Kirkcaldy High School Policy Paper Anti-Bullying 2020

"We fully recognise the damage which bullying can do to young people's lives – both those who bully and those who are bullied – in the short and long term." (Fife Council)

Policy Statement

Fife Council is committed to providing a safe, supportive environment for all people in its educational establishments. Every pupil has a right to work in an atmosphere that is free from victimisation and fear and in keeping with The United Nations Convention on the Rights of the Child, Article 19: "Children have the right to protection from all forms of violence (physical or mental). They must be kept safe from harm and they must be given proper care by those looking after them."

Definition of Bullying

Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online. 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. For example, prejudice arising from socio-economic background or a child or young person's appearance. Through policy and practice we will develop the capacity to respond to any form of prejudice based bullying, recognising the importance of the protected characteristics identified in the Equality Act 2010:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation or identity.[1]

It can also be for no apparent reason. Bullying is a mixture of behaviours and impacts and the damaging effects of bullying should never be under-estimated. Bullying behaviour can only be properly understood within the social context in which it occurs. We fully understand that bullying can wreck lives.

For the purposes of this policy we define bullying as behaviour, which may or may not be deliberate, by one person or a group, which upsets, hurts, harms or injures another, impacting directly on their quality of life. Bullying may take many forms, including verbal, physical and social behaviour, and increasingly it may involve the use of technology, such as mobile phones or computers. It is likely to be associated with a power difference between those who bully and those who are bullied, to lead to hurt, fear and anxiety, and is often the result of a difference, perceived or real.

Homophobia, Biphobia and Transphobia

Homophobia is when someone is scared of or dislikes gay or lesbian people. Biphobia is when someone is scared of or dislikes bisexual people. Transphobia is when someone is scared or dislikes transgender people. We are a school which promotes equality, diversity and tolerance. We celebrate our young people whatever their sexuality or gender identity and have introduced several programmes to reduce the incidence of homophobic or transphobic bullying. In particular, KHS LGBT+, our student led support group, is a safe haven and a training/campaigning group which has had a strong positive impact on our ethos. It comprises LGBT young people and "allies" working together. It is an excellent vehicle for reducing feelings of isolation or despair. We also have a UNICEF "Rights Respecting School" group which promotes a culture of fairness and respect. We are a "Rights Respecting School" and value the rights of all our students, including those identifying as gay, lesbian, bisexual or transgender. Increasingly, our curriculum is used to highlight positive role models from LGBT history to help reduce homophobia and transphobia.

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[1] See Appendix 1 for definitions of these and other characteristics which may lead to bullying that are not covered by the Equality Act 2010

Policy Aims

- to establish a safe, caring learning environment in line with Care and Welfare procedures:
- to encourage citizenship;
- to provide a clear definition of bullying;
- to encourage students, parents and staff to report issues of bullying
- to inform staff, students and parents on procedures for dealing with bullying;
- to provide a solution based approach;
- to embed a systematic approach to the implementation of the policy including recording, monitoring and evaluation of incidents and procedures. The overview for this lies with the SPoC (Single Point of Contact) in each school who has responsibility for the monitoring and recording of bullying incidents in Seemis.
- Staff should be given regular update training to ensure they have effective understanding of the complexities of bullying behaviour and the necessary skills to support young people to find a resolution.

Bullying can be:

Verbal:	name calling, nasty comments, making threats or comments aimed at undermining the confidence of others. Such comments are often divisive in nature and tend to be about family members/friends or about the appearance of others. Such bullying can be very damaging in the long term as it devalues a person's sense of selfworth.	Social (which increasingly includes through computers, hand-held devices or through the misuse of different forms of social media)	being left out. Being alienated from others in a way which humiliates and undermines. Receiving/sending inappropriate message or images on social media. Using social media to intimidate/belittle/control/psychologically undermine another (or other) person 9or people).
Physical:	assault	Material:	possessions stolen, damaged.
Mental:	being threatened, intimidated, pressurised to conform		

Prevention of bullying

- As a school community we aim to promote a culture where bullying is unacceptable, and staff will rolemodel behaviour which allows pupils to witness positive and supportive behaviour. This is underpinned by our strong values of RESPECT FOR SELF, RESPECT FOR OTHERS AND RESPECT FOR LEARNING
- We plan pro-active strategies such as raising awareness of the effects of bullying through: assemblies, the work of our pupil support groups and gather feedback from parents and carers at Parent/Carer Evenings.
- We ensure the safety of pupils by deploying staff to supervise social areas as well as offer places where 'time out' can be used as an intervention to de-escalate a potential conflict situation between peers.

We use existing Policies (such as 'Support for Learning'; 'Support for Individuals – Getting it Right' and the incidents 'Motivated by Prejudice') to ensure that robust measures are in place to prevent bullying behaviour and support those who experience it to find a solution focused resolution which restores relationships and ensures dignity and confidence are renewed.

Recognising the Bullied

We would like everyone in our school community to be aware of the differences between bullying and conflict issues/concerns caused between young people as they naturally fall in and out of friendships. Such difficulties, disagreements or conflicts, can be relatively minor and short-lived and restorative conversations and meetings can often resolve such conflicts and secure a working agreement moving forward so that further conflicts are kept to a minimum and the integrity of all involved is renewed and supported.

The list is not exhaustive and many may be caused by other things. However, sudden and dramatic changes in behaviour can be important indicators of stress and should be investigated. Some warning signs may be:

- a change in the quality of the student's work
- "losing" books and equipment
- Continually "losing" money
- avoidance of school or particular classes
- a fear of walking to/from school

- a changed route to school
- being late for school
- avoiding friends and others
- refusing to speak about what is wrong
- a loss of confidence
- becoming irritable or aggressive

- becoming withdrawn, easily upset
- mystery illnesses, feeling sick in class
- regularly asking out of class
- having cuts, bruises
- having damaged clothes, possessions

Recognising Bullying Behaviour

Where behaviour goes beyond that displayed during naturally occurring conflicts and disagreements, it can lead to serious conflict requiring direct intervention to ensure there is a sustainable resolution. There is no unique set of characteristics that contribute to making a person more likely to display bullying behaviour. However, research has shown that people display bullying behaviour for a number of reasons including:

- being bullied themselves
- low self esteem
- unhappiness
- jealousy
- a need to be accepted by their peer group who also bully

Expectations

KHS values are: Respect for Self, Others and Learning. Young people should see that all people in the school are treated with respect, their views sought and taken account of. The quality of relationships evident, and the ways in which pupils, parents, staff and the wider community interact all provide important indications of an inclusive, participative and happy community. Staff should always take account of the young person's past experiences, additional support needs and the personal circumstances of those experiencing bullying behaviour as well as those displaying bullying behaviour. It is only by listening fully and without judgement to the views of those involved, that a lasting outcome will be reached.

The Student

All students who are

- have experienced bullying
- witnesses of bullying
- aware of bullying should
- encourage the person bullied to tell their Guidance teacher or a responsible adult •   tell his/her pupil support Guidance teacher or a responsible adult

The Parent/Carer

Parents/carers are asked to

- inform the school with details, if possible, of any suspected bullying concern
- encourage and support their child/young person and the school's action

Staff

must take appropriate action when bullying is seen. Staff should:

- address the bullying behaviour
- support any student who is hurt in any way
- make clear that the situation will be taken seriously and reported
- when considered serious, incidents should be reported at once to the Year Head or Duty Rector
- note the details of the incident on a Care and Welfare form and pass to Guidance teacher
- on an annual basis, staff will take part in at least one professional development session about anti-bullying policy and practice

Classroom Teachers

should:

- establish a positive learning ethos in their classrooms
- ensure teaching resources do not condone bullying
- ensure class grouping/activities do not encourage bullying
- look out for potential people being bullied and report their concerns to a Guidance teacher
- identify subtle forms of bullying in the classroom e.g. inappropriate texting, note passing, sniggering etc
- address any incidents immediately and seek help if necessary (eg: from PTC or Duty Rector)
- be aware of and act upon given information with known bullying cases. Report any concerns to the SPoC (or a Named Person) so that the correct procedure can be followed and
- use the Care and Welfare form to alert Guidance teachers to a case of bullying

Guidance Teachers

follow the procedure listed below in the "Action" section. All reports of bullying are taken seriously. The course of action is dependant on the seriousness of the incident and the effect on the person bullied.

SPoC (Single Point of Contact)

- An anti-bullying Single Point of Contact (SPoC) is in place. The SPoC will be responsible for ensuring that the school's anti-bullying policy is up-to-date and ensure that anti-bullying training provided by the Directorate is undertaken by school staff
- An anti-bullying policy is implemented and communicated effectively
- In schools, the policy is embedded and reviewed in School Improvement Plans, linked with targets for school ethos, and articulates with the curriculum through the school's Personal and Social Development/Health & Wellbeing programme;
- In all establishments and services, the development and regular review of the policy is the result of genuine partnership between staff, children and parents. Critically this process will include the consideration of child and parent feedback, both planned and unsolicited and consultation with the wider community and partners;
- Bullying incidents are recorded and monitored, where appropriate, using the Bullying and Equalities module in SEEMiS Click+Go, in line with the guidance issued by the Scottish Government.[2]

Action

The school will take the most appropriate action relevant to each individual case of bullying reported. A wide range of strategies could be employed from wholly restorative interventions and supports through to more formal interventions and (if necessary) sanctions deployed. At all levels, we will try to be solution focused and change the potential outcomes for those experiencing the bullying behaviour and displaying the bullying behaviour. Raising children's awareness and understanding of bullying;

First level (a minor incident) – low key, using restorative conversations/questions and a solution focused approach.
1. Discuss with pupil and identify what they would like to happen next
2. Involve Guidance teacher of other student/s who will discuss with other student/s
3. Investigate any other aspect of the situation
4. Put in place strategies including, if appropriate, a "round table" approach with both the person experiencing the bullying behaviour and the person displaying the bullying behaviour
5. Feed back to the person who referred
6. Low key but effective monitoring to check that the situation has been resolved

Second level (a serious, or repeated, incident) – restorative conversation/questioning and solution focused approach still used but consequences may be put in place.
1. Discuss with pupil and identify what they would like to happen next
2. Involve the Guidance Teacher of other student/s who will discuss with other student/s
3. Investigate any other aspect of the situation
4. Inform parent/s/carer/s of both students
5. Involve Year Head
6. Put strategies and consequences, if appropriate, in place
7. Feed back to person who referred and to parent/s/carer/s
8. Monitor situation

Third level (an extreme incident) – likely to involve the police who may be informed by school and/or parent/s/carer/s
1. Discuss with pupil and identify what they would like to happen next
2. Guidance to inform Year Head who will carry out investigation/follow up
3. Investigate any other aspect of the situation and involve any relevant outside agencies (eg; the police)
4. Inform parent/s/carer/s of both students
5. Involve Year Head
6. Put strategies and consequences, if appropriate, in place
7. Feed back to person who referred and to parent/s/carer/s
8. Monitor situation.

All justified incidents are noted in the student's PPR, and are recorded on a Care and Welfare form and kept and logged by the co-ordinator. Justified incidents will be recorded and monitored using the Bullying and Equalities module in SEEMis Click+Go and the information about the incident will be shared with relevant parties. A review of such incidents will take place within a designated time fame to ensure there is an improvement for the person experiencing the bullying behaviour and help and support in place for the person displaying the bullying behaviour.

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[2] https://www.basw.co.uk/system/files/resources/respect-for-all.pdf

Appendix 1 – Definitions of Protected and Other Characteristics

This section outlines the protected characteristics in the Equality Act 2010 as well as other characteristics which may lead to bullying that are not covered by the Equality Act 2010.

Prejudice-based bullying

This section outlines the protected characteristics in the Equality Act 2010 (as described on page 31) as well as other characteristics which may lead to bullying that are not covered by the Equality Act 2010.

Additional Support Needs: These can arise for any reason and be of short or long-term duration. Additional support may be required to overcome needs arising from learning environment; health or disability; family circumstances or social and emotional factors, and therefore may relate to a protected characteristic. A child or young person may be bullied because they have an additional support need and crucially being bullied can also lead to an additional support need.

Age: Age is a protected characteristic although prejudice and discrimination based on age is not applicable in school settings, it can affect children and young people in a variety of other settings. For example, in workplaces, further and higher education and in wider society. Asylum Seekers and Refugees: Children and young people who are asylum seekers or refugees may be at greater risk of bullying directly and indirectly. Some bullying behaviour against these groups may be of a racist nature which, given that race is a protected characteristic, can contravene equality legislation and have hate crime implications. Stigma, due to lack of knowledge and, given that race is a protected characteristic, understanding of asylum seekers and refugees, and reluctance to burden parents with extra worries can allow bullying to go undetected and continue.

Body Image and Physical Appearance: This can be hugely important to children and young people with bullying because of body image having the potential to negatively impact on their wellbeing. In some cases, body image and physical appearance may relate to a protected characteristic, such as race or disability.

Disability: Disability is a Protected Characteristic. People who bully others may see disabled children and young people as being less able to defend themselves and less able to tell an adult about the bullying. The language and behaviour used may be a result of a lack of understanding about the nature of a person's disability. Increased knowledge and understanding about disability and the impact it can have can help reduce bullying.

Gender Identity and Transphobic Bullying: The term 'transgender' is an umbrella term for those whose gender identity or expression differs in some way from the sex that was assigned to them at birth. Gender identity reflects an individual's internal sense of self as being male, female, neither or aspects of both. Gender reassignment is a protected characteristic. Transgender people face significant societal prejudice largely because they are perceived as not conforming to gender stereotypes, expectations and norms. As a result, transgender children and young people can be particularly vulnerable to bullying. This can manifest in many ways including transphobic name calling or deliberately misgendering them. An individual may also experience transphobic bullying if someone is perceived to be transgender or someone they are associate with, is transgender, i.e a parent, relative or other significant figure. The term 'gender reassignment' is a protected characteristic within the Equality Act 2010 and refers to those who propose to go through, are going through, or have gone through a process of gender re-assignment.

Gypsy/Travellers: Children and young people who are Gypsy/Travellers may be at greater risk of bullying directly and indirectly. Some bullying behaviour against these groups may be of a racist nature which, given that race is a protected characteristic, can contravene equality legislation and have hate crime implications. Perceived risks about bullying and given that race is a protected characteristic parents' own experiences of discriminatory behaviour may lead to low levels of enrolment and poor attendance for Gypsy/Traveller children and young people as well as early exit from formal education. Other Traveller families, such as Roma, may have similar concerns.

Sexual Orientation, Homophobic, Biphobic and Transphobic Bullying: Sexual orientation is a protected characteristic within the Equality Act 2010. Bullying based on sexual orientation is largely motivated by prejudice towards lesbian, gay or bisexual people. Homophobic bullying is when a young person's actual or perceived sexual orientation is used to exclude, threaten, hurt, or humiliate them. Any young person can be homophobically bullied, whether they are LGBT or not. Sometimes young people can be homophobically bullied because others think that they are LGBT, because they have LGBT family or friends or often because they are seen as different or not conforming to traditional gender stereotypes. Transgender children and young people can therefore also experience homophobic bullying. Homophobic language and jokes around the school can create a climate of homophobia; for example, the use of the word 'gay' to mean sub-standard or uncool. This type of language should therefore be addressed.

Intersectionality: Understanding the different and unequal social and economic outcomes for particular groups, based on intersections between race, ethnicity, class, gender, sexual orientation, disability, and age. In the context of anti-bullying, it is important to understand the connection between the experience of belonging to one or more of these groups and a resultant inequality in attainment and wellbeing.

Looked After Children and Young People: Looked after children and young people can be particularly vulnerable to bullying. Children can face bullying behaviour simply because they are looked after and seen in some way as 'different'. Children who are looked after away from home can also experience bullying behaviour in their residential care home, at school and in their community. Looked after children and young people may not always have a stable support network to turn to when experiencing bullying. For some children 39 forming positive relationships with peers and adults can be more difficult due to their early childhood adversity. Developing trusting and supportive relationships between children and practitioners is required to address bullying of all forms and in all settings.

Marriage/Civil Partnership: Marriage and civil partnership is a protected characteristic. Whilst it is unlikely that a school-aged pupil will be in a same sex marriage or civil partnership and directly experience prejudice and discrimination as a result, there could be instances of indirect discrimination, for example, if the child or young person is associated with someone (parent, sibling, etc.) who is in a same sex marriage or civil partnership or in a same sex relationship. Marriage and civil partnership discrimination and prejudice can also affect children and young people in a variety of other settings, for example, in workplaces, further and higher education and in wider society.

Racism and Race: Race is a protected characteristic. Children and young people from minority ethnic groups often experience bullying based on perceived differences in dress, communication, appearance, beliefs and/or culture as well as their skin colour and accent. The status of the ethnic group a child belongs to (or people assume they belong to) in a school, community or organisation can often lead to a child or young person experiencing bullying behaviour. This can arise from a misguided and/or learned belief that they are less valued and 'deserve' to be treated differently, or with less respect.

Religion or Belief: Religion or belief is a protected characteristic. Lack of knowledge and understanding about the traditions, beliefs and etiquette of different faiths can lead to religious intolerance. Lack of awareness about the differences in practices of religions such as prayer times, dietary requirements, fasting and the wearing of religious clothing or articles of faith can result in misunderstandings and stereotyping, which may lead to bullying. People who have a religion or belief as well as those who do not, are protected under the Equality Act 2010.

Sectarianism: Most people understandably associate sectarianism with religion, which is a protected characteristic. The reality of prejudice however means that your family background, the football team you support, the community you live in, the school you attend and even the colour of your clothing can mark you out for sectarian abuse – whatever your beliefs may be. In Scotland, sectarianism is most often related to Protestant and Roman Catholic divisions within Christianity but can also relate to other religions, for example Sunni and Shia Muslims within Islam, and Orthodox and Reform Jews within Judaism.