

# 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.

AUTHORITY BULLYING POLICY can be found on the Intranet <http://ww20.south-ayrshire.gov.uk/>

### 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	Mary Byrne
Child Protection Coordinator	Elaine Reilly
Principal Teacher of Guidance Belleisle	Donna Dorrans
Principal Teacher of Guidance Craigie	Kirsty Mahaffy
Principal Teacher of Guidance Rozelle	Sophie Boal
Principal Teacher of Guidance Wallace	Ailish Fergusson
Principal Teacher of Pupil Support	Susie Quigley
Wellbeing Officer	Mandy McPherson
School Nurse	Diane Irvine
Educational Psychologist	Carole Campbell
Campus Police Officer	PC McGill

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 (see child protection policy). 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, about bullying incidents and the effectiveness of staff responses to minimise the negative impact on the young person.
- These monitoring duties may be delegated to a promoted member of staff eg Depute Head Teacher, who shall follow up incidents and ensure that these have been addressed in line with the schools agreed policy.
- 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.
- Collate Bullying Incident Forms (see Appendix 2).
- 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 1)
- 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
- We support national campaigns – 'This Morning Just be Kind Campaign'
- Inserts in PSE programmes
- Drama workshops by theatre groups (as available)
- Newsletters/website pages/Twitter Feeds
- Handbook Information
- Restorative practices
- Nurture groups
- Art Therapy Groups
- Dot B groups
- Tackling Anxiety Groups
- Parent Workshops
- Wellbeing Mentors
- UNICEF Rights Respecting School group
- Peer Helpers
- Extra-curricular activities
- Mental Health Ambassadors
- Health & Wellbeing Programmes
- LGBT Groups

Our young people are 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. 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 (see Appendix 3)

### Monitoring Bullying Behaviour

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 exists, 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	<a href="http://www.respectme.org.uk">www.respectme.org.uk</a> 0844 800 8600
Childline	<a href="http://www.childline.org.uk/">http://www.childline.org.uk/</a> 0800 11 11
LGBT Youth Scotland	<a href="http://www.lgbtyouth.org.uk">www.lgbtyouth.org.uk</a> 0131 555 3940
Beautiful Inside and Outside- SCIO	<a href="https://en-gb.facebook.com/beautifulinsideandoutscio/">https://en-gb.facebook.com/beautifulinsideandoutscio/</a> 07984328808

#### Policy Review

This policy will be reviewed every 3 years as a minimum. It is next due for review in October 2022

#### Appendix 1 – Online Bullying

Specific guidance relating to online bullying can be sourced from Scotland's Anti-Bullying Service website:

<http://respectme.org.uk/adults/online-bullying/>