



SOUTH WILTS GRAMMAR SCHOOL FOR GIRLS (ACADEMY)

School Aims

South Wilts is a progressive grammar school for girls, which aims to maintain high academic standards and cultural achievement within a caring environment. We seek to encourage responsibility and personal fulfilment so that students attain their maximum potential. The school is dynamic and works with the community to prepare its students for life-long learning and adult independence.

South Wilts Grammar School values and respects all students equally and aims to provide equality of opportunity wherever possible.

This policy should be read in conjunction with the E-Safety Policy and the Behaviour and Sanctions Policy

ANTI-BULLYING POLICY

This policy has been drawn up in consultation with students, parents and staff.

General principles:

At the centre of the school's community values are the five Ps: Politeness, Presentation, Punctuality, Pride and Preparation. The first of these sets out the core ideas of how the SWGS community should behave towards one another. Students and staff are reminded about these values at the start of the school year and the 5Ps are displayed in every classroom in the school

Therefore, South Wilts is committed to creating a community where bullying behaviour aimed at anyone because of their race, religion, beliefs or views, lifestyle or activities, disability, looks, intelligence, gender or sexual orientation will not be tolerated or accepted.

We aim to create a culture where it is expected that neither students nor staff will bully for any reason and will stand up to bullying wherever they see it.

We recognise that even if bullying is not visible and evident to the staff, it is still happening both in school and out, face to face and on-line through cyberbullying in social media. The anti-bullying message will be strong and evident throughout the school and throughout the year.

We aim to do this by:

- 1. Developing an atmosphere where all students feel a part of their school community, for example by**
 - Arranging activities which help years to mix such as buddy systems or vertical tutor times.
 - Form Tutors actively noticing and having the skills to deal with cliques and groups within the tutor groups by active tutorial work so students are open and friendly to all

- Encouraging teachers to ensure their teaching groups get to know each other by using and changing seating plans and clearly stating at the start of the year that bullying behaviour is not tolerated in their classroom
- Using clear guidelines to ensure that students and staff know what is seen as bullying at South Wilts and who to report their concerns to

2. Making it clear what we consider to be bullying

In this assessment we should be sensitive to the previous experiences of a student and not seek to make excuses for the unacceptable behaviour of others. Bullying is behaviour which makes someone feel continuously uncomfortable, belittled or laughed at, excluded, isolated or ignored, and where they are not treated with respect. This behaviour may be in person or through cyber-bullying.

Bullying can be:

- Physical
- Emotional – consistently humiliating someone, name calling, using insulting names or comments, isolating someone or, deliberately ignoring another person purposely to make them unhappy or persistently giving particular looks and encouraging others to do it
- Driven by a prejudice – this includes homophobia, transphobia and racism.
- Indirect – Spreading rumours whether true or not, gossiping about someone, talking about someone behind their backs or sharing information when a person has not given permission for it to be shared.
- Cyberbullying – any form of bullying using a mobile device or internet, chat rooms, social networking sites, instant messaging or email
- Always leaves someone out or shunning them
- Making threats
- Deliberately damaging someone's kit or clothing
- Assuming what you find funny will be a joke to another person.

3. Helping the bystanders choose to challenge the bully rather than accept their bullying behaviour, by

- Students and staff being clear about what it means to be bullied and knowing how to respond
- Everyone accepting that if bullying behaviour is seen, a student or adult should report it
- Students learning how to stand up to peer pressure and not join in with unkind behaviour
- Bystanders having the ability to isolate the bully and stop their bullying behaviour
- Guidelines about who to go and see, when and where to see them readily available

4. Supporting the students who feel isolated or bullied by

- Students and/or their parents encouraged to come forward and speak out as soon as possible if they feel they are being bullied even if it is embarrassing because of what is being said
- Students understanding that being bullied does not mean that there is something wrong with them and respecting that each person is different in the way they respond and the support they need
- Everything that is reported, however small it may seem to others being taken seriously and dealt with sensitively, respecting confidentiality wherever possible
- Careful listening, observation of behaviour and teachers asking the right questions
- Students speaking to each other about feeling bullied and involving appropriate adults when the behaviour of others is having an impact on them or a friend
- Peer support being available from students in Key Stage 4 and 5, either face to face or via the talk@swgs.wilts.sch.uk e mail
- Counselling sessions being available with the school counsellor, lay chaplain or pastoral staff
- Confidential support being available, and information shared with parents when it is really necessary in the best interests of the student
- Fully supporting and involving the students who come forward in deciding what actions should be taken to resolve the situation
- Making the connections between bullying, suicide and self-harm of all kinds clear to students
- Staff making follow up appointments to check that the unwanted behaviour has stopped and the student is coping

5. Working with the bully to make them change their behaviour by

- Making sure that the bullies know the consequences of their behaviour, for them and their victims
- Helping the bully to understand their behaviour, what lies behind it, the impact it has on others and how to change
- Supporting the bully to improve their own self-esteem and confidence in themselves

6. Imposing suitable sanctions in consultation with the bullied person This might include

- Discussions with both parties and a neutral person if possible
- Sanctions, which should be clear from the start of the year might include:
 - Face to face meetings and mediation with apologies and changed behaviour
 - Suspending access to the internet and e mail at school
 - Contacting parents about what their daughters have been accused of or have done

- Excluding students from social activities such as discos or the Leavers ball, from trips and visits or from activities such as work experience
- Internal school isolation at lesson time/ social time or formal suspension or exclusion from school

Recording allegations, incidents and sanctions on a student record and sharing them with members of staff, distinguishing between unfounded allegations and bullying behaviour

Reviewed by	Date of Review / approval	Review cycle	Next Review Date	Statutory / Non statutory	Website
Curriculum	Spring 2018	3-yearly	Spring 2021	Statutory	Yes