



## **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.

### **ANTI-BULLYING POLICY**

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

#### **General principles:**

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. Helping the bystanders choose to challenge the bully rather than accept their bullying behaviour, this means**
  - 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

### **3. 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](mailto: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 see the unwanted behaviour has stopped and the student is coping

### **4. 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

### **5. 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

## **6. 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

- It 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. It includes;
  - Spreading rumours, pictures or stories about others, these might be untrue or information shared when a person has not given permission for it to be shared.
  - Physical aggression
  - Verbal abuse including laughing at someone because of what they said, did or look like
  - Aggressively refusing to let someone sit in a place in the classroom or other space such as transport to and from school
  - Assuming what you find funny will be a joke to another person.