

NEWPORT GIRLS' HIGH SCHOOL ACADEMY TRUST



ANTI-BULLYING POLICY

Policy written by: SLT
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Statutory Trustee Approval: May 2026

Introduction

This policy is based on Department for Education guidance including *Preventing and Tackling Bullying* and *Cyberbullying: advice for Headteachers and school staff* alongside Keeping Children Safe in Education (KCSIE) 2026. At NGHS, we are committed to providing a safe, inclusive, and respectful environment where all members of the school community are valued.

1) Objectives of this Policy

This policy outlines how NGHS prevents, identifies and responds to bullying. It has been developed with input from the whole school community.

We are committed to an anti-bullying culture where all forms of bullying are challenged, including:

- Bullying between students in school
- Bullying occurring outside school where it impacts students
- Bullying of staff by students

Everyone has the right to feel safe, respected, and included.

2) Our school community:

Bullying of any kind is unacceptable.

We prioritise the safety, wellbeing, and dignity of all our students and staff by:

Regularly reviewing and evaluating our anti-bullying practices

- Supporting staff to identify and respond to bullying early
- Ensuring students feel safe to report concerns
- Working in partnership with parents/carers
- Seeking support from external agencies where appropriate.

3) Definition of bullying

Bullying is defined as:

“Repeated behaviour intended to harm another individual or group, physically, emotionally, or psychologically, where there is a real or perceived power imbalance”

Key features:

- **Repetition:** Occurs over time
- **Intent:** Deliberate harm
- **Targeting:** directed at individual / groups
- **Power imbalance:** social, physical, or psychological

Note: A single serious incident may also be treated as bullying, particularly in safeguarding contexts.

4) Types of bullying

Bullying can take many forms:

By Behaviour

- **Physical:** some examples of this include pushing, poking, kicking, hitting, biting, pinching
- **Verbal:** some examples of this include name calling, sarcasm, spreading rumours, threats, teasing, belittling
- **Emotional:** some examples of this include isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation, coercion

- **Online (Cyberbullying):** posting on social media, sharing photos, sending unpleasant text messages, social exclusion

Prejudice-Based Bullying

Includes bullying related to:

- **Race or ethnicity:** Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986. We also have a duty to report incidents of racist bullying to the local authority.
- **Religion or belief**
- **Sexual orientation (homophobic and biphobic):** Bullying another person because of their actual or perceived sexual orientation.
- **Gender identity (transphobic):** Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.
- **Sex (sexist bullying):** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.
- **Disability or SEND (ableist bullying):** Bullying behaviour that focuses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.
- **Allergy-related bullying:** Bullying, harassment or intimidation relating to a student's allergy or the measures required to keep them safe. This may include mocking or belittling a student because of their allergy or need to avoid an allergen; deliberately excluding them from activities because of their allergy; deliberately exposing, or threatening to expose, them to a known allergen; or threatening to force-feed an allergen. Such incidents will be taken seriously and responded to in line with the school's Behaviour and Rewards, Safeguarding and Allergy Safety policies.
- **Socioeconomic status:** Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.
- **Prejudicial bullying (including mental health stigma):** Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.
- **Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal, or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes and gender stereotypes.
- **Relational bullying (social exclusion):** Bullying that primarily constitutes of excluding, isolating, and ostracising someone – usually through verbal or emotional bullying.

Where a criminal offence may have occurred, the school will involve external agencies, including the police.

No form of bullying will be tolerated, and all instances will be taken seriously.

5) Reporting Bullying

If a student is being bullied, they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member, or trusted adult. They are also encouraged to report any bullying incidents in school:

- **Report to a teacher:** such as Form Tutor, Head of Year or any other trusted adult
- **Report to another student:** such as a friend or member of the Head Girl Team
- **Report to other school staff:** such as school counsellor or school nurse
- **Call ChildLine to speak to someone in confidence on 0800 1111**

Reporting – Roles and Responsibilities

STAFF: All school staff have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's efforts to prevent bullying. If staff are aware of bullying, they should reassure the students involved and inform the Head of Year who may liaise with the DSL.

SLT: The Senior Leadership Team and the Headteacher have overall responsibility for ensuring that the antibullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and wellbeing of all young people. A member of SLT is responsible for anti-bullying.

PARENTS AND CARERS: Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness, or other unusual behaviour. Parents and carers should tell their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office and talking to the Form Tutor / Head of Year.

STUDENTS: Students should not take part in any kind of bullying and should watch out for potential signs of bullying among their peers. They should never be bystanders to incidents of bullying. If students witness bullying, they should support the victim, encourage them to report the bullying and, if possible, accompany them to tell a trusted adult.

6) Responding to Bullying

When bullying is reported, the following actions will be taken:

- Incidents are logged on CPOMS.
- Investigations are conducted promptly
- Support is provided to the victim
- Appropriate sanctions are applied in line with the Behaviour Policy
- Education and restorative approaches are used where appropriate
- Parents / carers are informed
- Safeguarding referrals are made where necessary

Follow-up monitoring will take place to ensure bullying has stopped.

7) Bullying outside of school

The school will respond to bullying occurring outside school where it:

- Affects student wellbeing
- Disrupts school life
- Involves online activity

This includes cyberbullying, which may occur at any time.

8) Derogatory Language

The use of derogatory or discriminatory language is not tolerated.

- All incidents will be challenged and recorded.
- Repeated use will result in sanctions
- Staff are encouraged to record all incidents, including 'low-level' language
- Education will be used to address attitudes and behaviours

9) Safeguarding Links

Bullying may be a safeguarding concern. In line with KCSIE 2025, the school recognises links between bullying and:

- Child-on-child abuse
- Sexual harassment and violence
- Online safety risks
- Mental health concerns

Where appropriate, concerns will be referred to the safeguarding team.

10) Prevention Strategies

We adopt a proactive approach, including:

- A comprehensive PSHE / RSHE curriculum
- Regular tutor time discussions
- Assemblies addressing bullying and respect
- Celebration of diversity (e.g. anti-bullying week, Black History Month, Culture Day, and LGBT+ History Month)
- Peer mentoring programmes
- Student voice (school council, wellbeing groups)
- safe spaces for vulnerable students
- Staff training on recognising and addressing bullying
- Allergy awareness education, including promoting understanding of the seriousness of allergies and challenging allergy-related bullying, harassment or intimidation.

11) Linked Policies

This Policy should be read alongside: Behaviour and Rewards policy

- Complaints Policy
- Child Protection and Safeguarding Policy
- Confidentiality Policy
- Online Safety Policy
- ICT and Internet Acceptable Use Policy: Staff / Students
- Home-School Agreement
- Curriculum Policies such as PSHE and RSHE

12) Relevant Legislation

This policy aligns with Keeping Children Safe in Education 2025

- Education and Inspections Act 2006, 2011
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998

13) Monitoring & review

- Reviewed annually (or sooner if required)
- SLT monitors bullying trends and outcomes
- Reports made to trustees
- Student and parent feedback informs updates