ANTI-BULLYING POLICY

2025-2026

Anti Bullying Policy

Every child should be able to learn and every adult work in a school environment free from bullying of any kind and in which they feel safe and supported.

This policy acknowledges that bullying is wrong and damages individuals. At The Belvedere Preparatory School, we do all that we can to prevent bullying by promoting and developing a school ethos in which bullying is regarded as unacceptable.

In line with The Equality Act (2010) this covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Belvedere Preparatory School also acknowledges that The Independent School Standards Regulations (2010) provide that the proprietor is required to ensure that an effective anti-bullying strategy is drawn up and implemented.

This policy should be referenced with:
- Equal Opportunities Policy
- Child Safety Policy
- Behaviour Policy
- ICT Policies:
- Complaints Policy
- SEND Policy
- PHSe Policy
- Anti-Racism Policy

This document should be read in conjunction with the school's Child Protection Policy. The school is committed to train staff on a regular basis to manage all aspects related to both policies. This policy pays due regard to 'safe to learn – embedding anti bullying work in schools'.

A bullying incident will be considered as a child protection concern when there is a reasonable cause to suspect that a child is suffering or likely to suffer significant harm (In line with Safeguarding Policy)

September 2025

1   Key members

Miss C Burnham   Headmistress
Ms A Jones   Deputy Head Teacher
Miss S Clarke   PSHe Lead/Director of Sport
Mr M McGary   Board of Governors
School Council   Reference: School Council Policy

2   Definitions

2.1   This policy uses the definition of bullying as used in the DfE guidance document, which states that bullying is:

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

2.2   The main types of bullying are:

- Emotional – being unfriendly, excluding or tormenting
- Physical – pushing, kicking, hitting, punching or any use of violence
- Verbal – name-calling, sarcasm, spreading rumours, teasing
- Racist – racial taunts, gestures, graffitti
- Sexual – unwanted physical contact or sexually abusive comments
- Sexual Orientation – cause of, or focussing on the issue of sexuality
- Virtual/Cyber-bullying – use of e-mails, texts or social media

2.3   Pupils in our school have interpreted and adopted their own definition in consultation with School Council.   (see appendix 1)

3.   Responsibilities

3.1   School

3.1.1   The ethos of the school encourages and supports an atmosphere of mutual respect and understanding.
3.1.2   Pupils are helped to develop positive strategies and to become assertive without using threats or violence. This process is on-going but is formally addressed in PSHE lessons and in cross curricula subjects
3.1.3   Pupils are assured that someone will listen to their version of events. 3.1.4 Systems are in place to allow all staff to report concerns about pupils to the senior staff or ⌞SEP⌟pupil's tutor. Pupils being bullied will be consulted and kept informed of action being taken.
3.1.4   In serious incidents, statements will be taken and recorded from all involved in and witnessing incidents.
3.1.5   Counselling by an appropriate person will be offered to all sides.
3.1.6   The school will undertake to remove from school on a temporary or permanent basis anyone who makes another person's life miserable. These decisions will be made at the discretion of the Management Boards and all normal rights to

appeal will exist. *Reference: Exclusions and Complaints Policy*

3.2   Staff

3.2.1   Consider all forms of bullying unacceptable.
3.2.2   Seek to prevent bullying from taking place using a range of methods which are preventative and help to establish a climate of trust and respect for all through PSHE and curriculum based work. *Reference: PHSe Policy*
3.2.3   Are alert to the signs and symptoms of bullying. (appendix II)
3.2.4   Will provide opportunities to particular individuals to discuss concerns, if they suspect that that a child is being bullied.

3.3   Pupils
3.3.1   Are aware of what bullying is and what it is not. (appendix III)
3.3.2   Are encouraged to tell anybody they trust if they are being bullied or if they have witnessed are any incidents of bullying.
3.3.3   Are invited to express their views about school issues, including bullying, through the school council.
3.3.4   Participate in Anti-Bullying Week and other curriculum based work on anti-bullying. *Reference: PHSe Policy*
3.3.5   Pupil Questionnaire from Anti Bullying Alliance completed for Year 4 – Year 6.

3.4   Parents
3.4.1   Actively promote their child's school Anti-Bullying Policy (available on School Website).
3.42   Are alert to some common signs and symptoms of bullying. (appendix IV)
3.4.3   Immediately contact their child's teacher or the Headmistress if their child is being bullied or they suspect that their child maybe the perpetrator of bullying.
3.4.4   Support their child at home and school in developing positive anti-bullying skills.

4.   Management of Bullying Incidents

4.1   At school

4.1.1   Members of Support Staff will immediately refer any acts of bullying they are aware of to the appropriate class teacher.
4.1.2   Class teachers will immediately investigate any acts of bullying that they are made aware of.
4.1.3   Allegations of bullying both the incident and outcome must be recorded, kept on record in the Blue Class file and a copy given to the Deputy Head Teacher.
4.1.4   An appropriate level of counselling should be offered to support the victim of bullying.
4.1.5   An appropriate level of time should be spent talking to the child who has bullied, explaining why the action was wrong and helping them to change behaviour in the future.
4.1.6   In some instances it will be appropriate to refer incidents on to the Deputy Head or Headmistress, who will follow the same procedure and record the incident and the outcome. These incidents will be recorded on forms F1-3 and stored in our School Anti-Bullying Log. (see appendix V)
4.1.7   If a child is repeatedly involved in bullying other children, the child's parents will be invited into the school to discuss the situation and the steps necessary to be taken to address the issue. This action will be recorded on forms F 1-3 and stored in our School Anti-Bullying Log.

4.1.8   In the most extreme cases, where these procedures have proven ineffective, the Head Teacher will consult with external support agencies.

4.2   Outside School

4.2.1   The same expectations of behaviour we have for our pupils on the school premises apply equally to off-site behaviour.
4.2.2   The same procedures within this policy will apply equally to pupils if they are:

- Taking part in any school-organised or school-related activity

- Travelling to or from school

- Wearing school uniform or are in some other way identifiable as a pupil at Belvedere Preparatory School.

4.2.3   Where criminal incidents are reported, the school has a duty to inform the police.

5.   Sanctions

5.1   Depending on the seriousness of the incident/s the normal school sanctions will be used as outlined in our School Behavior Policy.

Reference: School Behaviour Policy

5.2   Sanctions must be given with appropriate support to ensure that further incidents are prevented.

5.3   Belvedere Preparatory School is an inclusive school and look at each child as an individual. We aim to integrate children with special educational needs within the mainstream setting as much as possible whilst catering for their individual needs with adjustments to the learning environment and specialist support or provision as required

6.   ICT   *Reference: Safeguarding Policy and On line Safety Policy*

6.1   Cyberbullying is a "method" of bullying, rather than a "type" of bullying. It includes bullying via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phone.   (appendix IV)
6.2   The Belvedere Preparatory School's e-learning and existing acceptable use policies should be published and widely publicised.
6.3   Incidents of cyberbullying should be recorded and monitored in the same way as other incidents of bullying.
6.4   Safer Use of internet taught to pupils through Assembly in line with Safer Use of Internet initiatives – Safer Use of Internet Day (February)

7.1   SEND   *Reference: SEND Policy*

7.1   Research shows that children and young people with SEN and disabilities are more at risk of bullying than their peers.

7.2 Children and young people with special educational needs and disabilities do not always have the levels of social confidence and competence and the robust friendship bonds that can protect against bullying.

7.3 Where children with SEN and disabilities are themselves found to be bullying, in most cases (except those related to specific conditions) schools should expect the same standards of behaviour as those that apply to the rest of the school community, having made the reasonable adjustments necessary.

8. Resources

8.1 Anti bullying resources stored in Medical Room
8.2 Internet resources   *(see appendix V1)*

9. Complaints

9.1 If parents or carers are not satisfied with the school's response, they should contact the Headmistress.
9.2 If parents still remain dissatisfied, they should follow the school's complaints procedure.   *Reference Complaints Policy*

10. Monitoring, Evaluation and Review:

10.1 To ensure that this policy is effective, it will be regularly monitored and evaluated
10.2 All incidents of bullying are monitored through the school's anti-bullying log-book
10.3 Staff will monitor incidents of bullying on a regular basis at weekly meetings under care
10.4 The SLT will look closely at school records half termly to look for patterns and will adopt early intervention or pre-emptive measures if required.
10.5 Questionnaires completed by the whole school community, together with focus groups, including parents and pupils (through our school council) will be used to gauge the effectiveness of this policy.
10.6 The head teacher will submit an annual report to The BPS Management Board and Parents.
10.7 The Belvedere Preparatory School will review this policy on an annual basis.

Review Date:	July 2026

Appendix I

Bullying can happen between two individuals in private or it can happen in the presence of others. It can happen by text messaging or over the internet.

It is bullying if it is Several Times, On Purpose. 'STOP'

Bullying includes
- name calling
- taunting
- mocking
- gossiping and spreading hurtful rumours
- excluding people from groups
- kicking
- hitting
- pushing
- taking belongings
- inappropriate text messaging and e-mailing
- sending offensive messages by phone

Bullying is not: the odd occasion of falling out with friends, having an argument or when the occasional trick or joke is played on someone.

Appendix II

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- cries themselves to sleep at night or has nightmares
- feels 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"
- asks for money or starts stealing money (to pay bully)
- has personal possessions continually "lost"
- 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 should be considered a possibility and should be investigated

Appendix III

The SEAL learning objectives related to anti-bullying are:

First School (Nursery, Reception & Year 1)
• I know I belong in my classroom.
• I like the ways we are all different and can tell you something special about me.
• I can tell you some ways in which children can be unkind and bully others.
• I can tell you how it feels when someone bullies you.
• I can be kind to children who have been bullied.
• I know who I could talk to in school if I was feeling unhappy or being bullied.
• I know what to do if I am bullied.

Year 2
• I can tell you what bullying is.
• I can tell you some ways in which I am the same
and different from my friends.
• I am proud of the ways in which I am different.
• I can tell you how someone who is bullied feels.
• I can be kind to children who are bullied.
• I know that when you feel sad, it affects the way
you behave and how you think.
• I know some people in and out of school who
I could talk to if I was feeling unhappy or being
bullied.
• I know what to do if I am bullied.

Years 3 and 4
• I know what it means to be a witness to bullying.
• I know that witnesses can make the situation
better or worse by what they do.
• I know how it might feel to be a witness to and a
target of bullying.
• I can tell you why witnesses sometimes join in
with bullying or don't tell.
• I can tell you some ways of helping to make
someone who is being bullied feel better.
• I know that sometimes bullying is hard to spot,
and I know what to do if I think it is going on but
I am not sure.
• I can problem solve a bullying situation with
others.

Years 5 and 6
• I understand how rumour spreading and name calling can be bullying behaviours.
• I can explain the difference between direct and indirect types of bullying.
• I can explain some of the ways in which one person (or group of people) can have
power over another.

Safe to Learn

Opportunities to promote anti-bullying messages through the curriculum

• I know some of the reasons why people use bullying behaviours.
• I know some ways to encourage children who use bullying behaviours to make other choices.
• I can tell you a range of strategies which I have for managing my feelings in bullying situations, and for problem solving when I am part of one.

School Council Definition (Autumn Term November 2018)

Bullying is a repeated action which cause hurt, either physically or mentally. There are different types of bullying: cyber, physical and verbal.

Appendix IV

What is cyberbulling?

Cyberbullying is a type of aggression defined by Childnet International as the 'sending or posting of harmful or cruel text or images using the internet or other digital communication devices'. The Anti-Bullying Association has identified seven types of cyberbullying, ranging from abusive text messages, emails and phone calls, to bullying in internet chatrooms, social networking sites and instant messaging:

1. **Text messages** – unwelcome texts that are threatening or cause discomfort.

2. **Picture/video-clips via mobile phone cameras** – images sent to others to make the victim feel threatened or embarrassed.

3. **Mobile phone calls** – silent calls or abusive messages; or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible.

4. **Emails** – threatening or bullying emails, often sent using a pseudonym or somebody else's name.

5. **Chatroom bullying** – menacing or upsetting responses to children or young people when they are in a web-based chatroom.

6. I**nstant messaging** – unpleasant messages sent as children conduct real-time conversations online.

7. **Bullying via websites** – use of defamatory blogs (web logs), personal websites and online personal polling sites.

Cyberbullying is insidious; it can be conducted 24 hours a day, seven days a week, following children into their private space and outside school hours. It can be anonymous. The audience is large and can be reached rapidly. Unlike other forms of bullying, a single incident can be experienced as a multiple attack – a video posted to a website can be copied to many different sites. Bystanders can become accessories by passing on a humiliating message. Messages on social networking sites remain there to damage social life and friendships and, in the case of teaching staff, reputation and credibility.

Appendix V (i)

Bullying Incident Report Form: Logging information F1

SECTION A: ALLEGED BULLYING INCIDENT			
Target Name(s) and Year Group(s):			
EAL	Looked-after child: Y / N	Gender: M / F	SEN
Member of staff to whom the incident was reported:			
Date of incident:			
Time of incident:			
Location:			
Type of bullying	Other:		
Social Exclusion	Verbal	Physical	
Racist/Cultural	Cyberbullying	Sexual/sexist	

Appendix V (ii)

Bullying Incident Report Form: Logging information F2

SECTION B: Accounts of those involved: 1/1			
Target	Witness	Perpetrator	Parent /Carer Staff Member
Name:			
Time and Date:			

Notes

Appendix V (iii)

Bullying Incident Report Form: Logging information F3

SECTION C: ACTION TAKEN	
Completed by:	
Details of immediate action taken:	
Parent of target informed:	Yes / No
Date:	Time:
Parent of target informed:	Yes / No
Date:	Time:
Monitoring of action taken and details of follow up and longer term action taken:	
Time and Date:	

www.kidscape.org.uk

www.anti-bullyingalliance.org.uk

www.bullying.co.uk (national anti-bullying week)

www.need2know.co.uk/beatbullying   (for children)

www.beatbullying.org

Additional and Comprehensive List can be found on:

http://www.antibullying.net/resourceswwwlinks.htm