CHILTON FOLIAT CofE VA PRIMARY SCHOOL

Our School Christian Vision

With thankfulness, courage and love,
we strive to improve heart and mind.

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, thoughtful and nurturing environment promoting self-discipline, motivation and excellence in all that we do. We encourage strong partnerships and inclusive relationships amongst pupils, parents, carers, staff and the wider community. Our children leave Chilton Foliat Primary School with a deep understanding of the impact of living out our school vision and values. As a result, they are well-rounded, confident and able to contribute positively to a wider community. They will continue to **thirst for knowledge** and strive to improve **heart** and **mind** enjoying a diverse curriculum in their next educational setting.

Anti-Bullying Approach and Policy

Date Reviewed	July 2025
Review Period	Annually/**2 Yearly**/Readopted/Other
Next Review Date	July 2027
Review Body	Headteacher with staff colleagues and key personnel

Jesus said, "Everyone who drinks of this water will be thirsty again, but whoever drinks the water I give him will never thirst". John 4:13

What is Bullying?

At Chilton Foliat Primary School, we define bullying as:

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face-to-face or online".

There are 4 key elements to this definition.

- Hurtful - the behaviour hurts either physically, emotionally or psychologically.
- Repeated - the behaviour happens repeatedly, and this differentiates it from a one-off event
- Power imbalance - an individual or group uses their power to negatively impact upon another individual or group. Individuals may have more power because they are part of a larger group or because they are part of a majority group linked to, for example gender, race or faith
- Intentional - the behaviour is deliberate and intended to cause emotional/physical hurt/isolation/exclusion.

What can bullying behaviour be like?

Bullying behaviour can be…

- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling
- Physical – pushing, poking, kicking, hitting, biting, pinching
- Emotional – isolating others, tormenting, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films or other media content
- Online/cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - can include the exploitation of individuals.

What is cyberbullying?

Cyberbullying is any form of bullying (definition above) that is carried out using electronic media devices, such as computers, laptops, smartphones, tablets, or gaming consoles.

There are some things that make cyberbullying different to 'traditional' bullying:

- 24-7 nature - the nature of online activity means you can be in contact at any time

- There is the potential for a wider audience and bullying incidents can stay online, for example: a photo that you can't remove
- Evidence - a lot of cyberbullying incidents allow those experiencing it to keep evidence - for example, take a screen shot - to show to school staff or police if needed
- Potential to hide your identity - it is possible to hide your identity online which can make cyberbullying incidents very scary
- Degree of separation - people who cyberbully often don't see the reaction of those experiencing it so it can sometimes be harder for them to see the impact of their actions.

What do we do at Chilton Foliat Primary School to prevent bullying?

- Bullying can be fuelled by prejudice. We work hard to create a culture where prejudice and hatred are not accepted and we do this through our every-day teaching, communication and general curriculum; through school displays and Collective Worships (assemblies) that promote understanding of diversity through regular news stories and their link to our core values; through the texts and resources that we share with the children and through our PSHE curriculum
- We actively challenge comments, actions or ideas that are homophobic, transphobic, racist, sexist and disablist. Children understand these terms at an age-appropriate level
- We teach children about different kinds of bullying, reasons why bullies might behave in the way they do and what they can do to stop it
- We actively promote gender equality through assemblies, texts, teaching and in day-to-day discussion with our children
- We teach our children how to cope with conflict through assertive behaviour strategies. This includes an emphasis on how to report issues when they are serious or repeated
- We have a 'worry monster' worry box in each classroom to help children report issues in writing if they are worried to do it in person. These are checked daily
- We meet as a staff team to discuss specific areas of conflict for children in our classes and how we will respond
- We carry out an annual audit of our anti-bullying practices with our governing body
- We have a clear bullying prevention process which enables a fair and consistent approach to manage accusations and incidents of bullying
- We have a child friendly anti-bullying policy with advice on what to do if a child is worried if they are being bullied
- We log incidents of bullying linking incidents into chronologies and looking at them alongside other data on attendance, safeguarding, behaviour incidents
- We report incidences of bullying to the governing body at FGB and we must account for how we have responded to these
- We have clear reference to bullying and the precursors to bullying in our Behaviour Policy
- We follow the recommendations of the Anti-Bullying Alliance.

What happens when a bullying concern is raised?

- A bullying concern can be raised by the child who is the victim of the negative behaviour, another child (about the child displaying the negative behaviour) a parent or a member of staff. All concerns are dealt with swiftly, even if they do not meet the definition of bullying.

Step 1.
A concern is brought to the attention of the school. If the issue is reported by a child, staff may contact parents (unless doing so would put the child at risk). Staff may decide to:

- Deal with the concern as single incident or friendship/social issue. In which case it will be dealt with using the school's Behaviour Policy rather than the bullying prevention process
- Observe/investigate the situation more closely with reference to the definition of bullying and inform the parents of the child (ren) reporting the concern
- Refer the matter to the headteacher.

Step 2.
The headteacher will establish what has taken place and put together a list of key incidents/issues, talking to children involved and any other children who may have also observed. The child (rens) trusted adults (members of staff with whom the child (rens) have contact with) will also be consulted.

Step 3.
If after thorough investigation the concern is proven to be a case of bullying as per the policy definition, a meeting between the headteacher and the child (ren) responsible for the bullying behaviour and child (ren's) parents will be called. At the meeting the appropriate sanctions from the school's Behaviour Policy will be applied.

Step 4.
Reassurance and support will be provided to the child (ren) who have been affected by the bullying behaviour and parents will be informed with reassurance given that the school's bullying prevention policy has been applied.

Step 5.
If continued incidents are reported or witnessed, additional monitoring and observations may result in further higher-level sanctions being issued from the school's Behaviour Policy and the child (ren) displaying the bullying behaviour will be invited to a formal meeting with their parents to address the matter. At this point, the concern will be logged as a formal case of bullying and reported to the governing body. A note will be made on the child's (ren's) file.

Step 6.
The child (ren) displaying the bullying behaviour will be offered Emotional Literacy Support Intervention (ELSA) or similar intervention where they will be able to access some support in unpicking the motivation behind their behaviour and different strategies they can use to make a change. Parents will be consulted.

Step 7.
If bullying continues, after additional support and warnings, this will result in an internal exclusion, although we would try and avoid this course of action. The school will continue to work with the child (ren) and their parents to stop the bullying behaviour.

Step 8.
Several internal exclusions may result in a permanent exclusion.

There are several issues that need to be taken into account when considering bullying:

- The definition of bullying as per this policy will form the basis of any observations or investigation
- All efforts will be made to ensure that both those children who are affected by bullying behaviour and those who are responsible for bullying behaviour will be supported by adults in school
- It is imperative that concerns are dealt with in a fair and even manner. All children are entitled to be heard and any labelling of a particular child or child (ren) by others, based on hearsay will not be tolerated.

What can parents do if they are worried about their child (ren) being bullied?

- If a parent has a concern about their child (ren) either in or out of school, or online, they are positively encouraged to speak, in the first instance, to their class teacher. Whether it is bullying or not, if it is upsetting the child, school will want to help resolve the matter quickly
- If the child (ren)'s teacher feels that the parents concern might meet the definition of bullying, they will refer the matter to the headteacher and the bullying prevention process will be followed. The child (ren)'s teacher may feel that the parent concern doesn't meet the definition of bullying, but they will be able to help resolve the matter and will still act on the child's behalf. Parents are able to continue to communicate with the school until they feel the matter is resolved.

This policy must be read in conjunction with:

- Child Protection and Safeguarding Policy
- Staff Behaviour Policy (in relation to Safeguarding)
- Behaviour Policy

- GDPR Policy
- Online Safety Policy