CLAREMONT
FAN COURT SCHOOL

POLICY AND PROCEDURE:

ANTI-BULLYING

This policy should be read in conjunction with the School's Behaviour Policies and Procedures, Safeguarding Policy, Discipline Code and the Technology Usage Policy and Procedures.

1. Aims and objectives

At Claremont our mission is to provide an environment where the God-given potential of every individual is recognised and valued. With this recognition comes the expectation of high personal achievement and moral standards and a developing awareness of our individual responsibility to each other and our world.

The following values are fundamental to everything we do:

Courtesy, respect, trust, moral integrity, self-discipline, and kindness.

Claremont is committed to providing a caring, friendly and safe environment for everyone so we can all work in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. Any member of the Claremont community, pupil, employee or volunteer, has the right to learn and work without fear of being bullied. Through this policy, Claremont aims to prevent bullying from occurring. Its objectives are to ensure that all members of the school community:

- Feel safe from bullying
- Recognise bullying behaviour
- Understand and support the school's stance against bullying
- Know how to report incidents of bullying
- Contribute to informing and, where possible, evaluating the policy.

The school has a zero-tolerance approach to child-on-child abuse, including sexual violence and sexual harassment.

In accordance with ISSR regulations (School Standards and Framework Act 1998), the use of corporal punishment is not permitted at this school.

This policy and procedure applies to all areas of the school, including Early Years Foundation Stage and is in line with national guidance. This policy is both a framework for current requirements and procedures and for future aspirations. It has been prepared with reference to the following government guidance documents:

- Equality Act 2010
- DfE Guidance Preventing and Tackling Bullying (2017)
- Cyberbullying: Advice for head teachers and school staff (DfE 2014)
- Keeping Children Safe in Education September 2026

2. Definition

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Bullying is persistent, shame-inducing, damaging, intentional negative behaviour, victimising where there is an imbalance of power. This is opposed to normal behaviour in growing children. True bullying is damaging for both the victim and the perpetrator and is often hidden due to the shame of the victim and fear of the witnesses.

Bullying can include:

- Name-calling
- Taunting
- Mocking
- Making offensive or humiliating comments
- Gossiping
- Spreading hurtful and untruthful rumours
- Laughing or sniggering at someone in an unkind way
- Taking or deliberately damaging a person's belongings including laptops
- Threats and extortion
- Physical violence
- Using body language inappropriately e.g. giving "dirty" looks
- Deliberately invading someone's personal space
- Cyberbullying, i.e. inappropriate text messaging, emailing and use of social network sites e.g. Snapchat, Tik Tok, Twitter, YouTube, WhatsApp, Instagram and other apps
- Sending or displaying offensive or degrading images by telephone or via the internet or email, including the sharing of nude or semi-nude images
- Producing offensive graffiti or writing unkind notes about someone
- Excluding people from groups
- Racist, religious, cultural, sexual, homophobic, transphobic or disability-related language and comments
- Sexual harassment or violence, including misogyny, misandry and up-skirting
- Being pressured into taking part in initiation rituals or hazing type of violence.

It is also bullying if someone feels justifiably hurt because of things said about their ethnic, cultural or economic background, religious faith, gender, sexuality (homophobic), disability, special educational need, appearance or issues in their family. Bullying on the basis of protected characteristics is taken particularly seriously.

Bullying can cause mental health challenges/psychological damage and even lead pupils to considering suicide. It is, therefore, of the utmost importance that the culture at Claremont is one where all members of the community work to prevent bullying.

3. The role of the school

The responsibilities of staff, including teachers, are set out below. In addition, the school will:

- Ensure all incidents of bullying are investigated thoroughly
- Ensure that all pupils know how to report any suspected incident of bullying and that any member of staff will take the allegation seriously
- Collate data about incidents of bullying and monitor trends, reporting regularly to Governors
- Provide training to new staff and to all staff regularly, through INSET and briefings
- Promote awareness of where and when bullying is most likely to take place and ensure actions are taken to reduce the risk
- Promote the anti-bullying policy and stance on bullying in assemblies and other activities at least once per year
- Ensure that awareness of bullying is raised and anti-bullying measures are taught in PSHEE lessons and assemblies
- Use assemblies and themed weeks to proactively promote positive, inclusive and friendly behaviour
- Use assemblies, curriculum content, presentations and topical news items to reinforce positive attitudes towards and images of minority groups
- Use assemblies, presentations, drama workshops and news items in the context of PSHEE, or more broadly, to raise the awareness of bullying, the school's stance on it and develop pupils' understanding of the potential impact on people's lives of being bullied
- Ensure that pupils know about the roles they can take in preventing bullying including avoiding by-standing behaviour and actively challenging behaviours
- Communicate to parents (via handbooks issued at the beginning of each year) guidance on anti-bullying measures. The anti-bullying policy is available on the school website
- Explain to parents that the school will take any complaint about bullying seriously
- As necessary and proportionate inform parents if their child is being bullied or has been accused of bullying someone else
- If bullying is substantiated, a bullying action plan may be shared with the children and parents of all children concerned
- Review its policy and procedures annually in the light of data and any complaints
- Whenever bullying is suspected, the incident should be recorded on CPOMS and investigated. The policy and procedures for dealing with incidents of unkind behaviour are covered separately in the Staff Handbook and Parent Information Booklet
- Where appropriate, the school will invest in specialised skills to understand the needs of their pupils
- The school recognises its duty of Safeguarding Children and Young People that, under the Children Act 1989, a bullying incident should be addressed as a child protection concern where 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 children's social care. 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 engaging in bullying. Any pupils involved may be considered 'at risk'
- The school recognises that bullying can lead to pupils being vulnerable to radicalising elements and therefore all staff should be aware of up-to-date guidance on preventative strategy.

It is our responsibility to refer pupils at risk of radicalisation to the Channel Programme (Prevent Strategy).

4. The role of staff

Everyone at Claremont has the ability to contribute towards making the school a safe and happy place where bullying will have no place and where bullying will be challenged and dealt with effectively.

Staff should:

- Be familiar with the definition of bullying
- Monitor changes in pupils' behaviour (e.g. becoming shy, nervous or withdrawn; pretending to be ill; taking absences; in the case of children, clinging to adults)
- Ensure that pupils understand the definition of bullying and know the school's stance on bullying and are confident about the school's ability to deal with it
- Ensure that pupils who report bullying are heard
- Ensure that pupils understand that staff cannot promise confidentiality
- Make sure that a person being bullied feels safe and knows how and where to get support
- Record and report cases of bullying on CPOMS to enable any identification of patterns of behaviour
- Help to foster a climate of respect through their own words and actions
- Work to prevent the use of inappropriate language (e.g. the casual and pejorative use of the term 'gay').

Process of reporting bullying

- All incidents of bullying must be recorded on CPOMS and shared with the deputy head pastoral, assistant head pastoral (junior school) and/or Fan Court assistant head
- Incidents of cyber bullying recorded via Smoothwall will be detected on a daily basis by the IT and/or DSL team
- Incidents of bullying that occur out of school and are brought to the attention of the school by pupils, parents or police will be dealt with in accordance with our behaviour policy, provided it is deemed a school matter
- Using CPOMS, the head of school or their deputy will have access to a central record of bullying and will analyse this record for patterns of behaviour location, repeat victims and perpetrators on a weekly basis at staff meetings
- Pupils who are victims of bullying will be fully supported during an investigation; their information will be held in confidence as far as possible. The families will be informed of the situation and ultimately of its resolution
- Claremont will consistently apply the behaviour policy and procedure; use the pastoral care system and contact outside agencies should specialist assistance be required.

When and where bullying is most likely to happen - guidance to staff

Bullying can take place anywhere at any time; however, it is most likely to happen outside normal lesson time in communal areas such as:

- Designated social areas e.g. the dining hall, the playing areas, bus drop off/pick up areas and car parks
- Corridors and stairwells
- Changing rooms and toilets
- IT classrooms or whilst children are online
- On the school buses
- Around the school site and grounds.

To reduce the likelihood of bullying taking place in these areas, the following preventative measures have been put in place:

- Staff duty rota – to ensure effective supervision in the main communal areas before school, at breaktime, lunchtime and after school until 4.15pm in senior school and 3.15pm and 3.40pm in the junior school
- Extra member of staff on duty, with allocated area of the playgrounds to supervise in the junior school
- Proactive strategies, with games, assemblies and activities promoting inclusion
- Reminders to staff (at briefings and via email/staff bulletin) about the importance of carrying out duties
- Guidance of staff about the necessity for punctuality to lessons, and for pro-active monitoring of pupils' behaviour whilst moving between lessons
- Supervision of the changing rooms
- Supervision and remote monitoring of computer facilities using Smoothwall password protected pupil accounts
- Using firewall to prohibit access at school, to social media internet sites
- Mobile telephones are not to be used during the school day for Years 7-11
- Teaching staff eating their lunch with children
- Duty/support/pastoral staff checking toilets during the school day.

Supporting pupils

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their tutor/head of house/year or a member of staff of their choice
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate
- Reassuring the pupil and providing continuous support, which may include ELSA and/or counselling and/or pupil mentors
- Restoring self-esteem and confidence
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Pupils who have bullied will be helped by:

- Discussing what happened and establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support
- If online, requesting content be removed and reporting account/content to service provider
- Sanctioning in line with the school Behaviour Policy and Procedure. This may include official warnings, detentions, removal of privileges (including online access when encountering cyber bullying concerns), fixed-term suspensions and permanent exclusions
- Speaking with police or local services as appropriate.

5. The role of pupils

- Pupils in this school have a clear role in creating an environment of good behaviour and respect, and should always set a good example to their year group and especially to those younger pupils in the school
- Pupils have a part to play in preventing bullying, including when they find themselves as bystanders. If a pupil witnesses an incidence of bullying, their responsibility is to report this matter to a teacher; this is reinforced in assemblies and PSHEE lessons and through the character education programme
- Pupils in leadership positions such as house captains, mentors, prefects and captains of school have a particular role in contributing to the resolution of bullying issues.

Pupils need to know that bullying is unacceptable. Those who engage in bullying and fail to show, through their actions, that they have learnt that bullying is unacceptable, risk forfeiting their right to be at Claremont and can face permanent exclusion.

Pupils who are guilty of bullying will be disciplined according to the severity of the offence (see Behaviour Policy and Procedure for an explanation of the different kinds of sanctions, which can include warnings). Pupils will be given opportunities to:

- Face up to the harm they have done
- Learn to behave in ways which will not cause harm in the future
- Develop their understanding of how others think and feel
- Learn how to take steps to repair the harm they have caused
- Pay a penalty for the harm they have done and thus be held accountable for their actions
- Contact outside agencies should specialist assistance be required in order to support the perpetrator.

6. The role of parents

- This school wishes to involve parents to make sure they are clear about the part they can play to prevent bullying, including when they find themselves as bystanders
- Parents should be familiar with the Behaviour Policy and Procedure and appreciate that the school applies the policy consistently, fairly and firmly at all times
- Parents are reminded to keep the school informed of any incidents that come to their attention, both in school and out, and are encouraged to do so at parents' information evenings and via email to senior staff responsible for pastoral care
- This school will support parents of all involved in incidents of bullying, to try to ensure there is no repetition of the event
- Parents are requested not to discuss named pupils or members of staff when communicating on social media.

7. Legal requirements

The law requires that each head of school must:

- Determine the more detailed measures (rules, rewards, sanctions and behaviour management strategies) on behaviour and discipline that form the school's behaviour policy and procedure, acting in accordance with the governing body's statement of principles in so doing
- The policy determined by each head of school must include measures to be taken with a view to encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils
- Publicise the measures in the behaviour policy and procedure and draw them to the attention of pupils, parents and staff at least once a year
- Determine and ensure the implementation of a policy for the pastoral care of the pupils
- Ensure the maintenance of good order and discipline at all times during the school day (including the breaks) when pupils are present on the school premises and whenever the pupils are engaged in authorised school activities, whether on the school premises or elsewhere.

The law requires that teachers must:

- Promote the general progress and well-being of individual pupils and of any class or group of pupils assigned to them, which includes ensuring as far as possible that pupils are free from bullying and harassment, and
- All staff must apply the school's rewards and sanctions lawfully.

While bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour, e.g. 'upskirting'.