Anti-Bullying Policy September 2026
Review date: September 2027
Review cycle-annual

Rationale

At Chandag Primary School we are committed to providing a caring, friendly and safe environment where pupils can learn and participate in all aspects of school life. The school ethos is based firmly around our values of 'Strive for excellence, Respect everyone, Celebrate our uniqueness,' with the belief that everybody has the right to be treated with respect and bullying of any kind is unacceptable. We acknowledge that bullying can seriously affect a child's self-esteem and can affect their attitude and behaviour in school or at home. The effects of bullying can be traumatic, extreme and long-lasting and must not be under-estimated; it can create intense feelings of distress, loneliness, hurt and despair.

If children are to understand that bullying is wrong and to have the confidence to say no to bullying, they need to be able to empathise, or 'stand in the shoes' of others. They need to be able to form good relationships and understand how to deal with conflict. They should understand that they have rights, but also that they have responsibilities for themselves and towards others.

All pupils are strongly encouraged to tell an adult as soon as possible after any incident which has upset them has taken place. This is in order that the issue can be investigated and dealt with in a timely and appropriate manner. Staff will respond promptly and effectively to any reported issues of bullying and will record the subsequent conversations and actions fully on our safeguarding concern system CPOMS. All members of the SLT will be copied into these records and a designated member of the SLT will take a lead on implementing the 'Safe To Tell Approach' (see below), along with other members of staff, where this is deemed the appropriate course of action. We are committed to communicating openly with and involving parents/carers, whenever bullying has been reported to us.

This policy is aimed at protecting all those within the school community irrespective of creed, race, gender and physical ability.

What is Bullying?

Bullying can happen to anyone and can be defined as "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying" July 2017). Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

W**e recognise that bullying can take many forms including but not limited to:**

- Emotional: Unfriendly, excluding, tormenting or threatening. 'Ganging up'
- Verbal: Name-calling, sarcasm, spreading rumours, teasing.
- Physical: Pushing, kicking, hitting, punching or any use of violence
- Racist: Racial taunts, graffiti, gestures
- Homophobic: Focussing on sexuality
- Disablist Focussing on a disability or impairment
- Cyber: Email and internet chat room misuse, threats by text messaging and calls

Staff Charter

- Staff will listen to all children when they are ready to talk about bullying.
- Staff will be sensitive to a child's need for privacy and respect.
- Staff will seek to ensure that the situation is monitored carefully and brought to a successful resolution using the "Safe to Tell" approach where deemed appropriate.

Pupil Charter

The children need to accept

- That we all have a right to be physically and emotionally safe and secure.
- That everyone has a right to a freedom from name calling, teasing or any other behaviours which make them feel unhappy, unsafe or worried.
- That everyone has a right to be included in play and learning activities.
- That everyone has a right to security for his or her personal possessions.

Parent Commitment • We encourage parents/carers to report any concerns they have to the class teacher in the first instance.

- Please do this as soon as you become aware of an incident, or as close to the time when the incident happened, as this makes is much easier to investigate.
- We would ask parents/carers to allow the school enough time to investigate reported incidents fully and implement our 'safe to tell' procedure, where necessary.
- Be clear with us about what they would like to happen or what would be different for their child, having reported an incident or concern.
- Support the school in implementing our policy and agreed procedures, and helping their child to understand what has been done and why, so that the learning is maximised, for all involved.
- Support and respect the rights of all children by not discussing this widely in person or on social media and therefore show some discretion about sharing sensitive information with other parents.
- If at any time you are not happy with the way your concern has been dealt with, please refer to our Trust's 'Complaint's Procedure' available on our website.

Maintaining the Policy

- The issue of bullying will be given a high priority and national anti-bullying week will be used to raise awareness, across the school, on an annual basis, using a range of resources and approaches including, but not limited to: productions and workshops from bought in companies, lessons supported by resources from the Anti-bullying Alliance and school-wide activities to raise awareness of bullying issues (anti-bullying wristbands, badges or non-uniform days).
- Teachers will regularly include aspects of the bullying policy within their class curriculum (eg through RE and PSHE)
- Children and parents/carers will be supported and educated about 'e safety' and bullying issues that can take place through this medium.
- Children who feel they have been bullied will be able to seek help from their peers (i.e. school council) and staff through our 'Safe to Tell' process which is detailed in the appendix and is carefully mediated and monitored by staff.
- The anti- bullying policy will be reviewed regularly, and where appropriate, altered in line with current thinking and changes in practice.
- A survey of bullying incidents and children's perceptions of these will also be carried out annually and will be analysed by the teacher in charge of monitoring bullying. Following this, a report will be presented to the SLT and follow up actions will be planned and implemented.
- Any incidents involving racist, disablist or homophobic attitudes or behaviours, will be recorded and kept on file along with the parents/carers of all children involved, informed.
- Staff, Governors and Parents will be made aware of any changes to the bullying policy.
- This policy will be available on the school website and a hard copy provided to parents/carers, who request it.

This Policy needs to be read in conjunction with other important school policies:

- PSHE policy
- 'E-Safety'
- Behaviour policy

HELPFUL ORGANISATIONS:

Childline	0800 1111
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204 www.kidscape.org.uk
Family lives (formerly Parentline plus)	0808 800 2222 https://www.familylives.org.uk/
Young Minds (support for parents)	0808 802 5544 www.youngminds.org.uk
Advisory Centre for Education (ACE)	0300 0115 142 http://www.ace-ed.org.uk/
Children's Legal Centre	https://www.childrenslegalcentre.com/
Youth Access	https://www.youthaccess.org.uk/
Bullying Online	https://www.bullying.co.uk/cyberbullying/
Anti bullying Alliance	https://www.anti-bullyingalliance.org.uk/

The Safe to Tell Approach

Step One - Talk with the victim • When the bullying has been reported, the facilitator begins by talking with the victim.

- The child who feels they have been bullied will be encouraged to talk about how their experiences have made them feel.
- This is not a fact finding exercise, but focuses on the feelings of the victim. Facts about the incident(s) will have already been recorded.
- They must be reassured, have a full explanation about what is going to happen next and give consent to the whole process.
- They should be reassured that if anything confidential has been discussed that it won't be disclosed to the group.
- The victim will be asked to suggest the names of those who have been involved in the bullying.
- The victim will be asked to provide a picture or piece of writing that illustrates their unhappiness.
- The victim will be invited to come and talk again at any time during the procedure if things aren't going well. But a regular meeting to review how things are going will be scheduled at this time.
- The parents/carers of the victim and bully/ies are contacted with the process explained.

Step Two - Set up a group

- The facilitator arranges to put together a group of children (the circle of friends) and hold a first meeting.
- The victim is not invited to join the group to present their own account as it may provoke further problems for the victim and may undermine the problem solving procedure.
- This group does include the bully/ies.
- Members of the School Council will also be invited, to make a group of 6 - 8 members, peers or friends chosen by the victim.
- The aim is to use the strength of the group to bring about the best outcome.
- The group members' parents' attention is drawn to their participation in the group and the procedures outlined in this 'Safe to Tell' approach.
- There may be certain circumstances where the make-up of the group has to differ for specific reasons.

Step Three - Explain the problem

- The facilitator explains to the group that there is a problem i.e. that they are worried about "John" who is unhappy at the moment.
- The picture or piece of writing can be used to emphasise this.
- At no point are details discussed or blame allocated.

Step Four - Share Responsibility

- The listeners may become worried here and concerned about punishment.

- The facilitator makes it clear that the group share a joint responsibility for solving this problem.

Step Five - Ask group for ideas

- By avoiding accusations no-one has been pushed into a defensive corner.
- Power has been withdrawn from the bully/ies to the group as a whole.
- The group are asked to present their ideas on how to resolve the situation and help the victim feel better.
- The group will be asked to present their ideas by beginning the sentence “I”.
- The ideas must be owned by the group and not pushed by the facilitator.
- The facilitator makes positive responses but does not ask for promises of changes in behaviour (the changes must come from within the group expectation).

Step Six - Monitor the situation

- The meeting is ended by the facilitator passing over responsibility to the group to solve the problem.
- Confidence in their ability to solve the problem is stated and a further meeting is arranged to see how things are going.
- A written record of all meetings will be made and kept.
- The situation will continue to be monitored by staff.
- A summary of the actions taken to solve the problem will be presented to the victim’s parents.
- All relevant staff are made aware of the issue and are tasked with monitoring any interactions closely.

Step Seven - Meet again and review

- A week later the facilitator discusses with each pupil, including the victim, how things have been going. Celebrate successes and what has gone well and why. Discuss again what everyone plans to contribute to the next week.
- Further weekly discussion groups and check-ins will be scheduled until the victim agrees that the situation has significantly improved and they no longer feel that meetings or check-ins are needed. At this stage, parents of all involved parties are informed of the outcomes and actions that have taken place.

Step Eight

- In the event of these issues not ceasing or being resolved **at any stage** of the above process, further members of the SLT, the head, parents and outside agency staff will be involved as appropriate.