



SOUTH WILTS GRAMMAR SCHOOL

School Aims

South Wilts is a progressive grammar school, 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.

South Wilts is committed to safeguarding and promoting the welfare of children. The school fulfils its responsibilities as laid out in the following key documents: Working Together to Safeguard Children, Keeping Children Safe in Education and the procedures of the Safeguarding Vulnerable People Partnership.

Safeguarding links/ risks associated with this policy: Bullying behaviours needs to be monitored closely; bullying can be a safeguarding concern in itself, and may be an indicator of wider concerns that may be linked to safeguarding. This policy should be read in conjunction with the Student Behaviour and Sanctions Policy.

Through working to promote a bullying-free environment, we promote the importance of personal success and wellbeing alongside service to our communities. We will embed our golden threads of equity, diversity and inclusion in our approach Anti-Bullying as well as highlighting ways for students to contribute to a more sustainable and environmentally-friendly future for their world.

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 are our values: Be Kind, Be Involved, Be Aspirational.

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 the House System (from September 2023).
- 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

SWGS defines bullying as: behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber bullying via text messages or the internet) and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

(Preventing and tackling bullying: Advice for headteachers, staff and governing bodies. Department for Education, July 2013).

Bullying can be:

- Emotional - unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures).
- Physical - pushing, kicking, hitting, punching or any use of violence.
- Racist - racial taunts, graffiti, gestures.
- Sexual - unwanted physical contact or sexually abusive comments.
- Homophobic - focusing on the issue of sexuality.
- Verbal - name-calling, sarcasm, spreading rumours, teasing.
- Religious – a negative or unfriendly focusing on religious difference or how somebody expresses their faith.
- Cyber - all areas of the internet (e.g. email and internet chat room misuse); mobile phone threats by text messaging and calls; misuse of associated technology (e.g. camera & video facilities).

- Indirect- repeatedly doing something behind someone's back (e.g. spreading rumours or sharing secrets), repeatedly making someone feel upset, uncomfortable or unsafe (e.g. isolating someone from the group, damaging or taking someone's belongings)

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 (e.g. Diana Award Anti-Bullying Ambassadors (ABA Team) delivering focused sessions to KS3 as part of Live Well afternoons.
- 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 anonymous Whisper button.
- Diana Award Anti-Bully Ambassadors (ABA Team) are visible and available during break and lunchtimes to support the whole school community or KS3?
- 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 thriving.

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.

Procedure

- Students/parents/carers/staff members report bullying incidents to Head of Year or a member of SLT.
- All cases of bullying (as defined by the school's definition of bullying) should be recorded by staff on CPOMS.
- In all cases parents/carers of victims and perpetrators will be informed and in serious cases parents/carers will be asked to come to a meeting.
- The bullying behaviour or threats of bullying will be investigated using the SWGS Student Investigation procedure with written witness statements taken from all students involved, including by-standers and the bullying stopped quickly.
- An attempt will be made to help the bully/bullies change their behaviour as outlined above in (5).
- Support will be available for the person being bullied as outlined above in (4).
- In serious incidents the situation will be monitored by staff to ensure that the bullying has stopped permanently.

Reporting Incidents

We aim to create an atmosphere where anyone who is being bullied, or anyone who knows about it, feels that they will be listened to and that any action taken will be swift and sensitive to their needs. Both bystanders and students being bullied must realise that 'not telling' means that bullying is likely to continue.

Outcomes

- The sanctions that will be imposed depending on the severity of the incident/s and in line with the school's behaviour policy.
- Previous acts of bullying by the perpetrator will be taken into consideration when deciding upon an appropriate sanction.
- In some cases the school reserves the right to temporarily or permanently exclude a student who has been involved in a very serious incident/s of bullying another student/member of staff.

- Sanctions will be applied fairly, proportionately, consistently and reasonably, taking account of any special educational needs (SEND) or disabilities that pupils may have and taking into consideration the needs of vulnerable children.
- Bullying by children with disabilities or SEND is no more acceptable than bullying by other children and it should be made clear that their actions are wrong and appropriate sanctions are imposed. However, for a sanction to be reasonable and lawful, the school must take account of the nature of the child's disability or SEND and the extent to which the child understands and is in control of what they are doing.

APPENDIX A

Student-friendly Anti-Bullying policy

What is bullying behaviour?

- By definition, it is repeated, negative behaviour that is intended to make others feel upset, uncomfortable, or unsafe.

What are the different types of bullying?

- Verbal: using your words/language to bully someone.
- Indirect: repeatedly doing something behind someone's back or online (e.g. spreading rumours or sharing secrets), repeatedly making someone feel upset, uncomfortable or unsafe (e.g. isolating someone from the group, damaging or taking someone's belonging).
- Physical: repeatedly using physical contact to bully someone.

Bullying or Banter?

The definition of banter is 'the playful and friendly exchange of teasing remarks'¹

- Banter should be fun for everyone involved, with no one feeling upset/unsafe/uncomfortable. It's completely normal to have fun with your friends, but if someone feels upset then something should change.
- If someone feels upset, communication is particularly important. If no one knows how you feel, they can't change their behaviour.
- If your friends know you feel upset and continue their behaviour, that is bullying and should be reported. Remember, bullying is intentional.

How can we help you?

- We have a Zen zone, where you can speak to your Anti-Bullying Ambassadors (ABA) in D9 on Mondays, Thursdays and Fridays during lunchtime.
- You can talk to any teacher about your concerns, or a member your pastoral team.
- There is the 'Whisper' box on the school website, which is anonymous.
- You can talk to your Anti-bullying ambassadors in school during breaktimes and lunchtimes. We are here to listen and support you. The Anti-Bullying Ambassador Team (ABA) have a rota in place will be walking around the school site at these times.
- The Anti-Bullying Ambassador Team are always planning new activities to raise awareness on bullying.
- There are many websites and helplines you can access, and these are advertised around the school (e.g. ABA Team noticeboard in D9, pastoral areas and tutor noticeboards).

Links to websites and helplines:

- The Diana Award Advice Messenger offers free 24/7 text support to young people across the UK. **TEXT DA TO 85258**
- Childline 0800 1111 is a free service where you can speak to someone about what's happening and how you are feeling.
- Kooth is a free, safe and anonymous place for young people to find online support and counselling. <https://www.kooth.com/>

¹ <https://www.hnis.co.uk/is-banter-healthy-or-toxic/#:~:text=extend%20that%20definition.-,Banter'%20is%20the%20playful%20and%20friendly%20exchange%20of%20teasing%20remarks,terms%20of%20power%20and%20influence.>

APPENDIX B

Useful sources of information and support for children and young people and their parents/carers:

- ask** Helpline: 08457 585072 or 01380 872915 email: info@askwiltshire.org (a Wiltshire based charity who support parents/carers) www.askwiltshire.org/info-centre
- Childline** Helpline: 0800 1111 (open 24 hours a day - aimed at children who are experiencing bullying problems)
For children who are deaf or hard of hearing textphone service: 0800 400222 www.childline.org.uk
- DirectGov** Information on different types of bullying, what to do about bullying, and information and advice for people who are bullying others and want to stop. www.gov.uk/bullying-at-school/the-law
- EACH** EACH has a freephone Actionline for children experiencing homophobic bullying: 0808 1000 143. It is open Monday to Friday 10am-5pm www.eachaction.org.uk
- Kidscape** Helpline: 020 7730 3300 (aimed at parents, guardians or concerned relatives or friends of bullied children) www.kidscape.org.uk

Reviewed by	Date of Review / approval	Review cycle	Next Review Date	Statutory / Non statutory	Website
Education and Experience Committee	Summer 2023	3-yearly	Summer 2026	Statutory	Yes