

Newbury Manor School



Anti-Bullying procedure September 2025

Preventing Bullying and Promoting a Caring Culture at Newbury Manor School

Newbury Manor School is committed to safeguarding its pupils and to providing a caring and friendly environment. Staff want all pupils to prosper in their learning and grow in confidence in a safe and secure school environment. Bullying of any sort can prevent this from happening.

Bullying is unacceptable at Newbury Manor School and will not be tolerated. It is everyone's responsibility to prevent bullying and to tackle bullying as and when it occurs. *Anyone* who knows or suspects that bullying is taking place is expected to report it immediately to a senior member of staff. This will be logged on Engage.

Bullying can affect children's performance and attendance at school. They may find it hard to concentrate on schoolwork or be too afraid to go to school (Brown, Clery and Ferguson 2011).

Staff will

- Constantly challenge attitudes that lead to bullying behaviour
- Promote an anti-bullying ethos in the school
- Instil in pupils the confidence that incidents of bullying will be dealt with promptly and effectively
- Increase understanding of those pupils who are subjected to bullying
- Deal with bullying as part of a whole school behaviour policy

The objectives of this Anti-Bullying Procedure are to ensure:

- ✓ All staff and pupils fully understand the definition of bullying and know the various forms of bullying
- ✓ All staff know what action to take when bullying is suspected, seen, heard or reported
- ✓ All pupils and parents know the school's stance on bullying and what to do if bullying arises
- ✓ Pupils and parents are assured that bullying is taken seriously and those reporting any incident of bullying will be supported
- ✓ That bullying concerns will be dealt with effectively and sensitively
- ✓ Practices to prevent and reduce bullying are developed
- ✓ We demonstrate our commitment to promoting respect for one another
- ✓ The promotion of understanding and respect for cultural diversity by addressing all forms of prejudice and intolerance, including racism, sexism and homophobia
- ✓ **Bullying will not be tolerated**

Definitions of Bullying

Bullying is:

- Repetitive, wilful or persistent behaviour intended to cause harm, although one-off incidents can in some cases also be defined as bullying
- Intentionally harmful behaviour carried out by an individual or a group
- An imbalance of power, leaving the person bullied feeling defenceless

Examples of the main forms of bullying:

Emotional bullying	Excluding from participation, using threatening gestures, tormenting, isolating
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Physical bullying	Pushing, kicking, hitting, punching, intimidation or any use of violence, hiding possessions or stealing possessions
Racist bullying	Racial taunts, graffiti, gestures
Sexual bullying	Unwanted physical contact or sexually abusive comments
Homophobic bullying	Because of - or focusing on - issues of sexuality
Verbal bullying	Name-calling, malicious gossip, sarcasm, spreading rumours, teasing, humiliating
Written bullying	Abusive or hurtful letters, notes, pictures,
Cyber bullying	Where technology is used to hurt an individual, including text messaging, emails or posting messages on the Internet or chat-rooms

Vulnerability factors

Any child can be bullied. If a child is seen as 'different' in some way they can be more at risk (Children's Commissioner for Wales, 2017).

This might be because of their:

- physical appearance
- race
- faith
- academic ability
- gender identity
- sexuality
- Or it could be because they:
- appear anxious or have low self-esteem
- lack assertiveness
- are shy or introverted

A child or young person may not have the confidence to report being bullied. A bullied child or young person may purposefully or inadvertently indicate by signs or behaviour that he or she is being bullied.

A child or young person experiencing bullying may:

- ✓ Be unwilling to go to school
- ✓ Be frightened of transitioning into school
- ✓ Become withdrawn, anxious or lacking in confidence
- ✓ Start stammering
- ✓ Cry themselves to sleep at night or have nightmares
- ✓ Feel ill in the morning
- ✓ Begin to do poorly in schoolwork
- ✓ Come home with books or clothes torn or damaged or with unexplained cuts or bruises
- ✓ Repeatedly lose possessions
- ✓ Ask for money or start stealing money (usually to pay a bully)

- ✓ Become aggressive, disruptive or unreasonable
- ✓ Begin bullying other children or siblings
- ✓ Stop eating
- ✓ Be frightened to say what's wrong
- ✓ Give improbable excuses for any of the above
- ✓ Attempt or threatens suicide or run away

All staff should also look out for:

- ✓ Sudden or gradual deterioration of work
- ✓ Isolation
- ✓ Spurious illness
- ✓ Erratic attendance
- ✓ Desire to remain with adults
- ✓ Avoidance of the playground/recreational time

Any of these behaviours could be symptomatic of other problems and may be nothing to do with being bullied. However, bullying should always be considered a possibility and investigated as such.

Action when bullying is reported

Members of staff will listen carefully to what pupils reporting bullying have to say and will record the incident in writing. Staff will offer immediate support to victims and put the school's procedures into operation to ensure:

- A prompt investigation
- The bullying is stopped
- Parents/carers/stakeholders of all concerned are informed as deemed appropriate by the Head Teacher

Upon discovery of an incident of bullying, a member of staff will inform the class teacher or Head Teacher regarding the incident and the children concerned and the issues appropriate to the incident and to their age and level of understanding.

The class teacher or Head Teacher will decide if the incident is not too serious, or if bullying behaviour is in early stages. If so, a problem-solving approach will often help. Each pupil must be given an opportunity to talk, and the discussion should remain focused on finding a solution to the problem and stopping the bullying from recurring. Where appropriate, consequences will be put into place to ensure that there is no further re-occurrence, securing the safety and well being of the children/young persons involved. The bully or bullies will be asked to genuinely apologise, for the pupils to be reconciled.

Staff will continue to watch for signs of further bullying and will ensure other colleagues who may encounter the problem are informed about it, but otherwise ensure confidentiality.

Direct action should give pupils confidence that all forms of bullying are unacceptable and will not be tolerated.

Recording of incidents of bullying –all incidents of bullying will be logged on Engage.

- Staff member that has witnessed or been made aware of the bullying must record this using Engage.
- SLT and DSL will be automatically alerted to the logged incident.
- SLT or DSL will add action point and share this with the relevant people.
- A record of the school's response must be made and added to Engage.

- If the matter is more than an isolated incident, is a single serious matter or there is a recurrence of bullying behaviour, the parents of all parties should be informed and invited in to form part of an action planning group to address the incidents and promote a positive response from the perpetrator.
- If necessary, the parents/carers of all parties should all be asked to come into school to discuss the matter.

Prevention of bullying and promotion of a safe and caring school environment

This anti-bullying advice is part of a culture of developing the 'whole child' that aims to develop the social and behavioural skills of pupils to ensure respect of others.

Pupils are encouraged all at times to work attentively, co-operate, take turns and avoid conflict. Staff will model and support this conflict resolution by modelling and support good practice. Whole school themed assemblies with include topics around Respect, kindness, celebrating difference, working as a team etc. Staff will highlight pupils that have been kind in the 'Making people feel good book.' The Newbury Manor pride board also identifies children that have done something to be proud of. Circle times and PHSE lessons also address issues such as bullying.

Reviewed: September 2019

Reviewed: June 2021 Rebecca McArthur (Head Teacher)

Reviewed: September 2023 Kevin McKain (Assistant Head Teacher)

Reviewed: September 2024 Kevin McKain (Deputy Head Teacher)

Reviewed: September 2025 Paul Gorham (Head Teacher)