

**Outcomes  
First  
Group.**



**Belmont  
School**

# Anti-Bullying Policy

<b>Policy Version:</b>	2.1
<b>Reviewed:</b>	March 2022
<b>Last Updated:</b>	April 2022
<b>Next Review Date:</b>	March 2023
<b>Review Frequency:</b>	Annually
<b>Policy Owner:</b>	C Bailey / S Townend (Secondary) R Hill / M Jolly (Primary)



**Document History**

<b>VERSION</b>	<b>COMMENTS/AMENDMENTS/REVIEW</b>	<b>NAME</b>	<b>DATE</b>
1.0		C Bailey	March 2021
2.0	Annual Review	C Bailey S Townend R Hill	March 2022
2.1	Updated to incorporate latest primary school protocols	M Jolly C Bailey	April 22

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**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 instill a desire to achieve*

### 1. 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 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

### 2. 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 effective 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;

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- 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'

## 3. AIMS & 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

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- 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.

## 4. 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.

## 5. 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";

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- 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*

### 6. TYPES OF BULLYING

#### 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 cyber bullying 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, gaming 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.

#### Racist/Sexist Bullying

Racist, sexist bullying and 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.

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- 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.

### **Peer on Peer Abuse**

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, e.g. sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent,
- consensual and non-consensual sharing of nude and semi-nude images and or videos
- upskirting
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group)

These forms of abuse can happen inside or outside of school both offline and online. Please refer to the Safeguarding Policy for further information.

### 7. 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 Head teacher 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.

### 8. TALKING ABOUT BULLYING

There can be many reasons why young people are reluctant to discuss the fact that they are being bullied, including being afraid that they will not be believed or that nothing will be done, they may be worried that the bullying will become worse. The bully/bullies may have threatened them not to tell anyone.

It is important to develop an environment where children/ young people feel safe to talk about whatever is happening to them. Talking directly and openly about bullying lets them know that the staff who care for them take bullying seriously and that they can talk to them if they experience bullying or see others being bullied. It is also helpful to discuss how staff and pupils can work together to stop and prevent bullying.

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. It is important that staff always listen carefully to pupils and take them seriously.

### 9. RESPONSIBILITIES

#### **Pupils (see also Child Friendly information document – Appendix 1)**

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.



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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.

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. 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. As a school we will offer support in an attempt to change the behaviour of the pupil displaying bullying behaviours which could involve outside agencies and school may refer the child displaying bullying behaviours for interventions, e.g. therapy

### Management

All managers are responsible for ensuring:

- Staff are aware of the issues that surround bullying and the impact it has
- Staff are trained to be able to support young people, resolve conflict and follow the correct reporting procedures
- Action is taken when bullying is reported
- Incidents of bullying and the actions taken are recorded via the schools electronic recording system (Sleuth) and monitored
- School has an open and honest culture that encourages issues such as bullying to be discussed
- School has a good working relationship with local police and other partners that facilitates the reporting of more serious incidents of bullying
- Ensure pupils know who to talk to and how to raise a concern and report bullying

### 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 concerns 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 and talk to any member of school staff

## 10 REPORTING AND RECORDING

### Secondary

- Any staff member who suspects bullying may be happening must inform the Key Stage Head or a member of senior management
- The incident must be recorded on sleuth under the category of a bullying incident
- 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

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report immediately any further incidents. Staff should then pass this on to the Head of Key Stage or their deputy

- The Key Stage Head (or manager) addressing the bullying will take the following action and record this on Sleuth:
- Parents/carers of both parties should be made aware of the incident within 24 hours
- The manager will investigate the incident
- Discuss the bullying incidents with the pupil (s) and any witnesses if required
- Bring both parties together, if appropriate, to consider conflict resolution or mediation
- Liaise with the Safeguarding team, where appropriate, to ensure further relevant action is taken and necessary parties informed
- In severe cases, refer to SLT for consideration of further consequences such as fixed term exclusion and/or police involvement

### Primary

- Any staff member who suspects bullying may be happening must update the class observation document.
- This will then be reviewed by SLT weekly within their Well-being meetings.
- Staff must follow the stages within the Bullying Protocol, these being stage 1, 2 and 3 (see appendix 2)
- 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 update the class observations and see where on the stage 1, 2 or 3 protocol this currently stands. SLT should then be made aware.
- In severe cases, refer to SLT for consideration of further consequences such as fixed term exclusion and/or police involvement Stage 3 of the appendix.

## 11. PREVENTATIVE MEASURES

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
- PSHE lessons provide opportunities to explore bullying as a topic.
- Teaching methods are used to 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.
- A series of initiatives are held throughout the school year via theme days, e.g. Safer Internet Day and assemblies to include safe practice involving respectful behaviour online and the use of: on-line /social networking sites and mobile phones, gaming, etc.
- 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

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### 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

## 12 PROVIDING SUPPORT

### Strategies to support a victim may include:

- Disciplinary sanctions as appropriate applied to the pupil exhibiting bullying behaviours
- 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 or provision made for a temporary support/mentor in class
- Out of lesson support, e.g. Pastoral/Thrive within the school
- Resolution strategies discussed
- Risk assessments implemented where necessary
- Outreach support offered to the family to ensure the child's wellbeing outside school

## 13 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. See Exclusion Policy for further details.

## 14 MONITORING INCIDENTS OF BULLYING

### Secondary

#### Annually

- Pupil Voice questionnaires are issued to gather views of pupils about their school experience
- Review of this policy

#### Termly

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

#### Half Termly

- 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.

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### **Weekly**

- Assistant Head Teacher, Pastoral Lead and DSL meet weekly to analyse individual bullying incidents and actions taken by staff

### **Primary**

#### **Annually**

- Pupil Voice questionnaires are issued to gather views of pupils about their school experience
- Review of this policy

#### **Termly**

- By the Deputy Head & Safeguarding Lead as part of the termly governance process

#### **Weekly**

- SLT to meet weekly and review class observation document to target any persistent bullying. Teachers, PSW's and SLT to follow the Belmont Primary Stage 1, 2 and 3 protocol to target bullying.

### **MONITORING AND REVIEW**

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

We are part of the Outcomes First Group Family, by working together we will build incredible futures by empowering vulnerable children, young people and adults in the UK to be happy and make their way in the world