



BELMONT PRIMARY SCHOOL

Anti-bullying Policy

Signed by Chair of Governors:

Date approved by governors:

Date shared with staff: September 2026

Due for review: September 2027

1. Introduction

1.1 Rationale

We would like Belmont School to be a safe place where children, teachers, parents/carers and the community, work together in an atmosphere of mutual respect to achieve the full potential of all individuals in the context of a well-ordered, happy and purposeful learning environment.

1.2 Related Policies

This policy should be read in conjunction with the following school policies:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Online Safety Policy
- Relationships, Sex and Health Education (RSHE) Policy
- Equality Information and Objectives
- Staff Code of Conduct

1.3 Policy Objectives

- This policy outlines what Belmont Primary School will do to prevent and tackle all forms of bullying behaviour.
- The policy has been adopted with the involvement of the whole school community.
- Belmont Primary School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

2. Roles and Responsibilities

2.1 Headteacher / DSL

- Promote an anti-bullying culture.
- Ensure all allegations are investigated.
- Monitor bullying incidents and trends.

2.2 Staff

- Challenge bullying immediately.
- Record concerns.
- Promote respectful relationships.

2.3 Parents / Carers

- Report concerns promptly.
- Work in partnership with school.

2.4 Pupils

- Treat others with respect.
- Report bullying.
- Support others to feel safe.

3. Definition of Bullying

3.1 Definition of Bullying

'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online'. (DEFINITION OF BULLYING: ANTI-BULLYING ALLIANCE)

Further to this, Belmont Primary School recognises that children sometimes fall out, disagree or engage in one-off incidents of poor behaviour. Whilst these situations are taken seriously and addressed appropriately through the Behaviour Policy, they do not automatically constitute bullying. Bullying involves behaviour that is intentional, repeated over time and involves an imbalance of power.

3.2 Key Elements of Bullying

- hurtful
- repetition
- power imbalance
- intentional

3.3 Types of Bullying

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty or inappropriate text messages, social exclusion.
- Indirect - Can include the exploitation of individuals.

3.4 Protected Characteristics

Prejudiced-based and discriminatory bullying (against people/pupils with protected characteristics). Bullying motivated by prejudice may include racist, sexist, homophobic, biphobic, transphobic or disability-related bullying and will always be taken seriously. Under the Equality Act, there are nine Protected Characteristics:

1. Age
2. Disability
3. Gender reassignment
4. Race
5. Religion or belief
6. Marriage or civil partnership
7. Sex
8. Sexual orientation
9. Pregnancy and maternity

3.5 Bullying as Child on Child Abuse

Bullying behaviour is recognised by Belmont Primary School as being a form of child-on-child abuse.

Abuse is abuse and it should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

We recognise that even if there are no reports of bullying, it does not mean it is not happening. We have the ‘it could happen here’ attitude towards bullying behaviour.

4. Supporting Pupils with SEND and Additional Needs

Belmont Primary School recognises that some pupils may be more vulnerable to experiencing bullying, including those with Special Educational Needs and Disabilities (SEND), those with communication or social interaction difficulties, those with medical needs, and pupils with other identified vulnerabilities.

Staff understand that some pupils may find it more difficult to recognise bullying behaviours, communicate concerns or seek help. Where appropriate, reasonable adjustments and additional support will be provided to enable pupils to report concerns and feel safe.

The school will ensure that all pupils, regardless of need or ability, are supported to develop positive relationships, feel included within the school community and understand how to seek help if they are worried about bullying.

5. Understanding Bullying as a Group Behaviour.

The traditional view of responding to bullying incidents in schools, is that you have a 'bully' and a 'victim' role. However, at Belmont Primary School, we recognise that it can actually be much more complicated than this.

When a bullying behaviour incident has been reported, it is important to identify the different roles of the people involved:

- The **target** of the bullying behaviour (commonly referred to as the victim);
- The **ringleader / perpetrator** (commonly known as the bully), who does the majority of the bullying activity and often encourages others to get involved too;
- **Reinforcers** may not be directly involved themselves but they give power to the ringleader and gather others to witness the bullying behaviour. They may laugh along with the ringleader and encourage the behaviour.
- **Assistants** join in with the bullying behaviour even though someone else has started it and provide physical and/or other assistance to the ring leader.
- **Defenders** support and defend the target. They may do this openly, by confronting the ringleader, but may also do this more covertly (e.g. telling an adult). They may also provide friendship and words of encouragement to the target, empowering them to say no to the bullying happening to them.
- **Outsiders** stay removed from the bullying situation and either pretends not to notice or genuinely is not aware of what is happening. The outsider does nothing about the bullying behaviour.

These roles can shift and change depending on the power dynamic and who is present, or not, at the time. Steps should be taken to take the power away from the ringleader: assistants and reinforcers should be encouraged to stop joining in or to not promote the behaviour of the ringleader.

Source: <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/understanding-bullying/definition>

6. Preventing Bullying

6.1 Whole School Strategies

In order to prevent bullying behaviour and deal with any incidents of reported bullying behaviour, we employ a range of strategies:

- Circle time and other Personal, Social and Health Education lessons develop social skills and strategies for getting on with other children;

- Children are aware of the Designated and Deputy Safeguarding Leads and understand that they can speak to any adult in school about concerns that they have;
- Assemblies
- Monitoring of cloakrooms at start / end of the school day;
- Monitoring of playground by staff on duty - walk around, monitoring certain areas, especially those out of sight;
- Monitoring of other 'red' areas during breaktimes eg when children enter the building to use toilets
- Developing positive professional relationships with pupils
- Monitoring alleged ringleaders (bullies) / targets at playtime, around school and in class;
- Providing literature to raise awareness;
- Specific lessons on bullying issues;
- Each year group has 'Wellbeing Ambassadors' who work alongside designated teachers to support children across the school;
- Anti-Bullying Week and Odd Socks Day are recognised each year.

6.2 Curriculum and Preventative

Bullying prevention is also taught through curriculum areas which includes, but is not limited to, RSHE, Computing / online safety, Children's Mental Health Week. Pupil voice is regularly sought through school council and class discussions to ensure pupils feel safe and listened to.

7. Responding to Bullying

Listen to the children involved in the situation to establish the facts. Reports of bullying behaviour can be complex and may involve counter-accusations. Staff should ensure that facts are logged rather than opinions.

7.1 Staff Response

- Ensure the target that they have done the right thing by informing someone about the alleged incident. Be discreet when a bullying incident is reported – the child may not want their peers to be aware that they are reporting an incident.
- Speak to the target and accused ringleader separately initially, then, if appropriate, meet together to establish a dialogue. Steps should be taken to decide on the actions required to prevent further issues arising. Both children should agree on these actions.
- Explain to all children involved what the next steps will be.
- Where bullying behaviour indicates wider safeguarding concerns, staff will follow the Child Protection and Safeguarding Policy and make referrals where appropriate.

- Where bullying behaviour is substantiated, sanctions will be applied in accordance with the school's Behaviour Policy alongside appropriate restorative approaches and support for all children involved.

7.2 Recording and Investigating

- Record all concerns factually on CPOMS in accordance with the school's safeguarding recording procedures.
- Meet with the Key Stage Leader and DSL to discuss next steps. Other staff may also need to be involved depending on their knowledge of the children.
- Work with the accused ringleader to try to establish the triggers/ reasons/ underlying causes of the behaviour.
- Inform parents/carers of both the alleged ringleader and target.

7.3 Monitoring and Follow-Up

- Ensure relevant staff are informed of the alleged incident so that the children can be monitored e.g. break and lunchtime supervisors, adults in the classroom etc.
- Meet with the children involved, separately, to 'check in' with them to ensure the bullying behaviour has ceased and continue to monitor interactions over an agreed period and review whether the intervention has been successful.
- Remind all children of our zero-tolerance approach to bullying (an assembly or PSHE lesson would be an ideal time to do this).
- Arrange further meetings with parents/carers if necessary.
- If felt necessary, meet with the peer group of the victim and bully. This should be led by a senior member of staff and the class teacher.
- Support pupils with managing relationship conflict. Promote assertive behaviour strategies, discuss how they can respond to verbal, physical and online attacks.
- Discuss how children can manage their response at an individual level and when might they need to seek support from others.
- Celebrate diversity at any opportunity. All children should feel safe and welcome in school.

8. Reporting Concerns

8.1 Guidance for Parents / Carers

- Listen to your child and try to remain calm. An emotional reaction can worry the child, so that they may not tell you of their concerns.
- Make an appointment to see the class teacher to share your concerns.
- Give the class teacher the facts.
- Reassure your child that the school will deal with the bullying and encourage him/her not to fight back.
- If the alleged bullying has taken place online, try to keep conversations/comments as evidence.
- If your child continues to report bullying behaviour, make their class teacher or a member of the safeguarding team aware.

8.2 Guidance for Pupils

- Report the behaviour to an adult. This can be their class teacher, a break time supervisor or any adult in school that they trust.
- If the bullying is happening online (cyber bullying) try to collect evidence e.g. screen grab a conversation or comment.
- Inform an adult at home about the situation and show them any evidence from cyber bullying.
- If the bullying behaviour continues after adult intervention, report it to an adult in school again.

Children are encouraged to report concerns immediately to a trusted adult. Where appropriate they may also use the school's worry box or other reporting systems.

Governors receive appropriate information termly through the Headteacher's Report regarding bullying trends and monitor the effectiveness of this policy through safeguarding and behaviour reporting.

Useful links:

<https://anti-bullyingalliance.org.uk/>

<https://www.nationalbullyinghelpline.co.uk/>

<https://www.nspcc.org.uk/>

<https://www.childline.org.uk/>

<https://diana-award.org.uk/>