FORFAR ACADEMY

VIRTUS VIA VITAE

ANTI-BULLYING POLICY

Respect & Integrity

Teamwork

Happy Hearts Happy Minds

#FORvalues
To lead a virtuous life through…

Opportunities for all

Perseverance

Being the Best You Can

August 2019

Date	Review due	Responsibility
August 2019	August 2022	M Seivwright / R Preston

Introduction

Forfar Academy is opposed to bullying. We fully recognise the damage bullying can do to pupils' lives – both those who display bullying behaviours and those who experience bullying behaviours – in the short and long term. We aim to provide a learning environment free from any threat or fear, as a matter of right and as a prerequisite to effective learning and development.

Forfar Academy's school values are:

- Being the Best You Can
- Opportunities for All
- Teamwork
- Respect & Integrity
- Happy Hearts Happy Minds
- Perseverance.

These values guide every aspect of our work including our approaches to preventing bullying. We are committed to reducing and preventing bullying and providing appropriate support when bullying does occur. This policy sets clear expectations regarding how these goals will be achieved.

Policy Statement

We aim to:

- Reduce, prevent and respond effectively to bullying
- Improve behaviour through an effective strategy which actively involves pupils, parents/carers and staff in positive approaches
- Ensure, through training and participation, that the Forfar Academy Vision and Values, #FORValues, is understood and lived by the school community
- Ensure that there are effective methods for recording instances of bullying and for monitoring and evaluating the effectiveness of this policy, including any effects on minority or protected characteristic groups.

This policy applies to everyone in our school community: pupils, staff, parents, visitors and partners. It was developed using advice from Angus Council, Scotland's anti-bullying service Respectme and Respect for All: the National Approach to Anti-Bullying for Scotland's Children and Young People, Training Evaluation and Review. It was informed by consultation with pupils, parents and staff conducted between November 2018 and February 2019.

Definition

For the purposes of this policy we define bullying as:

"behaviour which may or may not be deliberate, by one person or a group, which upsets, hurts, harms or injures another, impacting directly on their quality of life".

Bullying may take many forms, including verbal, physical and social behaviour, and increasingly it may involve the use of technology to interact using social media. It is likely to be associated with a power difference between those who bully and those who are bullied to lead to hurt, fear and anxiety and is often the result of a difference, perceived or real.

Is it bullying?

We recognise that pupils will naturally fall in and out of friendships in the course of growing up. Such difficulties, disagreements or conflicts might be relatively minor and short-lived or, at other times, may lead to serious conflict requiring direct intervention to ensure resolution. At whatever level such conflict occurs it is important to distinguish it from bullying. We believe it is important to make a distinction between conflict and bullying as describing all relationship difficulties as 'bullying' is likely to devalue the term and obscure the very real risks which we know are associated with pupils being bullied.

It should also be recognised of course that unresolved conflict might, in time, lead to bullying.

Bullying behaviours may include:

- **Name calling, teasing, putting down or threatening**
- **Ignoring, leaving out or spreading rumours**
- **Hitting, tripping, kicking**
- **Stealing and damaging belongings**
- **Sending an abusive text, email or instant message, or posting an abusive comment on a social networking site (cyberbullying)**
- **Making people feel like they are being bullied or fearful of being bullied**
- **Targeting someone because of who they are or who they are perceived to be. This may include racism, sexism, disability, homophobia, biphobia and transphobia as well as differences in socioeconomic background.**

See Appendix 1 for a list of all Protected Characteristics.

Prevention
The prevention of bullying is embedded into our school community through the following:

- School Values and Ethos

- PSHE Curriculum

- Mentors in Violence Prevention Programme

- Peer-support initiatives led by older pupils

- A variety of nurturing, safe environments at social times

- At least one whole-school event every year to raise awareness of our Anti-bullying policy

- Professional Learning for teaching and support staff

Role of pupils

We expect that all pupils will:

- Treat others with respect and use respectful language in the school community

- Use social media appropriately

- Not be a bystander

- Tell an adult whom they trust about anything they think might be bullying

Our Pupil Council have prepared a **leaflet (insert link)** to give pupils step-by-step guidance on what to do if they think that they or someone they know might be being bullied.

Role of Parents and Carers

We want all of our parents to feel supported if they believe their child is being bullied. If you think this is the case we would ask that you contact your child's Pupil Care & Support (PC&S) Teacher as soon as you think there is an issue.

Our leaflet **"Bullying: A Guide for Parents and Carers" (insert link)** contains further information and guidance.

Role of all teaching and support staff

We expect that all teaching and support staff will:

- Model respectful relationships in all aspects of their professional behaviour

- Be conversant with this policy

- Take any allegations of bullying seriously

- Listen to and support pupils who are experiencing bullying behaviours

- Deal with any bullying-type behaviours they see or hear about at the earliest possible opportunity

- Support pupils who are displaying bullying behaviours to change their behaviour

- Share relevant information concerning individual pupils and incidents of bullying with the pupil's Named Person (PC&S teacher) and other professionals as required to ensure pupils' safety at all times

- Include self-evaluation of this aspect of their practice within their regular review of continuing professional development

Role of Principal Teachers Pupil Care & Support

We expect that Principal Teachers of Pupil Care & Support will:

- Respond appropriately to allegations of bullying by:
    - Taking account of the pupil's past experiences, any additional support needs or protected characteristics
    - Obtaining details of the alleged incident(s) from the victim
    - Discussing what he or she would like to happen
    - Obtaining further details from witnesses as appropriate
    - Discussing the allegation with the alleged bully
    - Establishing the best possible understanding of what has occurred
    - Giving appropriate advice and support to the victim
    - Giving appropriate advice and support to improve to the bully
    - Arranging any appropriate sanctions if required
    - Contacting parents of the victim and bully to discuss the incident and school response and to capture their views
    - Holding a restorative meeting if both parties are agreeable.
    - Follow-up contact with both parties and parents to ensure the planned resolution has contributed to a positive outcome

- Record instances of bullying using the SEEMIS "Bullying & Equalities Module" (see Appendix 2)

- Advise teaching and support colleagues in relation to instances of bullying

- Ensure that this policy is implemented and communicated effectively

- Review the policy every three years in partnership with pupils, parents and staff

- Lead at least one professional development session each academic year on anti-bullying practice

- Lead one whole-school event per year with an anti-bullying theme

- Lead the implementation of the Mentors in Violence Prevention programme with partner organisations

- Analyse our bullying data once per year to inform our strategic approach to leading anti-bullying initiatives

- Ensure anti-bullying resources are displayed prominently around the school.

Useful websites and resources

respect*me*, Scotland's Anti-Bullying Service.
respect*me*'s website offers practical advice and guidance for adults on addressing bullying behaviour. There is also a section specifically for children and young people offering practical advice on what to do if they're being bullied.
www.respect*me*.org.uk

ChildLine
ChildLine's website has a bullying section for young people and adults.
www.childline.org.uk

Childnet International
Childnet International works in partnership with other organisations to help make the internet a safe place for children and young people.
www.childnet.com

Cybermentors
A social networking place where children and young people can talk about bullying with mentors their own age.
www.cybermentors.org.uk
www.bullying.co.uk

CEOP
The Child Exploitation and Online Protection Centre website provides information and advice for online safety.
www.ceop.police.uk

If your child is being bullied and would like to speak to an adult in confidence, they can contact:
ChildLine on 0800 1111.

If you are worried about your child and would like to talk to someone in confidence, you can call:
ParentLine Scotland on 08000 28 22 33.

APPENDIX 1: List of Protected Characteristics

The Equality Act 2010 makes it illegal to discriminate against a person due to the following, which are known as the 'Protected Characteristics':

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- sex
- sexual orientation

APPENDIX 2: Recording an instance of bullying using the SEEMIS Bullying & Equalities Module

1. Log in to SEEMIS

2. Access the module at Application > Management > Bullying & Equalities > Maintain Incident
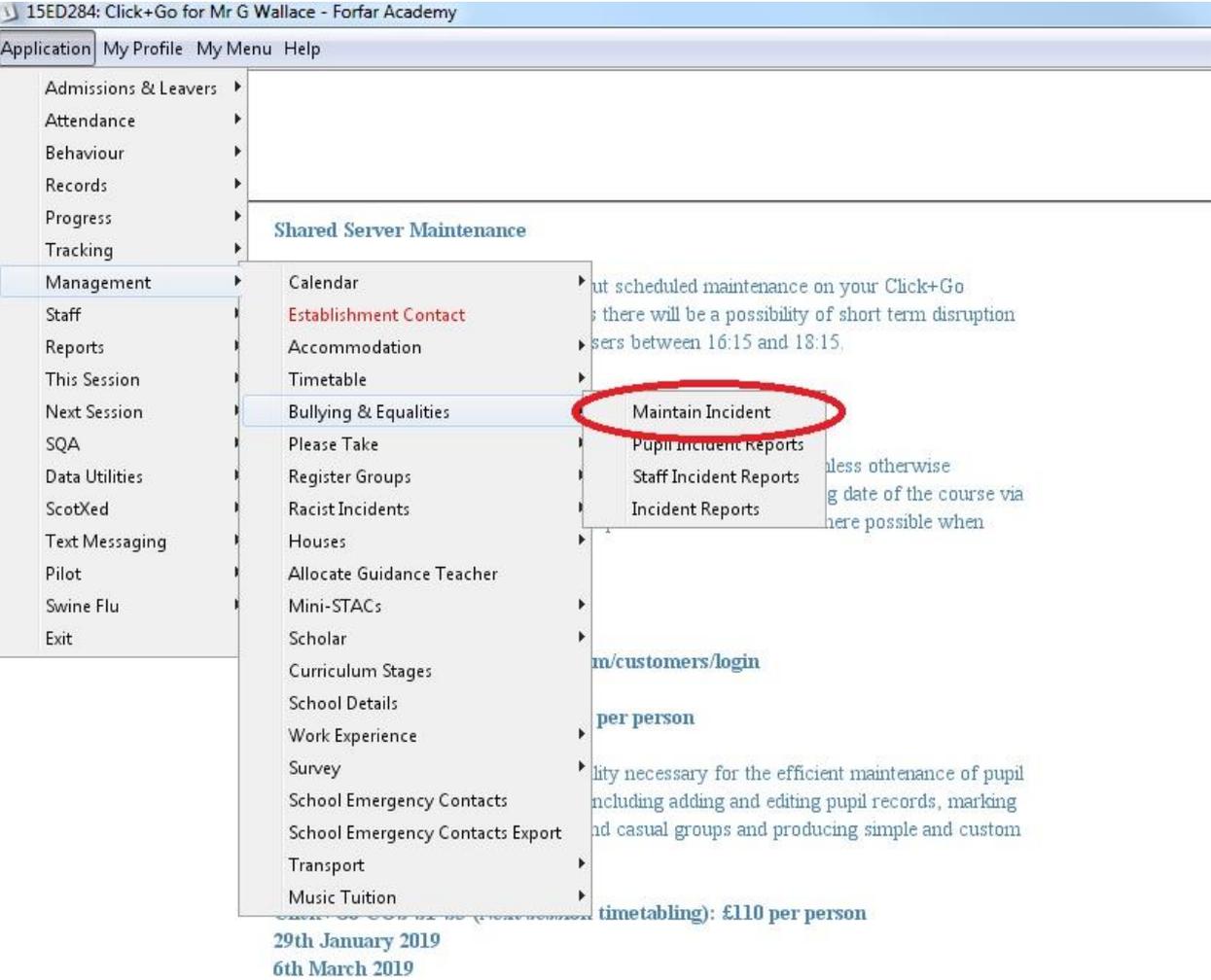
3. Complete entry as follows (note the requirement to capture pupil and parental views):

Basic Info

Reported To [_____] [...]   Incident Owner [_____] [...]

Addressed By [_____] [...]

Incident Date 01/02/2019 📅

Incident Location
Select [_____ ▾] [Add]

Incident Time [◦] <No Time> 🕐

[_____]

Reported By [_____] ❓   [Remove]

Alleged Incident

Person(s) Experiencing					Person(s) Displaying			
Forename	Surname	Age	Stage		Forename	Surname	Age	Stage

[Add Pupil] [Remove Pupil]   [Add Pupil] [Remove Pupil]

Title	Forename	Surname		Title	Forename	Surname

[Add Staff] [Remove Staff]   [Add Staff] [Remove Staff]

Other Person(s) Experiencing: Other Person(s) Displaying:

[_____] ❓   [_____] ❓

Nature of Incident

Select [_____ ▾] [Add]   Incident Detail:

[_____]   [_____]

[Remove]

Perceived Reason(s) for Bullying

Select [_____ ▾] [Add]

[_____]

[Remove]   ❓

Action Progressed

Action Procedures [_____] ❓

Incident Conclusion [Being Addressed ▾]

Monitor/Review

Reviewer [_____] [...]   Due [◦] <No Date> 📅 Complete [◦] <No Date> 📅

Person(s) Experiencing			Person(s) Displaying		
Do they feel their concerns were listened to?	[◦]	[▾]	Do they feel their concerns were listened to?	[◦]	[▾]
Do they feel satisfied with the outcome?	[◦]	[▾]	Do they feel satisfied with the outcome?	[◦]	[▾]
Parent/Carer are satisfied with the outcome?	[◦]	[▾]	Parent/Carer are satisfied with the outcome?	[◦]	[▾]
Restorative action has taken place?	[◦]	[▾]	Restorative action has taken place?	[◦]	[▾]

10

APPENDIX 3: Flow-chart for dealing with allegations of bullying in Forfar Academy

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┌─────────────────────┐   ┌─────────────────────┐        ┌─────────────────────┐
│ Parent contacts     │   │ Pupil reports he/she │ ───▶  │ Any member of school │
│ school with an      │   │ or a someone they    │       │ staff witnesses or is│
│ allegation of       │   │ know is being bullied│       │ told about bullying  │
│ bullying behaviours │   │                      │       │ behaviours           │
└─────────────────────┘   └─────────────────────┘        └─────────────────────┘
          │                         │                               │
          │                         │                               ▼
          │                         │              ┌─────────────────────────────┐
          │                         │              │ Take appropriate early       │
          │                         │              │ intervention to deal with    │
          │                         │              │ the immediate behaviour      │
          │                         │              │ (e.g. advice, reprimand or   │
          │                         │              │ other sanction).             │
          │                         │              └─────────────────────────────┘
          ▼                         ▼                            │
┌─────────────────────────────────────┐          ┌──────────────▼──────────────┐
│ PT PC&S investigates allegation in   │ ◀─────── │ Report to PT PC&S if         │
│ line with the school's Anti-bullying │          │ serious / continued          │
│ Policy                               │          └─────────────────────────────┘
└─────────────────────────────────────┘
          │
          ▼
┌───────────────────────────────────────────────────────────────────────────────┐
│ Identify appropriate sanctions and / or other school response                   │
└───────────────────────────────────────────────────────────────────────────────┘
          │
          ▼
┌───────────────────────────────────────────────────────────────────────────────┐
│ Ensure alleged bully and victim and their parents/carers are aware of the outcome│
└───────────────────────────────────────────────────────────────────────────────┘
          │
          ▼
┌───────────────────────────────────────────────────────────────────────────────┐
│ Hold a restorative meeting if both parties are agreeable                         │
└───────────────────────────────────────────────────────────────────────────────┘
          │
          ▼
┌───────────────────────────────────────────────────────────────────────────────┐
│ Record the incident and actions taken using the SEEMIS Bullying & Equalities Module│
└───────────────────────────────────────────────────────────────────────────────┘
          │
          ▼
┌───────────────────────────────────────────────────────────────────────────────┐
│ After three school weeks, speak to the pupil and contact their parent/carer to   │
│ ensure that the actions have been successful.                                    │
└───────────────────────────────────────────────────────────────────────────────┘
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