## **Getting it Right**



# In Kirkcaldy High School Anti-Bullying Policy

### **Article 29 (goals of education)**

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

| Created by:  | Date Updated | Review Date: |
|--------------|--------------|--------------|
| K. Gibb, DHT | 01/09/2023   | 01/09/2025   |

#### **Mission Statement**

Kirkcaldy High School is committed to upholding our core values: Community, Ambition and Respect. These values underpin our approach to bullying behaviour so that all children can learn, develop and flourish within a culture that celebrates inclusion, mutual respect and children's rights; and which also challenges discrimination and abuse, in all its forms.

This policy was created with reference to Fife Council Education & Children's Services Anti-Bullying Policy, and with Respect Me, Scotland's framework for managing bullying behaviour.

#### What is **Bullying?**

"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." (Fife Council Anti-Bullying Policy)

| Bullying is <b>Behaviour</b>                                     | Bullying is <b>Impact</b>                  |  |
|--|--|--|
| An action that causes physical harm:                             | Lack of control over what happens to       |  |
| hit, tripped, pushed, kicked,                                    | them                                       |  |
| An action that causes emotional harm:                            | At the mercy of other people and other     |  |
| Name-calling, teased, put down,                                  | people's actions                           |  |
| threatened, spreading rumours, looks                             |  |  |
| An action that causes damage to                                  | Feel hurt, threatened, frightened and left |  |
| someone's property: having personal                              | out  |  |
| belongings taken from them or                                    |  |  |
| damaged  |  |  |
| An action that makes someone: feel                               | Feeling uncomfortable                      |  |
| ignored, feel left out   |  |  |
| An action that is online: sending abusive                        | Feeling unsafe                             |  |
| messages, pictures or images by                                  |  |  |
| electronic device  |  |  |
| Being targeted because of who                                    | Changes in behaviour                       |  |
| someone is or who they are perceived                             |  |  |
| to be  |  |  |
| Bullying does not need to be intentional;                        |  |  |
| Bullying Behaviour + Bullying Impact = BULLYING                  |  |  |
| Bullying does not have to happen all the time, or be persistent; |  |  |
| Bullying Behaviour + Bullying Impact = BULLYING                  |  |  |

## What is Prejudice-Based Bullying?

| Bullying behaviour that is motivated by prejudice – based on an individual's actual |                          |  |
|---|--------------------------|--|
| or perceived identity   |                          |  |
| Discriminatory Language   | Discriminatory Behaviour |  |
| Racism  | Sexism                   |  |
| Homophobia  | Biphobia                 |  |
| Transphobia   | Sectarianism             |  |

## What is not Bullying Behaviour?

| Disagreements | Mutual teasing                           |
|---------------|--|
| Arguments     | When children stop talking to each other |

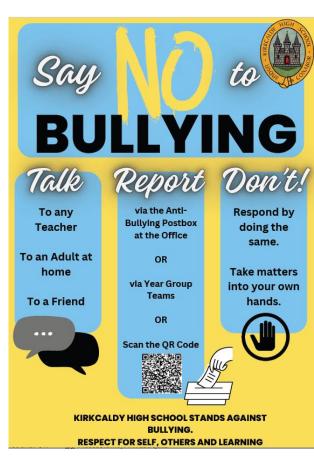
| Criminal Offences: |   |  |
|--------------------|---|--|
| Hate Crime         | Malice or ill-will directed at som<br>actual or perceived:<br>GENDER REASSIGNMENT<br>PREGNANCY/MATERNITY<br>TRANSGENDER IDENTITY<br>RELIGION OR BELIEF<br>SEX | AGE SEXUAL ORIENTATION DISABILITY RACE |
|                    | MARRIAGE/CIVIL PARTNERS   | SHIP                                   |

#### **Reactive Approach**

#### **Reporting Alleged Bullying Incidents:**

Pupils, staff and parents/carers can and should report suspected bullying incidents. This can be done in a number of ways, including:

- Discussing directly with pupil's Guidance Teacher
- 2. On Year group TEAM
- 3. By QR code
- 4. By designated post boxes (outside Mr McKay's office)
- 5. By completing bullying form (available at the school office)



## Kirkcaldy High School

Bullying/Discriminatory Behaviour Phased Response



#### **Investigation Process**

- Discussion with pupils directly involved and support offered, including the option of calling home
- Discussion with witnesses including impartial bystanders and statements, where necessary
- Records of those directly involved checked to establish patterns and previous incidents
- Viewing of CCTV, if available
- Pupils safeguarded appropriately within school whilst investigation is ongoing
- Transport arrangements considered

#### Relationship-Based Approaches

- Restorative discussion between pupils directly involved a) the incident, b) its impact and c) an agreement on moving forward
  - Expectations in terms of conduct discussed, shared and reinforced
  - Relevant staff made aware so they can support a positive dynamic between pupils
    - · Check-in with pupils after a two-week period
  - Parents/Carers of those directly involved contacted and asked to support with conversations at home if necessary

#### Reactive Approaches

- Breaktime and/or lunchtime detention
- Parent phone calls and/or meetings with agreed actions, where appropriate
- Removal from specific class(es) for a period of time, with support to reflect and to complete classwork (Hub/C20/Supported Inclusion)
- Senior extraction
- Rota arrangements for pupils at break and lunch times, until the situation has been
- Participation in Supported Inclusion programme
- Planned interventions, for example, PEERs relationship building group
- Removal from school bus for a specific period
- Community Police input and advice to pupils and/or parents
- **DHT Input**
- Formal police investigation
- Formal exclusion from school

#### **Proactive Options**

- · Change to seating locations
- Issue of Time Out card
- Opportunity to leave class a few minutes early
- Planned check-in opportunities with a member of staff at key points throughout the day
- Significant staff presence at break and lunchtimes
- · Safety advice appropriate to the situation
- Senior bus monitors alerted, where relevant
- Senior pupil bus buddy
- · Advice to pupils/parents where community activity is a concern
- Specialist counselling
- Partner support
- Planned PSE input
- Targeted PSE input
- MVP peers intervention

#### **Equalities Issues**

Bullying due to Gender Reassignment, Marriage/Civil Partnership status, Pregnancy, Disability, Race, Sex, Religion or Beliefs, Sexual Orientation will be referred directly to DHT or HT due to the criminal nature of equalities-based bullving.

All pupils found to be involved in displaying bullying behaviour for any of these reasons will be extracted from classes, will work with staff in the Supported Inclusion area and the incident will be formally recorded.

Movement to Stage 3 will be automatic if the nature of the bullying issue requires this, or if bullying behaviour continues

#### Afterwards

- Continue to monitor
  - Check-ins
- · Record appropriately on Fife Council systems, where data is stored, analysed and evaluated

t

а

g

e

1

g e

2

S а g e

3

## **Proactive Approach**

As well as reactive approaches to bullying or discriminatory behaviour, at Kirkcaldy High School we also use various pro-active interventions to ensure there is a strategic approach to tacking bullying or discriminatory behaviour

| Input/Activity   | Impact/Outcome   |
|--|--|
| Inclusion-based assembly inputs  | Greater understanding of "difference" and of the most common Additional Support Needs within the context of our school |
| Inclusion workshops for designated year groups   | Support pupils' understanding of Equalities Protected Characteristics, whilst encouraging understanding and tolerance  |
| Show Racism the Red Card   | Increased awareness of racism;<br>develop more confidence in challenging<br>racism                                     |
| Termly bullying lessons and discussions on bullying behaviour and its impact                           | Consistently develop awareness of bullying and its consequences – for those displaying and those experiencing          |
| Pupil Focus groups   | To understand themes and trends from pupils' perspective   |
| PSE Input  | Interspersed throughout the session  |
| Bullying-based assembly inputs   | To continue the momentum around antibullying throughout the session  |
| Mentors in Violence Prevention peer Input  | Give pupils knowledge and confidence to understand and challenge discrimination  |
| Ongoing staff training and CPD in respect of identifying, reporting and challenging bullying behaviour | To ensure bullying behaviour is dealt with swiftly and robustly  |

## **Stakeholder Engagement**

This policy has been created in consultation with our young people, the Parent Council and members of school staff. They will be involved in subsequent reviews of the policy to ensure their voice is woven throughout.