



Anti-Bullying Policy

Bullying can affect anyone and Rosshall Academy takes this issue very seriously. In line *with Getting it Right for Every Child* (GIRFEC 2017) and *'Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People'*, all pupils are entitled to feel safe, respected and included when at school therefore everyone within our learning community has a responsibility to ensure that this is the case. This policy is designed to ensure that we provide a learning environment which is free from any threat or fear and allow pupils to develop into confident and responsible individuals whilst successfully achieving their full potential.

What do we mean by bullying?

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. (*respect me, 2015*)

This 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:

- 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 social networking sites or online gaming platforms (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 which can include being hit, tripped, pushed or kicked.

Prejudice-based bullying

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.

The Equality Act (2010) supports progress on equality, particularly in relation to nine protected characteristics; age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Although the harassment provisions of the Equality Act (2010) do not protect pupils from harassment by other pupils, the Act creates a duty on public bodies to have due regard to the need to: eliminate discrimination, harassment and victimisation; advance equality of opportunity; to foster good relations between people who share a relevant protected characteristic and those who do not (known as public sector duty). In practical terms this

means that schools and other public authorities have an obligation to ensure bullying by pupils that is related to a protected characteristic is treated with the same level of seriousness as any other form of bullying and that anti-bullying and other relevant policies are assessed against the public sector equality duty.¹

Homophobia, Biphobia and Transphobia

All examples below can be based on actual and/or perceived protected characteristics.

Homophobia is when someone is scared of or dislikes gay or lesbian people. Biphobia is when someone is scared of or dislikes bisexual people. Transphobia is when someone is scared or dislikes transgender people. Homophobic, bi-phobic and transphobic bullying is where bullying targets an individual or group of people based on their actual or perceived sexuality or gender. We are a school which promotes equality, diversity and tolerance. We celebrate our young people whatever their sexuality or gender identity and have introduced several programmes to reduce the incidence of homophobic or transphobic bullying. In particular, our student led LGBTQ+ club, is a safe haven and a training/campaigning group which has had a strong positive impact on our ethos. It comprises LGBTQ+ young people and "allies" working together. It is an excellent vehicle for reducing feelings of isolation or despair. We also have a UNICEF "Rights Respecting School" group which promotes a culture of fairness and respect. We are a "Rights Respecting School" and value the rights of all our students, including those identifying as gay, lesbian, bisexual or transgender. Increasingly, our curriculum is used to highlight positive role models from LGBT history to help reduce homophobia and transphobia.

The Role of the Pastoral Care Team and Teaching of Personal, Social and Emotional Education (PSE).

Rosshall pupils benefit from having a named Pastoral Care teacher who is committed to their pastoral care and their personal and social education. The Pastoral Care team works tirelessly to building strong relationships with their pupils. Pupils are encouraged from day one to report any bullying concerns they may have directly to their Pastoral Care teacher. Pupils are aware of the open door policy they operate. Through careful timetabling, Pastoral Care teachers are able to take most of their house group for PSE. This allows weekly contact with pupils in a unique classroom setting. Due the very nature of PSE lessons a deeper pupil-teacher bond is able to develop.

It is important for children and young people to discuss how they feel and help them develop resilience to manage their relationships. Early intervention and prevention are key elements of an approach focused on ensuring we get it right for all pupils. If a young person perceives they are experiencing bullying behaviours the Pastoral Care teacher will log this as such on SEEMIS and investigate the incident.

Throughout the PSE programme various bullying related issues are discussed. Specifically, topics such as bigotry; racism; domestic abuse; homophobic bullying, bi-phobic bullying, transphobic bullying and cyber bullying are addressed. Our PSE course helps to foster an

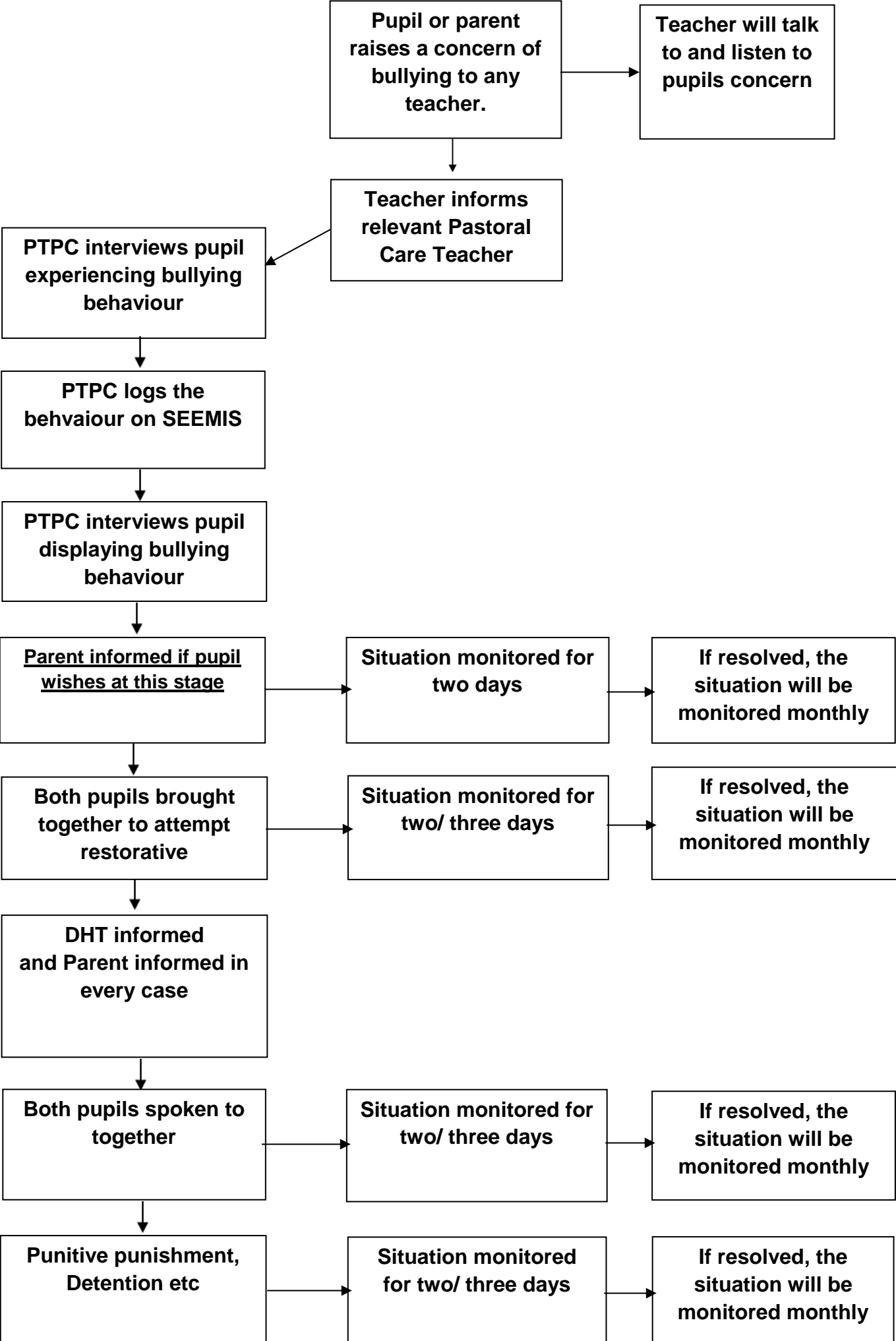
The Scottish Government (2017), Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People.

understanding and acceptance of others. PSE enables a multifunctional approach to creating an anti-bullying climate. It is preventative as well as being conducive to restorative practices.

Role of Classroom teacher

The role of the classroom teacher and Pupil Support Assistants is to create a welcoming and inclusive environment for pupils to learn in. This includes identifying potential bullying incidents as well as listening to pupils concerns and treating them seriously. Teachers will follow department behavior policy to manage incidents within departments. They also have a responsibility to report incidents of bullying to Pastoral Care staff or a Deputy Head Teacher.

Rosshall Academy has a Promoting Positive Relationships policy which along with our school values ensures that creating a positive climate is at the heart everything that happens in the school.



Contacting the School and Other Support

Please do not hesitate to contact the relevant Pastoral Care Teacher or Depute Head Teacher if you have bullying concerns.

School Telephone Number 0141 582 0200

Barra House

Mr Higgins, Depute Head Teacher
Ms Lawson, Pastoral Care Teacher

Harris House

Mrs Stillie, Depute Head Teacher
Miss Rankine, Pastoral Care Teacher

Iona House

Mrs King, Depute Head Teacher
Mr Sherry, Pastoral Care Teacher

Lewis House

Mrs Guile, Depute Head Teacher
Mr Simpson, Pastoral Care Teacher

Skye House

Mr Murphy, Depute Head Teacher
Mrs Hanley, Pastoral Care Teacher

Further support and information can be found at the following websites:

Childline

Telephone: 0800 11 11
Website: www.childline.org.uk

Kidscape

Parents Advice line: 08451 205 204
Website: www.kidscape.org.uk

Respect Me

Telephone: 0800 44 11 11
Website: www.respectme.org.uk

The Scottish Government (2017), Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People.

Lifelink Youth

0141 552 4434

mail@lifelink.org.uk

LGBT Youth Scotland

0141 552 7425

www.lgbtyouth.org.uk