EASTWOOD HIGH SCHOOL

ANTI BULLYING POLICY

Eastwood High School Anti Bullying Policy.

These procedures should be read in conjunction with section 3 of the whole school policy document on Equality, Inclusion and Additional Support Needs.

Introduction:

Bullying is an unacceptable form of behaviour through which an individual or groups of individuals feel threatened, abused or undermined by another individual or group of individuals. Bullying is behaviour which can be defined as a repeated attack of a physical, psychological, social, verbal or technological nature by those who are able to exert influence over others.

Bullying can take many forms. It may include physical aggression, intimidation, threatening, extorting, pressurising, name-calling and teasing. Although it may be less obvious, ignoring or excluding someone should also be regarded as bullying. In addition, bullying includes cyberbullying, an aggressive, intentional act carried out by an individual or group of individuals, using electronic forms of contact such as text messaging, picture / video clips, mobile phone calls, emails, chat rooms, instant messaging and websites including social networking sites such as Facebook. (see Appendix 1)
Bullying can cause stress and may affect a child's health and can cause them not to want to come to school. It therefore impinges on the educational wellbeing of those who display the bullying behaviour as well as those who experience the bullying behaviour.

"A teaching profession for the 21st century" and "Getting it Right for Every Child" placed a duty for looking after the welfare of pupils on **all** staff. It is therefore incumbent on all staff to be aware of this and of the school's policy and procedures in relation to bullying. Parents and pupils also have a role to play in preventing bullying, as can be seen from the following related documents:

- The Children and Young People's (Scotland) Act 2014
- Getting it Right for Every Child (2008)
- The UN Convention on the Rights of the Child.
- The Human Rights Act 1998, and
- The Standards in Scotland's Schools etc (Scotland) Act 2000.

Aims:

1. To ensure the emotional and physical well being of all pupils.
2. To raise awareness of bullying as a form of unacceptable behaviour with school staff, pupils and parents / carers.
3. To provide information to parents / carers.
4. To enable pupils to talk about their fears and concerns and be confident that they will receive a supportive response from school staff.
5. To implement support for those who experience bullying behaviour and those who display bullying behaviour.
6. To have in place strategies which are preventative in orientation, through Social Education and assemblies.
7. To have in place procedures for investigating and dealing with bullying behaviour.
8. To have in place procedures for reporting, recording and monitoring bullying incidents.
9. To deal with bullying incidents timeously.

Procedures:

When bullying occurs:

If a member of staff **witnesses** a bullying incident, they should intervene to stop it and in a sensitive manner, speak to the child experiencing the bullying behaviour to reassure them. The incident should be reported immediately to the pupils' Pupil Support Teacher, or if not available, the DHT in charge of the year group.

If a member of staff **suspects** that a child is experiencing bullying behaviour, they should report their concerns to the appropriate PT Pupil Support or DHT that day.

Where a **child reports that s/he is experiencing bullying behaviour** to a member of staff, they should listen, assure them that support will be provided, and report the matter to the appropriate PT Pupil Support or DHT immediately.

Listen carefully to the pupil's concerns.

Initially the pupil who is experiencing the bullying behaviour should be interviewed by the PT Pupil Support or DHT, and cautioned that, although what they say may be treated as confidential, some aspects of it may have to be reported to others if it is thought that the pupil is at immediate risk of harm.

Although the investigating member of staff should use their judgement as to the level of intervention required, they should to some extent be guided by the pupil's wishes and ask them what they would like to happen. It may be necessary to provide alternative courses of action at varying levels of intervention for some pupils although others will be able to articulate their wishes.

Bearing the above in mind;

- The pupil should be asked to give the name(s) of potential witnesses.

- Strategies for ensuring the pupil's safety should be discussed –e.g. keep away from the person displaying the bullying behaviour, alerting class teachers, safe haven for breaks etc.

- The pupil should be asked to report any further instances where they experience bullying behaviour.

- Discuss with pupil other people they could talk to.

- It may be appropriate to encourage the pupil to keep a diary of future incidents.

- Support and protection should be promised and agreement reached on an appropriate course of action.

- If it is felt that the situation warrants it, the child's parents should be kept fully informed.

- Check with the pupil, after strategies have been put in place, how they are feeling. If they do not like to be seen to talk to staff ask them to give a discrete thumbs up or down sign in the passing.

If the person displaying bullying behaviour is to be spoken to;

- S/he should be interviewed quickly, explaining calmly and dispassionately the allegations.

- S/he should be given the opportunity to tell their story and as necessary be asked for the names of potential witnesses.

- The implications for the pupil who was experiencing the bullying behaviour, whether intentional or not, should be pointed out.

- Assurances that the bullying behaviour will not be repeated should be sought.

- S/he should be told that the person experiencing the bullying behaviour has been asked to report recurring instances of bullying behaviour. The person displaying the bullying behaviour should be asked to report if the pupil experiencing the bullying behaviour says or does anything connected to the original incident(s).

If bullying behaviour is confirmed:

The bullying incident should be noted on the "bullying incidents" pro forma and passed to the Equality Coordinator to be recorded. These forms are available on-line in the Staff Share Folder.

Depending on the record of the person displaying the bullying behaviour and the seriousness of the incident, the parent / carer should be contacted and informed of the circumstances. The following steps would then be taken.

1. the appropriate DHT should be informed.
2. The two parties might be brought together for mediation / restorative work.
3. The person displaying the bullying behaviour may be referred for group work or individual work with Pupil Support.
4. Sanctions may be applied. These might include: behaviour card, detention, or in extreme cases, exclusion.

Preventative Measures:

- **Anti bullying lessons in the curriculum**
  The bulk of these lessons are undertaken in Social Education where there are lessons which not only deal specifically with bullying but also with raising self esteem and developing assertiveness skills. There are significant contributions from other departments such as Art and English.
- **Pupil Homework Diaries**
  These contain information and advice for young pupil on what to do and what not to do in the event of bullying incidents
- **Assemblies**
  Pupils will be constantly reminded of the anti bullying policy at year group assemblies.
  In addition, each year a specific anti-bullying assembly is held for S1. This includes a PowerPoint display, a Drama and readings. Posters are also displayed throughout the school supporting the message in the assembly.
- **Primary Liaison**
  Pupil Support teachers liaise with feeder primaries to support all pupils in their transfer from Primary to Secondary.
- **Accessibility of Staff**
  All staff are aware of their role in dealing with bullying incidents and the need to be available for pupils to talk to them on a confidential basis.

Monitoring:

The Pastoral support team will be responsible for monitoring guidelines and procedures and revisiting them on a regular basis to ensure that they are updated as necessary.

Appendix 1
Cyberbullying

Seven categories of cyberbullying have been identified:
- **Text message bullying** involves sending unwelcome texts that are threatening or cause discomfort
- **Picture/video-clip bullying** via mobile phone cameras is used to make the person experiencing the bullying behaviour feel threatened or embarrassed, with images usually sent to other people. "Happy slapping" involves filming and sharing physical attacks.
- **Phone call bullying** via mobile phones uses silent or abusive messages. Sometimes the phone of the person experiencing the bullying is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, those displaying bullying behaviour often disguise their numbers, sometimes using someone else's phone to avoid being identified.
- **Email bullying** uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.
- **Chat room bullying** involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.
- **Bullying through instant messaging (IM)** is an internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online.
- **Bullying via websites** includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. Social networking sites for young people, such as Facebook, also provide opportunities for cyberbullying. Witnesses should be encouraged to report website bullying.