

The Chantry School

Anti-bullying Policy



Approved by:	FGB	Date: September 2025
Last reviewed on:	June 2025	
Next review due by:	June 2026	

Contents

Aims	3
Definition of Bullying	4
Types of Bullying	4
Roles and Responsibilities.....	5
How we set the right ethos of being a ‘telling’ school	6
Promoting an anti-bullying culture.....	7
How to deal with bullying and who to tell	7
What any adult – teacher, support staff, parent – who has been told about bullying should do	8
Who should investigate	8
The need for gathering evidence	8
How we deal with incidents that cross the inside/outside school boundaries	8
What sanctions we use.....	8
Bullying outside the school’s premises/offsite	9
Engaging with parents and carers	10
How we monitor the situation	10
Appendices:	10
Links to other Policies.....	13
Equality impact	13
Monitoring	13

Anti-bullying Policy

1 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.

2 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, however our school definition of bullying is: Repetitive intentional hurting of one person or a group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

“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.

3 Types of Bullying

Bullying can take many forms (for instance, cyber- bullying via text messages or on social media and is often motivated by prejudice against particular groups, for example on grounds of race, religion, sex, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

The following are protected characteristics and our role in school is to ensure that pupils are protected from discrimination in relation to these both in-person and online.

The protected characteristics are:

- age
- disability
- gender reassignment (transphobia)
- pregnancy and maternity
- race
- religion or belief
- sex
- maternity or civil partnership

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.

Stopping violence and ensuring immediate physical safety is our first priority but emotional bullying can be more damaging than physical. (See ref: Preventing Bullying 2017, DFE).

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Schools have wider search powers included in the Education Act 2011 to give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

Where bullying outside school is reported to school staff, it will be investigated and acted on. The Headteacher will also consider whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

4 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 instill.

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.

Parents

- Support the school's anti-bullying approach by reinforcing positive behaviour and respect for others at home.
- Encourage their child to speak openly about any concerns or incidents of bullying.
- Report any suspected bullying to the school promptly and work in partnership with staff to resolve issues.
- Be patient while the school investigates concerns, understanding that thorough enquiries and appropriate actions take time.
- Refrain from directly approaching other children or parents and instead follow the school's communication procedures

5 How we set the right ethos of being a 'telling' school

We are committed to being a 'telling' school — one where pupils feel safe and supported in reporting bullying.

To achieve this, we must foster an atmosphere of trust where pupils feel confident that their concerns will be taken seriously. Those who are being targeted need to know that their reports will be addressed sensitively and thoroughly, with the understanding that investigations may take time and lead to a range of outcomes.

Reporting must be straightforward and accessible. Pupils should be familiar with the process outlined in the flowchart. Choosing not to report bullying only serves to protect those responsible, which is why we actively encourage pupils to speak up — whether they are experiencing bullying themselves or witnessing it happen to others.

All staff have a duty to respond immediately to any bullying, harassment, prejudice, or intolerance they observe. Ignoring such behaviour sends the message that it is acceptable — something we will never allow.

Through assemblies, tutor time, and the PSHE curriculum, we will educate pupils on the different forms bullying can take, including child-on-child abuse and gender or sexual harassment, in line with our safeguarding responsibilities under Keeping Children Safe in Education (KCSIE)

Everyone on the site has a responsibility to ensure that we live by our core values and that we all set a good atmosphere round school. We want to make it clear that this responsibility includes:

- Promoting an open and honest ethos that ensures that all members of the school community know and agree with our stance on bullying.
- Ensuring that all staff exhibit positive behaviours, demonstrate our Core Values and become positive role models to pupils.
- Treating other people with respect at all times.
- Doing nothing that could be construed as bullying.
- Doing nothing that could be construed as supporting bullying. This includes relaying distressing messages, relaying threats, laughing at bullying, watching a fight.
- Reporting to the proper person any bullying we witness or any behaviour which we feel could escalate into bullying. engaging pupils in reviewing and developing our anti-bullying practices.
- Analyse available data to ascertain how the school environment and the journeys to and from school can be improved.

6 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](#)

7 How to deal with bullying and who to tell

Each year in the autumn term we will remind all our pupils to take the following action if they feel they are being bullied. These messages will also be reinforced throughout the year;

- If you feel able to, then let the perpetrator know that they do not like what is happening to them and ask them to stop;
- If the bullying doesn't stop, tell someone in school who will initiate action to sort out the problem. This will often be your form tutor, any teacher or any member of staff.

- Use the BEHEARD email to report an incident of bullying, either for yourself or an incident you have witnessed, to report your concerns discreetly.
- If bullying behaviour is witnessed by our pupils, as part of taking on the role as defender, we ask that they too report their concerns using the above protocols. However, we emphasise that pupils must not use physicality or verbal abuse to try and resolve a matter.

If parents or carers have concerns regarding bullying behaviour, we ask that this is reported to their child's Head of Year. This will be logged, and the matter will be investigated.

8 What any adult – teacher, support staff, parent – who has been told about bullying should do

Go to, phone or email the Head of Year or the Form tutor of the pupil concerned.

If a parent does not know who the appropriate Head of Year is they should contact school and the Receptionist will advise them.

9 Who should investigate

In the first instance we would expect the pupil's form tutor to discuss any issues with their tutees and suggest possible solutions.

If this is ineffective or the form tutor believes he/she needs help in resolving an issue he/she will discuss with their Head of Year.

An investigation into a complaint of bullying will be carried out in most cases by one of the Pastoral Support staff or the pupil's Head of Year, but on occasions by a form tutor or one of the pastoral Assistant Headteachers.

10 The need for gathering evidence

If we are to deal with incidents fairly, we must gather as much evidence as possible in order to establish what really happened.

11 How we deal with incidents that cross the inside/outside school boundaries

Where incidents that happen outside school are clearly having a detrimental effect on the life of a pupil in school we will investigate these and, in conjunction with the parents and the local police, take appropriate action.

12 What sanctions we use

At our school, sanctions are applied fairly, proportionately, consistently and reasonably, taking account of any SEN or disabilities that pupils may have, and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children and it should be made clear that their actions are wrong and appropriate sanctions imposed. We expect all pupils to be proactive and seek help from members of staff if they witness another pupil being hurt or they are concerned about others.

The following is the normal hierarchy of sanctions. A serious case of bullying, however, might result in immediate suspension:

- Either a Central Lunchtime Detention or After School Detention plus restorative conversation to educate the perpetrator on the impact of their actions. Restorative conversation between all pupils involved and an apology from the perpetrators, when consented to by the target.
- Designated areas of the school for a period of time.
- A phone call/email to discuss the matter with the perpetrator's parent/guardian, further removal of free time, seating plan changes within class, further education on the matter.
- Reflection time plus perpetrators' parents invited in for a formal face-to-face meeting.
- Timetable change for the perpetrator, plus a meeting with the Head of Year or Assistant Headteacher.
- Suspension
- Permanent Exclusion

13 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 of, 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.

14 Engaging with parents and carers

We believe it is important for our school to work with parents/carers to help them to understand our approach with regards to bullying and to engage promptly with them when an issue of bullying comes to light, whether their child is the pupil being bullied or the one doing the bullying. We will ensure parents/carers are made aware of how to work with us on bullying and how they can seek help if a problem is not resolved. Some parents may need specific support to help deal with their child's behaviour. Where our school identifies that this is the case, we will initially provide support ourselves or signpost the parents to appropriate channels of help.

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying. ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

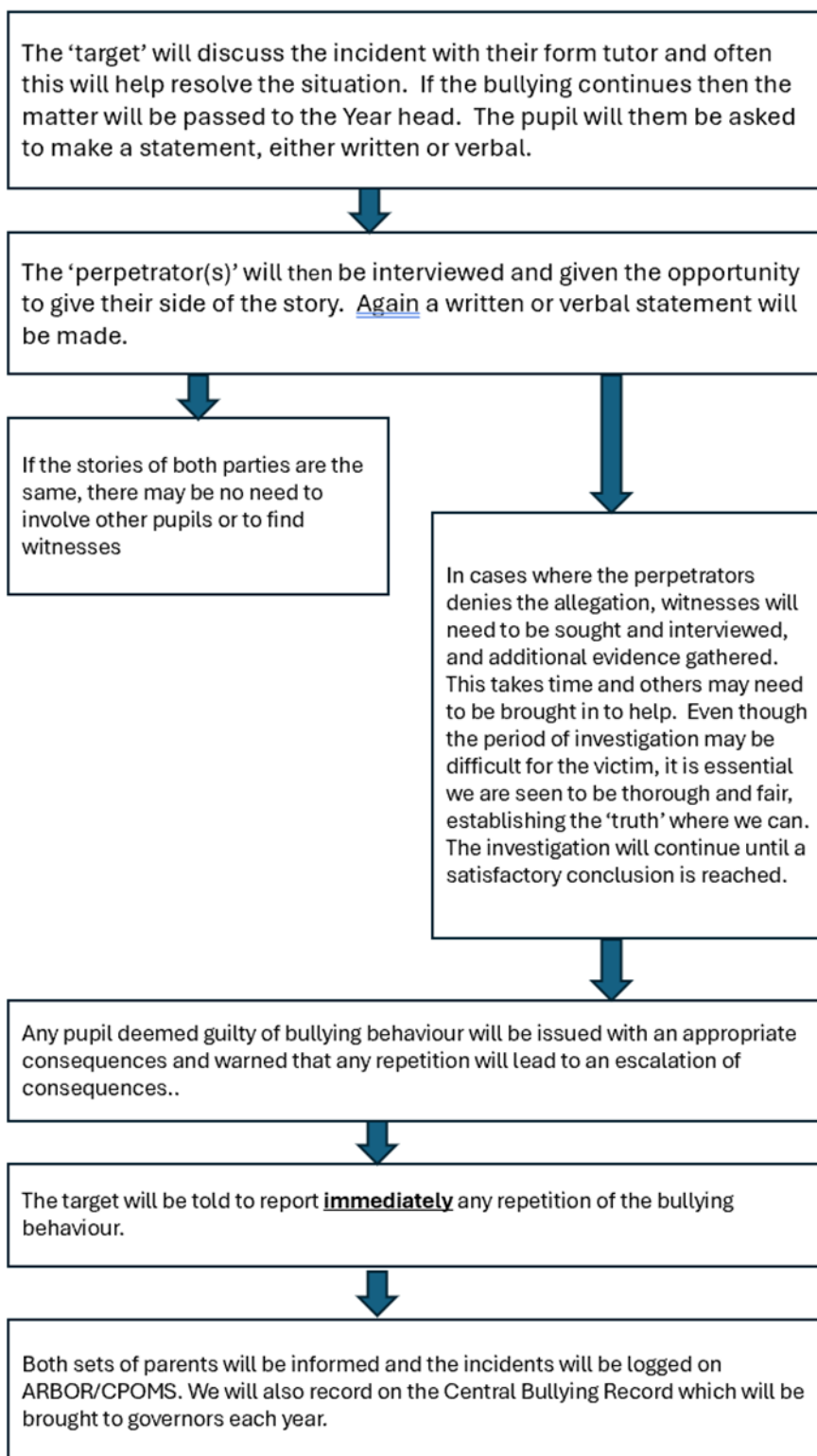
Particularly during a lengthy investigation, or when there is a repetition of bullying, a target's parents may feel very anxious. It is very important that the investigator and the parents keep in contact but parents must understand that form tutors, Heads of Year and Senior Staff do have other demands on their time. We will always endeavour to ring parents on the same day that the incident occurred; however, phone calls may not always be able to be made as soon or as frequently as the parent would ideally like.

15 How we monitor the situation

Pastoral staff will try to check at regular intervals on the welfare of a pupil who has been bullied, but we do rely on pupils reporting any repetition. Whilst the sanctions outlined above will be used as appropriate, both pupils and parents must understand that we cannot take action if we are not made aware.

16 Appendices:

The Process Flowchart



Support: During an investigation, it is likely that the alleged target will feel vulnerable, particularly at breaks, lunchtimes and the end of school. They will be offered 'protection' at such times, in the form of a room/office in school to which they might go with or without friends, and alternative arrangements for buying and eating lunch. They will also be offered regular slots with their pastoral team to check in on their well-being.

Support through external agencies – websites parents and pupils 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

DFE's no health without mental
[health](#)

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

Pace: www.pacehealth.org.uk

School's out: www.schools-out.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.srrc.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>

17 Links to other Policies

Further information and guidance can be found in:

[*Keeping Children Safe in Education, September 2024 \(DfE\)*](#)

[*Preventing and tackling bullying \(publishing.service.gov.uk\)*](#)

The Chantry School's Online Safety Policy

The Chantry School's Behaviour Policy,
September 2025

The Chantry School's Equality & Diversity
Policy

The Chantry School's RSE Policy

The Chantry School's PSHE Policy

18 Equality impact

The School's responsibilities towards promoting equality, diversity and inclusion have been considered when drafting this policy.

19 Monitoring

This policy will be monitored annually and significant change approved by the Local Governing Body.