



WISBECH GRAMMAR SCHOOL

Anti-Bullying Policy (A4)

Scope:	Magdalene House
Release date:	March 2017
Review date:	March 2018
Author:	Senior Deputy Head Magdalene House
Reviewer:	Director of Studies Magdalene House
Approval body:	Risk and Governance Committee of the Board of Governors

Linked documents

This policy should be read in conjunction with the following published documents

- Good Behaviour (A4)
- PSHCE Policy (A5)
- Safeguarding Policy (A6)
- e- Safety Policy (A8)
- SEND Policy (A15)

Availability

This policy may be viewed on the School website and a printed copy is available upon request from the School Office/Pupil Services Team.

School Ethos

It is a primary aim of the School that it should combine high personal and social standards with a friendly atmosphere and mutual tolerance in which pupils of all ethnic and cultural backgrounds, and of all religious persuasions are welcome.

We believe that the School should be a happy and positive community characterised by an appreciation of, and respect for, the work of every member of that community.

We believe that every pupil has the right to look for happiness and security at School. We insist that no pupil or pupils have the right to make the lives of other pupils unhappy, whether through overt bullying (physical or non-physical), or through less obvious forms of pressure or alienation. We attach particular gravity to such offences.

The example of the staff is paramount in creating that climate within which pupils feel valued, secure and happy. The mutual respect with which staff regard one another and the public demonstration of this are both important. Similar standards apply to the relationship between staff and pupils, so that pupils are always treated with honesty, fairness and with regard for their individuality.

Rationale

- Parents and carers have a right to expect that Magdalene House has taken steps to develop an anti-bullying policy. They should feel that the staff are aware of agreed responses to incidents of bullying.
- Staff need to have clear guidelines about the action to be taken when there is a suspicion of bullying. They need to have confidence that the appropriate procedures will be implemented, and that their concerns about individual children will be supported.

Aim

We aim to create an anti-bullying culture which ensures that pupils and staff work in a safe environment where they are valued, respected and listened to. In this environment pupils will feel confident and be able to approach adults about matters of concern to them. The adults in the School will have knowledge of the School's anti-bullying policy and procedures.

Objectives

- To ensure the protection of all our pupils from all forms of bullying.
- To encourage open communication and good listening.
- To ensure that the staff are kept updated of any national initiatives to maintain good professional standards.
- To ensure that the staff follow internal procedures which will be updated as necessary.
- To ensure that pupils and their parents and / or carers are fully aware of the School's anti-bullying policy and procedures.

Methods For Ensuring Protection of Pupils at Magdalene House

- All teaching staff will have a written copy of this policy contained within their Staff Handbook.
- The Child Protection Officers are:

Mrs K. Neaves, Mrs K. Cook, Mr M. McChlery, Mr T. McConnell Wood (WGS)

- Written procedures for all staff will provide guidance on the keeping of notes and records. It is essential that clear, factual, written notes are kept to assist in the thorough investigation of suspected bullying incidents.
- Staff who report suspected bullying will be supported by the Senior Deputy Head Magdalene House.
- Bullying will be a core theme in the PHSE programme, which will be revisited several times as the child progresses through the School.

Procedures for dealing with bullying at Magdalene House.

Responses should be supported by the School ethos which:

- Acknowledges that everyone in the School has a responsibility to deal with bullying.
- Acknowledges that staff are important role models and that the mutual respect with which staff regard one another and the public demonstrations of this are both important.
- Encourages pupils to talk openly about their concerns.
- Accepts that bullying is not part of 'normal' School life.
- Develops trust between children and adults.
- Inspires the confidence of parents in the School's ability to support all children.
- Recognises the skills and talents of everyone in the School.

On witnessing or being told of an incident of bullying:

- Stay calm, don't make snap decisions or attach blame.
- State briefly and firmly why the behaviour is unacceptable.
- Separate those involved.
- Assure all involved that the incident will be taken very seriously and further action taken and that support will be given if necessary.
- Be sensitive to what the pupil is saying. Take it seriously.
- Reassure the 'victim' that he / she is right to tell. Everyone has a right to be safe.
- Do not promise to 'keep a secret'.
- Ensure the pupil's immediate safety (with a friend, another teacher) while the incident is reported and investigated.

Then:

- Refer the incident as soon as possible to the appropriate member of staff.
- Record the incident on the appropriate form, including any action taken.

Identifying Bullying Behaviour**Bullying Behaviour:**

- Is sometimes engaged in as part of a group.
- Is generally persistent.
- Is deliberately hostile – there is an intention to hurt or upset.
- Often involves an imbalance of power.
- Causes distress to one or more people.
- Can be violent.

It may include any or some of the following:

- Threats of violence (both verbal and non-verbal).
- Teasing.
- Name-calling
- Ignoring / shunning
- Interfering with property
- Racially offensive remarks or behaviour
- Sexually offensive remarks or behaviour
- Incitement by others to commit an act of bullying
- Graffiti designed to intimidate and / or embarrass
- Ridiculing / mimicking / sarcasm
- Fighting
- Demanding money, material goods and / or favours through intimidation or force.
- Demanding another person's possessions / work.
- Vandalism
- Invasion of privacy
- Intimidation
- Misusing electronic communication – including cyber-bullying.
- Deliberately trying to turn friends against one another by spreading rumours.

One of the most common forms of bullying amongst children is name-calling. Remembering the definition of a wilful and conscious desire to hurt can help to distinguish between the casual, often friendly name-calling and the sustained victimisation which is sometimes practised by a group of children towards one individual.

Possible Signs of Bullying:

Be aware of:

- Items of clothing, property, school-work etc that are damaged or lost more often than you would consider being normal.
- Frequent injuries to the child (bruises, cuts etc).
- The child who becomes withdrawn and is reluctant to say why.
- Educational attainment being made slowly or suddenly reduced
- A reluctance to go to school. Parents might not be aware of this as the child could be pretending illness. It might only be noticed through the School's attendance record.
- Unusual patterns occurring with regard to money and possessions.
- Money in the house or School going missing.
- Depression in the child, or a reluctance to eat or play normally.
- A child who threatens or attempts suicide.

Taken individually, the signs listed above might not be due to bullying, but a combination of even some of these signs could be a good reason to suspect it. If a child is showing signs of, or is experiencing any of the above, it could be an indication that all is not well; the child is not happy and therefore whatever the cause it should be investigated.

Bullies and Victims Identification

These notes are not intended to be comprehensive. They are meant to give an idea of the diversity of circumstances which may pre-dispose young people to be involved in bullying relationships.

Young people who bully may:

- Be excessively criticised at home.
- Experience excessive punishments at home.
- Live in a family where aggression is highly valued.
- Witness intense hostility within parental relationships.
- Have an aggressive temperament.
- Need support for their learning.

Who is most likely to suffer from bullying behaviour? Young people who:

- Are unable to manage everyday social situations with ease.
- Are or have been abused.
- Are cultural victims
- Are clumsy.
- Are vulnerable during developmental crises.
- Have a very distinctive appearance or characteristics.
- Experience difficulty forming friendships.