GROVE ACADEMY ANTI BULLYING POLICY 2014

The Grove Academy Anti Bullying Policy is based on the Anti Bullying Policy of DCC Education Anti Bullying Policy 2013, accessed at www.dundeecity.gov.uk

This policy operates on the basic principle that all children are valued equally at Grove Academy and none should be subject to bullying of any kind. We work pro-actively with all members of the Grove Community, pupils, parents and staff to keep children and young people safe and happy. This is part of the Vision for the School.

There are 3 appendices to this policy:

Appendix 1 : Prejudice based bullying
Appendix 2 : Grove Academy School Values
Appendix 3 : Flowchart for dealing with bullying behaviours
Appendix 4 : Bullying Incident recording form (to be completed by Guidance and House Heads)
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Aims of this Policy:

- to prevent bullying of children and young people

- to support all children, young people and their parents and carers who are affected by bullying. Victims and perpetrators are fully involved and supported in the resolution process. House Teams monitor this resolution and take appropriate action to ensure bullying stops

- to build the capacity, resilience and skills in children and young people, parents and carers, to respond effectively to bullying behaviour

- to sustain a positive ethos, culture, and effective practices which pro-actively prevent and deal with all types of bullying

- to ensure provision of information, training and support to staff

- to ensure a co-ordinated and cohesive approach to anti-bullying in Grove Academy

Definition of Bullying:

> *Bullying can be regarded as a mixture of behaviours and impacts which can influence a person's capacity to feel in control of themselves. It can be repetitive, or isolated, intentional or unintentional behaviours that hurt, intimidate, humiliate or embarrass a person.*
>
> Respectme

Bullying is regarded as behaviour deliberately designed to hurt, intimidate, humiliate or exclude or embarrass a person, and is very often premeditated.

What bullying is not:

- children or young people falling out

- children or young people who do not get on with one another

- a one -off incident between children or young people

School staff can provide appropriate support to pupils in these categories.

Forms of Bullying:

Bullying can take many forms, including due to :
- race
- gender
- sexual orientation and identity
- disability or additional support need
- socio-economic status
- nationality
- language
- religion
- life-style choice or just 'being different' even if only in some small way

Types of Bullying:

Bullying can take a variety of forms. It usually happens on more than one occasion and may be persistent. Bullying includes:
- being called names
- being teased or taunted
- being subjected to threatening or embarrassing e-mails or telephone messages or pictures
- being humiliated via inappropriate use of websites, including social media
- rumours being spread about someone
- being pushed or pulled about
- being hit or attacked
- having bags and other possessions taken and thrown around
- being ignored and isolated
- being forced to hand over money or possessions

(For details of Prejudice based bullying: see Appendix 1)

Pro-active approaches to the Prevention of Bullying:

A secure and welcoming ethos is established in classrooms and throughout the school, by the promotion of the school values of Honesty, Respect, Responsibility, Fairness and Determination (displayed across the school) . Empathy and tolerance is promoted amongst staff and pupils.

- Positive messages with regard to the prevention of bullying are made explicit through pupil led assemblies and activities, tutor time activities, Health drop-in activities, Anti-Bullying Day and throughout the formal and informal curriculum. It is delivered as part of the P.S.E Programme.

- Staff training is offered via courses on Continued Professional Development (CPD) on line and from other agencies. Staff are encouraged to attend.

- At the P7/S1 transition stage parents are informed that they can find our Anti Bullying Policy and strategies on the school website. " Insights" enhanced transition is available for vulnerable children moving up to Grove Academy.

- A Depute Head Teacher has responsibility for the co-ordination of Anti - Bullying approaches and for identifying trends.

- Weekly House Team meetings examine, monitor and record bullying incidents.

  Strengthening staff - pupil relationships enables more prompt detection of bullying issues between pupils are their peers.

- Senior Pupil Buddies are trained and assigned to each S1 class and Peer supporters support pupils to undertake the transition to Grove Academy. A pupil leadership group undertakes training in peer support to support the delivery of the school's anti-bullying message.

- Prefects are trained and supported to exercise collective responsibility with staff in ensuring the safety of pupils on school premises.

- School Community Support Service (SCSS) provides supportive intervention, where appropriate

- CLD work with school staff and pupils to support the school's ant- bullying message

- Restorative approaches to conflict resolution are being implemented across the school.

- Staff and partner agencies who would offer support include:
  Tutors
  Guidance Teacher and House Head
  Pupil Support Workers
  School Support Workers
  SCSS
  XPLORE

Dundee Psychology Service (DEPs)
Other partners including LGBT, Young Carers

Specific Responsibilities

Staff Members

The responsibilities of Grove Academy staff members include:

- setting an example of appropriate behaviour towards others and promoting the school values
- providing children and young people with opportunities to be listened to
- being sensitive to children and young people's rights for privacy and respect
- reporting, investigating and recording alleged bullying according to establishment guidelines, which is in line with practices recommended by Scottish Government and Local Authority guidelines
- employing restorative approaches to conflict where appropriate and monitoring
- encouraging pupils to demonstrate the school values in their behaviour

Parents/Carers

The responsibilities of every parent/carer include:

- promoting good communication between themselves and their child about their child's learning and development and relationships with peers
- informing the establishment of any incidents about which they are concerned
- being aware of current guidelines and procedures
- encouraging their child's regular attendance throughout any investigation
- giving appropriate guidance to their children and working in partnership with the establishment if issues arise
- monitor their child's use of social media, ensuring that it is appropriate to their age and levels of maturity. Take appropriate action in the case of misuse, including deleting their child's account, reporting abuse to the network site management and informing the Police if required.

Pupils
- contributing to keeping themselves and others safe
- contributing, accepting and abiding by the rules of their establishment

- respecting the collective and personal belongings of all others
- displaying good citizenship to others, including reporting any incidents of alleged bullying behaviours to a responsible adult and or teacher
- using social media in a responsible manner, reporting any abuse to parents and carers and to network site management.
- Demonstrating the school values

The Promotion of Anti-Bullying Strategies in the Curriculum:

- Personal and Social Education is the main conduit for Anti-bullying education using a variety of appropriate strategies, such as discussion or role play. However, Health and Wellbeing Responsibilities of All means that all staff in all departments have a part to play in promoting the anti- bullying message.

- A variety of teaching and learning approaches lead to useful discussion on the school values, including respect, intolerance of perceived differences, and bullying and how to address this.

Investigating, Dealing with, Recording and Monitoring Bullying:

- All alleged bullying incidents are taken seriously and dealt with in an appropriate and prompt manner.

- All staff who witness any form of bullying or receive any report of bullying will take it seriously and report it on to the child or young person's House Team

- The Bullying Report Form must be completed by a member of the House Team, or only part 1 of it, if the allegation is not substantiated.

- When it is clear that the allegation of bullying does have substance, contact should be made with the parents / carers and children on both sides. Parents/ carers should be kept informed throughout.

- Any investigation should be commenced and completed in as short a time as possible.

- Support for the victim, and proactive strategies such as restorative practices, resilience building or informing Police in extreme circumstances, should be employed by the House Team to prevent the bullying from happening again. Appropriate school sanctions can be deployed.

- Each report of bullying and the resolution should be monitored by the House team.

- The school and the Education Department will collect information on instances of bullying 3 times per year. On-going data must be recorded at House meetings and completed forms passed to the Ant-bullying Coordinator.

- Bullying Recording form (See Appendix 4) should be completed. House Teams should collaborate to ensure that all aspects of the form are completed and that at the end of the specified monitoring period, the incident is signed off. The completed form should be passed to the Anti-bullying Coordinator for filing. The Anti-bullying Coordinator will ensure that a copy of the completed form is placed in the PPR of alleged victim and perpetrator(s).

The Anti-Bullying Co-ordinator is Ms Elder, Depute Rector

For a summary of what to do**,** please see Appendix 3 DCC documentation (Flowchart of Procedures for dealing with Bullying)

All strategies identified in this policy are consistent with:

- How Good Is Our School 3

- Taking a Closer Look at Promoting Social Competence (Audit Unit 1999)

- A Route to Equality and Fairness 1999

- Equality Act 2010

- Health and Wellbeing : Responsibilities of All

- GIRFEC

- Literature on promoting solution - focused and restorative approaches to relationships and to conflict

- Grove Academy school vision and values

- www.respectme.org.uk

- Dundee City Council Anti Bullying Guidelines on www.dundeecity.gov.uk

The Grove Academy Anti- bullying Policy is reviewed every 3 years by the Anti - Bullying Co-ordinator, in collaboration with the Ethos staff Working Group

- Next review Date: August 2017

Appendix 1

PREJUDICE-BASED BULLYING – respect *me*

Children and young people can experience bullying for a variety of reasons; where they live, their sexual orientation, gender, disability, the colour of their skin, what clothes they wear or what team they support. The one thing that these have in common is difference or perceived difference – some children and young people don't see or understand diversity, they still only see difference.

Difference, or perceived difference, can be a catalyst for children and young people being bullied. If you would like to find out more about the different types of prejudice-based bullying listed below, visit our useful links section.

Asylum Seekers and Refugees
Children and young people who are asylum seekers or refugees may be at greater risk of bullying directly and indirectly. Stigma, due to lack of knowledge and understanding of asylum seekers and refugees, together with a reluctance to burden parents with extra worries can allow bullying to continue and go undetected.

Body Image
Body image is hugely important to children and young people and bullying because of body image can have a significantly negative impact. For example, a child or young person who is noticeably over or underweight may find that they are particularly vulnerable to bullying behaviour.

Homophobic bullying
Homophobic bullying is mainly directed towards young people who identify as lesbian, gay, bisexual or transgender (LGBT) or young people who are questioning their sexuality. However, it can also be directed at young people who do not conform to strict gender 'norms'. For example, a boy who doesn't like football may stand out as being different. Ultimately, any young person can be homophobically bullied and any young person can display homophobic attitudes which should be challenged.

Transgender
Is an umbrella term used to describe someone who does not conform to society's view of being male or female. Children and young people who are experiencing confusion over their gender identity may be the target of transphobia. Transphobia at its most basic is the fear of a transgender person and the hatred, discrimination, intolerance and prejudice that this fear brings. This can result in bullying behaviour towards an individual because they are not seen to be conforming to gender stereotyping and 'norms'. If children and young people are experiencing confusion

over their gender identity, they may be reluctant to challenge bullying behaviour that could attract further attention to them.

Looked after children

Children and young people who are looked after and accommodated are vulnerable to bullying behaviour for a number of reasons: It may be due to regular changes in schools or where they are placed, which can make forming friendships difficult; they may have poor relationship skills stemming from attachment difficulties; inappropriate reactions to situations as a result of learned behaviours; a reluctance to make friends; low self-esteem, lack of role models and a heightened sense of privacy.

Race and Ethnicity

Children and young people from minority ethnic groups, including the gypsy/travelling community, often experience bullying based on perceived differences in dress, communication, appearance, beliefs and/or culture. The status of 'minority' in a school, community or organisation can often make a child or young person the focus for those involved in bullying behaviour. This can arise from a misguided and/or learned belief that they 'deserve' to be treated differently or with less respect.

Religion and Belief

Lack of knowledge and understanding about the traditions, beliefs and etiquette of different faiths, or having no faith, can lead to religious intolerance. Lack of awareness about the differences in practices of religions such as prayer times, dietary requirements, fasting and the wearing of religious clothing or articles of faith can result in misunderstandings and stereotyping, which may fuel bullying.

Sectarianism

Most people understandably associate Sectarianism with religion. The reality of prejudice however means that your family background, the football team you support, the community you live in, the school you attend and even the colour of your clothing can mark you out as a target for sectarian abuse - whatever your beliefs may be.

Sexism and Gender

Gender stereotyping, based on the notion of acceptable and unacceptable male and female behaviour, can leave children and young people who do not conform to these notions vulnerable to indirect and direct bullying. Personality traits that do not fit in to the unwritten rules of 'appropriate' male and female behaviour can make children and young people a target for their perceived difference. Bullying in the form of derogatory language and the spreading of malicious rumours can be used to regulate both girl's and boy's behaviour - suggesting that they are not being a real man or a real woman. These terms can be of an explicit sexual nature and it is worth noting

that many can involve using terms for people who are gay and lesbian as a negative towards a person's masculinity or femininity. This should not be confused with sexually aggressive behaviour, which is potentially a form of criminal harassment and should be treated as such. For this reason, in Scotland we recommend against using the terminology of 'sexual bullying' as a descriptor in policies or in practice.

Disablist Bullying

People who bully others may see children and young people with disabilities as being less able to defend themselves and less able to tell an adult about the bullying. The bullying behaviour is likely to be focused upon their specific disability or disabilities, whether they are in mainstream schooling or in specialist provision, and may result in a need for additional support to be provided.

Young Carers

The lives of young carers can be significantly affected by their responsibility to care for a family member who has a physical illness or disability, mental health problem, sensory or learning disability or issues with the misuse of drugs or alcohol. Young carers are at risk of bullying for a variety of reasons. Depending on responsibilities at home, they may find themselves being unable to fully participate in school or after-school activities or 'fun stuff'. This can make it difficult for them to form relationships; it can hinder successful transitions or lead to educational difficulties.

Social and Economic Prejudice

Bullying due to social and economic status can take place in any group no matter how little diversity exists in it. Small differences in perceived class/family income/family living arrangements/social circumstances or values can be used as a basis for bullying behaviours. These behaviours, such as mocking speech patterns, belongings, clothing, hygiene, etc can become widespread through those considering themselves to be in the dominant social economic group or class. Bullying of children who endure parental substance misuse can also be prevalent in some locations.

Bullying, whether linked to prejudicial attitudes or not, can sometimes create additional support needs for children and young people. There is specific legislation in this area in the Education (Additional Support for Learning) (Scotland) Act 2009.

Appendix 2

Grove Academy - Our Values

Final Definitions

Honesty:
Be true to yourself and others.

Respect:
Treat others the way you would like to be treated yourself.

Responsibility:
Understand and accept the positive or negative consequences of your actions.
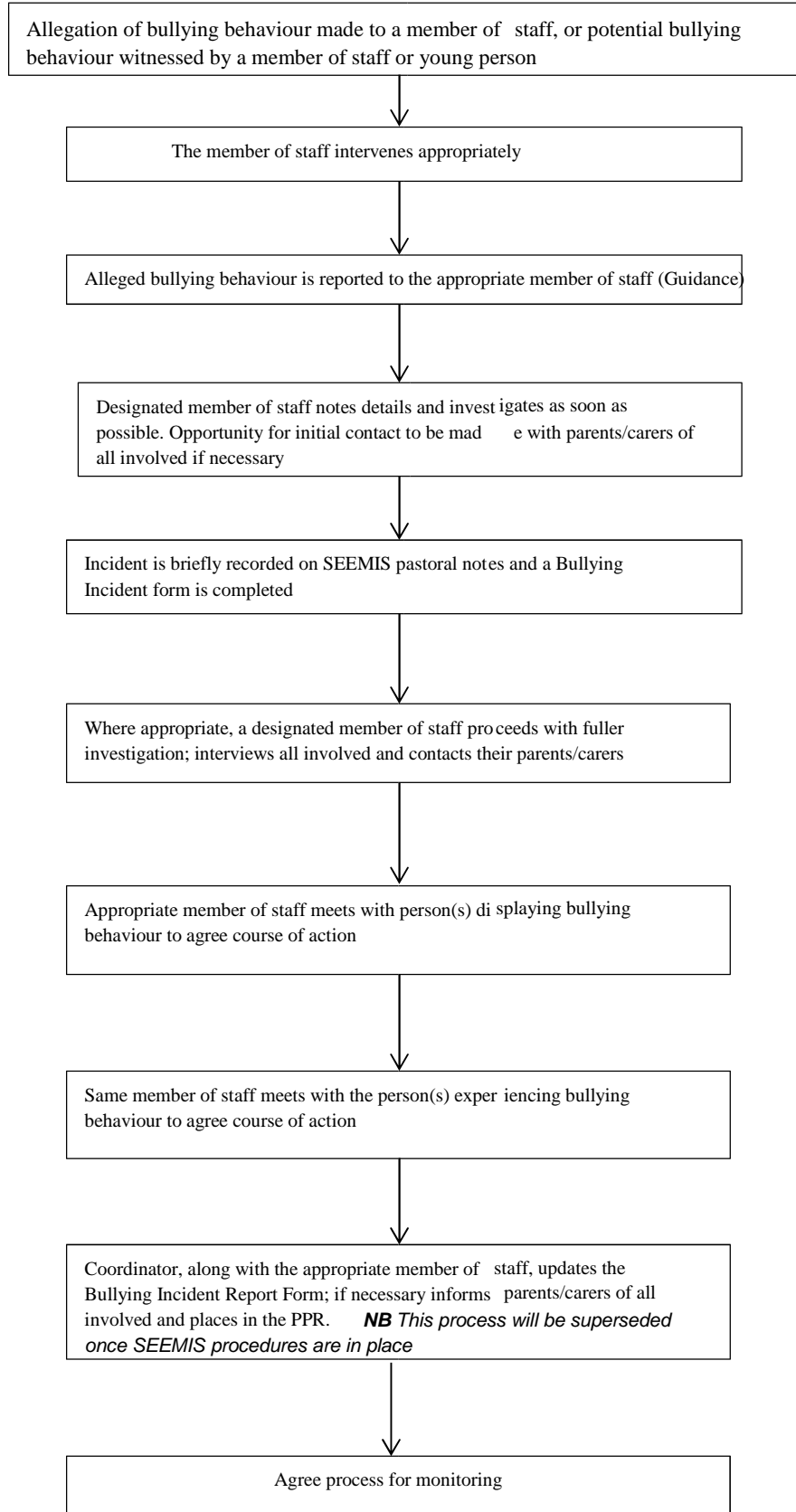
Fairness:
Consider everyone as individual and give them a fair chance.

Determination:
Aim to achieve the best you can, even when it is challenging.

Appendix 3   Suggested flowchart for dealing with bullying behaviours

Allegation of bullying behaviour made to a member of staff, or potential bullying behaviour witnessed by a member of staff or young person

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The member of staff intervenes appropriately

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Alleged bullying behaviour is reported to the appropriate member of staff (Guidance)

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Designated member of staff notes details and invest igates as soon as possible. Opportunity for initial contact to be mad   e with parents/carers of all involved if necessary

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Incident is briefly recorded on SEEMIS pastoral no tes and a Bullying Incident form is completed

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Where appropriate, a designated member of staff pro ceeds with fuller investigation; interviews all involved and contacts their parents/carers

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Appropriate member of staff meets with person(s) di splaying bullying behaviour to agree course of action

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Same member of staff meets with the person(s) exper iencing bullying behaviour to agree course of action

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Coordinator, along with the appropriate member of   staff, updates the Bullying Incident Report Form; if necessary informs   parents/carers of all involved and places in the PPR.   *NB This process will be superseded once SEEMIS procedures are in place*

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Agree process for monitoring

Appendix 4

On completion, a copy of this form must be kept in the PPR of all those involved, with the identity of each child only revealed in their own PPR. A copy which provides full incident details must be kept centrally by the Anti-bullying Coordinator.

Name of Educational Establishment:

_____

Reported by	
Reported to	
Incident date	
Incident time	
Incident location	
Addressed by	

Person(s) experiencing

Forename	Surname	Age	Stage

Person(s) displaying

Forename	Surname	Age	Stage

Type/Nature of Incident

☐ **Written**
(eg graffiti, notes, letters, writing on jotters, written money; threats, ridicule through drawings, other)

☐ **Damage to property**
(eg theft of bags, clothes, tearing clothes, ripping books, other)

☐ **Verbal**
(eg name-calling, slagging, threatening, sarcasm, discriminatory comments during classes, other)

☐ **Isolation**
(eg shunned, rejected, left out of activities/groups)

☐ **Physical**
(eg pushing, shoving, fighting, tripping-up, other)

☐ **Incitement**
(eg encouraging others to behave in a manner which harasses or victimises, wearing discriminatory insignia such as racist badges, distributing racist literature).

☐ **Cyber**
(eg offensive texts/messages posts or Photographs on mobile or social media sites)

☐ **Other**

Influenced by

Disability		Sexual identity	
Race		Family circumstances	
Age		Religion or belief	
Gender		Economic	
Gender re-assignment		Sex	
Body image		Care circumstances	
Substance misuse		Pregnancy and maternity	
Other		Not known	

Incident Detail

	Yes	No
Allegation substantiated?	☐	☐

Action

Monitor/review

Reviewer:_____   Due   Date:_____   Completed on:_____

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?	
Is the parent/carer satisfied with the outcome?		Is the parent/carer satisfied with the outcome?	

The incident is:

Resolved		Under consideration		Not resolved		Being addressed	

SEEMIS Recording –Pastoral Notes

Date		Recorded by		Recorded where	