

## TURRIFF ACADEMY

### ANTI-BULLYING POLICY (Draft August 2018)

#### AIM

To raise awareness of the issues involved in bullying and outline Turriff Academy's framework for dealing with the issue as part of our Positive Behaviour Policy.

#### RATIONALE

At Turriff Academy we are committed to providing a caring, friendly and safe environment, built upon mutual respect and dignity, so that all of our pupils can learn in a happy, relaxed and safe atmosphere.

Our aim is to provide a safe, learning environment, free from threats or fear of harassment so that each pupil can seek to achieve their full potential and develop into a confident citizen, ready and equipped to take their place in society.

*"Bullying is both behaviour and impact; the impact is on a 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."\**

*\*From Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People*

As such, it is contrary to our ethos of Respect, Ambition and Achievement and is addressed in a clear and consistent way in line with our Positive Behaviour Policy.

The success of a positive behaviour strategy depends on every classroom becoming a genuinely positive learning environment and each teacher being vigilant in communal areas around the school. Positive behaviour depends also on a close relationship between the home, the school and other professionals, where each partner understands his or her responsibilities.

Bullying is a complex issue, however, and it is a misconception to stereotype bullying behaviour. All parties involved in a bullying incident may need support to recover from it.

#### TARGET AUDIENCE

All members of staff will receive a copy of this policy. At the start of each session all pupils are issued with a Learning Planner which includes guidelines covering Positive Behaviour, Good Citizenship and the School Dress Code. These guidelines are reinforced regularly at House assemblies. Parents/carers of the new S1 pupils receive a presentation about the guidelines at an information evening in May/June and are asked to support the school.

## PRINCIPLES

The open culture of Turriff Academy is vital to combatting bullying. Pupils are encouraged to feel they can contact someone if they feel under threat and a whole range of strategies are in place to support pupils and their parents/carers.

The new National Approach to Anti-Bullying sets out clearly behaviour which can be classed as Bullying.

**Bullying behaviour can harm people physically or emotionally and, although the actual behaviour may not be repeated, the threat may be sustained over time, typically by actions, looks, messages, confrontations, physical interventions, or the fear of these. This behaviour can include:**

- **Being called names, teased, put down or threatened face to face/online**
- **Being hit, tripped, pushed or kicked**
- **Having belongings taken or damaged**
- **Being ignored, left out or having rumours spread about you (face-to-face and/or online)**
- **Sending abusive messages, pictures or images on social media, online gaming platforms or phone**
- **Behaviour which makes people feel like they are not in control of themselves or their lives (face-to-face and/or online)**
- **Being targeted because of who you are or who you are perceived to be (face to face and/or online).**

Young people can experience bullying for any number of varied and wide ranging reasons.

All pupils at Turriff Academy are expected to behave in a decent and respectful manner towards each other and staff. To this end:

*All bullying is regarded as unacceptable and no excuse can ever be given to justify it.*

*Where instances of bullying do occur, all parties are treated in a sympathetic and supportive manner.*

*All staff, pupils and parents/carers are made aware of the harmful effect bullying has on pupils and their performance in school.*

*All staff are committed to eliminating all forms of bullying behaviour and will actively work to support all pupils.*

## PREJUDICED-BASED BULLYING

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to behaviour and language that could manifest into racism, sexism, homophobia, biphobia or transphobia or prejudice and discrimination towards disability or faith. Prejudice-based bullying is when bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance. For example, prejudice arising from socio-economic background or a child or young person's appearance. When developing national and local policy and practice, we must reflect this broader range of prejudices some of which are listed in Appendix 1. There is a need to address the root cause of prejudice as well as effectively respond to incidents as they arise in all settings.

## **PRACTICE**

At Turriff Academy, we aim to combat bullying behaviour by:

- creating a school ethos which encourages pupils to disclose and discuss incidences of bullying behaviour
- raising awareness of bullying as a form of unacceptable behaviour with teachers, pupils, parents/carers
- having procedures for noting and reporting incidents of bullying behaviour
- having procedures for investigating and dealing with bullying behaviour
- having a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour.

The ethos of Turriff Academy is such that pupils are encouraged to contact someone if they feel under threat of any sort. They are supported with individual contact cards, posters displayed around the school, information in the 'Welcome' booklet and assemblies which serve to highlight the fact that talking to someone about a problem is a request for support, not 'sneaking'. Similarly in class situations the use of anti-bullying teaching materials can give pupils the opportunity to share experiences and concerns as well as demystifying bullying as a secret activity which cannot be talked about or which has kudos of any sort.

Parents/Carers are supported with advice leaflets and are encouraged to work in partnership with the school.

In this way, the school has a proactive anti-bullying cross-curricular approach to the issue. All adults in the school and associated with the school have a vital part to play in combating bullying.

When an incident occurs, procedures which are clear and consistent are followed. Guidance Staff are responsible for the implementation of these procedures through to the resolution of the issue.

- Pupil records the incident on the Pupil Reporting Form
- PTG investigates the situation fully and, in consultation with the relevant Year Head, selects the strategy to be adopted
- PTG records the incident on Section 2 of the Pupil Reporting Form, centrally so that Prejudiced-Based Bullying can be monitored and recorded, and on Seemis.
- PTG may inform parents and carers if they feel appropriate
- PTG informs relevant/all members of staff – in particular the House Tutor
- PTG informs/refers to Network Partners, as appropriate
- PTG follows up with support for all involved
- PTG monitors the situation in conjunction with the House Tutor and keeps staff informed, as appropriate
- PTG records details of the investigation and outcomes in the pupils' files and relevant details in SEEMIS
- PTG continues to work with young person who has experienced bullying so that they can recover and regain agency.

All members of the Guidance Team are particularly skilled in this aspect of their remit and utilise a wide variety of strategies in resolving situations of this type. They work closely with all staff, including members of the Pupil Support Base, and maintain links with parents/carers and partners in other related services. They are well placed to fulfil this crucial role.

### **IMPLEMENTATION, MONITORING AND REVIEW**

This is an update of an existing policy which was produced with the involvement of all staff. It will be monitored and reviewed as part of formal self evaluation procedures. Staff, pupils, parents/carers and other professionals will be encouraged to comment on the policy's effectiveness.

### **POLICY LEADER**

Depute Rector, Support for Pupils

### **DATE**

Update, June 2018