



Anti-Bullying Policy

Date established by governing body

Summer Term 2026

Date for full implementation

Immediately

Date for review

Summer Term 2027

Cleaswell Hill School is committed to providing a warm, caring and safe environment for the whole school community. Bullying is unacceptable and will not be tolerated. If bullying does occur, it will be dealt with promptly and in accordance with this policy.

Aims

The aims of this policy are to:

- Work together as a school community to develop healthy and positive relationships.
- Prevent, de-escalate and stop any continuation of harmful behaviour.
- React to bullying incidents in a reasonable, proportionate and consistent way.
- Safeguard the student who has experienced bullying and offer them support.
- Establish appropriate ways of dealing with bullying and provide support to prevent further incidents taking place.

Definition of Bullying

As a specialist SEND setting, Cleaswell Hill school recognises that some behaviours may not be driven by intentional harm. However, the impact on the pupil experiencing the behaviour will always be taken seriously, and appropriate action will be taken to ensure their safety and wellbeing.

The school recognises that for some pupils, a single incident may have a significant impact, and such incidents will be treated with equal seriousness.

The Anti-Bullying Alliance defines bullying as:

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online."

Dealing with Bullying

At Cleaswell Hill School, bullying is regarded as wholly unacceptable. Although incidents are rare, every reported case is treated with urgency and investigated thoroughly. When a pupil is found to have engaged in bullying behaviour, appropriate action is taken and responses will reflect the

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school's "Behaviour is Communication" approach, ensuring that underlying needs are understood alongside maintaining clear expectations about acceptable behaviour.

Relational Conflict

It is important to distinguish between bullying and relational conflict. Relational conflict refers to occasional disagreements or misunderstandings where any offence caused is typically unintentional. In such cases, there is usually a willingness among those involved to resolve the issue, reflect on their actions, and restore positive relationships. While relational conflict can be upsetting, it does not carry the sustained intent to harm that characterises bullying.

Curriculum

The curriculum is designed to provide pupils with meaningful opportunities to develop essential life skills that support their personal, social, and emotional growth. These skills are embedded across all areas of learning and are reinforced through targeted interventions and pastoral support.

Key areas of focus include:

- Developing **positive behaviours for learning** that promote engagement and resilience.
- Enhancing **communication skills**, including verbal, non-verbal, and alternative methods.
- Building and maintaining **healthy relationships** based on mutual respect and understanding.
- Learning strategies for **resolving conflict** constructively and peacefully.
- Promoting **respect and kindness** as core values within the school community.
- **Exploring differences** to foster inclusion, empathy, and appreciation of diversity.
- Encouraging pupils to understand **how and when to ask for help**.
- Supporting **emotional regulation** through structured teaching and therapeutic approaches.

Prevention of Bullying

Cleaswell Hill School is committed to providing a happy, safe, and secure environment for all pupils. A key part of this commitment is the implementation of proactive and positive strategies aimed at preventing and discouraging bullying. These strategies are aligned with the Department for Education's guidance on *Preventing and Tackling Bullying*, and include:

- Promoting group work and co-operative learning to build positive peer relationships.
- Providing opportunities for pupils to express their feelings and concerns with trusted staff members.
- Fostering an atmosphere of openness, trust, and mutual respect.
- Educating pupils on how to stay safe online through dedicated e-safety lessons, in line with national cyberbullying advice.
- Ensuring careful supervision of pupils, supported by appropriate staff-to-pupil ratios.
- Listening attentively to pupils and remaining alert to any changes in behaviour that may indicate distress or concern.



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These measures support the school's wider safeguarding responsibilities and reflect the principles outlined in the *Education and Inspections Act 2006*, the *Equality Act 2010*, and the *SEND Code of Practice*.

Particular attention is given to pupils who may be more vulnerable due to their communication needs, social understanding, or sensory differences, to ensure they are protected from harm.

Responding to Bullying Incidents

The school ensures that there are accessible ways for pupils to report concerns, including through adult support, visual systems and alternative communication methods. The school is committed to responding to all incidents and allegations of bullying in a calm, consistent, and supportive manner, recognising that pupils may communicate distress through behaviour.

Pupil voice will be gathered using appropriate communication methods (e.g. visual supports, symbols, signing, assistive technology or trusted adults) to ensure that all pupils are able to express their views and experiences.

In responding to incidents, staff will consider:

- The communication needs of all pupils involved
- Cognitive understanding and processing
- Emotional regulation and sensory needs
- Whether behaviour reflects unmet need rather than intent

The following steps outline the school's approach:

Listening and understanding:

All individuals involved will be supported to communicate their experiences in a way that is appropriate to their needs. This may include the use of visuals, social stories, observation, or input from staff who know the pupil well.

Ensuring Immediate Safety:

Staff will take immediate steps to ensure that the pupil experiencing harm feels safe, secure and supported. Adjustments may be made to the environment, groupings or staffing where necessary.

Supporting the Pupil Experiencing Harm:

The pupil will be supported in a way that meets their communication and emotional needs. This may include:

- reassurance and co-regulation
- visual or structured support to process events
- access to a trusted adult
- adjustments to routine if needed

Gathering Information:

Information will be gathered using a range of approaches, including observation, staff insight

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and adapted communication methods, recognising that pupils may not be able to give a verbal account.

Understanding the Behaviour:

Staff will consider:

- the function of the behaviour
- possible triggers (communication, sensory, environmental)
- whether the behaviour was intentional or reflects unmet need

Restorative and Reflective Approach:

Where appropriate, a restorative approach will be used, adapted to the developmental level of the pupils.

This may include:

- supported reflection
- use of visuals or social stories
- guided interaction with adult support

Stopping the Behaviour:

Immediate and proportionate action will be taken to stop the behaviour and prevent recurrence, ensuring clarity of expectations in a way pupils can understand.

Supporting the pupil displaying the behaviour:

The pupil will be supported to:

- understand the impact of their behaviour (at an appropriate level)
- develop alternative strategies
- build skills in communication, regulation and interaction

This support will reflect the school's "**Behaviour is Communication**" approach.

Individualised Consequences and Accountability:

Any consequences will be:

- proportionate
- meaningful to the pupil's level of understanding
- focused on learning and restoration rather than punishment

Recording and Safeguarding:

Serious incidents will be recorded on PBS Cloud and CPOMS and shared with the Designated Safeguarding Lead (DSL). Parents/carers will be informed and involved appropriately.

Multi-Agency and Provision Review:

Where appropriate, incidents will trigger a review of:

- behaviour support plans
- communication strategies
- sensory and environmental provision
- involvement from external professionals



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Monitoring and Follow-Up:

Each case will be monitored over time to ensure:

- the behaviour does not reoccur
- the pupil experiencing harm feels safe
- support strategies are effective

Staff Communication and Consistency:

Bullying incidents will be reviewed in staff meetings to ensure:

- consistent understanding
- shared strategies
- reflective practice across the team

Local Authority Reporting:

Any incident that meets reporting thresholds will be reported in line with statutory requirements.

Whole-School Roles and Responsibilities

All members of Cleaswell Hill School share a collective responsibility to recognise and respond to bullying in accordance with the school's anti-bullying policy. This includes taking appropriate and timely action whenever bullying is suspected or observed.

Everyone involved in school life - staff, pupils, governors, parents, and visitors - must actively contribute to a positive and respectful environment. This is achieved by:

- Supporting one another and fostering a culture of mutual respect.
- Acting as positive role models in behaviour and communication.
- Clearly demonstrating that bullying and other forms of unacceptable behaviour are not tolerated.
- Upholding and promoting the school's values and rules consistently.

By working together, we reinforce a shared commitment to maintaining a safe, inclusive, and supportive learning environment for all.

Links with other policies

This policy should be read in conjunction with the following policies:

- Acceptable Use Policy
- E-safety Policy
- Behaviour is Communication Policy
- Complaints Procedure
- Safeguarding Policy

Monitoring and Evaluation



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Leaders analyse patterns in bullying incidents, including frequency, type and pupil groups, to inform preventative strategies and ensure effective practice.

The **governing body** reviews this policy annually or more frequently if the government introduces new regulations, or they receive recommendations on how the policy might be improved.

Author: Julie Brown
Headteacher: Mike Jackson
Chair of Governors: Tim Chrisp
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