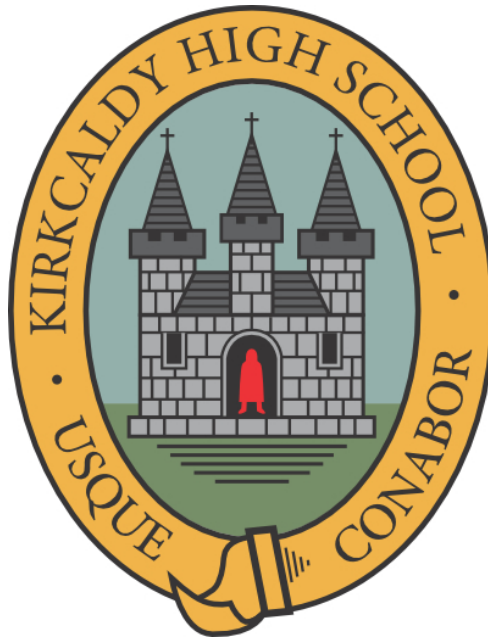


Getting it Right



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	01/09/2025	01/09/2027

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?

"Bullying is face to face and/or online behaviour which impacts on a person's sense of physical and emotional safety, their capacity to feel in control of their life and their ability to respond effectively to the situation they are in."

The behaviour does not need to be repeated, or intended to cause harm, for it to have an impact. Bullying behaviour can be physical, emotional or verbal and can cause people to feel hurt, threatened, frightened and left out." (Respect Me, Scotland's Anti-Bullying Service))

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

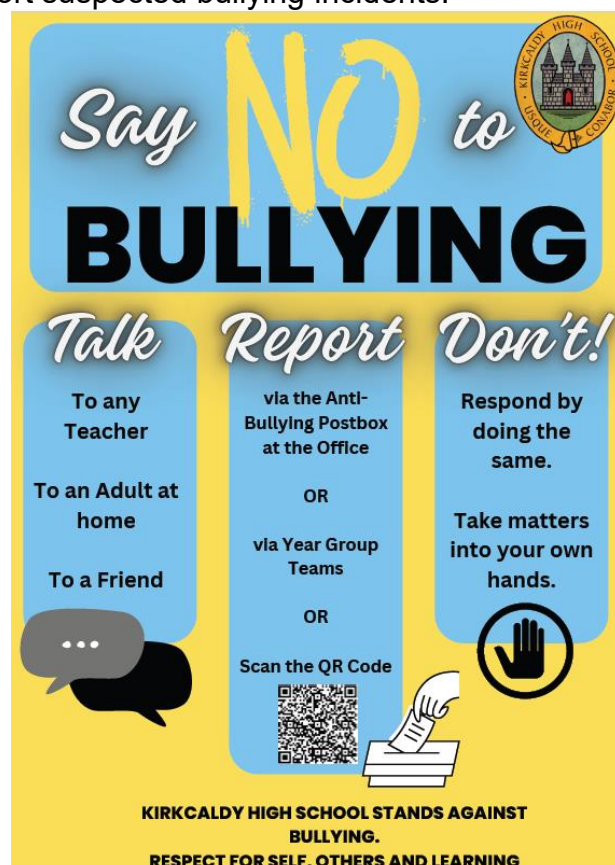
Criminal Offences:	
Hate Crime	Malice or ill-will directed at someone because of their actual or perceived: GENDER REASSIGNMENT AGE PREGNANCY/MATERNITY SEXUAL ORIENTATION TRANSGENDER IDENTITY DISABILITY RELIGION OR BELIEF RACE SEX MARRIAGE/CIVIL PARTNERSHIP

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
5. By completing bullying form (available at the school office)



Management of Alleged Bullying Incidents:



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

Stage 1

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 resolved
- Participation in Supported Inclusion programme
- Planned interventions, for example, PEERs relationship building group
- Removal from school bus for a specific period of time
- 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

Stage 2

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 bullying.

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.

Stage 3

Afterwards

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

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 tackling 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.