



## ANTI-BULLYING AND RESPECT FOR ALL POLICY



All young people in Shawlands Academy, have an entitlement “to work (and play) in a learning environment in which they feel valued , respected and safe and are free from all forms of abuse, bullying or discrimination“. (A Standard for Pastoral Care in Glasgow Schools). Our approach to anti-bullying and respect for all is guided by ‘A National Approach to Anti-Bullying for Scotland’s Children and Young People’. This document is downloadable on our school website.

This entitlement is in accordance with achieving the key outcomes for Scotland’s young people i.e. that they should be safe, nurtured, healthy, achieving, active, respected, responsible and included as well as with the principles of a Curriculum for Excellence in supporting the development of the four capacities i.e. successful learners, confident individuals, responsible citizens and effective contributors.

Bullying is something which happens in the context of a relationship. It can be subtle or it can be blatant.

It can cause short-term suffering or it can go on for years. It can be for clearly identified reasons, such as race, actual or perceived sexual orientation, homophobic, biphobic, transphobic, differences in ability, physique, social class or for no clearly defined reason. It is always damaging and always taken seriously. It may be:

**Verbal:** As in name calling or making abusive comments.

**Social:** Ignoring or excluding another pupil.

**Written (Including online):** for example, on paper, graffiti on walls, sent by text, sent by email or sent via a social networking site (including images).

**Material:** as when possessions are stolen or damaged or extortion takes place.

**Psychological:** as when pressure to conform is applied

**Physical:** as in physical assault

Bullying can broadly be defined as *any behaviour in which an individual or group exerts power in an abusive or negative way which results in the harming or demeaning of another individual or group. It is normally, but not necessarily, a process that is repeated over a period of time and people can feel bullied even when those displaying bullying behaviour are not conscious of the harm they are causing or are wilfully seeking to hurt or demean.*

### ROLE OF PUPILS

Pupils should always report unacceptable behaviour to a member of staff or to their Parent or Carer.

Members of staff could include; Their Tutor Teacher, their class teacher, their Principal Teacher of Pastoral Care, their Head of Year or any member of teaching or non-teaching staff. They should expect action to be taken by school staff to ensure that the situation is satisfactorily resolved.

All pupils have a duty of care towards their peers with respect to ensuring that all members of the school community are treated with dignity and respect at all times. This includes raising concerns with staff on behalf of other pupils and supporting pupils who are experiencing unacceptable behaviour.

### ROLE OF TEACHING and NON-TEACHING STAFF

All staff, both teaching and non-teaching, play a vital role in ensuring that our school is a friendly, nurturing and supportive environment. Staff should be aware of the warning signs of bullying behaviour and alert Pastoral Care Staff or Year Heads to any suspicions.

Staff should be ready to listen to a young person’s concerns, supporting them and encouraging them to talk openly regarding what is making them unhappy. It is important to note that a guarantee of confidentiality cannot be given to a young person.

## ROLE OF PASTORAL CARE STAFF

When Pastoral Care staff are alerted to instances of bullying they should act promptly to gather as much information as possible. This information will inform future decisions and actions. Resolution and mediation strategies will be employed by Pastoral Care staff where appropriate. Serious instances of bullying will be referred to the appropriate Head of Year.

Through our Personal and Social Education Programme, Pastoral Care staff and PSE Tutors will raise awareness of our anti-bullying policy and encourage young people to use PSE classes as a forum to talk about issues which are of concern to them as learners.

Pastoral Care staff should provide support to both those young people experiencing bullying and those young people exhibiting bullying behaviour. Where appropriate, concerns may be raised by Principal Teachers of Pastoral Care within the forum of the Learning Community Joint Support Team.

Pastoral Care Staff should communicate details of bullying incidents to the Depute Head Teacher (Pupil Support). Incidents will be logged and monitored centrally.

## ROLE OF PARENTS, CARERS and GUARDIANS

Parents/Carers/Guardians should inform their child's Principal Teacher of Pastoral Care if they are concerned that their child is being bullied. Parents should fully co-operate with school staff and work in partnership to support their child. This should also apply to instances where their child is the bully.

Parents should be kept fully informed and updated regarding action taken by school staff to resolve the concern/incident.

When appropriate, we seek to link with outside agencies to provide additional support as required. For example pupils who experience homophobic/transphobic/biphobic bullying can receive further information and support from LGBT Youth Scotland (link is on website and displayed on posters around the school).

Further resources can be found at the following website:

<https://respectme.org.uk/anti-bullying-practice/ways-to-respond/>