

CHILD PROTECTION AND SAFEGUARDING - ANTI-BULLYING

Policy applies from EYFS to Sixth Form and to all Staff	
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Version	Date	Paragraph	Material change	Approval
09.22 v1	01.09.2022	N/a	No material changes.	Mr Luke Goodman
09.23 v1	01.09.2023	N/a	No material changes.	Mr Chris Collins
09.24 v1	15.09.2024	3	Updated to include abusing AI as a means of bullying.	Mr Chris Collins
		5.2	Inserted a new section re. role of staff.	
		9.2	Updated to reflect new mobile phone policy.	

Clifton High School is committed to child protection and safeguarding children and young people and expects all staff, visitors and volunteers to share this commitment.

Related Policies

Acceptable Use of Information Communication Technology - Pupils
 Behaviour Policy - Infant and Junior School and Senior School
 Child on Child Abuse
 Child Protection and Safeguarding
 Child Protection and Safeguarding - Online Safety
 Complaints
 Equality, Diversity and Inclusion
 Pupil Code of Conduct - Infant and Junior School and Senior School

1. Introduction and aims

Clifton High School believes that every pupil and member of staff has the right to learn or teach free from bullying, and to feel able to raise any concerns they have and be supported by the School in raising those concerns.

The School's response to bullying does not start at the point at which a pupil has been bullied; the School has a strategic approach to prevent the situation occurring in the first place.

The aim of this policy is to make it clear to the whole school community that bullying is always unacceptable and is taken very seriously. Anyone reporting, in good faith, an incident of bullying will be protected. Child-on-child abuse is taken extremely seriously, and this policy is to be read in conjunction with the Child-on-Child Abuse policy.

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This policy has been drawn up with the assistance of [Preventing and Tackling Bullying](#) and Keeping Children Safe in Education 2024, and will be reviewed against subsequent changes or updates in guidance issued.

2. The School's approach

The School's values of Empathy and Direction are promoted throughout Clifton High School to support and foster pupils' individual brilliance, and our education promotes fundamental human values such as tolerance and respect for others.

Incidents will be dealt with quickly and taken seriously

At Clifton High School, we always treat bullying very seriously. It conflicts sharply with the School's values of Empathy and Love, and potentially with its policy on equal opportunities for pupils and will not be tolerated.

When incidents of bullying occur, they are dealt with quickly and taken seriously. The School will never dismiss or downplay bullying as banter or horseplay, and all reported incidents of bullying will be dealt with by staff in accordance with this policy. Staff will reassure anyone who has/potentially has experienced bullying that they are being taken seriously and that they will be supported and kept safe.

Support will be provided for pupils

Pupils who have experienced bullying will always be supported and will be reassured that they will be kept safe. Pupils who have engaged in bullying behaviour will be subject to appropriate disciplinary sanction and will also, where possible, be supported in learning different ways of behaving and offered support for their own circumstances, where appropriate.

The School will be aware of damage caused by bullying

The School understands that bullying can be so serious that it may cause physical, emotional, and psychological damage, such as eating disorders, self-harm and even suicide. Stopping violence and ensuring the immediate physical safety of pupils is the School's first priority, however, the School acknowledges that emotional bullying can be more damaging than physical bullying, and therefore staff will use their discretion when dealing with an incident of bullying within the parameters of this policy and the Behaviour Policy.

Bullying outside of the School's premises

Bullying which occurs on School trips, online, or outside of the School's premises will not be tolerated any more than bullying on School premises. Teachers will, where appropriate, discipline pupils for misbehaviour online, outside School premises and outside School hours.

3. What is Bullying?

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Bullying is defined as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online. There are four key elements to this definition:

- hurtful;
- repetition;
- power imbalance; and
- intentional.

Bullying behaviour can be:

- **physical** - pushing, poking, kicking, hitting, biting, pinching, etc.;
- **verbal** - name calling, sarcasm, spreading rumors, threats, teasing, belittling;
- **emotional** - isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion;
- **sexual** - unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films, etc.;
- **online/cyber** - posting on social media, sharing and/or manipulating images (including by using AI), sending nasty text messages, social exclusion; and/or
- **indirect** - Can include the exploitation of individuals.

The School recognises that bullying can be related to several specific features or protected characteristics:

- **Bullying related to race, religion or culture** - recent political and social issues appear to be a factor in bullying and harassment. There is also research to support the suggestion that where black and minority ethnic (BME) children experience bullying, it is more likely to be severe bullying. Children and young people of different faiths and travellers' children can also experience bullying.
- **Bullying related to Special Educational Needs and Disabilities (SEND)** - research shows that children and young people with SEND are more at risk than other children. Clifton High School actively promotes equal opportunities for all those with SEND and seeks to eliminate all related harassment.
- **Bullying related to gender and gender identity** - research shows instances of children and young people being bullied because simply because they are a girl/boy and particularly where there is a large gender imbalance. This often takes the form of harassment of a sexual nature. The same applies to gender questioning pupils.
- **Bullying related to sexual orientation** - evidence of homophobic bullying suggests that pupils who are gay or lesbian (or perceived to be) face a higher risk of victimisation than other children. Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risk not associated with other forms of bullying. The pupil may not want to report bullying if it means 'coming out' to teachers and parents before they are ready to do so.



- **Bullying because a child is fostered, adopted or a carer** - evidence suggests that pupils who are fostered, adopted or are carers face a higher risk of being bullied.

The School also recognises that certain children who experience bullying because of one of the characteristics above may face additional barriers to reporting an incident.

4. Strategies to promote anti-bullying and deal with bullying effectively

Clifton High School does the following to promote an anti-bullying culture and to handle incidents of bullying effectively:

Pupil awareness

- Raises pupil awareness and creates a positive culture by:
 - being proactive in ensuring that all pupils are well informed via assemblies, circle time, tutor time, PSHE, Topic, Art, Drama, English, History and current affairs that bullying is unacceptable;
 - actively supporting National Anti-bullying Week where assemblies and other pupil centred activities are predominant;
 - making pupils aware that bullying is a serious disciplinary offence and that strong sanctions such as internal exclusion or external suspension, may be necessary in cases of severe and persistent bullying;
 - encouraging discussion and celebrating differences between people and stressing the importance of avoiding prejudice-based language;
 - ensuring pupils are clear about the roles they can take in preventing bullying;
 - celebrating success to reinforce a positive school environment.

Discipline

- Works to prevent incidents of bullying by maintaining a disciplined atmosphere and remaining alert to the importance of friendships and the development of social and emotional competencies.

Staff training and staff approach

- Ensures staff are trained and kept updated so that they can identify signs of bullying.
- Ensures staff are vigilant as bullying can occur before and after school, at break times, lunchtimes and as pupils travel between lessons and as they travel to and from school. Particular locations around the school are more likely to facilitate bullying including toilets and corridors. All staff and particularly those on duty are expected to monitor these areas frequently and carefully.

Handling bullying incidents

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- Investigates thoroughly all incidents of suspected bullying and treats them with equal seriousness whether reported by a parent, a member of staff or a pupil.
- Records all incidents of bullying and holds them centrally on CPOMS. They are regularly checked by the Safeguarding and Pastoral Teams, the Head of the Infant and Junior School, Heads of Year, and the Deputy Head, Pastoral to see if any patterns emerge or can be identified.
- Ensures all pupils who are concerned about, or have experienced incidents of bullying are encouraged to talk to a member of staff and are offered the opportunity to see the School Counsellor (if appropriate).
- Ensures a bullying incident will be treated as a child protection and safeguarding concern when there is reasonable cause to believe that a pupil is suffering or likely to suffer significant harm. The bullying issue will then be reported to the Police or Children's Social Care following the guidelines set out in the Child Protection and Safeguarding Policy.

5. Roles

Everyone in the Clifton High School community takes all forms of bullying seriously and will intervene to prevent incidents from taking place.

5.1 Role of Clifton High School Senior Leadership Team and the Council of Governors

- To develop School policies that are in line with current regulations, and to review those policies on an annual basis.
- To promote a climate where bullying and violence are not tolerated and cannot flourish.
- To provide curriculum opportunities to address bullying.
- To ensure pupil support systems are in place to prevent and respond to bullying.
- To address school site issues and promote a safe educational setting including safe play areas.
- To have an online filtering and monitoring system and policy in place to help detect signs of cyberbullying.
- To be responsible for preventing and responding to bullying.
- To be aware of the importance of modelling positive relationships.
- To ensure that parents have confidence that the School will take any complaint about bullying seriously and investigate/resolve as necessary, and that the school systems will deal with the bullying in a way that protects their child.
- To work in partnership with parents, other schools and with children's services and community partners to promote safe communities.

5.2 Role of staff

- To attend anti-bullying training when provided by the School.
- To be aware of and vigilant to signs and symptoms of bullying, and when on break time or lunch duty, to monitor the areas of the School where bullying is more likely to take place.

- To be proactive in communicating with parents and other members of staff where there are concerns that bullying is taking place.
- To follow this policy and the procedures set out in it in relation to responding to bullying or suspected bullying.
- To encourage pupils to report any concerns they have that they or their peers may be being bullied.
- To play a leading role in encouraging healthy and positive friendships, promoting in particular the school values of Love and Empathy.
- To demonstrate a zero-tolerance approach to any unkind behaviours, educating all pupils in treating each other with respect at all times.
- To engage with and promote the messaging of the annual anti-bullying week in November.

5.3 Role of parents

- To be clear that the School does not tolerate bullying and will follow this anti-bullying policy and the Child-on-Child Abuse policy (if appropriate).
- To support the School's policies and use this policy if they are concerned about bullying.
- To actively encourage their child to be a positive member of the School.
- To share any concerns they have about bullying with their child's class teacher or form tutor.

6. Signs and Symptoms

A pupil may indicate that they are being bullied if they:

- are frightened of walking to or from school;
- do not want to go on the school/public bus;
- change their usual routine;
- are unwilling to come to school (school phobic);
- begin to truant;
- become withdrawn anxious, or lacking in confidence;
- become isolated from other children during the school day;
- start stammering;
- attempts or threatens suicide or runs away;
- feel ill in the morning;
- begin to do poorly in school work;
- have possessions which are damaged or "go missing";
- start stealing money;
- have monies continually "lost";
- have unexplained cuts or bruises;
- become aggressive, disruptive or unreasonable;
- are bullying other children or siblings;
- stop eating;



- are frightened to say what's wrong;
- give improbable excuses for any of the above;
- are afraid to use the internet or mobile phone; or
- are nervous when a cyber-message is received.

These signs and behaviours could indicate other problems and this list is not exhaustive, but bullying should be considered a possibility and should be investigated.

7. Approaches to tackling bullying

Bullying situations can be multi-layered and complex, and accordingly Clifton High School takes a variety of approaches to solve the problem may be adopted to help the pupils involved. Those approaches include the following:

Pupil being bullied

Helping them to:

- be confident in the School's ability to deal with the bullying;
- take steps to feel safe again;
- rebuild confidence and resilience; and
- utilise and build up stronger friendship bonds and wider support networks.

Pupil acting as a bully

Helping them to:

- realise that their behaviour is having a harmful and hurtful effect on another, and the potential consequences of their behaviour to themselves;
- acknowledge that they themselves have a problem;
- overcome their problem by talking through situations which have led them to behave in this way with others;
- know that sanctions hold them to account for their behaviour and help them to face up to the harm they have caused;
- learn to behave in ways that do not cause harm in future because they have developed their emotional skills and knowledge; and
- learn how they can take steps to repair the harm they have caused.

8. Anti-bullying Procedure

8.1 Reporting bullying and child protection and safeguarding concerns

Any member of the Clifton High School community who has witnessed or has been informed of an incident of bullying should notify the class teacher or form tutor in the first instance.

The relevant member of staff dealing with the incident will consult parents and/or other members of staff as necessary. Parents of the pupils involved should always be informed of a

bullying situation, which is causing on going concern to a pupil unless there is a good, valid reason for not doing so.

If a member of staff believes that there is reasonable cause to suspect that a pupil is suffering, or likely to suffer significant harm, the Child Protection and Safeguarding Policy should be followed, and the DSL should be contacted immediately.

8.2 Steps in dealing with an incident

Members of staff should take the following steps when responding to bullying:

- **listen** very carefully to the pupil who feels bullied;
- **find out the facts** and how the pupil is affected by what is happening;
- **record the facts** including date, time of incidents and witnesses in a written account;
- decide **who needs to be notified** of the bullying, including parents and other members of staff.

8.3 The pupil's involvement

If appropriate, the pupil who has experienced the bullying should be allowed to decide how they want to proceed in the matter.

The pupil being bullied may decide that talking to the class teacher, tutor or peer supporter and gaining a feeling of support is enough and no further action is taken or needed at that time. Alternatively, the pupil being bullied may decide that they want staff to take the matter further. or the member of staff may feel that it is in the pupil's best interests for the incident to be taken further.

8.4 Next steps

If it is decided that the bullying incident should be taken further, the members of staff involved will gather information from a range of people so that the wider picture is understood. Different approaches may be used.

The member of staff may decide that the best approach to deal with the bullying is to call together a group of pupils, which include the bully/bullies and members of the peer group who have the respect of others. This group will discuss how the bullying behaviour causes distress, explore ways of improving the situation and making the pupil being bullied feel happier and ultimately be sure that the bullying behaviour stops. Alternatively, the bullying may be best dealt with as a disciplinary issue, in which case the Behaviour Policy - Infant and Junior School / Senior School will be followed. However, bullying is not necessarily a disciplinary issue. If a pupil who is found to be acting as a bully acknowledges the distress caused by their actions and accepts responsibility for setting the matter right, then no disciplinary action is needed.



Whether a disciplinary line or a pastoral supportive line is appropriate, bullying is always serious and should be dealt with promptly. Strong sanctions, such as exclusion, may be necessary in cases of severe and persistent bullying. The Head of School should be kept aware although any intervention may not be appropriate at an early stage.

8.5 Criminal offences

Whilst bullying itself is not a specific criminal offence, there are criminal laws which apply to harassment, sexual violence and assault, sexting, the sharing of nudes/semi-nudes (in certain circumstances), up-skirting and to violent and threatening behaviour. If the DSL suspects that a criminal offence may have been committed, they will contact the Police and follow the procedures set out in the Child Protection and Safeguarding Policy.

8.6 Further steps and support

It may be helpful for the bullied person or bully to see the School Counsellor, to discuss any underlying problems or difficulties further.

When the problem has been resolved then staff should check after a suitable interval that it has not re-occurred.

8.7 Records

All records will be kept and maintained on CPOMS. Clifton High School staff maintain records of the welfare and development of individual pupils, and in addition, every complaint or report of bullying must be recorded on CPOMS. The Safeguarding Team monitor these records to enable patterns to be identified, both in relation to individual pupils and across the school as a whole, so that any necessary interventions can be made and to evaluate the effectiveness of the School's approach.

9. Cyberbullying

9.1 What is cyberbullying

Cyberbullying can be defined as "*the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others*" (Belsey, <http://www.cyberbullying.org/>). It is an aggressive, intentional act often carried out repeatedly over time, and often against a person who cannot easily defend themselves. It may take place inside School, outside of School and at any time of the day.

Cyberbullying could involve communications by various electronic media, including:

- texts, instant messages or calls on mobile phones;
- the use of mobile phone camera images to cause distress, fear, or humiliation;



- posting threatening, abusive, sexual, discriminatory, offensive, or humiliating material or comments on websites (including blogs, personal websites, and social networking sites such as TikTok, Snapchat, Facebook, Instagram, Twitter or YouTube);
- using e-mail to message others in a threatening or abusive manner; or
- Hijacking / cloning e-mail accounts.

Cyberbullying may take many different forms including: cyberstalking, exclusion or rejection, impersonation, unauthorised publication of private information or images, encouraging derogative comments on online platforms, sharing nudes/semi-nudes, upskirting, and sexting.

9.2 Prevention of cyberbullying

The School has a role to play in teaching pupils about the underpinning knowledge and behaviours that can help them to navigate the online world safely and confidently regardless of the device, platform, or app, and follows the guidance in *Teaching online safety in school* (January 2023).

In order to reduce and prevent cyberbullying the School:

- expects all pupils to adhere to its Acceptable Use of ICT Policy and Agreement and its Online Safety Policy. Certain sites are blocked by our filtering system and our IT Department monitors pupils' use;
- may impose disciplinary sanctions for the misuse, or attempted misuse, of the internet in accordance with the Behaviour Policy;
- issues all pupils with their own personal School email address
- offers guidance on the safe use of social networking sites and cyberbullying in PSHE lessons, which covers blocking and sharing their personal data;
- ensures its pupils are aware of the various forms in which cyberbullying can take place, that it can have severe and distressing consequences, and that participation in cyberbullying will not be tolerated;
- offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details private and secure;
- has a ban on mobile phones and other personal internet enabled devices in the Infant and Junior School and operates a “never seen and never heard” policy in the Senior School and on Senior School activities; and
- does not allow the use of any cameras in toilets, washing and changing areas.

9.3 Procedures for dealing with cyberbullying

The School will follow the procedures set out in this policy and in the Child Protection and Safeguarding Policy where relevant for incidents of cyberbullying, taking such disciplinary action that is considered reasonable in the circumstances, with a view to regulating pupil conduct and protecting the welfare of its pupils.



Although cyberbullying is not a specific criminal offence, there are however criminal laws that may apply to communications of a harassing or threatening manner or the unauthorised publication of private images, upskirting, sharing nudes/semi-nudes, and sexting. Where the School considers that a reported incident of cyberbullying may amount to a criminal offence, it will inform the Police and follow the Child Protection and Safeguarding policy.

10. EYFS Children

The School's youngest children are encouraged to behave towards each other with kindness and consideration. They are encouraged to learn to look after their own possessions and to respect others' possessions. The School expects them to be honest, helpful, and polite, and to work hard and to listen to others. They should respect everyone and learn to value differences and diversity. Refer to Behaviour Policy Infant and Juniors.

11. Complaints Procedure

Parents and pupils are encouraged to use our Complaints Procedure (which is published on our website) if they feel that any concerns that bullying (or anything else) is not being addressed properly.

12. Monitoring and Review

The School will record all incidents of reported bullying in accordance with this policy.

The Deputy Head, Pastoral will review all incidents of reported bullying to help identify patterns of behaviour, so that the School can take appropriate steps to address bullying behaviours within the School. Records of bullying incidents will also be used to evaluate the effectiveness of the School's anti-bullying procedures, and to highlight any necessary amendments.

This policy is reviewed and updated at least annually, by the Deputy Head, Pastoral.

13. Useful Websites and documents include:

- Education and Inspection Act 2006 Section 89
- The Equality Act 2010
- Preventing and Tackling Bullying (July 2017) - [Preventing and tackling bullying \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/624427/preventing-and-tackling-bullying.pdf)
- Cyberbullying: Advice for head teachers and school staff (2014) - [Cyber bullying: advice for headteachers and school staff \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/624427/cyberbullying-advice-for-headteachers-and-school-staff.pdf)
- Anti-bullying Alliance (ABA) - www.anti-bullyingalliance.org.uk
- Kidscape - www.kidscape.org.uk
- NSPCC - <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>
- Young Minds - www.youngminds.org.uk



- Family Lives - www.familylives.org.uk
- Childline - www.childline.org.uk
- The Diana Award - <https://diana-award.org.uk/anti-bullying/>

This Anti-bullying Policy has also been prepared with due regard to DCSF (2007) Safe to Learn: Embedding anti-bullying work in schools, DCSF (2000) Bullying: Don't Suffer in Silence and DCSF (2004) Every Child Matters: Change for Children.

It has been reviewed in accordance with the statutory guidance set out in Keeping Children Safe in Education 2024.

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