

# *St Luke's High School*

## *Anti-Bullying Policy*

*Revised May 2023*



*Love, Faith and Understanding*

## **Rationale**

Bullying behaviour impacts on children's and young people's wellbeing and can affect their participation, attainment and inclusion.

All young people should feel safe, secure and valued in St Luke's High School and our approach to anti-bullying is underpinned by our school values of Love, Faith and Understanding. Bullying should never be accepted and all young people have the right to learn in a safe, secure environment by ensuring the highest possible standards and expectations which are shared across our school to ensure excellence and equity for all.

*'To inspire the moral purpose of learning and teaching to; unleash potential, raise attainment, tackle inequity and transform the life chances of each and every learner, especially those most in need of support.'*

St Luke's High School Vision, Values and Aims

## **Our Aim**

We recognise that bullying of any kind is unacceptable and must be addressed quickly.

Our aim is that: -

- Young people in St Luke's High School will be ready, respectful and responsible.
- Will develop strong relationships with their peers and adults within our school community.
- Young people recognise they always have the control over their own actions and will always behave responsibly and respectfully.
- Young people and their families will have the skills and resilience to prevent/and or respond to bullying appropriately.
- Every young person will have access to support when required.
- All staff and our partner agencies will follow a consistent and coherent approach to dealing with and preventing bullying within our school.

## **Rights of the Child**

The United Nations Convention on the Rights of the Child (UNCRC) is embedded in our school values and our school charter to promote children's rights in our school. These are:

- ✓ Article 2 – The right to protection against discrimination
- ✓ Article 3 – The right for my best interest to be top priority
- ✓ Article 6 – The right to life
- ✓ Article 13 – The right to find out things and express my opinion, unless it denies other people their rights
- ✓ Article 28 – The right to an education
- ✓ Article 29 – The right to education which develops my personality and talents to the full

Bullying is a breach of children's rights. It is important that everyone in our school understands the following:

- What constitutes bullying behaviour
- The impact of bullying on others
- Strategies to keep young people safe
- Roles and responsibilities of young people and adults to keep everyone in our school safe

*'In St Luke's High School we believe that ALL young people are of equal value. We recognise and respect differences, foster positive attitudes & relationships and believe in a shared sense of belonging. We are committed to ensuring St Luke's is an inclusive community and we will not tolerate any form of discrimination or prejudice towards anyone in our school community.'*

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St Luke's High School Equalities Pledge 2023

## **Preventative Procedures**

### **Young people**

- Model our school values at all times.
- Behave in a respectful and responsible way.
- Be aware of our anti-bullying policy and our expectations.
- Challenge bullying behaviour where possible.
- Report concerns to peers/trusted adults.
- Work collaboratively to help ensure bullying behaviour cannot thrive.
- Give us feedback on how to keep you safe.
- Embrace opportunities to become active role models – pupil forums, St Martin de Porres group, Anti- bullying ambassadors, MVP programme, peer educators etc.

### **Staff – Teachers, support staff, other staff**

- Role model positive relationships.
- Implement our *Prompting Positive Relationship* policy.
- Reinforce *Belonging to St Luke's*.
- Through high quality learning and teaching create a positive classroom environment.
- Prevent and respond to bullying behaviour.
- Promote positive relationships and behaviour.
- Deal with any incident of bullying behaviour or report any concerns to Pupil Support.
- Listen to a young person reporting bullying behaviour providing reassurance that bullying is never acceptable; they have a right to feel safe and speaking up is always the right thing to do.
- Be mindful to avoid labelling someone a bully, instead be specific to what bullying behaviours are.
- Use professional judgement in deciding upon appropriate action based on the bullying behaviour.

### **Pupil Support Team and Senior Leadership Team**

- Use their professional judgement in deciding upon appropriate action based on the bullying behaviour.
- Role model positive relationships.

- Implement our *Promoting Positive Relationships* policy.
- Reinforce to our *Belonging to St Luke's* through assemblies and year group conferences.
- Create and maintain a positive learning environment.
- Prevent and respond to bullying behaviour.
- Regularly evaluate the effectiveness of our anti-bullying procedures.
- Regularly evaluate the impact of our PSHE programme.
- Investigate the bullying behaviour and deal appropriately with the young person displaying bullying behaviour. In the first instance, in accordance with Local Authority guidelines, this is likely to be a restorative approach.
- Listen to a young person reporting bullying behaviour and provide reassurance.
- Reinforce the difference between conflict and bullying behaviour.
- Use professional judgement and decide upon appropriate action.

### **What do we mean by bullying behaviour?**

Bullying is an abuse of power that is defined by its affects and is a breach of children's rights under several articles from the Convention of the Rights of the Child. Bullying behaviour can harm people physically and/or emotionally. Although the actual behaviour may not be repeated, the threat may be sustained over time through actions: looks, messages, confrontations, physical interventions, or the fear of these. People who are bullied are upset by something someone else has said or done to them or about them. They are likely to fear that this will happen again and feel powerless to stop it.

Cyber-bullying is bullying behaviour that takes place via mobile phone or over the internet through:

- Emails
- Text messages
- Social network sites (eg, Facebook, Whatsapp, Instagram or Snapchat)

Bullying behaviour takes many forms, for example:

- Racist abuse
- Sexist abuse
- Harassment
- Homophobia, biphobia, transphobia
- Sectarianism
- Micro aggressions

- Sending abusive messages/making abusive comments on social networking sites
- Physical assault
- Damaging/stealing property
- Malicious notes or gossip
- Social isolation
- Personal remarks made about appearance, disabilities, learning needs, family or social background

### **Prejudice Based Bullying**

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to behaviour and language that could manifest into racism, sexism, homophobia, biphobia or transphobia or prejudice and discrimination towards disability or faith.

Prejudice-based bullying is when bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance.

The Equality Act 2010 supports progress on equality, particularly in relation to nine protected characteristics:



At St Luke's High School we are committed to improving the learning experiences for all young people and support all learners to acknowledge and accept their differences, promote understanding and encourage inclusion.

Our St Martin de Porres group work in collaboration with staff to raise awareness and understanding of diversity across our school. The group regularly deliver key messages about inclusion, diversity and equality at year group assemblies - with a particular focus on protected characteristics.

*Love, Faith and Understanding*

## **Online bullying**

Online bullying is treated the same as face to face bullying. Online bullying is often known as 'cyberbullying'. A person can be called names, threatened or have rumours spread about them and this can happen in person and online. Within our PSHE and ICT curriculum young people learn how to keep themselves safe online. Young people use a variety of online platforms to communicate e.g Instagram, Snap Chat, gaming devices and a variety of group chat platforms. It is important to recognise that some online behaviour may be illegal, and young people need to be aware of the far reaching consequences of posting (including re posting or forwarding) inappropriate or harmful content online.

## **Is it bullying?**

We recognise the importance for young people to develop resilience to help them to manage their relationships. We understand that young people will fall out and disagree with each other as they form and build relationships. This is a normal part of growing up and most young people have the ability to repair relationships or to move on from them. In these situations, while there may still be the need for support, it would not be considered within the terms of our anti-bullying policy, unless the behaviour is repeated and targeted towards one or a group of others.

'It is against the law to discriminate against someone because of age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion, sex or sexual orientation'

Equalities Act 2010

### **Conflict**

- disagreement or difference of opinion
- inevitable part of group dynamics
- equal power between those involved
- usually an isolated incident
- all involved make an effort to resolve the situation

### **Bullying Behaviour**

- based on an imbalance of power
- the intent to harm - on purpose
- happens repeatedly
- serious - causes physical or emotional harm
- does not stop when asked

## **Responding to bullying behaviour**

Our approach to challenging bullying behaviour is embedded in our school values of Love, Faith and Understanding. We believe we all have a choice on how we behave and act towards others. We believe it is important that our young people feel valued, listened to and supported. We will challenge prejudiced behaviour and provide clear expectations of all young people and staff. As a school we are committed to responding quickly and dealing effectively with any suspected bullying behaviour.

The best interests of the child must be a top priority in all decisions and actions that affect children (Article 3)

### **Our Approach**

A number of people in our school play a key role in helping our young people to feel safe.

#### **Classroom Teachers**

- Reassure the young person. In many cases the member of staff may be able to deal effectively with the incident straight away.
- Pass the information on to the relevant Pupil Support Teacher or Year Group Head.

#### **Pupil Support Team**

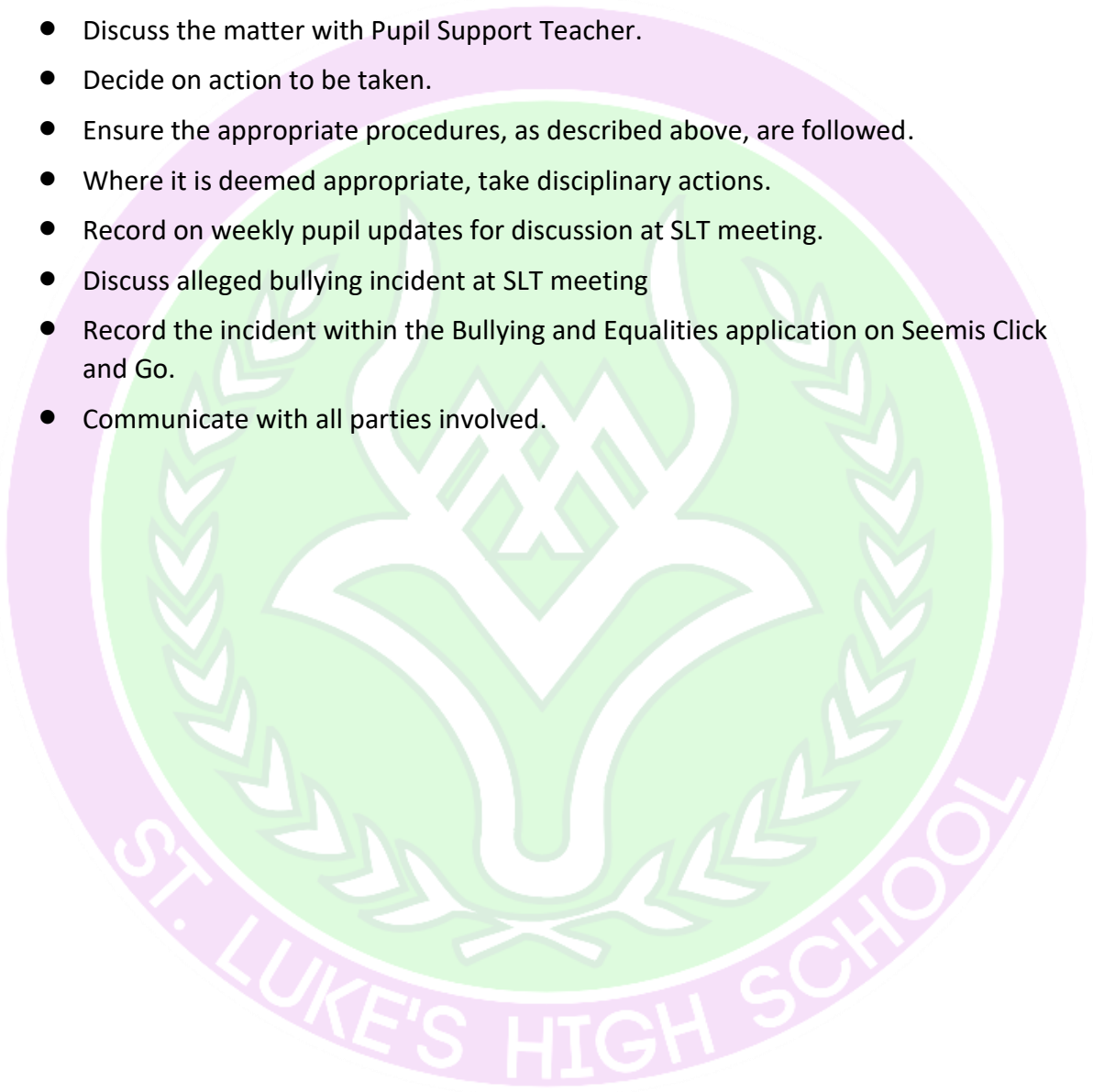
- Listen to the young person experiencing the bullying behaviour and offer reassurance. Explain that they will be fully involved in the investigation process to ensure they feel safe.
- Obtain further details from other young people who may have seen/heard the bullying behaviour.
- Speak to the person displaying the bullying behaviour.
- Communicate with the parent of the young person experiencing the bullying behaviour.
- Communicate with parent of the young person displaying the bullying behaviour as appropriate.
- Deal appropriately with the young person displaying bullying behaviour. In the first instance, in accordance with Local Authority guidelines, this is likely to be a restorative approach.
- Offer appropriate support to the young person experiencing the bullying behaviour.



- Offer appropriate guidance/support to the young person displaying the bullying behaviour to bring about a change in their behaviour.
- Where disciplinary action is deemed appropriate, discuss with Year Head.

#### **Year Head/Head Teacher**

- Discuss the matter with Pupil Support Teacher.
- Decide on action to be taken.
- Ensure the appropriate procedures, as described above, are followed.
- Where it is deemed appropriate, take disciplinary actions.
- Record on weekly pupil updates for discussion at SLT meeting.
- Discuss alleged bullying incident at SLT meeting
- Record the incident within the Bullying and Equalities application on Seemis Click and Go.
- Communicate with all parties involved.



This policy should be used along with the following documentation:

St Luke's Promoting Positive Relationships Policy

St Luke's Equalities Pledge

Belonging to St Luke's

Respect for All: The national approach to Anti Bullying for Scotland's Children and Young People  
<http://respectme.org.uk/wp-content/uploads/2017/11/RESPECT-FOR-ALL-FINAL.pdf>

The UN Convention on the Rights of the Child: a guide for children and young people  
<https://www.gov.scot/policies/human-rights/childrens-rights/>

