Anti-Bullying Policy

This policy sets out Discovery Trust's approach to preventing, responding to, and learning from bullying.

It is rooted in Discovery Trust's safeguarding strategy: Protect • React • Learn and ensures that all pupils feel safe, included, and supported.
The policy applies to all colleagues, pupils, volunteers, and visitors, and reflects our legal and moral duty to protect every child from harm.

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Consultation groups	Head Teachers
Approved by	Trust Leader
Approval date	August 2025
Adopted by	Advisory Board
Adopted date	September 2025
Implementation date	September 2025
Policy/document owner	Zack Minton – Trust Head of Safeguarding
Status	Statutory
Frequency of review	Annually
Next review date	August 2026
Applicable to	All Discovery Schools

Contents

1. **Purpose**

To protect every pupil from bullying by embedding a safeguarding-first culture where kindness, inclusion, and safety are non-negotiable.

This policy ensures that all pupils across Enderby Danemill Primary School feel safe, included, and able to learn without fear of bullying or harassment.
It sets out our preventative measures, reporting procedures, and ongoing safeguarding response when bullying is identified.
Aligned with [Discovery Trust's Protect • React • Learn framework](#), this policy places pupil safety and wellbeing at the heart of our school culture.

2. **Policy statement**

This Anti-Bullying Policy applies to all pupils, colleagues, volunteers, and visitors at Enderby Danemill Primary School, including those attending wrap-around care, alternative provision, and holiday clubs delivered or overseen by the school.

Bullying in any form is never tolerated. Every concern is taken seriously, investigated thoroughly, and responded to in a way that protects the pupil(s) harmed and prevents recurrence.

This policy is underpinned by our safeguarding and behaviour systems:

- **CPOMS** is used to record, monitor, and escalate any concerns identified as bullying or child-on-child abuse.

- **Arbor** is used to track patterns in pupil behaviour. Where repeated, relational, or targeted behaviours are identified through Arbor logs, these are reviewed for links to bullying and recorded on CPOMS as appropriate.

Failure by colleagues to follow this policy may result in internal disciplinary action and, where appropriate, safeguarding referrals. Pupils who engage in bullying behaviour will receive structured intervention and, where needed, sanctions in line with the school's Behaviour Policy and safeguarding procedures.

3. **Definitions**

At Enderby Danemill Primary School, we define **bullying** as behaviour that is:

- **Intentional** – carried out on purpose to cause harm, distress, or intimidation;

- **Repeated** – occurring more than once or likely to happen again;

- **Targeted** – often aimed at someone due to a perceived difference or vulnerability;

- **Harmful** – causing physical or emotional pain, distress, or isolation.

Bullying can take many forms:

- **Physical**: hitting, kicking, pushing, damaging property, or physical intimidation.

- **Verbal**: name-calling, threats, teasing, discriminatory language.

- **Social/Relational**: excluding someone on purpose, spreading rumours, damaging friendships or reputation.

- **Online (Cyberbullying)**: sending hurtful messages, sharing harmful images or videos, impersonating others, or threatening someone through digital platforms.

Bullying may also be:

- **Prejudice-based**: targeting someone because of race, gender, disability, religion, appearance, sexual orientation, special educational needs, or family circumstances.

- **Sexual or sexist**: including name-calling, inappropriate comments, sexual harassment, or pressure to share images or engage in behaviour.

- **Part of child-on-child abuse**: bullying that causes significant harm and falls under safeguarding concerns, such as harmful sexual behaviour or coercive control.

We recognise that **not all conflict is bullying**, and part of our approach is helping pupils understand the difference between one-off disagreements, ongoing unkindness, and true bullying behaviour.

All suspected bullying is investigated and recorded by a designated safeguarding lead (DSL) and tracked for patterns and risk.

4. **Responsibilities**

Effective anti-bullying work is a shared responsibility. Everyone in our school community plays a part in creating a safe, respectful, and inclusive environment.

Headteacher

- Holds overall responsibility for the implementation and monitoring of this policy.

- Ensures bullying concerns are dealt with consistently and in line with statutory safeguarding duties.

- Supports the DSL and wider pastoral teams in identifying and addressing patterns of concern.

Designated Safeguarding Lead (DSL)

- Leads on all safeguarding aspects of bullying concerns.

- Ensures all confirmed or suspected bullying incidents are logged on **CPOMS** and linked to any relevant behaviour incidents on **Arbor**.

- Analyses bullying trends weekly and escalates concerns to the Headteacher and Trust Safeguarding Lead as needed.

- Supports all pupils involved with appropriate safeguarding plans or pastoral interventions.

All Colleagues

- Have a duty to challenge unkindness and report any bullying concerns.

- Model inclusive, respectful behaviour and language in all interactions.

- Monitor high-risk areas (e.g. corridors, toilets, playgrounds) to proactively prevent bullying.

Pupils

- Are expected to treat others with kindness and respect.

- Are encouraged to report any bullying, whether experienced or witnessed to a trusted adult.

- May be asked to take part in restorative conversations or support peer reflection as part of our learning-based approach.

Parents and Carers

- Play a vital role in identifying concerns and helping resolve them.

- Are informed and involved when bullying concerns arise and are encouraged to share any information with the school at the earliest opportunity.

- Work in partnership with school leaders to support pupil wellbeing and promote respectful behaviour.

Advisory Board

- Receives termly anonymised data on bullying trends, collated by the Headteacher and DSL using CPOMS and Arbor reports.

- Ensures that bullying data and safeguarding themes are reviewed as part of the school's Internal Performance Reviews (IPRs), held three times per year.

- Monitors school culture and the effectiveness of this policy through its safeguarding oversight role.

- Provides challenge and support to leaders where patterns of concern are identified, ensuring accountability and consistency across the school.

5. **Protect – Prevention Measures**

At Enderby Danemill Primary School, we take a whole-school, proactive approach to prevent bullying before it happens. We embed kindness, inclusion, and safety across our culture, curriculum, and day-to-day practice.

We build a culture of prevention by:

- **Setting clear expectations**: Our behaviour policy is shared with all pupils, revisited regularly, and reinforced through assemblies, classroom routines, and pupil charters. These expectations are visual, accessible, and inclusive.

- **Teaching respect and empathy**: Through our PSHE and RSHE curriculum, we explicitly teach about relationships, equality, consent, online safety, and recognising abuse. These sessions empower pupils to understand and manage friendships positively.

- **Using pupil voice mechanisms**: Pupils can raise concerns in multiple ways — including worry boxes, safeguarding buttons, trusted adult posters, and drop-in conversations. These are regularly checked by the safeguarding team.

- **Creating psychologically safe spaces**: Every pupil is encouraged to identify a trusted adult they can go to. Staff are trained to listen non-judgementally and act appropriately.

- **Staff training**: All colleagues receive safeguarding and behaviour training, including how to spot subtle or low-level patterns of unkind behaviour that may escalate into bullying. Supervision and reflective practice sessions are in place for pastoral staff and DSLs.

- **Supervising risk areas**: We deploy colleagues strategically to monitor known hotspots (e.g. corridors, cloakrooms, toilets, lunch queues). Staff are present, visible, and approachable.

- **Monitoring behaviour trends via Arbor**: All behaviour incidents — including name-calling, exclusion, or repeated low-level disruption — are recorded and reviewed. Patterns are flagged and explored with the safeguarding team to identify possible bullying.

- **Delivering annual campaigns**: We engage pupils through national events like Anti-Bullying Week, Safer Internet Day, and internal campaigns promoting kindness and pupil leadership.

These protective actions reduce the likelihood of bullying and create an environment where pupils feel safe to speak up and supported when they do.

6. **React – Response to Bullying**

We take every bullying concern seriously, no matter how it is raised or who it involves. Every report is investigated sensitively, recorded accurately, and acted on in line with safeguarding and behaviour policies.

Our response is clear, coordinated, and timely:

- **Every concern is listened to**: Pupils, colleagues, or parents can report bullying verbally, in writing, or via any trusted mechanism. Reports can be made anonymously if needed, and all concerns are triaged by the DSL or a trained safeguarding lead.

- **Immediate safety measures are considered**: If a pupil feels unsafe, we act without delay to separate pupils, provide supervision, or arrange safe spaces. The pupil's voice is central to all decisions.

- **An investigation is carried out**: The DSL, senior leader, or pastoral lead will gather accounts from all pupils involved and from any witnesses. Investigations focus on facts, context, and safeguarding risks.

- **Behaviour logs and patterns are reviewed**: Behaviour records in Arbor are cross-referenced to explore wider patterns, such as repeated incidents, peer group dynamics, or related safeguarding factors.

- **CPOMS is used to log and escalate concerns**: Where bullying is confirmed, or suspected to be ongoing or harmful, it is formally recorded on CPOMS with appropriate tags. This enables safeguarding oversight and trend monitoring.

- Support plans are created for pupils involved:

  - The pupil who has been harmed receives ongoing check-ins, a trusted adult, and tailored pastoral support.

  - The pupil responsible is supported to understand the harm caused, repair relationships (where safe and appropriate), and reflect on their behaviour.

  - Witnesses or others affected by the situation are also supported if needed.

- **Parents/carers are informed**: We contact all families involved to explain the actions taken and agree next steps. Where necessary, meetings are held to ensure continued communication and transparency.

  - Families of all pupils directly involved will normally be contacted within one school day of the concern being raised.

  - Initial contact may be by phone, followed by a written summary or meeting where appropriate.

  - Where contact within this timeframe is not possible, the Headteacher or DSL will ensure contact is made at the earliest safe and practical opportunity.

  - Information shared will focus on: the nature of the concern, the actions taken to safeguard pupils, and the next steps agreed.

  - Families will not be given personal details about other pupils involved, or information that could compromise an ongoing investigation, safeguarding process, or police involvement.

  - In rare cases, parents/carers may not be contacted immediately if doing so would place a pupil at greater risk of harm. In such cases, the DSL will follow safeguarding protocols and liaise with statutory agencies before contacting families.

  - Ongoing communication will be maintained until the matter is resolved, with additional meetings arranged if needed to ensure transparency and trust.

- **Escalation procedures are followed**: Serious cases, or those involving safeguarding thresholds (e.g. harmful sexual behaviour, hate incidents), are referred to external agencies such as the LADO, Early Help, Social Care, or Police.

- **Learning is captured**: Even when bullying is not confirmed, we record and monitor the incident to prevent recurrence and ensure a culture of accountability.

We ensure that every pupil knows their concern will be taken seriously and followed up. Also, that all bullying, no matter how small it may seem, is never ignored.

7. **Learn – Reviewing and Improving Practice**

At Enderby Danemill Primary School, we believe that every bullying incident, whether confirmed, suspected, or resolved, is an opportunity to reflect, learn, and improve.

We don't just respond to individual cases. We use every concern to strengthen our safeguarding culture across the whole school.

We do this by:

- **Weekly safeguarding analysis**: The DSL reviews all behaviour and bullying-related entries on **CPOMS and Arbor** each week. Trends are flagged, discussed with the Headteacher or pastoral leads, and used to inform both immediate and long-term interventions.

- **Termly safeguarding reviews**: Bullying data, pupil voice, and pastoral case studies are reviewed each term by the DSL and SLT. Key findings are shared with the Trust Safeguarding Lead and the Advisory Board to ensure transparency and oversight.

- **Whole-school learning**: Patterns or repeated themes (e.g. friendship fallouts, online harm, inappropriate language) are addressed through whole-class PSHE, targeted group work, or school-wide assemblies and campaigns.

- **Restorative practice and post-incident work**: Pupils are supported to reflect on their actions and develop more positive peer relationships. This includes restorative conversations, behaviour coaching, and support from ELSAs or trusted adults.

- **Supervision and staff learning**: DSLs and pastoral staff participate in regular supervision, safeguarding forums, and peer learning opportunities across the Trust. This creates a culture of continuous improvement and reflection.

- **Adapting systems to stay ahead**: We respond proactively to emerging risks (e.g. new social media platforms, language trends, or group dynamics). Safeguarding materials and interventions are regularly updated to reflect pupil needs and national trends.

Through a culture of curiosity, compassion, and accountability, we ensure that safeguarding improvement is continuous, not reactive. We don't just move on from incidents; we grow stronger because of them.

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- **Restorative practice and post-incident work**
  Pupils are supported to reflect on their actions and develop more positive peer relationships. This includes restorative conversations, behaviour coaching, and support from ELSAs or trusted adults.

- **Colleague learning and supervision**
  DSLs and pastoral colleagues participate in regular supervision, safeguarding forums, and peer learning opportunities across the Trust. Lessons learnt from bullying cases are also shared in staff meetings, INSET training, and school briefings to ensure all colleagues develop confidence and consistency in responding.

- **Trust-wide sharing of lessons learnt**
  The Trust Safeguarding Lead collates key safeguarding lessons and examples of effective practice from across all schools. These are shared through Trust safeguarding forums, professional learning sessions, and termly safeguarding communications, ensuring collective learning strengthens practice everywhere.

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8. **Related Policies**

   This Anti-Bullying Policy does not sit in isolation. It is part of a wider safeguarding system that ensures all pupils are protected from harm, supported effectively, and educated in how to stay safe.

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

   - **[Safeguarding and Child Protection Policy](#)**
     Provides the overarching safeguarding approach, including procedures for managing disclosures, allegations, and safeguarding concerns, including those that involve bullying or child-on-child abuse.

   - **Behaviour Policy**
     Outlines the school's expectations for pupil behaviour, restorative approaches, sanctions, and support structures, including responses to bullying and relational conflict.

   - **Online Safety Policy**
     Details how pupils are educated and protected in online spaces, including the prevention of cyberbullying, sexting, and online abuse.

   - **Equality and Diversity Policy**
     Reinforces the school's legal and moral commitment to inclusion and the prevention of prejudice-based bullying (e.g. racism, sexism, homophobia, transphobia, SEND-related bullying).

   - **PSHE/RSHE Curriculum Overview**
     Shows how respectful relationships, bullying awareness, empathy, and digital safety are taught progressively across all year groups.

   These documents collectively reflect our school's commitment to a whole-school safeguarding culture rooted in the principles of Protect • React • Learn.

9. **Monitoring**

   Monitoring bullying is essential to safeguarding pupils and strengthening school culture. We use a combination of qualitative and data-informed methods to assess how well this policy is working.

   Monitoring includes:

   - **Behaviour trend analysis via Arbor**: All incidents of poor behaviour, unkindness, or relational conflict are logged on Arbor. These logs are analysed weekly by the DSL and pastoral lead for repeated names, locations, and behaviours, helping to identify possible bullying patterns early.

   - **Safeguarding incident tracking on CPOMS**: Where concerns meet the threshold for bullying or child-on-child abuse, they are recorded and tagged on CPOMS. This enables precise tracking of incidents, escalations, interventions, and outcomes.

   - **Weekly DSL safeguarding reviews**: CPOMS and Arbor data are jointly reviewed each week to spot trends across classes, groups, or individuals. This analysis informs next steps, such as targeted PSHE, support plans, parent meetings, or external referrals.

- **Termly reporting to SLT and Advisory Board**: A summary of anonymised bullying concerns, actions, and outcomes is presented as part of the termly safeguarding review. This ensures senior leaders and governance partners maintain oversight and accountability.

- **Feedback from pupils and families**: Pupil voice, check-ins, and surveys are regularly used to assess how safe pupils feel, whether they know how to report bullying, and whether they feel their voice is heard. Parents and carers are also invited to share feedback following any bullying case.

- **Reflective practice and staff supervision**: All safeguarding staff participate in termly safeguarding supervision to reflect on practice, share learning, and improve consistency of response across the school.

Monitoring is not just about data, it is about learning. We use this monitoring to evolve our practice and strengthen the trust pupils place in us to keep them safe.

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Monitoring includes:

- **Behaviour trend analysis via Arbor**
  Who: DSL and Pastoral Lead
  How: Weekly analysis of behaviour logs on Arbor to identify repeated names, locations, and behaviours.
  Frequency: Weekly

- **Safeguarding incident tracking on CPOMS**
  Who: DSL (with oversight from the Headteacher)
  How: Logging and tagging all confirmed or suspected bullying and child-on-child abuse cases on CPOMS.
  Frequency: Ongoing, as incidents arise; reviewed weekly

- **DSL safeguarding reviews**
  Who: DSL and Pastoral Lead, with Headteacher oversight
  How: Joint review of CPOMS and Arbor data to identify trends across classes, groups, or individuals and agree next steps.
  Frequency: Weekly

- **Internal Performance Reviews (IPRs)**
  Who: Headteacher, DSL, and Trust Safeguarding Lead
  How: Analysis of bullying data and safeguarding themes as part of the wider safeguarding review cycle.
  Frequency: Three times per year

- **Reporting to SLT and Advisory Board**
  Who: Headteacher and DSL
  How: Present anonymised bullying data, actions, and outcomes as part of safeguarding reporting.
  Frequency: Termly

- **Feedback from pupils and families**
  Who: DSL, Class Teachers, and Pastoral Team
  How: Surveys, pupil voice sessions, and parent feedback following incidents.
  Frequency: Ongoing, with formal surveys annually

- **Reflective practice and colleague supervision**
  Who: Trust Safeguarding Lead (or trained supervisor) with DSLs and safeguarding colleagues
  How: Structured safeguarding supervision meetings and reflective practice discussions.
  Frequency: Termly

Monitoring is not just about data; it is about learning. We use this monitoring to evolve our practice and strengthen the trust pupils place in us to keep them safe.

10. Review

This policy is reviewed annually, or earlier if significant incidents, changes in legislation, or emerging risks require it.

The review process includes:

- A full analysis of bullying concerns recorded in CPOMS and behaviour patterns logged in Arbor.

- Consultation with the Designated Safeguarding Lead, Headteacher, pastoral colleagues, and pupil voice groups.

- Review of termly safeguarding reports, learning logs, and any complaints or parent feedback.

- Input from the Trust Safeguarding Lead to ensure alignment with Trust-wide priorities and national guidance.

- Consideration as part of the **school peer review cycle**, ensuring that anti-bullying practice is evaluated alongside other safeguarding priorities and benchmarked across the Trust.

Accountability:

- The **Headteacher** holds overall accountability for the implementation and monitoring of this policy within the school.

- The **DSL** is responsible for the operational application of the policy, including accurate logging, analysis, and escalation of concerns.

- The **Advisory Board** provides governance oversight, holding leaders to account for the culture of the school and the effectiveness of anti-bullying measures.

- The **Trust Safeguarding Lead** ensures consistency, challenge, and the sharing of lessons learnt across all schools.

The revised policy is approved by the Headteacher and shared with all colleagues as part of safeguarding updates. A copy is also shared with the Advisory Board and published on the school website for full transparency.

We ensure that our Anti-Bullying Policy remains a living document, one that reflects current risks, pupil experiences, and our ongoing commitment to safeguarding every pupil.