general. Ensure the curriculum covers anti-bullying.
- Work with families so that they are aware of the school's policy/practice and specific circumstances if they arise.
- To act as a port of call to advise staff on any bullying related matter
- To work with the student council on work relating to anti-bullying
- To liaise with external agencies as necessary in partnership to support anti-bullying strategies
- To ensure bullying is factored into any analysis of student behaviour

All school staff

- To be constantly monitoring the students for bullying related behaviour and follow the correct procedure where evidence points towards bullying taking place.
- To be constantly modelling high standards of behaviour and to have high expectations for all the students.

The Pupils' Voice

Maplefields students have reviewed the Anti-Bullying Policy alongside senior staff. There are a number of ways that pupils can communicate to express their feelings and thoughts. These include the school council, annual reviews, Education Health Care Plans, everyday communication with school staff and small group consultation. School staff should be constantly vigilant for signs that a student may be subject to bullying behaviour expressed either through a student voice or from signs such as distress, change in mood, injury, change in behavioural norms. Claims or expressions of bullying made by pupils will be taken seriously.

Reporting Process

In the event that bullying behaviours are reported or observed; the member of staff who has that information should report it to the class teacher for follow up action. The class teacher should then investigate to determine the facts behind any arising issue. In the event that bullying is taking place, there are two paths to follow:

1. Any bullying behaviours should be written up on 'MyConcern,' the class teacher will then complete the follow up actions and ask for support from Senior Leaders if necessary.
2. Where the issue is complex or not easily resolved the teacher should, as appropriate, seek further advice from the senior leadership team.

Follow up actions should be devised, recorded and aimed at addressing bullying behaviours. In the event that bullying behaviour is not successfully changed or prevented; and that agreed strategies do not show indications of working then the matter should be referred to a member of the senior leadership team.

In the event that there is a victim of bullying behaviour the class teacher should assess for any levels of distress and as appropriate take positive action to ensure the child/young person feels safe in the short term.

This Policy 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.

Monitoring & review, policy into practice

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