***ANNAN ACADEMY***



***RESPECT FOR ALL ANTI-BULLYING POLICY***

*Revised November 2019*

The vision at Annan Academy is that we will work together to meet the needs of every child so that they are safe, cared for and can achieve their best.

*‘Curriculum for Excellence cannot be delivered without good relationships and positive behaviour. The starting point for learning is a positive ethos and climate of mutual respect and trust based upon shared values across the whole school community where everyone can learn and work in a peaceful and safe environment’*

**Building Curriculum for Excellence through positive relationships and behaviour, Scottish Government 2010.**

**General Principles**

Every pupil at Annan Academy is entitled to be educated in a positive atmosphere, which promotes attainment, achievement and aspiration. We aim to create an environment where all members of the school community feel safe, respected and valued. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell someone and know that incidents will be dealt with promptly and effectively. This means that *anyone* who knows that bullying is happening is expected to tell a member of staff. Parents have an essential role to play in counteracting bullying. We all need to work towards ensuring that we create a culture and ethos which is free from victimisation and fear.

**Rights and Responsibilities**

All members of the school community have a duty to prevent, identify and respond to bullying. Children, young people or adults who know of bullying have a responsibility to report it. Where bullying is reported, the person experiencing bullying behaviour can expect the matter to be taken seriously and dealt with in line with School and Authority policy. People accused of bullying can likewise expect to be dealt with fairly, consistently and in line with School and Authority policy.

**Aims**

This policy defines what is understood by ‘bullying’ and gives procedures for staff to follow when dealing with bullying incidents. This policy only refers to incidents of bullying which take place on school premises. However, the school has a wider interest in the welfare and conduct of its pupils and will respond to any information it receives about bullying outside school with the intention:

* to encourage a positive approach to the education and management of all persons associated with Annan Academy;
* to highlight the positive behaviour displayed by our pupils and reward this;
* to support pupils who display a negative attitude and through in-school strategies and external agencies (where appropriate) endeavour to change their views and equip them to be positive members of society;
* to help ensure the physical and emotional well-being of all members of the school community;
* to promote respect for each other and diversity in general;
* to ensure that procedures are in place that help prevent and deal with bullying.

**What is Bullying?**

Bullying is behaviour which can be defined as a repeated attack, physical, psychological, social or verbal, by those wishing to gain power over others.

In Scotland, bullying is defined as:

*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.* (respectme, 2015)

It is therefore not always easy to narrow down behaviours into a definitive statement that will cover all actions and situations. However, it is important to recognise and acknowledge bullying behaviours so you can identify them when they are happening.

Bullying Behaviours can include:

* being called names, teased, put down or threatened;
* being hit, tripped, poked or kicked;
* having belongings stolen or damaged;
* being ignored, left out or having rumours spread;
* receiving abusive text message, instant messages or e-mails;
* making you feel like you are being bullied or fearful of being bullied;
* being targeted because of who you are or who you are perceived to be;
* being targeted because of others you are associated with.

**This is not an exhaustive list. It is important to consider impact, intent and persistence when defining bullying behaviour.**

All forms of bullying can be damaging to the development of both the person being bullied and the person bullying. Bullying can take many forms, but the main types are physical, verbal, indirect and cyber.

Children will tease, fall in and out with each other, have arguments, stop talking to each other and disagree about what is cool and what is not. This is a normal part of growing up and should be distinguished from bullying. However, in an environment where this behaviour is left unchecked, it can lead to bullying, making those being bullied feel afraid, uncomfortable and unsafe in their environment.

The Equality Act 2010 ensures that pupils cannot be discriminated against or treated less favourably because of their, sex, race, disability, religion or belief, sexual orientation, gender reassignment (transgender identity) and pregnancy or maternity. Age and Marriage and Civil Partnership Status do not apply to schools as service providers. Further guidance on the 2010 Equality Act and schools can be found here:

[www.gov.uk/government/uploads/system/uploads/attachment\_data/file/315587/Equality\_Act\_Advice\_Final.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

**Bullying related to race, religion or culture**

Racist or faith-based bullying is bullying based on a person’s background, colour, religion or heritage. When racist or faith-based bullying takes place, the characteristics singled out not only apply to the individual child but also make reference to their family and more broadly their ethnic or faith community as a whole. Racial and cultural elements in bullying can be seen to heighten the negative impact on a child’s sense of identity, self-worth and self-esteem.

**Bullying related to additional support needs (ASN) and disabilities**

Research shows that children and young people with ASN and disabilities are more at risk of bullying than their peers. Children and young people with ASN and disabilities do not always have the levels of social confidence and competence and the robust friendship bonds that can protect against bullying. Where children with ASN and disabilities are themselves found to be bullying in most cases (except those related to specific conditions) schools should expect the same standards of behaviour as apply to the rest of the school community, having made the reasonable adjustments necessary.

**Bullying related to Sexual Orientation and Gender Idenity**

Research from respectme and LGBT Youth Scotland states that homophobic, biphobic and transphobic bullying is when a young person’s perceived or actual sexual orientation/transgender identity is used to exclude, threaten, hurt or humiliate them. This type of bullying relates to an element of a person’s identity, targeting their ‘inner being’ and is therefore an example of prejudice-based bullying.

**Sexist or sexual bullying**

Sexist and sexual bullying affects all genders. All genders may be targeted. Sexual bullying may be characterised by name calling, comments about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used. Children and young people identifying as trans-gender or experiencing gender dysphoria (feeling that they belong to another gender or do not conform with the gender role prescribed to them) can also be targeted by bullies.

**Bullying of young carers or looked after children or otherwise linked to home circumstances**

Pupils may be made vulnerable to bullying by the fact that they provide care to someone in their family with an illness, disability, mental health or substance misuse problem. Young carers may be taking on practical and emotional caring responsibilities that would normally be expected of an adult. Children in care may also be vulnerable to bullying for a variety of reasons, such as they are not living with their birth parents or because they have fallen behind in their studies. Some children and young people are heavily influenced by their communities or homes where bullying and abuse may be common. Some bullying at school may arise from trauma or instability at home related to issues of domestic violence or bereavement or from the experience of being part of a refugee family. Siblings of vulnerable children may themselves be the subject of bullying by association.

**The effects of bullying**

Something need only happen once for a child or young person to feel worried or scared to go to school. It is important to take into account the impact on the child or young person. Actions can affect people in different ways and this should be taken into consideration. If you are unsure if behaviour is bullying, look at the effect it is having on the child or young person and ask them how they feel. They may be showing some of the following signs and symptoms:

* show signs of illness or pretend to be ill;
* skip lessons at school;
* avoid attending particular places;
* do less well in schoolwork/homework or lack concentration;
* have their possessions damaged or stolen;
* blank out others- withdrawing from relationships with friends or family;
* become less ‘chatty’ – and be more clingy or aggressive;
* avoid taking phone calls, using mobile phone or the internet.

Every bullying incident should be looked at individually. In some cases, children or young people may not be aware that their behaviour is bullying. They are perhaps modelling behaviours of other adults or children and young people, not understanding that their behaviour is wrong because they have never been taught otherwise. In these circumstances, the intent to bully may not be present, but the impact and effect on the person being bullied will be no less severe because of this. It must be explained to the person bullying that their behaviour is unacceptable and why.

**DEALING WITH BULLYING**

**Reporting and Recording Incidents**

Reporting Incidents of Bullying

The school encourages the whole school community to report all incidents they consider to be bullying, including pupils who have experienced being bullied and bystanders who have witnessed an incident.

The school endeavours to provide clear, accessible and confidential incident reporting systems, which include access to:

* staff, including teachers and support staff, who are aware of the importance of listening to pupils’ concerns. We encourage all pupils to think about significant members of the school community that they can go to when they have a problem. This will generally be their Principal Teacher Pupil Support (PTPS) and Tutor;
* pupil prefects;
* Mentors in Violence Prevention (MVPs).

Internal school procedures ensure a concern reported through any of the above channels will be filtered to the pupils’ PTPS.

**Pupils**

All pupils should report any incidents which they consider to be bullying to any member of staff.

In the event of a bullying incident pupils should be encouraged to:

* tell their teacher or any member of School staff if they are being bullied;
* tell a member of staff if anyone they know is being bullied;
* tell their parents or an adult friend;
* talk to friends or playground “buddy” / guide.
* try not to deal with things on their own;
* not to feel guilty – it is not their fault;
* not to hit back – this may make the situation worse.

**Parents**

Parents should contact their child’s Principal Teacher Pupil Support as soon as they suspect that bullying may be happening.

See also **Dumfries and Galloway RESPECT FOR ALL ANTI-BULLYING GUIDELINES October 2018**.

**Staff**

**Class Teachers**

* Class teachers, in line with the School positive behaviour strategy, should attempt to create a positive classroom ethos where all pupils respect one another.
* The presence of members of staff in the corridors and areas adjacent to their classrooms between periods is essential as this creates a calm and orderly movement of pupils and reduces.
* All members of staff have a duty to report any concerns relating to the wellbeing of a pupil.
* Any member of staff who witnesses behaviour which they consider to be bullying has a duty to intervene and report this to the appropriate Principal Teacher of Pupil Support.

**Pupil Support Team**

On receipt of a referral from pupil, staff or parent, further investigation is likely to be required and the following information ascertained as to whether the referral constitutes bullying:

* in what way did the person experiencing bullying behaviour suffer (if there was a person experiencing bullying behaviour);
* how did the incident(s) start – spontaneous or premeditated;
* is there any background to the incident;
* are there any indications of discriminatory behaviour;
* what was the response of the person experiencing bullying behaviour, if such exists;
* what steps are required to resolve the incident(s).

If it is then perceived that a bullying incident has occurred, Pupil Support/Management Staff should consider the following:

* The most appropriate next steps for both those expressing bullying behaviour and person experiencing bullying behaviour;
* Inform parents of both those expressing bullying behaviour and person experiencing bullying behaviour;
* Other sanctions as appropriate.

How and when schools involve parents and carers in relation to bullying, will be handled carefully and sensitively whilst considering the opinion of a child or young person in line with Article 12 of the UN Convention on the Rights of the Child. Staff should not indirectly out a pupil when discussing a bulling incident with home e.g. say hate speech was used but do not mention the language. It is important to ensure the child or young person’s privacy is respected unless they disclose potential harm to themselves or someone else.

**Management Team**

The management team will supervise and patrol the school and grounds before 9.00am, during interval/lunchtime and at 3.30pm. These areas include on a regular basis toilets, dining hall area, playground, library and bus bays and other areas as and when required.

**Recording**

Bullying incidents will be systematically recorded and used to identify patterns of behaviour. Data will be used to identify trends with specific groups (e.g. cyber-bullying) or within particular areas of the school site to allow preventative programmes to be planned. By taking the positive action of recording incidents of bullying we are giving a clear message to parents, staff and the wider community that we take these incidents seriously and can become essential evidence if there is a dispute between the parties about how an incident of bullying has been handled.

Data regarding bullying will be monitored and acted upon by the Pupil Support Team at Annan Academy.

**Next Steps**

**Person experiencing bullying behaviours**

The relevant Principal Teacher of Pupil Support will endeavour to put in place as soon as possible strategies designed to support those experiencing bullying behaviour.

These could include support from peers, staff, parents and outside agencies. Places of safety organised, re-scheduling the School day, responsible roles allocated to improve confidence and self-esteem etc.

**Person expressing bullying behaviours**

Strategies designed to assist those expressing bullying behaviours could include parental support, positive behaviour strategies with agreed goals, involvement of other agencies, establishing mentoring or buddying systems for those expressing bullying behaviours as well as those experiencing bullying behaviours, daily behaviour timetables – to include time outwith the classroom, withdrawal of privileges, class, group or individual discussion about effects of bullying etc.

**Prevention of Bullying – As a School**

This will be done by raising awareness in School of what bullying is, through:

1. **Personal and Social Education Classes** – bullying will be included in the personal and social education programme for all year groups (1-6). The content and approaches utilised will be relevant to maturity;
2. **Curricular Work** – departments will be encouraged to include items on bullying in classwork, e.g. Citizenship;
3. **Assemblies** – reinforcing the policy in year group assemblies;
4. **Staff/Pupil Bulletins** – making frequent reference to the policy in the bulletins;
5. **School Prospectus, P7/S1 Transfer Booklet, School Newsletter** – publicising the policy in all of these.