

Anti-Bullying Policy

The Chantry School



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Aims

We strive to create a school culture underpinned by our core values of Ready, Respectful and Responsible.

Pupils must feel safe and respected if they are to learn effectively. Since we are a school which sets high standards for our pupils through 'Excellence in all, Excellence for all' - it is important that we create a community in which bullying, harassment, prejudice and intolerance are not acceptable. This includes behaviour in school, on the way to and from school, on school transport, in the wider community and online. It is our intention:

- To assist in creating a culture in which attending The Chantry School is a positive experience for all members of our community;
- To make it clear that all forms of bullying, harassment, and prejudice are unacceptable at The Chantry School;
- To enable everyone to feel safe while at The Chantry School and encourage pupils to report incidents of bullying, harassment, and prejudice;
- To deal with each incident of bullying, harassment, and prejudice as effectively as possible, taking into consideration the needs of all parties and of our community, and as a result aim to reduce the incidents of bullying, harassment, and prejudice;
- To support and protect those reporting bullying, harassment and prejudice and ensure they are listened to, and their views are taken into consideration;
- To help, support and educate pupils displaying negative behaviours to change their attitudes and understand why it needs to change;
- To liaise with parents and other appropriate members of the school community;
- To ensure all members of our community feel responsible for helping to reduce bullying, harassment, and prejudice and are fully informed about our anti bullying policy;
- To involve outside agencies when appropriate and in all cases of sexual harassment and sexual violence, should the victim choose to;
- To develop and maintain effective listening systems for young people and staff within The Chantry School;
- To equip all staff with the skills and information necessary to deal with incidents of bullying, harassment, and prejudice;
- To involve the wider school community and impress upon all staff members e.g. lunchtime assistants, part-time staff, their key role in dealing with incidents of bullying, harassment and prejudice in the moment in dealing effectively with, and if necessary reporting any bullying, harassment and prejudice incidents;
- To ensure that all incidents of bullying, harassment and prejudice are recorded, and appropriate use is made of the information over time, where appropriate sharing it with relevant outside agencies.

Definition of Bullying

Bullying is often in the news and is a form of real anxiety for some pupils and parents. It is important that we inform pupils and parents fully about our approach to dealing with bullying, so that pupils and parents can distinguish between what is bullying and what is not.

There is no legal definition of bullying. Our accepted definition of bullying is:

“Behaviour by an individual or group of pupils that is repeated over time and intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet or name calling), and is often motivated by prejudice* against a particular group/person, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences” (Source DFE guidance July 2017)

Prejudice is a form of bullying whereby negative behaviours are directed against someone based on difference or perceived difference such as race, religion, gender identity, sexuality, disability, ability, or other form of character or identity.

Types of Bullying

Bullying can take many forms and there is no exclusive or exhaustive list of bullying behaviours. It can occur face to face or online, it can be direct or indirect as threats or by involving a third party.

The three main types are:

PHYSICAL	Hitting, kicking, taking or hiding belongings including money.
VERBAL	Name-calling, teasing, insulting, writing unkind notes/text messages/e-mail, racist remarks, homophobic remarks.
INDIRECT	Being unfriendly, excluding, tormenting, spreading rumours or giving “nasty looks” .

There are also more specific named types of bullying:

RACIST	Bullying that is directed against someone because of the colour of his or her skin, his or her ethnic background or a group of people they represent. A racist incident is defined as any incident, which is perceived to be racist by the victim, or any other person.
SEXUAL	Bullying aimed at someone specifically because of their gender.
HOMOPHOBIC	Bullying of someone because of their sexual orientation.
SPECIAL NEEDS	Bullying of someone because of their special needs or disabilities. Sending or posting of harmful or cruel text or image using the internet or other
CYBERBULLYING	Digital communication devices. (see online safety policy). The development of, and widespread access to technology has provided a medium for ‘virtual’ bullying, which can occur in or outside school. Cyber-bullying is still a form of bullying and can happen at all times of the day, with a potentially bigger audience. The Chantry School will continue to follow the anti-bullying rationale and will not ignore cyber-bullying.

Child on Child Abuse

At the Chantry School, we have a zero-tolerance approach to child-on-child abuse, it is never acceptable and will not be tolerated. We are not complacent and recognise that it is possible that child on child abuse (including online) could be happening, even when there are no complaints. It should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

We recognise that there are different forms of child-on-child abuse which can take place, including:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (known as teenage relationship abuse).
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence and sexual harassment.
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery).
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Upskirting (which is a criminal offence), which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.
- Initiation/hazing type violence and rituals.
- Child on child abuse can be perpetrated face to face or indirectly. Single acts of any forms of abusive behaviour will not be tolerated.
- We make every effort to prevent such incidents occurring, including the implementation of a comprehensive ‘Relationship and Sex Education Programme’.
- In cases where child on child sexual violence and/or sexual harassment types of behaviours are witnessed or reported, adults will take such incidents seriously, not dismiss, excuse, or tolerate the behaviours as children being children.

Practice and Procedures

The Chantry School will not tolerate any form of bullying and is proactive in its approach so as to reduce the likelihood of bullying occurring; this is predominantly achieved through finding opportunities to educate pupils particularly through PSHE lessons, assemblies and tutor activities. We are keen to educate the pupils about what they should do should they become a victim of bullying or witness bullying occurring. Through our extensive programme, we want all pupils to fully understand their responsibilities in ensuring they know how to recognise intolerance and are ready to be upstanders rather than turn a blind eye as a bystander. Further to this, we aim to be able to understand the reasons for the behaviour, we challenge that behaviour, and we encourage pupils to behave in a socially responsible and respectful way. We expect all pupils to report prejudice and unkind behaviours – either directed towards them or others. Bullying is not normal behaviour, and it will not be tolerated.

Pupils and parents should be assured that reports are investigated and resolved as quickly as possible.

Roles and Responsibilities

Pupils, parents, and all school staff are expected to always behave appropriately and respectfully towards all other members of the school community. Pupils, parents and all school staff should treat each other and all members of the school community with kindness and dignity. Pupils, parents and all school staff should be ready to stand up for what is right and report incidents they know to be wrong. Pupils, parents and all school staff should always act responsibly and promote tolerance, equality and justice.

Governors' role and responsibilities

- Promote the wellbeing and ensure the safeguarding of pupils in school
- Ensure the school complies with legislation and statutory duties, and observes national and local guidance Record, investigate and respond to any complaints from parents/carers or the wider community related to the school's response to bullying behaviour

Headteachers and the leadership team

- Build and maintain a school ethos which is welcoming, supportive and inclusive of pupils, parents/carers and staff;
- Promote the wellbeing and ensure the safeguarding of pupils in the school;
- Ensure staff (including support staff) receive appropriate training to enable them to recognise and prevent all forms of bullying and ensure they are clear about their roles and responsibilities in preventing and responding to bullying;
- When appropriate, use partnerships and multi-agency approaches to prevent, and/or respond to, bullying which happens off-site • Act as appropriate role models for managers, staff, parents and pupils;
- Involve external agencies (including local authority advisers, police, independent mediation or advocacy services etc) as appropriate to respond to incidents.

All teaching and support staff

- Contribute to building and maintaining a school ethos which is welcoming, supportive and inclusive of pupils and staff;
- Promote the wellbeing and ensure the safeguarding of pupils in school;
- Behave with respect and fairness to all pupils;
- Observe and implement the school's anti-bullying, racist incidents, behaviour and equalities policies and practices;
- Model positive attitudes and relationships;
- Promote a positive view of difference and challenge prejudice and stereotypical views both through classroom practice and by modelling the behaviour and values they are trying to instil.

Pupils

- Take responsibility for personal behaviour and actions and treat one another with respect and kindness;
- Report any incidents of bullying to a member of staff, whether directed at themselves or at somebody else ;
- With the help of staff and parents/carers, create a positive working atmosphere within school where bullying is regarded as unacceptable, difference is celebrated and discrimination is actively challenged.

Promoting an anti-bullying culture

Personal, Social, and Health Education and Relationships, Sex, and Health Education (PSHE and RSHE) at The Chantry School support pupils to develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. This includes building successful friendships, and relationships with others, as well as working with others and being part of a community. PSHE promotes the idea of difference as a positive. Our PSHE curriculum model is taught at an age appropriate stage when learning about relationships, sexuality and identity.

Further details of our five-year PSHE curriculum plan can be found [here](#).

Assemblies and Tutor Activities

Some aspects of PSHE are strengthened through form times, assemblies and other curriculum areas where the messages of tolerance, equality, diversity, and kindness are actively promoted. Peer mentors can also help with low level friendship issues and fallings out as well as signposting to adults for more support.

Reporting and Recording of events

We strongly advise that **all** incidents of bullying, harassment, prejudice and intolerance are reported. It is important that we create an atmosphere in the school where pupils who are being bullied, or others who know about it, feel that they will be listened to and believed, and that action taken will be sensitive to their concerns. Staff will always take allegations of bullying seriously and will deal with them promptly and appropriately.

Not telling protects the bully or bullies. We fully encourage our pupils to tell if they or someone else is being bullied. Whenever an adult in school observes any bullying, harassment, prejudice and intolerance they must address the behaviour there and then and in the moment. We must never turn a blind eye or ignore such behaviour to do so suggests that the behaviour will be tolerated.

How pupils can support each other

If you are being bullied, or you know that someone else is, please tell staff straight away and it will be dealt with. Not telling means the victim will continue to suffer and the bully will carry on bullying. Ensure that if the bullying is occurring over social media messages are kept/images stored to show to an adult. We all have a responsibility to make sure that bullying is not allowed to continue in our school. Do not suffer in silence.

How a pupil can report an incident in school

- Tell the nearest adult as soon as possible
- Go to Pupil Support and tell Ms Drust, Mr Lewis or Mrs Richardson
- Tell your Tutor or Head of Year

If a pupil does not feel comfortable telling someone in school

- They should tell their parent/s or
- Go onto Edulink and click the 'Be Heard' button or link on the school website. This is an anonymous reporting tool, unless you choose to tell your name.

How a parent can report an incident to school

- Telephone the school: 01886 887100 and ask to speak to the relevant tutor or Head of Year.
- Email your child's tutor or Head of Year, contact details can be found following the link here:

Actions as a result of reporting events

When a report of bullying, harassment, prejudice or intolerance is received, as a school we will always take the report seriously and investigate the claim thoroughly which may involve seeking the views of both parties, and any witnesses. We will review any CCTV footage available and any other forms of evidence such as screenshots of electronic messages, online video footage and any other useful evidence.

Where significant harm has been caused we will refer to Family Front Door and Children's Services. Where a crime has been committed we will inform the Police.

We will always aim to educate young people who have behaved in a way that has led to a claim of bullying, harassment, prejudice or intolerance. We shall also consider the motivations behind bullying behaviour and if necessary support the pupil who is the perpetrator who may be at risk themselves.

The approach taken to resolving bullying issues will depend on the nature of the bullying, case history and individuals involved. It may in the most serious of cases; result in the school engaging the support of an outside agency such as the police. Once reported bullying issues are usually effectively resolved however the school can only act when we are made aware of any concerns.

Support for the victim:

Depending on the nature and severity of the specific incidents, one or more of a range of support strategies may be used:

- frequent and regular monitoring(check-ins) with form tutor or other pastoral support staff
- buddy support system within form or peer mentor • peer support
- use of /referral to lunchtime social club
- counselling
- referral to specialist support service/provision outside of school

Possible sanctions for the perpetrator(s)

Depending on the details of the specific incident, one or more of a range of sanctions may be used in school:

- Informal meeting with or between pupil/s with staff-led mediation
- Isolation at break time/lunchtime for a specific period of time
- After school detention
- A ban on being present (at specific times) with other named individuals, in specific areas of the school

and/or in a group of greater than a specified number

- Target Card

- Internet ban
- Internal exclusion
- Fixed term suspension

In the most extreme of cases the Headteacher may also consider permanent exclusion.

There may be a sanction as a consequence of a pupil's behaviour from losing their free time, detentions at lunch time or after school, time spent in our Behaviour Support Room, time in isolation, a fixed term exclusion, a permanent exclusion or a referral to Alternative Provision.

All incidents reported will be recorded on CPOMS and monitored by the Safeguarding Team. Any sanctions that follow will be recorded on SIMS.

Bullying outside the school's premises/offsite

The school reserves the right to act on bullying off the school site if one or more of the following conditions are met: the pupils (perpetrator(s) and/or victim(s) involved are in school uniform at the time and travelling to/from school incidents happen outside off, but in close proximity to the school site the bullying is having a clear impact on the well-being of the victim during school hours

The nature of the action taken will depend on the details of the incident; the school may in some circumstances refer directly to or encourage the victim's parents contact the police.

The school can also provide a range of onward referral information to charities/other organisations that can provide help to victims of bullying. We would also encourage parents/carers to:

- talk to the local police about 'trouble spots' – either through the 101 number or via the email logging system
- talk to transport companies about bullying whilst on public transport.
- talk to pupils about how to avoid or deal with bullying
- keep a dated log of any incidents that do occur to use as evidence (including any witnesses names) know the username and passwords so as to frequently check their child's media devices (phones, tablets etc.) and social media/email accounts for evidence of bullying.

Links to other Policies

Further information and guidance can be found in:

[**Keeping Children Safe in Education, September 2024 \(DfE\)**](#) includes bullying under child-on-child abuse.

The Chantry School's Online Safety Policy

The Chantry School's Behaviour Policy, September 2024

The Chantry School's Equality & Diversity Policy

The Chantry School's RSE Policy

The Chantry School's PSHE Policy

Support through external agencies – websites parents may find helpful

Anti-bullying

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Beat Bullying: www.beatbullying.org

Childline: www.childline.org.uk

Family Lives: www.familylives.org.uk

Kidscape: www.kidscape.org.uk

MindEd: www.minded.org.uk

NSPCC: www.nspcc.org.uk

The Diana Award: www.diana-award.org.uk

Young Minds: www.youngminds.org.uk

Young Carers: www.youngcarers.net

Cyberbullying

Childnet International: www.childnet.com

Digizen: www.digizen.org

Internet Watch Foundation: www.iwf.org.uk

Think U Know: www.thinkuknow.co.uk

UK Safer Internet Centre: www.saferinternet.org.uk

LGBTQ+

EACH: www.eachaction.org.uk

Schools Out: www.schools-out.org.uk

Stonewall: www.stonewall.org.uk

Racism and Hate

Anne Frank Trust: www.annefrank.org.uk

Kick it Out: www.kickitout.org

Report it: www.report-it.org.uk

Stop Hate: www.stophateuk.org

Show Racism the Red Card: www.srtrc.org/educational

SEND

Changing Faces: www.changingfaces.org.uk

Mencap: www.mencap.org.uk

DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>