



Largs Academy Policy Review 2011

Policy and Quality Standards relating to

Anti-Bullying Policy

Policy Principles from the quality indicators outlined in
How Good Is Our School? The Journey To Excellence: Part 3

5.6 Equality and fairness

- Approaches to inclusion
- Promoting equality and fairness
- Ensuring equality and fairness

5.7 Partnerships with learners and parents

- Engaging parents in their children's learning and the life of the school
- Consulting and communicating with learners and parents
- Dialogue with learners and parents about the work of the school

5.8 Care, Welfare and Development

- Arrangements for ensuring care, welfare and child protection
- Approaches to and provision for meeting the emotional, physical and social needs of children and young people
- Curricular and vocational guidance

9.1 Vision, values and aims

- Appropriateness and coherence with corporate and community vision, values and aims
- Sharing and sustaining the vision
- Promotion of positive attitudes to social and cultural diversity

Aims and Introduction

Our policy draws heavily on the advice contained in North Ayrshire Council's Standard Circular M6 (February 2010).

"Our vision is of a North Ayrshire where all children and young people can enjoy the full benefits of their educational experience and reach their full potential free from bullying and harassment."

The following aims are at the core of our policy.

- We promote a school ethos which is respectful, just, equal, inclusive and anti-bullying. The Curriculum for Excellence highlights the values on which Scottish society is based (wisdom, justice, compassion and integrity) and these values provide a solid basis for developing this ethos.
- Any allegation of bullying will be taken seriously and investigated thoroughly.
- Appropriate action will be taken to resolve incidents.
- The involvement of pupils, parents and staff will be actively encouraged in the development and implementation of the anti-bullying policy and training will be provided, if necessary

Curriculum for Excellence, which emphasises the importance of meeting individual needs and encourages young people to become successful learners, confident individuals, effective contributors and responsible citizens, influences the way we tackle bullying in our school today. Involving pupils and parents to find solutions to bullying incidents can lead to more successful and sustainable outcomes for young people. *Getting It Right For Every Child (GIRFEC)*, which places greater emphasis on partnership working and shared assessments of young people, is also a main influence on our approach as we work alongside school nurses, social services, and other partners before agreeing on appropriate strategies to support pupils at Largs Academy.

The emotional health and wellbeing of children and young people is at the heart of ensuring that our pupils have the best start in life and are ready to succeed; become successful learners, confident individuals, effective contributors and responsible citizens; and have improved life chances where they are more at risk.

The *My World Assessment Triangle* outlined in *GIRFEC* shows us how we should assess an individual pupil's needs. The eight indicators of wellbeing in children and young people (*safe, included, responsible, respected, active, nurtured, achieving, and healthy*) are vital ingredients for a happy well-balanced pupil population in the school. We recognize that bullying behaviour can have a negative impact in each of these key areas.

"We all want children and young people to feel safe and secure and be able to work in a supportive environment that promotes mutual respect. Bullying behaviour can seriously affect this and should not be dismissed as normal part of growing up, given the potential short-term impact and long-lasting consequences."

A National Approach to Anti-Bullying for Scotland's Children and Young People

Keith Brown
Minister for Skills and Lifelong Learning
Nov2010

Definition of Bullying

North Ayrshire Council's definition of bullying:

- Bullying happens when someone is hurt by the actions of others, fears that this will happen again and feels powerless to prevent this.
- Bullying is defined by its effects, which may mean that one child's behaviour may have different effects on different children.
- Bullying is often associated with various prejudices related to a person's race, disability, gender, religion, sexual orientation or social class.
- Bullying is not limited to areas of deprivation or particular social classes. North Ayrshire has a high incidence of domestic abuse and this may have a significant impact on the levels of bullying in schools.

At Largs Academy we accept the definitions listed above and include particular behaviours which may be more common in a school setting:

- name calling, teasing, putting down or threatening
- ignoring, leaving out or spreading rumours
- hitting, tripping, kicking
- stealing and damaging belongings
- sending abusive text, email or instant messages
- making people feel like they are being bullied or fearful of being bullied
- targeting someone because of who they are or are perceived to be

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.

HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.

HWB 0-10a / HWB 1-10a / HWB 2-10a / HWB 3-10a / HWB 4-10

Bullying and the law

The Scottish Government is committed to supporting and promoting children's rights and the United Nations Convention on the Rights of the Child (UNCRC). All children and young people have these rights and should respect the rights of others. There is also a strong Scottish legal framework which enshrines the welfare of the child as paramount while taking into consideration the views of the child. The Standards in Scotland's Schools Act 2000 and the Education (Additional Support for Learning) (Scotland) Act 2004 are the most recent laws affecting young people in Largs.

The Equality Act 2010 aims to strengthen the law to support progress on equality. It provides protection from discrimination, harassment and victimisation based on a range of 'protected characteristics'. These characteristics are defined in the Act as race, sex, disability, sexual orientation, religion or belief, age, gender reassignment, pregnancy and maternity, and marriage and civil partnership.

As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.

HWB 0-09a / HWB 1-09a / HWB 2-09a / HWB 3-09a / HWB 4-09a

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.

HWB 0-13a / HWB 1-13a / HWB 2-13a / HWB 3-13a / HWB 4-13a

How does bullying affect people?

"Bullying can have short and long-term effects on the physical and mental wellbeing of children and young people. Low self-esteem is one of the most common impacts of bullying and can have damaging effects on a child or young person's aspirations and quality of life. Problems such as disengaging from schools, clubs and friends, to self-harm and eating disorders can often manifest themselves as a means of coping, and there tends to be high levels of non-attendance at school among children and young people who experience bullying. Bullying can also have an impact on families and communities, and the stress associated with bullying behaviour can impact on parents and carers as well as other family members.

Strained relationships can be caused by disagreements or feelings of blame or guilt when a child is being bullied. Some parents and carers who have experienced bullying themselves are often anxious that the same thing will happen to their child; even though there is no evidence to suggest that this is the case. A lack of available help and support, or a determination to deal with the situation alone, can leave families feeling helpless and overwhelmed."

www.respectme.org.uk

Bullying can have short and long-term effects on the physical and mental wellbeing of children and young people.

- Fear - feelings of fear, anxiety, low mood and low self-worth can stem from bullying.
- Low Self-Esteem - one of the most common impacts of bullying and can have quite damaging effects on quality of life.
- Poor Performance- not only school work but performance outwith school (for example leisure activities) can be affected too.
- Truancy - school attendance can be affected. There is often a pattern of non attendance among children and young people the longer the problem persists.
- No Aspirations - constant negative and destructive comments can drive individuals down and affect aspirations.
- Strained Relationships - caused by blame or guilt by, or towards, a child.
- Violence Towards Others - young people who are constantly taunted,

antagonised, physically, emotionally or verbally abused can become the aggressor.

- Eating Disorders - may develop as a response to taunts.
- Self Harm - is often used as a way of coping with difficult feelings.
- Suicide - the ultimate impact of bullying - this is not common but does occur.

I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.

HWB 0-04a / HWB 1-04a / HWB 2-04a / HWB 3-04a / HWB 4-04a

I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.

HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a

Tackling Bullying at Largs Academy

"It is important to challenge misconceptions about bullying through assemblies, posters, literature and through Personal and Social Education lessons. When talking about bullying, it is never helpful to label children and young people as 'bullies' and 'victims'. It is more productive to focus on changing the behaviour that is wrong and unacceptable rather than attaching labels to certain children."

North Ayrshire Council's Standard Circular M6 (February 2010)

In tackling bullying we have adopted a **proactive** approach.

Across all departments in the school pupils are encouraged to take responsibility for their own behaviour and to think critically about rules and expectations regarding their own safety and that of others.

Positive relationships are at the heart of the school ethos, with both pupils and staff putting its values into action. Young people's rights and responsibilities are discussed with pupils and pupils are encouraged to feel that they have an important part to play in the school community.

The school's vision and aims are printed in pupils' homework diaries and teachers' planners. Expectations are made clear to pupils and the school's values are communicated to them by members of the Senior Management Team at weekly assemblies. The code of conduct is also regularly referred to and it is made clear that it is every pupil's responsibility to follow the rules for the benefit and safety of all.

S6 pupils are trained as Buddies to help and support First Year pupils, attending registration every morning and acting as mentors, role models and mediators. S6 prefects have important duties to carry out and also contribute to working groups, participating as student representatives. Library volunteers are given responsibility for maintaining an orderly learning environment and in the Support for Learning Base and Pupil Support Base older pupils guide and befriend some of our more vulnerable pupils.

Staff know pupils well and are quick to identify any issues which may prove to be stumbling blocks on the road to effective and responsible citizenship. The school's vision and aims are communicated clearly to staff and pupils, as is their role in taking these forward.

The Anti-Bullying policy is discussed during PSE lessons and at year group assemblies. Posters and leaflets are distributed throughout the school and advice on bullying is available in pupils' Homework Diaries.

Restorative Justice was introduced in 2008 and has been adopted by the school as a strategy to deal with many conflict situations, including bullying. The Restorative Justice Committee conduct Restorative Conferences for pupils and staff. Pupils are given time to find out about and discuss what a restorative approach involves in their PSE lessons and staff seminars are held every session to raise awareness of this approach among staff.

The Anti-Bullying policy is influenced by the views of our pupils, parents and staff. Questionnaires were issued to all three groups in February and March 2011. (See Appendix for results summary.)

I understand and can demonstrate the qualities and skills required to sustain different types of relationships.

HWB 3-44b / HWB 4-44b

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.

HWB 0-13a / HWB 1-13a / HWB 2-13a / HWB 3-13a / HWB 4-13a

Do we have an anti-bullying culture at Largs Academy?

"Every member of an educational community needs to be involved in developing an anti-bullying culture. The issue of combating bullying is not confined to the people displaying bullying behaviour and those people on the receiving end of bullying behaviour: the other members of the group or class have also a role to play in ensuring that bullying is not tolerated. The involvement of all members of staff as well as the parent body is also crucial."

North Ayrshire Council's Standard Circular M6 (February 2010)

We have an **inclusive** approach designed to promote zero tolerance of any type of bullying behaviour.

The recent consultation shows overwhelming support for the school. There is agreement from all three groups, pupils, parents and staff regarding the definitions and causes of bullying, and Largs Academy is viewed by the school community as a place where bullying is taken seriously and dealt with effectively.

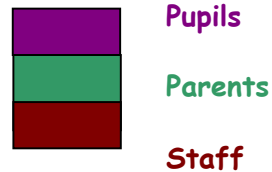
The majority of **pupils (88%)**, **parents (87%)** and **staff (100%)** view the school as a welcoming place and agree we have an inclusive culture (**64%**, **84%**, **100%**). The majority (**82%**, **82%**, **92%**) believe our vision, values and aims set out clear expectations for, and positive attitudes to, diversity, and pupils and staff respect one another (**72%**, **85%**, **86%**). The school community agree staff treat pupils equally (**62%**, **72%**, **79%**) and we are strongly committed to equality (**70%**, **81%**, **98%**). Pupils are encouraged to take responsibility for their own behaviour (**84%**, **90%**, **96%**) and the school ethos encourages pupils to show compassion for others (**54%**, **81%**, **90%**).

Pupils, parents and staff agree that culture, language, gender, race, religion, sexual orientation and additional support are not barriers to achievement (**82%**, **87%**, **94%**). Finally, and perhaps most significantly, any allegation of bullying will be taken seriously and investigated thoroughly (**74%**, **69%**, **98%**).

The questionnaire provides strong evidence to say we do indeed have an anti-bullying culture at Largs Academy. However, we should not be complacent. The comments from pupils, parents and staff show clearly demonstrate that this is an important issue and one which is not dealt with easily. There is great deal of disagreement over the best way to tackle bullying and no one strategy will work on its own. Punishing the bully (84%, 97%, 23%), involving parents (78%, 94%, 90%) and dealing with the incident using a restorative approach (52%, 58%, 12%) are all effective, although there is uncertainty regarding the effectiveness of each and there appears to be a lack of understanding about what restorative justice means, especially among staff.

Key

The % figures above indicate strongly agree and agree



I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.

HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.

HWB 0-10a / HWB 1-10a / HWB 2-10a / HWB 3-10a / HWB 4-10

How do we deal with bullying?

"However good practice the preventative work has been, it is important to have clear procedures in response to reports of bullying."

North Ayrshire Council's Standard Circular M6 (February 2010)

We recognise the need to have a **reactive** strategy to respond to, and combat, any form of bullying at Largs Academy.

In suspected cases of bullying, staff deal with incidents sensitively:

- Listen to the pupil's account of the bullying incident
- Speak to the pupil's Guidance Teacher and agree a plan of action
- Record the incident on an RIF, if appropriate

Guidance Staff:

- Investigate the incident, speaking to all concerned
- Discuss situation with other Guidance Teachers if their pupils are also involved
- Decide on a plan of action

Plan of Action:

- Punishment - The bully to be issued with a Punishment Exercise or detention. If the incident is more serious, then it should be referred to the Year Head who will arrange after-school detention, or discuss exclusion with the Head Teacher
- Contacting Parents - Parents should be contacted to inform them, enlist their support, and explain the action to be taken
- Restorative Conference - If a Restorative Conference is agreed, then speak to the chair of the Restorative Justice committee to arrange this
- All action should be logged on pastoral notes and if there is any contact with partner agencies, such as school nurse, Social Services or the Police this should be noted too.

Strategies employed to combat bullying

The list below is not exhaustive or in any rank order. However, it offers an insight into the **proactive**, **inclusive** and **reactive** approach the school has developed to deal with bullying.

- punishment
- posters
- contacting parents
- restorative conference
- leaflets
- S1 Drop-In club
- Buddies
- PSE lessons
- Circle Time
- Circle of Friends
- Pedagogy - For example, Critical Skills & AifL
- lunch-time clubs and extra-curricular activities
- assembly presentations
- Childline, Respectme and other organisations provide additional advice and support
- SEEMIS used by Guidance to flag up bullying
- Pastoral notes used to record bullying
- Health and wellbeing across the curriculum - an emphasis on mutual respect, fairness, equality and tolerance is in place (HWB Audit, Nov2010)
- Other curricular inserts which discuss right, inclusion, values, etc (eg. in RME and Modern Studies)

I am aware of and able to express my feelings and am developing the ability to talk about them.

HWB 0-01a / HWB 1-01a / HWB 2-01a / HWB 3-01a / HWB 4-01a

I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.

HWB 0-02a / HWB 1-02a / HWB 2-02a / HWB 3-02a / HWB 4-02a

I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.

HWB 0-03a / HWB 1-03a / HWB 2-03a / HWB 3-03a / HWB 4-03a

Anti-Bullying Support, Resources and Training providers

Information, advice and resources about bullying are readily available on the internet. The websites below are the most relevant for young people in Scotland today. In addition, we have listed other organisations where pupils and parents can go to for legal advice and support.

Respectme

Scotland's Anti-bullying Service - an excellent resource providing good information, including links to 'You Tube' clips. PSE - see Andy's Story
www.respectme.org.uk

Childline

Lots of good advice for young people, also includes good video resources
www.childline.org.uk

ParentLine Scotland & Parentline Plus Tel: 0808 800 2222

A national charity that works for and with parents

www.parentlineplus.org.uk/

Bullying UK

A charity offering help and advice for victims of bullying, parents and school

www.bullying.co.uk

Beatbullying

Very 'cool' website for teenagers, with support from celebrities

www.beatbullying.org

Samaritans

Tel: 08475 90 90 90

www.samaritans.org.uk

Terrence Higgins Trust Tel: 0845 241 2151

HIV/AIDS information, safer sex, online booklets and help line

www.tht.org.uk

LGBT Youth Scotland Tel: 0778 148 17 88

Challenging homophobia - safe, anonymous, information, advice, support and chat

www.lgbtyouth.org.uk

- LTS (Learning Teaching Scotland)
- CHILDREN 1ST
- Youth Scotland
- Stonewall Scotland
- The Scottish Institute for Residential Child Care
- Govan Law Centre's Education Law Unit
- Zero Tolerance
- Enquire
- Scottish Out of School Care Network
- Enable Scotland
- PINS (Pupil Inclusion Network Scotland)
- Changing Faces
- SAMH (Scottish Association for Mental Health)
- The Scottish Youth Parliament
- Scottish Traveller Education Programme (STEP)
- Show Racism the Red Card
- Advice and Conciliation Service - Education Services
- Scotland's Commissioner for Children and Young People

Other Resources for Teachers

Again, there are many documents written which offer advice to schools and Education Authorities about anti-bullying strategies.

Inclusion and Equality - meeting the needs of Gypsies and Travellers
HMIE Improving Scottish Education HGIOS

www.hmie.gov.uk/documents/publication/hgiosmnog.doc

Dealing with Homophobia and Homophobic Bullying in Scottish Schools:
Teachers Toolkit and Lesson Plans

www.lgbtyouth.org.uk/schools-and-education/toolkit.htm

Policy on Positive Relationships and Anti-bullying Approaches in School

www.aberdeen-education.org.uk/enterprise/positiverelationships/

I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.

HWB 0-03a / HWB 1-03a / HWB 2-03a / HWB 3-03a / HWB 4-03a

Anti-Bullying Policy, Quality Standards

It is the responsibility of the Headteacher and SMT:

Quality Standards	Monitoring Arrangements
<ul style="list-style-type: none"> • To monitor the development and implementation of an Anti-bullying Policy in Largs Academy • To deal with bullies by making use of all appropriate strategies to combat bullying in the school • To maintain a high profile in the school throughout the day by monitoring social areas and corridors at breaks and between classes 	<p>Meetings between the DHT Personal Support and the Head Teacher Liaison between PTsG and SMT Departmental and Guidance documentation and records Focus Groups Class visits Supervision of playgrounds and dining halls and corridors</p>

The Integrated Support Team have a responsibility:

Quality Standards	Monitoring Arrangements
<ul style="list-style-type: none"> • To ensure Child Protection procedures are outlined and adhered to; • Guidance Teachers have overall responsibility for dealing with complaints about bullying • Guidance, Support for Learning and Pupil Support staff work with DHT (Personal Support) to ensure a high standard of pastoral support 	<p>Annual staff presentation CP in-service training</p> <p>Record keeping - pastoral notes; interview booklets, etc</p>

<ul style="list-style-type: none"> • The DHT is responsible for chairing, drawing up agendas and producing minutes for each IST meeting and bullying will be an issue raised as appropriate at meetings • To maintain a restorative approach to bullying • Staff trained in Restorative Justice will continue to carry out restorative conferences as a key strategy in dealing with bullying incidents 	<p>Confidential File Restorative Conferences and contracts</p> <p>Audit of PSE</p> <p>Evaluations conducted by partner agencies</p> <p>Focus Groups</p> <p>Agendas and Minutes of meetings</p>
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The SMT, Principal Teachers and Departmental Staff responsibilities:

Quality Standards	Monitoring Arrangements
<ul style="list-style-type: none"> • All staff have a responsibility to deal with any incidents of bullying behaviour • All staff have a responsibility for the care and welfare of all young people at Largs Academy. They have a duty of care to report issues to members of the personal support team, in the first instance to Guidance Teachers. All issues relating to learning or behaviour in the classroom, as well as issues relating to child protection and other aspects of care and welfare, must be passed on to the relevant personnel 	<p>Referrals</p> <p>Department Minutes</p> <p>Review Meetings</p> <p>Focus Groups</p>

**H Burns
May 2011**

**Policy Adopted June 1995
1st Revision June 1998
2nd Revision August 2005
3rd Revision May 2011**

	PUPILS PARENTS STAFF	50 RETURNS 33 RETURNS 52 RETURNS	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1.			12% 42% 58%	76% 45% 42%	10% 12% 0	0 0 0	2% 0 0
2.			12% 36% 50%	52% 48% 50%	18% 9% 0	0 0 0	24% 6% 0
3.			18% 30% 46%	64% 52% 46%	16% 12% 4%	0 0 0	2% 6% 4%
4.			10% 33% 19%	62% 52% 67%	18% 8% 2%	10% 0 0	0 7% 2%
5.			8% 27% 25%	54% 45% 54%	26% 16% 14%	4% 0 0	8% 12% 7%
6.			14% 28% 46%	56% 53% 52%	14% 9% 0	2% 0 0	14% 11% 4%
7.			31% 31% 33%	53% 59% 63%	16% 3% 3%	0 3% 0	0 4% 1%
8.			8% 25% 32%	46% 56% 58%	24% 12% 3%	0 0 0	22% 7% 7%
9.			44% 45% 59%	38% 42% 35%	12% 0 2%	0 0 2%	6% 13% 2%
10.			38% 36% 52%	36% 33% 46%	18% 9% 0	4% 15% 0	4% 7% 2%

Please add any other relevant comments in the box below:

- Reports have been made to smt but nothing was done
- One parent said that not all staff or parents show respect for one another and not all staff treat pupils equally; One parent did not think bullying was investigated but ought to be investigated
- Where are your equality policies? Where are your vision values and aims? Do parents have a copy of them? What ethos?
- Sometimes behaviour is expected of certain pupils and they behave according to their label.
- I am concerned that there has been no CPD on homosexuality, which is way behind other schools. I taught this in South Ayrshire 9 years ago. Are we just ignoring this issue? There are gay pupils in this school who need support; We are an inclusive school which spends time encouraging pupils to fulfil their potential.
- Bullying is really difficult to deal with – sometimes pupils don't want anything done; Sometimes individual pupils have different needs so you can't treat all pupils equally.

Please tick each statement you agree with:

64%	97%	98%	Bullying happens when someone is hurt by the actions of others, fears that this will happen again and feels powerless to prevent this
60%	64%	87%	Bullying is defined by its effects, which may mean that one child's behaviour may have different effects on different children
74%	91%	94%	Bullying is often associated with various prejudices related to a person's race, disability, gender, religion, sexual orientation or social class
60%	91%	100%	Bullying is not limited to areas of deprivation or particular social classes.
36%	12%	73%	North Ayrshire has a high incidence of domestic abuse and this may have a significant impact on the levels of bullying in schools.

Bullying is also:

96%	97%	100%	name calling, teasing, putting down or threatening
82%	88%	96%	ignoring, leaving out or spreading rumours
86%	94%	98%	hitting, tripping, kicking
82%	76%	94%	stealing and damaging belongings
86%	91%	100%	sending abusive text, email or instant messages
70%	85%	90%	making people feel like they are being bullied or fearful of being bullied
84%	91%	94%	targeting someone because of who they are or are perceived to be

Is there anything else you think should be included in a definition of bullying?

- People can be bullied in a place of work
- Bullying can make people achieve less at school
- One parent commented that some are more tolerant and resilient and not as susceptible to bullying whereas other people are more vulnerable
- One parent felt that bullying is **sometimes** associated with various prejudices related to a person's race, disability, gender, religion, sexual orientation or social class.
- Cyber bullying – facebook
- Spreading lies
- Bullies usually have been bullied themselves
- Deliberately excluding a person from a group activity
- Bullying should be positioned in the context of child development – the physical /mental changes
- Facebook bullying –deeply upsetting for many children. No obvious solution to this
- The use of social networks can be a source of bullying

Bullying can have short and long-term effects on the physical and mental wellbeing of children and young people. How do you think bullying affects young people at Largs Academy?

- Depressed and scared, self conscious and lonely; they wont want to come to school
- Feel left out and victimized; Makes them feel isolated
- Makes people less confident; Distracts them from their work
- Affects behaviour; Behaviour/emotions change; Makes them feel small and weak
- Bullying makes people feel bad about themselves; makes them feel inferior
- Makes them feel like an outsider; no friends; no-one to talk to
- Makes them feel insecure; It can be crippling; Makes them feel powerless
- Feel alone unsure of where to turn for help; Self-esteem and achievement affected
- Lowers self-esteem; Reduces confidence; Stops them enjoying school
- People pick on others to look big in front of friends – it doesn't work
- Academic, social, self esteem; It can affect their abilities and how people see them
- Undermines confidence; affects children in different ways; affects their behaviour in class; Children don't want to come to school; they develop psychological problems; they miss schooling; their esteem is greatly reduced
- Bullying will have a negative impact on the young people; school and home /work life will suffer; Can affect performance and result in bad behaviour; can make them have no belief in ability
- I think a lot of it goes unreported so we don't know the full extent of it. Can have major effect on someone who is being bullied; Low self-esteem; not keen to speak out.
- Feel excluded; lose friends; If not reported it can have a profound effect.
- I think there is a lot of low-level bullying at Largs Academy.
- Yes, there is an inevitability about this when large groups of youngsters are brought together, but we can, and do something about it; Hopefully less than at some schools?
- It can affect their ability to make friends and also their ability to focus on their studies.
- They do not go to class; The same as anywhere else; Reduces confidence, makes students feel isolated, unworthy; Makes them feel worthless and alone.; Isolates some and means they have no interest in their work; Same as in any other school.
- All the effects of withdrawal.
- Unfortunately, the culture of young people prevents us really knowing this, since they don't speak up. I'd imagine many young people feel lonely
- I think bullying is more prevalent in text/email/facebook/social networking sites – difficult to control and prove.
- I think pupils are very aware that bullying within Largs Academy will not be tolerated.
- I haven't been involved in any specific incidents so hard to comment here, but I'd imagine they're affected in the same way as anyone would be; It is intimidating; could cause someone to become a school refuser; Some pupils will feel they can talk to a teacher, but some will not. Am sure a lot goes undetected.
- Aspects of behaviour may be classed as bullying almost by the effect it has on the victim as much as by the actual behaviour – not that this makes it acceptable
- It can lead to absenteeism/lack of attainment and self-worth; Fortunately, not so majorly as in other schools, but still in certain cases lowering self esteem and depriving the student of achieving their potential; Makes them fee inferior/ worthless/ depressed/ scared, etc.; It might not have been obvious in the past in terms of physical harm, but comments, Facebook bullying, exclusion from groups... all present here; They underperform, miss classes due to the bully being in class.

How should we tackle bullying?

Tick the strategies you agree with and add any other strategies you believe are worth consideration in the boxes provided.

84% 97% 23%

Punishing the bully – Pex, Detention, Exclusion, Other?

- Punishment exercise, referral to guidance; Bad bullying should result in exclusion
- Sack them – not all bullies are children; Allow the victim to take revenge; Punishment needs to be visible; Make them aware of their behaviour and how it affects others; Not get on trips or do fun stuff
- Withdraw activities associated with reward, eg school trips
- I believe all bullies should be excluded from school - a zero tolerance approach
- If you don't do anything the bully will carry on repeating his actions because nothing happens. He gets stronger and the victim weaker
- Do as they do in Scandinavian countries; have the bully counselled along with the victim; the bully has usually been bullied themselves
- There should be some form of punishment, however this may backfire on the victim as the bully may continue as some form of payback. Removal from classes shared with the victim; Not effective as only sanction.
- Just makes it worse – need to try to understand both parties; Not sure it gets to root of problem; Analysis of bully's behaviour – why they bully.
- Punishment as a last resort; Detention; Does the bully understand motives and effect? Needs more than this; Other sanctions – but not clear as to what!
- It's a sign of our disapproval of this behaviour; Likely to cause resentment.
- Interview – make pupils aware of the consequences of their actions; Depends on the nature of the bullying; For some pupils the PEX has little effect, almost like a badge of honour! (Esp. repeat offenders).
- I think we need clear guidelines on how to deal with all instances of bullying, especially those which start outside school and then become the school's responsibility e.g. bullying via text or internet

78% 94% 90%

Contacting parents (parents of bully and of victim)
Comment

- This helps the most – the best strategy victim prefers for parent to know in many cases
- Wont do anything; Depends on the parents!; Acceptable behaviour contracts – would show commitment to better behaviour; Parents often feel have no feedback or follow-up; It is very important to contact parent of the bully so they are fully aware of their child's affect on others
- Parents need to know that their child is being bullied and what steps the school is taking to tackle it; often don't tell their parents; they need someone to confide in
- Not effective if parents are not on board; I would want to know if my child was involved in either role; Only with parents support.
- Victim must be supported; bully may also require support; Important that issues are openly discussed; So long as victim feels it is best option; More effective to confront; This is important but can be very difficult when parents are unwilling to accept their own child's guilt.

Restorative conference

- Don't know what it is; Yes, but sometimes it will not work
 - So that the teacher can get some answers from both the bully and the victim
 - Wont do anything; For both the bully and the person bullied
 - If happens again be even firmer with bullies; Depends on circumstances; not always appropriate; Yes, the parents need to be constantly informed of what the school is doing about it
- Very good but hasn't really taken off; Not sure – some bullies would regard this with scorn; As well as above strategies.
 - The bullied child may be scared to confront the bully at this meeting; Don't like it.
 - Would hope this would be of benefit; Personally found it ineffective.
 - I personally think that this may not work as it can be too confrontational.
 - Only if bully is serious about this; Only if appropriate in each individual instance.
 - Think this works best; Only if it will be helpful to the victim and both parties are in agreement; More effective to confront.
 - I've seen this work, but maybe it doesn't always; Should not be forced on pupils – appropriate for some but not for others.
 - This can be very effective when the bully is forced to confront the impact of bullying on a victim. It can, however, leave the victim feeling vulnerable as they are asked to open up about how they feel.
 - Worry about confronting the bully. Will it make the situation worse? May be unsuitable for victim.
 - Only effective when implemented at a stage when students are young – not a last resort e.g. S4 when leaving and already disenchanted.
 - If appropriate and so long as it does not lead to further bullying due to reporting incident; More valuable than punishment alone.

Other comment?

- Criminal charges; Contact the police if it gets too bad
- Early intervention – diversionary activities; Constant profile to schools' methods
- Try to help the bully, find out what triggers bullying
- Parents are not well-informed or kept up-to-date on how bullying is dealt with; this parents went on to describe her own personal experience and that of a former parent in the school.
- Guidance interviews/follow up. Often bullies were bullied – so finding reasons; can be anger issues, etc., so outside agencies required?; Too often 'victims' are identifiable by body language/behaviour, making them easier targets – they need support with this too.
- Resources? – staffing losses/workload; Role playing can also have a good effect where pupils who bully carry out roles of someone being bullied, etc.
- Bullying is something that should be discussed in PSE (in depth); More input into PSE about seriousness of bullying via text and social networking sites;
- Bullying can affect attendance at school. Pupils can become withdrawn and are less likely to participate fully within and outside of class; I think there is a positive ethos – bullying is dealt with strongly. However, some pupils are an exception. Respect for one another and the teacher could be improved in S3 and S4 where I believe bullying is a more regular occurrence than in other year groups; Intimidates – impact on self esteem and learning; Quiet & withdrawn pupils – coping with studies – may not be picked up on
- It affects their confidence but can also make them aggressive too; Low self esteem; Isolation at interval/break time – who actually knows if this occurs?