



'With thankfulness, courage and love, we strive to improve hearts and minds'

At Chilton Foliat Primary School we honour our educational heritage, supported by a strong Christian ethos. We strive to provide a diverse education that inspires children to develop a thirst for knowledge. This is delivered in a safe, supportive and nurturing environment promoting self-discipline, motivation and excellence in learning. We encourage strong partnerships and positive relationships amongst pupils, parents, carers and the wider community.

Anti-bullying Policy (To be read in conjunction with the Child Protection Policy)

Introduction

At Chilton Foliat Church of England School, our attitudes to learning and life are interwoven with the Christian values fundamental to our ethos. We strive to involve children in their own development by encouraging them to become active members of both school and the wider community.

Bullying is action taken by one or more children with the deliberate intention of hurting another child either physically or emotionally. We believe that bullying of any kind is unacceptable. Our school is committed to providing a safe, caring and friendly environment for all staff and pupils. We believe that the best way to do this is through consultation with pupils, parents, staff and governors, and we review our policy and procedures annually as part of National Anti-bullying Week.

Types of bullying can be:

- Emotional – unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical – pushing, kicking, hitting, punching or any use of violence
- Racist – racial taunts, graffiti, gestures

- Sexual – unwanted physical contact or sexually abusive comments
- Homophobic/transgender – focussing on the issue of sexuality
- Verbal – name-calling, sarcasm, spreading rumours, teasing
- Cyber – all areas of the internet e.g., e-mail & chat room misuse, mobile phone threats by text messaging & calls, misuse of associated technology (e.g. camera & video)

1. Aims and Objectives

- a) Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- b) We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.
- c) This policy aims to produce a consistent school response to any bullying incidents that may occur.
- d) We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

2. The Role of Governors

- a) The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the Governing Body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- b) The Governing Body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The Governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the Governors on request about the effectiveness of school anti-bullying strategies.
- c) The Governing Body responds within ten term time days to any request from a parent to investigate incidents of bullying. In all cases, the Governing Body notifies the Headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the Governing Body.

3. The Role of the Headteacher

- a) It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher

reports to the Governing Body about the effectiveness of the anti-bullying policy on request.

- b) The Headteacher ensures that all children know that bullying is wrong, that it is unacceptable behaviour in this school, and who to tell should they experience or witness a bullying incident. The Headteacher draws the attention of children to discuss this at suitable moments. For example, if an incident occurs, the Headteacher may use assembly as a forum in which to discuss why this behaviour was wrong, and why a pupil is being punished.
- c) The Headteacher ensures that all staff receive sufficient training to be equipped to deal with any incidents of bullying.
- d) The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

4. The Role of the Teacher

- a) Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place.
- b) If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Headteacher, the teacher informs the child's parents.
- c) We keep an anti-bullying logbook in the Headteacher's office where we record all incidents of bullying that occur both inside and outside lesson time in school, on the way to or from school, or near school. If any adult witnesses an act of bullying, they should record the event in the logbook.
- d) If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has been bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Headteacher and the special needs co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies such as the social services.
- e) Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

- f) Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

5. The Role of Parents

- a) Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.
- b) Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

6. Monitoring and Review

- a) This policy is monitored on a day-to-day basis by the Headteacher, who reports to Governors about the effectiveness of the policy on request.
- b) This anti-bullying policy is the Governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, and by discussion with the Headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.
- c) This Anti-bullying Policy will be reviewed annually.

Confirmation of agreement

This Anti-bullying Policy was formally agreed and adopted by the Governing Body of Chilton Foliat Primary School on March 27th 2019 during a Full Governing Body meeting.