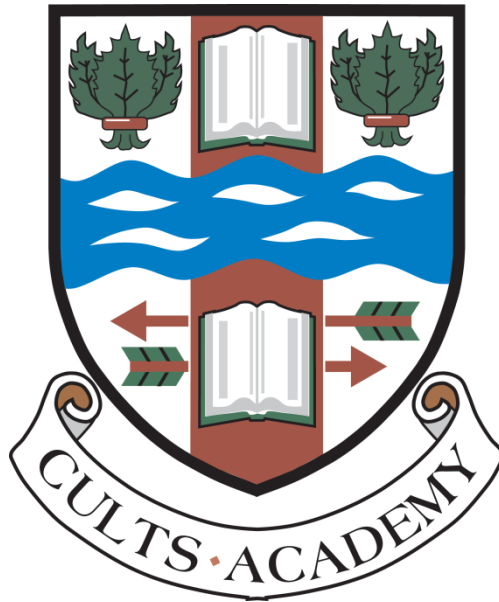


Cults Academy



RESPECT and ANTIBULLYING POLICY

Promoting Equality and Diversity

2015 (updated 2018)

“Our aim is to ensure that, in their goal to achieve and attain highly, each pupil feels valued, respected and safe.”

Cults Academy ... Our School



Our aim is for all pupils to feel valued in an environment that gives them the opportunity to become successful learners, confident individuals, responsible citizens and effective contributors to society.

VISION

At Cults Academy, pupils and staff together work to create a school where we are

- **Growing our Potential**
- **Supporting our Community**
- **Creating our Futures**

VALUES

Through our language, actions and attitude we show

- **Respect**
- **Pride in Self and Others**
- **Resilience**
- **Fairness**
- **Responsibility**

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Rationale

“The ethos and vision of the school strongly promotes equality, challenging all forms of discrimination.”

(HGIOS4 2.1 Safeguarding and Child Protection)

“Learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner.”

(HSIOS4 3.1 Ensuring Wellbeing, Equality and Inclusion)

At Cults Academy we are committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable. Where there are incidents of bullying, all pupils should be able to speak to someone and know that incidents will be dealt with promptly and effectively.

Aims of the Policy

- To ensure that all teaching and support staff, pupils and parents have an understanding of equality and diversity.
- To promote the school “Vision and Value” and ensure that everyone is familiar with this.
- To give assurance to pupils and parents that they will be supported when bullying is reported.
- To offer guidance/support on dealing with issues of equality and diversity.
- To give guidance on how to identify and deal with instances involving bullying.

What do we mean by bullying behaviour?

'Bullying is both behaviour and impact; the impact is on the 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.' Respect for all, Scottish Government 2017

Bullying is a breach of the UN Convention on the Rights of the Child

Bullying behaviour can harm people physically or emotionally, although the actual behaviour may not be repeated, the threat may be sustained

Bullying can take various forms:

- Emotional
- Verbal
- Sexual
- Cyber
- Physical
- Social
- Prejudice-based

Bullying behaviour can harm physically or emotionally and, while the actual behaviour may not be repeated, the threat may be sustained over time, typically by actions such as looks, messages, confrontations, physical interventions, or the fear of these. A bullying incident only has to happen once to have a lasting impact on a person.

Bullying behaviours may include:-

- Name calling and teasing
- Being hit
- Having belongings taken or damaged

- Being ignored or left out
- Receiving abusive texts, emails or messages online
- Having rumours spread about you
- Being targeted for who you are or who you are perceived to be

When is it not bullying behaviour?

It is important for children and young people to discuss how they feel and help them develop resilience to manage their relationships. We know that children and young people will fall out and disagree with each other as they form and build relationships. This is a normal part of growing up and most children and young people have the ability to bounce back from this type of behaviour.

- **What to look out for**

In Cults Academy any concerns regarding a young person being bullied should be reported to the appropriate Pupil Support Pastoral teacher.

If the pupil:

- Is subject to ridicule by others
- Becomes unhappy, withdrawn, anxious or lacking in confidence
- Begins to do poorly in school work
- Becomes unusually argumentative/unreasonable

If you become aware of any of the above Staff should inform Pupil Support Pastoral.

This list is by no means exhaustive: these could indicate other problems, but bullying should be considered a possibility and should be reported.

If a pupil is being bullied, he/she will not be able to fully take advantage of the education being offered, nor feel part of a caring, supportive and safe community.

Equality and Diversity

What is Equality?

Equality is ensuring individuals or groups of individuals are treated fairly and equally and no less favourably, specific to their needs, and according to their protected characteristics.

What is Diversity?

Diversity is about recognising that everyone is different in a variety of visible and non-visible ways. Diversity aims to recognise, respect and value people's differences to empower everyone to contribute and realise their full potential by promoting an inclusive culture.

In Cults Academy, we strive to promote equality and diversity. We try to ensure that everyone is treated with fairness and respect and afforded equal opportunities and universal support.

Legal obligations

UN Convention on the Rights of the Child (UNCRC)

Children's rights are now embedded in Scottish legislation with the Children and Young People (Scotland) Act 2014.

Equality Act 2010

The equality Act 2010 provides a basic framework of protection against direct and indirect discrimination, harassment and victimisation. The following are protected characteristics:

- Age

- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Promoting Equality and Diversity in Cults Academy

- Cults Academy “Visions and Values” is promoted visually throughout the school and embedded in school ethos.
- Staff and pupils should have an understanding of equality and diversity.
- All members of staff are expected to provide a positive personal example through their supportive relationships with one another and with pupils.
- Use of praise and issuing of Praise Awards recognise achievement and good behaviour.
- Senior pupils are directly involved in various initiatives:
 - Senior pupils adopt mentoring roles within vertical form tutor groups.
 - Peer counselling
 - S6 Leaders available to support younger pupils.
- Anti-bullying assemblies are held during the school year.
- Bullying is addressed as part of PSE programme.
- All Staff, especially Pupil Support, make themselves accessible and available to pupils.
- A recording system is in place for reported incidents.
- Form Tutors provide Universal Support for all pupils daily.
- Pupil Forums provide a platform for discussion which contributes to the school policy on Equality and Diversity.

Approaches to preventing bullying

Bullying takes place in the context of relationships. At Cults Academy respectful relationships are promoted, we also repair relationships where appropriate and ensure we respond to all forms of prejudice to help create an environment where bullying cannot thrive.

Children and young people value choice when responding to bullying. They need to explore a range of options that may suit them, as what works for one person may not work for another. Adults can support children and young people to make informed choices about how to respond to bullying.

A person who has been bullied does not feel in control of their life and may not feel free to exercise choice. By supporting children and young people to make choices, this helps restore their sense of agency; develop resilience; and establish positive relationship approaches that they will need for the rest of their lives.

Labelling

Labelling children and young people as 'bullies' and 'victims' can be disempowering and unhelpful in changing their behaviour or supporting their recovery from being bullied. Labelling an action as bullying is a more effective way of motivating a child to change their bullying behaviour.

Adults dealing with bullying behaviours are expected to be able to distinguish between a person and their behaviour. Any bullying behaviour must be challenged, however, all people

(including those causing bullying) should be treated with respect.

At Cults Academy staff help children change by telling them that the behaviour is bullying and that what they did is not acceptable.

Responding to bullying

When responding to incidents or accusations of bullying the approach should be to ask:

- What was the behaviour?
- What impact did it have?
- What does the child or young person want to happen?
- What do I need to do about it?
- What attitudes, prejudices or other factors have influenced the behaviour?

Children and young people who are exhibiting bullying behaviour will need help and support to:

- Identify feelings that cause them to act in this way
- Develop alternative ways of responding to these feelings
- Understand the impact of their behaviour on other people
- Repair relationships.

Teaching and Support Staff have a responsibility to:

- Listen to pupils.
- Inform pupils of any action to be taken e.g. "I am now going to speak with your Pupil Support teacher".
- Challenge disrespectful comments and actions.
- Be alert to early signs of distress or discomfort.
- Pass all information on bullying or suspected bullying to appropriate Pupil Support Pastoral teacher or Depute Head promptly.

Principal Teacher Pupil Support (PTPS) & Senior Management (SMT) have a responsibility to:

- Listen to pupils.
- Take care not to over-react, especially to rumours that may be unfounded.
- Inform pupil of any action to be taken.
- Involve the pupil who has been bullied in decisions made and action taken.
- Follow school procedures for recording incidents.
- Inform relevant staff about actions taken and keep them up-to-date with progress.
- Enable those pupils involved to see that improvement is achievable.

- Enable those pupils involved to understand the consequences of their actions while addressing any underlying issues causing their behaviour.
- Where appropriate consider the involvement of other agencies.
- Inform parents of the situation and actions taken.
- Where necessary take disciplinary measures.
- Continue to monitor the results of actions after dealing with incidents.

<http://www.gov.scot/Resource/0052/00527674.pdf>