

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

January 2017

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 Policy and Guidance for Education Establishments (2015).

Aims

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

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

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 behaviours can include:

- Homophobic bullying
- Racist bullying
- Disablist bullying
- Body image
- Religion and belief
- Sexism and gender
- Looked after and accommodated
- Young carers
- Socio-economic group

This list is not an exhaustive list; there may be other behaviours that could impact negatively on a child's wellbeing.

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.

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 eg resilience groups, self esteem

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 eg Promoting Positive Behaviour
- Individualised support to address behaviours
- Involvement of external agencies eg Police,
- Involvement of Educational Psychologist
- Use of Modelling eg 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 the anti-bullying committee 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

Review of Guidelines

- **Guidelines will be subject to review**

