



Clarendon School
A place of learning for everyone

Anti-Bullying Policy

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1. Policy Statement and School Ethos

1.1 Our School Charter

Clarendon is a place of learning for everyone

Everyone has the right to be respected and valued

1.2 Clarendon Behaviour Principles

We are committed to providing a safe, disciplined environment where pupils are able to learn and fulfil their potential. Our principles are:

1. Everyone in the school has a right to be listened to and taken seriously
2. Everyone has the right to get on and work, without distraction or disturbance
3. Everyone has the right to be safe and unafraid
4. Everyone has the right to be treated kindly
5. Everyone has the right to have an enjoyable break time
6. Everyone has the right to have their property respected

2. Legal Framework

This policy takes full account of the school's legal obligations under:

- The Education and Inspections Act 2006 (Section 89): Requires maintained schools to have measures to encourage good behaviour and prevent all forms of bullying among pupils.
- The Equality Act 2010: Requires the school to eliminate unlawful discrimination, harassment, and victimisation; advance equality of opportunity; and foster good relations between people who share a protected characteristic and those who do not.

- The Children Act 1989: Underpins our safeguarding duties where bullying acts cause or are likely to cause significant harm.

3. Definition of Bullying:

Clarendon School adopts the Department of Education's definition of bullying:

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

From: Preventing and Tackling Bullying (DfE 2017).

Key characteristics of bullying include:

- **Imbalance of Power:** It is often difficult for those being bullied to defend themselves. This imbalance may be physical, psychological (knowing what upsets someone), intellectual, or social (isolation).
- **Repetition:** It is usually persistent, though a single severe incident may also be treated as bullying.
- **Intent:** It is deliberate behaviour intended to hurt or humiliate.

We recognise that for many of our pupils with complex SEND, the intent to hurt may be absent due to a lack of social understanding or cognitive delay. In such cases, the school will distinguish between bullying and unintended social communication difficulties, whilst still taking restorative measures to support the victim.

3.1 Forms of Bullying

Bullying can be emotional or physical and can take many forms, including:

- **Physical:** Hitting, kicking, taking or damaging belongings.
- **Verbal:** Name-calling, taunting, mocking, making offensive comments.

- **Indirect:** spreading rumours, gossiping, excluding people from groups (social isolation).
- **Cyber-bullying:** Use of text messages, social media, gaming, or images to harass, intimidate, or embarrass.
- **“Mate-crime” bullying:** Pupils with SEND are particularly vulnerable to “mate crime” where people they consider friends, who are of higher cognitive capacity, manipulate or abuse them.

3.2 Prejudice-Based and Discriminatory Bullying

We recognise that bullying is often motivated by prejudice against particular groups. We take specific action against bullying related to:

- Race, religion, or culture.
- Special Educational Needs and Disabilities (SEND).
- Gender (Sexism) and Sexual Orientation (Homophobic/Biphobic bullying).
- Gender Identity (Transphobic bullying).
- Home circumstances (e.g., Young Carers, Looked After Children)

4. Roles and Responsibilities

4.1 Anti-Bullying Coordinators

Each Clarendon Centre has a nominated Anti-Bullying Coordinator, who fulfills the following key responsibilities:

- **Strategic Oversight:** Lead the implementation and annual review of the Anti-Bullying Policy at their site, ensuring consistent practice and compliance with statutory guidance.
- **Data Monitoring:** regularly analyse incident data (via CPOMS) to identify trends, “hotspots,” or repeat offenders, and implement targeted preventative measures.

- **Complex Case Management:** Act as the lead investigator for severe or persistent bullying incidents (including cyberbullying) that may require exclusion or police involvement.
- **Staff Training:** Coordinate regular training and guidance for staff to ensure they are confident in recognising and tackling bullying, including prejudice-based and discriminatory bullying.
- **Curriculum Drivers:** Ensure anti-bullying education is embedded in the site's curriculum and that national events (e.g., Anti-Bullying Week) are actively promoted.
- **Parental Liaison:** Serve as the final point of escalation for parents regarding bullying concerns, ensuring clear, honest, and documented communication.

The nominated Anti-Bullying coordinators for each centre are:

- **Clarendon Primary Centre:** Angela Mason
- **Clarendon Secondary Centre:** Michael Sinanan
- **Clarendon Riverside Centre:** Vicky Baker
- **The Gateway Centre:** Jayne Gray

4.2 School Staff

All staff must prevent bullying, intervening early to stop negative behaviours escalating. Staff must be alert to the specific needs of young people with SEND, who may lack the social skills to report bullying, and vulnerable pupils, who are more likely to experience bullying.

All staff have a duty to report all instances of bullying to the Centre's anti-bullying coordinator, and to ensure that they are logged as a bullying incidents on CPOMS

4.3 Parents and Carers

We expect parents and carers to support the school's anti-bullying policy by:

- **Reporting Concerns:** Informing the school immediately if they suspect their child is being bullied or is bullying others.
- **Monitoring Online Activity:** Taking an active interest in their child's online life and supervising their use of the internet and social media to prevent cyberbullying.
- **Supporting Consequences:** Working cooperatively with the school to support any consequences or restorative measures put in place.
- **Modelling Behaviour:** Treating all staff, pupils, and other parents with respect, both in person and online. This includes refraining from posting negative or aggressive comments about the school or staff on social media.
- **Notifying Changes:** Alerting the school to any changes in their child's behaviour or home circumstances that might affect their conduct or wellbeing at school.

5. Cyberbullying

5.1 Definition of Cyberbullying

Cyberbullying is bullying that takes place online. Unlike bullying offline, online bullying can follow the child wherever they go, via social networks, gaming and mobile phone. A person can be bullied online and offline at the same time.

Forms of cyberbullying can include:

- sending threatening or abusive text messages
- creating and sharing embarrassing images or videos
- trolling – the sending of menacing or upsetting messages on social networks, chat rooms or online games

- excluding children from online games, activities or friendship groups
- shaming someone online
- setting up hate sites or groups about a particular child
- encouraging young people to self-harm
- voting for or against someone in an abusive poll
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- sending explicit messages, also known as sexting
- pressuring children into sending sexual images or engaging in sexual conversations.

5.2 Preventing Cyberbullying

- **Acceptable Use Policy (AUP):** The school's AUP governs the use of technology on site and sets clear expectations for behaviour off-site. This includes rules on the use of personal mobile phones and social media. * Curriculum: We educate pupils on responsible online behaviour, the legal risks of "sexting," and the permanence of their digital footprint.
- **Staff & Parents:** We treat cyberbullying as a community issue. We provide guidance to parents on keeping children safe online and support staff in protecting their own online professional reputation.
- **Reporting:** Pupils are encouraged to report online bullying, even if it happens outside school hours. We will investigate such reports to support the victim.

5.3 Powers to Search and Delete

Under the **Education Act 2011**, authorised staff have the power to seize and examine data or files on electronic devices (e.g., mobile phones) if there is good reason to do so.

- Staff may delete material if they do not suspect it contains evidence of a crime.
- If staff suspect the device contains evidence of an offence (or extreme pornography), they must **not delete** the material and must hand the device to the police as soon as reasonably practicable.
- If a member of staff has reason to believe that a pupil device contains nude or semi-nude imagery of a minor, they should discontinue searching the device and bring it to the DSL immediately. The DSL will take further advice from the LADO and police before inspecting the device.

6. Bullying Outside School Premises

School staff have the power to discipline pupils for misbehaving outside the school premises. This includes bullying incidents occurring:

- On school or public transport.
- Outside local shops or in the town centre.
- Online (Cyberbullying).

Where bullying outside school is reported to school staff, it will be investigated and acted on. If the misbehaviour could be criminal or poses a serious threat to the public, the police will be informed.

7. Prevention Strategies

Clarendon School creates an environment that prevents bullying from becoming a serious problem by:

1. **Curriculum:** Using PSHE, Citizenship, and Computing lessons to discuss differences, assertiveness, and online safety.
2. **Restorative Approaches:** Using restorative justice and "Circle of Friends" to build empathy and resolve conflict.
3. **Supervision:** Ensuring staff are active in "hotspot" areas like corridors, playgrounds, and dining halls.
4. **Reporting:** Making it easy for pupils to report bullying (including anonymous reporting methods) so they feel assured they will be listened to.
5. **Training:** Investing in staff training to understand the needs of pupils, particularly those with SEND and LGBTQ+ pupils.

8. Reporting and Responding to Bullying

8.1 Reporting Procedure (See Appendix 2 for Flowchart)

1. **Report:** Incidents are reported to staff by the victim, bystanders, or parents.
2. **Record:** All incidents are logged on **CPOMS** to allow the Senior Leadership Team to monitor patterns and identify recurring issues.
3. **Investigate:** Staff will interview all parties involved (victim, perpetrator, witnesses) separately.

8.2 Response and Sanctions

Any consequences to bullying must be applied fairly, consistently, and reasonably, taking into account any SEND or vulnerabilities of the pupils involved.

- **Sanctions:** May include verbal warnings, loss of privileges, detention, internal exclusion, or in severe/persistent cases, fixed-term or permanent exclusion.
- **Restorative Justice:** Where appropriate, the school will facilitate a restorative meeting to help the perpetrator understand the harm caused and make amends

8.3 Safeguarding and Criminal Law

- **Safeguarding:** If there is reasonable cause to suspect a child is suffering or likely to suffer significant harm, the incident will be treated as a child protection concern and referred to the Designated Safeguarding Lead (DSL) and potentially local authority children's social care.
- **Criminal Law:** If bullying involves harassment, threatening behaviour, or malicious communications (including distinct criminal offences under the Malicious Communications Act 1988), the school may seek assistance from the police.

9. Support for Pupils

9.1 Supporting the Victim

We will ensure appropriate provision for the victim's needs. Support may include:

- Regular check-ins from a trusted adult
- Formal counselling, therapy or pastoral support.

- Providing a safe haven or "respite" on-site while maintaining educational provision.
- Engaging with parents to reinforce support at home.

9.2 Supporting the Perpetrator

We recognise that bullying behaviour may reveal concerns about the perpetrator's own safety or mental health. We will:

- Help the perpetrator understand the consequences of their actions.
- Address underlying issues that may be motivating the behaviour.
- Utilise external agencies (e.g., CAMHS) if necessary.

9.3 Vulnerable Pupils (SEND)

Pupils with SEND are often more vulnerable to bullying and may lack the skills to report it. We will provide proportionate and tailored support to meet their individual needs, consistent with the *SEND Code of Practice*.

10. Support for Staff

Bullying of staff—whether by pupils, parents, or colleagues—is unacceptable.

- **Rights:** Staff have a right to a fulfilling career, free from harassment.
- **Online Reputation:** Staff are advised to manage their privacy settings and report any online abuse (e.g., on social media) to the Senior Leadership Team immediately.
- **Action:** The school will support staff in getting offensive content removed and, where appropriate, will involve the police or take legal action.

11. Monitoring and Review

This policy will be reviewed regularly, and formally every 3 years to ensure it remains effective and up-to-date with legislative changes. The Senior Leadership Team monitors bullying data to identify trends and assess the impact of anti-bullying strategies.

12. Links with other policies

1. Behaviour & S Relationships Policy
2. Safeguarding & Child Protection Policy
3. Acceptable Use Policy - Cyberbullying and Internet Safety
4. Equalities Information & Objectives Policy
5. Online Safety Policy
6. PSHE and Citizenship Policy
7. Complaints Policy
8. Confidentiality Policy

Appendix 1: Template Letter to Parents

Date: [Date] To: [Parent Name]

RE: Incident Involving [Child's Name]

Dear [Parent Name],

As you are aware, Clarendon School is committed to providing a safe and respectful environment for all students, as outlined in our School Charter and Behaviour Principles.

I am writing to inform you that [Child's Name] has been involved in an incident where they have displayed bullying behaviour towards another pupil. We have investigated the matter fully and [Child's Name] has been spoken to regarding the seriousness of this behaviour.

At Clarendon School, we take all reports of bullying seriously. We have explained to [Child's Name] that such behaviour is unacceptable and harmful. We have applied appropriate sanctions in line with our Behaviour Policy and are putting support in place to help [Child's Name] understand the impact of their actions.

We kindly ask that you discuss this matter with [Child's Name] at home to reinforce the message that bullying is not tolerated.

Enclosed is a copy of our Anti-Bullying Policy for your reference. If you wish to discuss this further, please contact the school office to arrange a meeting.

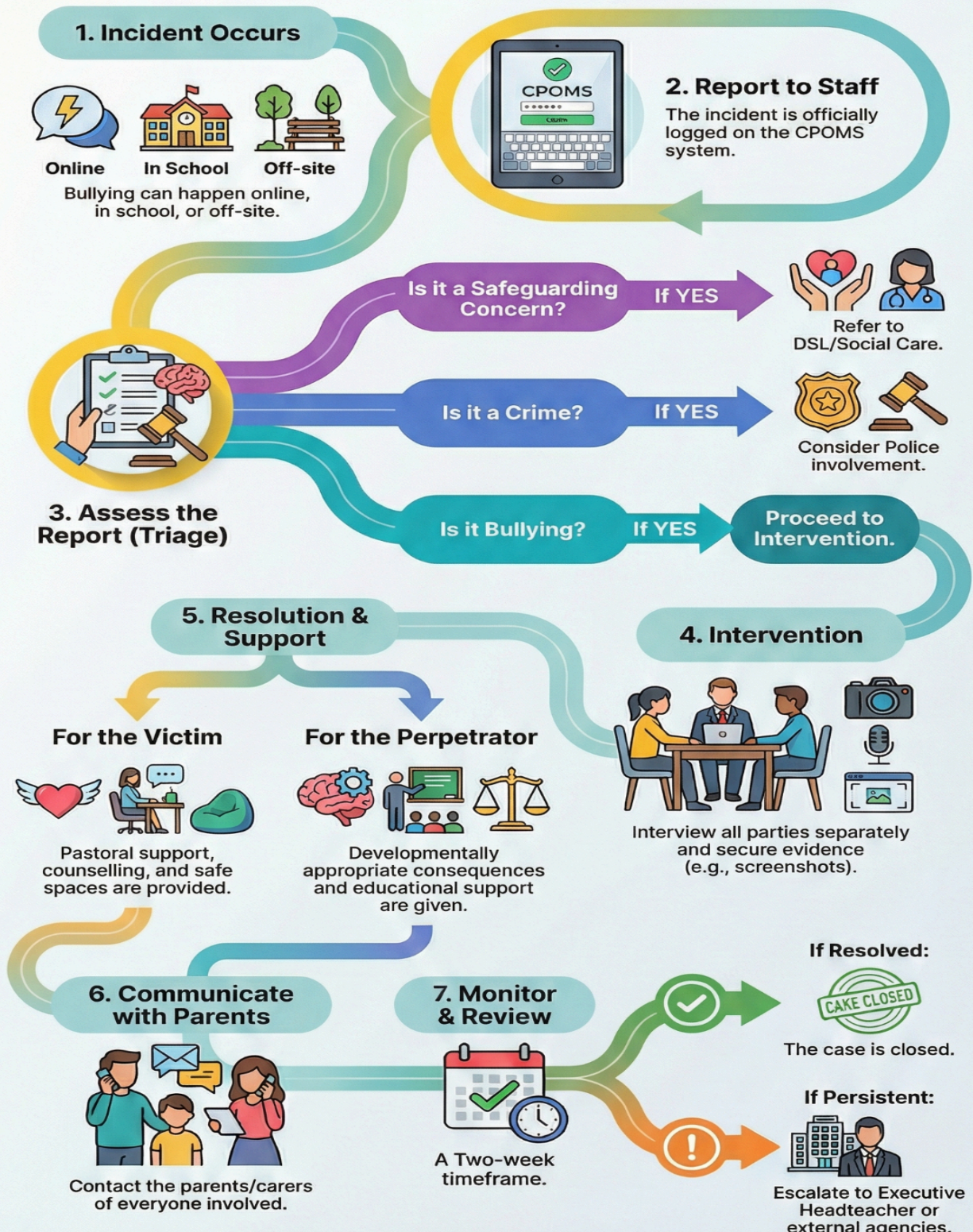
Yours sincerely,

Headteacher

Appendix 2: Reporting Process Flowchart

Bullying Reporting Process: A Step-by-Step Guide

This infographic details the formal protocol for handling a bullying incident from the initial report to final resolution, outlining key decision points for triage and actions for intervention, communication, and follow-up.



Appendix 3: Strategies

Strategies available to staff include:

- Interview with victim and perpetrator separately
- When appropriate a written apology from bully put in both files
- Apply consequences in line with the school Behaviour & Safety Policy
- Use of Restorative Justice
- Behavioural contracts
- Phone call or letter home
- Referral to Senior Management Team
- Referral to Headship Team
- Referral to school nurse depending on perceived causes
- Referral to External Agencies - or helpline e.g. Childline
- Referral to Single Point of Access as Safeguarding concern
- Follow up interviews
- Fixed term exclusions
- Meeting with parents/carers
- Fixed-term or permanent exclusion