

Anti-bullying Policy

1st November 2022
Next review date: 1st November 2024

1.Introduction

At Belmont we define bullying as a conscious and planned desire to willfully hurt, threaten or frighten another child by using the power of physical strength or strength of personality to control or dominate another child on more than one occasion or over a period of time.

Bullying is not usually an isolated incident.

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.

2.Anti-bullying Statement

We believe all members of our school community have the right to be safe and happy. We recognise that bullying may occur and the efforts of all adults within the school are directed towards preventing such behaviour. We promote an understanding of one another through the curriculum and teach and model the attitudes, values and respect that we expect members of our community to show one another.

We make a clear anti-bullying statement that states:

We believe that bullying of any form is unacceptable and damaging to individuals. We therefore do all we can to prevent it within our school and, if it occurs, deal consistently, fairly and effectively with all parties involved to prevent repetition. We show support to individuals and record the action taken and the names of those involved.

3.Aims

We aim to:

- provide a safe and secure environment where all can learn, work and enjoy leisure time without anxiety or intimidation
- develop a school ethos in which bullying is regarded as unacceptable, and any bullying incidents are reported
- take bullying seriously and show a consistent response to any bullying incidents that may occur
- make all those connected with the school aware of our opposition to bullying

- make clear each person's responsibilities with regard to the eradication of bullying in our school.
- Ensure parents/carers do not take matters into their own hands but adhere to the school policy.

4. Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books or bags, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Not visible - by shunning, deliberately ignoring or isolating/excluding
- Sexual - unwanted physical contact or sexually abusive comments
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber - All areas of internet and cyber-messaging, such as email, twitter or other internet based social media misuse. Phone threats by mobile text messaging and/or calls. Misuse of associated technology , i.e. camera and video facilities and images
- Diversity - Bullying related to race, religion, culture, SEN, disabilities, appearance or health conditions, sexual orientation or bullying of young carers or looked after children.

5. Signs and symptoms

A child may indicate by ongoing signs or behaviour that he or she is being bullied.

Adults should be aware of these possible signs and should investigate if a child

- is frightened of walking to or from school
- changes their usual home or school routine
- is unwilling to go to school (school phobic)
- is unwilling to go on organised school day or residential trips
- becomes withdrawn anxious, or lacking in confidence/regresses to developmental milestones-bed wetting etc
- attempts or threatens suicide/self harm or runs away
- cries themselves to sleep at night or has nightmares
- repeatedly states that they feel ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or 'go missing'
- has unexplained cuts or bruises
- comes home hungry (lunch has been stolen)
- becomes aggressive, disruptive or unreasonable at home, in school or both
- 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

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

Roles and Responsibilities

7. Governors

The role of governors is to:

- take incidents of bullying seriously and support the Head Teacher in attempts to prevent and eliminate bullying at Belmont
- monitor the incidents of bullying that occur, and review the effectiveness of the school policy regularly
- require the Head Teacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

8. Head Teacher and Deputy Heads

The role of the Head Teacher and Deputy Heads is to:

- implement the school's anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying
- report to the Governing Body about the effectiveness of the Anti-Bullying Policy on request
- ensure that all children know that bullying is unacceptable behaviour (both in this school and outside it), through direct teaching and through the school's response to any bullying behaviour
- ensure that all staff receive sufficient training to be equipped to deal with any incident of bullying
- set a school climate of mutual support and praise for success, where children feel valued, to reduce the likelihood of bullying occurring.

The Deputy Head for Inclusion is the first point of contact for teachers and parents concerned that bullying is taking place. The Deputy Head for Inclusion will keep the Head Teacher informed of any incidents of bullying and steps taken to address the issue and the Head Teacher will then become involved. Both have a responsibility to:

- take all forms of bullying seriously, dealing with any issue immediately and, as far as possible, intervening to prevent incidents from taking place
- ensure that the issue has been fully discussed with all children involved, whether experiencing bullying, carrying out bullying or witnessing bullying (either in person or with the class teacher)
- meet with parents/carers of any children involved (both those experiencing bullying and those displaying bullying behaviour) when such behaviour is reported and has been investigated to discuss the issue and clarify how it is being dealt with
- record fully any incidents, meetings and action taken on to CPOMS.

9. Class teachers

The role of class teachers is to:

- teach children knowledge, skills and attitudes about issues relating to bullying through the PSHE curriculum. For further details refer to our Jigsaw scheme of work for PSHE
- ensure that there are mechanisms in place for children to raise concerns e.g. Circle Time, Worry Box/Listening Place with SLT

- take all forms of bullying seriously, dealing with any issue immediately and, as far as possible, intervening to prevent incidents from taking place
- keep accurate records of all incidents (on to CPOMS) that happen to children in their class and to ensure other members of staff are informed about bullying behaviour using the referral procedures outlined in the school's Behaviour Policy (such behaviour should be regarded as serious and when bullying is reported or suspected, the Deputy Head for Inclusion should be informed);
- listen to and support any child who is being bullied
- ensure that the programme and sanctions agreed for any pupil who is exhibiting bullying behaviour are carried out
- ensure ongoing communication with the parents/carers of children involved until all parties agree that the issue is resolved
- ensure that they are confident to deal with incidents of bullying and behaviour management through attending training
- establish a climate of trust and respect for all.

10. Other members of staff

The role of other members of staff is to:

- take all forms of bullying seriously, dealing with any issue immediately and, as far as possible, intervening to prevent incidents from taking place
- ensure other members of staff are informed about bullying behaviour using the referral procedures outlined in the school's Behaviour Policy
- listen to and support any child who is being bullied
- establish a climate of trust and respect for all.

11. Parents

The role of parents is to:

- contact their child's class teacher immediately if they are concerned that their child might be being bullied, or suspect that their child may be the perpetrator of bullying
- support the school's Anti-Bullying Policy and code of good behaviour.

12. We have drawn up clear procedures for bullying and outcomes

These are as follows:

- Pupils, be they victim or witness, or where parents are the first alerted, should report any suspected or actual bullying incidents to a member of school staff as soon as possible.
- Victims of bullying will be given support and help immediately.
- In cases of serious bullying, details of incidents and actions taken will be recorded on CPOMS. If this includes racial harassment it will be reported to the local authority's Vulnerable Groups Adviser.
- In serious cases parents will be informed and asked to come in to a meeting to discuss the problem. In all cases parents will be notified if there is a concern.
- Where and if necessary the local authority and/or police will be consulted.
- The school will ensure that bullying behaviour and threats of bullying will be immediately dealt with and every effort made to ensure that such behaviour is stopped quickly.

- Support and intervention will be given to help the bully (bullies) change their behaviour. The bully will offer an apology and other appropriate consequences or sanctions may be put into effect.
- In extreme cases fixed-term or permanent exclusion will be considered.
- After an incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

13. Monitoring and review

This policy is monitored on a day-to-day basis by the Head Teacher and Deputy Heads in consultation with governors and reviewed as part of the Behaviour Policy on a two-yearly cycle.

This policy will be deemed successful if

- any bullying is promptly reported and reported incidents of bullying remain low
- any bullying is promptly dealt with in such a way as to prevent re-occurrence
- this is a happy school where all feel safe and secure and pupils respect and understand our school values: *'Be Safe, Be Respectful, Be a Learner'*