Anti-Bullying Policy

This policy should be read in conjunction with other relevant policies such as the Hate Crime Policy and the Behaviour and Culture Policy.

1. Introduction

1.1 At the Belvedere Academy we work hard to ensure that every one of our young people is presented with a variety of educational and social opportunities which sensitively challenge and support each of them to maximise their development. Our vision, ethos and strategic statements capture and crystallise these aspirations and intentions. With our support and guidance:

- Our young people will have a strong sense of community and belonging, and will support each other.

- Our young people enjoy attending the academy and take an active part in learning and academy life.

- Our young people know how to be kind to themselves and to others.

- Our young people are committed to learning and will pursue fulfillment in their personal and social development.

- Our young people will contribute positively to the wellbeing of the school and the wider community through appreciating and celebrating each individual's uniqueness.

- The educational experience (of our students) will be enhanced by working in partnership with parents, schools and the wider community.

- Our young people have the right to feel respected and listened to at all times.

1.2 Bullying, in whatever form, detrimentally affects the ability of our students to achieve these statements and will not be tolerated in any form, or to any degree.

1.3 We will work hard to ensure that bullying of any kind plays no part in our community by proactively working with all students, their families and our staff to promptly deal with all reported incidents and to support our children to restore and repair relationships when damage has been caused.

1.4 This policy will provide clear guidance for staff on dealing with bullying incidents and the process by which the academy will seek to remove bullying from the school.

2. Bullying defined

2.1 Bullying can be defined as **behaviours that are repeated over a period of time on a number**

of occasions, intended to hurt another student. This includes hate behaviour targeted at specific groups related to protected characteristic and can include:

- Physical e.g. assaulting a person or damaging their property

- Verbal e.g. persistent name calling or teasing or what is sometimes mistakenly labelled as 'banter'

- Indirect - damaging the reputation or character of the victim, or socially excluding them.

- Cyber-bullying e.g. texting, e-mails or other digital communication, e.g. chat rooms, group chats, blogs, etc. This is a particularly insidious form of bullying, as the bullying follows the victim into the home and outside school hours.

2.2 No matter what form bullying takes, it is damaging to both the victim and the perpetrator to differing extents. The Belvedere Academy will make use of the best information and practices available to remove this problem.

2.3 Bullying affects the ability of a student to fully participate in and enjoy academy life and it is both an equal opportunities issue as well as a disciplinary offence, which the local governors and staff will do all in their power to resolve.

3. Roles and responsibilities

3.1 The responsibility for ensuring the health and safety of all students rests not only on the Principal, Local Governing Body (LGB) and Academy Trust Board (ATB), but on every member of the academy staff and everyone has a duty of care to observe, monitor and report any behaviour, conversation or action which they suspect. Staff have an obligation to ensure that every action, however apparently small or insignificant, is dealt with and reported and we will ensure the academy is able to detect bullying at the earliest opportunity so that it can be resolved. Parents should contact the academy so that bullying issues can be investigated at the earliest opportunity. Students also have a responsibility to report any incidents of bullying and discuss them with an appropriate adult.

4. Preventing bullying

4.1 The academy will develop a clear strategy, which will then be clearly and comprehensively communicated to all students and staff.

4.2 This strategy will be developed using current best practice not only from the UK, but also where appropriate, taking account of successes of schools in other countries.

4.3 The academy will take every opportunity to demonstrate to students, through the curriculum, pastoral programmes, displays, outside agencies and assemblies that it is totally opposed to bullying.

4.4 The academy designates 'safe places' where vulnerable or sensitive students can freely access at breaks and lunchtimes, such as the HOY Hub, Library, Student Support, outside seating areas and Student Services. All members of the Senior Team have an open door policy for students.

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4.5 Staff will not ignore bullying or suspected bullying. All academy staff will help to prevent bullying incidents from taking place. After initial intervention a referral will be made to the Form Tutor or Head of Year.

4.6 The academy will encourage students to report any incidents of bullying to a teacher or other adult at the academy. They may do so anonymously through the use of the SHARPS system. Students will be told that they may bring a friend with them to any discussion if they wish.

4.7 The academy will ensure that all staff, students and parents are aware of the academy's Anti-Bullying Policy.

4.8 Staff will praise and encourage students when they show kindness and consideration to others. They will use the Rewards system consistently and fairly to encourage the behaviour of 'Being Belvedere'.

4.9 All areas of the academy are supervised during break and lunch times by a duty team. The lunch duty team are easily identifiable as they wear high visibility jackets.

5. Recognising the signs of bullying

5.1 The academy recognises that any student can be bullied but certain factors can make bullying more likely:

- A lack of close friends in the academy
- Shyness
- Factors related to the protected characteristics: Race, religion, gender, sexual orientation, gender identity including transsexuality, or disability
- Social class
- A diagnosed disorder that may be perceived as 'difference'.

5.2 Staff will receive relevant training on safeguarding and supporting students and they will suspect bullying is occurring if a student:

- Becomes withdrawn and anxious
- Shows a deterioration in their work
- Starts to attend the academy erratically
- Has false illnesses
- Persistently arrives late at the academy
- Prefers to stay with adults

5.3 If staff suspect a student is being bullied, they must share their concern with the student's Form Tutor and Head of School and closely monitor the student and offer support.

5.4 Students will learn about ways to prevent bullying via assemblies, peer mentoring programme, PSHE and form time activities.

5.5 All suspicions, incidents and any conversations with the child related to this will be recorded on CPOMs.

5.6 If the bullying is perceived to constitute a hate incident, the local police may be informed.

6. Dealing with bullying

6.1 All incidents of bullying will be taken seriously and dealt with as quickly as possible. Staff will do all they can to support the victims of bullying and staff to make it clear to the perpetrator that this behaviour is not acceptable. Staff will work closely with the victim, the perpetrator and their families to ensure that there has been appropriate restoration and repair.

6.2 In dealing with bullying, academy staff will:

- Not ignore it
- Not make premature assumptions
- Listen to all accounts of the incidents
- Gather evidence through written accounts, screen shots, videos etc.
- Adopt a relational approach that encourages students to repair damage, restore relationships and prevent further incidents
- Make regular follow-up checks to ensure that bullying has not resumed
- Ensure that all relevant personnel within the academy (Head of Year / Form Tutor / Student Support Manager) have been informed

Record the incident on CPOMs, as soon as practically possible after the incident.

6.3 Procedure to support a student who has been bullied:

(a) Talk to the student away from other students, but with other staff close by.

(b) Listen to the student's account of the incident.

(c) Reassure the student that reporting the bullying incident was the right thing to do.

(d) Make it clear to the student that they are not to blame for what has happened.

(e) Ideally, allow the student to write an account or make a note of what the student said.

(f) Explain that the student should report any further incidents to a teacher or other member of staff immediately.

(g) Ask the student if they would like a friend to be with them.

(h) Ask the student what the school can do to support them feeling safe whilst the incident is under investigation. Some reasonable adjustments may be needed at this stage such as offering alternative lunch times or a safe place for the student to go.

6.4 Ask the student:

(a) What happened

(b) Whether or not this was the first incident, if not how many other incidents have there

been.

(c) Who was involved

(d) Where it happened.

(e) Who saw what happened (staff as well as students).

(f) What the student has already done about it if appropriate.

6.5 Ideally, the student should be given the time and appropriate accommodation to make a written or verbal account which is jointly checked by the student and member of staff and if necessary amended to ensure clarity. This information must be passed on as soon as possible to the Form Tutor and Head of Year. It is usual to remove the accused perpetrator and any witnesses from class as soon as possible to get them to write accounts on their own about the incident.

6.6 Members of staff who witnessed the incident should be asked to write the relevant details down as soon as possible and give these to the staff investigating.

7. Supporting students

7.1 **Victims** - It is likely that pastoral staff will work with these students, but it is essential that the students are fully supported during this difficult time through contact with staff and with students. Ultimately, the student must make the decision to whom they would like to speak. Usual choices are Form Tutors, Heads of Year, Student Support staff or Student Services. The student's own peers could have an important role in acting as counsellors or mediators. Staff dealing with the issue will inform parents.

7.2 **Perpetrator** - It can also be important for the perpetrator to receive counselling to prevent further incidents. Often, bullies themselves have been victims. Usually a member of the pastoral team will carry out this role:

(a) Talk to the student about how things are going at the academy, their progress and friends.

(b) Ask why they acted as they did.

(c) Explain that bullying is wrong and makes others unhappy.

(d) Discuss with the student how to join in with others without bullying.

(e) Give the student lots of praise and encouragement for the times when they are being kind and considerate to others.

(f) Inform and involve parents when appropriate.

(g) If appropriate, there could be a supervised meeting between the victim and the bully to enable the bully to apologise / explain why, etc.

7.3 Following the resolution it may be appropriate to allocate a Key Worker to either or both victim and perpetrator.

8. Reporting and recording incidents

8.1 Bearing in mind the seriousness of these incidents it is imperative that all incidents be:

- Promptly dealt with
- Reported promptly (to Form Tutors in the first instance and if unavailable, Head of Year) well before the end of the day
- Recorded using CPOMs and the relevant staff alerted.

9. Working with Parents

9.1 We recognise that parents and carers have a key role to play supporting victims and counselling instigators and we will work closely with parents to deal with bullying.

9.2 Bullying in the academy is everyone's problem. All staff, students and parents should be aware that bullying exists and share a commitment to combat it and to make the academy a happier place for everyone.

9.3 Parents, carers and families are often the first to detect signs of bullying. Common physical symptoms include headaches, stomach aches, anxiety and irritability. Children may be reluctant to attend school.

9.4 The academy will encourage parents who suspect that a child is bullying or being bullied to immediately contact the academy and make an appointment to see the child's Form Tutor or Head of Year as soon as possible.

9.5 Parents and carers will be informed of incidents and will be involved in discussions. The academy will discuss with parents how they can work together to stop the bullying.

10. Reinforcement of the Anti-Bullying Policy

10.1 This policy will be reinforced effectively across the academy via the following:

(a) PHSE lessons will cover bullying in Year 7 and in response to incidents where appropriate.

(b) Assemblies will focus on issues associated with bullying and in response to incidents where appropriate.

(c) Self esteem and assertiveness training will be carried out in PHSE.

11. Dealing with Persistent Bullying

11.1 If counselling and other preventative measures, such as peer support strategies do not succeed, persistent bullying will be dealt with under the academy's behaviour and culture policy. The bully may for example:

(a) Be removed from the form group and placed in an alternative form.

(b) Be put in detention.

(c) Be put in internal isolation.

(d) Be banned from an academy trip or other events where these are not an essential part of

the curriculum.

(e) Be suspended for a fixed period.

11.2 In the most serious cases, permanent exclusion may be considered if the bullying:

(a) Involves serious actual or threatened violence against another student.

(b) Amounts to persistent and defiant misbehaviour.

(c) Constitutes a hate incident.

12. Review

12.1 This policy and procedure will be reviewed when there are changes in the law, or in accordance with the schedule drawn up by the Principal and agreed by the LGB.

Reviewed and amended by SLT: September 2026

Date of next review: September 2027