



BELMONT SCHOOL
(Additionally Resourced Mainstream School)
Anti-Bullying Policy
NOVEMBER 2025



<p>UNCRC Article 19 - Every child has the right to protection Global Goal 4 – Quality Education Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Global Goal 10 - Reduced Inequalities Reduce inequality within and among countries.</p>	
Head Teacher	
Name	Mrs P Aggarwall
Chair of Governors	
Name	Mr M Kara
Date Ratified	6 th January 2026
Review Date	3 Years (2028)



UNCRC Article 2: *The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from.*

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UNCRC Article 29: *All children have the right to be the best that they can be.*

UNCRC Article 36: *Children should be protected from any activities that could harm their development.*

This policy is linked to the following mandatory school policies: Keeping Children Safe in Education – September 2025 guidance, Safeguarding and Child Protection, Preventing Radicalisation and Extremism, SEND, Code of Conduct, Whistle Blowing, Health and Safety, Behaviour, Anti-Bullying policies and Home School agreement.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Belmont School's Vision

Development of the whole school learning community promotes personalised and independent learning throughout the learning journey for pupils and adults. Pupil voice informs all school development priorities – every child, every day make us 'Stronger Together'.

At Belmont School we aim to provide a happy secure environment in which children thrive and develop intellectually, emotionally, socially and physically, thus making a positive contribution to their community.

What is Bullying?

"Bullying in any form is always unacceptable."

Staff and Governors at Belmont School accept the definition:

"Bullying is persistent behaviour by an individual or group which knowingly, deliberately and systematically causes/seeks to cause, or encourages others to cause, pain, distress, anxiety or fear to another individual or group whether physically, verbally or emotionally."

Bullying is defined as:

"Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally".

(DfE "Preventing and Tackling Bullying" 2014)

Or

The Anti-Bullying Alliance defines bullying as *"the repetitive, intentional hurting of one person by another where the relationship involves an imbalance of power"*.

There are different ways in which bullying takes place. The bullying in school is usually done directly to the victim.

All bullying is "emotional" and plays on weakness: the imbalance of power.



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Bullying can be **REPEATED** deliberate acts done to cause distress. Bullying behaviour is carried out to give a feeling of power, status or other gratification to the bully/bullies. Bullying can occur through several types of anti-social behaviour. It can be:

- **Emotional:** being unfriendly, excluding, tormenting.
- **Physical:** pushing, kicking, hitting, or any use of violence.
- **Racist:** racial name calling, graffiti, unacceptable gestures.
- **Verbal:** name calling, spreading rumours, teasing.
- **Sexual:** unwanted sexual contact, sexually abusive or comments.
- **Cyber/Online:** threats by text message, email misuse, social media Cyberbullying is bullying that takes place over digital devices like mobile phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior.

Examples of cyberbullying or online bullying include:

- Text messages or emails that are derogatory and / or abusive;
- Rumours sent by email or posts on social media sites, such as chatrooms, Facebook, Twitter or Snap Chat;
- Publication of embarrassing pictures or video clips on social media; Publication of fake profiles on social media sites such as Facebook, Twitter, Instagram or Snapchat.
- **Damage to Property or Theft:** children may have their property damaged, taken off them or stolen.
- **Homophobic** – behaving or speaking in a way that may makes someone feel hurt, angry or upset because of his or her actual or perceived sexuality. Targeted because of their appearance, behaviour or physical traits or because they have friends or family who are lesbian, gay, bisexual, transgender.
- **Peer on peer-** peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age;

At Belmont School, we understand that some pupils can be particularly vulnerable to bullying because of “differences”, real or perceived, and the differences that make them vulnerable. This is supported through Pastoral Support as well as the daily interventions happening within school. Real or perceived differences can relate to:

- Appearance
- Ability
- Health
- Family or home circumstances, e.g. looked after children or young carers
- Social class
- Race, religion or culture
- Disability / Special Educational Needs



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- Sexual Orientation of either the pupil or members of their family
- Gender

Victims: Victims are sometimes children who are not assertive or are unlikely to fight back, loners with few friends, anxious or fearful children, younger children, and those outside a group.

Perpetrators: Perpetrators are sometimes children who are victims of bullying or violence themselves, may copy behaviour seen at home, on TV or games. They may also get enjoyment of creating fear in others and the power they may gain

Possible signs of distress in children include:

- Withdrawn
- Deterioration in engagement in learning
- Fictitious illnesses
- Isolated
- Desires to stay with adults
- Irregular attendance
- General unhappiness/anxiety/fear
- Poor time-keeping
- Bed wetting

Effects of Bullying

Bullying can affect pupils in a number of different ways. When pupils are bullied, their lives are made miserable; they may suffer injury or feel unhappy about coming to school. Over time, they may lose self-confidence and self-esteem, often blaming themselves for inviting bullying behaviour.

Anti-Bullying and Relational Approach to Behaviour

At Belmont School we capture our positive relationship and behaviour ethos in our commitment to develop Behaviour for Success through our Beliefs:

At Belmont everyone:

- **Has the right to learn (Articles 28 , 29)**
- **Has the right to feel safe (Articles 3, 19, 36)**
- **Has the right to feel valued (Articles 12,13,14)**
- **Has the right to have a voice (Articles 12, 13, 14, 15)**
- **Has the right to tolerance and empathy (Articles 12, 13, 14, 29, 30)**

All in our community are expected to behave in a way that enables the Belmont values to be upheld.

Developing a culture where children believe in themselves and have ambition to achieve will undoubtedly result in greater engagement and a desire to learn, enabling our children to



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make strong progress. Our commitment to developing children's positive relationships enables us to work together as a community to create and maintain an environment in which all of us can thrive intellectually, emotionally, spiritually, culturally and physically.

We make clear our expectations of positive behaviour and discourage unsociable behaviour by promoting mutual respect and developing emotional literacy and understanding. We encourage children to take responsibility for their own actions and behaviour and importantly, we praise good behaviour and effort. We encourage children to discuss, reflect and consider the consequences of their actions through reflective and restorative conversations.

What do we do as a school when bullying takes place?

Parents can be assured that the school takes all reports of bullying very seriously. Our priority will be to support those being bullied and to stop the bullying. It is the school's responsibility to assess the seriousness of the allegation of bullying and to determine the appropriate next steps for all involved.

We will work to help and support those responsible for the bullying to understand the impact of bullying and to change their behaviour. We have to assess the seriousness by asking key questions such as:

- Was the act done on purpose knowing it would hurt?
- What was the actual hurt suffered?
- How many times has the bullying taken place?
- How long has the bullying been going on?
- Have those involved also bullied other pupils?
- Was there any provocation?

What do we do as a school to prevent bullying?

We want all our pupils to understand the nature of bullying and the effects it has. We want children to know that bullying in any form is not acceptable, and that they must report it immediately if they or anyone else is being bullied. We want them to know that it is not acceptable for anyone to encourage bullying by others and not acceptable to do nothing if they know it is taking place.

In school, we work hard to prevent bullying taking place. Some of the ways we do this are:

- Using assemblies to talk about bullying and give out key messages.
- Taking part in Anti-Bullying Week.
- Daily whole class check-in sessions where children have the chance to discuss how they feel.
- Weekly PSHE lessons focused on the current issues presenting in each class.



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- Fortnightly ROAR sessions focused on emotional literacy and understanding the impact we have on others.
- Constantly reviewing all behaviour incidents this includes bullying type behaviours, which is analysed by daily/weekly CPOMS reports, termly behaviour and safeguarding reports and the Headteacher's report which is shared with the governing body.
- Ensuring that there are clear links between personal, social and health education, citizenship, religious education and other curriculum areas. So, all pupils are able to extend and apply their learning in all subjects.
- School, classroom and playground rules make clear the behaviour we expect, and our use of rewards and consequences.
- By recognising the importance of play and power of play in developing our pupils' social and emotional skills. Our OPAL programme provides opportunities for cross-age collaborative play so that children can model appropriate behaviour.
- Supervision by staff in classrooms and outside at breaks and lunchtimes.
- Providing staff with anti-bullying training.
- Play awards for pupils from Reception to Year 6, focusing on skills such as Community, Kindness, Resilience and Creativity.
- The use of behaviour reminders at the start of each lesson to prompt positive behaviour (teaching skills we want to see).
- Adults modelling language and behaviours for children to follow and learn from.
- Adults challenging inappropriate and/ or abusive language.
- Drop-ins for vulnerable children from the Inclusion Team to ensure all children feel safe in school.
- Positive Behaviour targeted weeks.
- Lunchtime and after-school clubs.
- Pastoral weekly meetings with the SENDCo and DHT; analysing and cross-referencing behaviour concerns/ staff concerns and parent concerns.
- Senior Leaders share safeguarding report with Governors.

Roles and Responsibilities

Pupils/Parents and all staff at Belmont take a shared responsibility for promoting good behaviour.

What is my responsibility as a pupil at Belmont School?

- I will be proud to be a member of our school.
- I will be polite, well behaved and courteous.
- I will follow the Relational Approach to Behaviour and take part in making decisions on it.
- I will talk to someone if I feel worried, upset or concerned about anything.
- I understand that if I am involved in bullying or witnessing bullying without reporting the incident, it could lead to serious action.
- I will treat everyone at our school with respect.
- I will take responsibility for my own actions.



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- I will commit to developing and following our expected behaviours.

What are my responsibilities as a parent?

- I understand all parents, visitors and staff of Belmont School should feel valued and safe.
- I will support my child to participate in the life of the school and actively encourage my child with their learning.
- I will support my child to the best of my ability to follow and respect the school's Behaviour for Success.
- I will report any of my worries or concerns to the school following the correct channels, e.g. informing the class teacher or a member of SLT, who will then record the concern and agree actions.
- I will follow the positive communication policy if I have a concern about my child.

What is my role as a member of staff at Belmont School?

- I will identify strongly with the school and be proud to be a member of staff.
- I will actively establish positive relationships with pupils and parents.
- I will follow and implement the school's Behaviour for Success policy.
- I will handle any worries or concerns brought to my attention in a sensitive and caring manner.
- I will be available to children if they need to speak about their worries or concerns.
- I will share any reports of bullying with the appropriate staff.
- I will record incidents in a manner which reinforces the school's Relationship, Behaviour & Discipline and Anti-bullying policies.
- I will respond to worries and concerns so children understand that they are being listened to.
- I will follow up on incidents to show I am committed to supporting the child and, as a school, we are supportive of all children's needs.
- I will encourage and support all children to develop the schools' relational approach to supporting and promoting positive behaviour.

Investigating Bullying Concerns at Belmont School.

Our first priority is to establish if the concern is bullying. We do this by:

- Listening to the adults/child's concerns.
- Speak with other adults and children.
- Ensuring all children's/adults feelings are validated and respected.
- **Full investigation to take place, to establish if bullying is founded.**
- Staff member to liaise with pupil's parents/careers/phase-leader/class teacher throughout the investigation.



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Following investigation, the following actions will be taken:

- Incident and findings will be recorded on CPOMS.
- Supportive actions for the victim and regular check-ins will take place with an identified member of staff.
- Feedback to parents with actions taken and strategies will be provided for both perpetrator and victim.
- Actions, in line with our behaviours for success policy, will be implemented for the perpetrator, including restorative conversation with the victim if appropriate. The perpetrator's parents will be informed of these actions.

All children's well-being is at the forefront of any investigation.

What is not Bullying?

It is important to understand that bullying is not the *odd occasion* of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. We teach children about this.

Signs and Symptoms :

There may be signs or behaviour that a child is being bullied. These may be evident at home or at school or in both locations. Any adult who notices such signs or symptoms should investigate further and take action if necessary. They may include:

- Fear of going to or from school/ Unwillingness to go to school/ Asking to move school
- Feigned illness or an increase in complaints about feeling unwell
- Crying at bedtime or disturbed sleep (including nightmares)
- Arrives home with damaged clothes or property (e.g. torn books)/
- Asks for money or steals money
- Is afraid or reluctant to use the internet or mobile phone
- Is nervous or secretive when a text or e-mail is received
- Becomes withdrawn, anxious or lacking in confidence
- Becomes aggressive, disruptive or unreasonable
- Unexplained cuts or bruises



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Monitoring and Evaluation of this Policy

All aspects of behaviour are documented and reviewed daily on a “case by case” basis. Each half term, there is a comprehensive analysis of trends in behaviour, including any reported founded incidents of bullying. This analysis includes the different types of bullying and the actions taken to address any incidents.

Key outcomes of behaviour including bullying are shared in the termly Headteacher’s Report to Governors. Key outcomes are further critiqued at Pupil Progress meetings each half term.

This policy and our practice are reviewed following any critical incident, as required. It is also reviewed annually by all stakeholders, including parents.

The Governing Body will monitor this policy’s effectiveness through the Headteacher’s Report. They will take into account comments from parents and their own perceptions when visiting school.

What you can do if you feel you are being bullied

Pupils:

- Tell any member of staff or ask your parents, carers or friends to tell for you.
- Ring the National Bullying Helpline – 0845 225 5787 or Childline – 0800 1111 or visit www.childline.org.uk .

Parents and carers:

- Speak to staff members in school - at Belmont School we have a parent concern form for parents or carers worried about issues.
- Arrange an appointment with staff member our school office number 02084270903.
- Family Lives on 0808 800 2222 or www.familylives.org.uk .
- National Bullying Helpline on 0845 225 5787 or www.nationalbullyinghelpline.co.uk .

Please **DON’T SUFFER IN SILENCE: there is always SOMEONE TO TALK TO**



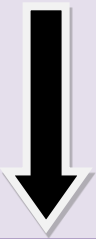
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Level of severity – Examples	Strategies/ Actions in response	Strategies for assessing effectiveness
<p>Low level</p> <ul style="list-style-type: none"> • Teasing name calling of low level names. • Slight push or shove. • Moving seats from targeted pupil. • Refusing to work. 	<ol style="list-style-type: none"> 1. Member of staff talks to those involved. 2. School's policy on bullying reinforced. 3. Pupil who has been targeted to report any unpleasant behaviour immediately to member of staff and parent/ carer. 4. Member of staff decides to inform other members of staff to keep "eyes" and "ears" open. 	<ol style="list-style-type: none"> 1. Staff to have informal check-ins with the pupil to ensure they feel happy in school. 2. Pupils feel they can report any feeling of unpleasantness to an adult. 3. Staff notice that pupil has been happy and settled in school with no incidents. 4. Pupil is back to their "normal self".
<p>Medium level</p> <ul style="list-style-type: none"> • As above. • Increasing even after step one has been followed. • Targeted because of a certain part of their personality. 	<ol style="list-style-type: none"> 1. Staff member decides that behaviour needs further investigation. 2. Behaviour investigated to assess nature and severity of the behaviour of all those involved including bystanders. 3. Behaviour incidents on CPOMS checked and parents informed. Whole class/ Phase focus regarding bullying. 4. Assessment completed and recorded. 5. Victim, bully and bystanders supported. Shared in briefing for all staff to keep "eyes" and "ears" on identified pupils. 6. Review effectiveness of actions taken within appropriate timescale. 	<ol style="list-style-type: none"> 1. Pupil understands and feels comfortable that the incident is being investigated through formal check-ins with all concerned. 2. Parents are engaging with school and sharing their thoughts. 3. Strategies that have been put in place to support the pupil are followed through and recorded. 4. The bullying stops and the pupil is aware of strategies to cope with incidents. 5. Pupil is back to their "normal" self.
<p>High level</p> <ul style="list-style-type: none"> • Physical assault. • If the pupil's emotional wellbeing is affecting their day to day life. 	<ol style="list-style-type: none"> 1. Member of staff decides the behaviour is potentially so serious that it has been referred to the Headteacher or Deputy Headteacher and if appropriate, a Designated Child Protection person. 2. Senior member of staff informs parents immediately and meetings arranged as soon as possible. 3. Senior member of staff investigates and decides whether case needs to be referred to external agencies. 4. Assessment completed with details recorded and appropriate action implemented. 5. Review of effectiveness of action taken within appropriate timescale. 	<ol style="list-style-type: none"> 1. Pupil understands and feels comfortable that the incident is being investigated through formal check-ins with all concerned. 2. Through regular meetings with senior staff investigating, the pupil will willingly engage and talk about how they feel. 3. Parents are engaging with school and sharing their thoughts. 4. The bullying stops and the pupil is aware of strategies to cope with incidents. 5. Pupil is back to their "normal" self.