



Anti-Bullying Policy

Summary of changes

Staff member responsible	Revision date	Approved by	Approval date	Reason for update	Frequency of Review
Assistant Rector - Pastoral	Nov 2023	SSG	Nov 2023	Annual Review	
Assistant Rector - Pastoral	October 2024	SSG	Oct 2024	Annual Review	36 months
Assistant Rector - Pastoral	January 2025			New National Guidelines from Scot Gov	

Table of Contents

LINKS TO UNCRC.....	4
LINKS TO OTHER DOLLAR ACADEMY POLICIES.....	4
INTRODUCTION.....	5
INTRODUCTORY STATEMENT.....	5
THE AIMS OF DOLLAR ACADEMY’S ANTI-BULLYING POLICY	6
WHAT IS BULLYING?.....	7
LIMITATIONS.....	9
BULLYING AND WELLBEING	9
THE WIDER VISION FOR ANTI-BULLYING FOR CHILDREN AND YOUNG PEOPLE IN SCOTLAND	10
APPROACHES TO PREVENTING AND DEALING WITH BULLYING	10
PROCEDURES.....	10
Pupils.....	10
Parents/guardians of the victim	11
Parents/guardians of the perpetrator	11
Action within the Academy might include:	11
Recording and Monitoring.....	12
GDPR.....	12
APPENDIX A.....	12
Warning signs and symptoms (for parents/guardians)	12
APPENDIX B.....	13
Action for Staff.....	12
APPENDIX C.....	12
Support, resources or training for anti-bullying	12
Respectme	12
Children 1 st	13
ParentLine.....	13
ChildLine.....	13
LTS.....	13
Youth Scotland	14
Scottish Out of School Care Network	14
LGBT Youth Scotland.....	14
SAMH	15

Zero Tolerance	15
Enquire	15
Enable Scotland	16
Changing Faces	16
Scotland’s Commissioner for Children and Young People (SCCYP)	16
The Children’s Parliament.....	16
Shout – Crisis Support Text-line.....	17
Young Scot	17

LINKS TO UNCRC

This policy links to the following UNCRC articles:

- Article 2 (Non-Discrimination): Every child has the right to be protected from discrimination, including in situations of bullying based on gender, race, religion, disability, or any other status.
- Article 3 (Best Interests of the Child): All actions concerning children should be in the best interests of the child, including policies to protect children from bullying.
- Article 12 (Respect for the Views of the Child): Children have the right to express their views freely in all matters affecting them, including being heard in cases of bullying and contributing to solutions.
- Article 16 (Right to Privacy): No child should be subjected to arbitrary interference with their privacy, which could apply to bullying involving invasion of privacy, such as online harassment.
- Article 19 (Protection from All Forms of Violence): Children have the right to be protected from all forms of physical or mental violence, injury, abuse, neglect, or exploitation, including bullying.
- Article 28 (Right to Education): Every child has the right to education, and schools must ensure that the environment is safe and conducive to learning, which bullying can directly undermine.
- Article 29 (Goals of Education): Education should promote the development of the child's personality, talents, and mental and physical abilities, which can be hindered by bullying.
- These articles form the foundation for ensuring that school environments are safe, inclusive, and protective of all children's rights.

LINKS TO OTHER DOLLAR ACADEMY POLICIES

This policy has links with the following Dollar Academy policies:

- Safeguarding and Child Protection Policy
- Behaviour Policy:
- E-Safety or Online Safety Policy
- Missing Pupil and Attendance Policy
- Staff Code of Conduct: This policy outlines the expectations for staff behaviour, which should include preventing, identifying, and appropriately responding to bullying incidents.

INTRODUCTION

Dollar Academy's inclusive ethos is rooted in perhaps the most important of our core values - 'Be Kind'. We are a diverse school and we strive to be a community that is respectful of all pupils and staff, and their identities and beliefs.



INTRODUCTORY STATEMENT

The UNCRC is a universal treaty which covers all aspects of a child's life and sets out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. Dollar Academy is committed to embedding a rights-based approach. We do this by ensuring:

- Our school is inclusive of all children and does not discriminate any child/ group whatever their ability, race, religion or family background (Article 2).

- Everything we do is in the best interests of all children and young people (Article 3).

Our ethos is to ensure that every child is able to develop to their full potential (Article 29), their dignity and rights are respected (Article 28) and that no barriers are placed in the way of any children and young people achieving their full potential (Article 6).

In any decisions made, the children and young people's views have been consulted, considered or they will actively participate (Article 12).

All cases of bullying are serious, whether physical or emotional/psychological. Dollar Academy's position on the issue of Bullying is clearly summed up on p17 of the *Information for Pupils* booklet in the statement under the heading *Care for Others*:

"Dollar Academy is committed to providing a safe and supportive environment. Members of our community are entitled to go about their daily life at school without fear of harassment or harm. The deliberate causing of distress, either mental or physical, to another person is totally unacceptable. Any behaviour of this sort should be reported to a member of staff immediately, who will take action. DO NOT IGNORE IT IF YOU SEE IT: DO SOMETHING ABOUT IT."

This policy does not necessarily apply to all instances of bad behaviour. During their time at school, children often fall out with their friends, make up, fall out again. Social groups shift and change. In addition, all children are capable at some time of being thoughtless, insensitive, moody, rough, or rude. They can be impulsive and unpredictable in their behaviour, and this can result in tensions and difficulties. The pupils involved are not necessarily regarded as either bullies or victims. The Academy is always careful to establish the facts in an open-minded manner before making any judgements about whether bullying has taken place or a child is being victimised.

THE AIMS OF DOLLAR ACADEMY'S ANTI-BULLYING POLICY

The aim of this policy is to prevent bullying of any sort and to ensure that everyone can operate in a supportive, caring and safe environment without fear of being bullied. All members of the school community, including governors, teaching staff, support staff, pupils and parents should have an understanding of what bullying is and be familiar with the school policy on bullying: therefore the aim of this policy is to help members of the school community to deal with bullying when it occurs and, even more importantly, to prevent it. Bullying is an anti-social behaviour which affects everyone; it is unacceptable and it will not be tolerated. Everyone in the community has a responsibility to report any bullying that comes to their attention and these reports will always be taken seriously.

All staff, support staff, governors and volunteers, involved with children and young people at Dollar Academy will aim to:

- develop positive relationships amongst children, young people, and adults which are mutually respectful, responsible and trusting; and promote their emotional health and wellbeing
- build capacity, resilience and skills in children and young people, and parents and carers, to prevent and deal with bullying
- prevent bullying of children and young people through a range of policies, strategies, learning opportunities and approaches
- support children, young people and their parents and carers who are affected by bullying

- promote a culture of 'upstanding' pupils that actively discourage bullying behaviour within their social groups and who feel comfortable reporting such behaviour

The Governors and Senior Staff Group will aim to:

- provide leadership and ensure accountability
- develop effective practices which proactively prevent and deal with all types of bullying behaviour
- ensure provision of information, training, advice and support to those working with pupils, as well as their parents or carers

WHAT IS BULLYING?

Bullying is face-to-face and/or online behaviour which impacts on a person's sense of physical and emotional safety, their capacity to feel in control of their life and their ability to respond effectively to the situation they are in.

The behaviour does not need to be repeated, or intended to cause harm, for it to have an impact. Bullying behaviour can be physical, emotional or verbal and can cause people to feel hurt, threatened, frightened or left out.

Bullying behaviours can include the following:

- **Physical** - involving pushing, kicking, tripping, hitting, punching or any use of violence
- **Racist** - involving racial and/or religious taunts, graffiti, gestures...
- **Sexual** - involving unwanted physical contact or sexually abusive comments
- **Homophobic, biphobic, transphobic** - focusing on issues of sexuality
- **Verbal** - including verbal aggression, name calling, teasing, being put down, the spreading of rumours, offensive remarks...
- **Cyber** - causing anxiety and distress by means of technology (texts, social media usage, online gaming, the circulation of images)¹
- **Disablist** bullying occurs when bullying is motivated by prejudice against people with any form of disability
- **Sexist** bullying occurs when bullying is motivated by a prejudice against someone because of their gender
- **Emotional** - involving excluding and/or tormenting, making people feel like they are being bullied or fearful of being bullied
- Having belongings taken or damaged.
- Being targeted because of who you are or who are perceived to be (face to face or online)
- Increasing the reach and impact of bullying or prejudice through the recruitment and/or involvement of a wider group.

Bullying behaviour includes actions or comments that are racist, religious or cultural, homophobic, transphobic, sexist, sexual or which focus on disabilities or other physical attributes (such as hair, colour or body shape) or any reference to support they might receive for their Learning and/or Disability.

¹ With the continued advance of new technologies, Dollar Academy is aware there is an increased risk of cyber bullying using emails, instant messaging social networking sites, and public websites inappropriately. Therefore we have an ICT User's policy which all pupils and parents sign, along with a separate Electronic Communication and Social Media Guidance.

Bullying may involve complicity that falls short of direct participation by, for instance, manipulating a third party to tease or torment someone. It may be overt and intimidatory but is often hidden and subtle. Pupils should understand that 'passive bystanders' to any form of bullying behaviour are, to some degree, complicit - accepting of its effects and consequences within their community. Pupils are encouraged to be 'active bystanders', reporting such behaviour and actively discouraging or condemning it when appropriate.

The seriousness of bullying cannot be emphasised enough. Bullying is one of the greatest concerns that parents have about their children's safety and wellbeing at, and on the way to and from, school. Bullying can make the lives of its victims a misery: it often undermines their confidence and self-esteem and can destroy their sense of security. Bullying can impact on attendance and attainment at school, marginalises those groups who may be particular targets for bullies and may have a life-long negative impact. It can be psychologically damaging and, at worst, it has been reported as a factor in suicide.

There are criminal laws that apply to harassment, assault and threatening behaviour. If it is felt that a criminal offence may have been committed the School will, in some cases, seek assistance from the police.

Responding to bullying

Step 1: Reporting There are different ways in which Dollar Academy may become aware of potential bullying behaviour. It may be raised by the pupil who believes they are being bullied. It could be raised by another child or young person who has witnessed behaviour they perceive as bullying. It could be raised by a parent or other family member. It could be observed by a member of staff or adult volunteers.

Step 2: Recording the incident/concern Once an incident or concern has been raised, this should be logged on CPOMS as soon as possible. It is not necessary for an allegation to be substantiated before it is recorded. Rather details of the reported incident should be recorded, capturing information about the behaviour that took place, who was involved, where and when it is reported to have happened, any potential underlying prejudice, including details of any protected characteristics, and whether the impact indicates any wellbeing concerns or the need for additional support. An investigation into the incident should follow, as set out in the following section, with the recording system being updated throughout the process on the outcome of this investigation, and any action taken as a result.

Step 3: Investigation Bullying is a combination of behaviour and impact and should be addressed with compassion and professional curiosity when investigating incidents. Although bullying is often persistent, a single incident can have a significant impact on the health and wellbeing of children and young people and instil a fear that it might happen again. Impact on the individual/group's health and wellbeing and/or learning and school environment can be established through an investigation of alleged, observed or reported bullying incidents.

A helpful approach would 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 – for example, is there a child protection concern?
- what attitudes, prejudices or other factors may have influenced the behaviour?

Once an investigation has concluded, CPOMS should be updated with the outcome of the investigation. This should include whether the incident was found to be resolved, not resolved or unfounded. Where an incident is found to be bullying, Dollar should record what supports/interventions were put in place for both for individuals/groups affected by the behaviour and those displaying the behaviour. If the incident is not bullying, but due to other factors such as changing friendship groups or interpersonal conflict, it can still be difficult for a child or young person and their parents. In these situations, it is important for those involved to understand that even though the incident is not bullying there will still be a response from staff who can work with the child or young person and potentially peers to improve the situation.

Step 4: Responding to bullying incidents All responses to alleged bullying incidents should be child-centred and reviewed individually, rooted firmly in the values of rights, fairness, respect, equality and inclusion. Consideration should be given to how to support the child or young person experiencing the bullying behaviour, and also the person displaying this behaviour, to prevent similar behaviour happening in the future.

LIMITATIONS

It is important to note that Dollar Academy cannot always act on reports of bullying behaviour that take place outwith the school day (other than travelling to/from school by school bus). We can, and will, always offer support for an individual if his or her wellbeing is affected. However, in some cases it may be more appropriate for parents, pupils and/or carers to approach the police or social work to report bullying behaviour. A list of support agencies and resources is provided in Appendix D.

BULLYING AND WELLBEING

The emotional health and wellbeing of children and young people is at the heart of achieving the outcomes that our children have the best start in life and are ready to succeed; become successful learners, confident individuals, effective contributors and responsible citizens. The eight indicators of wellbeing in children and young people are that they are safe, included, responsible, respected, active, nurtured, achieving, and healthy. Bullying behaviour can have a negative impact on all those indicators.

Everyone involved in the lives of a pupil at Dollar Academy has a contribution to make to prevent and deal with bullying behaviour. We, as a community, have the potential to make a positive impact on the emotional health and wellbeing of children and young people, now, and in their adult lives, through effective anti-bullying approaches.

The purpose of our approach is to communicate and promote a common vision that ensures Dollar Academy provides a safe and supportive environment, where every member of our community can go about their daily life at school without fear of harassment or harm.

Any pupil that believes they are the victim of bullying behaviour will have their wellbeing supported through the school's GIRFEC, wellbeing and, in the most serious of instances, child protection processes and procedures.

The 5 GIRFEC Questions will always be asked:

1. What is getting in the way of this pupil's wellbeing?
2. Do we have all the information I need to help this pupil?
3. What can we do *now* to help this pupil?

4. What can the school do to help this pupil?
5. What additional help, if any, may be needed from others?

THE WIDER VISION FOR ANTI-BULLYING FOR CHILDREN AND YOUNG PEOPLE IN SCOTLAND

The challenge that faces Scotland is to go beyond the acceptance that bullying exists so that:

“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.”²

APPROACHES TO PREVENTING AND DEALING WITH BULLYING

All staff should establish open, positive and supportive relationships where pupils feel safe, listened to, and secure in their ability to discuss sensitive issues. It is essential that adults model behaviour which promotes health and wellbeing; and understand anti-discriminatory, anti-bullying, and child protection policies. Approaches that Dollar Academy utilises to help prevent and deal with bullying are:

- education and awareness of rights and protected characteristics
- proactive information strategies and campaigns
- PSE programmes and activities, including visiting speakers
- development of an inclusive and positive ethos and climate of respect, responsibility and positive relationships; and a culture where bullying and discrimination is considered unacceptable
- pupil involvement and engagement
- circle time, peer mediation, buddying, mentoring, and playground supervision
- prefect training and the Mentors for Violence Prevention programme
- building resilience and developing social and emotional skills through a strong co-curricular programme
- personal support and additional support, including the availability of a school counsellor
- peer support through the Mental Health Ambassadors
- acting on patterns of bullying incidents through monitoring
- wellbeing and child protection procedures
- sanctions
- Diversity and Inclusion Working Group

PROCEDURES

Pupils

If you are being bullied or suspect that someone else is -

Talk to someone - for example:

- any member of staff with whom you feel comfortable;
- your Head of Year, Assistant Head of Year or Form Tutor;
- the School Counsellor
- the school nurse

² Scottish Government (2010). A National Approach to Anti-Bullying for Scotland's Children and Young People.

- any member of the Senior Staff Group (SSG);
- a friend - and ask him or her to speak to a teacher on your behalf;
- A Form VI Mental Health Ambassador or Form VI Peer Mentor
- a prefect or older pupil - and ask for help in reporting the issue.

Remember

- try to keep calm and avoid retaliation;
- do not respond to abusive texts or messages;
- block messages from people who abuse you;
- keep a record/screen shots of bullying behaviour (texts, emails, messages);
- be aware that it is not your fault that you are on the receiving end of bullying behaviour.

Parents/guardians of the pupil being bullied

- If you believe that your child is being bullied, report the situation without delay to your child's teacher in the Prep and Junior School or Head of Year in the senior school.
- Allow the school time to investigate.
- Expect to be informed of the outcomes of the investigation (although not of specific disciplinary action involving other pupils).
- Monitor your child's wellbeing at home and be ready to make contact again if necessary.
- Remember that not every case of alleged bullying will be found to be bullying.

Parents/guardians of the child displaying bullying behaviour

- Be prepared to speak to the school if you believe that your child is exhibiting bullying behaviour.
- If your child tells you that he/she is being investigated about a bullying incident or incidents, talk to him/her about the facts.
- Allow the school time to establish the facts.
- Depending on the severity of the incident, be prepared to come into school to discuss the issue.
- Talk to your son/daughter about their actions; support them in all attempts to change their behaviour; encourage empathy.

Action within the Academy might include:

- immediate action as appropriate to defuse the situation;
- the writing of statements by all involved;
- pupil interviews with Heads of Year/Assistant Heads of Year and/or members of SSG;
- Heads of Year/Assistant Heads of Year and/or members of SSG involved in establishing the facts;
- in some cases, discussion with both/all parties with no apportioning of blame where this is deemed to be appropriate;
- mediation meetings organised by the relevant Head of Year if deemed to be appropriate (and with the agreement of the victim);
- clear guidelines being given for future behaviour;
- monitoring of the situation, usually by Heads/Assistant Heads of Year;
- parental contact;
- assessment of well-being within the GIRFEC model;
- a plan of action indicating clearly any expected outcomes;
- 8am detentions;
- suspension or permanent exclusion where, in the judgement of the school, this is warranted (in the most persistent / serious cases).

In very serious cases, where there is reasonable cause to suspect that a pupil is suffering, or likely to suffer, significant harm, the incident may be treated as a child protection concern and it may be considered appropriate to make a report to Social Services and/or the Police.

Note

The Academy always deals with every case on an individual basis.

No teacher will ignore bullying or immediately dismiss a pupil's concerns.

Not all allegations of bullying will warrant all, or indeed any, of the above actions.

Any malicious accusations of bullying, if found to be untrue, will be treated seriously and may warrant disciplinary procedures.

The Academy vigorously promotes its anti-bullying policy through its PSE programme, assemblies, MVP (peer mentor scheme) and its core values.

Recording and Monitoring

All incidents of bullying and/or alleged bullying should be acted upon and recorded in-line with the Wellbeing and Child-Protection Policy's 4'R's guidance - (Recognise, Respond, Report, Record).

In addition, all incidents of bullying and alleged bullying will be recorded on the school management system (CPOMS) in line with *Respectme* guidance. All bullying incidents which relate to protected characteristics will be specifically recorded.

A summary analysis of bullying and alleged bullying incidents at Dollar Academy will be presented to the Governor's Safeguarding Sub-Committee annually.

GDPR

All data collected as part of a bullying allegation will be kept in accordance with our privacy notice and retention policy, details of which can be found on the school website.

This Anti-Bullying Policy is compliant with:

- A National Approach to Anti-Bullying for Scotland's Children and Young People 2024
- National Minimum Standards for Boarding School (2015), Standard 12: Promoting Positive Behaviour and Relationships
- HMle and Care Inspectorate standards
- Equality Act 2010
- Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies, October 2014
- Keeping Children Safe in Education, DFE, July 2015
- Children and Young Persons (Scotland) Act 2014
- GIRFEC
- Curriculum for Excellence
- National Guidelines for Child Protection 2023
- *Respectme*

APPENDIX A

Warning signs and symptoms (for parents/guardians)

A child may indicate in words, by signs or by behaviour that he or she is being bullied. Adults should be aware of these signs and report them to the school. These might include:

- being frightened of walking to and from school;
- not wanting to go on the school bus;
- asking (unexpectedly) to be driven to school;
- becoming withdrawn, anxious or lacking in confidence;
- self-harming;
- attempting or threatening suicide;
- nightmares;
- a significant change in school performance;
- coming home with clothes torn or materials damaged;
- coming home with unexplained cuts and bruises;
- becoming uncharacteristically disruptive, aggressive or unreasonable;
- bullying others/siblings;
- not eating properly;
- seeming to be frightened to say what is wrong;
- nervous about or upset by use of the computer or mobile phone.

These signs and behaviours could, of course, indicate other problems, but bullying should be considered a possibility and investigated further.

APPENDIX B

Expectations for Staff

Members of staff should

- Role model positive behaviour and healthy relationships
- Discuss issues of bullying as they arise in the classroom
- Look out for interactions between pupils that might indicate bullying
- Never ignore low level incidents that could indicate bullying
- Consistently respond to manifestations of prejudice, such as pejorative and derogatory language use, or harmful stereotypes
- Be vigilant about patterns of absence from class or co-curricular activities
- Report any concerns to the guidance staff
- **Always take seriously/never ignore any report of bullying by a pupil**

If an incident should arise:

- Defuse/make safe the situation (eg separate pupils; move them to different supervised areas; involve the nurse if necessary...)
- Have pupils write statements
- Report the issue without delay to guidance staff/SSG
- Write an account of the incident(s) on CPOMS

APPENDIX C

Resources and support Support for children and young people

respectme, Scotland's Anti-Bullying Service, has information available for children and young people to help them understand what bullying is, and what their options are if they are being bullied.

Childline offers direct emotional and practical support for children and young people about bullying at school or any other issues. Childline can also be contacted free on 0800 11 11.

Young Scot provide a range of information to build young people's understanding of what they can do if they are being bullied, including support for online bullying.

Reach provides information and advice to children and young people who have, or might have, an additional support need on their rights.

Support for parents

respectme, Scotland's Anti-Bullying Service, has a range of information resources and training opportunities to increase parent awareness of bullying behaviour and to consider the different ways they can respond if their child is being bullied, or is involved in the bullying of others. These resources also offer guidance on how schools and parents can work together to create inclusive environments and provide effective support for children and young people.

ParentLine Scotland can help parents or family members think about the best way to deal with a situation where their child is being bullied or is displaying bullying behaviour. Parentline Scotland can also be contacted free and in confidence on 0800 028 2233.

Parentclub provides information to support parents where their child is being bullied at school. Connect works with with parents, parent groups and educators, providing information, advice and training.

National Parent Forum of Scotland is a volunteer-led organisation that works to ensure that parents play a full and equal role in education.

Enquire provides advice for parents of children who have, or might have, an additional support need. Coordinated by the Coalition for Racial Equality and Rights (CRER), Advocacy for Race Equality in Schools Scotland (AdRESS) is an advocacy and advice service launched to support parents and carers whose child has experienced racist incidents or racially motivated bullying in school. Enquiries can be made by telephone on 0330 122 4600 or by email at [support@ adresscotland.org](mailto:support@adresscotland.org). They can also be submitted through the online contact form on the AdRESS website (www.AdRESScotland.org) where further information and resources can also be found.

The **NSPCC** has published advice for parents on keeping children safe online.