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 **Behaviour**	Bullying is **Impact**
An action that causes physical harm: hit, tripped, pushed, kicked,	Lack of control over what happens to them
An action that causes emotional harm: Name-calling, teased, put down, threatened, spreading rumours, looks	At the mercy of other people and other people's actions
An action that causes damage to someone's property: having personal belongings taken from them or damaged	Feel hurt, threatened, frightened and left out
An action that makes someone: feel ignored, feel left out	Feeling uncomfortable
An action that is online: sending abusive messages, pictures or images by electronic device	Feeling unsafe
Being targeted because of who someone is or who they are perceived to be	Changes in behaviour
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

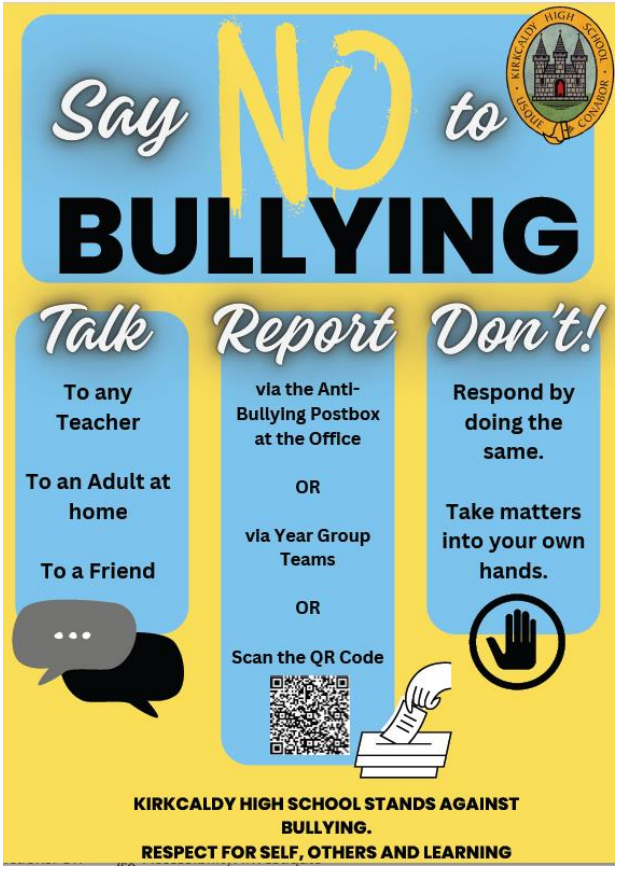
Criminal Offences:	
Hate Crime	Malice or ill-will directed at someone because of their actual or perceived: GENDER REASSIGNMENT AGE PREGNANCY/MATERNITY SEXUAL ORIENTATION TRANSGENDER IDENTITY DISABILITY RELIGION OR BELIEF RACE SEX MARRIAGE/CIVIL PARTNERSHIP

Reactive Approach

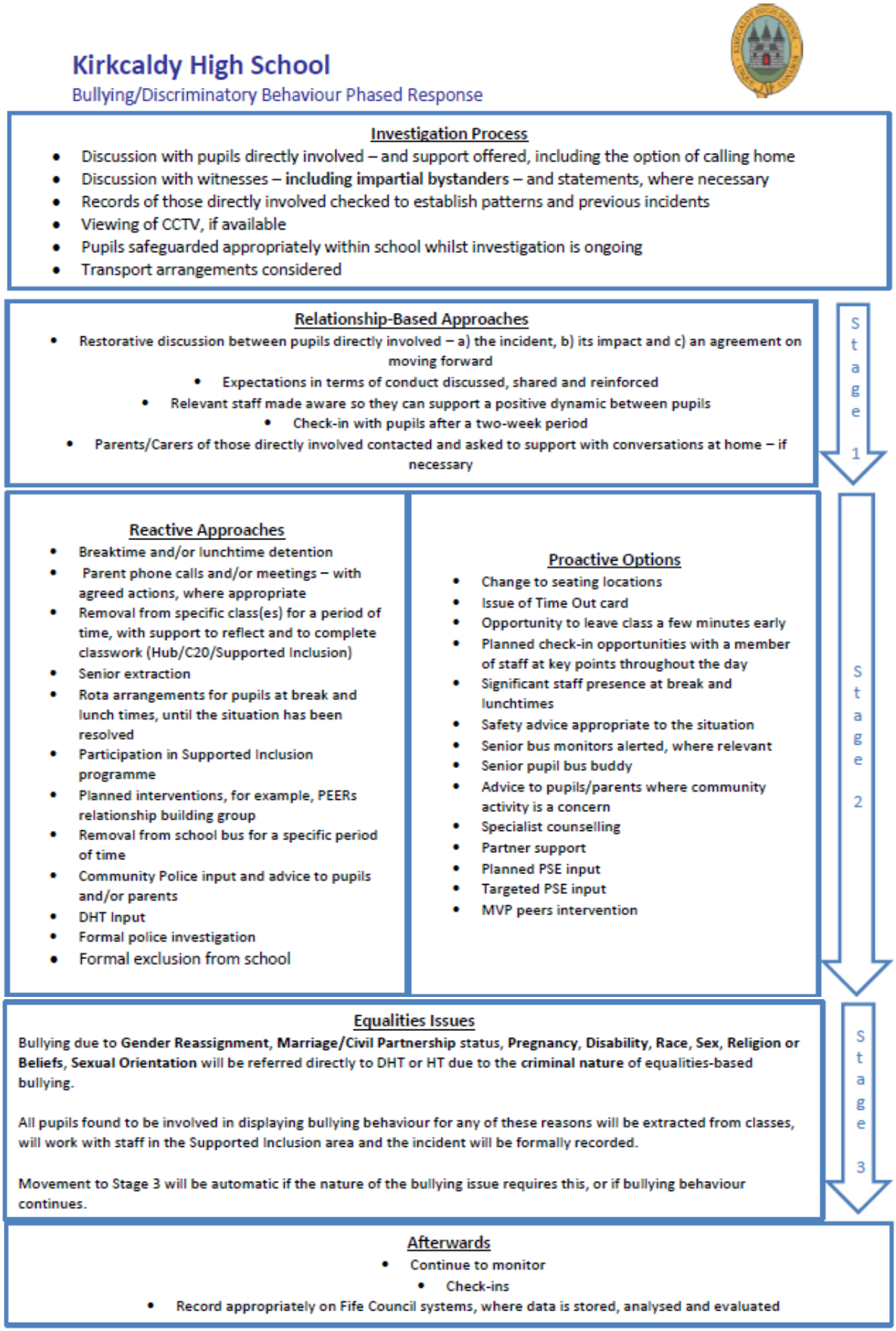
Reporting Alleged Bullying Incidents:

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

1. 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)



Management of Alleged Bullying Incidents:



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; develop more confidence in challenging 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 anti-bullying 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.