



## **Anti-Bullying Policy for Swallowtail Federation of Church Schools**

### **1 Introduction**

**1.1** It is a Government requirement that all schools have an anti-bullying policy. This policy reflects DfE guidance for schools: *Don't Suffer in Silence* and *Bullying – A Charter for Action*.

**1.2** DfE guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to).

### **2 Aims and objectives**

**2.1** Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing our school ethos' in which bullying is regarded as unacceptable.

**2.2** We aim, as schools, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

**2.3** This policy aims to produce a consistent school response to any bullying incidents that may occur.

**2.4** 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 schools.

### **3 The role of governors**

**3.1** The governing body supports the Head Teachers in all attempts to eliminate bullying from our schools. The governing body will not condone any bullying at all in our schools, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

**3.2** The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Head Teachers 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.

**3.3** A parent who is dissatisfied with the way one of our schools has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days of receipt of any request from a parent to investigate incidents of bullying. In all cases the governing body notifies the Head Teachers, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

## **4 The role of the Head and Lead Teachers**

**4.1** It is the responsibility of the Heads/Heads of School 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 identify and deal with incidents of bullying. The Heads/Heads of School report to the governing body about the effectiveness of the anti-bullying policy on request.

**4.2** The Heads/Heads of School ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in all of our schools. The Heads/Heads of School draw the attention of children to this fact at suitable moments. For example, if an incident occurs, the Heads/Heads of School may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished. We use the acronym STOP – Several Times on Purpose to define bullying across the Federation.

**4.3** The Heads/Heads of School will ensure that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

**4.4** The Heads/Heads of School set 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.

### **The role of the teacher and support staff**

**5.1** All the staff in our schools take all forms of bullying seriously, and seek to prevent it from taking place.

**5.2** Teachers record all instances of peer conflict that happen in their class and that they are aware of in their school. If teachers witness an incident, they will either investigate it themselves or refer it to the Head/Lead Teachers. Teachers and support staff do all they can to support the children involved in conflict. If a child is involved with instances of conflict over a period of time, then, after consultation with the Head/Lead Teachers, the children's parents will be notified.

**5.3** Staff record all incidents of peer conflict that occur both in and out of class in a class incident folder. They may be accessed by teaching staff and teaching assistants only. We also record incidents that occur near any of the schools, or on the children's way between school and home. Any adult who witnesses an instance of conflict should record it for inclusion in the incident folder

**5.4** When any instance of conflict takes place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and punishment for the perpetrator. Time is spent talking to the perpetrator: explaining why his/her action was wrong, and that child is encouraged to change his/her behaviour in future. If a child is repeatedly involved in conflict with other children, we inform the Heads/Heads of School and the special needs coordinator. We then invite the child's parents into school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Heads/Heads of School may contact external support agencies, such as the social services.

**5.5** All members of staff should be able to identify incidents of conflict and feel confident to deal with them following the agreed school policy and procedures. All staff are entitled to training to support them in this role.

**5.6** Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere. There are a range of strategies in place across the school, and in each class, to support and encourage good behaviour. The weekly celebration assemblies in each school reward good behaviour alongside academic achievement.

## **6 The role of parents**

**6.1** 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. If they are not satisfied with the response, they should contact the Head Teacher. If they remain dissatisfied, they should follow the school's complaints procedure.

**6.2** Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

## **7 The role of pupils**

**7.1** Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

**7.2** Pupils are invited to tell us their views about a range of school issues, including bullying.

**7.3** Our School Councils take time to discuss issues of bullying, how to prevent it and how to deal with general incidents.

## **8 Monitoring and review**

**8.1** This policy is monitored on a day-to-day basis by the Head/Lead Teachers, who reports to governors on request about the effectiveness of the policy. It is reviewed annually with the children during Anti-Bullying week.

**8.2** This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by discussing incidents recorded in the incident folders and by general discussion with the Head/Lead Teachers. Governors may analyse information to look for patterns of behaviour which affect particular people, places or groups.

**Agreed by staff and Governors: July 2013**

**Reviewed November 2015**

**Further reviewed November 2017**