# Lockerbie Academy

**NUNQUAM NON PARATUS**

**Anti-Bullying Policy 2021**

# Contents

# Rationale and Aims

Lockerbie Academy is committed to working with students and parents to provide a learning environment that is secure and supportive; ensuring 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 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. This means that anyone who knows that bullying is happening is expected to tell a member of staff. Parents have an essential role to play in counteracting bullying. Where bullying is clearly established, parents of both the young person experiencing bullying behaviour and the young person responsible for bullying behaviour will be contacted and the school will seek to involve them in securing solutions. Parental contact will be in consultation with the pupil and will respect the confidentiality of the pupil.

This policy defines what is understood by 'bullying' and gives procedures for staff to follow when dealing with bullying incidents. This policy only refers to incidents of bullying which take place on school premises. However, the school has an enduring interest in the welfare and conduct of its students and will support families when bullying occurs outside school:

· If it emerges that a student is responsible for bullying other children outside school, Lockerbie Academy will support families in taking the right action.

· If a child is found to be being bullied outside school then help and support will be offered and advice given on how to avoid further incidents in future. The parents/carers of young person being bullied will be informed.

· If there are more general concerns about children's safety outside school then the local police will be contacted and their help sought in making the area around the school premises more secure.

· If concerns arise in relation to school transport then the issue will be dealt with in school and parents/carers informed.

# Definition

In Scotland, bullying is defined as:

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. (respectme, 2015)

It is therefore not always easy to narrow down behaviours into a definitive statement that will cover all actions and situations. However, it is important to recognise and acknowledge bullying behaviours so you can identify them when they are happening.

Bullying Behaviours can include:

· being called names, teased, put down or threatened

· being hit, tripped, poked or kicked

· having belongings stolen or damaged

· being ignored, left out or having rumours spread

· receiving abusive text message, instant messages or e-mails

· making you feel like you are being bullied or fearful of being bullied

· being targeted because of who you are or who you are perceived to be

· being targeted because of others you are associated with

This is not an exhaustive list.

# Forms of Bullying

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 or an act of violence with intent to harm;

**Verbal-**    Name calling, insulting, threats/intimidation or making offensive remarks;

**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 (Facebook, MySpace, Twitter, Instagram…..).

## Bullying related to race, religion or culture

Racist or faith-based bullying is bullying based on a person's background, colour, religion or heritage. When racist or faith-based bullying takes place, the characteristics singled out not only apply to the individual child but also make reference to their family and more broadly their ethnic or faith community as a whole. Racial and cultural elements in bullying can be seen to heighten the negative impact on a child's sense of identity, self-worth and self-esteem.

## Bullying related to special educational needs (SEN) and disabilities

Research shows that children and young people with SEN and disabilities are more at risk of bullying than their peers. Children and young people with special educational needs and disabilities do not always have the levels of social confidence and competence and the robust friendship bonds that can protect against bullying. Where children with SEN and disabilities are themselves found to be bullying in most cases (except those related to specific conditions) schools should expect the same standards of behaviour as apply to the rest of the school community, having made the reasonable adjustments necessary.

## Bullying related to Sexual Orientation and Gender Identity

Research from respectme and LGBT Youth Scotland state that Homophobic, Biphobic and Transphobic bullying is when a young person's perceived or actual sexual orientation/transgender identity is used to exclude, threaten, hurt or humiliate them. This type of bullying relates to an element of a person's identity, targeting their 'inner being' and is therefore an example of prejudice-based bullying. Homophobic, biphobic and transphobic bullying can include some of the following behaviours, but are not limited to:

· Verbal abuse - the regular use, consciously or unconsciously, of offensive and discriminatory language, particularly the widespread use of the term 'gay' in a negative context Staff would be expected to challenge these pupils and then report the incident as a referral through Seemis to the relevant PT Pupil Support. Also spreading rumours that cause an individual's perceived sexual orientation and/or transgender identity to be ridiculed, questioned or insulted.

· Physical abuse – including hitting, punching, kicking, sexual assault and threatening behaviour;

· Cyber-bullying – using on-line spaces to spread rumours about someone or exclude them. Can also include text messaging, including video and picture messaging.

· Non-Verbal Communication- including gestures and looks

## Sexist or sexual bullying

Sexist and sexual bullying affects all genders. All genders may be targeted. Sexual bullying may be characterised by name calling, comments and overt "looks" about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used. Children and young people identifying as trans-gender or experiencing gender dysphoria (feeling that they belong to another gender or do not conform with the gender role prescribed to them) can also be targeted by bullies.

Bullying of young carers or looked after children or otherwise linked to home circumstances

Students may be made vulnerable to bullying by the fact that they provide care to someone in their family with an illness, disability, mental health or substance misuse problem. Young carers may be taking on practical and

emotional caring responsibilities that would normally be expected of an adult. Research has highlighted the difficulties young carers face, including risks of ill-health, stress and tiredness, especially when they care through the night. Many feel bullied or isolated. Children in care may also be vulnerable to bullying for a variety of reasons, such as they are not living with their birth parents or because they have fallen behind in their studies. Some children and young people are heavily influenced by their communities or homes where bullying and abuse may be common. Some bullying at school may arise from trauma or instability at home related to issues of domestic violence or bereavement or from the experience of being part of a refugee family. Siblings of vulnerable children may themselves be the subject of bullying by association.

## The effects of bullying

Something need only happen once for a child or young person to feel worried or scared to go to school. It is important to take into account the impact on the child or young person. Actions can affect people in different ways and this should be taken into consideration. If you are unsure if behaviour is bullying, look at the effect it is having on the child or young person and ask them how they feel. They may be showing some of the following signs and symptoms:

· show signs of illness or pretend to be ill

· skip lessons at school

· avoid attending particular places

· do less well in schoolwork/homework or lack concentration

· have their possessions damaged or stolen

· blank out others- withdrawing from relationships with friends or family

· become less 'chatty' – and be more clingy or aggressive

· avoid taking phone calls, using mobile phone or the internet.

# Reporting and Recording Incidents

The school encourages and equips the whole school community to report all incidents of bullying, including students who have experienced being bullied and bystanders who have witnessed an incident.

The school endeavours to provide clear, accessible and confidential incident reporting systems, which include access to:

· Staff, including teachers and support staff, who are aware of the importance of listening to students' concerns. We encourage all students to think about significant members of the school community that they can go to when they have a problem. This will generally be their Principal Teacher Pupil Support (PTPS) and Registration Tutor.

· Student prefects.

· Mentors in Violence Prevention (MVPs)

· Internal school procedures ensure a concern reported through any of the above channels will be filtered to the students' PTPS

## Recording

Bullying incidents will be systematically recorded and used to identify patterns of behaviour. Data will be used to identify trends with specific groups (e.g. cyber-bullying) or within particular areas of the school site to allow preventative programmes to be planned. By taking the positive action of recording incidents of bullying we are giving a clear message to parents, staff and the wider community that we take these incidents seriously and can become essential evidence if there is a dispute between the parties about how an incident of bullying has been handled.

Data regarding bullying will be monitored and acted upon by the Pupil Support Team at Lockerbie Academy.

# Prevention of Bullying

Lockerbie Academy believes that the whole school community should work together to reduce bullying as part of our efforts to promote a positive and inclusive whole school ethos and create a safe, healthy and stimulating environment. Alongside the school's responsive strategies for dealing with incidents of bullying, the school adopts a whole school approach to implementing proactive and preventative interventions at a school, class and individual level to reduce bullying.

Through PSE and assemblies, aspects of personal and social behaviour will be taught so children:

· recognise bullying behaviour

· know that they should speak out

· have the confidence to speak out if they are being bullied

· know who to speak to

· feel confident that they will be listened to and supported

· make them fully aware that bullying is a serious breach of the school rules and will not be tolerated.

At Lockerbie Academy, the following standards are important, especially with respect to bullying and we will work hard to maintain these:

· All teaching staff have a responsibility to promote the health, welfare and safety of students.

· Staff should maintain good order and control in lessons, so that their students feel safe.

· Our Classroom Rules states that students should 'only make positive comments about other people'. Staff should always deal firmly with incidents where this rule is breached

· Staff should always reinforce the rule that physical contact between students is not allowed.

· Learning about bullying is a significant feature of the PSE course in school and students need to be made aware regularly that bullying is never

acceptable, and what procedures they need to follow if they believe themselves to be bullied.

· Advice on dealing with bullying is found in the pupil planner which is issued to all students every year.

# Responding to Incidents of Bullying

· Students should be encouraged to report cases of bullying, either directly or indirectly experienced, to Pupil Support or Head of House. If bullying is reported to a Tutor, he or she should pass this on to Pupil Support.

· PT Pupil Support should talk to both the young person experiencing and the young person responsible for the bullying behaviour and create a plan of action for both parties. If the incident involves students from more than one house, the other Pupil Support Teachers need to be consulted. If the matter is mild and/or if it is a first offence, then a verbal warning to the person who is bullying may suffice. This should be logged within Seemis Bullying and Equality module

· The Pupil Support Teacher may involve the Head of House if they believe the situation warrants it.

· Parents of both the young person experiencing bullying behaviour and the young person responsible for the bullying behaviour should be informed of the incident. Parental contact will be in consultation with the pupil and will respect the confidentiality of the pupil.

· Following an incident of bullying, the young person experiencing bullying behaviour should receive support from their Pupil Support Teacher. There should be follow up to ensure that the situation has been satisfactorily resolved.

The school will offer a proactive, sympathetic and supportive response to pupils who are bullied. The exact nature of the response will be determined by the particular child's individual needs and may include:

· Immediate action to stop the incident and secure the child's safety

· Positive reinforcement that reporting the incident was the correct thing to do

· Reassurance that the person experiencing the bullying behaviour is not responsible for the bullying behaviour

· Informing parents at the earliest opportunity (respecting the confidentiality of the pupil)

· Strategies to prevent further incidents

· Sympathy and empathy

· Counselling

· Befriending /creation of a support group

· Extra supervision/monitoring

· MVP

· Arrangements to review progress.

Social networking websites are sometimes used for bullying and any threats made on such a site and acted on in school will be classed as pre-meditated and are likely to result in a more severe sanction. It should be acknowledged that it is very difficult for the school to take action on cyber bullying which has occurred outside of school time.

For the young person responsible for bullying behaviour:

· Talking about what happened, to discover why they became involved

· Informing the young person responsible for bullying behaviour's parents/guardians

· Continuing to work with the young person responsible in order to modify attitudes, this can include changes to class groupings or school travel arrangements

· Taking one or more of the disciplinary steps described below to prevent further bullying

# Further information

[Respect Me- Scotland's Anti-Bullying Service](#)

# The online bullying of school staff and professionals

Ineqe Safeguarding Group have been alerted to a number of incidents concerning the online targeting of teachers and school professionals by students.

Pupils have been creating online posts that ridicule, harass, or otherwise bully staff on social media sites such as TikTok and Instagram
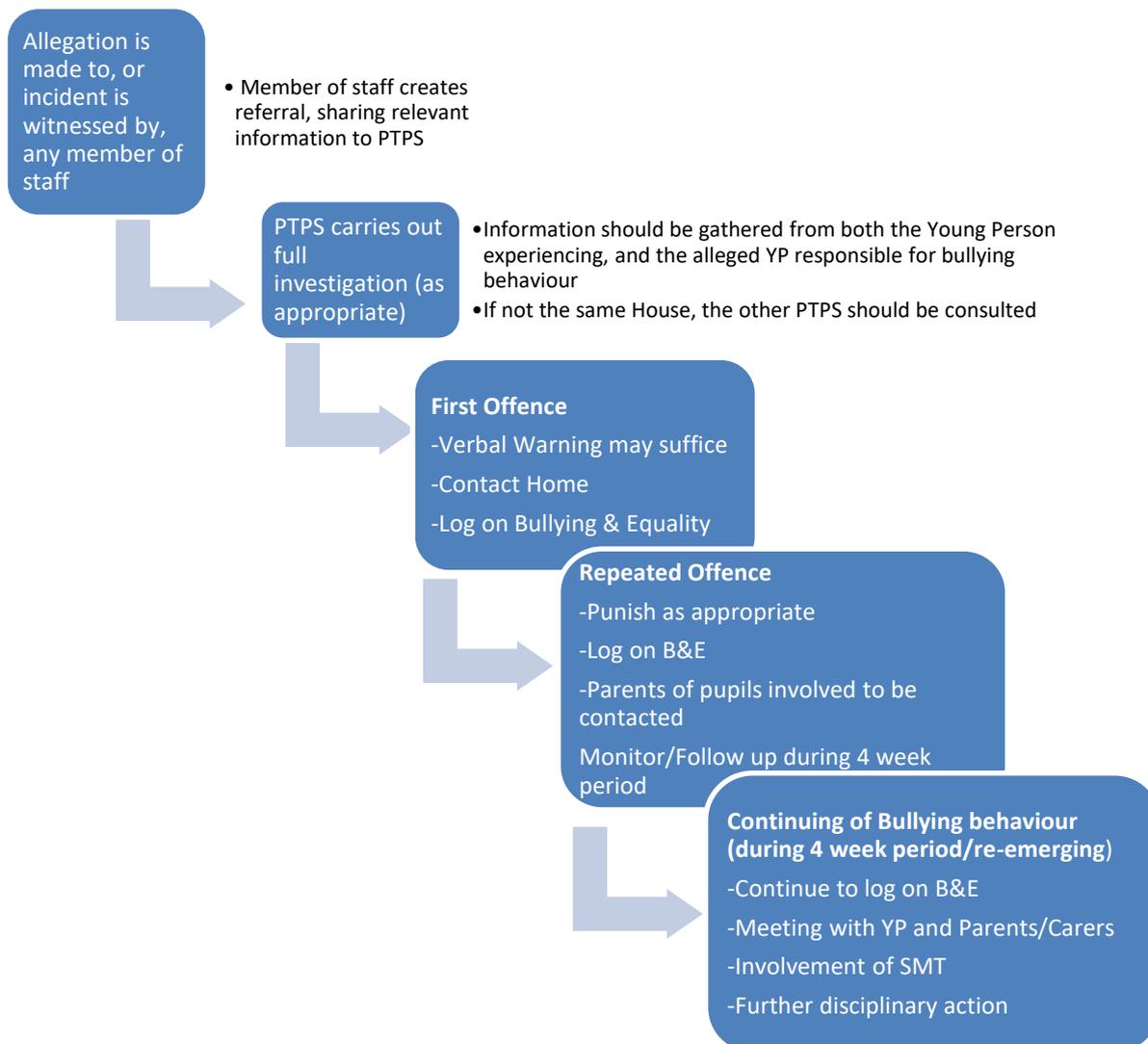
It is the case that many posts contain unacceptable comments and verbal abuse which can have a negative impact on school staff. If this occurs at Lockerbie Academy the following action will be taken-

- The account will be reported to the Social Media platform
- The account will be reported to Mr Asher
- All Parents/Carers will be informed
- The Local Authority will be informed
- If the school is made aware of who created the accounts, disciplinary action will be taken (this could end with Police involvement)

Parents/Carers should be aware of the following documents-
- The Protection from Abuse Act (Scotland) 2001
- The Protection from Harassment Act (Scotland) 1997
- The Defamation and Malicious Publication Act (Scotland) 2021

# Procedures for dealing with Bullying

**Allegation is made to, or incident is witnessed by, any member of staff**

• Member of staff creates referral, sharing relevant information to PTPS

**PTPS carries out full investigation (as appropriate)**

• Information should be gathered from both the Young Person experiencing, and the alleged YP responsible for bullying behaviour
• If not the same House, the other PTPS should be consulted

**First Offence**

-Verbal Warning may suffice

-Contact Home

-Log on Bullying & Equality

**Repeated Offence**

-Punish as appropriate

-Log on B&E

-Parents of pupils involved to be contacted

Monitor/Follow up during 4 week period

**Continuing of Bullying behaviour (during 4 week period/re-emerging)**

-Continue to log on B&E

-Meeting with YP and Parents/Carers

-Involvement of SMT

-Further disciplinary action

**Support from PTPS**
-arrangements to be made to support Young People involved
-Follow up with all involved to ensure situation has been resolved
-Contact home
-Update B&E as appropriate