Kyle Academy – Anti-bullying Policy
Building Respectful Behaviour and Positive Relationships

Rationale

South Ayrshire Council is committed to providing a safe, supportive environment for all in its educational establishments. This policy is devised with guidance from South-Ayrshire Council's Anti-Bullying Management Guidelines and Respect Me.

Our Vision - Statement of Intent

Here at Kyle Academy, our values are **Responsibility, Achievement, Diversity, Ambition** and **Respect** and we firmly believe that young people have the right to learn in a safe, secure environment.   We understand that bullying is never acceptable and are committed to working with our young people and parents to provide a learning environment that is secure and supportive so that all individuals can develop academically and socially, free from fear of ridicule, harassment or physical threat.

We aim to create an environment where all members of the school community feel safe, respected and valued. All children and young people have an absolute right to be protected from others who may wish to harm, degrade or abuse them.

Bullying of any kind is unacceptable at our school. Bullying may be verbal, physical or psychological. In fact, any action, which makes a child feel uncomfortable, insecure or threatened, may be defined as bullying. The school disapproves of bullying in all its forms and considers it a most serious offence.

If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *telling* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff. The staff take the lead in creating a climate in which students will report immediately any bullying incident in the expectation that it will be dealt with urgently and firmly.

Parents have an essential role to play in counteracting bullying. Where bullying is clearly established, parents of both victim and perpetrator will always be contacted and the school will seek to involve them in securing solutions.

As a school community, we expect:

- all teaching and non-teaching staff, pupils, parents and carers to have an understanding of what bullying behaviour is;
- all teaching and non-teaching staff to know what the anti-bullying guidelines are, and how to respond effectively when bullying is reported;
- all pupils and parents to know what the anti-bullying guidelines are, and what to do when bullying arises; and
- all pupils and parents to know that we will **not** tolerate bullying or aggressive behaviour towards pupils or staff.

Definition of bullying

In Scotland, bullying is defined as follows.

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)

Bullying is a breach of children's rights

Under the Equality Act 2010, there are nine protected characteristics that provide protection from discrimination, harassment and victimisation

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Any bullying related to these characteristics is unacceptable and we give a clear commitment to challenging all types of prejudice-based bullying and language. In addition to the Protected Characteristics covered by the Act, there is an expectation that other groups will be considered for example:
- care experienced young people
- young carers
- young people living in deprivation
- young people with body image issues

More information can be found at:
https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-scotland

What does bullying behaviour look like?

There are five recognised features of bullying, however, these are not exhaustive:

- it is deliberate, hurtful behaviour;
- it is repeated over a period of time;
- it is difficult for those being bullied to defend themselves;
- it is difficult for those who bully to learn new social behaviours; and
- those who bully have and exercise power inappropriately over others.

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	Pushing, hitting, kicking, punching, taking belongings

Verbal	Name calling, insults or making offensive remarks; threats and intimidation or an act of violence with intent to harm
Indirect	Spreading nasty stories about someone;, exclusion from social groups or being made the subject of malicious rumours
Cyber	Tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted using text messaging, e-mail, instant messaging or any other type of digital technology e.g. social networking sites. Misuse of associated digital technology such as camera and video aids – refer to Safeguarding policy

Why does bullying behaviour happen?

There are a number of variables that could lead someone to bully.
- They are in a culture that supports/accepts bullying.
- Seeking to gain control and power over a situation.
- They are modelling what they have seen in other environments.
- They may have been bullied themselves.
- Bullying others to prevent it from happening to them too.
- They are not aware of its effects or impacts of bullying.
- They don't perceive their behaviour as bullying.
- Prejudiced views.
- All behaviour communicates feelings. Bullying behaviour is no different.

The effects of bullying behaviour

Young people who are being bullied are being denied the opportunity to reach their full potential. Effects may be long term and include:
- absenteeism – unknown or prolonged periods of time out of school;
- fall in academic performance;
- poor self-esteem;
- health problems;
- isolation and failure to develop socially;
- depression and suicide;
- relationship difficulties.

Signs of bullying occurring

These include:
- change of friendship groups;
- lack of friends;
- school rejection;
- 'Illness' at certain times or on certain days;
- change in standard of work;
- withdrawal/sudden lack of confidence;
- severe cases of depression.

Although the above list is most likely to apply to victims, changes in behaviour could indicate that someone has developed anti-social traits and may be bullying.

Lead members of staff

Whilst all staff in the Kyle Community have a responsibility to promote respect amongst all our school community and work together to eradicate bullying. Staff with specific relevant remits include:

Head Teacher	Miss M Byrne
Child Protection Coordinator	Mr J Little
Principal Teacher of Guidance Belleisle	Mrs D Dorrans
Principal Teacher of Guidance Craigie	Mrs K Mahaffy
Principal Teacher of Guidance Rozelle	Mrs S Boal
Principal Teacher of Guidance Wallace	Mrs A Fergusson
Principal Teacher of Pupil Support	Mrs V Sutherland
Wellbeing Officer	Ms M Cooke
School Nurse	Ms C McMorland
Educational Psychologist	MS C Campbell
Campus Police Officer	PC Smith

It is our role and responsibility to work in partnership with young people, staff and parents/carers. We:
- **Listen** and take time to discover the reasons for the bullying
- **Do not label** the individual or group as "bullies", name the behaviour
- **Are prepared** for a strong reaction from parents and carers and children and young people
- **Are prepared** to address prejudicial attitudes that may be behind the bullying behaviour.
- **Address what's happening behind the behaviour,** even when the bullying has stopped.

Bullying of and by school staff

Concerns relating to a member of the school staff or other person in a position of trust will be investigated thoroughly. Likewise, verbal and physical abuse directed from students towards members of staff will also be dealt with severely (as per Relationship Policy). The Senior Leadership Team reserves the right to insist that abusive parents leave the site and take steps to ensure the safety of students, staff and other stakeholders. This could include taking out an injunction against the offending parent to prevent them from accessing the school site in the future.

LGBT bullying

At Kyle Academy we are a 'values based' school that values and respects **Diversity.** We work to prevent LGBT bullying in the same manner as any other form of bullying. As a result, we will respond to LGBT bullying in the same way we do for all other observed or reported incidents.

LGBT bullying can extend to any individual in our school community. Behaviour of this nature can include:

- being singled-out, treated differently or subjected because an individual identifies as LGBT or are assumed to be LGBT;
- being subjected because family members identify as LGBT;
- being "outed" without permission;
- spreading of rumours or hearsay with malicious intent.

Staff, pupils and parents and carers are expected to challenge inappropriate use of language such as "that's gay" as silence only encourages homophobic/biphobia and transphobic language. No Individual should be subjected to bullying-related language, and as a school, we do **not** tolerate it.

At Kyle Academy, we endeavour to exercise discretion and respect when responding to LGBT bullying incidents. We also have a duty to respect a young person's confidentiality. Any LGBT bullying incidents are expected to be referred to the appropriate Principal Teacher of Guidance using SEEMIS. The young people involved will be spoken to, sanctions will be issued and, where necessary parents/carers will be contacted. In addition to this, we work in close partnership with our Campus Police Officer to ensure the safety of all individuals and seek their professional input regarding issues that warrant potential charges of Hate Crime.

Expectations and responsibilities

All staff/volunteers, parents, children and young people must understand that even an incident that occurs in isolation can represent bullying behaviour, leaving a young person or adult worried, unhappy and/or frightened.

All staff of schools employed by South Ayrshire Council shall:

- Strictly follow school policies regarding recording, monitoring and responding to incidents, including listening to all children and young people so as to establish supportive relationships whereby young people feel secure in sharing difficult emotions and sensitive aspects of their lives; reporting any bullying incident; preventatively highlighting and correcting attitudes and behaviour that lead to bullying and discrimination.
- Model behaviour, which promotes health and wellbeing, and build into everyday practice an ethos of caring and compassion, as part of a whole school approach in preventative measures as regards bullying behaviour.
- Undertake continuous professional learning about bullying behaviour and policies.
- Pupil support and guidance staff are encouraged to undergo suicide prevention training.

Expectations and responsibilities of Head Teacher and Senior Leaders

All Head Teachers and senior leaders employed by South Ayrshire Council shall:

- Be responsible for ensuring that their establishment has comprehensive, clear policies outlining preventative measures and a range of strategies in response to bullying behaviour that are in line with authority guidelines.
- Consult with and familiarise staff, children and young people, parents and carers, including Parent Council members, with the content of these policies, working to engage staff, pupils

and parents/carers as consistently active partners in minimising bullying and its impact on children and young people.

- Ensure that key staff undergo suicide prevention training, so as to be well equipped in the appropriate language required to assess risk and support all children and young people; encourage all other staff working in schools to undergo awareness raising training.
- Regularly monitor and ensure training of all staff about bullying behaviour and responding to bullying.
- Insist upon all incidents of bullying reported or witnessed, being recorded as soon as possible and responded to in accordance with anti-bullying policies, with actions taken and outcomes being recorded.
- Liaise, as deemed necessary, with outside agencies to address the needs of individuals.
- Regularly monitor, whilst auditing annually, in consultation with staff and young people, bullying incidents and the effectiveness of staff responses to minimise the negative impact on the young person.
- Provide appropriate annual data when requested by the Director of Educational services.

Expectations and Responsibilities of Principal Teachers of Guidance

- Listen to and record information from staff, young people and parents/carers.
- Take into account the views of the young person.
- Assess if remedial action can be taken to resolve the situation.
- Consider if a wider investigation will be required.
- Liaise with parents/carers and, where appropriate, wider agencies.
- Communicate with staff to seek their support in minimising the impact of bullying in the classroom environment.
- Review SEEMIS referrals and Pastoral notes.
- Track and record incidents using SEEMIS Bullying and Equalities Module.
- If appropriate, update chronology/staged intervention paperwork/wellbeing applications.
- Keep in regular contact with young people and ensure an outcome is reached and agreed on by all parties involved.

Expectations and Responsibilities of Young People

- Follow guidance detailed within the school's anti-bullying policy.
- Participate in any consultation regarding anti-bullying.
- Treat your peers with respect.
- If you think you are being bullied seek help by confiding in someone you trust.
- Discuss and agree what options are available.
- If the bullying is online there are many useful strategies that can be used (see Appendix 2)
- Be aware of what you post and share online, and treat people with the same respect as if they were in the room.
- If you see someone else, being bullied report it to a trusted adult.

Expectations and Responsibilities of Parents and Carers

Parents are a vital part of the support network for our young people and valued partners for schools. Parent/carers are encouraged to:

- Familiarise yourself with the schools anti-bullying policy.
- Participate in any consultation regarding anti-bullying.
- Attend any training offered on anti-bullying.

- Actively listen to your child or young person when they tell you about a suspected bullying incident.
- Stay Calm.
- Take a lead from your child or young person as to what pace to go at. This will help restore their feeling of being in control.
- Ask them what they want you to do.
- Explore options together; there is never one single answer.
- Telling children or young people to 'hit back' is a common response but not necessarily the best or safest option.
- Contact the school and ask for an appointment.
- Work in partnership with the school to resolve the situation. Don't expect the situation to be fully resolved at the first meeting, that won't always happen.
- Keep channels of communication open until the situation is resolved.

Strategies to prevent bullying behaviour

Unfortunately, we need to recognise that bullying behaviour is evident in every walk of life. For whatever reason there are individuals who try to exert their dominance over others. With a vision shared by all stakeholders, we will work together, to ensure that bullying is recognised and dealt with timeously and appropriately.

Kyle Academy is an inclusive school that celebrates diversity. We aim to create a caring, positive environment and supportive ethos that allows all our young people to flourish and develop. In our school, anti-bullying messages may be reinforced in many different ways as exemplified below.

- Anti-bullying week activities, with the clear message being communicated to staff, young people and parents/carers, that bullying shall not be tolerated
- Assemblies, with the emphasis on the power of acts of kindness to improve the lives of others. Our young people will also be educated on the negative effects of bullying
- Inserts in PSE programmes
- Inserts in Daily Personal Support profiles
- School Handbook/Newsletters/website pages/Twitter Feeds
- Restorative practices
- Nurture groups
- Group work
- Wellbeing Mentors and School counsellors
- Senior School Buddies
- Mental Health Ambassadors
- Health & Wellbeing Programmes/inputs
- LGBT Group
- Parent Workshops

Our young people are informed about the 'Bystander Effect' and encouraged to actively help the young person being bullied and to prevent bullying behaviour. This can be done by reporting the bullying behaviour to a member of staff or by encouraging the young person experiencing bullying, to report the incident to a trusted adult.

Responding to bullying behaviours

Staff must use their knowledge of the young people and use their professional judgement when responding to incidents based on evidence and investigation.

When a young person reports that they have experienced bullying behaviour, it is crucial that each report is investigated swiftly and with a consistent approach (**see appendix 1**). How the person who has experienced bullying behaviour perceives his/her situation is important and must be taken seriously, so as to avoid short or long-term damage to the young person and to his/her feelings of self-esteem, self-worth and value. Bullying behaviour can be one-off or repeated incidents. Both types can have a negative impact.

Impartiality and confidentiality must be respected, with knowledge of the incident being limited to those directly involved with the incident and with any necessary action that follows. It is important not to label children and young people as 'bullies' or 'victims'. Labels can isolate a child, rather than help them to recover or alter their behaviour.

- Inform the designated member of staff or SLT at the earliest opportunity.
- Record reported and/or witnessed incidents in the Bullying and Equalities Module within the SEEMIS system, regardless of the outcome.
- Assess as to whether or not immediate remedial action can be taken to resolve the situation. This can be achieved through peer mediation, or through a system whereby vulnerable young people receive support as part of a friendship group. If this is successful, record in young person's pastoral notes. If this is not possible, a wider investigation is required.
- Decide with the Named Person (Guidance Teacher) and in consultation with the young person if parents/carers are to be informed. Any decision to inform the parent should involve the child or young person and take into account informal advice from the named person or member of staff who is trusted by the young person. If the incident constitutes a child protection issue, child protection procedures should be evoked.
- Consider if involvement of other agencies would be beneficial in supporting the needs of the young person.
- Actions by the young people involved in bullying behaviours may lead to exclusion and the nature of the incident shall be identified on the exclusion form.
- Should parents exercise their right to take further a complaint then they should follow South Ayrshire's "Listening to You" complaints procedure.

Recording and Monitoring Strategies

All incidents of bullying must be recorded on Bullying & Equalities Module within SEEMiS as a record of the incident/issue regardless of the outcome.

The school and Educational Services will monitor bullying incidents on an annual basis including information on the protected characteristics. Should a school be fortunate in having no incidence of bullying behaviour, nil returns are required. Upon an establishment submitting a nil return, the Head Teacher must provide an explanation and evidence of good practice to the Head of Service so the best practice in tackling bullying behaviour can be shared across all establishments in the authority.

The authority will also seek the views of young people and parents by including questions regarding the management of bullying in their annual questionnaires.
The information will be used to:

- Identify patterns of bullying behaviours;

- Evaluated the effectiveness of prevention and awareness raising;
- Evaluate the effectiveness of management responses;
- Monitor the impact of these guidelines and school policies; and
- Support schools through Improvement Planning

Additional guidance notes

- Young People who have additional support needs and are involved with support services should have involvement of these services eg social work, educational psychologist, family support workers etc. Their views should be sought when a decision to be excluded is being considered and when planning educational provision for the period of exclusion
- Any decision to exclude MUST take account and be in line with the authority's equalities duty, its duties under the ASL legislation and where one exits, it's duty to provide the services stipulated within the Co-ordinated Support Plan.
- Consultation with Social Work Services prior to a decision about exclusion is essential for any pupils on the Child Protection Register to ensure appropriate arrangements can be made. For Looked After Children, in all cases, prior to possible exclusion, the Designated School Manager should seek permission from either the Director of Educational services or a Quality Improvement Manager. They should involve the child's nominated social worker (Lead Professional) in discussion and consideration of the implications of exclusion on the home or care placement to ensure appropriate arrangements can be made.
- Where the incident involves a bilingual pupil or a Gypsy/Traveller pupil, it may be worthwhile making early contact with specialist support staff.
- Enquiries by the media should be directed to South Ayrshire Council Press Officer.

Conclusion

At Kyle Academy, we are committed to our shared values that underpin the work of the school. We strive to create a safe and respectful environment for all young people, staff, parents/carers and the wider community. Bullying behaviours are never acceptable.

Help organisations

Organisation	Contact Details
respectme	www.respectme.org.uk 0844 800 8600
Childline	http://www.childline.org.uk/ 0800 11 11
LGBT Youth Scotland	www.lgbtyouth.org.uk 0131 555 3940

Policy Review

		Amendments
Date Policy Created	February 2020	
Reviewed	August 2021	Lead members of staff updated (page 4)
Reviewed	August 2022	Appendices 1 and 2 added
Date of next review	August 2023	

Appendix 1 – Procedures Following a Report of Bullying

Report
Inform appropriate member of staff. This may be a PT Guidance or a member of the senior Leadership team.

Stage 1 – Remedial Action	
If remedial action can be taken to resolve the issue, complete the following actions.	
Interview young person who has experienced the bullying.	
Interview any other pupils involved.	
Decide if remedial action can be taken to resolve the situation. If yes implement action.	
Update parents of those involve and share Anti-bullying Policy.	
Add key events to pastoral notes.	
Open a record on Seemis Bullying & Equalities module (see below).	
Identify any immediate supports* required by the young person.	
Agree timeframe to review and ensure issue has been resolved satisfactorily.	

Stage 2 - Investigation	
If a resolution is not possible then initiate an investigation.	
Interview those involved in the incident.	
Interview any witnesses.	
Review CCTV.	
Share findings with pupil who has experienced the bullying and discuss next steps.	
Discuss any disciplinary actions with HT and action them.	
Update parents of those involved and share Anti-bullying Policy.	
Update guidance, agree timeframe for review and ask them to action any supports* for those involved	
Add key events to pastoral notes.	
Updates Seemis Bullying & Equalities module (see below)	

Record
All incidents must be recorded on Bullying & Equalities Module within SEEMiS as a record of the incident/issue regardless of the outcome.

- Who reported incident?
- Who was involved?
- Place/date/time
- Nature of incident (Protected characteristics?)
- Impact
- Staff name/s who witnessed/dealt with incident/issue
- Statement of agreed actions
- Planned outcomes- monitoring/timelines
- Incident conclusion

The young person's pastoral notes/chronology/staged intervention paperwork/well-being application should also be updated as appropriate.

Review
Following both a Stage 1 and Stage 2 bullying incident/issue, a timeframe to review and check in with the young people involved should be agreed. Guidance or Year Head should agree who will complete following actions.

Regularly check in informally with those involved to ensure there are no further issues.	
At the end of the agreed timeframe, meet with young people involved more formally to ensure incident has been resolved to their satisfaction.	
Call parents to ensure incident has been resolved to their satisfaction	
Updates Seemis Bullying & Equalities module.	
If all is resolved to satisfaction of young person and parent, incident is closed, if not, return to Stage 2 of process or refer to complaints procedure.	

Further Action
If the situation cannot be resolved the schools Quality Improvement Officer/Inclusion Co-coordinator should be consulted on how to proceed or if their parent exercises their right to make an official complaint. Depending on the seriousness of the incident the police may be involved if a crime has been committed. Actions by children and young people who are involved in bullying behaviours may be subject to the school's disciplinary procedures. The most serious incidents may lead to exclusion from school. Further information can be found in the Management Guidelines: Inclusion Guidance including Exclusion procedures version 2.

*Possible Supports
- Safe space at social times
- Time in Pupil Support
- Senior school buddy
- Wellbeing mentor
- Referral to school counsellor
- Referral to nurture group
- Referral to Penumbra
- Involvement in group work such as Blues/Bloom/Seasons for Growth/Art Therapy
- Involvement in Breakfast Club or other outwith class activities

Appendix 2 – Specific Information/Guidance Regarding Online Bullying

The following information is sourced from content from respectme, Scotland's Anti-Bullying Service, website. http://respectme.org.uk/adults/online-bullying/

What is online bullying?
our reaction to online bullying shouldn't differ greatly from your reaction to a disclosure of other types of bullying. It's important to focus on the behaviour and the impact it has had, and not get hung up on 'how' or 'where' the bullying has taken place.

However, when bullying is taking place online, there are some additional steps you can take to resolve the situation:

Identify the bullying material
- Familiarise yourself with the online platform and any messages, posts or pictures that your child has received. If you feel that any of these messages or pictures could be construed as illegal, take copies, dates, times and contact details to the police.
- Ask them to share any further messages with you.
- Reassure your child that you won't over-react; you are not trying to invade their privacy, you are trying to help resolve the situation. If you reply to any of the messages, be very careful not to respond in a manner which could be seen as threatening or harassing.

Involve other agencies
- When online bullying is being carried out by someone your child sees at school or other organisation, it might be worth involving staff. If both parties are at school, make the school aware of the problems, if they are not already, and involve them in the resolution plan.

Support your child
- It is important not to get too hung up on the fact that your child has experienced bullying online, but to recognise that they have been bullied and need the same support as they would if they had experienced any other type of bullying. Take their concerns seriously, remain calm, and consider what they would like to happen.

Important points to discuss with young people
Online relationships deserve the same respect as offline relationships.

For most young people, the friends they have online are the same friends they have offline. Sometimes, they may connect with people they do not know over a shared interest such as music, films or football. Either way, people online should be treated with the same level of respect and consideration as they would if they were in the same room.
If you wouldn't say it, don't send it.

Many people act differently online than they would offline. Many children and young people do not believe they will be caught for bullying online and do not fully appreciate how permanent their online communication is. Ask your child, 'Would you say this if the person was sitting in front of you?' If they answer no, tell them not to send it.

Remember that you are communicating differently
Without the ability to read gestures, facial expressions and tone of voice, it can be easy to misinterpret what is seen on the screen. For example, typing in capital letters can often be seen as

shouting. Young people may need help to understand the impact of what they mean and what they actually write.

Online communication can all be traced

There is no such things as anonymity online. Everything sent and posted can be traced - a fake email or social media account will have a unique IP address from your service provider, and text messages can be traced though your SIM card. It is important that children and young people are aware of the consequences of posting messages online.

Never give away personal information

Young people should not give out personal information about themselves or others on the internet. Nor should they share private passwords with anyone, even those they trust. Keeping passwords secure ensures no third party can access your child's online accounts.

What will happen if you are being bullied online?

Make your child aware of what will happen if they find themselves being bullied online. Some young people will be reluctant to come forward for fear of losing access to the internet, or that their phones will be taken away. Be mindful of this and remember that bullying is a behaviour displayed by people; it is not a technology issue.

Internet and mobile phone usage.

Take an interest in how your child uses the internet, what they do online, what sites they use and why. Having general conversations about this can open up lines of communication to discuss deeper issues and can provide you with a valuable insight into your child's online and mobile phone activity.

Agree a code of conduct.

Together with your child, come to an agreement about how the internet will be used and what will happen if it is misused in anyway. This will create a good baseline and may prevent issues in the future.