



Anti- Bullying Policy

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Introduction

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to learning and have serious consequences for the mental health of victims. Bullying which takes place at school does not only affect the individual during childhood but can have a lasting effect on their lives into adulthood.

Every school must have measures in place to prevent bullying. Belmont School adopts a **zero tolerance** approach to all forms of bullying.

Belmont school is committed to providing a warm, friendly and disciplined atmosphere in which every child is valued, challenged and fully developed. We aim to provide an ethos of good behaviour where pupils treat one another and the school staff with respect, creating an inclusive environment. Pupils can openly discuss bullying without fear of discrimination and should not be afraid to challenge and stand up for what they know is right. We promote a safe and calm community that is free from disruption and in which education is the primary focus. We promote equality and ensuring safeguarding for all and provide the opportunities that will allow each pupil to achieve success in as many aspects of their school life as possible.

This policy is produced in in line with the DFE guidance [Preventing and Tackling Bullying](#) (July 2017) and should be read in conjunction with the school's policies on:

- Safeguarding
- Promoting Positive Behaviour and Discipline Policy
- Staying Safe Online & Guidance policy
- PSHE schemes of work
- Spiritual, Moral, Social and Cultural development of pupils

This Policy and the Law

Independent School Standard Regulations 2014

The Independent School Standards Regulations 2014 provide that the proprietor of an independent school ensures that bullying and school is prevented, so far as reasonably practicable, via the drawing up and implementation of an effect anti-bullying strategy.

The Education and Inspections Act 2006 section 89:

- provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents;
- gives Head Teachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff.



The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. It replaces the three previous public sector equality duties for race, disability and gender, and also covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Duty has three aims.

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- and foster good relations between people who share a protected characteristic and people who do not share it.

Safeguarding Children and Young People

Under the Children's Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, school staff should report their concerns as per the Safeguarding Policy and Procedures. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

Criminal Law

Although bullying itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour (or communications) could be a criminal offence, for example under the Protection for Harassment Act 1997, the Malicious Communications Act 1988 and the Public Order Act 1986.

If school staff feel that an offence may have been committed they should seek assistance from the police. This should be done in consultation with members of the Senior Management Team and/or Designated Safeguarding Lead.

Bullying Outside School Premises

Teachers have the power to discipline pupils for misbehaving outside the school premises 'to such an extent as is reasonable'. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The Head of School should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

In all cases of misbehaviour or bullying the teacher/ member of staff can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

More detailed advice on Teachers' powers to discipline, including their power to punish pupils for misbehaviour that occurs outside school, is included in '[Behaviour and discipline in schools – advice for Head of Schools and school staff](#)'



Aims and Objectives

- To make it possible for pupils to experience the school as a caring, supportive, learning environment, free from bullying behaviour.
- To show all pupils that bullying is taken seriously
- To provide a secure environment in which pupils can report incidents confidently
- To reassure pupils that the school will protect and support all parties whilst the issues are resolved
- To create an atmosphere of tolerance, mutual respect, co-operation and consideration for others, enabling pupils to feel safe from fear and threat.
- To accept that it is everyone's responsibility to prevent all forms of bullying.
- To accept that all forms of bullying are serious breaches of the school behaviour policy.
- To counter the belief that informing staff and parents of incidents of bullying is not 'telling tales' but is helping to keep the school a happy and safe place in which to develop.
- To involve all staff in promoting and following the policy and in referring bullying incidents.
- To communicate with parents, pupils and staff effectively on the subject of bullying
- To provide long term and positive programmes of personal development where it is required
- To evaluate the effectiveness of the policy through questionnaires and pupil interviews.

Why is it Important to Respond to Bullying?

Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

What Is Bullying?

The anti-bullying alliance defines bullying as: *"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online"*

A more detailed definition is provided by the Department of Education in the ['Preventing and Tackling Bullying \(June 2017\)](#) document:

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case."

"Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group or to socially isolate. It can result in intimidation of a person or persons through threat of violence or by isolating them either physically or online."

Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.



What can/does Bullying look like?

- Attempting to or excluding from any friendship group, intimidation
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic focussing on the issue of sexuality
- Verbal humiliation, teasing
- Cyber - all areas of internet, such as email & internet chat room misuse
Mobile threats by text messaging & calls, misuse of associated technology, i.e. camera & video facilities

Possible Signs and Symptoms of Bullying

A pupil may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs and they should investigate if a pupil;

- is frightened of walking to or from school;
- doesn't want to go on the school / public transport;
- changes their usual routine;
- is unwilling to go to school (school phobic);
- begins to truant;
- becomes withdrawn anxious, or lacking in confidence;
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning;
- school work deteriorates
- comes home with clothes torn or books damaged;
- has possessions which are damaged or "go missing";
- asks for money or starts stealing money;
- has dinner or other monies continually "lost";
- has unexplained cuts or bruises;
- becomes aggressive, disruptive or unreasonable;
- has unexplained cuts or bruises;
- becomes aggressive, disruptive or unreasonable;
- is bullying other children or siblings;
- stops eating;
- is frightened to say what's wrong;
- gives improbable excuses for any of the above;
- is afraid to use the internet or mobile phone;
- is nervous & jumpy when a cyber message is received.

These signs and behaviours could indicate other problems, but bullying could be considered a possibility and should be investigated



Cyber Bullying

Our school community has a clear awareness of the risks posed to pupils from cyber bullying and recognises the shared responsibility we have to ensure its prevention. Belmont School adopt [DfE advice and guidance](#) in tackling cyberbullying and follow OFG Guidance for Staying Safe Online 2021.

We recognize that cyber bullying can:

- be conducted in a variety of different ways including via mobile phones, social media sites and the internet;
- be carried out anonymously and/or by people completely unknown to the receiver;
- be carried out by people of all different ages;
- be carried out at any time of day or night;
- sometimes be unintentional, e.g. becoming the mistaken recipient of a message.

To help reduce cyber bullying the school will:

- regularly promote awareness of the risks of cyber bullying and safe practices when using technology through regular assemblies throughout the year;
- ensure that the Computing Curriculum teaches children how to recognize cyber bullying and how to use ICT safely through a specific e-safety strand and as an integral part of any teaching and learning for ICT;
- ensure that any related policies, including the 'Acceptable Use Policy' make specific reference to anti-bullying procedures;
- ensure that any mobile phones brought onto the premises by pupils are kept in lockable storage
- As outlined in the school's Positive Behaviour policy all pupils are prohibited from keeping mobile communication devices on their person during the school day. This is communicated to them prior to admission and consistently reinforced by all staff on a daily basis.

Safeguarding (See Safeguarding Policy)

More severe incidents involving bullying will be dealt with by senior staff, specifically;

- Extreme violence, such as violence requiring first aid or medical treatment
- Sexualised bullying including harassment
- Online bullying which is severe e.g. sharing of images, or online bullying which is not addressed by above interventions
- Any bullying behaviour which does not stop after the efforts and intervention of Key Stage Heads

Severe or persistent forms of bullying can result in significant harm, which is why those providing services for children should have adequate policies, procedures and training to counter bullying.

A fixed term exclusion will be considered when there are repeated incidences of bullying. The Headteacher will make this decision, but it will only be used under very special circumstances (See Exclusion Policy). The school will not hesitate to exclude pupils whom they believe jeopardize the safety of other children or continually threaten their right to safety. Again, this will be used very infrequently and only after other avenues have been explored and exhausted and with very careful consideration by staff and full consultation with parents and referring agencies.



Roles and Responsibilities

All pupils must believe and know that they will be listened to and believed, and that our response will be swift, effective and sensitive to their concern.

Pupils (see also Child Friendly Bullying Policy)

If you are being bullied in school:

- Do not listen to the bully when they say that you will be in trouble if you talk to someone. You are not doing anything wrong — they are.
- Remember that your silence is the bully's greatest weapon!
- Stay with a group of friends/people. There is safety in numbers.
- Fighting back may make things worse, talk to any member of staff or parent/carer first.
- Talk to an adult that you trust, and take a friend with you if it helps.
- What you say will initially be passed to your Head of Key Stage or their deputy. You will be taken seriously
- If you need somewhere to be safe, there will be a place for you to go while the problem is being sorted out. Your Head of Key Stage or their deputy will be able to arrange this for you.

If you see someone being bullied in school:

- The best thing you can do to help is to talk to someone.
- *Take action!* Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel sad and lonely.
- If you feel you cannot get involved, tell an adult immediately. Members of staff have ways of dealing with people who bully without getting you into trouble.

Staff

All staff should be alert to any incidences of bullying in classrooms and around school.

- Anyone who suspects bullying may be happening must inform the Key Stage Head or their deputy
- All staff should take any incidents of bullying reported to them seriously and be sensitive to the feelings of the pupil(s) reporting issues of bullying. Make it clear that they have made the right decision to tell.
- All staff should deal promptly with any issues of bullying in the classroom and offer the support of a safe room/area if it is necessary.
- All staff will encourage pupils to complete the bullying questionnaire issued just before Bullying Week in November;
- The Key Stage Head of the deputy will discuss the incident with the pupil and agree the best course of action
- The Key Stage Head or their deputy will investigate any reports of bullying with the aim of stopping any bullying immediately.
- The Key Stage Head or their deputy will use mediation, refer appropriate interventions or whole school sanctions as appropriate to challenge and resolve incidents of bullying.
- As a school we will offer support to change the behaviour of the bully which could involve outside agencies.



Parents/Carers

Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunch time was spent etc. If you suspect your child is being bullied or is bullying in school:

- Inform the school immediately. Your complaint will be taken seriously and appropriate action will follow.
- Advise your child not to fight back.
- Tell your child that there is nothing wrong with them. It is not their fault that they are being bullied.
- Make sure your child is fully aware of the school policy concerning bullying, and that they need not be afraid to ask for help.

Proactive Measures to Prevent Bullying

At Belmont School we accept that prevention is better than the cure and therefore strive to create a whole school ethos to reduce/eliminate bullying.

- Proactively seeking to celebrate success to create a positive school culture
- Personal Development lessons provide opportunities to explore bullying as a topic.
- Teaching methods employed encourage co-operative work inside and outside the classroom.
- Where appropriate form tutors/PSW provide time for class groups to discuss issues related to relationships and consider strategies for dealing with difficulties.
- Assemblies are recognized as an important forum to raise awareness and restate expectations of behaviour and to promote 'Anti-Bullying Week' annually during November.
- E-Safety across the school and via Assemblies to include safe practice involving the use of: on-line chat rooms /social networking sites and mobile phones.
- Positive behaviour is encouraged and expected at all times. It is also recognized and fostered by our reward system.
- Have a child-friendly anti-bullying policy to promote and encourage pupils to report incidents
- Social Activities, Weekly options/ enrichment, school visits and residential trips are just some examples which can be seen as an excellent way of developing positive relationships and mutual understanding.

Procedures

- All staff need to be aware of the school's policy on bullying and should be vigilant at all times so that bullying does not pass undetected.
- Staff should investigate any allegations of bullying and take the pupils concerns seriously.
- Staff should act promptly to investigate alleged instances of bullying.
- Less serious incidents (name calling etc.) should be challenged immediately and an appropriate sanction given. The pupil being bullied needs to be reassured of our support and encouraged to report immediately any further incidents. Staff should then pass on this Head of Key Stage or their deputy
- In the event of a more serious incident (a fight or assault etc.) Head of Key Stage or deputy needs to be informed at the earliest possible opportunity and informing a member of senior management where appropriate



The member of staff taking the lead on following up a bullying incident (usually the Head of Key Stage) should:

1. Ensure that
 - the person reporting the incident has written this up in the Bullying Log (electronically on Sleuth)
 - all supporting statements and reports are obtained
2. Make sure parents/carers of both parties have been made aware of the incident
3. Use one or more of the following strategies to deal with the incident depending on the circumstances:
 - Investigate the incident.
 - Bring parties involved together for a no-blame, conflict resolution approach.
 - Reparation or compensation for damaged/stolen property.
 - Detention
 - Referral to the SMT/SLT for fixed term exclusion or for police involvement.

Racist/Sexist Bullying

Racist or sexist bullying (including homophobic bullying) is deemed as a serious incident and should be dealt with as for any serious incident with the addition of the completion of the racist/sexist log.

Racist incidents include:

- Verbal abuse by name-calling, racist jokes and offensive mimicry.
- Physical threats or attacks.
- Wearing of provocative badges or insignia.
- Bringing racist leaflets, comics or magazines.
- Inciting others to behave in a racist way.
- Racist graffiti or other written insults.
- Refusing to cooperate in work or play.

Sexual bullying is characterised by:

- Abusive name-calling.
- Looks and comments about appearance etc.
- Inappropriate and uninvited touching.
- Sexual innuendoes and propositions.
- Pornographic material, graffiti with a sexual content.
- In its most extreme form, sexual assault or rape.

Prejudice-based bullying

Prejudice-based bullying is bullying behaviour motivated by prejudice, or 'perceived' to be motivated by prejudice, and can be based on any characteristic unique to a child or young person's identity or circumstance.

The Equality Act 2010 makes it unlawful to discriminate against people with a 'protected characteristic'. These are:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity



- Marriage and civil partnership
- Race
- Sex
- Religion or belief
- Sexual orientation

Prejudice-based bullying includes the protected characteristics, but prejudice can and does extend beyond these and can lead to bullying for a variety of reasons.

Reporting

Pupils

Pupils and parents/carers are encouraged to report bullying to any member of staff. Incidents are in the first instance referred to Key Stage Head or their deputy to be investigated, appropriate action taken and parents will be informed promptly using usual school procedures.

Pupil voice is important at Belmont School and the view that our school is a TELLING school is reinforced via assemblies, Anti-Bullying Week, PSHEE and during any isolated group mediation. Feedback from pupils will be considered when amending this policy.

Pupils- can report a bullying incident verbally with the support of their class PSW or any other nominated member of staff. If at times pupils are unable to talk to a staff member and would prefer to raise any bullying issue or make an enquiry via email, then they can do so at the following email address;

admin@belmont-school.co.uk

Staff

Staff – the school ensures that all staff understand the principles and purpose of the Anti-Bullying policy, the importance of challenging and naming bullying behaviour, the school's legal responsibilities regarding bullying, how to resolve problems and where to seek support.

Staff will use the school system for recording and reporting bullying incidents (Sleuth). The school will work with the wider community, such as the Police and Children's Services, where bullying is particularly serious or persistent and where a criminal offence may have been committed. The school will also work with other schools, agencies and the wider community to tackle bullying that is happening outside the school, the SLT would make this decision if necessary to do so.

CPD for staff

- Every year staff are provided safeguarding training
- Staff CPD is provided following trends analysis with bullying
- Periodic refresher training in the identification, reporting and recording of bullying

Support for staff

It is equally important to recognise that any bullying of staff, whether by pupils, parents/carers or colleagues is also considered unacceptable. Any member of staff, who believes that he or she is being bullied or harassed is encouraged to report it to their line manager or a colleague of their choice. They will be supported and their complaint managed in line with current HR policies.

Strategies for preventing and dealing with bullying

- Ensuring that there is a promotion of an open and honest anti-bullying ethos in the school
- Investigate all allegations of bullying
- PSHEE program that discuss' issues such as diversity and anti-bullying messages



- Calendared anti-bullying week
- Poster and leaflet campaigns – designed and written by pupils
- Class discussions and assemblies that draw out anti – bullying messages
- Circle time (restorative justice approach)
- Acceptable Internet Use policy is signed by all and e-safety discussed in ICT lessons
- Adequate staff supervision during all social times, e.g. lunch, break
- Clear and consistently applied policies for Behaviour and Uniform
- Home School agreement signed by all pupils and parents
- Proactively seeking to celebrate success to create a positive school culture
- Where appropriate, form tutors provide time for class groups to discuss issues related to relationships and consider strategies for dealing with difficulties.

Strategies for dealing with the perpetrator(s)

- Disciplinary sanction imposed - internal exclusion (isolation)
- Engage promptly with parents to ensure their support and involvement
- Restorative justice approaches taken as appropriate
- Referral for therapeutic support or counselling offered where appropriate
- Anger management strategies discussed
- Reflect – Resolve – Restore
- Returned home for the remainder of the day – primarily if there remains an ongoing risk to another individual/group by the perpetrators(s) remaining on site. Such a strategy must only be used after consultation with members of senior management.

Strategies to support a victim

- Disciplinary sanctions as appropriate applied to the bully
- If extremely distressed, consider whether pupil can comfortably continue their day in school and if they would prefer to be at home for the remainder of the day
- Referral for therapeutic support or counselling offered where appropriate
- Mediation
- Short term modification of school timetable
- Out of lesson support, e.g. Pastoral/Thrive within the school
- Resolution strategies discussed
- Outreach support offered to the family to ensure the child’s wellbeing outside school

Discipline and tackling underlying issues of bullying

In line with the DFE guidance the school will apply any disciplinary measures to pupil (s) who bully in order to show clearly that the behaviour is wrong. Any measures taken will be applied fairly, consistently and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into the needs of vulnerable pupils. The school will also consider the motivations behind bullying behaviour and whether it reveals concerns for the safety of the perpetrator – where this is the case the perpetrator may need support themselves.

All decisions relating to more significant school disciplinary measures (e.g. exclusion, provision / placement changes) must be authorised by the Head of School.

Monitoring Incidents of Bullying

Annually

- ‘Bullying’ questionnaires are completed by all pupils which will be analysed and results shared during the Anti-Bullying week in November
- Review of this policy

Termly



- By the Assistant Head teacher & Pastoral Lead as part of the termly governance process

Monthly

- Senior leaders including the Assistant Head teacher & Pastoral Lead monitor the effectiveness and consistency of the Anti-bullying policy in relation to reported incidents and patterns of bullying.
- The focus of this analysis supports identifying trends and informs preventative work in school through pupil voice in the school council meetings.

Monitoring and Review

This policy is subject to annual review unless changing circumstances require an earlier review.



MISSION STATEMENT

Belmont school aims to provide the best education continuous provision for boys aged 5-18. An educational journey with us follows a broad and rich curriculum that allows children to be aspirational whilst embracing their individuality and learning to manage their diagnosis of special educational needs.

We aim to enhance life experience and instil a desire to achieve