



CLAYESMORE

ANTI-BULLYING POLICY

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This policy has due regard to the following documents:

- DfE Advice '[Preventing and Tackling Bullying: Advice for School Leaders and Governors' \(July 2017\)](#)'
- Keeping Children Safe in Education (September 2023)
- National Minimum Standards for Boarding (September 2022)
- DfE The Equality Act 2010: Advice for Schools (May 2014)
- DfE Cyberbullying: Advice for headteachers and school staff (2014)
- UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (Dec 2020)
- Intercom Trust - Schools Transgender guidance
- Stonewall Schools Starter Kit

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INTRODUCTION

1. We aim to provide a safe, welcoming, supportive and tolerant environment at Clayesmore School, which actively promotes the wellbeing of each pupil and encourages them to feel valued as an individual.
2. As our Student Code of Conduct states, 'A Clayesmorian's words, actions and behaviour always takes account of the wellbeing and feelings of others in the school community. Respect and kindness are at the heart of our community and it is our priority to enable our fellow students to thrive and to feel safe at school.'
3. We believe that our school should be a safe and positive community and we expect our pupils to be honest and considerate in their relationships with others. All students at Clayesmore are entitled to feel safe and to enjoy an orderly learning environment and the warmth of a supportive community.
4. The example set by our staff should model the sort of climate we want to maintain in which students and staff alike are treated with kindness and respect, honesty and fairness.
5. Bullying is an unacceptable form of behaviour that has no place at Clayesmore. We are committed to combating bullying and this policy recognises the need to respect and support each individual in this area.
6. We recognise that, unlike at day schools, boarders who are being bullied find it difficult to escape their bullies, as they are not going home as often. This will be taken into account when we are dealing with incidents of bullying involving boarders.

WHAT IS BULLYING?

7. Bullying is behaviour by an individual or group which, repeated over time, hurts another person either physically or emotionally and is often motivated by prejudice or lack of understanding of particular groups; for example on the grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability. It may take the form of:
 - a. Teasing or 'banter'
 - b. Threatening people
 - c. Making people do things they don't want to do
 - d. Excluding or leaving people out (including in social media situations)
 - e. Taking or damaging others' possessions
 - f. Physical abuse - pushing, punching, slapping etc.
 - g. Cyber bullying- being unkind or hurtful via social media, over the Internet in general or via messaging services
 - h. Spreading and sharing rumours and images in person or using the Internet as a platform
 - i. Using racist, sexist, homophobic or transphobic language
 - j. Sexual harassment.
8. It is crucial to the schools' success in dealing with bullying that all members of our

community are made aware that such behaviour is unacceptable and will not be tolerated. It is the responsibility of all members of the community to take action if they see it happening. To remain silent is to condone bullying. Bullying is never to be left unchallenged or to be dismissed as 'horseplay' or 'banter'.

9. Bullying that is so extreme that a pupil suffers or is likely to suffer significant harm will be treated as a Child Protection concern and dealt with in accordance with the Safeguarding Policy. In extreme cases this will necessitate the involvement of Children's Services and the police.
10. The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.
11. The school recognises that child-on-child abuse is a serious and wide-spread issue that may warrant different handling to bullying and, as such, a separate policy detailing Claysmore's approach has been written in conjunction with students and school leaders.

RESPONSIBILITIES

12. All members of the school community have a responsibility to recognise bullying when it occurs and take appropriate action in line with the school's policy, with the information on bullying and child-on-child abuse in Keeping Children Safe in Education (September 2023) and the current guidelines from the Department for Education in 'Preventing and Tackling Bullying' (July 2017). This will happen in the following ways:
 - a. The school will meet the legal requirement to have an anti-bullying policy in place.
 - b. All governors, teaching and non-teaching staff, children and parents/guardians will have an understanding of what bullying is.
 - c. All governors, teaching and non-teaching staff will know what the school policy is on bullying and will consistently and swiftly follow it when something is reported.
 - d. All children and parents/guardians will know what the school policy is on bullying and what they can do if bullying occurs.
 - e. Children and parents/guardians will be assured that they will be supported when bullying is reported.
 - f. Whole school initiatives (staff training, assemblies, anti-bullying week) and proactive teaching strategies (PSHE lessons, tutor time) will be used throughout the school to reduce the frequency of bullying and deal with specific problems.
 - g. A positive, caring ethos will be promoted within the school environment where all can work, play and express themselves without fear of being bullied.
 - h. We will identify, record and challenge all prejudiced incidents and bullying including those which are sexist, homophobic, biphobic and transphobic.

- i. We promote values of respect and equality, and work to ensure that difference and diversity is celebrated across the whole school community.

IDENTIFYING BULLYING

13. Bullying:

- a. Is sometimes a group activity
- b. May be one-off or systematic
- c. May be done in person or indirectly or manipulatively
- d. Is deliberately hostile
- e. Leads to personal distress
- f. Has serious consequences that can be physical (e.g. bruises, scratches), emotional (e.g. misery, despair) or psychological (e.g. depression or mental breakdown)
- g. can be carried out in person, or by using technology via text messaging, mobile
- h. Phone calls, offensive emails, use of digital images, messages on social networking sites etc (cyberbullying)

14. It can include:

- a. Threats of violence
- b. Actual violence
- c. Ignoring/shunning
- d. Teasing
- e. Name-calling
- f. Interfering with/ hiding property
- g. Racially offensive remarks and behaviour
- h. Sexually offensive remarks and behaviour, including comments about sexual and gender orientation
- i. Offensive remarks about disability or special educational needs
- j. Incitement or manipulation of others to commit an act of bullying
- k. Intimidating or embarrassing graffiti
- l. Ridiculing/mimicking/sarcasm
- m. Demanding money, property or favours through intimidation
- n. Deliberate damage of property or work
- o. Vandalism
- p. Intimidation
- q. Spreading false rumours
- r. Being complicit in someone else's action (e.g. as a bystander who looks the other way)

15. Physical bullying may involve:

- a. Hitting or kicking someone
- b. Jostling or pushing someone
- c. Spitting at someone
- d. Invading someone's personal space (body space)

- e. Taking or damaging or hiding someone's property
 - f. Physically humiliating someone (e.g. by 'debagging' them)
 - g. Invading someone's living space or intruding on their bed-space (e.g. 'bed flipping')
16. Verbal bullying may involve:
- a. Spoken comments
 - b. Written notes
 - c. Emails or text messages
 - d. Improper use of social media and social polling sites
 - e. Phone calls
 - f. Defacing notices
 - g. Name-calling, spreading rumours
 - h. Circulating unflattering drawings or photographic images of someone
17. Emotional bullying may involve:
- a. Excluding other people, particularly from groups
 - b. Tormenting
 - c. Ridicule
 - d. Humiliation
 - e. Taunting.
18. Indirect or manipulative bullying may involve:
- a. Ostracising a fellow pupil by refusing to sit alongside him/her in class, in the Dining Hall etc (or by moving away when he/she comes and sits down)
 - b. The use of social networks to ostracise, marginalise or intimidate individuals
 - c. Publishing photographs or images which are intended to cause mockery or gossip
 - d. Encouraging others to become agents of physical or verbal bullying against one's intended victim
19. Racist, sexual, sexist, homophobic or transphobic bullying may involve:
- a. Spoken comments
 - b. Graffiti
 - c. Written notes
 - d. Emails
 - e. Web postings
 - f. Text messages
 - g. Phone calls
 - h. Comments about someone (their friends or a member of their family), or about a group of pupils, in which attention is drawn to their body shape, hair colour, manner of dress, alleged sexual attractiveness (or lack of it), close friendships (or the absences of intimate relationships in an individual's life), sexual orientation or gender reassignment.
 - i. In some cases, a child who is perceived by other children to be LGBT (whether they are, or not) can be just as vulnerable as children who identify as LGBT.
20. Bullying focussed on religion, culture or family background may include:

- a. Spoken comments, written notes, emails, web postings etc that highlight an individual's religion or culture with the purpose of mocking them for cultural or religious difference
 - b. Comments, web postings etc that mock a particular religious or cultural tradition for the purpose of hurting an individual or group of pupils
 - c. Pejorative religious or cultural descriptors
 - d. Gossip about an individual's family circumstances
21. Electronic or cyberbullying may involve:
- a. Sending abusive, insulting or malicious emails or text messages
 - b. Posting abusive, insulting or malicious messages on websites, using blogs, personal websites, on-line polling sites etc
 - c. Using a social network site to post facts, comments or photographs of someone with the intention to embarrass or belittle them in the eyes of others
 - d. Indulging in malicious or spiteful conversations in chat-rooms or on social networking sites
 - e. Spreading abuse, malice or scurrilous gossip by other electronic means
 - f. Hacking into social networking sites and adding or removing personal material
 - g. filming fights or assaults ('happy slapping') using mobile phone cameras etc and circulating electronically
 - h. Making repeated silent calls to a mobile phone or leaving abusive messages on voicemail
22. 'Fraping', using someone else's mobile phone, email or social networking account (or using a pseudonym) for anonymity when indulging in such bullying compounds the abuse. Many children perceive this behaviour as a 'practical joke' rather than bullying. It is vitally important that this misconception/erroneous description of such activity never passes unchallenged when it is uncovered.
23. Sharing of nude or semi-nude images and text is unfortunately commonplace. It must be remembered that it can be a powerful form of bullying and that under many circumstances it is illegal to publish or download a sexual image of someone under 18 even when it is the child him/herself who created the image and posted the material online. Serious and proven cases involving malicious intent will be referred to external authorities such as Children's Services and/or the police.

STAFF AWARENESS

24. All staff must be aware of the problem. Bullying can take place:
- a. In the grounds/leisure areas: pushing, teasing, jostling, isolating.
 - b. In the changing rooms: teasing, hiding clothes and possessions.
 - c. Before or after class: stealing a pencil case, verbal abuse.
 - d. During games: over aggressive tackling, excluding someone from the game.
 - e. During meals: queue barging, isolation by excluding peers from the table.
 - f. In the boarding house (day or night): theft, practical jokes which go too far.

25. Beware of:
- a. The joke that is not funny
 - b. The game that not everyone is playing.
 - c. The “accident” that was not really an accident.
 - d. The loan that is never returned.

STAFF ACTION

General

- 26. Staff must follow the Behaviour and Positive Conduct Policy, defining a clear, fair set of rules that protect the interests of all class members.
- 27. Staff must be aware of each individual and be alert to subtle microaggressions in the classroom.
- 28. Staff should think carefully about the seating arrangements in the classroom.
- 29. Punctuality is important. Unkindness can occur before class starts or as pupils go from one lesson to the next.
- 30. Preventative work can be done by the teacher commenting on the spot, e.g. “that was unnecessary; we don’t tolerate that at Clayesmore”.
- 31. Our priority is to prevent bullying, rather than to merely react to the behaviour by issuing sanctions. It should be recognised, however, that bullying is a major offence and may in some circumstances be punished by suspension or, ultimately, expulsion.

In the Boarding House

- 32. Ideally an adult member of house staff should be within close proximity twenty four hours a day. All house staff should be aware of the dangers of bullying. Any incidents should be reported to the Houseparents and, where appropriate, the Deputy Head (Pastoral).

On the Games Field

- 33. Staff should not tolerate anti-social or rude behaviour, regardless of circumstances. In terms of transport to fixtures, staff should sit students appropriately on buses so that the possibility of an incident is much reduced.

In the Dining Room

- 34. Watch out for poor behaviour in the queue and the exclusion of individuals from a table, as well as bad manners. Many students find the dining queue experience very hard.

BULLIES AND TARGETS

General

35. Young people who bully may:

- a. Be excessively criticised at home
- b. Feel undervalued
- c. Live in families where aggressive behaviour is normal
- d. Be struggling to cope academically or in other ways
- e. Have been bullied themselves

36. Young people who are bullied:

- a. May be unable to manage social situations with ease
- b. May have a distinctive appearance or stand out in some other way (accent, behaviour, intellect, tastes, home background, racial background, known or assumed sexual and gender orientation etc)
- c. May experience difficulties forming friendships
- d. May be late developers either physically or socially
- e. May be physically weaker than their peers

Signs of Bullying

37. A child may indicate by signs or behaviour that he/she is being bullied. Be aware of:

- a. Property and work damaged or lost more than is usual for the age group
- b. Unexplained injuries
- c. A pupil becoming withdrawn or socially isolated and reluctant to say why
- d. A decline in academic attainment
- e. A reluctance to attend school or certain activities at school
- f. Requests to be accompanied to and from school
- g. Unusual patterns of behaviour regarding money and possessions
- h. Depression in the pupil which may manifest itself through general unhappiness, moodiness, irritability, disruptive behaviour
- i. A reluctance to go to meals
- j. A pupil who visits the Health and Wellbeing Centre frequently
- k. A child who bullies other children or their own siblings
- l. A child who overwhelmingly chooses the company of adults to that of their peers

38. Taken individually the above may not be due to bullying, but a combination of several of these signs could be a strong indication of bullying. In any case, if a pupil is experiencing any of these it could be an indication of unhappiness and should be investigated.

Combating Bullying – Support Structures

39. All staff, in particular Houseparents and House Tutors, have a responsibility for promoting an atmosphere of respect and tolerance.
40. The Deputy Head Pastoral is the Designated Safeguarding Lead, responsible for all matters of child protection/safeguarding, which includes the anti-bullying policy.
41. The Chaplain is always available to see pupils to discuss problems.
42. The PSHE curriculum, which deals with the problem of bullying throughout years 9-11 at Clayesmore.
43. The school calendar with the anti-bullying statement (given to all pupils, each term) provides reassurance that all complaints will be dealt with seriously.
44. Details of outside agencies (e.g. ChildLine) are made available to pupils (for example through posters in houses and around the schools).
45. House and school prefects, as well as Anti-Bullying ambassadors, play a role in looking after younger pupils and provide reassurance and advice.
46. All staff are made aware of the latest government guidance and documentation on bullying.

Procedures for Dealing with Bullying

47. Refer any bullying incident to Houseparent and/or the Deputy Head Pastoral
48. Enter a record of the incident in MyConcern
49. The Deputy Head keeps a separate record of bullying incidents or bullying behaviour.
50. Parents of both the victim and the bully are always involved.
51. We do all we can to support both the person who feels bullied and the perpetrator. However, it must be clear that bullying behaviour may well result in the student being excluded from school.

Training

52. The school raises awareness through INSET and staff meetings. Students have training through the Diana Award. The anti-bullying policy is discussed every term by tutors and by the DHP in assemblies.

SENIOR SCHOOL ANTI-BULLYING STATEMENT

Aim

53. The aim of this document is to state clearly that bullying is a very serious issue and that bullying is always unacceptable and should form no part of life at Clayesmore. Every pupil has the right to live and work in a safe and supportive environment without fear of being bullied.
54. The document is written with reference to the following guidance documents:

- a. Preventing and Tackling Bullying - Advice for Headteachers and Senior Staff 2017
 - b. Keeping Children Safe in Education
 - c. Cyberbullying - Advice for Headteachers and School Staff
55. The following statement appears in the school calendar and is displayed prominently in Houses and other areas of the school. It is the product of consultation with staff and pupil anti-bullying ambassadors.

What is bullying?

56. Bullying is behaviour by an individual or group which, repeated over time, deliberately hurts another person either physically or emotionally and is often motivated by prejudice or lack of understanding of particular groups; for example on the grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability. It may take the form of:

- a. Teasing or 'banter'
- b. Threatening people
- c. Making people do things they don't want to do
- d. Excluding or leaving people out (including in social media situations)
- e. Taking or damaging others' possessions
- f. Physical abuse - pushing, punching, slapping etc.
- g. Cyber bullying- being unkind or hurtful via social media, over the Internet in general or via messaging services
- h. Spreading and sharing rumours and images in person or using the Internet as a platform
- i. Using racist, sexist, homophobic or transphobic language
- j. Sexual harassment and violence.

Advice if You Are Being Bullied

57. If you feel as though you are being bullied you should NOT stay quiet and let it continue. You may think that if you take action against the perpetrator(s) it will get worse, it will not. The school will support you to feel happy and safe again.
58. Any member of staff at Clayesmore will listen to you but you may wish to talk to one of the following:
- a. Your parents
 - b. Your house parent, house tutor, tutor
 - c. Subject teacher or learning support tutor
 - d. A senior pupil or anti-bullying Ambassador
 - e. Independent Listener: Mrs Highnam
 - f. School Counsellor
 - g. Health and Wellbeing Centre Staff

- h. Mrs Newland or Mr Carpenter
- i. Mrs Thomson
- j. Childline - 0800 1111
- k. Kidscape (for advice for young people online)
<https://www.kidscape.org.uk/advice/advice-for-young-people/>
- l. CEOP (for cyber bullying or crime) *[link will be updated as soon as website is fixed]*

Be an Upstander

59. An upstander is someone who stands up to bullies when they witness bullying taking place. They might do this by speaking up when they see it, or by reporting offensive comments on social media sites, such as facebook and youtube. Upstanders are also people that support and lead those affected by bullying to the right people within school.

Don't be a Bystander

60. A bystander is someone who stands by while someone else is being bullied; or they may join in with name calling, even though they are not the ringleader. Try to have the courage to do what is right:

- a. Do NOT join in with people who are unkind.
- b. Do NOT ignore things you know are wrong, either because you want to be popular or are worried that the bully will turn on you.
- c. DO tell an adult about what is happening.
- d. DO encourage friends to ask for help if they are being bullied or are bullying others.

What happens next?

- 61. In most cases the action taken in the first instance will not be in the form of punishment. The bully will be asked to talk to Houseparent or the Deputy Head Pastoral about his/her behaviour and will be encouraged to find ways to change it. It may sometimes be the case that the bully is genuinely unaware of the distress caused by his/her behaviour, but once it is explained, the behaviour must cease immediately. If the bullying behaviour is repeated, sanctions will be put in place and parents will be informed and involved. Ultimately, a bully who will not change his/her behaviour may have to leave the school.
- 62. When bullying has been reported and action to prevent it has been taken, the situation will be carefully monitored by staff to prevent it recurring. The school community needs to take care that they do not unwittingly become involved in aggravating the situation. Everyone in the community must share the responsibility for helping the bully to change his/her behaviour. In addition the person who feels bullied or has been bullied will be supported to deal with his/her feelings and to build up resilience and self-esteem.

HELP ORGANISATIONS

- Advisory Centre for Education 020 8888 3377
- Children's Legal Centre 020 8038 8522
- Kidscape Parents helpline 0207823 5430
- Family Lives 0808 800 2222
- Youth Access 020 8772 9900
- Bullying online www.bullying.co.uk
- Young Minds 0808 8025544
- ChildLine 0800 1111
- Barnardo's LGBT Hub
- Metro Charity
- EACH
- Proud Trust
- Schools Out
- Stonewall
- Disrespect No Body

HELPFUL LINKS TO ANTI-BULLYING DOCUMENTS

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

<https://youngminds.org.uk/media/1511/young-minds-bullying.pdf>

[www.barnardos.org.uk/what we do/our work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)

www.metrocentreonline.org

www.eachaction.org.uk

www.theproudtrust.org

www.schools-out.org.uk

www.stonewall.org.uk

<https://www.gov.uk/government/publications/disrespect-nobody-campaign-posters>

ANNEX A TO THE ANTI-BULLYING POLICY

Guidance for Managing a Bullying Incident at Clayesmore

Name(s) of pupils:

Date of incident:

	Actions to take	By	✓
1.	Pupil reports that they are being bullied or an incident has been observed. Inform relevant houseparent, using iSAMs	Any	
2.	Houseparent to hear what the pupil has to say about what has happened	HSP	
3.	Hear what any other young people directly involved in the incident have to say about what has happened	HSP	
4.	Ensure the DHP/DSL is made aware	HSP	
5.	Record on MyCon or iSAMs in accordance with school policy. Alert houseparents of other pupils involved.	HSP	
6.	If no bullying has taken place, or there is insufficient evidence, consider what further action is needed to reassure and meet the needs of those concerned. For the young person responsible for harm this would usually take the form of warning that the unwanted behaviour must cease and the possible consequences if this doesn't happen (likely meeting with DSL and consideration of sanctions for bullying)	HSP	
7.	If there is evidence or an admission of bullying, ensure you follow the Anti-Bullying Policy and Behaviour Policy. If you are using a restorative approach, provide an opportunity for the pupil to reflect and consider how they might make amends.	HSP	
8.	Consider whether the impact of any bullying is severe enough to warrant it being a safeguarding issue.	HSP/ DSL	
9.	Inform the target of the outcomes and actions taken. Keep them informed throughout. Provide on-going support.	HSP	
10.	Inform the young person responsible for harm of the outcomes and actions taken. Keep them informed throughout. Provide on-going support.	HSP	
11.	Contact the parent/carers of the target of the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.	HSP/ DSL	
12.	Contact the parent/carers of the pupil responsible for the bullying. Inform them of the incident and offer appropriate support. Keep them informed	HSP/ DSL	

	throughout.		
13.	Where a criminal offence has been committed, consider reporting the incident to the police or inform parents of the target that they may wish to do so.	DSL	
14.	Consider what additional input is required to prevent recurrence. For example: proactive work to address prejudice or promote diversity, work with the class or year group, an assembly, individual or group work with the young people concerned, referral to outside agencies, etc. If concerns are serious consider whether referral for further child and family support might be appropriate.	HSP/ DSL	
15.	Monitor the situation and review with all parties to ensure the bullying has stopped.	HSP	
16.	Review how successful your approach has been. What additional preventative measures need to be in place?	HSP/ DSL	

Guidelines for interviews with all parties:

- Not all steps need to be followed for each incident, but should be considered.
- Consider using a restorative approach to respond to the incident if staff have received appropriate training.
- Allocate sufficient time to listen
- Take the incident seriously and reassure pupils
- Take steps to make sure pupils feel safe (particularly target and young people who may have observed the incident)
- Listen carefully to the details of what happened and record them
- Consult the target about their views on how the incident should be dealt with, as far as is appropriate. N.B. informed choice is an essential part of any restorative input involving the young person responsible.
- Consult the young person responsible about how they might make amends. N.B. Informed choice is an essential part of any restorative work.
- If bullying is determined to have happened, inform and consult parents/carers of both parties about management of the incident, including offer of appropriate support. Ensure that you label the behaviour not the child.
- Keep all parties informed of the outcomes of action and discussions.
- Record all actions and outcomes on MyConcern

Importance of monitoring and review:

- How effective was the response?
- Has the bullying stopped?
- Does the target feel safe?
- Did the behaviour of the child doing the bullying change?
- What was learnt?
- Are current systems for responding effective?
- Do additional preventative measures need to be in place?