MANOR GREEN SCHOOL

Excellence for All

ANTI- BULLYING POLICY

Rationale

We acknowledge the School Standards and Framework Act 1998 that clearly states that all maintained schools must have in place an Anti-Bullying Policy that outlines procedures in order to prevent bullying among students.

We have a duty of care to protect students from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all the students in order to protect them from those who wish to deliberately hurt them either physically or emotionally. We believe all our safeguarding procedures are in line with the Children Act 1989, Working Together to Safeguard Children 2026, Keeping Children Safe In Education 2026 and that we promote the welfare of all students in our care.

Under no circumstances will we tolerate any form of bullying and all incidents of bullying will be dealt with promptly and effectively.

We are committed to creating a safe, inclusive and supportive environment where every student feels valued, respected and able to achieve their full potential. As a special school, we recognise that children and young people with SEND may be particularly vulnerable to bullying due to differences in communication, social understanding, emotional regulation, physical needs or their reliance on adults for support.

Bullying can have a significant impact on a student's emotional wellbeing, self-esteem, mental health, attendance, engagement and learning. We therefore adopt a proactive approach to preventing, identifying and responding to all forms of bullying. This policy reflects our statutory duty to prevent bullying and promote positive relationships, equality and safeguarding. It is informed by the requirements of the Education and Inspections Act 2006, Equality Act 2010, Keeping Children Safe in Education, and the Department for Education's Preventing and Tackling Bullying guidance

Aims

- Ensure all students feel safe, respected and included.
- Prevent all forms of bullying, including prejudice-based and online bullying.
- Promote a culture of kindness, acceptance and mutual respect.
- Ensure all incidents of bullying are identified, recorded and addressed promptly.
- Support students who have experienced bullying.
- Provide appropriate interventions for students displaying bullying behaviours.
- Foster resilience, self-advocacy and positive relationships.
- Encourage strong partnerships between school, families and external agencies.
- Meet our legal duties under safeguarding, SEND and equality legislation.

Responsibility for the Policy and Procedure

The Governing Board has:

- authorised the post of Head of Wellbeing and Safeguarding with a remit that includes being responsible for promoting positive student behaviour;
- delegated powers and responsibilities to the Headteacher to promote good behaviour and to ensure that records of all incidents of bullying are kept;
- delegated powers and responsibilities to the Headteacher to ensure all school staff and visitors to the school are aware of and comply with this policy;
- appointed the governor with responsibility for Safeguarding to also monitor the implementation, and effectiveness of this policy.

Role of the Headteacher

Under Section 157 of the Education and Inspections Act 2006 the Headteacher has a duty to encourage good behaviour, the respect for others and to prevent all forms of bullying among students.

Therefore, the Headteacher will:

- implement this policy;
- ensure that all school staff are aware of the policy;
- work to create a safe, secure, caring and friendly school environment for all the students;
- ensure that all students understand that all forms of bullying are wrong, including cyber bullying through PSHE.
- ensure that all parents are aware of this policy and that we do not tolerate bullying, including cyber bullying which may occur when students are at home;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;

Role of Head of Safeguarding and the Leadership team

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all school staff to understand the signs or behaviour of someone being bullied, including cyber bullying;
- work with students to determine those parts of the school where they do not feel safe;
- keep up to date with new developments and resources;
- provide training for all staff on induction and when the need arises; ▪ respond and deal with all incidents of bullying;
- keep records of all incidents of bullying;
- help counsel students who have been bullied and those who use bullying behaviour;
- review and monitor;
- annually report to the Governing Board on the success of this policy

Role of School Staff School staff will:

- comply with this policy;
- be aware of the signs of bullying in order to prevent bullying taking place;
- take all forms of bullying seriously;
- encourage students to report any incidents of bullying to any member of the school staff;
- report all incidents of bullying, and in cases of Peer on Peer abuse, make referrals to the relevant agencies
- raise awareness of the wrongs of bullying, including cyber bullying, through PSHE;
- use preventative strategies such as circle time and buddy systems;

- undertake the appropriate training;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of Students

Students must:
- report if they are being bullied either in person or online;
- report if they see someone being bullied either in person or online;
- discuss ways of preventing bullying through the school council
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- support the school Golden Rules to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys where appropriate

Role of Parents

Parents must:
- be aware of and support this policy;
- report to the school any concerns they have of their student being bullied;
- be assured that the school will deal with all incidents of bullying;
- work collaboratively with the school to address any incidents of cyber bullying
- be assured that they will be informed of incidents and will be involved in discussions;
- be asked to take part periodic surveys conducted by the school;
- support the school Golden Rules to ensure smooth running of the school

Training for School Staff

The school will ensure that all staff receive appropriate training to identify, prevent and respond to bullying.

Staff training may include:

- Recognising different forms of bullying.
- SEND-specific vulnerabilities and risk factors.
- Child-on-child abuse.
- Online safety and cyberbullying.
- Equality, diversity and inclusion.
- Protected characteristics under the Equality Act 2010.
- Safeguarding responsibilities and reporting procedures.
- Restorative approaches and conflict resolution.
- Communication strategies for pupils with complex needs.

Anti-bullying training will form part of the school's ongoing safeguarding and professional development programme. Staff will receive updates in line with statutory guidance and emerging trends

Incidents

• All reported incidents are investigated and dealt with.

• Parents are informed of all events and what actions have been taken.
• Records will be kept of all incidents and their outcomes.

Counselling

Students affected by bullying will be offered appropriate support based on their individual needs.

Support may include:

- Access to a trusted adult.
- Emotional wellbeing support.
- Counselling or therapeutic interventions where available.
- Social communication support.
- Social stories and visual supports.
- Family support and liaison.
- External agency involvement where appropriate.

Our priority is to ensure students feel safe, listened to and supported throughout and after any investigation.

Cyber Bullying

Cyberbullying is the use of digital technologies, including mobile phones, social media platforms, messaging apps, online gaming, and the internet, to deliberately upset, intimidate, threaten, embarrass, exclude or harm another person. For children and young people with SEND, cyberbullying can be particularly distressing and may have a significant impact on their emotional wellbeing, self-esteem, and sense of safety.

Like all forms of bullying, cyberbullying involves behaviour that is unwanted, repeated or has the potential to cause harm. It may include sending unkind or threatening messages, sharing inappropriate images or information, spreading rumours online, deliberately excluding individuals from online groups, impersonating another person, or posting offensive comments on social media and other digital platforms.

Cyberbullying can occur both inside and outside of school. Importantly, a student does not need to be directly aware of the behaviour for it to constitute cyberbullying. For example, the sharing of hurtful comments, images, or content about an individual online without their knowledge may still be considered cyberbullying and will be taken seriously by the school.

Students will learn about online safety, respectful online behaviour, and cyberbullying through the PSHE, RSHE curricula at a level that is appropriate to their age, developmental stage and individual learning needs. Teaching will be adapted using visual supports, structured discussions, and accessible resources to ensure that all students can develop an understanding of how to stay safe online and seek help when needed.

As much online activity takes place outside of school, we recognise the important role that parents and carers play in supporting safe technology use. Where the school becomes aware of incidents of cyberbullying involving our students, we will work closely with families and, where appropriate, external agencies to investigate concerns, provide support and help prevent further incidents. The school may act where incidents occurring outside school have a negative impact on a student's wellbeing, safety or education.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website
- IAM Compliant
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events ▪ meetings with school staff
- communications with home
- Headteacher's reports
- information displays in the main school entrance
- PSHE and RSHE lessons.
- Class discussions.
- Anti-Bullying Week.
- Safer Internet Day.
- Student voice activities.
- School newsletters.
- Staff training sessions.
- Parent information and workshops.
- Visual displays and communication boards.

Information will be presented in accessible formats suitable for students' communication and learning needs, including symbols, visuals and adapted language where required.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any student and it helps to promote equality at this school.

Monitoring of the policy

Review of Procedure

This procedure shall be subject to periodic review and may be changed from time to time

The Governing Board approved this policy on date: 22nd October 2026

Signed: Colin Hayfield, Chair of Governors
Signed: Helen Hannam, Headteacher

Date of review or revision	Description	Author or reviewing officer
October 2026	Updates from Policies	Josie Glover