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|  | newtonhill School Logo - Full ColourAnti-Bullying Policy |  |

At Newtonhill School we extend our code of behaviour to include anti-bullying guidelines. Everything we do is influenced by our school vision, values and aims.

Our Vision:

At Newtonhill School, we work together to create a safe and nurturing learning community, underpinned by positive relationships throughout, where children are inspired and supported to learn and to be respectful, compassionate and honest in their everyday lives.

Our goal is to equip our children with the skills, attitudes and confidence they need to be thriving, happy citizens in a global community.

Our Values:

* Happy
* Respectful
* Kind
* Honest
* Responsible
* Hardworking

Our Aims:

To create a school climate which provides the best learning experiences, within and out with the classroom where teachers can teach and pupils can learn and where we are continually looking towards new frontiers in teaching and learning.

To provide a warm, welcoming, orderly learning environment which strives to meet the needs of its pupils and where individuals feel secure, nurtured and included and social and cultural diversity is celebrated.

To provide a challenging academic environment which strives to continually improve our standards of education, celebrates achievement, encourages success and where pupils take responsibility and pride in their own learning.

To encourage positive, valuable partnerships with parents and carers, actively involving them in their child’s learning whilst promoting high aspirations and a positive mindset.

To develop a whole school culture of self-evaluation and reflection to ensure continuous improvement.

We also work towards supporting children’s rights in line with the United Nations Convention of Children’s Rights in all we do.

Article 3 “All organisations concerned with children should work towards what is best for each child”.

Article 19 “Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.”

We are a restorative school. Children will always be encouraged to treat others the way they would expect others to treat them. They will be encouraged to tell an adult if they are frightened or hurt in any way. Children should know that they will be listened to in a caring and sympathetic manner. Our school is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each other with respect and kindness.

Bullying of any kind is unacceptable and will not be tolerated at our school. At our school the safety, welfare and wellbeing of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a school community to take measures to prevent and tackle any bullying, harassment or discrimination.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study. We are committed to improving our school’s approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

**1. Definition of bullying**

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards an individual or group. The **STOP** acronym can be applied to define bullying – **S**everal **T**imes **O**n **P**urpose.

The nature of bullying can be:

* **Physical** – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone
* **Attacking property** – such as damaging, stealing or hiding someone’s property
* **Verbal** – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone
* **Psychological** – such as deliberately excluding or ignoring people
* **Cyber** – such as using text, email or other social media to write or say hurtful things about someone

Bullying can be based on any of the following things:

* **Race** (racist bullying)
* **Religion or belief**
* **Culture or class**
* **Gender** (sexist bullying)
* **Sexual orientation** (homophobic or biphobic bullying)
* **Gender identity** (transphobic bullying)
* **Additional Support Needs (ASN) or disability**
* **Appearance or health conditions**
* **Related to home or other personal situation**
* **Related to another vulnerable group of people** (eg looked after children, young carers etc)

**No form of bullying will be tolerated and all incidents will be taken seriously.**

**2. Reporting bullying**

**PUPILS WHO ARE BEING BULLIED**:

There are occasions where this word is used where the incident has been an isolated incident or disagreement. Whilst we recognise that this can be bullying there are occasions where we will use restorative approaches to resolve the situation.

In the first instance, if they feel comfortable in doing so, children are encouraged to try to use our TESGO mnemonic, to allow them to feel empowered enough to restore relationships and repair harm, by themselves. When using TESGO, children involved can:

* Talk about what has just happened.
* Explain how that has made them feel.
* Suggest a solution.
* Get an adult if they need further support.
* If it’s OK, they can go back to their play or work.

We recognise that this might not always be suitable for every pupil.

If a pupil is being bullied they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school:

* Report to a teacher – their class teacher, or any other teacher or member of staff
* Tell any other adult staff in school – such as Pupil Support Assistants or the school office
* Tell a Young Leader who in turn can help them tell a teacher or PSA
* Tell an adult at home
* Call ChildLine to speak with someone in confidence on 0800 1111

**Reporting – roles and responsibilities**

**STAFF**: All school staff, both teaching and non-teaching, have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school’s measures to prevent bullying. If staff are aware of bullying, they should reassure the pupils involved and inform their class teacher.

**SENIOR STAFF**: The Senior Leadership Team and the head teacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people.

**PARENTS AND CARERS**: Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should encourage their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office, who will forward the email or call to the appropriate member of staff.

**PUPILS**: Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying, but should offer support to the victim and, if possible, help them to tell a trusted adult.

Article 29 “Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.”

Article 12 “Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.”

**3. Responding to bullying**

When bullying has been reported, the following actions will be taken:

* Staff will record the bullying in the appropriate chronology(ies)
* Designated school staff will monitor incidents and respond accordingly
* In line with restorative approaches, staff will offer support to all pupils involved, in discussion with their class teachers. Individual restorative meetings will then be held with all pupils involved to devise a plan of action that ensures they are made to feel safe and reassured that the bullying is not their fault. Action plans will make use of Restorative Approach guidelines.
* In line with Restorative Approaches, everyone involved will work together to repair the harm and devise a plan of action.
* Staff will decide whether to inform parents or carers and where necessary involve them in any plans of action
* Staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly when actions take place outside of school

**4. Bullying outside of school**

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils’ well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy. Whilst bullying outside of school is outside of the school remit, and should be dealt with accordingly by parents and any other necessary agencies, eg Police Scotland, parents should let school know of anything happening outside of school which they feel may impact on pupils in school.

**5. Derogatory language**

Our Health and Wellbeing programmes of study teach our pupils that derogatory or offensive language is not acceptable. They should know that this is not how we speak in our school. This type of language can take any of the forms of bullying listed in our definition of bullying. Pupils using such language will be met with restoratively and the outcomes will be recorded and monitored. Follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language.

Article 17 “Children have the right to get information that is important to their health and well-being.”

**6. Prejudice-based incidents**

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school. Racial incidents are individually recorded and reported to Aberdeenshire Council. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

**7. School initiatives to prevent and tackle bullying**

We use a range of measures to prevent and tackle bullying including:

• Our vision, values and aims were developed with the whole school community and are displayed in every classroom and around the school. The school development plan has this at its core.

• The Curriculum for Excellence Health and Wellbeing programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying

• School assemblies help raise pupils’ awareness of bullying and derogatory language

• Difference and diversity are celebrated across the school through diverse displays, books and images, and through different contexts for learning across the curriculum, often also celebrated during class-led assemblies

• The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible, and the school has recently embarked on regaining our Recognition of Commitment in the UNICEF Rights Respecting Schools Award

• Stereotypes are challenged by staff and pupils across the school

• Playground Superheroes and P7 Young Leaders offer support to all pupils, including those who may have been the target of bullying

• Restorative approaches programmes such as our Playground Superheroes and our TESGO policy, provide support to targets of bullying and those who show bullying behaviour.

• Pupils are continually involved in developing school-wide positive behaviour and anti-bullying initiatives through the Pupil Council and other group and class initiatives which are shared with the whole school community

• Staff continually work with parents and carers and in partnership with community organisations to tackle bullying, where appropriate.

**8. Training**

The Headteacher and SLT are responsible for ensuring that all school staff, both teaching and nonteaching receive regular training on all aspects of the anti-bullying policy.

**9. Monitoring and reviewing**

The head teacher is responsible for ensuring the policy is being upheld. The policy is reviewed every year and updated and shared as is necessary.