



ANTI-BULLYING POLICY

April 2026

The policy aligns with safeguarding expectations, child-on-child abuse guidance, and inspection frameworks.

1) Aims and objectives

At Newcastle School for Boys (“the School”), our community is based upon the values set out in our character compass as well as respect, kindness, dignity, and inclusion. We are committed to providing an environment that is free from disruption, intimidation, harassment, discrimination, and any form of bullying so that every pupil can fulfil their potential.

We expect our pupils to treat one another and members of staff with courtesy and cooperation so that they can learn in a relaxed, safe, and orderly atmosphere. All pupils should care for and support each other, inside and outside of school, including online.

This policy includes explicit reference to gender-related, sexist, sexual, homophobic, biphobic, transphobic and online bullying. It also recognises that some pupils may be particularly vulnerable beyond the school site, including during travel to and from school, on school trips, and in digital or social environments.

The School prides itself on respect and mutual tolerance. Parents/ carers play an important role in supporting the School in maintaining high standards of behaviour. It is essential that expectations of behaviour are consistent between home and school.

This policy has been drafted with input from pupils and is available to parents and prospective parents on the School’s website and on request. It is communicated to all staff and pupils.

Bullying, cyberbullying, harassment, victimisation, and discrimination will not be tolerated. All reported incidents will be recorded and dealt with in accordance with this policy and the School’s [Behaviour Management Policy](#).

This policy applies to all pupils, including those in the Early Years Foundation Stage (EYFS), and to behaviour taking place both inside and outside of school, including online.

2) Definition of bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either physically or emotionally.

Bullying may take many forms, including:

- Physical: hitting, pushing, damaging property
- Verbal: name-calling, threats, sexualised language
- Emotional/psychological: exclusion, humiliation, manipulation
- Sexual: unwanted comments, touching, gestures, coercion, image sharing
- Prejudice-based: related to race, religion, gender, gender identity, sexual orientation, disability, or family circumstance
- Online: harassment via social media, messaging, gaming platforms

Bullying often involves an imbalance of power.

Bullying may constitute child-on-child abuse and may require a safeguarding response. In such cases, the School will follow its [Safeguarding and child protection policy](#).

3) The School's response to bullying

All incidents and allegations of bullying are taken seriously. Bullying will never be dismissed as banter or horseplay.

The School recognises that bullying can cause significant emotional and psychological harm, including anxiety, self-harm, and withdrawal. Emotional and sexual bullying can be as damaging as physical bullying.

Pupils who experience bullying will be supported and reassured. Pupils who engage in bullying behaviour will be subject to appropriate sanctions and supported to modify their behaviour.

The School recognises that some pupils may be more vulnerable to bullying, including pupils with SEND, mental health needs, and LGBTQ+ pupils.

4) Signs of bullying

Possible indicators include:

- Reluctance to attend school
- Withdrawal or anxiety
- Decline in work
- Missing or damaged belongings
- Behavioural changes
- Low self-esteem
- Frequent physical complaints
- Sleep difficulties
- Expressions of hopelessness or self-harm

Repeated or concerning patterns must be reported.

5) Bullying - preventative measures

5.1 Pupils

The School promotes a culture of respect and inclusion.

Pupils are taught:

- What bullying is
- How to recognise it
- How to report it
- That reporting is safe and encouraged

Assemblies, PSHE, RS, and character education reinforce:

- Respectful relationships
- Consent and boundaries
- Online safety
- Challenging stereotypes
- Equality and diversity

5.2 Staff

All staff receive training on:

- Identifying bullying
- Managing disclosures
- Recording concerns
- Safeguarding thresholds
- Gender-based and sexualised behaviours

5.3 Parents and Carers

Parents are encouraged to contact the School with concerns. All reports are taken seriously.

6) Procedures for dealing with reported bullying

All reports of bullying will:

- Be listened to
- Be recorded using CPOMS
- Be investigated
- Be responded to

A case handler will be appointed. Pupils involved will be interviewed separately. Where safeguarding thresholds are met, the Designated Safeguarding Lead (or Deputy) will be informed and the Safeguarding and Child Protection Policy will be followed.

Parents will be informed as appropriate.

Support strategies and sanctions will be implemented and monitored. Sanctions under the Behaviour management policy and/or [Discipline and exclusions policy](#) might include, for example, detention, withdrawal of privileges or exclusion from school.

In very serious cases, it may be necessary to make a report to the Police or to Children's Services.

7) Cyberbullying

Cyberbullying includes harassment, threats, humiliation, impersonation, and sexualised behaviours using digital technologies.

Parents and carers are expected to take primary responsibility for monitoring their child's online activity, promoting appropriate behaviour, and addressing any misuse of digital platforms outside of school hours.

The School will respond to incidents of cyberbullying where they are reported and have a demonstrable impact on pupil welfare or the school community, including cases that occur outside of school.

8) EYFS children

Young children are supported to develop kindness, empathy, and respect. Behaviour is managed in a developmentally appropriate way.

9) Complaints procedure

Parents and pupils may use the School's [Complaints procedure](#) (which is published on our website) if they feel that their concerns about bullying (or anything else) are not being addressed properly.

Parents of EYFS children should be aware that they have the right to refer a complaint directly to Ofsted if they are unhappy with the way in which their complaint has been handled. The Complaints Policy explains how to complain to Ofsted.

10) Monitoring and review

This policy is reviewed annually.

Patterns of bullying are monitored by Senior and Junior School management teams so that the School can take appropriate steps to address bullying behaviours within the School. Records of bullying incidents are used to evaluate the effectiveness of the School's anti-bullying procedures and to highlight any necessary amendments.

The Board of Governors receives a termly safeguarding and wellbeing report that includes an analysis of bullying incidents, emerging patterns, and pupil voice feedback. Governors provide strategic oversight and ensure that the policy is effectively implemented, resourced, and reviewed.

The Head and DSL present an annual evaluation of the School's anti-bullying measures, including data analysis, training impact, and actions arising, to ensure compliance with the Independent School Standards

POLICY CONTROL – ANTI-BULLYING POLICY

Status & Review

Statutory policy or document	Yes
Publish on school website	Yes
Review frequency	Every three years
Approval date	April 2026
Review date	April 2029

Version Control

Author	Creation / Revision Date	Version	Status
Head (GH)	April 2026	1.0	Final approved version for publication. Complete rewrite of existing policy.