



**The Swallowtail Federation of Church Schools  
With friendship, trust and kindness we fly!**



*(Love your neighbour as yourself, ' Mark 12:31)*

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

**This policy will be reviewed in full by the Governing Body every 2 years. This policy was last reviewed and agreed by the Governing Body November 2023. It is due for review on November 2025.**

**Signature      N.J.Butcher      Executive Headteacher      Date: Nov 2023**

**Signature      S.Watts      Chair of Governors      Date: Nov 2023**

## **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.

**2.5** We expect to work together, be respectful of everyone and safe to flourish. We take great pride in our friendly atmosphere and the Christian values which we show to each other.

## **3 The role of governors**

**3.1** The governing body supports the Executive Head 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 schools 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 Executive Head, 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 Senior Leadership Team**

**4.1** It is the responsibility of the SLT 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 SLT reports to the governing body about the effectiveness of the anti-bullying policy on request.

**4.2** The SLT ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in all of our schools. The SLT draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the SLT 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 SLT 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 SLT 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.

## **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 a member of the SLT. 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 SLT, the children's parents will be notified.

**5.3** Staff record all incidents of peer conflict that occur both in and out of class on CPOMS. They 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 on CPOMS.

**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 a consequence/ restorative work 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 SLT. 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 SLT 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 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. Individual needs of pupils are taken into account and adaptations made to allow them to communicate i.e. through drawing.

**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 Executive Head, 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. They do this by discussing incidents recorded on CPOMS and by general discussion with the Executive Head. Governors may analyse information to look for patterns of behaviour which affect particular people, places or groups.