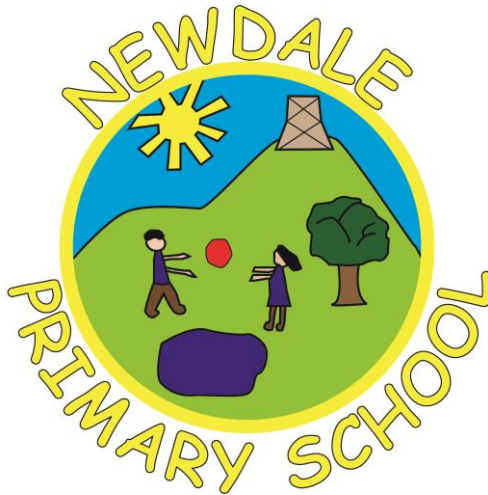




Anti-Bullying Policy including policy related to racism

September 2026



**Reviewed: September 2026
Next review: September 2027**

Anti-Bullying Practices

Bullying is a serious form of unacceptable behaviour. Our Behaviour Code reminds children to tell an adult if they suffer from, have worries about, or witness any form of bullying (either physical, verbal or online), or if they feel threatened in any way. All reported instances are treated seriously, and priority is given to finding the cause. Parents are invited to discuss any incidents with the teacher, pastoral team and / or member of the Senior Leadership team.



All staff work hard to ensure that disagreements are resolved and that both sides have their opinions and views aired. All instances of bullying are recorded on a detailed bullying incident log. This log is handed to a Designated Safeguarding Lead (DSL) who carries out a thorough investigation. The incident is then uploaded onto our online recording system (CPOMS).

Sometimes the term 'bullying' can be used for one-off, minor disputes and we therefore invest time into fully investigating the incident and educating the children and parents in what the term means, e.g. through assemblies and our annual 'Behaviour at Newdale' parent leaflet (Appendix A).

Definitions of Bullying: WHAT IS BULLYING?

Building on the definition given by <https://www.gov.uk/bullying-at-school/bullying-a-definition> - there is no legal definition of bullying.

However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups or individuals because of actual or perceived differences, including race, religion or belief, disability, sex, gender reassignment or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying through social media, online gaming, messaging platforms, livestreaming services, artificial intelligence (AI) generated content, image-sharing services, group chats and the sharing of images or videos without consent. The school recognises that online abuse can occur both within and outside school and may continue beyond the school day.

All bullying can make an individual feel threatened, humiliated, and unsafe.

At Newdale, behaviour is embedded within our curriculum to support children in making good choices. Through our curriculum and assembly offer, we teach all children about bullying and how we deal with it, ensuring those who may be more vulnerable to bullying are aware. We ensure that we use a range of anti-bullying strategies to support all children

regardless of need. Initiatives such as having Play Leaders, Digital Leaders and having the pastoral team and senior leaders working throughout break and lunchtime, are just some of the ways we support more vulnerable children.

The Newdale team define bullying as '**repeated, intentional and harmful physical, verbal, emotional or online behaviour directed towards another individual or group where there is an actual or perceived imbalance of power, irrespective of children's culture, ethnic, social and religious background, physical or learning abilities, sexual orientation and family background**'.

The school recognises that prejudice-based harm, including racism, faith-based prejudice and other forms of discriminatory behaviour, can have a significant impact on a child's welfare, wellbeing, mental health and sense of safety. Such incidents will be considered within safeguarding practice and managed in line with this policy, the Behaviour Policy and Child Protection and Safeguarding Policy.

The school recognises that sexist language, misogynistic attitudes and gender-based harassment can be indicators of harmful behaviour and will be challenged and addressed appropriately through safeguarding and behaviour procedures.

The subjects of 'bullying' and 'behaviour' therefore form part of our on-going '**Life Learning**' (Citizenship/SMSC/PSHE/RSHE) curriculum so that children understand what bullying is, can recognise it if it happens to them and know how to deal with it and gain support. To prevent the occurrence of behaviour that could be classified as bullying, we have also ensured that our Life Learning curriculum teaches our pupils about positive behaviour, ways to recognise and deal with emotions and the importance of positive interactions with their peers.

Assemblies focus on our Behaviour Code, safeguarding and British Values. These assemblies include themes around what bullying is and how to deal with any incidents should they arise. We find that role play during assemblies seems to be the best way that children 'know and remember more' about what bullying actually is and how to deal with it should it occur.

All staff are aware of the possible signs that bullying may be taking place within school:

- *Poor attendance*
- *Child or young person appearing afraid*
- *Social exclusion of certain children and young people*
- *Sudden underachievement*
- *Children or young person appearing upset*
- *Graffiti insulting individuals or groups of children and young people*
- *Frequent name-calling*
- *Child and young person not willing to approach adults to discuss problems*
- *Some children and young people being by themselves at break times*
- *Certain graffiti on school books*
- *Work being torn and destroyed*
- *Loss of school, sports equipment etc by certain children and young people*

Our system for dealing with bullying is:

1. There are several ways that bullying may be identified at Newdale. These include, a child / parent / friends reporting suspected bullying to a staff member, suspected

bullying being noted by a member of the team or a DSL identifying a pattern of behaviour on CPOMS logs which evidence repeated occurrences of targeted behaviour. Staff members record all behaviour concerns on CPOMS. If it is later deemed that these incidences are classed as 'bullying', a DSL will upgrade the category on the CPOMS log. Incidents involving discriminatory behaviour, including racism, faith-targeted abuse, sexism, misogyny, homophobic, biphobic or transphobic behaviour, disability-related bullying or other prejudice-based incidents, will be considered safeguarding concerns where appropriate and referred to the DSL.

2. Children's views are listened to (parents may be involved) to ascertain the reasons for such behaviour.
3. Following these discussions, if the DSL deem that the incidences are classified as 'bullying', they will change the category on CPOMS to show this (e.g. from 'behaviour' to 'bullying'). At this point, the incident details would also be added to the CIS report.
4. Sanctions are considered and applied as appropriate.
5. An action plan / targets are agreed between the children involved. This could be via behaviour report cards ('Sunshine Books') or a 'Circle of Friends'. Targets sometimes encourage children working / playing together in school. This depends on the nature of the incident and the comfort levels of the children involved.
6. Regular (in some cases, hourly) checks are made on the well-being of relevant children and the behaviour progress towards targets of key child / children.
7. Parents / Carers are informed of progress (daily if needed).
8. Targets are regularly reviewed with staff, children and parents (both victims and perpetrators) until close monitoring is no longer considered essential. However, action plans and Individual Education Plans will be shared, as a matter of course, with parents/carers at all Parents' meetings. Discussions during these meetings will remain confidential unless safeguarding issues are raised and need to be referred on to the appropriate agencies.
9. Either monitoring is withdrawn (successful resolution) or more serious sanctions (involvement of other agencies / exclusion) are considered. These agencies and support mechanisms are shared with parents.
10. Regular circle time, enabling children to talk about their feelings, their own and staffs' perception in terms of use of language/insinuation/interpretation and all other concerns in a safe environment and to enable them to share their concerns about bullying.
11. Developing playground activities and introducing constructive play opportunities and supervising break times with an awareness of possible bullying.
12. Raising the self-esteem of children who have been bullied and teaching assertive techniques.
13. Providing children and young people who are experiencing bullying with the opportunity to talk in private, to enable them to risk telling what is happening, without fear of reprisal.
14. Empowering the targets of bullying by allowing them to decide how they would like the incident to be dealt with.

Children tell us that they know they can get help by:

- Telling someone, i.e., a teacher or other 'trusted adult' in school, friend, someone at home, as part of the Behaviour Code.
- Trying to ignore it, e.g., name calling...but getting help when they need it.
- Trying to sort out 'fallings out' with Circle of Friends or Safeguarding Champions
- Telling the bully to 'stop!'

Bullying may constitute child-on-child abuse and will always be considered within the school's safeguarding procedures. Serious, targeted or harmful behaviours, whether occurring in person or online, will be assessed on a case-by-case basis by the Designated Safeguarding Lead.

Please also refer to our Child-on-Child Abuse Policy, Child Protection and Safeguarding Policy, Online Safety Policy and Behaviour Policy.

The role of Governors in tackling bullying in school

- Determine and keep under review a statement of principles that shapes the school's behaviour policies.
- Publish and keep under review a behaviour policy to include bullying policy.
- Proactively eliminate harassment related to disability (as well as reacting to bullying and harassment of disabled pupils, governors must act to prevent it). Governors also proactively eliminate harassment related to any of the protected characteristics.
- Be proactive in improving access to teaching and learning and increase participation of disabled learners, making changes to the physical environment which could prevent bullying.
- Consult the whole school community around policy and procedure.
- Promote and monitor an inclusive, anti-discriminatory culture in which bullying, prejudice-based harm and discriminatory behaviour are recognised, challenged and addressed as part of safeguarding responsibilities.

Policy reviewed and shared with Governors:

September 2026 Next review: September 2027

Appendix A: An example of what is sent to parents annually for their information.



Behaviour at Newdale Primary School and Nursery



'Newdale Primary is an aspirational school. Leaders want the very best for every pupil. Pupils enjoy coming to school and love learning. They ...behave extremely well. Bullying is not tolerated at this school. Teachers act swiftly to resolve any issues or concerns so there is no disruption to learning. Leaders make sure that pupils who need to improve their behaviour do so'.

Ofsted 2023



At Newdale Primary School and Nursery, we create a calm and orderly environment to enable pupils to learn effectively. The school prioritises inclusion and ensures that all members of the school community are able to enjoy the activities of the school free from any discrimination. We create and maintain an atmosphere and ethos of acceptance, equality, diversity, respect, understanding and kindness throughout the school community in everyday practice. We foster a collective ethos amongst all members of the school community, and promote values of care, empathy, teamwork and coordination. We endeavour to ensure that all pupils, staff, parents and visitors feel safe in the school environment at all times through a high quality of care, support and guidance.



It's human nature to love to hear that you have done well. Celebrating success is the key to good behaviour: verbal praise and recognition, stickers, certificates, and house points are some of the strategies we use.



Many of our parents use the Behaviour Code at home as part of their home routines. We encourage parents to refer to our school rules, as well as modelling good behaviour, to support their child with their understanding of what good behaviour looks like.

How do we minimise poor behaviour?

We treat all pupils fairly and staff follow our behaviour policy (a copy of which can be found on our website). We take account of a pupil's educational and emotional needs but must give clear expectations and boundaries so that our school is a safe and respectful place to be. We react in a calm manner so that we can de-escalate the situation. Some children may need extra help and we may set up individual behaviour systems for them. This is done with the child and their parent/ carer. Our pastoral team work to proactively support children with Social, Emotional and Behavioural difficulties. Parent communication is key; we work closely alongside parents to resolve any behaviour-related matters.

It is important that adults are using positive language when talking to children about their behaviour. This gives the children clear expectations, models positive communication and minimises any confusion.

YOUR WORDS

MATTER

INSTEAD OF...	TRY
 Be quiet.	Can you use a softer voice?
 What a mess!	It looks like you had fun! How can we clean up?
 Do you need help?	I'm here to help if you need me.
 I explained how to do this yesterday.	Maybe I can show you another way.
 Do I need to separate you?	Could you use a break?
 Stop crying.	It's okay to cry.
 Do you have any questions?	What questions do you have?
 You're OK.	How are you feeling?
 It's not that hard.	You can do hard things.
 We don't talk like that.	Please use kind words.

WE ARE TEACHERS

We have eight relentless routines that we are expected to follow:

Magney Eyes, Comfortable Sitting,
Wonderful Walking, Lovely Lining up,
My Turn, Your Turn, Silent Stop,
Good Listening, Turn to your Partner.



What is Bullying?

The Office of Children and Young People's Services' Anti-Bullying Strategy defines bullying as a **persistent, deliberate attempt to hurt or humiliate someone**. There may sometimes be misunderstanding about the meaning of the term 'bullying': one-off incidents, whilst they may be very serious and must always be dealt with, do not necessarily fall within the definition of 'bullying'.

Types of bullying

There are various types of bullying, but most have three things in common:

1. It is **deliberately** hurtful behaviour.
2. It is **repeated over time**.
3. There is an **imbalance of power**, which makes it hard for those being bullied to defend themselves.



What to do if you are worried about a behaviour incident?

- Get all the facts you can from your child.
- Pass on your concerns to your child's class teacher/teaching assistant or member of the pastoral team.
- If needed, other members of staff may be involved. Whatever happens, we will always find the facts out first and then deal calmly with the problem and inform parents.
- We will listen carefully to what you have to say, take time to find out more, act on the information we gain and then let you know what we are doing about it.

What to do if your child is being bullied via the Internet.

The NSPCC website suggests that as well as supporting your child emotionally, there are practical steps you can take if the bullying has happened online (this could be via an app, gaming platform or website)

- Make sure your child knows how to block anyone who posts hateful or abusive things on the platform.
- Report anyone who is bullying your child to the platform that's carried the offending comments, audio, image or video.
- Block'em is a free app for Android users that blocks unwanted calls and text messages from specified numbers.

Remember to sign up to the Newdale website to get regular emails and E-safety top tips for parents.