



Anti-Bullying (Including Online-Bullying) Policy

School Division: Whole School
Policy Division: Safeguarding
Policy Owner: Principal
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1. Legislation

This policy takes into account: 'KCSIE 2026' National Minimum Standards for Boarding School' 'Preventing and Tackling Bullying', 'Section 89 of the Education and Inspections Act 2006', 'Equality Act 2010', 'Behaviour in Schools: Advice for Headteachers and School Staff February 2024'

2. School Values

At Claremont, our core values play their part in every aspect of our students' learning journey, to ensure they become confident, kind, curious but also humble agents for positive change at school, across the community and the world beyond.

By attending Claremont School, Staff, students and parents agree to promote our values in all that we do, Our values, are

- **Ambition:** Becoming your own best, regardless of starting point, in order to bring your greatest self to life.
- **Open Mindedness:** Be receptive to other ideas and new experiences. Respect and celebrate the best in yourself, others, and society.
- **Responsibility:** Become reliable, dependable and accountable for your actions and decisions, Develop the skills to challenge opinions and behaviours.
- **Courage:** Learn from mistakes, develop ways to meet challenges and take calculated risks in the pursuit of personal growth and new possibilities.

- **Integrity:** Be consistent, honest and authentic in your relationships, being true to yourself and others.

Bullying, harassment and victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable. There are no 'initiation ceremonies' intended to cause pain, anxiety or humiliation.

We aim to advance equality of opportunity and foster good relations between people who share a protected characteristic and people who do not share it.

3. Safeguarding Pupils and Young People

Under the Children's Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm'. Where this is the case, the school staff should report their concerns to their local authority. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

Bullying Outside School Premises

Headteachers (Principals) have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff whilst this legislation is not statutory to independent schools. We will always investigate and sanction as appropriate reported incidents of poor behaviour of our pupils outside of the school premises.

Bullying and Anti-Social Behaviour

Bullying or harassment of any kind - mental, verbal, online or physical is unacceptable. All students and boarders need to recognise that bullying, theft and vandalism can do more to erode a sense of community and respect for each other than almost anything else. Students should be in absolutely no doubt that they all have a responsibility to promote this attitude.

Child on Child Abuse

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online, and can occur simultaneously between the two.

Our school has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are no reports, that doesn't mean that this kind of abuse isn't happening. For further details on child-on-child abuse please refer to the schools Child protection and safeguarding policy.

4. Definition of Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. Staff deal effectively with the rare

occurrences of bullying by identifying why the bullying took place and then setting restorative interventions so pupils accept responsibility for their actions and the subsequent consequences.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

5. Signs of Bullying

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school.
- Displays of excessive anxiety, becoming withdrawn or unusually quiet.
- Failure to produce work or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others.
- Books, bags and other belongings suddenly go missing or are damaged.
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary).
- Diminished levels of self-confidence.
- Frequent visits to the School Office/medical rooms with symptoms such as stomach pains and headaches.
- Unexplained cuts and bruises.
- Frequent absence, erratic attendance or late arrival to class.
- Choosing the company of adults.
- Displaying repressed body language and poor eye contact.
- Difficulty in sleeping, experiencing nightmares.
- Talking of suicide or running away.

Although there may be other causes for some of the above symptoms, a repetition or a combination of these possible signs of bullying should be investigated by parents and teachers. It must be remembered that bullying can take place anywhere, in and out of school hours, in class or at break times, online or offline. Particular places and times to watch for are:

- Locker areas.
- Changing rooms.
- When lining up for lessons.
- When changing.
- Mobile phone, encrypted messaging, and social networking sites.

6. Bullying – Preventative Measures

We aim to instil a strong Anti-Bullying culture across all areas of school life. In doing so we take the following preventative measures:

- A Designated Safeguarding Lead (DSL), and deputies is made available to all pupils, name clearly on display.
- Bullying and what to do if being bullied is discussed at the beginning of every term, when the school lays down their expectations.
- Bullying and what to do if being bullied is discussed in Boarding during boarders' meetings. All community members must be encouraged to speak up against bullying.
- We use appropriate assemblies to explain the school policy on bullying. Our PSHE programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school. The programme is structured to enforce the message about community involvement and taking care of each other.
- Other lessons, particularly Religious Studies, Global perspectives, English and Drama can highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and by developing social skills.
- An 'Anti Bullying Week' takes place every November when every student is involved in activities that seek to highlight issues around bullying

- All our pupils are encouraged to tell a member of staff at once if they know that bullying is taking place.
- All reported incidents are recorded and investigated at once. We always monitor reported incidents.
- Form Tutors play a vital role in supporting the DSL and are trained in handling any incidents as an immediate priority. All are alert to possible signs of bullying.
- Boarding House Parents and Leads work closely with the DSL and are alert to possible signs of bullying.
- Our DSL and other senior staff give support and guidance to other staff on handling and reporting of incidents and on the follow-up work with both victims and bullies.
- External Counsellors can be an important part of our pastoral support service, providing specialist skills of assessment and counselling. He/she is available to give confidential advice and counselling support to pupils who can refer themselves to him/her when they have social, emotional or behavioural concerns. On occasion, a member of our pastoral team may refer to our range of providers.
- Staff are always on duty at times when pupils are not in class and patrol the school site. They are trained to be alert to inappropriate language or behaviour.
- We operate Buddy and Peer Mentoring schemes, whereby trained older pupils are encouraged to offer help and support to younger pupils.
- We reserve the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school, involving our pupils.
- We encourage feedback from parents and guardians on the effectiveness of our preventative measures.
- All boarding pupils have access to an independent person, enabling them to ask for support in private, whose name is readily available at all times. The Independent person is Aaron Eckhoff and he can be contacted using details on the 'if you need help' poster that is on walls throughout the boarding houses.
- All students are made aware of anonymous reporting systems, using 'myconcer' safeguarding systems.

6. Responding to incidents of reported Bullying

- 1.1. If an incident of bullying is reported, the following procedures are adopted as closely as possible.
- The member of staff to whom it was reported or who first discovers the situation will control the situation if necessary, reassuring and supporting the pupils involved. Pupils should be removed to safety if necessary.
 - He/she will inform the relevant Heads of Pastoral, as well as the House Leads in boarding.
 - The victim will be interviewed on his/her own and asked to write an account of events. He/she may be helped to do this. Leading questions must be avoided and factual evidence should only be taken.
 - The alleged perpetrator, together with all others who were involved, will be interviewed individually and asked to write an immediate account of events. The relevant Heads of Pastoral, will calmly explain the range of disciplinary measures that are potentially involved.
 - The investigation of serious incidents of Bullying, may be overseen by the Assistant Principal Pastoral.
 - The incident will be recorded on Isams and kept on the files of all pupils concerned and on My Concern (both schools)

- The Principal, or Deputy/Vice Principal as well as the Director of Boarding when relevant, will be informed and become involved if the bullying is of a serious or persistent nature and requires a greater level of intervention.
- The victim will be interviewed at a later stage by the relevant head of pastoral, separately from the alleged perpetrator. It will be made clear to him/her why revenge is inappropriate. He/she will be offered support to develop a strategy to help him or herself.
- The alleged bully will be interviewed at a later stage by a member of the pastoral team, separately from the victim and it will be made clear why his/her behaviour was inappropriate and caused distress. He/she will be offered guidance on modifying his or her behaviour, together with any appropriate disciplinary sanctions.
- The parents/guardians of all parties should be informed and may be invited into school to discuss the matter. Their support should be sought.
- A way forward, including disciplinary sanctions and possibly counselling should be agreed. This should recognise that suitable support is needed both for pupils who are being bullied and for pupils who bully others, as well as dealing with appropriate disciplinary measures. Strong sanctions such as suspension or expulsion for repeated bullying may be necessary.
- A meeting involving all the parties, with close staff supervision could be helpful in developing a strategy for all concerned to close the episode. This will never be enforced without the willing consent of all parties, and their families.
- A monitoring and review strategy will be put in place.
- A Restorative approach will always be used.
- In very serious cases and after the Principal or Deputy/Vice Principal has been involved, it may be necessary to make a report to the Police or to Children's Services. However, it is the policy of Claremont School to attempt to resolve such issues internally under the school's own disciplinary procedures, unless the matter is of such gravity that a criminal prosecution is likely.

At Claremont, we recognise that children can fall out or be unkind to one another, and that these behaviours, while not acceptable, do not always constitute bullying. The school exercises discretion in determining whether bullying has taken place, taking into account the context and complexity of the situation.

Bullying is defined as behaviour that is:

- Repetitive
- Intentional
- Often involves a real or perceived power imbalance

Isolated incidents of conflict, relational difficulties, or unkind behaviour may require intervention but will not automatically be treated as bullying.

7. Disciplinary steps

The disciplinary steps are:

Pupils are warned officially to stop offending. Initial instances of unkind behaviour will be dealt with as per the Behaviour Policy. The Behaviour Report System is available to monitor the bully's behaviour, sometimes requiring the parents' daily involvement.

If bullies do not stop agreed behaviours, the bully's parents/guardians will be informed and demands for the appropriate changes in behaviour will be made.

If they still do not stop agreed behaviours, bullies will be suspended for a fixed period; there will be a re-admission interview and Behaviour Plan/ Additional Support plan drawn up, as appropriate.

If they will not end such behaviour, they may be recommended for permanent exclusion to the Principal.

Depending on circumstance, a child may enter this system of disciplinary steps at point one, or anywhere else. If a child is deemed to have responded appropriately for an extended period of time, and then there is a repeat offence, the Principal has the discretion on where to start the ladder of escalation

8. Responsibilities

Students: We expect students to adhere to the school's values, Ambition, Open Mindedness, Responsibility, Courage, Integrity. These values are demonstrated by students who are Open, Generous, Resilient, and independent, and ultimately kind. Claremont Students should be ambassadors for preventing bullying, they are upstanders, not bystanders, and therefore have a responsibility to report incidences of bullying they may be aware of. We expect them also to partake in making amends, and working restoratively to maintain respectful relationships once an incident has been dealt with.

Staff: All staff are also expected to model the school's values, to ensure positive behaviour amongst the community. They must also be vigilant toward incidences of bullying, and report it as set out in this policy. Staff must also ensure they are committed to all elements of their role, such as duties at break and lunch times, where bullying hotspots can exist.

9. Policy Owner

The policy owners is the School Principal

10. Issue Date

Issue date: September 2026.

11. Review Date

This policy will be reviewed bi annually. The next review is due in September 2028.