



Anti-Bullying Policy

Author: Alex Bacon
Role: Behaviour Lead / Antibullying Lead

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Headteacher: Gill Kennaugh
Anti-bullying Leader: Alex Bacon
Anti-bullying Governor: Jo Blair

Anti-Bullying Policy

At Newbridge Primary School we aim to produce an inclusive environment for all pupils which openly discusses differences between people and celebrates diversity.

As a consequence, we aim to provide a safe, caring and friendly environment for learning for all our pupils to allow them to improve their life chances and help them maximize their potential.

We expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe.

We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents when they do arise, are dealt with promptly and well.

The school is aware of its legal obligations including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

Policy Development

This policy was formulated in consultation with the whole school community with input from:

- ✓ Members of staff- (through agenda items at staff meetings and consultation documents)
- ✓ Governors – (discussions at Governors' meetings, training)
- ✓ Parents/carers – (have been encouraged to contribute their views regarding the policy and will be invited to complete surveys to help the school improve how it addresses any issues of bullying).
- ✓ Children and young people – pupils have contributed to the development of the policy through the Junior Leadership Team (JLT), Newbridge Equalities Team (NET) and PSHE lessons. Pupils will also support their understanding of these issues through developing pupil-friendly versions of our policy
- ✓ Other partners- Anti-bullying Alliance (ABA), Stand Against Racism and Inequality (SARI), Unique Voice, B&NES Violence Reduction Partnership (VRP) & B&NES Virtual School who have provided training around Early Life Trauma and ACEs: Adverse Childhood Experiences.

This policy is available

- ✓ Online at <https://www.newbridge.bathnes.sch.uk/>
- ✓ From the school office

Roles and Responsibilities

- ✓ The Head teacher has overall responsibility for the policy and its implementation and liaising with Governors, parents/carers, LA and outside agencies.
- ✓ The Head teacher will manage bullying incidents and the reporting and recording of bullying incidents.
- ✓ The Head teacher will appoint an Anti-bullying leader who will have general responsibility for handling the implementation of this policy.

The anti-bullying leader is Alex Bacon.

The responsibilities are:

- ✓ Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies;
- ✓ Implementing the policy and monitoring its effectiveness in practice; using existing resources such as ABA, and MyConcern Safeguarding analytical tools
- ✓ Co-ordinating strategies for preventing bullying behaviour.
- ✓ Working with external teams to enhance the curriculum offer around pupils' understanding of issues linked to bullying.

Definition of Bullying

The Anti-Bullying Alliance (ABA) and its members have a shared definition of bullying based on research from across the world over the last 30 years and it is the definition which we have adopted.

ABA 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 through cyberspace.'

Behaviour often associated with bullying:

Baiting

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get in to trouble.

Banter

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'.

Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter

- Friendly banter- There's no intention to hurt and everyone knows its limits
- Ignorant banter- crosses the line with no intention to hurt, will often say sorry.
- Malicious banter- Done to humiliate a person-often in public

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger, then intervention is urgently required.

It is important to note that we adopt the ABA recommendation of avoiding using the term bully as a label to describe pupils.

What does bullying look like?

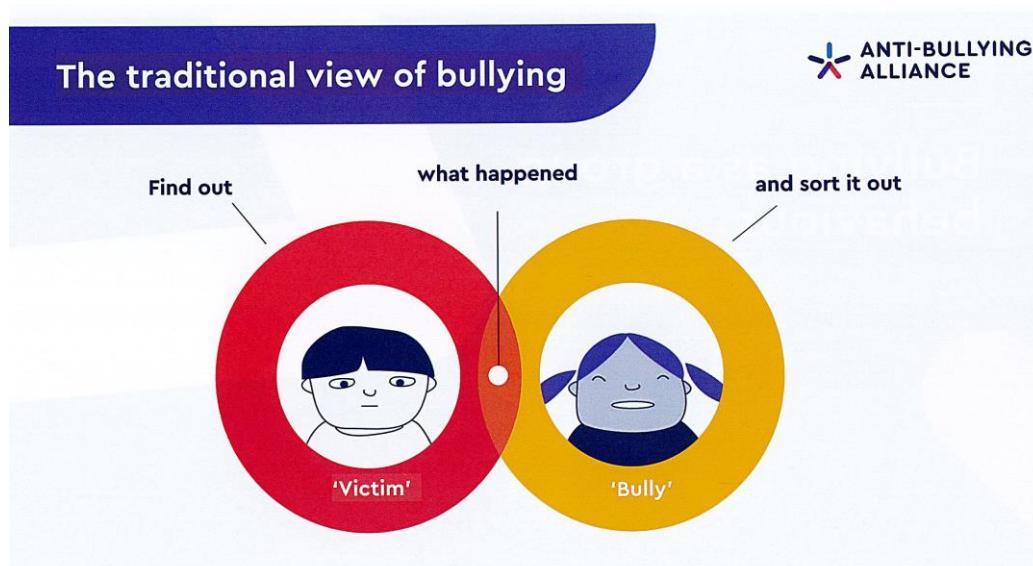
Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

In supporting pupils to understand what bullying might look like, and what other types of behaviour may not constitute bullying, we refer to the *Pupil-friendly guide to identifying positive and negative behaviour (Appendix 1)*. We encourage pupils to identify which category the type of behaviour that they are describing or reporting best fits into.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' (see below)

Bullying as a Group Behaviour





We teach pupils that bullying often involves more than two people, and to recognise different roles people can play in bullying situations.

- A child bullying another (the *ringleader*)
- Someone helping them (the *assistant*)
- Someone laughing (the *reinforcer*)
- Someone watching silently (the *bystander*)
- Someone helping the target (the *defender*)

In speaking to pupils, we distinguish between a Bystander and an Upstander in the following way:

- **Bystander** Someone who is around, not involved in bullying but knows it's going on and / or sees it happening.
- **Upstander** Someone who helps the person being bullied. This might be by reporting it to the teacher, asking if they're alright after the incident or, if it's safe and won't escalate the situation, saying they **don't** think it should be happening.

We give messaging that our expectation is for pupils at Newbridge to be upstanders in helping address bullying and other unpleasant behaviour.

Why are children and young people bullied?

Specific types of bullying include:

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy, Roma, Travellers
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the Local Authority

Other vulnerable groups include

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity, they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudicerelated language and/or bullying will be dealt with as with any other form of bullying.

Perceived Difference and Bullying

Bullying takes place because of external factors, attitudes of others, group dynamics and systems in which children live and learn. It is important to think carefully about language and statements we use, to ensure children don't internalise their experiences and think they are being bullied for who they are.

Where does bullying take place?

Bullying is not confined to the school premises. It also persists outside school, on the journey to and

from school and in the local community and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school, we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:-

- hacking into someone's accounts/sites
- posting prejudice /hate messages
- impersonating someone on line
- public posting of images
- exclusion
- threats and manipulation
- stalking

We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Reporting and Responding to Bullying

Our school has clear and well publicised systems to report bullying for the whole school. We use STOP 1 and STOP 2

STOP 1 is a child friendly way for children to recognise that they are being bullied and helps them to define what is happening.

- Several
- Times
- On
- Purpose

(When there is an imbalance of power).

STOP 2 is a child friendly course of action for children to take.

- Start
- Telling
- Other
- People

In the event of bullying, parents will be informed of the nature of any incidents and any action taken.

Parents will be informed of their child's role in the bullying as a victim, ring-leader or bystander.

Appropriate action using our behaviour policy will be taken with regards to pupils involved in bullying depending on the age of the child and nature of the bullying.

Systems of Reporting

Children are encouraged to report any incidents of bullying to any member of staff, whether they are the victim or a bystander. Likewise, parents/carers are welcome to discuss any bullying worries with a member of staff. The member of staff will fill in a MyConcern entry and the matter will be investigated by the member of staff the issue was reported to or passed on to the Head teacher.

Procedures

All reported incidents will be taken seriously and investigated involving all parties.

After an allegation of bullying

- ✓ All parties including the target, bully and all others involved will be interviewed and a SchoolBullying Incident Form will be filled in by a member of staff/Head teacher then passed to the Head teacher.
- ✓ Parents/carers will be informed as to the involvement of their child.
- ✓ Appropriate disciplinary sanctions in accordance with the school's Behaviour Policy will be put in place and these will be graded according to the seriousness of the incident but will send out a message that bullying is unacceptable.
- ✓ The response may vary according to the type of bullying and may involve other agencies where appropriate.
- ✓ Any allegations of bullying will be followed up, in particular keeping in touch with the person who reported the situation, parents/carers.
- ✓ Support will be given, appropriate to the situation, for all involved such as - solution focused, restorative approach, circle of friends, individual work with the victim, perpetrator, bystanders and others affected by the bullying, a referral to outside agencies will be made if appropriate.
- ✓ The wider community will be liaised with, if the bullying is taking place off the school premises i.e., in the case of cyberbullying or hate crime.

Recording and Evaluation

Bullying incidents are recorded on MyConcern by the member of staff who deals with the incident and this is then stored by the Headteacher. The information stored will be used to ensure individual incidents are followed up. It will be used to identify trends and inform preventative work in school and development of the policy.

Prejudice related bullying/incidents should be reported to the Local Authority using the Serious Equality Incident Report Form

This information will be presented to governors as part of the annual report. This policy will be reviewed and updated annually.

We will continue to access resources from the ABA, and other partners to ensure our policies and procedures are robust.

Strategies for Preventing Bullying

As part of our commitment to the safety and welfare of our pupils we at Newbridge Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour. This is not intended as an exhaustive list.

- ✓ Using the *pupil-friendly guide* to support pupils' understanding of different types of behaviour, both positive and negative
- ✓ Ensuring that the school actively promotes the celebration of difference and diversity as part of our values
- ✓ Challenging derogatory and discriminatory language
- ✓ Teaching pupils the group dynamics involved in bullying and how it has moved from a more traditional view of *perpetrator* and *victim*
- ✓ Promoting a respectful ethos through the use of our behavioural expectations
- ✓ Encouraging pupils to be *upstanders* and not *bystanders*
- ✓ Anti-Bullying week annually in November and Safer Internet Day in February
- ✓ PSHE lessons and cross curriculum themes.
- ✓ Celebration events. E.g., Achievement assemblies on Fridays / Valuing Difference Day
- ✓ Specific curriculum input on areas of concern such as cyber bullying and internet safety
- ✓ Involving the JLT and NET
- ✓ Playground Buddying
- ✓ OPAL and other structured play

Reactive programmes for vulnerable groups or groups involved in bullying. For example: -

- ✓ Restorative work
- ✓ Counselling and/or Mediation schemes
- ✓ Small group work
- ✓ Input from a key adult, e.g., an ELSA

Support for parents/carers

- ✓ Parent groups, e.g., Parents' Forum for SEND
- ✓ Parent information events/ information-on the school website

Links with other policies:

- ✓ Behaviour
- ✓ Safeguarding and Child Protection
- ✓ SEND
- ✓ PSHE and Citizenship
- ✓ Confidentiality

Appendices

Appendix 1 Pupil-friendly guide to identifying positive and negative behaviour. This is displayed in all classrooms



