

CHANCERY EDUCATION TRUST

ANTI-BULLYING POLICY

OCTOBER 2025

Next Review Date: October 2026

Staff should make themselves aware of all policies and amendments or updates to policies and adhere to the same, which will be made available on relevant websites and internal data and computer systems.

Executive Summary for the CET Anti-Bullying Policy October 2025

1. Purpose and Principles

- Every pupil, staff member, parent/carer and visitor has the right to a safe, secure and respectful environment
- Bullying in any form is not tolerated and every child has the right to learn in a supportive, caring and safe environment
- The policy works alongside the Behaviour Policy and Child Protection & Safeguarding Policy

2. Definition of Bullying

Bullying is defined as unacceptable treatment, discrimination, or behaviour intended to hurt, harm, control or damage another person's reputation.

Forms of bullying include:

- Physical: hitting, kicking, taking belongings
- Verbal: name-calling, teasing, taunting, spreading rumours
- Non-verbal: gestures, texts
- Emotional: excluding, humiliating, intimidating
- Controlling/manipulative behaviour
- Sexual violence/harassment (in line with KCSIE)
- Prejudice-based bullying: racial, cultural, disability, religious, gender, home-life-related
- Homophobic / transphobic / biphobic
- Cyber-bullying: online misuse, messaging, social media, misuse of images/videos
- Initiation/hazing activities
- Upskirting
- Sharing of nude/semi-nude images (consensual or non-consensual)
- Indirect bullying: malicious rumours, nasty notes/messages

3. Aims of the Policy

- Establish a zero-tolerance ethos toward bullying across the Trust
- Ensure a safe environment for all
- Provide a consistent approach to bullying incidents
- Clarify responsibilities of all stakeholders
- Enable monitoring and review of bullying across schools

4. Procedures for Responding to Bullying

1. Bullying concerns reported to a member of staff (by pupil, parent, or other)
2. Staff establish the facts, meeting with all involved; SLT and DSL/DDSL included

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3. Class teachers consult with Senior Leadership Team for support
4. A serious incident form is completed and reviewed weekly at Trust meetings
5. Victim receives immediate support, reassurance, and an assigned staff contact
6. Bully is spoken to—behaviour deemed unacceptable; consequences explained; support offered to raise self-esteem
7. Parents of both parties informed
8. Persistent bullying leads to SLT/Inclusion Manager involvement and parent meetings
9. External agencies may be involved for severe cases
10. Possible exclusion in line with DfE guidance

5. Possible Outcomes

- Genuine apology required from the perpetrator
- Loss of playtime/lunchtime privileges
- Parent involvement for both sides
- Targeted sessions for the perpetrator to understand consequences and develop strategies
- External support for severe cases
- Exclusion as last resort
- Monitoring to prevent recurrence
- Victims may access counselling/play therapy/nurture groups
- Behaviour reports to track concerns

6. Prevention Strategies

- Building an ethos of respect, tolerance and positive behaviour across the curriculum
- Teaching about bullying in PSHE, assemblies and class discussions
- Anti-bullying/Friendship Week activities
- Use of SCARF resources, Circle Time, surveys each term
- Older pupils supporting younger ones
- Regular SLT meetings to monitor concerns
- Encouraging pupils to speak to trusted adults

7. Roles and Responsibilities

Governors

- Support Headteacher/Principal in implementing policy
- Ensure accurate records are kept
- Respond to parent concerns that remain unresolved within 10 days

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Headteacher/Principal

- Lead implementation and ensure staff training
- Promote an ethos of respect and intolerance of bullying
- Ensure strong emphasis on pupil voice

Teachers & Support Staff

- Take all bullying seriously; intervene immediately
- Investigate concerns; escalate to SLT when needed
- Share relevant information with colleagues

Parents/Carers

- Support the policy and promote respectful behaviour
- Report concerns to class teachers

Pupils

- Treat others respectfully; report suspected incidents
- Avoid behaviours that support or contribute to bullying
- Speak out if they are being targeted

8. Staff Guidance – Five Key Points

1. Never ignore suspected bullying
2. Do not make assumptions
3. Listen carefully to all accounts
4. Use a solution-focused approach
5. Follow up to ensure bullying has not resumed

9. Monitoring and Review

- Policy reviewed annually (or as needed)
- Changes require approval from the Trust Committee

CHANCERY EDUCATION TRUST

ANTI-BULLYING POLICY

Introduction

Chancery Education Trust and all the Academy Schools within the Trust believe that every pupil, member of staff, parent/carer and visitor has a right to:

- A secure and safe environment
- Enjoy a positive atmosphere of trust and co-operation
- Be an individual at the Academy School
- Be respected and treated with kindness
- Expect their property to be safe

Every child has a right to learn in a supportive, caring and safe environment and bullying in any form is not tolerated at the Academy School.

This policy should be read in conjunction with the Behaviour Policy and the Child Protection & Safeguarding Policy.

Definition of Bullying

Bullying is any form of unacceptable treatment, or discrimination or behaviour intended to hurt or harm the reputation of another. It is sometimes described as 'abuse of power' but it is a desire in the bully to control or harm another person. The reasons for this desire can be complex.

Bullying can take many forms, but the main types as examples are:

- ☐ Physical – Repeating hitting, kicking and taking belongings.
- ☐ Verbal – Repeated name-calling, teasing and taunting, sarcasm, spreading rumours and making offensive remarks
- ☐ Non-Verbal – Repeated hand signs or text messages
- ☐ Emotional – Repeatedly being unfriendly and excluding, intimidating or humiliating, tormenting (e.g. threatening gestures)
- ☐ Controlling or manipulating someone
- ☐ Sexual violence, sexual harassment (in line with current Keeping Children Safe in Education)
- ☐ Exclusion – ignoring or isolating someone
- ☐ Extortion – Taking snacks, lunch money, deliberately damaging another's school work or equipment
- ☐ Prejudiced based Behaviour - Prejudices to do with disabilities, ethnic, cultural, religious backgrounds, gender and home life
- ☐ Discriminatory bullying
- ☐ Homophobic/transphobic/biphobic – Any hostile or offensive action against lesbians, gay males, bisexuals or trans-gender people, or those perceived to be lesbian, gay, bisexual or trans-gender

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- ❑ Cyber-bullying - All areas of internet use, such as email and internet chat Twitter, Facebook misuse, mobile- threats by text messaging and calls as well as the misuse of associated technology, i.e. camera and video facilities, iPads, games consoles
- ❑ Initiation/Hazing - Initiation ceremony which is used to induct newcomers into an organisation
- ❑ Upskirting - typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- ❑ Consensual and non-consensual sharing of nude or semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- ❑ Indirect - Spreading nasty stories or malicious rumours, sending malicious notes, emails or messages through social networking websites or text messages on mobile phones

Aims of the Policy

- ❑ To develop a whole Academy School ethos in which bullying is regarded as unacceptable and there is a zero-tolerance approach to any form of bullying
- ❑ To provide a safe and secure environment where all can work, learn and play without anxiety, worry or fear
- ❑ To have a consistent approach when dealing with bullying incidents
- ❑ To ensure that everyone connected to the Academy School is aware of our opposition to bullying
- ❑ To communicate clearly each person's responsibility with regard to bullying within the Academy School
- ❑ To describe strategies that will aid the Academy School to review and monitor bullying within the Academy School

Procedures

Minor disagreements are dealt with using the strategies outlined in the Behaviour Policy. Where there is an allegation that a child is bullying or being bullied, the following procedure should be followed:

- ❑ Pupil, parent or other concerned person should report bullying incidents to a member of staff
- ❑ Staff establish the facts. This involves a meeting with all the children involved including SLT and the DSL/DDSL
- ❑ Class teachers should speak to a member of the Senior Leadership Team (SLT) to gain support and advice in order to resolve the situation
- ❑ The serious incident form should be completed and discussed with SLT/DSL. This form is discussed on a weekly basis at Trust Headteacher/Principal meetings (see appendix 2)

- ❑ The victim should be offered immediate support with an assigned person to talk to. Efforts should be made to reassure the child that it is right to tell and that the matter will be handled discreetly and sensitively
- ❑ The assigned person explains to the bully that his/her actions and behaviour are unacceptable and the consequences of any repetition should be made clear to him/her. The assigned person should examine and discuss fully with the bully opportunities to raise his/her self-esteem
- ❑ The assigned person makes a verbal report to the parents/carers of the victim and the bully, detailing what actions have been taken; the reasons for such actions; what the parents/carers can do to reinforce and support the Academy School's actions
- ❑ If a child is repeatedly involved in bullying other children, the Headteacher/Principal and Inclusion Manager are informed and the child's parents are invited into the Academy School for a meeting
- ❑ In extreme cases the Local Authority will be contacted to discuss possible exclusion from the Academy School

Outcomes

- ❑ The perpetrator will be asked to genuinely apologise
- ❑ The perpetrator being kept in at playtime/lunchtime for a fixed period
- ❑ Involvement of parents of the both the perpetrator and the victim
- ❑ Session(s) with a suitable teacher to enable the perpetrator to understand the consequences of their behaviour and to develop strategies to prevent the behaviour happening again
- ❑ In more severe cases the Headteacher/Principal may contact external support agencies.
- ❑ As a last resort the child will be excluded in accordance with the DfE guidelines
- ❑ If possible, the pupils will be reconciled
- ❑ After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place
- ❑ In certain circumstances a child may need further emotional support and could be referred to our 'in house' counselling service/play therapy/nurture group
- ❑ Behaviour reports put in place

Prevention

The main ways to prevent bullying are to create an ethos of good behaviour where pupils treat each other and Academy School staff with respect, and to teach children about the importance of understanding and tolerating differences between people. This will be done specifically in PSHE lessons, school assemblies and in class (in order to respond to specific situations). Respect, tolerance and positive behaviour is embedded across the curriculum provision in all year groups. All aspects of cyber-bullying are taught to children in an age appropriate way (see E-safety policy).

We will use various methods for helping children to prevent bullying. As and when appropriate, these **may** include:

- ☐ Agreeing a set of Academy School rules or code of conduct
- ☐ SCARF resources on bullying/friendship etc
- ☐ Weekly staff meeting slot - children are monitored

Weekly Trust SLT meetings to review any incidents or concerns and agree next steps

- ☐ Class teachers support a positive ethos in the classroom. Through praising and celebrating success we aim to prevent incidents of bullying
- ☐ Circle Time aims to generate a positive atmosphere in a well-managed session, which usually spreads into other areas of class activity. This time should include discussions of what bullying is and how we should try to deal with it. It allows the children to reflect in a safe and caring environment
- ☐ The Academy School provides an opportunity for children to talk to an adult about any issues that may be worrying them. It encourages children to develop their self-confidence and find their own solutions to problems
- ☐ Each year the Academy School holds an Anti-Bullying/Friendship week. This is in line with a national focus on preventing bullying. The children take part in a variety of lessons, activities and assemblies to help their understanding of the term bullying and other aspects of the issue
- ☐ As a means to monitor what the children at the school feel about bullying, the children are asked to complete a survey each term
- ☐ Themes for assembly include bullying and are addressed regularly to ensure all children understand that the Academy School is where all pupils are listened to and are able to share their concerns
- ☐ The older children work alongside and support the younger children

Implementation

The Role of governors

- ❑ The Local Governing Board supports the Headteacher/Principal in implementing this policy. Any incidents of bullying are taken very seriously and acted upon
- ❑ The governors require the Headteacher/Principal to keep accurate records of any bullying and to report to them about the effectiveness of Academy School anti-bullying strategies
- ❑ If after the action taken within the Academy School has failed to remedy the situation and parents raise their concerns with the Local Governing Board the governors should respond within ten days to investigate the incident
- ❑ In all cases, the Local Governing Board notifies the Headteacher/Principal and asks him/her to conduct an investigation into the case and to report back to a representative of the Local Governing Board, normally the Chairperson

The Role of the Headteacher/Principal

- ❑ It is the responsibility of the Headteacher/Principal to implement the Academy School anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the Academy School policy and know how to deal with incidents of bullying
- ❑ The Headteacher/Principal should ensure that all children know that bullying is wrong and that it is unacceptable behaviour in the Academy School. The Headteacher/Principal may use assemblies to address this issue
- ❑ The Headteacher/Principal ensures that all staff receive sufficient training to be equipped to deal with incidents of bullying
- ❑ The Headteacher/Principal leads the Academy School ethos of respect, tolerance, mutual praise and support, so making bullying less likely
- ❑ To ensure that 'Pupil Voice' has high priority across the school and the culture of listening to the 'pupil voice' is embedded

The Role of Teachers and Support Staff

- ❑ All staff take all forms of bullying seriously and intervene to prevent incidents from taking place. Class teachers will investigate and attempt to resolve the concern. If an incident is not resolved it is then passed onto a member of SLT; this may also involve a meeting with the parent
- ❑ Class teachers are responsible for informing other staff of any children with potential difficulties

The Role of Parents/Carers

- ❑ Parents/Carers have a responsibility to support the Academy School's Anti-Bullying policy and to actively encourage their child to be a positive member of the Academy School
- ❑ All parents/carers have to agree to and return the home-school agreement

- Parents/Carers, who are concerned that their child might be the victim or the perpetrator of bullying, should contact their child's class teacher immediately

The Role of Pupils

Pupils should:

- Act in a respectful way and supportive manner to all other students reporting any suspected incidents which the victim may be afraid to report
- Refrain at all times from behaviour which would contribute to the bullying of other students, even at the risk of incurring temporary unpopularity
- Report all witness or suspected incidents of bullying to a member of staff, to dispel any climate of secrecy and help to prevent further instances
- Adhere to and promote the principles of this policy

Anyone who becomes the target of bullies should:

- Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets

Staff Strategies for Dealing with Bullying

Five key points:

1. Never ignore suspected bullying
2. Do not make assumptions about an incident
3. Listen carefully to all accounts; several pupils saying the same thing does not mean that they are correct
4. Adopt a solution-focussed approach which moves people on from justifying themselves
5. Follow up repeatedly; checking the bullying has not been resumed

Useful Information and Policies

This policy should be read in conjunction with the following policies and documents:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Equality Statement
- Data Security, E-Safety Policy & Acceptable Use Agreement
- [Keeping Children Safe in Education](#)
- [Gov.uk – Preventing and Tackling Bullying](#)

Monitoring and Implementation Policy

The policy is reviewed annually, although the Trust may vary or amend it periodically to ensure that we fulfil our obligation around the Anti-Bullying Policy. All proposed changes to this policy would be made following the approval from the Committee.

	Name	Date
Policy written by	CET Board	October 2025
Review by Committee	CET Board	November 2025
Agreed by Committee	CET Board	March 2026
Adopted by Governing Board	Local Governing Board	June 2026
To be reviewed annually		
Review by	October 2026	

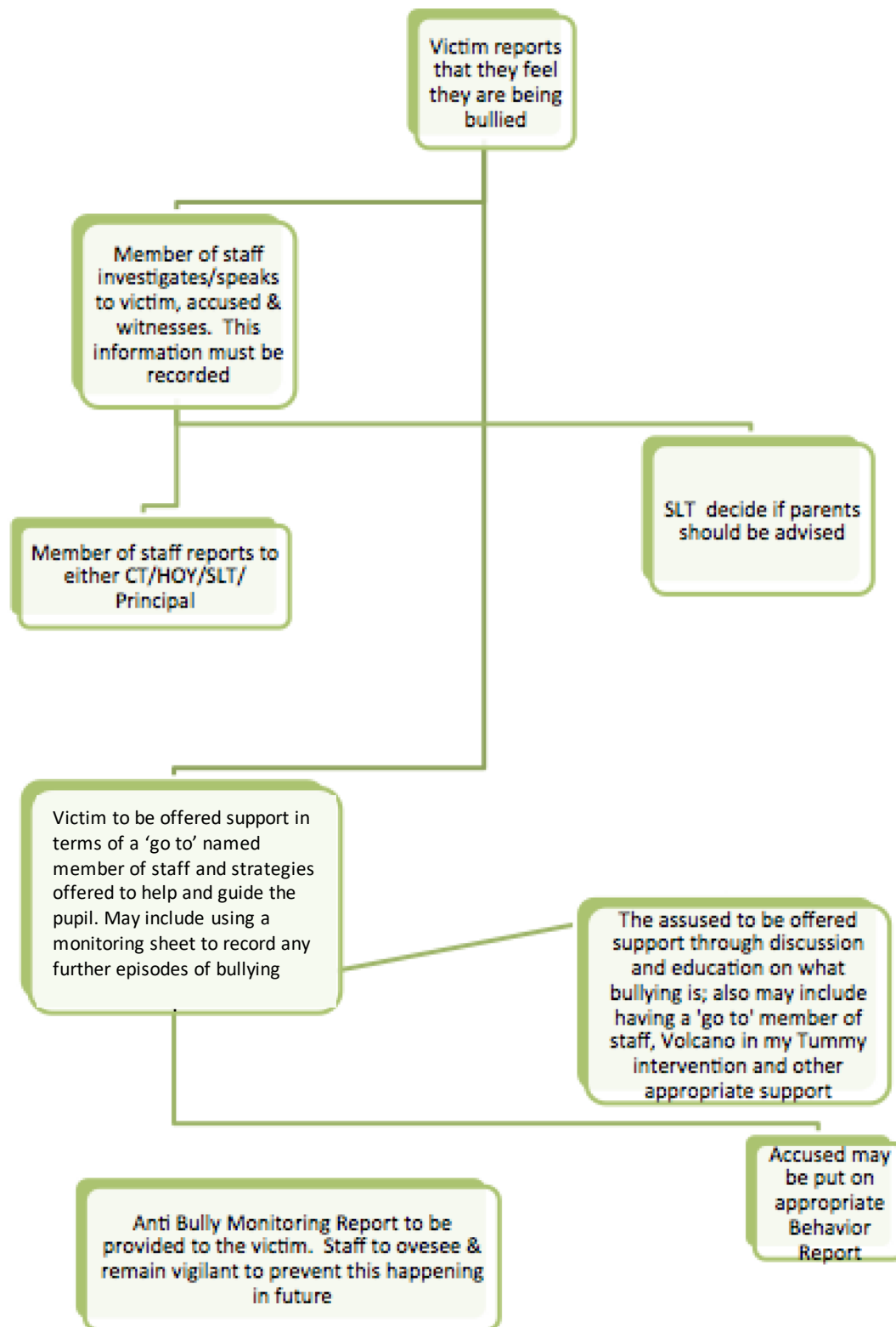
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Chancery Education Trust – Anti-Bullying Policy – October 205



Appendix 1

Anti-Bullying Flowchart



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Appendix 2 WEEKLY REVIEW OF SERIOUS PUPIL INCIDENTS

Pupil Name:	A N Other			
Year Group:	Year 4			
Date of Incident:	15/06/2022			
Name of Staff Reporting:	Mrs J Smith			
Name of SLT Member involved:	Miss N Won			
Reported to DSL:	15/06/2022			
	Sexual Harassment / Child-on-child	Racism	HBT (homophobic, biphobic, transphobic)	Bullying
Details:	Enter details in relevant column/box	EXAMPLE		
Action/Next Steps:	Enter details in relevant column/box			

Pupil Name:				
Year Group:				
Date of Incident:				
Name of Staff Reporting:				
Name of SLT Member involved:				
Reported to DSL:				
	Sexual Harassment / Child-on-child	Racism	HBT (homophobic, biphobic, transphobic)	Bullying
Details:				
Action/Next Steps:				

Pupil Name:				
Year Group:				
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Details:				
Action/Next Steps:				

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