

ANTI BULLYING POLICY

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Review: Session 20/21

Introduction

Bathgate Academy is committed to providing a safe, supportive environment for all members of the school community.

Our Anti-Bullying Policy aims to make clear our understanding of what bullying behaviour is, our expectations of everyone in our school community and how we will deal with bullying behaviour and work to prevent it.

As a Rights Respecting School we recognise the United Nations Convention on the Rights of the Child (UNCRC) is at the heart of our school's planning, policies, practice and ethos.

The UNCRC, article 19 states

“Children have the right to protection from all forms of violence (physical or mental). They must be kept safe from harm and they must be given proper care by those looking after them.”

What is bullying?

What is bullying?

Bullying is behaviour which causes others to feel hurt, intimidated, anxious or upset.

Bullying behaviour can be deliberate and can also be unintentional.

Bullying behaviour can be a one-off incident or be ongoing.

Bullying behaviour can be the use of power to make the other person feel threatened, frightened, or left out.

Bullying can be subtle or it can be obvious.

The effects can last a short time or can last much longer, even into adulthood.

It can be for clearly identified reasons or for no clearly defined reason.

However, it is always damaging and it must always be taken seriously and addressed.

Bullying behaviour includes:

Emotional	Being unfriendly, ignoring, excluding, stealing, damaging belongings, tormenting (for example, hiding belongings, making gestures).
Physical	Pushing, kicking, hitting, punching, spitting or any form of violence or act of physical aggression
Verbal	Name-calling, sarcasm, spreading rumours, teasing, making threats, putting someone down.
Cyber	Sending abusive or threatening messages, pictures or images on social media, online gaming platform or phone. Misuse of associated technology, for example camera/video
Extortion	Obtaining something that belongs to others through threats, intimidation or force.
Sexual	Unwanted physical contact or sexually abusive comments, making someone feel uncomfortable by deliberately invading personal space
Racist	Young people from minority ethnic groups often experience bullying based on perceived differences in dress, communication, appearance, beliefs and/or culture as well as their skin colour and accent. Racist bullying includes racial taunts, nicknames, graffiti, gestures or comments, for example, telling someone they should, 'go back to their country'.
Homophobic, biphobic and transphobic bullying	Homophobic / biphobic / transphobic bullying includes targeting someone because of their sexual orientation or gender identity what that is perceived to be. Some young people experience bullying because others think they are LGBT, because they have LGBT friends or family or because they are seen as different or do not conform to traditional gender stereotypes. Many young people will experience homophobic, biphobic or transphobic bullying whether they are LGBT or not. For example, name calling or spreading rumours and gossip about a young person's sexual orientation and/or transgender identity, using threatening homophobic, biphobic or transphobic language or behaviour, including using the word 'gay' as an insult.

What is bullying?

Prejudice based bullying

Bullying behaviour may be a result of **prejudice** that relates to perceived or actual differences. This can lead to prejudice and discriminatory language or behaviour, including racism, sexism, homophobia, biphobia or transphobia.

Some personal characteristics are protected within the law. The **Equality Act 2010** makes it unlawful to discriminate against people with a '**protected characteristic**'. These are:

- Age
- Disability
- Gender reassignment / Transgender
- Marriage or Civil Partnership
- Pregnancy & Maternity
- Race
- Religion and belief
- Sexual orientation
- Sex

Bullying incidents of this nature are recorded and reported on independently of other bullying incidents and behaviours. Bullying behaviours of this type may also be a Hate Crime and therefore may result in Police involvement.

Under the Offences (Aggravated by Prejudice) Act 2010 hate crime is defined as:

'Crime motivated by malice or ill will towards a social group by:

- Race.
- Sexual orientation.
- Religion/faith.
- Disability.
- Transgender/gender identity'

Prejudice based bullying can extend beyond these characteristics to include

- Additional support needs
- Asylum seekers & refugees
- Body image and physical appearance
- Gypsy/travelers
- Looked After Children
- Sectarianism
- Young Carers
- Socio economic prejudice

What can we do?

Our school community will:

- Display a welcoming and inclusive ethos.
- Work to ensure all members of the school community share an understanding of anti-discriminatory, anti-bullying and child protection policies.
- Acknowledge that bullying behaviour happens in our community.
- Give assurance to pupils, parents and carers that reports of bullying incidents will be:
 - taken seriously
 - investigated promptly and fully
 - dealt with appropriately and feedback given to all involved as required
 - support will be offered, where appropriate, for all involved
- Work together to develop an Anti-Bullying strategy that is consistent with West Lothian Council's vision and national best practice and is accepted by the whole community
- Advise how pupils who have been involved in bullying behaviour will be supported
- Review our policy at least every 3 years

Prevention of bullying

Bathgate Academy is a Rights Respecting School. Included in our school values are Respect and Support.

Throughout the school year we undertake a range of activities which contribute to our anti bullying strategy.

- Senior pupils are encouraged to actively contribute to our supportive ethos through being buddies to S1 pupils, prefects and peer mediators. These positions of responsibility strengthen relationship building and provide opportunities for mediation.
- The PSE curriculum offers learners opportunities to explore relationship issues. This includes raising awareness of bullying behaviours and reflection on the effects bullying can have.
- We aim to provide an annual cross curricular focus through National Anti-bullying week. Assemblies are an opportunity to raise the issues around bullying behavior before they are explored further in the curriculum.
- Information on our Anti Bullying strategy is published on our school website.

In Session 2018/19 our Improvement Priorities include

- Introduction of Mentors in Violence Prevention training
- Introduction of Peer Mediation using Scottish Mediation's 'Young Talk' Network for support and training.
- Refresh of our RRSA status

What can we do?

Dealing with bullying behaviour

- From transition into SI pupils, parents & carers are made aware of our house structure and the roles and responsibilities of the House Leader and House Support Assistant. This ensures our school community knows who to speak to if they are concerned about bullying behavior.
- Staff participate in training on dealing with bullying behaviors and incidents in line with the review of our anti bullying policy.

However, the most effective way for us to deal with and work towards preventing bullying behaviours is for everyone in our school community to **speak up** when they **witness, experience** or **are aware of** bullying behavior.

What can I do if

I see someone display bullying behaviours towards another person?

- ✓ You can **name** that behaviour

That's not kind

That's homophobic

That's bullying behaviour

That's offensive

That's intimidating

- ✓ You can **ask** the person if they are ok
- ✓ You can **report** that behaviour to a member of staff

What can I do if

I am experiencing bullying behaviours?

- ✓ You can speak to a member of staff in school that you trust
- ✓ You can speak to a friend and ask them to help you speak to a member of school staff
- ✓ You can speak to an adult at home and ask them to help you speak to a member of school staff

What can I do if

I am aware someone I know is being bullied

- ✓ You can speak to that person, offer support and encourage them to talk to you about the bullying
- ✓ You can offer to go with them to speak to a member of staff
- ✓ You can offer to go a speak to a member of staff on their behalf

How will we respond?

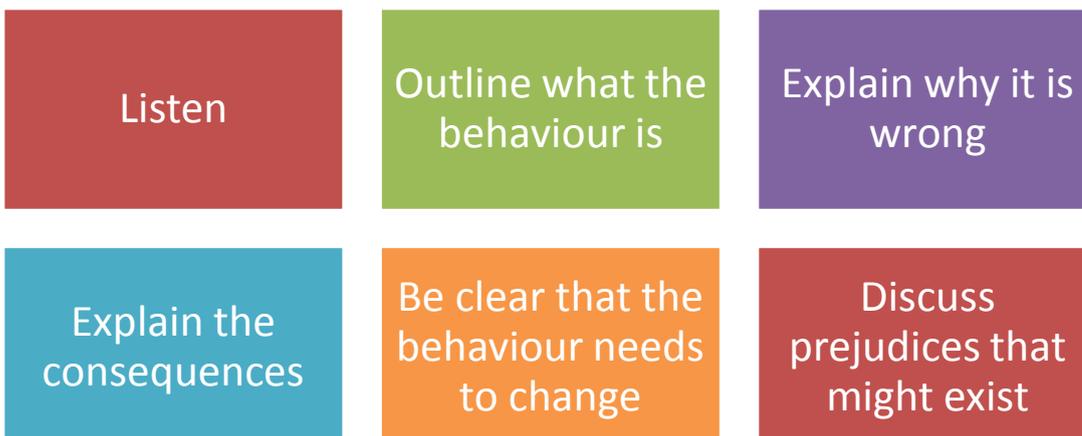
How will we respond when bullying behaviour occurs?



Young people who display bullying behaviour will need help and support to:

- Identify the feelings that cause them to act this way
- Develop alternative ways of responding to these feelings
- Repair relationships

When working with young people who display bullying behaviour we will



How will we respond?

In addition to the discussion about bullying behaviour there may be a consequence or sanction. Examples of these are:

Logical Consequences <ul style="list-style-type: none">• Loss of break or lunch• Separate changing for PE• Change of seat or class	Restorative Conversations <ul style="list-style-type: none">• Mediated by a member of staff	Parental Involvement <ul style="list-style-type: none">• Phone call• Meeting	Senior Management involvement <ul style="list-style-type: none">• Verbal warning• Formal Disciplinary Warning• Exclusion	Police Involvement <ul style="list-style-type: none">• Hate Crime• Misuse of telecommunications
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Recording & Monitoring bullying behaviour

Bullying behaviour which is reported and investigated will be recorded in the following ways:

Alleged bullying incident form

- Alleged bullying incident form completed by member of staff to whom the allegation is made.
- Form passed to relevant House Leader or DHT Support (G Burns).
NB See Appendix 2 Alleged bullying incident form
- Form used to inform recording of bullying incident on Seemis
- Form filed in Bullying Log

Bullying behaviour can then be monitored through reports on Seemis or by analysis of Bullying Log.

Appendix I: Possible signs of bullying

- Obvious physical signs of being hurt
- Damage to personal belongings or has possessions which “go missing”
- Unwillingness to go to school/absence from school/begins to truant
- Changes in behaviour, mood or attitude towards learning
- Child or young person being more “clingy” or emotional than normal
- Changes in eating or sleeping patterns
- Signs of stress, anxiety, nervousness
- Pretending to be ill or becoming ill, feels ill in the morning
- Bed wetting
- Self harm
- Change in normal behaviour to fit in with others
- Frightened of walking to or from school or using school / public transport
- Asks to be driven to school
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Comes home with clothes torn or books damaged and/or has possessions which are damaged or “go missing”
- Asks for money or starts stealing money
- Comes home starving (money / lunch / lunch card has been stolen)
- Starts displaying bullying behaviour towards other children or siblings
- Is frightened to say what is wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber-message is received

Appendix 2: Alleged Bullying Incident Form

Incident details

Reported by:		Reported to:	
Date	Time	Location	

Person(s) experiencing bullying behaviours	House	Person(s) experiencing bullying behaviours	House

Nature of incident			
Damage to property		Emotional	Extortion
Incitement		Isolation	Physical
Verbal		Written	Social Media/IT
Other (please specify)			

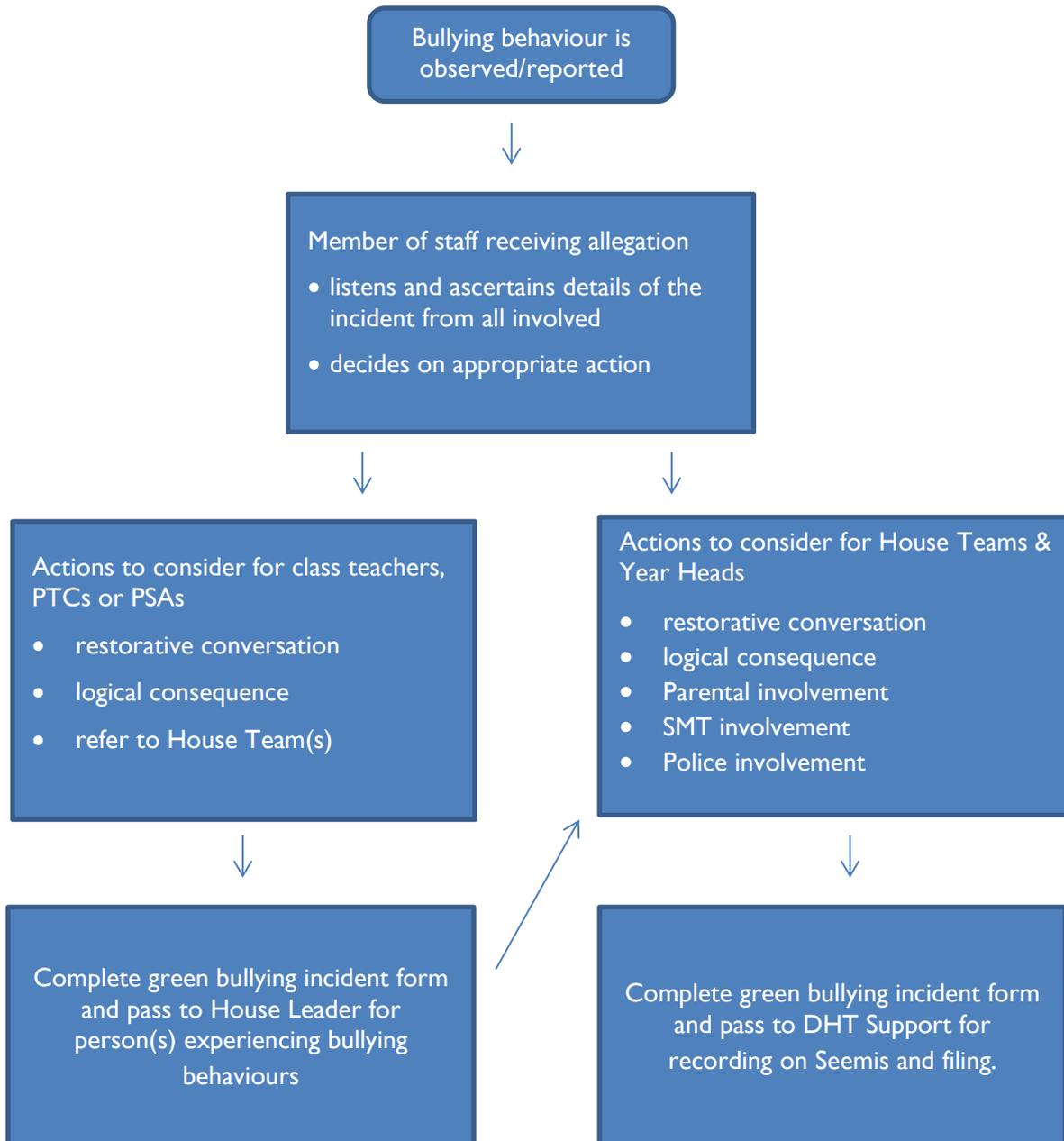
Characteristics			
Age		Gender	Racial
Assailant medical condition/disability		Gender reassignment	Religion or belief
Body Image		Homophobia/Sexual Orientation	Sectarian
Care circumstances		Marital Status	Sexual Harassment
Disability of victim		Not Known	Substance misuse: alcohol
Economic circumstances		Other	Substance misuse: not alcohol
Family circumstances		Pregnancy/Maternity	Territorial/Gang related

Incident Details

Action taken

Checklist: Initial & Date							
Green form completed		Discussed at House Meetings		Incident logged on Seemis		Green form filed	

Appendix 2: Alleged Bullying Incident Form



Further sources of help and advice

Further help and advice for parents and students can be found through the following organisations:

<http://www.respectme.org.uk/>

<http://www.anti-bullyingalliance.org.uk/>

<http://www.bullying.co.uk/>

<http://www.thinkuknow.co.uk/>

<http://www.lgbtyouth.org.uk/>

<http://www.childline.org.uk/>

<http://www.cyberbullying.org/>

<http://www.kidscape.org.uk/>

<http://www.parentlineplus.org.uk/>

<https://www.samaritans.org/>