

Fraserburgh Academy
Whole School Policy Document

Anti-Bullying Policy



Our VALUES

Aspiration
Community
Integrity
Kindness
Trust

Our ROUTINES

Hands up for Silence
Meet & Greet
End & Send
Walk & Talk

Our REPAIR

What Happened?
How were you feeling?
Who was affected?
How might they have been feeling?
What needs to happen now?

the FRASERBURGH way

Our RECOGNITION

Praise in Public, Reprimand in Private
Recognition Boards
Post Cards
Lighthouse Awards

Our PHRASES

“Right Time, Right Place, Right Tone,
Thank You”
“I hear what you’re saying, now I need
you to...”
“Phones away for Learning, Thank You”
“Round in 5 for Learning, Thank You”

Our RESPONSE

“I hear what you’re saying. The rule
was about being R/R/S. I have seen
you doing this really well before. I
need you to be more R/R/S. Thanks
for listening.”



TOGETHER CREATING
POSITIVE FUTURES

FRASERBURGH ACADEMY – RELATIONSHIPS FRAMEWORK.

Rationale

In Fraserburgh Academy we are committed to providing a safe, welcoming, nurturing, calm and purposeful school environment in which:

- every member of the school community feels valued, respected and treated fairly
- our young people can learn effectively experiencing Higher Attainment, Deeper Learning, Wider Leadership and Broader Achievements.

In order to achieve this, our relationship framework is based on the principles of the wellbeing wheel.



Strong relationships based on mutual respect are at the heart of our school. Every member of Fraserburgh Academy must respect each other's rights to

- feel safe and protected from any form of violence or abuse (UNCRC Article 19)
- be treated with courtesy and consideration at all times. Discrimination of any form will not be tolerated (UNCRC Article 2)
- learn and work (UNCRC Article 28)

FRASERBURGH ACADEMY - ANTI BULLYING PROCEDURES

Statement:

In Fraserburgh Academy pupils believe that bad behaviour is self-destructive. However, bullying is the repeated and targeted destruction of someone else's wellbeing.

Aims:

In dealing with incidents of bullying behaviour there are two main objectives:

- To provide help and ongoing support to victims.
- To provide help and ongoing support to perpetrators to change their behaviour.

Prevention:

PUPILS WILL:

- Speak out to a teacher they feel confident with when they witness/experience potential bullying.
- Respect their learning environment and remember to observe the *relationships framework*.
- Accept responsibility for their actions and be willing to engage in restorative work if necessary to repair relationships.

TEACHERS WILL

- Promote the *relationship framework* in a climate where pupils should feel safe and secure.
- Use this *Relationships Framework* as a guide to behaviour and action on a daily basis.
- Recognise that all achievements are worthy of praise and recognition.

GUIDANCE/PT FACULTY TEACHERS WILL

- Promote the *Relationships Framework* and refer to it regularly when discussing behaviour and wellbeing with pupils.
- Liaise with faculty staff and provide feedback on action taken.
- Ensure pupils are given a fresh start after they've been dealt with.

SENIOR LEADERSHIP TEAM WILL

- Ensure *Relationships Framework* is modelled, promoted and followed.
- Provide equality, fairness, tolerance and understanding in a consistent manner.
- Take action where patterns of misbehaviour appear.

PARENTS/CARERS WILL

- Reinforce the *Relationships Framework* and promote high standards of conduct and expectations.
- Support staff in encouraging their children to adhere to school policies, in order to create a positive learning environment.
- Work in partnership with staff to address the needs of their children and develop strategies for ensuring high levels of success.

Early intervention:

Pupils who may be experiencing or witnessing bullying of any sort are reminded regularly that they must tell an adult a who they are comfortable with what is happening to them. TELLING AN ADULT WILL NOT MAKE THINGS WORSE.

‘Speak out’- Our goal is to create an environment where everyone is comfortable with reporting incidents that are happening.

When Bullying has taken place a staged approach to actions may follow after investigation. In some cases, the alleged bully and their victim may be brought together with a teacher present to talk through the problem and, hopefully, put an end to the bullying behaviour in a restorative way.

Procedures:

Any incidence of bullying will be taken seriously and dealt with promptly and appropriately.

- Parents/ carers should share any suspicions about bullying with the school without delay and will be informed at an early stage if their child is involved.
- Pupils who may be experiencing or witnessing bullying of any sort are reminded regularly that they must tell an adult who they are comfortable with what is happening to them.

Support for pupils:

- Safe spaces made available where pupils can discuss and confide in staff or senior buddies
- Restorative meetings.

Sanctions:

- Application of the Behaviour Policy.
- Meetings with Guidance and Senior Leadership Team to discuss ways to prevent recurring behaviour in the future.
- Parents/carers contacted to discuss how they can enforce more positive behaviour at home.

Support for bullying behaviours:

- Discussion with senior pupils (buddies) to build positive relationships and target reasons behind bullying behaviour.
- Create methods/strategies to help support the individual in preventing this behaviour in the future.

Fraserburgh Academy aims to be a safe and secure environment and pupils are reminded that one kind word can change someone’s entire day.