

	Integrated Management System	Document ID	
		Revision No.	1
		Issue Date	31/8/2026
	Quality Procedures for Anti-Bullying Policy		

Integrated Management System (IMS)

Anti-Bullying Policy



This Document Has Been Reviewed and Approved By:

Name	Position	Department
David MacPherson	Vice Principal	Leadership

Revision History of the Document

Revision No.	Issue Date	Summary of Changes	Responsibility	References
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This document has been approved by the School Management System

The only approved and controlled copy of this document is the one available electronically on the school's network. Printing and distributing of this document is prohibited. Users must verify the Revision Number and Issue Date of the document before use.

Page 1 of 6

	Integrated Management System	Document ID	
		Revision No.	1
		Issue Date	31/8/2026
	Quality Procedures for Anti-Bullying Policy		

1.0	31/8/26	Anti-Bullying Policy - Initial Edition	SLT	Behaviour / Safeguarding
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Anti-Bullying Policy

Content

- 1- Rationale
- 2- Purpose
- 3- Scope
- 4- Terms and definitions
- 5- Responsibilities
- 6- Procedures
- 7- Accountability
- 8- Policy review
- 9- Related forms and documents.
- 10-References

	Integrated Management System	Document ID	
		Revision No.	1
		Issue Date	31/8/2026
	Quality Procedures for Anti-Bullying Policy		

1- Rationale

New Dawn Private School is committed to providing a caring, respectful, safe and secure environment in which every student can learn without fear of intimidation, humiliation or harm. Bullying in any form is unacceptable and is inconsistent with the school's expectations for behaviour, wellbeing and respectful relationships.

The school recognises that bullying can have a serious and lasting impact on a student's emotional wellbeing, mental health, attendance, engagement and achievement. Prevention, early identification, prompt intervention and appropriate follow-up are therefore essential.

This policy works alongside the Behaviour Management Policy and safeguarding procedures. It aims to support students who experience bullying while also helping students who engage in bullying behaviour to understand its impact, take responsibility and develop more appropriate ways of behaving.

2- Purpose

The purpose of this policy is to establish a clear, consistent whole-school approach to preventing, identifying, reporting, investigating and responding to bullying.

The policy aims to:

- ensure students, staff and parents understand what constitutes bullying and bullying behaviour;
- promote an open culture in which concerns are reported promptly and taken seriously;
- provide clear procedures for recording, investigating and responding to incidents;
- protect and support students who experience bullying;
- provide appropriate intervention, reflection and support for students who engage in bullying behaviour;
- identify patterns, locations, times and groups that may require additional preventative action;
- promote respectful relationships, positive behaviour, inclusion and student wellbeing across the school.

	Integrated Management System	Document ID	
		Revision No.	1
		Issue Date	31/8/2026
	Quality Procedures for Anti-Bullying Policy		

3- Scope

This policy applies to all students and all staff at New Dawn Private School. It also informs the expectations placed on parents, carers, visitors and members of the wider school community.

The policy applies to bullying that occurs on the school site, during school activities, educational visits, transport arrangements and school-related events. It also applies to online or off-site behaviour where there is a clear connection to the school community or where the behaviour affects the safety, wellbeing or education of a student in school.

Where a bullying concern indicates that a student may be suffering, or is at risk of suffering, significant harm, the matter must be treated as a safeguarding concern and referred immediately through the school's safeguarding procedures.

4- Terms and Definitions

Bullying is generally characterised by intentional harmful behaviour that is repeated over time. It may be direct or indirect and can occur face-to-face or through digital technology. A single serious incident may not meet the definition of repeated bullying but must still be addressed under the school's behaviour and/or safeguarding procedures.

Bullying behaviours may include abusive or offensive language; unwanted physical contact; negative comments about appearance, family, culture or identity; exclusion; rumours; threats; teasing; damage to property; and circulating inappropriate or embarrassing images or videos.

The following Terms and Acronyms are used within this document and are defined as follows:

Term / Acronym	Definition
Bullying	Deliberate and repeated behaviour over time that intentionally hurts, humiliates, threatens, frightens or harms an individual or group physically or emotionally.
Bullying behaviour	Behaviour that may form part of bullying, including verbal, physical, emotional, written, cyber, social or prejudice-based behaviour.
Cyberbullying	Bullying carried out through electronic communication, including social media, messaging, email, photographs, video or other digital platforms.
Prejudice-based bullying	Bullying linked to a person's identity, background, culture, faith, race, nationality, sex, disability, SEND or another personal characteristic.
DSL	Designated Safeguarding Lead.
SLT	Senior Leadership Team.

	Integrated Management System	Document ID	
		Revision No.	1
		Issue Date	31/8/2026
	Quality Procedures for Anti-Bullying Policy		

5- Roles & Responsibilities

The prevention of bullying is a shared responsibility across the school community.

Head of School / Senior Leadership Team: ensure the policy is implemented consistently; maintain oversight of serious or repeated cases; ensure appropriate staff training; monitor trends and evaluate the effectiveness of the school's response.

Designated Safeguarding Lead (DSL): receive and respond to concerns that meet or may meet safeguarding thresholds; ensure safeguarding procedures and external reporting requirements are followed where necessary.

Teachers and Support Staff: remain vigilant; model respectful behaviour; respond promptly to concerns; listen, believe and act; record and report suspected bullying in accordance with school procedures; support students involved.

Pastoral / Inclusion Staff: support investigation, intervention and follow-up; identify patterns or vulnerabilities; coordinate support for students and communicate with relevant colleagues and families.

Students: treat others with respect; report bullying affecting themselves or others; avoid joining in, encouraging or sharing harmful content; cooperate honestly with investigations.

Parents / Carers: raise concerns promptly with the school; share relevant information; work in partnership with staff; encourage their child to report concerns and use safe, respectful responses.

6- Procedures

All disclosures and allegations, whether raised by a student, parent or member of staff, will be taken seriously and handled sensitively. The immediate safety and wellbeing of the student will be the first consideration.

1. Report and respond: Students should be encouraged to tell a trusted adult. Staff receiving a concern should listen calmly, avoid promising confidentiality, reassure the student and establish the essential facts.

2. Record: Suspected bullying should be recorded using the school's agreed reporting system/form. Records should be sufficiently detailed to allow patterns, recurrence and previous involvement to be identified.

3. Safeguarding check: If there is reasonable cause to suspect significant harm, risk of harm or another safeguarding concern, the matter must be referred immediately to the DSL and managed under safeguarding procedures.

4. Investigate: Relevant students and witnesses should be spoken to individually. Staff should establish what happened, how often, where, when, who was involved, whether anyone witnessed it and whether similar incidents have occurred previously.

5. Inform and communicate: Parents/carers of students directly involved should be informed as appropriate. Relevant pastoral and leadership staff should be kept informed throughout the process.

	Integrated Management System	Document ID	
		Revision No.	1
		Issue Date	31/8/2026
	Quality Procedures for Anti-Bullying Policy		

6. Action and support: The student experiencing bullying should receive reassurance, support and appropriate safety measures. The student responsible should be helped to understand the impact of the behaviour and receive appropriate consequences and support in line with the Behaviour Management Policy.

7. Restore and repair: Where appropriate and safe, restorative approaches, reflection, apology or reconciliation may be considered. These should never place pressure on the student who has experienced bullying.

8. Monitor and follow up: Cases must be monitored after intervention to ensure the behaviour has stopped and has not shifted to another form or location. Further action should be taken where concerns continue.

Possible responses may include verbal warning, parent contact/meeting, loss of privileges or detention, internal sanctions, targeted pastoral intervention, restorative work, counselling/support and, in serious or persistent cases, suspension/exclusion in accordance with the school's Behaviour Management Policy.

Preventative strategies

- promoting a whole-school culture in which bullying is not tolerated and reporting concerns is encouraged;
- using assemblies, curriculum opportunities and pastoral programmes to explore respectful relationships, prejudice, online behaviour and the impact of bullying;
- peer support, buddying and student leadership approaches where appropriate;
- active supervision and targeted action in locations or times where incidents are more likely;
- building students' confidence, friendship skills, empathy and assertiveness;
- regular reminders to students about how and where to report concerns.

Possible signs and symptoms

Staff should remain alert to changes such as reluctance to attend school, unexplained absence, withdrawal, anxiety, loss of confidence, deterioration in schoolwork, damaged or missing possessions, unexplained injuries, changes in eating or sleeping, aggression, fear of using digital devices, or distress following online messages. These indicators may have other causes, but bullying should be considered and investigated where appropriate.

	Integrated Management System	Document ID	
		Revision No.	1
		Issue Date	31/8/2026
	Quality Procedures for Anti-Bullying Policy		

7- Accountability

The Head of School and Senior Leadership Team are accountable for ensuring that this policy is implemented consistently and that reported concerns are responded to promptly and appropriately.

Bullying records will be reviewed to identify recurrence, patterns, vulnerable groups, locations or times of increased risk. Leaders will use this information to inform supervision, pastoral provision, curriculum content, staff training and school improvement actions.

The effectiveness of the policy will be evaluated through incident records, follow-up outcomes, student voice, parent feedback, behaviour information, safeguarding information and other relevant wellbeing evidence. Where practice is inconsistent or outcomes are not improving, leaders will take further action.

8- Policy Review

This policy will be reviewed annually, or earlier where there is a significant incident, a change in school procedures or regulatory requirements, or monitoring identifies a need for revision.

The review will consider the effectiveness of prevention, reporting, investigation, support, sanctions/interventions and follow-up arrangements. Changes will be communicated to staff and, where appropriate, students and parents.

9- Related Forms and Documents

- Behaviour Management Policy
- Child Protection and Safeguarding Policy and Procedures
- Online Safety / Acceptable Use Policy
- SEND / Inclusion Policy
- Student Code of Conduct
- Complaints Policy
- Bullying / Behaviour Incident Reporting Form or electronic record
- Parent and Student Handbooks

	Integrated Management System	Document ID	
		Revision No.	1
		Issue Date	31/8/2026
	Quality Procedures for Anti-Bullying Policy		

10- References

- New Dawn Private School Behaviour Management Policy.
- New Dawn Private School Child Protection and Safeguarding Policy.
- New Dawn Private School Online Safety / Acceptable Use procedures.