

# Lenzie Academy

## Anti-Bullying Guidelines

‘Every child and young person in Scotland will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults. Children and young people, and their parents or carers, will have the skills and resilience to prevent or respond to bullying.

All children will expect help and know who can help them; while those adults working with them will follow a consistent and effective approach in dealing with and preventing bullying from early years onwards.’

***Scottish Government (2010) – A National Approach to Anti-Bullying for Scotland’s Children and Young People.***

## **Rationale**

These Anti-Bullying Guidelines provide guidance to pupils, staff, parents and carers of Lenzie Academy on preventing, responding to and reducing bullying behaviour in line with East Dunbartonshire's Anti-bullying and Guidance for Education Establishments (2015, updated 2019). It takes into account national guidance Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People (2017)

## **Aims**

The aims of the Lenzie Academy's Guidelines are to ensure:

- emotional well-being
- positive relationships
- respect
- resilience
- prevention of bullying
- support

## **Equality Act 2010**

We understand that discrimination or bullying based on the equality Act 2010's protected characteristics is unacceptable. These characteristics include:

- Age
- Disability
- Gender reassignment
- Race
- Religion or belief
- Sex
- Sexual orientation
- Pregnancy and maternity

These groups are more likely to experience discrimination, prejudice, or have limited access to support or opportunities.

## Definitions of Bullying

Bullying is a combination of behaviours and impacts someone's ability to feel in control of themselves and may make people feel hurt, threatened, frightened or left out.

When talking about bullying, it is important not to label children and young people as 'bullies' or 'victims' and language such as **bullying behaviours** and should be used rather than labelling individuals.

Lenzie Academy is committed to current definitions that take account of the context in which the event took place and the impact on the person who feels harm has been done to them. It is considered unhelpful to define bullying purely in terms of behaviours alone, the context will affect the impact.

### **Bullying behaviour takes many forms, for example:**

- racist abuse
- sexist abuse
- harassment
- homophobia
- biphobia
- transphobia
- sectarianism
- sending abusive emails, text messages or making abusive comments on social networking sites (e.g. Facebook, WhatsApp or Snapchat)
- assault
- forcing people to do things against their will e.g. stealing
- damaging or stealing property
- malicious notes or gossip
- teasing, cold shouldering/social isolation and being 'picked on'
- personal remarks about body image/appearance, disabilities, learning needs, family or social background
- any other behaviour which makes the victim or other people around them feel frightened, unhappy or isolated

It is crucial to take into account the impact that bullying behaviour has on a child or young person. **The impact an incident has on a child or young person is more important than whether it is classified as bullying.** Actions can affect people in different ways and this should be taken into consideration. The person who has experienced harm may have experienced just one event. **The impact determines the definition of bullying.** One incident is sufficient to alert adults to take appropriate supportive action.

### **Prejudice-based bullying**

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to behaviour and language that could manifest into racism, sexism, homophobia, biphobia or transphobia or prejudice and discrimination towards disability or faith. Prejudice-based bullying is when bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance. For example, prejudice arising from socio-economic background or a child or young person's appearance.

**Homophobic bullying** is bullying that is based on prejudice or negative attitudes, beliefs or views about, or behaviours towards, lesbian or gay people. Homophobic bullying can also include denying somebody's lesbian or gay identity or refusing to accept it.

Homophobic bullying may be targeted at children or young people who are, or who are perceived to be, lesbian or gay. It can also suggest that someone or something is less worthy because they are lesbian or gay.

Homophobic bullying can be targeted at children and young people who have lesbian or gay family members, and those who do not conform to gender stereotypes or are seen to be 'different' in some way, regardless of whether the person is actually lesbian or gay.

**Biphobic bullying** is bullying based on prejudice or negative attitudes, beliefs or views about, or behaviours towards, bi people. This can also include denying somebody's bi identity or refusing to accept it.

Biphobic bullying may be targeted at children and young people who are openly bi, those who are questioning their sexual orientation, or who are suspected of being bi. Biphobic bullying is also often targeted at children and young people who have bi family members.

Biphobic bullying may target children and young people with negative stereotyping (for example suggesting that they are greedy) or imply that being bi is a phase.

**Transphobic bullying** is bullying based on prejudice or negative attitudes, views or beliefs about, or behaviours towards, trans people, including non-binary people. This can also include denying somebody's gender identity or refusing to accept it. Transphobic bullying affects children and young people who are trans, including non-binary young people. It can also affect those who are questioning their gender identity as well as children or young people who are not trans but do not conform to gender stereotypes.

Transphobic bullying can be directed towards pupils who are perceived to be transgender or non-binary.

Transphobic bullying can also be targeted at children or young people who have trans or non-binary family members.

### **Prevention of Bullying**

At Lenzie Academy our school promotes an ethos which allows pupils to achieve their potential in a safe and happy environment. We can support pupils using a variety of strategies including:

- Use of PSE to address and inform pupils of bullying type behaviours
- Increased monitoring by key staff
- Focus at Assemblies
- External speakers/theatre groups/police to deliver key messages
- Restorative meetings
- Staff mentoring
- Pupil mentoring
- Individualised support
- Support group interventions e.g. resilience groups, self esteem
- Input from Equalities Group on awareness surrounding homophobic, biphobic, and transphobic bullying'

## Action

The member of staff to whom the incident is first reported, or who has witnessed the incident, should take the incident seriously. They must report it to the relevant Guidance Teacher and or DHT.

The child or young person who has **experienced bullying behaviour** will receive appropriate support and protection.

Examples of good practice include:

- Listen to the pupil
- Seek the views of the pupil
- Liaise with parents
- Keep pupil up-to-date with information
- Identify and provide appropriate supports
- Record the incident on the school system
- Monitor the situation
- Review after a set period

When a child or young person has **displayed bullying behaviour**, a member of the management team should, based on their professional judgement, endeavour to manage the resolution of the bullying incident within the school. Parents should be involved when their active support is needed to implement a resolution of the bullying incident.

Examples of good practice include:

- Listen to the pupil
- Seek the views of the pupil
- Keep pupil up-to-date with information
- Liaise with parents
- Avoid labelling
- Provide appropriate interventions to prevent further incidences of bullying behaviour

Such approaches might include:

- Support group referral e.g. Promoting Positive Behaviour
- Individualised support to address behaviours
- Involvement of external agencies e.g. Police
- Involvement of Educational Psychologist
- Use of Modelling e.g. Senior Mentor

However, 'where it is considered that in all circumstances to allow the child or young person to continue attendance at school would be seriously detrimental to order and discipline or the educational wellbeing of the pupils there' (*National Guidance for Schools and Local Authorities in Managing School Exclusions, 2011*), senior managers have the power to exclude as a last resort.

### **Communicating Awareness**

In order to tackle the issue of bullying it is essential that **everyone within the community** is aware that **bullying is never acceptable** and what action should be taken if they are subject to, or witness, what might be a bullying incident.

At Lenzie Academy we will:

- Provide a forum for discussion of bullying issues with key school staff (GSM)
- Apply guidelines as stated above
- Promote positive behaviour and respect
- Work with external agencies to reinforce key messages

To help raise awareness staff will:

- Use Assembly to address behaviours
- Encourage use of a restorative approach
- Discuss areas of concerns with Pupil Councils
- Publicise key messages

It is essential that everyone takes responsibility in creating a safe and supportive environment within Lenzie Academy and we aim to achieve this by:

- Promoting positive behaviours
- Fostering an inclusive school
- Using school based systems to monitor and report concerns
- Providing a range of interventions/supports

## Reporting Bullying Behaviour

If you are being bullied or witness someone else being bullied it is **very important that you take action**: ignoring it can often mean it will get worse!

Steps you can take include

- Report your concerns to a member of staff
- Support the individual where appropriate

## What will we do when you tell us?

Steps we will take will include:

- Support the pupils
- Investigate the concern
- Involve parents as appropriate
- Record the incident
- Provide interventions as required

We will encourage mediation which may involve:

- Restorative meeting/discussion
- Regular review with pupils
- Development of systems to support those involved

## Reporting Anti-LGBT Behaviour

All incidents should be reported to the young person's Guidance Teacher or Year Head.

Staff can also report to a middle or senior manager.

### Recording Anti-LGBT Behaviour

All incidents are recorded within SEEMIS under "bullying and equalities". In serious bullying incidents, these entries will remain on the pupil's record until they leave school.

### Monitoring Anti-LGBT Behaviour (including feeding back to targeted pupils)

For specific incidents, the Depute who oversaw the incident will feedback to the targeted pupil(s) and where appropriate their Parent/Carer.

SLT monitor the Bullying and Equalities log, leading to interventions for individuals, year groups or whole school.

Monitoring of SEEMiS data regarding 'bullying and equalities' takes place at Local Authority level on a quarterly basis. The QIOs then analyse for improvement.



### **Interventions to Mitigate Anti-LGBT Behaviour**

Various outcomes depending on the severity of the incident; the list below gives some examples of our practice, though this is continually evolving as part of whole-school and departmental development:

- All pupils who have displayed anti-LGBT behaviour are given work to undertake to educate them. E.g. resources from LGBT Youth Scotland such as the "SHH! Silence Helps Homophobia" learning resource.
- Whole-school work is undertaken through PSE.
- LGBT education is embedded across the whole-school curriculum, in terms of both marking key dates within the LGBT calendar and ensuring LGBT identities and orientations are represented in learning e.g. questions featuring same-sex couples.
- LGBT identities are visible across the school through posters, our website and Twitter page, as well as numerous LGBT titles in our library.
- In 2021-2022 our school is working towards Silver level of the LGBT Charter (LGBT Youth Scotland).

### **Review of Guidelines**

Guidelines will be subject to review.

We will review our Anti-Bullying Policy during session 2022-2023.