Anti-Bullying Policy

September 2026

POLICY TITLE	ANTI-BULLYING
RESPONSIBLE COMMITTEE	FGB
NEXT REVIEW	September 2029

Rationale

At Chieveley Primary School, we believe that everyone, 'should be able to develop and learn in a safe and secure environment which fosters cooperation, mutual respect and equality of opportunity. Children, staff, governors and parents should feel confident that all possible will be done to stop bullying and that any incidents will be dealt with appropriately and wherever possible in a restorative way.'

(From Safe in our Hands: Anti-Bullying Self Evaluation and Accreditation Jan 2012)

It is the responsibility of the whole school community to understand bullying and eradicate it by ensuring the development of a caring and supportive ethos.

At Chieveley school, members of our community agree that bullying is:

Persistent (not a one-off event, but sustained over time.)

Intentional (not accidental, a bit of fun or playful, nor part of an argument or a 'knee-jerk' reaction, but a deliberate desire to inflict hurt, distress or humiliation, or to threaten or frighten someone repeatedly over a period of time.)

Cumulative (behaviours which build up with experience of success and status, may influence others to join in or may escalate).

An abuse of power (whatever form the power may take - for example one person feeling 'better', 'stronger' 'smarter' 'more popular' than another and using this to make someone feel worthless)

(From Safe to Live and Learn: West Berkshire Children and Young People's Trust Anti-Bullying Policy and Guidance Jan 2008)

We also acknowledge that some bullying behaviours may also be classified as Peer-on-Peer abuse, as defined by Keeping Children Safe in Education [2020]. Where this is the case, we will follow our safeguarding procedures in response to issues.

Types of Bullying

At Chieveley, we recognise that bullying can take many different forms, including related to:

- Race, religion or culture
- SEN/disabilities
- Appearance or health conditions
- Home circumstances
- Gender orientation
- Sex

Examples of Bullying Behaviour

Physical includes hitting, kicking and all forms of physical violence, taking belongings, damaging belongings, extortion

Verbal/Mental includes nasty teasing, name calling, making offensive remarks, threats, face to face or by text, phone, email, instant messaging, internet chat rooms or websites

Indirect/Mental includes spreading nasty stories or rumours, social exclusion, the look, the whisper behind the hand, scorn and derision

Emotional includes tormenting, threatening, ridicule, humiliation, social exclusion from groups or activities

Racist or Misogynistic
includes racial taunts, graffiti, gestures, comments

Sexual
includes unwanted physical contact, abusive comments

Cyberbullying
includes the use of modern technology to carry out any of the above

Bullying off School Site

Whilst Chieveley School is not directly responsible for responding to bullying off school site, all individuals are encouraged not to 'suffer in silence'. A range of steps may be taken in order to support any victim of bullying and ensure that any direct impact on school life responded to swiftly and fairly, to this end, staff may:

- **Contact parents so that issues outside of school may be dealt with, as appropriate**
- **Seek outside support, where necessary, in order to deal with incidents of bullying**

Preventive Approaches

The ethos of a non-bullying school will be developed through the following measures:

The Role of Staff

Staff will:

- Establish a climate of trust and respect with all children and adults
- Revisit anti-bullying principles on a regular basis, including by taking part in anti-bullying week
  ● Actively promote our anti-bullying message:
  Everybody is Different, Everybody is equal, Everybody Matters
- Ensure that they are up-to-date on school procedures in order to implement the effective anti-bullying principles in place at school

- Sanction bullying behaviour, as appropriate.
- Exercise sensitivity when investigating incidents of bullying
- During breaks and lunchtimes, one off incidents will be dealt with on the spot and reported to the class teacher and recorded in the school's central behaviour log if necessary.
- Any member of staff dealing with an incident during break time must report it to the Main Office.
- Keep parents informed of incidents, outcomes and resolutions.
- Share good practice when dealing with incidents of bullying.
- Respond appropriately to signs that an individual may be being bullied, for example:
  a) changing attendance patterns
  b) withdrawal or anxiety
  c) increased incidents of feeling poorly during lessons
  d) changes in sleep patterns
  e) has possessions go missing/get lost
  f) becoming uncharacteristically aggressive or disruptive
  g) changing eating patterns
  h) has unexplained injuries
  i) starts to bully others
- Inform the Headteacher or Chair of Governors if a member of staff is involved in a bullying incident.
- Record an incident, investigation and outcomes where there are incidents of injury or racial harassment – CREST form online must be completed.

The Role of Governors

Governors will:

- Support the Headteacher and staff in all attempts to eliminate bullying
- Regularly monitor parents' view of how our school deals with bullying
- Monitor incidents of bullying and ensure accurate record keeping
- Respond to requests made by an individual to investigate bullying
- Act in accordance with West Berkshire Anti-Bullying Policy Charter

The Role of Pupils

Pupils will:

- Report any incidents of bullying that they have experienced or witnessed to an adult; either a parent or a member of staff
- Provide impartial and honest information when asked, to a member of staff investigating an incident
- Give support to each other
- Make all students and adults feel welcome, showing respect
- Behave in a kind and supportive way to all
- Act in accordance with West Berkshire Anti-Bullying Policy Charter

The Role of Parents

Parents will:

- Inform the school of any incidents they have become aware of, whether their child is the target or perpetrator
- Watch for signs of bullying
- Discourage young people from retaliation but encourage them to take appropriate action
- Advise children to tell an adult if problems occur
- Contact the school directly if they are concerned a bullying incident is taking place in the first instance
- Support the school with any interventions made to prevent the bullying from continuing
- Work with the school to uphold the Anti-Bullying Policy

Practices and Strategies

At Chieveley School, we employ a range of approaches to promote a culture of no-bullying and to help us act quickly when behaviour causes concern. These include:

School Council
Two children from each class (Years 1-6) meet regularly with the PSHE lead to discuss school issues, including anti-bullying.

Therapeutic Thinking
A restorative approach to behaviour management which builds up children's resilience, conflict management and self-worth to help them overcome issues they encounter.

Duty Staff
The duty staff rota is drawn up to ensure a good coverage of staff across play areas. It is overseen by the HLTA in charge of duty rotas and adjusted to cater for staff absences.

Behaviour Log
The school holds a central log of behavioural issues, including conflicts or aggression. This is updated after break times if any incidents occur and help the school staff to spot trends in behaviour more quickly.

Curriculum support
PSHE is taught throughout the school in class (using the 1Decision scheme) and through assemblies. The topic of bullying is reiterated throughout the year, from recognising it to dealing with it. Circle times are a valuable way for children to discuss their concerns with other members of the class and how they feel in a non-threatening way. The signs of 'healthy' relationships are also covered in our Relationships Education.

Labeling and monitoring bullying behaviours
Sometimes, children may exhibit bullying behaviours without meaning to do so. As a school, if we see children exhibiting such behaviours, it is our role to calmly explain to children why these behaviours will not be tolerated. If children continue to show these behaviours, having been told they are 'bullying behaviours', then in the eyes of our community, they are choosing to bully.

ELSAs

We employ and train two Emotional Literacy Support Assistants (ELSAs) to help children deal with self-esteem issues and to help overcome any incidences of bullying. ELSA support is given to children who have problems with friendships as a pre-emptive measure too - e.g. how to be a good friend, how to make friends and how to keep them; ELSAs offer 6 weekly programmes.

Guidance

What is bullying?

Bullying is disrespectful. Bullying is when a person or a group of people deliberately and repeatedly target another person or group of people in order to cause harm, where the relationship involves an imbalance of power. People who are being bullied are undermined and demoralised. They feel hurt, small and humiliated.

Bullying could happen in the following forms:

- Verbal – such as name calling, insults or spreading rumours
- Anti-social – such as being left out or deliberately ignored
- Physical – such as hitting, punching, pushing or gestures
- Written – such as social media, texts or letters.

Bullying may be:

- Homophobic: because of or focusing on the subject of sexuality, for example, the derogatory use of the word 'gay'
- Gender: because of the victim's gender or trans-gender status
- Racist: racial taunts, graffiti, gestures
- Sexual: unwanted physical contact or sexually abusive comments

Bullying is not a one off event, for example falling out with friends or an argument. These things can hurt your feelings but are not necessarily bullying. The S.T.O.P. acronym is helpful when understanding what is and is not bullying. Bullying behavior happens "several times on purpose." In our school, bullying is rare. Sometimes people who are bullying may not realise they are bullying and sometimes people who are being bullied may not realise they are being bullied. Students who attend the school may be bullied by other students outside school, in which case the school staff and students still have a responsibility to follow up incidents in the same way as if they had happened in school.

At Chieveley Primary, we recognise that bullying of any kind is unacceptable. No-one in our school should be a victim of bullying and everyone has the right to be treated with respect. Anyone who is bullying will be supported to find a different way of behaving.

We all have a responsibility to take action if we become aware of bullying. If you feel you are being bullied, or witness or become aware of someone else being bullied, then you should tell an appropriate member of staff. A good person to talk to would be the Class Teacher of the student being bullied, but all members of staff know what to do if they are informed that an incident of bullying has taken place. We accept our responsibility to respond promptly and effectively to issues of bullying.

Signs and Symptoms of Bullying

A student may indicate by signs or behaviour that he or she is being bullied/ Adults should be aware of these possible signs and they should investigate if a young person:

- Is frightened of walking to or from school
- Changes his or her usual routine
- Is unwilling to go to school
- Begins to truant
- Becomes withdrawn, tearful, anxious or lacking in confidence
- Attempts or threatens suicide or tries to run away
- Cries him or herself to sleep at night or suffers from nightmares
- Complains of feeling unwell in the morning
- Appears tired or lethargic
- Begins to do poorly in school work
- Has possessions that are damaged or ‘go missing’
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Bullies other students or siblings
- Stops eating
- Is frightened to say what is wrong
- Gives improbable excuses
- Is jumpy or nervous when a cyber-message is received

These signs and behaviours could indicate other problems, but bullying should be considered as a possibility when the symptoms are being investigated.

When Adults Are Being Bullied

Everyone has the right to carry out their responsibilities within an environment that is free from bullying and one in which bullying is treated seriously. Signs of bullying might include:

- Low morale
- Increased levels of staff turnover
- High rates of absenteeism
- Frequent disputes, complaints and grievances
- Isolated members of staff
- Inefficient team working
- Adults using inappropriate methods of communication, including intrusion into personal lives.

These indicators will be watched for within the school and where necessary, bullying will be considered as a possible cause or contributing factor.The supportive atmosphere within the school, together with the staff support mechanisms that include counselling services, are the best defences against bullying in the workplace. Victims will be offered the full support of the school. Adults alleged to be behaving in a bullying manner will be treated within the school's discipline policy and the policy of the LA.

How will we respond if we believe bullying is taking place?

Procedures

1. Chieveley staff will do all that they can to promote an ethos of respect and tolerance for all. All accessible areas of the school are supervised by staff at break, lunchtimes and at the end of the day.

2. Chieveley Primary works to provide students with a sense of self-worth, respect for others and appropriate assertiveness training to challenge incidents of bullying. Bullying and what to do about it is covered within the PSHE curriculum, including through assemblies. Students are also made aware of their responsibilities as members of the school community to do all that they can to prevent and stop bullying.

3. Bullying incidents should be reported immediately to an appropriate member of staff. Students and parents may report their concerns to any member of staff, who will liaise with the student's class teacher in deciding upon further action.

4. All allegations will be logged on CPOMS, together with the action taken. A member of the SLT will take the lead in following up bullying incidents, ensuring that bullying incidents are dealt with fairly and consistently by following a three step process:

1. Investigation:

➢ The Class Teacher or member of SLT should investigate the incident in a timely and effective manner

➢ Statements should be taken from all relevant parties to inform the investigation

➢ Depending on the nature and seriousness of the incident, it may be necessary for the alleged perpetrator of the bullying to be kept supervised separately while the incident is investigated

➢ Depending on the complexity of the investigation, the parents/carers of the student who has been bullied should be informed of what has happened and that an investigation is being conducted

➢ The results of the investigation will be recorded on CPOMS.

2. Resolution:

➢ The member of SLT will explain to the person who bullied that their behaviour is wrong and will put in place appropriate protective consequences to ensure the bullying stops, consulting with the relevant members of the Senior Leadership Team and SENCO if the perpetrator has SEND

➢ In incidents where a student has been bullied by multiple people, the consequences given to the perpetrators of the bullying will be more serious than they would have been if the incident was a one-off; for example, if a student who was part of a group that was verbally bullying another student called that student an abusive name, then the consequence for using that abusive name would be greater than if it was an isolated incident

➢ Students who encourage perpetrators of bullying, such as by being deliberately present when they know an act of bullying is about to happen, or by commenting favourably on an act of bullying, will be viewed as participants in the act of bullying and will receive proportionate consequences ➢ The person who has been bullied will be provided with appropriate support and their parents/carers will be informed in a timely and appropriate way

➢ It may be appropriate for a session of restorative justice to take place, although this will depend on whether the Headteacher hinks this will help resolve the incident and if the person who has been bullied wishes the session to take place

➢ When cases of bullying appear to be escalating within a Year Group, members of the Senior Leadership Team will conduct assemblies to address the issue.

3. Monitoring:

➢ The member of SLT will inform relevant school staff that the incident has taken place so that they can monitor any further interaction between the person who was bullied and the perpetrator

➢ The member of SLT will monitor behaviour of the perpetrator and victim and take appropriate action. In the period following the bullying incident, an appropriately selected member of staff will meet regularly with the person who is being bullied to check that no further incidents have occurred and to monitor their emotional wellbeing

- If bullying continues, an escalating series of consequences will be applied, leading to permanent exclusion in extreme cases.