

Banchory Academy



Anti-Bullying Policy

November 2022

At Banchory Academy we believe that Bullying in any form is unacceptable. This document supports our pupils, parents, staff and partners to ensure that all of us are free to learn , work and fully participate in an environment that is free from bullying.

At Banchory Academy our CORE Values are :

- **Consideration**
- **Opportunity**
- **Responsibility**
- **Excellence.**

We understand that bullying is never acceptable and that Children and Young people have the right to learn in a safe and secure environment.

At Banchory Academy our school rules are Ready, Respectful and Safe.

Health and wellbeing, the mental, social and emotional wellbeing of young people, is the responsibility of all staff within the learning community. It is important that we display and practise values fostering respect, responsibility and tolerance according to the rules and expectations of a non-bullying culture. Every pupil has the right to be able to develop the four capacities of successful learners, confident individuals, responsible citizens and effective contributors. As a staff we must recognise the importance of our own conduct and ensure that we display appropriate behaviour towards our pupils and colleagues. Getting it Right for Every Child, GIRFEC, requires that our school community ensures that the wellbeing indicators Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (SHANARI) are achievable for all.

Aberdeenshire Council Antil-bullying policy states:

All children and young people have the right to learn in an environment that is free from bullying. In working to provide this, Education and Children's Services will enable them to fully develop the skills and confidence needed for life, work and for learning.

Aberdeenshire Council Education and Children's Services define bullying as the following: Bullying takes place when the actions of an individual or group of people cause harm to someone by taking advantage of an imbalance of power within a relationship (whether perceived or real). Bullying behaviour is abusive. Bullying behaviour is often displayed as a result of past experiences which affect and impact on current actions. (April 2021)

Further information can be found here : [cusersspellascdocumentsecs-002-anti-bullying-policy-2018.pdf](https://www.aberdeenshire.gov.uk/cusersspellascdocumentsecs-002-anti-bullying-policy-2018.pdf) ([aberdeenshire.gov.uk](https://www.aberdeenshire.gov.uk))

Respect Me Scotland (respectme 2015) define Bullying as:

- both behaviour and impact; what someone does and the impact it has on the other person's capacity to feel in control of themselves. We call this 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 and it can happen face to face and online.

Bullying behaviour can harm people physically or emotionally and, although the actual behaviour might not be repeated, the threat that it might can be sustained over time, typically by actions: looks, messages, confrontations, physical interventions, or the fear of these. This behaviour can include:

- Being called names, teased, put down or threatened face to face and/or online
- Being hit, tripped, pushed or kicked
- Having belongings taken or damaged
- Being ignored, left out or having rumours spread about you (face to face and/or online)
- Sending abusive messages, pictures or images on social media, online gaming platforms or phone
- Behaviour which makes people feel like they are not in control of themselves or their lives
- Being targeted because of who you are or who you are perceived to be (face to face and/or online)

Further info can be found here: [Respect Me | What is bullying and how can we support those affected?respectme](#)

UNCRC

It's every child's right not to be bullied. Children's rights are unique in that many of them, although designed for the safety and protection of children, have to be provided for by adults and the government.

Although children and young people are covered under the Human Rights Act 1998, their rights are more clearly specified under the UN Convention on the Rights of the Child (UNCRC).

Although neither specifically mentions bullying, bullying behaviour does breach a number of the articles in both. Alongside this, they outline the responsibilities of adults to protect and safeguard children and young people from bullying behaviour.

Banchory Academy has achieved the Bronze Rights Respecting Schools Award and is aiming to achieve Silver by end of session 21/22

Further info can be found here : [UNICEF](#)

Protected Characteristics from the Equality Act 2021

What are protected characteristics?

It is against the law to discriminate against someone because of:

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

More information can be found here :[Protected characteristics | Equality and Human Rights Commission \(equalityhumanrights.com\)](https://www.equalityhumanrights.com/en/protected-characteristics)

At Banchory Academy:

Pupils can expect to :

- Feel safe and respected at all times
- See prejudice based language challenged
- See respectful relationships modelled by all adults in the building
- That the profile of positive relationships will be kept high through lesson inputs, assemblies, while school events and social media.
- Always have someone to talk to
- Have access to safe spaces
- Have access to well trained peer listeners
- Have access to activities to promote inclusion and wellbeing
- Have access to interventions to support mental health and be confident in the safeguarding structures in place across the school
- Pivotal values across all classrooms
- Know that structures are in place for pupils to express their opinions and be part of change
- Be a valued member of their House and be known well by their PTG
- Have a weekly PSHE input which is well planned, up to date and responsive to current issues

Parents can expect to:

- Feel safe and respected at all times
- See prejudice based language challenged
- See respectful relationships modelled by all adults in the building
- That the profile of positive relationships will be kept high through lessons, assemblies, whole school events and social media.

- Have confidence to contact the school and have their concerns directed to the appropriate member of staff (usually the PTG in the first instance)
- Have concerns dealt with in a timeous manner
- Have access to up to date information about safeguarding and wellbeing via the staff team, school website (health and Wellbeing section) and via social media.
- Have access to information evenings (Mental health/internet safety etc) which are run by pastoral staff within the school

Staff can expect to:

- Feel safe and respected at all times
- See prejudice based language challenged
- See respectful relationships modelled by all adults in the building

- That the profile of positive relationships will be kept high through lesson inputs, assemblies , whole school events and social media.
- Have access to up to date policies and information via the GIRFEC channel on the staff team
- Have access to ongoing and relevant CLPL and current issues/material highlighted in staff briefing
- Have access to PTG support when required
- Have support from SLT who promote a whole school ethos of positive relationships
- Be trained in Pivotal approaches to positive relationships and be supported to have a restorative approach to classroom management.
- Have access to the confidential folder which gives information about pupils and suggested approaches

Monitoring and Recording of Bullying Incidents

Bullying is a standing item on the weekly Monitoring Meeting agenda. Pastoral staff discuss incidents and collaboratively decide if it should be recorded in the Seemis Bullying Application . See appendix for instructions.

Bullying is discussed as part of the SLT agenda on a monthly basis. Data from Seemis used to identify trends/persistent issues. If SLT feel there is a need for further intervention this is fed back to pastoral team via Monitoring Meeting. Targeted Support team to provide bespoke, time limited interventions as necessary. These are reviewed at Monitoring Meeting and their impact evaluated using SHANARRI indicators.

Information fed back to staff via the pupil briefing update (weekly)

Reporting of bullying incidents

Pupils/parents/teachers can report bullying in the following ways:

- Via the QR code (*on the I need help card* or on the teams)
- In person to PTG or any staff member
- By email to the PTG
- By phone to the office
- To Peer listeners

Help will be given in a timely manner.

Prevention - Work to educate and raise awareness

Promotion of Positive relationships is a responsibility of all staff in the building. However, specific teaching on Anti Bullying will be covered in:

- S1 PSHE: Anti Bullying lessons including Cyber Bullying*
- S2 PSHE: Specific focus on consent/positive romantic relationships*
- S3 PSHE : Consent, equalities, feminism, sexual harassment*.
Abuse and relationships*
- S4 PSHE : Positive relationships*
Staying Safe online*
Gender Equality/pornography*
- S5 PSHE Discrimination*

(*subject to change)

Every February all year groups have teaching on LGBT and Equalities at an appropriate level.

Visting speakers from local third sector organisations, and from Police Scotland regularly visit to support work around anti bullying.

Pupils all take part in a SHANARRI data capture each year and in the SHINE Mental Health and Wellbeing survey. This allows for regular audits of pupil's perceptions of safety/inclusion/respect in school and can be filtered to provide specific inputs when needed.

Regular information to parents through email, social media and parental engagement events

Anti Bullying leaflet

We will take part in national focus weeks (eg anti bullying week)

Regular assemblies by staff and pupils

Pupil voice/school captains/ house captains

The use of social media to highlight awareness and encourage discussion

All staff will challenge negative language and hate speech if they become aware of it in their classroom or in the corridors.

What are the next steps when bullying occurs?

Any reports of bullying will be followed up in a timely manner. CCTV may be used to ensure facts are correct. Witnesses will be interviewed. Photo/video material may be viewed and dealt with by SLT as appropriate .

Restorative action is taken as part of our Promoting Positive Relationships policy when bullying incidents occur.

Pupils who persistently treat others in a disrespectful way will be directed towards a block of small group work on positive relationships delivered by the Wellbeing Hub

Further support and education is available through targeted interventions from the Pupil Support Worker as necessary

Parents will be informed if their child is involved in persistent bullying behaviour and be part of the dialogue about appropriate support and intervention

SLT may also choose to keep young people out of circulation at break and lunch time or, in extreme cases, exclude a young person while additional support can be identified.