



SENtre Anti-Bullying Policy

Keeping Children Safe

Abstract

This document outlines the processes and procedures to support children

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www.thesentre.co.uk

1. Policy Statement

At SENtre, we are fully committed to providing a safe, inclusive, and respectful learning environment for all pupils and staff.

We recognise that our pupils — many of whom are autistic or have other additional needs — may experience social communication challenges that make them particularly vulnerable to bullying or misunderstandings.

Bullying of any kind, whether between pupils, staff, volunteers, or visitors, will not be tolerated under any circumstances.

Every member of the SENtre community has the right to feel safe, respected, and supported at all times.

This policy reflects SENtre’s core values of kindness, respect, understanding, and equality and aligns with national guidance, including Keeping Children Safe in Education (KCSIE) and the Equality Act 2010.

2. Purpose of the Policy

This policy aims to:

- Prevent all forms of bullying through education, awareness, and positive relationships.
- Ensure clear procedures are in place for identifying, reporting, and addressing bullying.
- Protect and support all individuals affected by bullying.
- Promote an understanding of the specific needs and vulnerabilities of autistic and neurodivergent pupils.
- Uphold the highest standards of professional conduct among staff.

3. Definition of Bullying

Bullying is repeated, intentional behaviour that causes emotional, physical, or psychological harm to another person. It involves a real or perceived imbalance of power and can occur in person or online.

Forms of bullying may include:

- Verbal: Name-calling, teasing, threats, or offensive language.
- Physical: Hitting, pushing, or other forms of physical aggression.

- Social/Emotional: Excluding others, spreading rumours, or deliberate isolation.
- Psychological: Intimidation, manipulation, or humiliation.
- Discriminatory: Bullying based on disability, race, religion, gender, sexual orientation, or other protected characteristics.
- Cyberbullying: Use of technology to harass, threaten, or humiliate others.

For autistic children, bullying may also include mocking or ignoring communication styles, sensory needs, routines, or stimming behaviours, or failing to make reasonable adjustments to support inclusion.

4. Types of Bullying Relationships

4.1 Pupil-to-Pupil Bullying

SENtre encourages all pupils to treat each other with respect and understanding.

If bullying occurs between pupils:

- The incident will be taken seriously and investigated by staff promptly.
- Both the pupil experiencing bullying and the pupil engaging in bullying behaviour will receive support and guidance.
- Restorative approaches will be used wherever appropriate to rebuild relationships.
- Parents and carers will be informed and involved in planning next steps.

4.2 Staff-to-Pupil Bullying

Staff are in positions of trust and are expected to model positive, respectful behaviour at all times.

Examples include verbal ridicule, misuse of authority, unfair exclusion, or dismissive treatment.

All concerns will be investigated in line with Safeguarding, Whistleblowing, and Staff Conduct policies.

4.3 Staff-to-Staff Bullying

SENtre promotes mutual respect, professionalism, and collaboration. Bullying includes persistent criticism, intimidation, exclusion, or gossip.

Reports should be made to the Line Manager, Head of Provision, or HR, and will be handled confidentially under the Dignity at Work and Whistleblowing policies.

4.4 Cyberbullying

Cyberbullying involves the use of digital technologies — including mobile phones, email, messaging platforms, and social media — to harass, intimidate, or harm others.

Examples include sending abusive messages, sharing private information, or creating fake profiles.

All incidents will be investigated if they impact wellbeing. Staff must maintain professional boundaries online and follow the Staff Code of Conduct.

5. Prevention Strategies

SENtre takes a proactive approach to preventing bullying by:

- Embedding social communication and emotional regulation within the curriculum.
- Providing staff training on autism, trauma-informed practice, and de-escalation.
- Using social stories, visual supports, and restorative conversations to build empathy.
- Monitoring interactions and addressing conflict early.
- Promoting pupil voice and providing safe spaces for support.

6. Reporting and Recording

All bullying incidents must be reported and recorded using SENtre’s internal incident reporting system.

Reports should include:

- Date, time, and nature of the incident.
- Individuals involved and witnesses.
- Actions taken and outcomes.

The Designated Safeguarding Lead (DSL) will oversee all records to identify patterns and ensure appropriate follow-up. Where relevant, incidents may be referred to external safeguarding agencies.

7. Support for Those Involved

Pupils experiencing bullying: Emotional support, trusted adult contact, and safe spaces.

Pupils displaying bullying behaviour: Support to understand the impact of their actions and develop positive social skills.

Staff involved: Access to supervision, wellbeing services, and leadership support.

8. Monitoring and Review

This policy will be reviewed annually by the Senior Leadership Team and the Designated Safeguarding Lead, with input from staff, pupils, and parents/carers.

Adjustments will reflect feedback, emerging needs, and updated legislation.

9. Key Contacts

Head of Provision: Charnel Conway

Designated Safeguarding Lead (DSL): Charlene Conway

Deputy DSL: Alesha Stewart

HR / Wellbeing Lead: Clover HR

10. Policy Review Cycle

Approved by: Charnel Conway

Date of approval: 27/10/2025

Next review date: 27/10/2026