



Anti-Bullying Policy

Date of Approval: December 2025

Review Date: December 2028

Staff Lead: Mrs R Palmer

Policy Aims

- To ensure that all governors, teaching and non-teaching staff, pupils and parents have an understanding of what bullying is;
- To support all governors, teaching and non-teaching staff in understanding the school's viewpoint on bullying and to outline appropriate procedures when bullying is reported;
- To ensure that all pupils and parents know the school's policy and procedures for addressing bullying, and what they should do if bullying arises.

The community of Chancel Primary School is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should feel able to tell and know that incidents will be dealt with promptly and effectively. We are a *telling* school. This means that *anyone* who knows that bullying is happening is expected to tell a member of staff.

This policy outlines the shared values of our school community in relation to bullying and the procedures to be followed in cases where bullying occurs. It has been written in consultation with children through the School Council, staff and parents.

What is Bullying?

It is important to differentiate between inappropriate behaviour and bullying. The major difference is that, while individual incidents of inappropriate behaviour towards another child are unacceptable, they do not necessarily constitute bullying if not repetitive or sustained.

The Anti-Bullying Alliance defines bullying as:

The repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or online.

Bullying can be (but is not limited to) the following:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, 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 photos, sending nasty text messages, social exclusion.
- Indirect - Can include the exploitation of individuals
- Prejudice based bullying is repeated hurtful behaviour that exploits or abuses someone based on their actual or supposed membership of a vulnerable group or their support for such a group. The following protected characteristics identified in the Equality Act 2010 are particularly relevant in this context: age, disability, gender/sex, gender identity, race/ethnicity, religion and sexuality. These dimensions have legal protection because they expose individuals to particular vulnerabilities within our society and within our schools.

Other key points to remember:

- Bullying can also take the form of 'ganging-up' where two or more children target an individual or individuals.
- Bullying results in pain and distress to the victim.

At Chancel Primary School, we refer to the classification of bullying as 'The Three Ps,' so that there is a clear distinction between poor behaviour and bullying. The children are taught that bullying has to contain the following three elements to be classed as such:

- On Purpose
- Personal
- Persistent

Why is it important to respond to bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. There are often underlying causes for bullying which need to be investigated and resolved.

Schools have a responsibility to respond promptly and effectively to issues of bullying. As a school, we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported and we aim to promote the collective value that bullying will not be tolerated.

Signs & Symptoms

The children at Chancel Primary School are actively encouraged to report inappropriate behaviour, especially bullying. However, in some cases, children may not feel able to do so, especially if threatened. In such cases, a child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school;
- begs to be driven to school;
- changes their usual routine;
- is unwilling to go to school (school phobic);
- begins to truant;
- becomes withdrawn anxious, or lacking in confidence;
- starts stammering;
- attempts or threatens self-harm, suicide or runs away;
- cries themselves to sleep at night or has nightmares;
- feels ill in the morning;
- begins to do poorly in school work;
- comes home with clothes torn or books damaged;
- has possessions which are damaged or "go missing";
- asks for money or starts stealing money (to pay bully);
- has dinner or other monies continually "lost";
- has unexplained cuts or bruises;
- comes home starving (lunch has been stolen);
- becomes aggressive, disruptive or unreasonable;
- is bullying other children or siblings;
- stops eating;
- is frightened to say what's wrong;
- gives improbable excuses for any of the above;
- is afraid to use the internet or mobile phone;
- is nervous, jumpy or secretive when a text message or alert is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and

should be investigated.

Procedures

1. Suspected bullying should be reported to the Deputy Headteacher or the Headteacher. They will record the report and any initial actions/findings on CPOMS under the category 'Possible Bullying'. This will include how the findings of initial investigations have been fed back to parents.
2. An Incident Form 1: Initial 'Possible Bullying' Report Form (*Appendix 1*) may also be completed at this point. This could result in one of the following: no further action, implementing a sanction in line with the Behaviour Policy, implementing a pastoral agreement between the pupils (pre-bullying procedure), implementing step 2 of the Anti-Bullying procedure or some other action (*Appendix 2*).
3. Assuming bullying has been verified, the Deputy Headteacher or Headteacher will separately interview the pupils involved, complete 'Form 2: Individual Meetings,' and inform all sets of parents that the anti-bullying procedure is being implemented and why (*Appendix 3*).
4. As soon as possible the Deputy Headteacher or Headteacher will complete 'Form 3: Joint Meetings.' At this stage they will talk to both parties together to agree a proposed plan of action to resolve the issue. The pupils will sign the agreement (*Appendix 4*).
- 4b. If issues remain, 'Form 3b: Record of Further Incidents' will be completed and the children will be referred back to the agreement signed at stage 3 (*see Appendix 5*).
5. Within one month of the initial reported incident, follow-up meetings will take place to monitor progress and confirm whether the issue has been resolved. 'Form 4: Monitoring and Progress Report' will be completed (*Appendix 6*).
6. Once both parties feel that the issues have been resolved, both sets of parents will be informed.
7. Should there continue to be issues between the children, parents will be called into school to discuss the situation and appropriate sanctions will be agreed.
8. If necessary and appropriate, the police will be consulted.
9. An attempt will be made to continue to help the bully (bullies) to change their behaviour, and as appropriate underlying causes will be investigated and addressed.
10. Copies of all forms will be uploaded to CPOMS and shared with the Headteacher, class teacher and Deputy Head at all stages of the procedure.

Reporting

Through building positive relationships with all of our children, we hope that they feel safe and confident to report any concerns relating to bullying. The children are encouraged to tell their class teacher, teaching assistant or other adult if they have problems. Parents are also encouraged to report issues shared by their children, either to the class teacher or Headteacher.

A worry box is available in all classes so that children can share concerns, including those about bullying, if they do not feel able to speak to an adult directly.

Staff should be aware that they cannot guarantee confidentiality when a pupil reports bullying.

Outcomes

1. The bully or bullies will be asked to genuinely apologise.
2. If possible, the relationship will be reconciled.
3. Sanctions such as loss of privileges, internal exclusion, etc. will be applied.
4. In serious cases, fixed period exclusions will be considered.
5. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying or retaliation does not take place.
6. Parents will continue to be informed and involved in monitoring behaviour.

Prevention

The staff at Chancel Primary School work actively to support and promote positive behaviour with the children. Through the School Council and pupil surveys, the views of the children relating to behaviour and bullying can be gathered and addressed as appropriate. A range of rewards are used to encourage positive behaviour.

The school actively participates in the annual 'Anti-bullying Week' and uses both PSHE & Citizenship resources to promote positive relationships and behaviour between the pupils. Our policies for Equality and Prevent will also promote positive attitudes to others. The school has signed up to the Anti-Bullying Alliance's School's Charter.

The following activities are suggested by Kidscape as appropriate means for helping children to understand and prevent bullying. As and when appropriate, these may be used in individual classes or the whole school:

- writing a set of school rules;
- signing a behaviour contract;
- writing stories or poems or drawing pictures about bullying;
- reading stories about bullying or having them read to a class or assembly;
- making up role-plays (or using KIDSCAPE role-plays);
- having discussions about bullying and why it matters.

This policy has been written using resources from Kidscape and The Anti-Bullying Alliance.

Equality Information

This policy is underpinned by the Equality Information and Objectives Policy for Chancel Primary School which is available on request.

As a dyslexia friendly school we take into account the needs of children with specific learning difficulties.

This policy applies to the whole of Chancel Primary School, including the Early Years Foundation Stage.

Monitoring and Reviewing

The Governing Body shall review this policy every three years and we will work actively to minimise risks that may lead to bullying behaviour.

Signed: _____ **Chair of Governors**

Date: _____

Appendix 1 – Form 1: Initial ‘Possible Bullying’ Report

Bullying Incident Form 1: Initial ‘Possible Bullying’ Report

Name:		Year:		Date:	
Reported by:			Reported to:		

Other Pupils Involved:

☐

Please tick if there is a safeguarding concern regarding any of the pupils involved

Details of Incident:

Action Taken (please tick):

- ☐ No further action necessary
- ☐ Follow Behaviour Policy
- ☐ Implement step 2 of the Anti-Bullying procedure
- ☐ Other (please give details)

This must be copied immediately to the Headteacher, Deputy Head and Class Teacher

Appendix 2 – Form 2: Individual Meetings

Bullying Incident Form 2: Individual Meetings

Name of pupil:
Notes on meeting:

Name of pupil:
Notes on meeting:

Name and signature of member of staff:
Date:
IF BULLYING HAS TAKEN PLACE, THE PARENTS OF THE PUPILS INVOLVED MUST BE INFORMED.
Parents informed? Yes/No (please circle)
Brief outcome of conversation.

This must be copied immediately to the Headteacher, Deputy Head and Class Teacher

Appendix 3 – Form 3: Joint Meeting/Pastoral Agreement Record

Bullying Incident Form 3: Joint Meeting

Assuming bullying has been verified, the following action must be taken:

As soon as possible, and at least within **ONE WEEK** of the reported incident, the member of staff will talk to both parties together to agree a proposed plan of action to resolve the issue. The pupils must sign the agreement.

The Agreement:

Name and signature of pupils:

Name and signature of member of staff:

Date:

Copies to:

- ☐ Headteacher
- ☐ Deputy Head
- ☐ Class Teacher

Appendix 4– Form 3b: Record of Further Incidents

Bullying Incident Form 3b: Record of Further Incidents

Name:		Year:		Date:	
Reported by:			Reported to:		

Other Pupils Involved:

☐ Please tick if there is a safeguarding concern regarding any of the pupils involved

Details of Incident:

Action Taken:

This must be copied immediately to the Headteacher, Deputy Head and Class Teacher

Appendix 5 – Form 4: Monitoring & Progress Report

Bullying Incident Form 4: Monitoring and Progress Report

Within **ONE MONTH** of the initial reported incident, individual and joint follow-up meetings will take place to monitor progress and confirm whether this issue has been resolved.

Progress Report:

Name and signature of pupils:

Name and signature of member of staff:

Date:

Shared with HT, DHT & Class Teacher via CPOto:

- ☐ Headteacher
- ☐ Deputy Head
- ☐ Class Teacher