The Chantry School

Anti-bullying Policy

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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 alleged 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.

2.1 Bullying and Safeguarding

Bullying may also constitute, or form part of, child-on-child abuse. Where an incident involves sexual harassment or violence, harmful sexual behaviour, coercion, threats, significant physical harm, hate-related abuse, exploitation, sharing of nude or semi-nude images, or any other concern about a pupil's safety or welfare, it must be reported immediately to the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead and managed in accordance with the Safeguarding and Child Protection Policy.

Staff must not wait for behaviour to become repetitive before making a safeguarding referral. A single serious incident may constitute abuse and require an immediate safeguarding response.

2.2 Bullying, conflict and unkind behaviour

Not every disagreement, friendship difficulty or isolated incident of unkind behaviour constitutes bullying. Such behaviour will still be taken seriously and addressed through the Behaviour Policy. Bullying usually involves repeated behaviour, an intention to cause harm and an imbalance of power. However, a single serious incident may constitute harassment, discrimination, violence or child-on-child abuse and will be responded to accordingly.

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.

Bullying may overlap with wider forms of child-on-child abuse, including abuse within intimate relationships, harmful sexual behaviour, sexual harassment, misogynistic or misandrist abuse, coercion, threats, serious physical assault, hazing, upskirting and the creation or sharing of nude or semi-nude images, including images created or manipulated using artificial intelligence. Such incidents will be managed under the school's safeguarding procedures.

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 school will challenge discrimination, harassment and prejudice related to protected characteristics under the Equality Act 2010, as well as prejudice based on other aspects of identity, background, appearance, additional need, family circumstance or perceived difference

The school will challenge discrimination, harassment and bullying related to:

- disability
- race
- religion or belief
- sex
- sexual orientation
- gender reassignment
- pregnancy and maternity (where applicable

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

- Parents should encourage safe online behaviours, maintain open conversations about online activity and preserve any evidence such as screenshots where concerns arise
- 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.

Bullying, harassment, discriminatory language and child-on-child abuse will never be dismissed as "banter", "just a joke", "part of growing up" or "boys being boys". All staff are expected to challenge such behaviour and report it in accordance with the seriousness and context of the incident.

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 on the website

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 alleged 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.
- Pupils who witness bullying should not place themselves at risk or attempt to resolve serious incidents physically. They should seek help from an adult, report what they have seen and, where safe, offer appropriate support to the pupil affected.

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.

Supporting Pupils with Additional Needs

Pupils with SEND, communication needs, social, emotional or mental health needs, or other vulnerabilities may experience, communicate or report bullying differently. Staff will make reasonable adjustments to reporting, investigation and support processes so that pupils can understand questions, give their account and participate meaningfully.

Additional needs do not excuse bullying behaviour. However, the school will consider whether unmet need, communication difficulty, vulnerability or other barriers contributed to the behaviour and whether additional support or assessment is required alongside appropriate accountability

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

Any member of staff who witnesses or receives a report of bullying must:

1. ensure the pupil is safe and listen without judgement; avoid promising confidentiality;
2. record the concern factually on the school's agreed recording system;
3. inform the Head of Year or appropriate pastoral leader promptly;
4. report immediately to the DSL or a deputy where the concern may constitute child-on-child abuse or otherwise meets a safeguarding threshold; and
5. preserve relevant evidence, including screenshots or messages, without forwarding harmful or illegal content unnecessarily.

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

9 Who should investigate

All reports of bullying will be investigated promptly, fairly and impartially. Until the investigation has concluded, pupils will be referred to as the alleged victim and the alleged perpetrator (or the pupil reporting the behaviour and the pupil whose behaviour has been reported). This ensures that all pupils are treated fairly while the facts are established.

Investigations will be conducted promptly, fairly and sensitively. Accounts will normally be taken separately from the pupils involved and, where appropriate, from witnesses. The school will keep proportionate records of the investigation, findings, actions taken and follow-up arrangements. Relevant online evidence, behaviour records, safeguarding information and previous incidents may also be considered. The school will reach a decision on the balance of probabilities, based on the information reasonably available. A lack of independent witnesses does not mean that no action can be taken.

Pupils will not ordinarily be required to meet face to face during an investigation.

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 Responding to confirmed bullying

The school's response will combine accountability, education, support and proportionate consequences. Actions will be selected according to the nature, seriousness, frequency, impact and context of the behaviour. Responses are not necessarily applied in a fixed or incremental order

Where, following a fair and proportionate investigation, bullying is found to have occurred, appropriate action will be taken in accordance with the school's Behaviour Policy. The school's response will take account of the nature, seriousness and impact of the behaviour, alongside any safeguarding concerns and the individual circumstances of those involved.

The school will reach its findings on the balance of probabilities, based on the information reasonably available at the time

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.

Examples of possible responses include:

- Either a Central Lunchtime Detention or After School Detention plus restorative conversation to educate the alleged perpetrator on the impact of their actions.
- Restorative approaches may be considered where they are safe, appropriate and agreed by the pupil who has experienced the behaviour. They will not be used where they may create further distress, pressure or risk, or where the nature of the incident makes a restorative meeting inappropriate. An apology will not be treated as a substitute for appropriate consequences, safeguarding action or ongoing support.
- Designated areas of the school for a period of time.
- A phone call/email to discuss the matter with the alleged perpetrator's parent/guardian, further removal of free time, seating plan changes within class, further education on the matter.
- Reflection time plus alleged perpetrators' parents invited in for a formal face-to-face meeting.

- Timetable change for the alleged perpetrator, plus a meeting with the Head of Year or Assistant Headteacher.
- Suspension
- Permanent Exclusion

Pupils who have displayed bullying behaviour will receive appropriate education, support and intervention to reduce the likelihood of recurrence alongside appropriate consequences

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 (alleged perpetrator(s) and/or alleged 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 alleged 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 alleged 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 alleged victims of bullying. We would also encourage parents/carers to:

- Talk to the local police about 'trouble spots' – either through the 101 number of 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 parents would ideally like.

15 How we monitor the situation

Following a substantiated or serious bullying incident, a named member of staff will agree a proportionate follow-up plan with the pupil and their parent or carer. This may include welfare checks, review of lessons and social times, monitoring of online or peer-group concerns, attendance review and contact with home.

Follow-up will normally take place at agreed intervals, for example after one week, two weeks and six weeks, although the frequency will reflect the pupil's needs and level of risk. The school will not rely solely on the pupil making a further report. Staff will remain alert to changes in attendance, behaviour, emotional wellbeing, friendship groups and engagement with learning.

Monitoring Vulnerable Groups
As part of our commitment to inclusion and early intervention, the school will regularly monitor bullying incidents and patterns to identify whether particular groups of pupils are disproportionately:

- experiencing bullying or harassment;
- displaying bullying behaviour;
- reluctant to report concerns; or
- repeatedly involved in bullying incidents.

This analysis will help ensure that appropriate support, reasonable adjustments and targeted interventions are provided where required. Particular consideration will be given to patterns involving:

- pupils with Special Educational Needs and Disabilities (SEND);
- disadvantaged pupils (Pupil Premium);
- Children Looked After (CLA) and Previously Looked After Children (PLAC);
- young carers;
- pupils with medical conditions;
- pupils experiencing poor attendance or persistent absence;
- pupils questioning their identity;
- pupils who are new to the school;
- pupils accessing Alternative Provision or other off-site education;

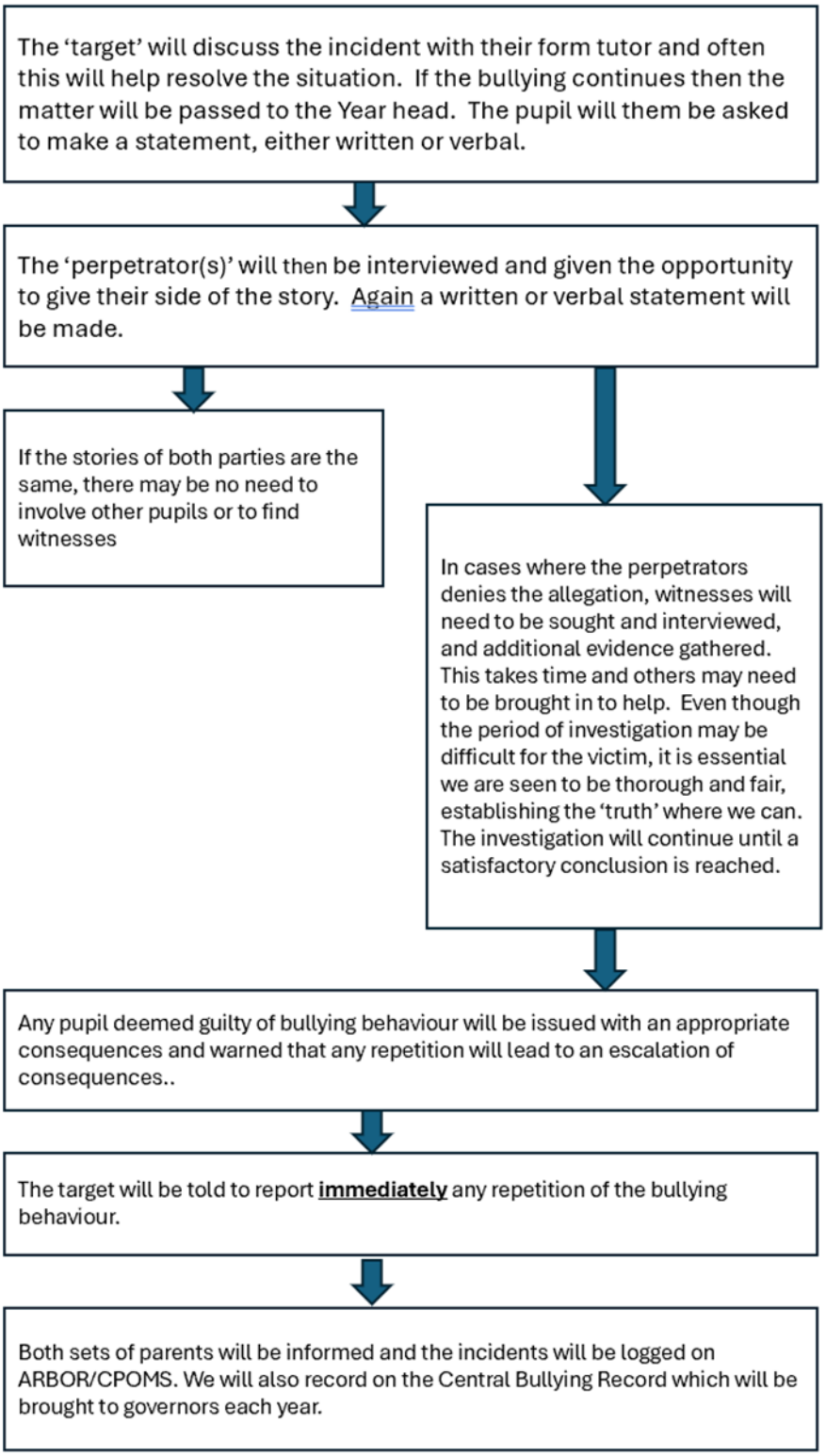
- pupils with communication or social interaction needs.

Where patterns or emerging concerns are identified, the school will review its practice, implement appropriate interventions and, where necessary, involve external agencies to ensure pupils receive timely and effective support. Findings will inform safeguarding practice, staff training, curriculum development and wider school improvement planning.

Where bullying may be contributing to absence, lateness, lesson avoidance or reluctance to attend school, the Head of Year and attendance team will work together with the pupil and family to identify barriers, agree support and monitor the pupil's attendance and sense of safety.

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 8 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.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

17 Links to other Policies

Further information and guidance can be found in:

- ***Keeping Children Safe in Education, September 2026 (DfE)***
- ***Preventing and tackling bullying (publishing.service.gov.uk)***
- Behaviour Policy
- Suspension and Permanent Exclusion Policy
- Searching, Screening and Confiscation Procedures
- Physical Intervention/Positive Handling Policy (where applicable)
- Child Protection and Safeguarding Policy
- Online Safety Policy
- Low-Level Concerns Policy (staff)
- Staff Code of Conduct
- Equality Information and Objectives
- Equality, Diversity and Inclusion (EDI) Policy
- SEND Policy
- Accessibility Plan
- Attendance and Punctuality Policy (where bullying affects attendance)
- Acceptable Use Policy (Pupils)
- Acceptable Use Policy (Staff)
- Mobile Phone Policy
- Complaints 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.

The Senior Leadership Team and governing body will monitor the effectiveness of this policy through termly analysis of bullying, prejudice and child-on-child abuse data. This will include patterns by type, location, year group, protected characteristic and vulnerable group; repeat involvement; attendance impact; pupil, staff and parent voice; and the effectiveness of support and follow-up. Findings will inform staff training, supervision, curriculum planning, site arrangements and school improvement priorities.

Governors will receive anonymised reports and trends rather than information identifying individual pupils