



Anti-bullying Policy



Newbridge Learning Community

Anti-bullying Policy

October 2025

Lead on Policy : Headteacher

Review date : October 2026

Based on the Values of Community, Courage, Compassion, and Competence



1. Policy Statement

At Newbridge Learning Community, we believe every member of our community has the right to learn, work, and grow in a safe, supportive environment. Bullying of any kind is unacceptable and will not be tolerated.

We are committed to fostering a culture of Community, encouraging Courage, demonstrating Compassion, and developing Competence in resolving conflict and supporting one another.

2. Purpose

This policy aims to:

- Prevent bullying through education, awareness, and community values.
- Ensure all incidents of bullying are reported, investigated, and resolved promptly.
- Support both victims and perpetrators, recognising the SEMH needs that may underlie behaviour.
- Promote restorative and trauma-informed approaches involving key pastoral and wellbeing staff.

3. Definition of Bullying

Bullying is repeated, intentional behaviour that hurts another individual or group, physically or emotionally.

Types of bullying include:

- Physical: hitting, kicking, taking belongings.
- Verbal: name-calling, threats, insults.
- Indirect/social: spreading rumours, exclusion.
- Cyberbullying: online harassment, misuse of social media or messaging.
- Prejudice-based: including bullying related to race, gender, sexuality, disability, religion, or appearance.



4. Guiding Values

Community

- We build a culture of belonging and respect.
- Every member of our community has a shared responsibility to report and respond to bullying.
- Staff model inclusive behaviour and restorative dialogue.

Courage

- We empower students to speak up when they witness or experience bullying.
- Staff and students show courage by addressing harmful behaviour openly and safely.
- We challenge prejudice and discrimination wherever they occur.

Compassion

- We respond to all incidents with empathy and understanding.
- We support both the person harmed and the person causing harm, recognising individual SEMH needs.
- Restorative practices are central to rebuilding trust and relationships.

Competence

- Staff receive training to identify, prevent, and address bullying effectively.
- Students are taught emotional regulation, social skills, and digital citizenship.
- Monitoring systems ensure consistent and professional responses.

5. Prevention and Education

- Curriculum: PSHE, assemblies, and tutor sessions explicitly address bullying, empathy, and diversity.
- Student Voice: Regular surveys and school council discussions on safety and wellbeing.
- Staff Training: Ongoing CPD in SEMH, restorative practice, and safeguarding.
- Restorative Practice: The Emotional and Wellbeing Coordinator and/or SLT lead restorative interventions, mediation, and group work to promote empathy and accountability.
- Environment: Supervision in high-risk areas; visual reminders of values and anti-bullying messages.



6. Reporting and Responding

- Bullying can be reported to any trusted adult or via CPOMS, the school's online reporting system.
- All reports are logged on CPOMS and investigated by the Pastoral Team, Emotional and Wellbeing Coordinator, or SLT within 48 hours.
- Responses prioritise safety, restoration, and learning over punishment.
- Parents/carers are informed and involved appropriately throughout.

Steps in Response

1. **Listening and Recording:** All parties are listened to, and facts are recorded clearly on CPOMS.
2. **Initial Action:** Immediate protective steps may be taken, including changes to supervision, class seating, or group arrangements.
3. **Restorative Conversation or Mediation:** Facilitated by the Emotional and Wellbeing Coordinator and/or SLT, helping students repair harm and rebuild trust.
4. **Support Plan for the Student Harmed:**
 - Nurture time and regular check-ins with pastoral or wellbeing staff.
 - Restorative Justice (RJ) meetings between pupils where appropriate.
 - Counselling or targeted SEMH support.
 - Teaching assertiveness techniques and confidence-building strategies.
 - Clear communication with the pupil about actions taken to address the incident.
 - Adjustments to timetable or routines where needed to ensure safety and wellbeing.
5. **Support and Consequences for the Student Responsible:**
 - Restorative sessions to reflect on the impact of their behaviour.
 - Targeted SEMH intervention and mentoring.
 - Loss of privileges (e.g. enrichment activities, trips, or leadership roles).
 - Change of timetable, programme, or group placement if required.
 - Meetings with parents/carers and follow-up phone calls home.
 - Internal or external suspension for repeated or severe bullying, in line with the Behaviour and Relationships Policy.
6. **Monitoring and Follow-Up:** Regular reviews led by the Pastoral Team and Emotional and Wellbeing Coordinator to ensure continued progress, safety, and restoration.



7. Support

Victims:

- Nurture time and regular wellbeing check-ins.
- Restorative meetings with the person responsible, where appropriate.
- Access to counselling or therapeutic support.
- Teaching of assertiveness and self-advocacy skills.
- Ongoing reassurance and updates on actions taken.

Perpetrators:

- SEMH intervention and mentoring to address causes of behaviour.
- Restorative meetings to rebuild trust and empathy.
- Reflection sessions facilitated by the Emotional and Wellbeing Coordinator or SLT.

Bystanders:

- Education on safe intervention, empathy, and responsibility to report bullying.

External agencies (e.g., CAMHS, Early Help, Educational Psychology) may be involved as appropriate.

8. Monitoring and Review

- Incidents are analysed termly for trends and patterns using CPOMS data.
- The policy is reviewed annually (next review: July 2026) with input from pupils, staff, and governors.
- Effectiveness is measured through wellbeing surveys, behaviour data, and student feedback.
- Restorative outcomes and ongoing support are reviewed by the Emotional and Wellbeing Coordinator.

9. Linked Policies

- Safeguarding and Child Protection Policy
- Behaviour and Relationships Policy
- Online Safety Policy



- Equality and Diversity Policy

10. Statement of Commitment

At Newbridge Learning Community, we believe that everyone matters.

Through Community, Courage, Compassion, and Competence, we strive to ensure that every young person feels safe, valued, and empowered to be their best self.

Restorative approaches, led by the Emotional and Wellbeing Coordinator and supported by the Senior Leadership Team, ensure that every incident becomes an opportunity for growth, understanding, and healing.