

## Chaucer School Anti-Bullying Policy 2025/26



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**Staff Responsible:** Designated Safeguarding Lead

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## 1. Chaucer School

- 1.1. The Chaucer School culture and ethos is developed through a Trauma Informed and ACE (Adverse Childhood Experience) aware approach where relationships are at the centre of all interactions to support boundaries and clear expectations that provide emotional safety and security.
- 1.2. This approach encapsulates and supports the wider school community and includes all young people, all staff, parent(s)/carers, and any external agencies who work collaboratively with Chaucer School.
- 1.3. The ethos promoted at Chaucer demands high expectations of staff and students also demonstrates respect, tolerance, and an understanding of individual differences. This will drive the school community towards equity of opportunity and high aspirations for all.
- 1.4. We aim to create a culture of good behaviour, not only for learning, but within the community and for life. We will aim to build a community which holds true to our core values of kindness, respect and responsibility and empathy for others to help learners take control over their behaviour and be responsible for the consequences of it.
- 1.5. We educate and encourage our school community to value the diversity in our society and the environment in which they live, becoming active and responsible citizens, making a positive contribution to their own community and society in general. Through encouraging positive behaviour, we can promote good working relationships throughout the school community. These relationships are built on trust compassion, empathy and understanding
- 1.6. The consistent application of The Chaucer Way at all points of the school day, in and out of lessons, underpins our Anti-Bullying policy and approach to bullying, harmful or abusive behaviours and relational conflict.
- 1.7. This policy must be read in conjunction with the following other school policies
  - 1.7.1. Behaviour and Relationships Policy
  - 1.7.2. Safeguarding and Child Protection Policy
  - 1.7.3. Online Safety Policy
  - 1.7.4. Equality Statement and Objectives
  - 1.7.5. Special Educational Needs and Disabilities (SEND) Policy
  - 1.7.6. Relationships and Sex Education Policy
- 1.8. This policy makes reference to the following statutory documentation
  - 1.8.1. Keeping Children Safe In Education 2025
  - 1.8.2. Working Together to Safeguard Children 2024
  - 1.8.3. Preventing Bullying 2017
  - 1.8.4. Equality Act 2010
  - 1.8.5. Education and Inspections Act 2006
  - 1.8.6. Education Act 2011

## 2. Anti-Bullying

- 2.1. There is no legal definition of bullying, however our school definition of bullying is:
  1. Repetitive
  2. Intentional
  3. Hurting of one person or a group by another person or group, where
  4. The relationship involves an imbalance of power.
- 2.2. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.
- 2.3. 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.
- 2.4. The following are protected characteristics under the Equality Act 2010 and our role in school is to ensure that students 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
  - sexual orientation
  - marriage or civil partnership
- 2.5. 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).
- 2.6. 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.
- 2.7. Where bullying outside school is reported to school staff, it will be investigated and acted on.
- 2.8. The Headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.
- 2.9. Bullying can be (but is not limited to):
  - physical (hitting, kicking, theft)
  - teasing
  - making threats
  - verbal (name calling, racist remarks)
  - indirect (spreading rumours, excluding someone from social groups)

- 2.10. We appreciate that cases of bullying can be very complex with a range of roles involved, the terminology used can be seen in the appendix alongside a brief description of these roles.
- 2.11. At Chaucer School we understand that sometimes there is relational conflict between students. This is not defined as bullying when there is a balance of power. However, where there is any behaviour between students that is harmful, the pastoral team will endeavour to support students to resolve this conflict and re-emphasise our core values of Respect, Responsibility and Kindness.
- 2.12. Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.
- 2.13. School staff will seek assistance from the police if we believe a criminal offence has been committed.

### 3. Prevention of Bullying

#### 3.1. Anti-Bullying Culture and Education

- 3.1.1. Our strategy to prevent bullying is to create an inclusive and safe environment where students can develop meaningful friendships and avoid bullying.
- 3.1.2. Students are explicitly taught how to conduct themselves in and around school through The Chaucer Way, our school's behaviour curriculum.
- 3.1.3. We are always welcoming and we celebrate our differences.
- 3.1.4. We do not discriminate against anybody based on any of the characteristics that are protected under UK law.
- 3.1.5. We understand that everybody has the right to feel safe at Chaucer School.
- 3.1.6. We make sure that we include everyone and nobody is left out.
- 3.1.7. Students receive education around appropriate conduct in relationships through Life Lessons (RSE and PSHE), the Tutor Time SMSC programme, and annual assembly programme.
- 3.1.8. Students are given the vocabulary and opportunity to openly discuss bullying with adults and peers.
- 3.1.9. Anti-Bullying Student Ambassadors promote awareness of anti-bullying and anti-conflict among their peers and represent the views of the student body in Student Parliament
- 3.1.10. Each year the school takes part in Anti-Bullying week, to increase awareness of anti-bullying initiatives

## 4. Reporting of Bullying

- 4.1. In line with our definition of bullying 4 specific criteria must be met to classify an incident as bullying: Harmful, Intentional, Repetitive, Power Imbalance; it is often difficult to assess whether an incident that is observed meets all these criteria. To overcome this, we report and record all instances of harmful behaviour such that an appropriate investigation can be carried out against the 4 criteria. Students will be supported in all instances of harmful behaviour irrespective of whether the criteria are satisfied in full.
- 4.2. Staff in school report incidents of harmful behaviour on our MIS Bromcom in line with our behaviour policy.
- 4.3. Students in school can report bullying in any of the following ways
  - 4.3.1. Speak to any member of staff in school, we encourage students to speak to their form tutor or year team in the first instance.
  - 4.3.2. Write a note and post it into any of the suggestion boxes in school, there is one in reception, one outside the Sanctuary and one outside the year team offices.
  - 4.3.3. Email [safe@chaucer.sheffield.sch.uk](mailto:safe@chaucer.sheffield.sch.uk)
- 4.4. Parents and carers can report bullying in school directly to their child's year team. All engagement leaders are also Designated safeguarding Deputies as part of their role.
- 4.5. All reports of bullying will be taken seriously and investigated against the criteria set
- 4.6. All harmful behaviour is monitored for patterns of indicators of bullying and investigations will take place where the pattern of behaviour indicates bullying
- 4.7. Chaucer School is aware that some children and young people are more likely to experience bullying. We monitor At Risk Groups to ensure that children belonging to any of these groups are not targeted
- 4.8. At Risk Groups
  - 4.8.1. Children and young people who are refugees
  - 4.8.2. Children in receipt of Free School Meals
  - 4.8.3. Looked after children
  - 4.8.4. Children with Special Educational Needs and/or Disabilities
  - 4.8.5. Young carers
  - 4.8.6. Racist/faith based bullying
  - 4.8.7. Homophobic/biphobic/transphobic bullying

### HARMFUL Behaviour

*Behaviours are harmful when they make us unsafe. They have a negative impact on our physical or mental wellbeing.*

### ABUSIVE Behaviour

*Behaviours are abusive if they are perpetrated by a person[s] who is able to exert power and control. These are non-consensual experiences which can involve acts of threat or coercion.*

### BULLYING

*The repetitive, intentional hurting of one person or 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.*

## 5. Response to Bullying

- 5.1. Once the criteria have been met for bullying, the pastoral team will complete an incident form. (appendix)
- 5.2. All incidents of bullying will be classified by severity and category (appendix)
- 5.3. Parents and carers of the target(s) and offender(s) will be notified and invited to school to discuss the actions the school and parent/carers can take to prevent repeated incidents of bullying and keep the children safe.
- 5.4. An action plan will be agreed on and shared with the students, parents/carers and all relevant staff in school. The plan will be monitored and reviewed as a minimum every half term.
- 5.5. Actions could include, but are not limited to:
  - Behaviour Contract
  - Risk assessment
  - Safety Plan
  - Separation of target and offender
  - Punitive sanction (loss of social time, suspension, permanent exclusion)
  - Corrective Education
  - Counselling
  - Mentoring
  - Restorative process
  - Referral to external agencies (this may include South Yorkshire Police and/or Children's Safeguarding Partnership)
- 5.6. School staff members have the power to discipline students for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises.
- 5.7. The aim of any action taken is to change the behaviour and attitudes of the offender(s) and ensure everyone feels safe in school.
- 5.8. Confirmed cases of bullying will be recorded on our MIS Bromcom and our safeguarding recording system CPOMS under the category Child on child abuse – Bullying Confirmed.
- 5.9. Bullying of another child may be an indicator that the offender has or is being bullied. The safeguarding team will work to support the offender if disclosures of abuse are made as a result of this process. Actions will be taken in line with Keeping Children Safe in Education, Chaucer School Safeguarding and Child Protection Policy, and Chaucer School Behaviour and Relationships Policy if a child is at risk of harm.

## 6. Appendix 1 – Definitions and Classifications

### 6.1. Definitions of roles involved in Bullying

- Ringleader: Main instigator of bullying behaviour
- Assistant: Person demonstrating of bullying behaviour, but not main instigator
- Reinforcer: Person supporting the ringleader
- Target: Person to whom bullying behaviours are directed
- Defender: Person supporting the target
- Bystander: Witness to the behaviours but no involvement



### 6.2. Level of Severity

- 6.2.1. Level 1: 1 target and 1 ringleader, no others involved. Unlikely to be repeated.
- 6.2.2. Level 2: Harm or distress was caused, no previous incidents.
- 6.2.3. Level 3: Harm or distress was caused and there is an existing bullying action plan in place.
- 6.2.4. Level 4: Substantial harm or distress was caused, and/or the behaviour was based on substantial hostility and prejudice, and/or the behaviour may be repeated.

### 6.3. Types of Bullying classification

- Appearance: behaviours or comments based on appearance
- Physical: behaviours involving physical contact
- Cyber: behaviours that happen online
- Psychological: behaviours that cause psychological harm
- Economic: behaviours or comments based on poverty or a child/family's access to finances
- Social: behaviours or comments based on social power and influence
- Emotional: behaviours that cause emotional harm
- Protected Characteristics: behaviours or comments based on any of the 9 protected characteristics –  
Prejudiced based bullying is also recorded in the School's MIS system as Discriminatory behaviour
- Other (specify):

## 7. Appendix 2: Bullying Incident Form

### Bullying Incident Recording Form

**A bullying incident must meet the following criteria (please tick):**

**Harmful**

**Intentional**

**Repeated**

**Power Imbalance**

When responding to a bullying incident, the aim should be to secure the best possible outcome for everyone involved. Safety of all pupils is of paramount importance. Interventions should be restorative and seek to create attitudinal and behavioural change, with the goal of preventing future incidents from occurring.

*This form to be uploaded to CPOMS once complete.*

Details of bullying incident		
<b>Person reporting the incident:</b>	<b>Name:</b>	<b>Role:</b>
<b>Date/location of incident:</b>	<b>Date:</b>	<b>Location:</b>
<b>Target's Name class/year:</b>		
<b>Bullying Action Plan</b>	Number of previous incidents Highest level of severity	
<b>Type of incident: (Tick applicable category/categories)</b>	Appearance: <input type="checkbox"/>	Physical: <input type="checkbox"/> Log physical assault on Bromcom
	Cyber: <input type="checkbox"/>	Psychological: <input type="checkbox"/>
	Economic: <input type="checkbox"/>	Social: <input type="checkbox"/>
	Emotional: <input type="checkbox"/>	Other (specify): <input type="checkbox"/> Complete Discriminatory Incident Form for Bullying Protected Characteristics
<b>Names of staff informed</b>		
<b>Names, Forms and Roles of all involved:</b>	Ringleader: <input type="checkbox"/>	Target: <input type="checkbox"/>
	Reinforcer: <input type="checkbox"/>	Defender: <input type="checkbox"/>
	Assistant: <input type="checkbox"/>	Bystander: <input type="checkbox"/>
	Other (specify): <input type="checkbox"/>	

<b>Description of the incident:</b>		
<b>Was this a physical or a verbal incident?</b> <input type="checkbox"/> Physical <input type="checkbox"/> Verbal		
<b>Were physical injuries sustained? If yes, specify the extent and to whom:</b>		
<b>What support has been given to the target?</b>		
<b>Have the ringleader, reinforcer or assistant been involved in previous bullying incidents? If yes, please provide details:</b>		
<b>Level of severity of the incident. Please circle on scale.</b>	<ol style="list-style-type: none"> <li>1. 1 target and 1 ringleader, no others involved. Unlikely to be repeated.</li> <li>2. Harm or distress was caused, no previous incidents.</li> <li>3. Harm or distress was caused and there is an existing bullying action plan in place.</li> <li>4. Substantial harm or distress was caused, and/or the behaviour was based on substantial hostility and prejudice, and/or the behaviour may be repeated.</li> </ol>	
<b>What action will be/has been taken?</b>	All incidents: <input type="checkbox"/> Parent/carers of target informed  <input type="checkbox"/> Parent/carers of offender informed  <input type="checkbox"/> Teachers of students informed  <input type="checkbox"/> Action Plan	<input type="checkbox"/> Behaviour Contract <input type="checkbox"/> Risk Assessment <input type="checkbox"/> Safety Plan <input type="checkbox"/> Formal counselling <input type="checkbox"/> External referral <input type="checkbox"/> Corrective Education <input type="checkbox"/> Restorative process - Guided reflection - Repair of relationship, if appropriate <input type="checkbox"/> Long term separation from target <input type="checkbox"/> Punitive sanction

<b>What measures are in place to prevent a similar incident from occurring again?</b>			
<b>Length of monitoring period:</b>		<b>Date of review:</b>	
<b>Name of Year Team responsible for monitoring and review:</b>			

## 8. Appendix 3: Discriminatory Incident Form

### Discriminatory Incident Recording Form

A discriminatory incident is any incident which is perceived to be discriminatory by the target or any other person. All discriminatory incidents will be dealt with by a member of the Senior Leadership Team.

When responding to a discriminatory incident, the aim should be to secure the best possible outcome for everyone involved. Therefore, interventions should be restorative and seek to create attitudinal and behavioural change, with the goal of preventing future incidents from occurring.

*This form is to be taken to behaviour briefing at the end of the day.*

Details of discriminatory incident		
<b>Person reporting the incident:</b>	<b>Name:</b>	<b>Role:</b>
<b>Date/location of incident:</b>	<b>Date:</b>	<b>Location:</b>
<b>Target's name/class/year:</b>		
<b>Type of incident: (Tick applicable category/categories)</b>	Homophobia: <input type="checkbox"/> <i>Prejudice or negative attitudes, beliefs or views about lesbian, or gay people.</i>	Sexism: <input type="checkbox"/> <i>Prejudice or negative attitudes, beliefs or view about someone based on their sex.</i>
	Transphobia: <input type="checkbox"/> <i>Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender.</i>	Disability or health condition: <input type="checkbox"/> <i>A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out normal day to day activities.</i>
	Racism: <input type="checkbox"/> <i>Prejudice or negative attitudes, beliefs or views about someone based on their skin colour, nationality, ethnic or national origins.</i>	Islamophobia: <input type="checkbox"/> <i>Islamophobia is rooted in racism and is a type of racism that targets expressions of Muslimness or perceived Muslimness.</i>
	Biphobia: <input type="checkbox"/> <i>Prejudice or negative attitudes, beliefs or view about bisexual people.</i>	Other (specify): <input type="checkbox"/>
<b>Names of people who have been informed:</b>		
<b>Person who committed the offence: (Include their name/class/year (if pupil))</b>	Pupil: <input type="checkbox"/>	Teaching staff: <input type="checkbox"/>
	Visitor: <input type="checkbox"/>	Parent: <input type="checkbox"/>
	Other staff: <input type="checkbox"/>	Governor: <input type="checkbox"/>
	Other (specify): <input type="checkbox"/>	

<b>Description of the incident:</b>			
<b>Was this a physical or a verbal incident?</b>	<input type="checkbox"/> Physical <input type="checkbox"/> Verbal		
<b>Were physical injuries sustained? If yes, specify the extent and to whom:</b>			
<b>Names of other people involved, including bystanders:</b>			
<b>Has the offender been involved in previous discriminatory incidents? If yes, please provide details:</b>			
<b>Level of severity of the incident. Please circle on scale.</b>	1. No offence was intended or taken. 2. Harm or distress was caused, but the offending behaviour is unlikely to be repeated. 3. Harm or distress was caused and the pupil(s) responsible had previously been warned that their behaviour was unacceptable. 4. Substantial harm or distress was caused, and/or the behaviour was based on substantial hostility and prejudice, and/or the behaviour may be repeated.		
<b>What action will be/has been taken?</b>	All incidents: <input type="checkbox"/> Parent/carers of target informed  <input type="checkbox"/> Parent/carers of offender informed  <input type="checkbox"/> Teachers of students informed  <input type="checkbox"/> Monitoring	<input type="checkbox"/> 1:1 support <input type="checkbox"/> Pastoral support <input type="checkbox"/> Peer support <input type="checkbox"/> Formal counselling <input type="checkbox"/> External referral <input type="checkbox"/> Corrective Education <input type="checkbox"/> Restorative process Guided reflection Repair of relationship, if appropriate <input type="checkbox"/> Long term separation from target <input type="checkbox"/> Punitive sanction	
<b>What measures are in place to prevent a similar incident from occurring again?</b>			
<b>Length of monitoring period:</b>		<b>Date of review:</b>	
<b>Name of SLT:</b>			

## 9. Appendix 4: Bullying Action Plan

Bullying Case No.:

Student names and forms:

Name Form

Name Form

Name Form

Name Form

Date of initiation

Date of closure

Action taken	Date	Review




**If I do anything which I have agreed not to do under this contact I understand that the following course of action may be taken:**

- Chaucer School may take disciplinary action against me in the form of detention, internal or external exclusion for a period as appropriate, and record both the behaviours and the sanction on my school records. This in turn may be used as evidence in any submission to the panel of school Governors concerning my continued attendance at this school.
- Persistent issues may result in a referral to other external agencies.

**In addition, if you break this contact and it is a criminal matter South Yorkshire Police will investigate and may prosecute.**

**Declaration**

This contract has been explained to me and I understand the consequences of breaking it.

Signed: \_\_\_\_\_ Persons Name \_\_\_\_\_

Date \_\_\_\_\_

Signed \_\_\_\_\_ (Parent / Guardian / Appropriate Adult)

**Witnessed:**

Signed: \_\_\_\_\_  
Print name and role

Date: \_\_\_\_\_

11. Appendix 6: Statement Form



# INCIDENT STATEMENT FORM

Name of student this is regarding \_\_\_\_\_ Year/Form \_\_\_\_\_

Name of student making statement \_\_\_\_\_ Year/Form \_\_\_\_\_

Statement written by (staff name/role) \_\_\_\_\_

Who was involved in the incident? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Who witnessed the incident? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

When did the incident happen? (time/date) \_\_\_\_\_  
\_\_\_\_\_

Where did the incident happen? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

