



## Grove Academy Anti-Bullying Policy 2017

### GROVE ACADEMY ANTI -BULLYING POLICY 2017

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](http://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, especially in relation to the nine protected characteristics set out in Equalities Act 2010. 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 1a. 9 protected Characterizes – Equalities Act 2010

Appendix 2 : Grove Academy School Values

Appendix 3 : Flowchart for dealing with bullying behaviours

#### **Aims of this Policy:**

- to prevent bullying of children and young people
- to safeguard the nine protected characteristics.
- to support all children, young people and their parents and carers who are affected by bullying. Those experiencing bullying and exhibiting bullying behaviours are fully involved and supported in the resolution process. House Teams monitor this resolution and take appropriate action to ensure bullying stop.
- 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.



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### What bullying is not:

- children or young people simply falling out
- children or young people who do not get on with one another.

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

### Forms of Bullying:

Bullying can take many forms, including due to:

- Race
- Age
- Gender
- Sexual orientation and/or gender identity e.g. homophobic, biphobic, transphobic
- 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 but we recognise that bullying can be a one-off incident.

Bullying includes:

- Name calling
- Teasing or Taunting
- Being subjected to threatening or embarrassing e-mails or telephone messages or pictures
- Humiliation via inappropriate use of websites, including social media
- Rumours being spread about someone
- Being pushed or pulled about
- Being hit or physically assaulted in any way
- Having bags and other possessions taken and thrown around
- Being deliberately ignored and isolated
- Being forced to hand over money or possessions or buy items for others

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



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### 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 understanding 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.
- Strong, positive staff - pupil relationships enables more prompt detection of bullying issues between pupils and 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.
- Supportive measures are in place through Guidance Teacher, Pupil Support Workers
- CLD work with school staff and pupils to support the school's anti-bullying message
- Restorative approaches to conflict resolution are being implemented across the school.
- Staff and partner agencies who offer support include:
  - Tutors



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- Guidance Teacher
- House Head
- Pupil Support Workers
- School Support Workers
- Educational Resource Workers
- DEPS – Dundee Educational Psychology Service
- Mental Health and Wellbeing Worker
- Family Liaison Worker
- Other partners including The Corner, LGBT Youth Scotland, Young Carers, Police and others.

### **Specific Responsibilities – It's Everyone's Responsibility!**

#### **Staff Member**

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 alleged incidents of bullying to Guidance Teachers or DHTs.
- Guidance Teachers / DHTs to investigate and record alleged bullying according to Grove Academy Anti-Bullying Policy.
- Employing restorative approaches to conflict where appropriate and monitoring
- Encouraging pupils to demonstrate the school values in their behaviour
- Raising awareness of the nine protected characteristics with pupils, parents/carers and the wider school community
- Challenging any and all instances where they see or hear behaviour/language which could be considered bullying or perceived as such e.g. name calling, pushing/shoving etc. and reporting concerns.

#### **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 school of any incidents about which they are concerned
- Being aware of current guidelines and procedures – being clear about what bullying is and is not



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- 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.
- Promote honesty and resilience in their child when fallouts occur.

### **Pupils**

The responsibility of every pupil includes:

- Ensuring that their behaviour is in accordance with the school Behaviour / Anti-Bullying Policies.
- Respecting the collective and personal belongings of all others
- To refrain from any behaviour or language which could be considered discriminatory or prejudiced based on the nine protected characteristics or others outlined in the Equality and Diversity Policy.
- 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 at all times

### **The Promotion of Anti-Bullying Strategies in the Curriculum:**

- The Personal and Social Education curriculum raises awareness of bullying, its forms, and how pupils should respond if they are victim to or witness bullying.
- A variety of teaching and learning approaches are used to illicit discussion on the school values, respect for self and others, intolerance of perceived differences, and bullying as well as how to address this.
- 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.
- Partnership with both internal and external persons / agencies.



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### 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 Guidance Teacher or DHT.
- The Bullying Report Form must be completed on SEEMIS by the Guidance Teacher or DHT.
- When it is clear that the allegation of bullying does have substance, where necessary and appropriate, contact should be made with the parents/carers and children on both sides. Parents/carers should be kept informed throughout. Contact with parents/carers will be made in consultation with the young person care will be taken to ensure confidentiality where necessary.
- Any investigation should be commenced and completed in as short a time as possible.
- Support for the person experiencing bullying, and proactive strategies such as restorative practices, resilience building or, in extreme cases, informing, 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 and minuted in House Team Minutes.



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**All strategies identified in this policy are consistent with:**

- HGIOS / HNIOS
- 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](http://www.respectme.org.uk)
- Dundee City Council Anti Bullying Guidelines on [www.dundee.gov.uk](http://www.dundee.gov.uk)

**The Anti-Bullying Co-ordinator is Mrs Mharaid Berry, Acting DHT  
The Anti-Bullying Policy is reviewed every 3 years by the Anti-Bullying Co-ordinator, staff, pupils, parents and carers as well as the wider school community.**

**Next review Date: August 2017**



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### 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 and Biphobic 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, these children may experience transphobic bullying. Transphobia at its most basic is the fear of a transgender person and the



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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'. Transgender children may be less likely to report bullying through fear of raising further, unwanted attention to themselves.

### **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



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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.



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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.



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### Appendix 1a.

#### The Equalities Act 2010 – Protected Characteristics

<https://www.equalityhumanrights.com/en/advice-and-guidance/your-rights-under-equality-act-2010>

## Who is protected by the Equality Act?

Everyone in Britain is protected. This is because the Act protects people against discrimination because of the protected characteristics that we all have. Under the Act, there are nine protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

There are some important differences depending on which protected characteristic you have. If you click on one of the links above you can learn more about how you are protected.



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### 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.



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**Appendix 3 Suggested flowchart for dealing with bullying behaviours**

