

Trust Education Group Ltd

Anti-Bullying Policy

Policy Statement

Trust-Education Group Ltd is fully committed to providing a safe, inclusive, nurturing and respectful learning environment in which every pupil feels valued, protected and able to achieve their full potential. We recognise that all children have the right to access education free from fear, intimidation, harassment or discrimination. Bullying in any form is unacceptable and will never be tolerated. As a specialist provision supporting pupils with Social, Emotional and Mental Health (SEMH) needs, we recognise that many of our learners have experienced adverse childhood experiences, trauma, disrupted attachments and significant barriers to learning. We understand that these experiences can affect the way pupils communicate, regulate emotions, build relationships and respond to conflict. Consequently, our approach to preventing and responding to bullying is firmly rooted in trauma-informed, restorative and relational practice while maintaining clear expectations regarding behaviour and personal responsibility.

Our ethos promotes kindness, compassion, dignity, mutual respect, inclusion and equality. Every member of our school community shares responsibility for creating a culture where positive relationships flourish, diversity is celebrated, differences are respected and everyone feels safe to express themselves without fear of ridicule or exclusion. We believe that preventing bullying is more effective than simply responding to incidents after they occur. Consequently, anti-bullying education is embedded throughout the curriculum, pastoral systems, therapeutic support and daily interactions across the school.

We recognise that bullying can have significant and long-lasting consequences for emotional wellbeing, mental health, educational engagement, attendance, self-esteem and future life opportunities. We are committed to responding swiftly, consistently and proportionately to every concern, ensuring that pupils who experience bullying receive appropriate support while also addressing the underlying needs of those displaying bullying behaviours. Wherever appropriate, restorative approaches will be used alongside safeguarding procedures, behavioural interventions and therapeutic support to promote accountability, empathy and positive change.

Legal and Regulatory Framework

This policy has been developed in accordance with current legislation and statutory guidance applicable to independent schools and alternative provision in England. The school fulfils its duties under the Education and Inspections Act 2006 to promote good behaviour, prevent bullying and safeguard pupils from harm. The policy reflects the safeguarding principles contained within the Children Act 1989 and the Children Act 2004, which establish that the welfare of the child is paramount and require agencies to work together to protect children.

Trust-Education Group Ltd complies fully with the Equality Act 2010 by ensuring that all pupils are protected from discrimination, victimisation and harassment relating to protected characteristics including age, disability, race, religion or belief, sex, sexual orientation and gender reassignment. The school recognises that prejudice-related bullying can have particularly harmful effects and is committed to promoting equality, diversity and inclusion throughout every aspect of school life.

This policy reflects the expectations contained within Keeping Children Safe in Education 2026, recognising that bullying may be an indicator of wider safeguarding concerns including child-on-child abuse, exploitation, neglect, emotional abuse, criminal exploitation, online abuse, harmful sexual behaviour or domestic abuse. All concerns are considered within the wider safeguarding context and, where appropriate, managed in accordance with the school's Safeguarding and Child Protection Policy.

The policy also reflects the principles contained within Working Together to Safeguard Children 2026, the SEND Code of Practice, the Human Rights Act 1998, the United Nations Convention on the Rights of the Child and the Department for Education guidance *Preventing and Tackling Bullying*. These frameworks reinforce our commitment to safeguarding children, promoting emotional wellbeing and ensuring every pupil receives appropriate support.

Aims

The purpose of this policy is to create a school culture where bullying is actively prevented through positive relationships, emotional education, restorative practice and consistent expectations. We aim to ensure that every pupil understands what bullying is, why it is harmful and how concerns can be reported safely. We seek to develop confident learners who demonstrate empathy, respect, resilience and responsibility towards others.

The school is committed to ensuring that bullying concerns are identified at the earliest opportunity through vigilant staff, effective pastoral systems, pupil voice, parental engagement and careful monitoring of behaviour. Every report will be taken seriously, investigated thoroughly and responded to fairly, consistently and proportionately.

We are committed to supporting pupils who have experienced bullying, addressing the needs of pupils displaying bullying behaviours and working collaboratively with parents, carers and external professionals where necessary. We continually review our practice using incident data, safeguarding information, pupil feedback and current research to improve our anti-bullying provision.

Definition of Bullying

Trust-Education Group Ltd adopts the definition provided by the Anti-Bullying Alliance, which defines bullying as the repetitive and intentional hurting of one person or group by another person or group where there is an imbalance of power. This imbalance may be physical, emotional, psychological, social or technological and may arise because of age, physical strength, popularity, disability, communication ability, emotional vulnerability or access to technology.

Bullying differs from isolated disagreements, arguments or friendship difficulties. Whilst all forms of conflict are taken seriously and addressed appropriately, bullying involves repeated behaviour intended to cause distress, fear, humiliation, exclusion or harm. Staff receive regular training to distinguish between ordinary peer conflict, behavioural incidents arising from SEMH needs and sustained bullying behaviour requiring targeted intervention.

Bullying may occur face-to-face, online or through a combination of both. It may include physical assault, intimidation, verbal abuse, threats, name-calling, discriminatory language, social exclusion, coercion, manipulation, spreading rumours, theft, damage to property, extortion, unwanted sexual comments or behaviours, cyberbullying, sharing images without consent, impersonation, anonymous messaging or the misuse of artificial intelligence to create or distribute harmful content.

Where bullying indicates possible child-on-child abuse or any other safeguarding concern, the matter will immediately be managed through safeguarding procedures alongside behavioural interventions.

Roles and Responsibilities

Creating a safe school environment is the responsibility of every member of the Trust-Education Group Ltd community. Every adult working within the school has a duty to remain vigilant, to challenge inappropriate behaviour immediately, to model respectful relationships and to create an environment in which pupils feel safe to disclose concerns. Staff maintain the professional curiosity expected within safeguarding practice and adopt the principle that it could happen here when considering any report of bullying.

The Designated Safeguarding Leads have strategic responsibility for overseeing the implementation of this policy, ensuring appropriate safeguarding responses, monitoring incidents, identifying trends and coordinating support for vulnerable pupils. The school's Designated Safeguarding Leads are **Janette Bashall, Ashleigh Haynes and Laura Wilding**. They are responsible for ensuring that all bullying concerns which meet safeguarding thresholds are managed appropriately, referrals are made where necessary and safeguarding records are maintained in accordance with statutory requirements.

The Deputy Designated Safeguarding Leads, **Melissa Wainman and Katie Everson**, support the Designated Safeguarding Leads in managing safeguarding concerns, monitoring vulnerable pupils, coordinating pastoral interventions and ensuring timely communication with parents, carers and external agencies. They deputise for the Designated Safeguarding Leads whenever required and contribute to the ongoing monitoring of bullying incidents across the school.

Teachers, teaching assistants, therapeutic staff, key workers and all support staff are expected to challenge derogatory language, discriminatory behaviour and unacceptable conduct immediately. Every concern must be listened to sensitively, recorded accurately on CPOMS and shared promptly with safeguarding staff where appropriate. Staff should never dismiss behaviour as banter, harmless teasing or typical childhood behaviour without careful consideration of the context, impact and safeguarding implications.

Pupils are encouraged to contribute positively to the school's culture by treating others with kindness, respect and empathy. They are expected to report concerns about bullying affecting themselves or others and understand that reporting concerns is an act of responsibility rather than disloyalty. The school actively encourages pupils to become positive bystanders who safely challenge inappropriate behaviour and seek support from trusted adults.

Parents and carers play an essential role in promoting respectful relationships and are encouraged to communicate openly with the school regarding any concerns. The school values collaborative working with families and aims to maintain transparent communication throughout investigations whilst maintaining appropriate confidentiality.

Senior leaders and governors maintain strategic oversight of bullying prevention by reviewing incident data, monitoring safeguarding trends, evaluating the effectiveness of interventions and ensuring sufficient resources are available to promote a safe learning environment.

Preventing Bullying

Preventing bullying is embedded throughout every aspect of school life rather than being limited to isolated events or awareness campaigns. The curriculum actively promotes emotional literacy, resilience, diversity, equality, healthy relationships, consent, digital citizenship, online safety, British Values, protected characteristics, conflict resolution and respectful communication. Pupils are provided with regular opportunities to explore these themes through PSHE, Relationships and Sex Education, therapeutic interventions, assemblies, enrichment activities and restorative discussions.

The school's behaviour systems actively reinforce kindness, empathy, inclusion and cooperation through consistent praise, positive recognition and restorative approaches. Staff model respectful communication at all times and actively promote emotionally safe classrooms where pupils feel listened to, valued and respected.

Environmental strategies are carefully considered to reduce opportunities for bullying. Staff provide enhanced supervision during vulnerable periods of the school day including transitions, social times and less structured activities. Pupils have access to trusted adults throughout the day, therapeutic support, key workers, quiet spaces and appropriate emotional regulation strategies.

The school recognises the increasing risks associated with online bullying and teaches pupils how to remain safe when using technology, social media, gaming platforms, messaging services and emerging technologies including artificial intelligence. Pupils are encouraged to report online concerns immediately and are supported in understanding the legal and emotional consequences of online abuse.

All staff receive regular safeguarding and anti-bullying training as part of their continuing professional development. Training includes recognising bullying behaviours, identifying safeguarding indicators, responding to disclosures, recording concerns accurately, understanding trauma-informed practice, restorative conversations, child-on-child abuse, equality legislation and online safety.

Reporting Concerns

Every pupil has multiple opportunities to report concerns in ways that feel safe and accessible. Reports may be made directly to any member of staff, key worker, therapeutic practitioner, Designated Safeguarding Lead or Deputy Designated Safeguarding Lead. Concerns may also be shared through CPOMS referrals made by staff following pupil disclosures, through parents or carers, during therapeutic sessions or through pastoral discussions.

Every report is taken seriously regardless of how minor it may initially appear. Staff will listen carefully, avoid making assumptions, reassure pupils that they have been heard and explain honestly what will happen next. Confidentiality will be respected wherever

possible, although information will always be shared appropriately where safeguarding responsibilities require this.

All concerns are recorded promptly, factually and objectively using CPOMS to ensure appropriate oversight, monitoring and safeguarding.

Responding to Bullying

The wellbeing and safety of the pupil experiencing bullying will always be the school's immediate priority. Investigations will begin as soon as reasonably practicable and will be conducted fairly, impartially and sensitively. Staff will gather information from all relevant individuals while considering the emotional needs, communication differences and additional vulnerabilities of each pupil involved.

Parents and carers will normally be informed where bullying has been substantiated or where safeguarding concerns exist. The school will work collaboratively with families to ensure consistent support and appropriate interventions.

Interventions are carefully tailored according to the needs of each pupil and may include restorative meetings, therapeutic support, mentoring, behaviour support plans, risk assessments, safety planning, emotional regulation programmes, conflict resolution work, educational sessions, counselling, pastoral support, timetable adjustments or external agency involvement.

Where appropriate, sanctions will be implemented in accordance with the Behaviour and Relationships Policy. These may include loss of privileges, restorative tasks, internal suspension, suspension or permanent exclusion in the most serious cases. Sanctions are always balanced with support aimed at addressing the underlying causes of behaviour and reducing future risk.

Supporting Pupils

Pupils who have experienced bullying will receive individualised support designed to restore confidence, emotional wellbeing and educational engagement. This may include therapeutic intervention, daily check-ins, key worker support, counselling, safety planning, emotional regulation work and ongoing pastoral monitoring. The school remains committed to ensuring that pupils feel safe returning to learning and rebuilding positive peer relationships.

Pupils who display bullying behaviour are also entitled to appropriate support. Whilst individuals remain accountable for their actions, the school recognises that bullying behaviour may reflect unmet needs, trauma, emotional dysregulation or wider safeguarding concerns. Interventions therefore seek to develop empathy, emotional

understanding, self-regulation and positive relationship skills alongside appropriate consequences.

Pupils who witness bullying are encouraged to understand the important role they play in creating a safe community. Through curriculum activities and restorative discussions they learn how to report concerns safely, support peers appropriately and contribute positively to an inclusive school culture.

Bullying of Staff

Trust-Education Group Ltd is committed to providing a respectful working environment for all employees. Bullying, harassment, intimidation, abusive language, threatening behaviour or discrimination directed towards staff by pupils, parents, visitors or colleagues will not be tolerated. Concerns will be investigated promptly, appropriate action will be taken and staff will be supported throughout the process in accordance with the school's safeguarding, whistleblowing, complaints and staff wellbeing procedures.

Monitoring, Evaluation and Review

Bullying concerns are recorded, monitored and analysed through CPOMS to identify patterns, emerging themes, vulnerable groups, repeat incidents, locations, times, protected characteristics and the effectiveness of interventions. The Designated Safeguarding Leads and Senior Leadership Team regularly review incident data alongside safeguarding information to inform staff training, curriculum development, risk assessments and school improvement planning. Governors receive anonymised reports to enable effective oversight of safeguarding and pupil welfare. The policy is reviewed annually or sooner in response to legislative changes, updated statutory guidance, inspection findings or emerging safeguarding risks to ensure that the school's practice remains effective, legally compliant and reflective of current best practice.

Policy Lead	Melissa Wainman Proprietor
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