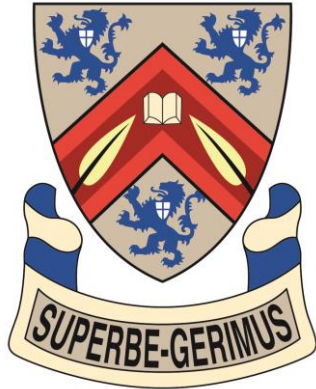


Carrick Academy



Respectful Relationships

Anti-Bullying Policy

May 2018

Introduction:

“Bullying is both behaviour and impact; the impact is on the person’s capacity to feel in control of themselves. This is what we term as their sense of agency. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online”

(respectme, 2015)

This document is intended to support the development of a positive, respectful and supportive environment in Carrick Academy. To this end, we recognise that bullying and prejudiced based bullying is often a combination of behaviours that impact negatively on a young person’s wellbeing and capacity to learn. This policy provides guidance in managing bullying behaviours that prevent young people feeling safe, included, responsible, respected, active, nurtured, achieving and healthy and from reaching their full potential.

This policy also recognises that when instances of bullying do arise, we must act quickly to address the impact on both those who experience and those who display bullying behaviour.

Definition of bullying:

In Scotland we describe bullying as behaviour which leaves people feeling helpless, frightened, anxious, depressed or demeaned.

Bullying is defined by its impact on the person/people affected as a result of the intended or unintended behaviour and actions of others. Bullying behaviour impacts on the wellbeing of those affected and results in a reduced sense of self-esteem and a negative impact on wellbeing. Bullying behaviour is typically characterised by the individual’s involved perceiving difference between themselves and others.

Bullying can be expressed through physical, emotional, verbal or intimidating behaviour or in the form of marginalisation. People can be bullied on the grounds of age, race, gender, sexual orientation, disability, socioeconomic status, nationality, religion or other real or perceived difference (protected characteristics).

Bullying can be subtle or it can be overt. It can cause short-term suffering for the pupil who experiences bullying behaviour or it can have long-term effects.

Bullying behaviours may include:

- Name calling, teasing, putting down or threatening
- Ignoring, leaving out or spreading rumours
- Pushing, hitting, tripping and kicking
- Taking and damaging belongings
- Online bullying: sending abusive texts, email or instant messages
- Intimidation and extortion
- Making people feel like they are being bullied or fearful of being bullied
- Targeting someone as a result of a negative judgement of that person because of who they are or are perceived to be (prejudiced based)

Legislation:

The United Nations Convention on the Rights of the Child (UNCRC)

We recognise that bullying is in breach of Childrens Rights (UNCRC).

The UNCRC, article 2 states (without discrimination) “the convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from”.

In promoting respectful relationships in our school community, we also recognise the guidance in current legislation and policy, such as,

- Getting it right for Every Child (GIRFEC)
- Curriculum for Excellence
- The Equality Act 2010

Expectations & responsibilities:

Expectations and responsibilities of our school community:

We will,

- be vigilant and report any concerns to Guidance staff &/or SMT
- act quickly to address the impact on both those who experience and those who display bullying behaviours
- follow school policies regarding recording, monitoring and responding to incidents, including: listening to all children and young people, so as to establish supportive relationships whereby young people feel secure in sharing difficult emotions and sensitive aspects of their lives; reporting any bullying incident; preventatively highlighting and correcting attitudes and behaviours that lead to bullying and discrimination.
- Model behaviour which promotes trust and respect and build into everyday practice an ethos of caring and compassion, as part of a whole school approach in preventative measures as regards bullying behaviour
- Make a commitment to continuous professional development &/or training about bullying behaviour and policies.
- Ensure Support / Guidance staff undertake suicide prevention training

Expectations and responsibilities of Head Teachers and managers:

The Head Teacher and senior managers will,

- be responsible for ensuring that this policy is implemented consistently and that our actions are in line with authority guidelines
- consult with and familiarise staff, pupils, parents and carers- including Parent Council members- with the content of these policies, working to engage staff, pupils and parents/ carers as consistently active partners in minimising bullying and its impact on children and young people.

- ensure that key staff undergo suicide prevention training, so as to be well-equipped in the appropriate language required to assess risk and support all children and young people; encourage other staff working in our school to undergo awareness raising training
- regularly monitor and ensure training of all staff about bullying behaviour and responding to bullying.
- ensure all incidents of bullying is investigated and recorded as soon as possible and responded to in accordance with anti-bullying policies, with actions taken and outcomes being recorded
- liaise as deemed necessary, with outside agencies to address the needs of individuals
- regularly monitor, whilst auditing annually- in consultation with staff and young people- about bullying incidents and the effectiveness of staff responses to minimise the negative impact on the young person
- provide appropriate annual data when requested by the Director of Educational services.

Expectations and responsibilities of young people

- Follow guidance detailed within the school's anti-bullying policy
- Participate in any consultation regarding anti-bullying (including UNCRC)
- Treat peers with respect
- If you think you are being bullied seek help by confiding in someone you trust
- Discuss and agree what options are available
- If the bullying is online, act by instantly 'blocking' someone
- Print off/save offensive text as evidence
- Seek and follow advice to ensure you have privacy settings in place
- Be aware of the impact of your own behaviour towards others, including what you post and share online, and treat people with the same respect as you would if they were in the room
- Recognising that the reaction of others to behaviours we display may not be bullying
- If you see someone else being bullied, report it to a trusted adult

Expectations of parents and carers

- Familiarise yourself with the schools anti-bullying policy
- Participate in any consultation regarding anti-bullying
- Attend any training offered on anti-bullying
- Actively listen to your child or young person when they tell you about a suspected bullying incident
- Stay calm
- Take a lead from your child or young person as to what pace to go at. This will help restore their feeling of being in control
- Ask then what they want you to do
- Explore options together - there is never one single answer
- Telling children or young people to 'hit back' is a common response but not necessarily the best or safest option
- Contact the school and ask for an appointment to meet with your child's Guidance teacher

- Work in partnership with the school to resolve the situation. Don't expect the situation to be fully resolved at the first meeting, that won't always be possible
- Keep channels of communication open until the situation is resolved

Strategies to prevent bullying behaviour:

We are committed to a whole school approach to preventing bullying behaviours, that include,

- Anti-bullying activities, with the clear message being communicated to staff, pupils and parents/ carers, that bullying behaviour shall not be tolerated
- Anti-bullying awareness-raising
- Assemblies, with the emphasis on the power of acts of kindness to improve the lives of others as well as on the negative impact of bullying.
- Taking advantage of opportunities that offer an anti-bullying and promoting positive relationship message
- Ensure that there is sufficient information displayed across the school to heighten awareness
- Making a commitment to providing nurture and resilience training to young people
- Working towards achieving UNICEF Rights Respecting Schools accreditation and the principles taught therein
- Curricular inputs/PSE
- Enabling individuals with the opportunity to change their behaviour

Young people must be encouraged to actively help others being bullied and to help prevent bullying behaviour. This can be done by reporting the bullying behaviour to a trusted member of staff.

Dealing with incidents of bullying:

Responding to bullying behaviour:

- Staff must use their knowledge of the children and young people and use their professional judgement when responding to incidents based on evidence and investigation.
 - When a young person claims to have been experiencing bullying behaviour, each complaint will be investigated swiftly and with a consistent approach. How the person who has experienced bullying behaviour perceives his/her situation is important and will be taken seriously. Bullying behaviour can be a one-off or repeated incidents. Both types can have a negative impact.
 - Impartiality and confidentiality must be respected, with knowledge of the incident being limited to those directly involved with the incident and with any necessary action that follows. It is important not to label children and young people as 'bullies' or 'victims'. Labels can isolate a child, rather than help them to recover or alter their behaviour.
- Inform designated member of staff (Year Head) and Guidance teacher
 - Investigate alleged bullying behaviour, seeking a broad overview from eyewitnesses and/or other pupils involved. Assess as to whether or not immediate remedial action can be taken to resolve the situation. If this is successful, record in young person's pastoral notes. If this is not possible, a wider investigation is required.
 - Consult with parents/carers and make aware of ongoing investigation. Any decision to inform the parent/carer should involve the young person and take into account informal

advice from the named person or member of staff who is trusted by the child or young person. If the incident constitutes a child protection issue child protection procedures should be evoked (J Rusk)

- *In circumstances where an individual is being made aware of the impact of their behaviour in the first instance, Carrick Academy recognises the importance of enabling that individual the opportunity to modify/change their behaviour. We also recognise the value of mediation if the circumstances are appropriate
- Involve external partners where appropriate
- Investigate and implement interventions around issue being addressed for both the person being bullied and the person displaying bullying behaviours. Ensure that these are communicated to all involved
- Log results of investigation in pastoral notes
- Incidents of bullying will be logged in C&G using the BULLYING & EQUALITIES menu
*we may not log the first instance if the allegation is unfounded or if we feel that the situation warrants a warning in the first instance. In these instances, we will log outline of investigation and actions taken on pastoral notes
- Actions by the pupil(s) involved in bullying behaviours may lead to exclusion and the nature of the incident shall be identified on the exclusion form
- Revisit those involved after agreed period of time to see if further interventions are required

Should parents exercise their right to take further a complaint then they should follow South Ayrshire's "Listening To You," complaints procedure.

Recording & monitoring strategies:

The school will work in partnership with South Ayrshire Council monitoring of bullying behaviour using C&G BULLYING & EQUALITIES menu. Please refer to guidelines.

We will review reported incidents termly to ensure consistency of approach as well as to inform how we improve our approach.

We will also consult with our school community to review and improve this policy timeously.

Wellbeing concerns:

We recognise that the wellbeing of our young people can be adversely affected by bullying behaviours. We will actively use GIRFEC and TAC meetings to support the wellbeing of young people involved. Please also refer to SAC Management Guidelines for Staged Intervention and Inclusive practice in Schools.

Involving our school community:

We are committed to regular awareness raising to communicate the ethos of our Respectful Relationships policy, including taking advantage of opportunities available for staff and pupil training and CLPL.

