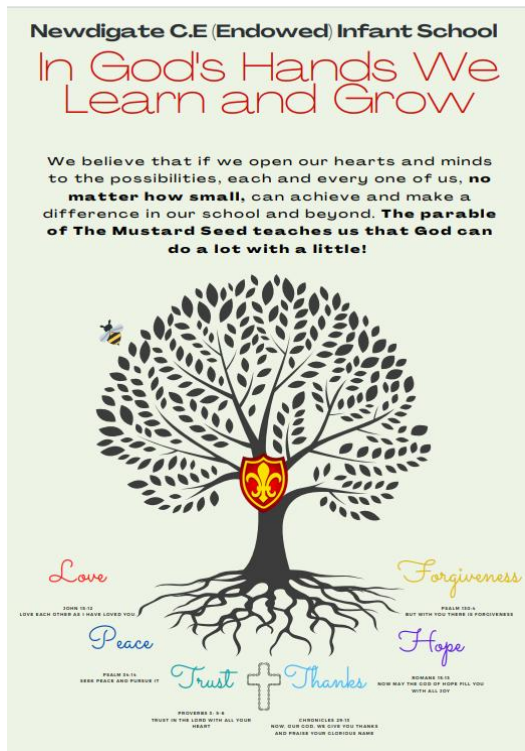




Mole Valley Gateway Federation  
C of E Infant School's  
(Newdigate Infant School and St Michael's Infant School)

## Anti-Bullying Policy

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Approved by	Learning & Teaching Committee
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**At Newdigate and St. Michael's C of E Infant schools, we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential within a Christian ethos. We would expect pupils to feel safe in school, including an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe. Our school values and Bee Rules help children and adults understand how we should aim to live our lives and make better choices within and beyond our community.**

The Church of England's **"Flourishing for All"** document emphasises the importance of fostering environments where individuals, particularly children and young people, can thrive holistically—spiritually, socially, and emotionally. Integral to this vision is the Church's firm stance against bullying, advocating for inclusivity, respect, and compassion within communities. The document highlights the responsibility of church bodies and schools to actively combat bullying in all its forms, ensuring that all children feel safe and valued. It calls for a collaborative effort among clergy, educators, and families to create a culture of support and understanding, thereby promoting well-being and encouraging flourishing for everyone.

This policy was formulated in consultation with the school. Pupils contribute to the development of the policy through the school council (Little Governors), circle time discussions, etc. The Little Governors have helped us develop an age appropriate child-friendly version shown in our 'Bee Rules' and have agreed that if all children aimed to follow these rules our school would be a better place to be. These are displayed all around our school and on our website and are used by all school stakeholders.

## **Roles and Responsibilities**

The Head Teacher has overall responsibility for this policy and its implementation as well as:

- Liaising with stakeholders
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti-bullying (Behaviour) is:

**Alok Argwal (Newdigate) Pat Hand (St. Michael's)**

## **Definition of Bullying:**

Bullying in schools is defined by the Department for Education (DfE) as inappropriate behaviour that involves the repetitive, intentional harm inflicted by one student or group of students onto another, causing distress or fear. According to the DfE, bullying can take various forms, including physical violence, verbal abuse, emotional manipulation, and cyberbullying. The DfE emphasises that bullying is not only a violation of school policies but can also have serious implications for a child's mental health and academic performance.

### **How does bullying differ from falling out between friends or other types of aggressive behaviour?**

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying.

This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic/transphobic or bullying related to gender identity and when children with disabilities are involved

## **Types of Bullying**

### ***Physical Bullying***

This involves physical harm or intimidation, such as hitting, pushing, or any form of aggressive contact. It can also include damaging or stealing personal belongings.

### ***Verbal Bullying***

This type includes derogatory comments, teasing, name-calling, or making threats. It can occur in person or through digital communication.

### ***Social (or Relational) Bullying***

This form involves damaging someone's reputation or relationships. It can include exclusion from groups, spreading rumours, or public humiliation.

### ***Cyberbullying***

With the rise of digital communication, cyberbullying has become increasingly prevalent. It includes bullying through electronic means—social media, texting, or online gaming—where individuals may harass, threaten, or spread harmful information about someone.

### ***Sexist, Homophobic, and Transphobic Bullying***

This type includes bullying based on gender or sexual orientation, targeting individuals because of their sex, perceived sexual orientation, or gender identity.

### ***Racist Bullying***

This form of bullying is based on a person's race, ethnicity, or background. It can involve racial slurs, discriminatory comments, or actions that alienate individuals based on their racial identity.

Bullying can also be related to special educational needs, health, or home circumstances (i.e. young carers)

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

### **Reporting and Responding to Bullying**

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

We have developed a school well-being register where we identify those pupils who may have multiple vulnerabilities that could make them more susceptible to bullying. We then consider if there are approaches or strategies that may help mitigate this risk.

### **Children and young people in school**

Every child has the right to feel safe in school and all Newdigate and St. Michael's children and adults should be following our Bee Rules. If someone is bullying you, it is important to remember that it is not your fault and there are people to help you. Tell an adult as soon as you can.

It is important that pupils who experience bullying that:

- They are heard
- They know how to report bullying and get help
- They are confident in the school's ability to deal with the bullying
- Steps are taken to help them feel safe again
- They are helped to rebuild confidence and resilience
- They know how they can get support from others

For pupils who engage in bullying behaviour:

- Sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused
- They learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge
- They learn how they can take steps to repair the harm they have caused. (see behaviour and relationships policy)

***Be the best you can be!***



## **Parents/carers**

We advise you to discuss any bullying issues as soon as possible with the class teacher(s) and with the Federation Headteacher or Head of School/Senior Teachers, if you feel your child is not being heard. You are able to use the complaints procedure. You should have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary and that the school systems will deal with the bullying in a way which protects their child.

Independent advice on how to deal with bullying can be found at [www.bullying.co.uk](http://www.bullying.co.uk)

## **At Newdigate and St. Michael's Infant Schools:**

- The whole school community is clear about the anti-bullying stance the school takes
- Pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school
- Occurrences are recorded and audited, anti-bullying work is monitored, and every chance is taken to celebrate success
- All pupils are clear about the roles they can take in preventing bullying, including the role of bystanders
- The whole school participates in annual 'Anti-Bullying Week' activities
- The school promotes a climate where bullying and violence are not tolerated and cannot flourish
- Curriculum opportunities are used to address bullying and reinforce the rights of children through the UNICEF 'Rights & Responsibilities' guidance
- Peer support systems are in place to prevent and respond to bullying
- All staff are aware, and model positive relationships through the implementation of our school values of friendship, compassion, thankfulness, forgiveness & hope
- The school works in partnership with parents, other schools, and with Children's Service and community partners to promote safe communities.

All reported incidents will be taken seriously and investigated involving all parties. Appropriate steps will be taken such as interviewing all parties and any adults involved, using comic strips to find out exactly what has been happening and scaling exercises. If it is necessary parents of both parties will be informed and invited to discuss the situation either by telephone or face-to-face. A range of responses appropriate to the situation will be used to find a way forward such as solution focused, restorative approach, circle of friends, and individual work with victim, perpetrator, referral to outside agencies if appropriate. The school behaviour policy clearly outlines the rewards and sanctions that will be used to recognise good choices or provide consequences for poor choices. The school will then organise to follow up the impact of these actions, especially keeping in touch with the person who reported the situation, parents/carers.

## **Recording Bullying and Evaluating the Policy**

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be notified to and held by the Head teacher. The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be presented to the governors in an anonymous format as part of the Head teachers report. The policy will be reviewed and updated regularly. The policy review will be linked to the School Improvement Plan, working towards a more inclusive and harmonious ethos across the school community.

**If you would like to know more about types of bullying please visit:**

<https://antibullyingsoftware.com/what-is-the-definition-of-physical-bullying/>

<http://www.bullying.co.uk/cyberbullying/what-is-cyberbullying/>

<https://www.anti-bullyingalliance.org.uk/tools-information/advice-parents>

**The following websites may be useful:**

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

[www.bullying.co.uk](http://www.bullying.co.uk)

[www.childline.org.uk](http://www.childline.org.uk)

[www.kidscape.org.uk](http://www.kidscape.org.uk)

[www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)