Anti-Bullying Policy

Clarity Independent School

Bridge Barn Farm
Woodhill Road
Sandon
CM2 7SG

Clarity Independent School is committed to safeguarding...

"Our school is committed to our whole-school approach to safeguarding, which ensures that keeping children safe is at the heart of everything we do, and underpins all systems, processes and policies...We promote an environment where children and young people feel empowered to raise concerns and report incidents and we work hard in partnership with pupils, parents and caregivers to keep children safe."

Clarity Safeguarding Policy September 2026

Written by Debbie Hanson
Head Teacher and Proprietor

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Written: November 2018
Mid-year Update: July 2026 for October 2025
Updated by: Michelle Deveney

Key contacts:

Head Teacher and Anti-Bullying Coordinator
Debbie Hanson
01245 408 606

Deputy Anti-Bullying Coordinator
Assistant Head – Michelle Deveney

Key Contacts Within the Local Authority
The **Essex Safeguarding Children Board** (advice and consultancy)
General concerns: Tel 0333 013 8936
Email: escb@essex.gov.uk

Referral to Social Care Services
For URGENT and IMMEDIATE concerns for the safety and welfare of a child or young person during OFFICE HOURS, telephone 0345 603 7627.

For OUT OF HOURS URGENT referrals to Social Care Services, please telephone 0345 606 1212.

Clarity Independent School

Philosophy

Clarity Independent School aims to develop an ethos that supports achievement, creates a balanced broadly-based curriculum, which is responsive to individual needs, observes and respects people's differences and gives students opportunities to experience continuity and success, to feel good about themselves and achieve their full potential.

It meets the Independent School Standards DfE Guidance, 2019 Part 3, no.4.4, which states that *'proprietors ensure that their policy and practice is based on a wide view of what may happen to pupils, not only in schools and but also beyond it. Although schools are not responsible for the welfare of pupils when they are not in school or on school visits, schools can still play a significant role in ensuring that the vulnerability of pupils in other parts of their lives is reduced. For example, an effective anti-bullying strategy will ensure that pupils are taught about the dangers of cyber-bullying and sexting - even if pupils in a particular faith community are not meant to use mobile phones or have limited access to the internet.'*

We believe that respectful and charitable attitudes and behaviour promote effective learning. Staff, parents and pupils themselves are essential in ensuring that this is understood and maintained throughout all areas of the curriculum delivered and activities enjoyed by staff, parents and pupils attending the school. This policy supports the Fundamental British Values (FBV), which are: democracy; the rule of law; individual liberty; and mutual respect for and tolerance of those with difference faiths and beliefs, and for those without a faith. In our school we ensure we have a 'Zero tolerance' culture of discrimination or prejudice aimed at a pupil or their family, for any reason, and all incidences of such will be dealt with according to this policy.

At Clarity Independent School we have high expectations of behaviour and personal achievement for all our pupils. This is established by providing a caring and stimulating environment, where pupils feel physically and emotionally safe and supported. Pupils are encouraged to be independent, develop self-control and show respect for others, regardless of their characteristics, as protected under the Equality Act 2010 (age, gender, disability, race, religion / belief (or non-belief), sex, marital status, sexual orientation or pregnancy). All our staff are trained on it during induction (new staff) and annually. It is reviewed annually.

To be read alongside the following policies:

- Behaviour Policy
- Equality Policy
- Safeguarding Policy
- Child on child harmful sexual behaviour policy
- E-safety and Acceptable use of ICT policy

We are committed to providing a happy and secure school where issues of bullying are dealt with in a consistent and effective manner. Bullying, as a principle, is not acceptable in our community and students will be encouraged to report and talk about any incidents that occur. Incidents will be managed in line with our Behaviour Policy.

Clarity Independent School is a "Telling" School

What is Bullying?

There are many definitions of bullying, but most have these three things in common:

- Deliberately hurtful behaviour
- Behaviour is repeated over a period of time
- Difficulty defending themselves, for those being bullied, due to an imbalanced perception of power / control

Types of bullying can be summarised as:

Physical	Pushing, kicking, pinching, physical intimidation and any other use of violence
Verbal	Name calling, sarcasm, spreading rumours, teasing
Emotional	Excluding, tormenting, being unfriendly, racial/gender taunts, gestures, graffiti, prejudice-based, gender-based and homophobia (dislike or prejudice against homosexual people)
Sexual	Unwanted physical contact, abusive comments, sexual pressure, sexting
Cyber	Unwanted messages, contact via internet sources, mobile phones, tablets and other gaming devices

Aims

- To ensure that all staff, pupils, parents/carers understand the nature of bullying issues and implement the principles of this policy
- To develop an ethos of 'telling' when incidents occur
- To continue to implement the procedures for incident management as outlined in the Behaviour Policy
- To continue to tackle bullying issues via the curriculum

Educating the Students About Bullying

This policy will be made clear to students in their PSHE & RSE lessons and will be reinforced through school assemblies / early morning meetings and all supervised/supported social interactions.

Throughout the curriculum, students will be given opportunities to develop behaviours and attitudes that empower them to combat bullying behaviours. For example:

- Making friends
- Improving social skills
- Role-play skills
- Assertiveness training
- Saying 'no' and upholding their decision gently
- Positive body language
- Restorative justice training

Identification of Potential Bullying Situations

All staff will be encouraged to anticipate where there are risk areas for bullying incidents. Key places such as corridors, toilets, dinner queues, playground areas, changing rooms, will be carefully monitored by staff at key times of the day such as lunchtimes, breaktimes and lesson change overs. Staff on duty at key times will check these areas regularly during and throughout the break. Pupils are supervised by staff and supported in their interactions during all lessons and social activities.

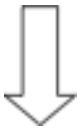
Procedures

This policy is to run in conjunction with the Behaviour Policy. Incidents should be managed as usual with all incidents being reported on the school's MIS (Arbor) and being flagged as a concern on the school's Safeguarding reporting system (CPOMs). The Headteacher and the Assistant Headteachers are immediately notified and alerted to the electronic reports on Arbor via staff sending them an email stating 'Blue Flag – (pupil initial)' in the subject line. Headteacher and Assistant Headteachers are alerted to safeguarding incidents automatically via CPOMs automated alerts. Incident records are monitored closely by the School Leadership Teams.

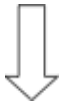
Clarity Independent School

Model Procedure for Bullying Incidents

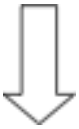
Identification of Incident and Participants



Assess nature of incident

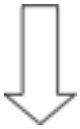


Ordinary Incident



Fill in incident report on Arbor as stated in the Behaviour Policy

Bullying Incident



1. Complete a Bullying Incident report on Go4Schools and safeguarding report on CPOMS
2. Go4Schools alert to be sent to the Class Teacher, the Assistant Headteachers (DDSL), the DSL and the Headteacher (DDSL)
3. The Class Teacher/Keyworker liaises with victim and perpetrator to reflect and work through Restorative Justice with support from DSL.
4. Head Teacher / Assistant Heads liaise with parents if necessary
5. Situation/trends monitored by using Arbor-Leadership Team
6. Follow up work/individual support will be provided if necessary

Both parties will be supervised as they work towards full reconciliation prior to either person going home, so that issues are dealt with and do not escalate overnight. Restorative Justice meetings between victim and perpetrator facilitate learning conversations and staff modelling resolutions to the children. Activities / games will be provided to promote positive relationship building, resolve issues and prevent further bullying.

If the incident has involved another school, after the appropriate information has been gathered, we will phone the named school and discuss the incident with an appropriate Senior Leader.

If the perpetrator has not understood their action, they are supported in doing so and taught using a first – then approach (first treat <NAME> with kindness then we will do….(positive activity)), praised and rewarded for success. They may also be given a warning that if the behaviour is repeated, there will be further-reaching consequences.

Further consequences such as:

- Suspension of privileges – protective consequence
- Loss of access to group activities with peers – protective consequence
- Parental involvement – to support change in behaviour
- Increase in support at school / specialist support / therapeutic interventions
- In extreme circumstances, student being sent home for a fixed amount of supported processing time and self-reflection with parent(s) / caregivers
- Or formal termination of the placement if no progress is made

If the perpetrator persists in antagonistic behaviour, they will be referred to the SENCo and Assistant Head (DSL) to investigate and try to understand their motivation for the behaviour so that supportive and preventative strategies can be put in place. This may be done through anxiety mapping and a Therapeutic Risk Reduction plan.

Bullying via Text

Pupils will not be permitted to use their mobile phones during school hours. If a pupil receives threatening or malicious texts they are worried about outside school, they can voluntarily show them to a class teacher.

However, if the child does not want to, but the teacher is concerned about the contents of the text and the impact on the child, the class teacher must request permission from the child's parent / carer to check the child's phone.

If the parent / carer agrees, the child may show the class teacher the contents of the text and the class teacher deal with it in accordance with the school behaviour policy. The parent / carer has the right to refuse until they are on the premises, at which point the class teacher may check the child's phone and deal with any issues accordingly.

If the matter is of a high level of safeguarding concern, it may be necessary to view the child's phone without parental / carer's consent, this must be referred to the school Designated Safeguarding Lead or Deputy Designated Safeguarding Lead and would be carried out by the DSL/DDSL under the authorisation of the Headteacher, and may include external agencies, to keep the child safe. In this case, action will be taken in accordance with the latest DfE Searching Screening and Confiscation Guidance in order to safeguard the child.

At no point are images from a child's device to be viewed by a member of staff unless the child first states that the images are not of a sexual nature.

Regarding a child who has been *accused* of bullying via mobile phone / text and wishes to 'clear their name,' or explain their intention to repair a relationship, they may voluntarily show the teacher their phone to illustrate a clearer meaning of a text or message they have sent. If a child has been accused of bullying and does not want to show their phone, the guidance named above is again followed, as explained above.

Bullying Concerns

If there are any concerns regarding individuals that are not specifically incident related, the same procedure must be followed, for example in cases of:

- Group intimidation
- Systematic name calling
- Verbal abuse

Any bullying incidents recorded will be written up and followed up by the Assistant Headteachers to conclusion, monitored by the Headteacher. Parents / carers, tutors and learners will be informed and giving input. Any trends will be highlighted and responded to appropriately. These are tracked and monitored using the school's communication MIS system.

Ostracism

Ostracism of a family as a way of parents / children registering disapproval for the actions of community members is not tolerated and will be dealt with according to the procedures outlined in this policy.

Discriminative Language for 'Effect'

In rare instances, a learner displaying particularly difficult behaviour may be using specific words because they are attempting to get a reaction and are seeking a connection with a staff member. In these incidents, attention may be discretely re-focussed onto other topics through distraction if the pupil is heightened, may be simply labelled as 'inappropriate' and the pupil redirected, or should simply not be acknowledged or paid attention to. This is to avoid empowering the negative behaviour by giving it attention and dealing with challenging language in front of other peers. The staff member will then ensure that they spend positive, quality time with the pupil afterwards to establish the desired connection, without empowering a negative behaviour pattern, and the language which was used 'for effect' will then be addressed again with the child later individually once they are calm and will be explained in a rational manner. It may also be addressed with the class as a targeted lesson or an early morning meeting/discussion and parent(s) notified to reinforce at home.

Reviewing and revising the policy

The policy will be reviewed within the school processes for self-evaluation. Any recognised need to make reasonable adjustments will be made to the school's practice, procedures, grounds, resources, staffing as appropriate.

Overall responsibility for preventing bullying in **Clarity Independent School** rests with the Head Teacher:

Debbie Hanson, Head Teacher