



We All *Belong* Here

Bellahouston Academy's Anti-Bullying Policy

We All Belong Here

Bellahouston Academy's Anti-Bullying Policy

Bullying behaviour is never acceptable within Glasgow City Council's schools/early learning centres. All children and young people have an entitlement to work and play in a learning environment in which they feel valued, respected and safe, and are free from all forms of abuse, bullying or discrimination.

(Glasgow City Council 2019, Every Child is Included and Supported: Getting It Right in Glasgow, The Nurturing City – Bullying)

At Bellahouston Academy, we want all of our young people to believe that they belong here; this means that they must be made to feel valued and respected by all others within the school community. As well as the academic learning they will undertake, we hope that – in their time at Bellahouston Academy – young people will learn how to develop respectful, responsible and confident relationships with other children, young people and adults. Unfortunately, there may be occasions where relationships are less positive, and some young people may experience bullying behaviours. We are fully committed to addressing any incidences of bullying behaviour as swiftly and effectively as possible, so that young people need not feel its harmful effects. **Bullying behaviour – in any of its forms – is not acceptable and will not be tolerated at our school.**

This policy details Bellahouston Academy's consistent and coherent approach to addressing instances of bullying behaviour. The contents are as follows:

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Context

Broader Policy Context

Bellahouston Academy's Anti-Bullying Policy is informed by a range of other policies at local, national and international level. Links to all of these are provided in the [**References and Useful Links**](#) section of this policy.

Our approach is given structure and direction by Glasgow City Council's anti-bullying policy ***Every Child is Included and Supported: Getting It Right in Glasgow, The Nurturing City – Bullying***; this document makes clear the roles and responsibilities staff, young people and their parents have in identifying and eradicating bullying behaviours. It also details appropriate processes for addressing and recording any instances of bullying behaviour.

Glasgow City Council's Framework for Learning and Wellbeing clearly communicates the local authority's position that wellbeing is central to a young person's success in education; it is not possible to separate wellbeing and learning. Glasgow's commitment to nurture demonstrates that we have always placed a high priority on wellbeing.

Respect Me is Scotland's anti-bullying service, and their website offers a wide range of support materials and resources to assist schools in the development of anti-bullying policy and practice. The definition of bullying adopted by Respect Me (see below) is nationally recognised, and informs schools' responses to incidents of bullying behaviour.

Scottish Government's ***Getting it Right For Every Child*** Policy highlights the significance of wellbeing in ensuring that young people grow and develop in a supportive environment; an important aspect of this is how school experiences can be made rewarding and positive for all. In regards to anti-bullying, all indicators of wellbeing (sometimes known as SHANARRI indicators) have significance, but the following are key: Safe, Healthy, Respected and Included.

Education Scotland's ***How Good is our School 4*** is a self-evaluation resource which allows school – across the breadth of their provision – to identify areas of strength and areas for development. Quality Indicator 3.1 (Ensuring Wellbeing Equality and Inclusion) has the most specific relevance to anti-bullying practice.

Education Scotland's ***How Good is OUR School*** is a toolkit designed to facilitate the participation of young people in self-evaluation activities which inform school improvement. Themes 1 and 4 (Our Relationships and Our Health and Wellbeing) explore issues in relation to equality and inclusion, so are significant to discussions around bullying.

The Equality Act 2010 (an Act of Parliament of the United Kingdom) is of particular importance in protecting young people from prejudice-based bullying. The act sets out rights which include legal protection from discrimination related to any of the nine protected characteristics, which are identified below.

The United Nations' Convention on the Rights of the Child, through a number of its articles, emphasises that adults have a responsibility to ensure that young people can live in a way which allows them to enjoy their rights. Article 2 (Non-Discrimination), Article 3 (the Best Interests of the Child), Article 12 (Respect for the Views of the Child), Article 19, (Protection from Violence, Abuse and Neglect) and Article 28 (Right to Education) are of particular significance to anti-bullying approaches in schools.

How Does This Policy Reflect our School's Vision, Values and Aims, and our Rights Respecting Schools Charter?

Our school's vision statement - updated following an extensive consultation exercise involving pupils, parent, staff and other members of our school community - is as follows:

Our School's Vision Statement

We all **belong** here, and will **aspire, grow** and **achieve** together, within a culture of **respect**.

Our school values are, therefore:

Our School Values

Belonging

Aspiration

Growth

Achievement

Respect

Our aims, in relation to these values, are as follows:

Our School's Aims (Summary Version)

Belonging

We will ensure that everyone feels welcome, safe and included at all times.

Aspiration

We will have high hopes for the future, and will take on any challenges with confidence.

Growth

We will strive to meet our potential, by trying to improve ourselves every day.

Achievement

We will aim to succeed in everything that we do, and will celebrate success.

Respect

We will always treat each other with care and understanding.

There are clear and obvious links between our school's vision, values and aims, and our commitment to an anti-bullying agenda. In short, young people must **respect** their peers, and believe that they are, in turn, **respected** by others, if they are to feel a strong sense that they **belong** at our school. When young people feel welcome, safe and

included at Bellahouston Academy, they have the best possible chance of engaging fully with their learning, so that they can **aspire, grow, and achieve** in a way which reflects their potential as learners and as people.

In session 2022-2023, we continued to strengthen our school's commitment to the United Nations Convention on the Rights of the Child (UNCRC), by developing our school's Rights Charter. The UNCRC rights which pupils felt were most relevant to our school's context were as follows:

Bellahouston Academy Rights Respecting School Charter – Key and Related Rights

Article 2 – The Right to Non-Discrimination

Article 14 – The Right to Freedom of Thought/Belief/Religion

Article 8 – The Right to Protection and Preservation of Identity

Article 28 – The Right to Education

Article 29 – The Right to pursue the Goals of Education

Article 31 – The Right to Leisure, Play and Culture

Article 19 – The Right to Protection from Violence/Abuse/Neglect

Article 27 – The Right to an Adequate Standard of living

Article 6 – The Right to Life, Survival and Development

Article 12 – The Right to Respect for the Views of the Child

Article 3 – The Right to the Best Interests of the Child

Article 16 – The Right to Privacy

Articles **2 (The Right to Non-Discrimination)** and **19 (The Right to Protection from Violence/Abuse/Neglect)** are particularly relevant to our anti-bullying stance. These articles reflect our commitment to ensuring that members of our school community - regardless of their background or circumstances - feel that they belong here and will be respected. We celebrate and are proud of our diversity, and will not accept prejudice, discrimination or bigotry. Every young person has the right to live within a safe and supportive environment at home, at school, and in the local community, so that their growth as learners and as people is unaffected by any potential negative influences. This is a matter of equity, as we must respect the rights of everyone – regardless of their background or circumstances – to a comfortable life.

What is Bullying?

At Bellahouston Academy, we use the definition of bullying provided by Respect Me, Scotland's anti-bullying service.

Bullying takes place in the context of relationships. It is behaviour that can make people feel hurt, threatened, frightened and left out, and it can happen face to face and online.

Bullying is both behaviour and impact; what someone does and the impact it has on the other person's capacity to feel in control of themselves. We call this 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 and it can happen face to face and online.

Bullying behaviour can harm people physically or emotionally and, although the actual behaviour might not be repeated, the threat that it might can be sustained over time, typically by actions: looks, messages, confrontations, physical interventions, or the fear of these. This behaviour can include:

- *Being called names, teased, put down or threatened face to face and/or online*
- *Being hit, tripped, pushed or kicked*
- *Having belongings taken or damaged*
- *Being ignored, left out or having rumours spread about you (face to face and/or online)*
- *Sending abusive messages, pictures or images on social media, online gaming platforms or phone*
- *Behaviour which makes people feel like they are not in control of themselves or their lives*
- *Being targeted because of who you are or who you are perceived to be (face to face and/or online)*

<https://respectme.org.uk/bullying/what-is-bullying/>

Children and young people may display a wide range of signs which could indicate that they are being bullied or perceive that they are being bullied. These include:

- Change in attendance at school
- Change in achievement levels
- Unexplained injuries, neglect of appearance, torn clothing
- Changes in sleep patterns
- Changes in eating pattern
- Social withdrawal/isolation
- Low mood or mood changes
- Changing social media accounts

Some young people may experience bullying behaviours due to prejudices. It is important that – through recording incidents of bullying behaviour fully and accurately – we are able to identify any patterns of prejudice-based bullying, so that the attitudes behind such behaviours can be challenged through education. The Equality Act 2010 act sets out rights which include legal protection from discrimination related to any of the nine protected characteristics:

1. Age	6. Religion/Belief
2. Disability	7. Sexual Orientation
3. Race	8. Marriage/Civil Partnership
4. Sex (Gender)	9. Gender Reassignment
5. Pregnancy/Maternity	

Appendix 1 of Glasgow City Council's 2019 policy ***Every Child is Included and Supported: Getting It Right in Glasgow, The Nurturing City – Bullying*** details the ways in which prejudice-based bullying can be challenged. It is included as an appendix in this policy.

How do we proactively promote an inclusive ethos which safeguards young people against bullying?

We strive to ensure that our school is an inclusive environment where all members of our school community feel that they belong, and are welcome.

As a school in Glasgow, The Nurturing City, we are fully committed to Nurturing and Inclusive practices. The application of Nurture Principles should be apparent in every classroom, corridor and social space within our school, as they allow adults to model respectful and supportive relationships for our young people, and establish a climate where all members of the school community, irrespective of age or status, are expected to embody and promote positive behaviours and values.

In session 2020-2021, we achieved the Bronze Rights Respecting School Award from UNICEF and are currently involved in the verification process for the Silver award. Key to our rights-respecting work is the expectation that young people should have a school experience that is happy, rewarding, and free from mistreatment; **indeed, it is their right**. In session 2020-2021, we achieved the LGBTQ+ Charter Award, and are currently involved in the work which we hope will eventually allow us to achieve this award at silver level. In regards to race equality, our staff have engaged in collegiate discussion regarding the inclusivity of subject curricula; similarly, they have suggested how we should proactively prevent racist and discriminatory attitudes and behaviours becoming apparent, and how we should respond effectively to incidents where such attitudes and behaviours are a factor. Since session 2018-2019, we have been at the forefront of Glasgow City Council's efforts to promote Financial Inclusion; as of June 2022, our Financial Inclusion Support officer has assisted over 263 parents connected to the school, allowing them to access a combined total of £903,989.68. A range of other measures are in place to ensure the cost of the school day does not exclude the socio-economically disadvantaged, such as our Blazing Squad initiative, which recycles uniform items, and our commitment to ensuring equity when school excursions are being planned, so cost does not prevent young people from taking part.

From the beginning of their time at Bellahouston Academy, we want our young people to know - through an effective S1 Transition programme - that they are valued and are welcome in our vibrant school community. In session 2022-2023, we issued each new S1 pupil with a transition pack of all the materials they would need to engage with their learning; we also arrange an S1 Team Building Day, so that our young people have the chance to develop relationships with pupils outwith their classes, and with the key staff who will support them throughout their journey at Bellahouston Academy.

In light of the above, in session 2022-2023, we refreshed our commitment to Equalities in order to ensure that all of our young people and their families feel the full benefit of this work. This commitment is reflected in this session's School Improvement Plan, and our more streamlined efforts in this area are now led by a specific named member of the Senior Leadership Team.

Our PHSE curricula at all stages creates opportunities for young people to develop attitudes and skills which promote positive peer group relationships. These messages are reinforced through Year Group Assemblies, and regular impact from our Campus Police Officer, who is also able to ensure young people are aware of their responsibilities, and the potential legal consequences of anti-social behaviours which are harmful to others (including social media activity). Our agency partners (such as our FARE Youth Worker and our Action for Children Counsellors) deliver one-to-one and group work, supporting young people who are, perhaps, experiencing difficulties in forming and developing positive relationships with their peers.

At social times, such as intervals and lunch, the Senior Leadership Team and other colleagues have a visible profile around the school and its surrounding areas, so that they can ensure that any relationship difficulties or inappropriate behaviour amongst young people can be identified and addressed. There are also a growing number of lunchtime and after-school clubs within the school, giving young people the opportunity to meet and form relationships with others, limiting the potential for feelings of social isolation or vulnerability. A sizeable volunteer group of our Senior Pupils are trained as Mentors in Violence Prevention, and pass on their learning to younger pupils through PHSE input, emphasising that all of us have responsibility for making our school a safe and inclusive

space. Senior Pupil Leadership Team Academy Ambassadors also support staff in supervising social areas at intervals and lunch so that young pupils can swiftly and easily make contact with a trusted peer, should they require to do so.

How do we ensure that bullying behaviours are identified and addressed as swiftly and effectively as possible?

All staff are aware of the Respect Me definition of bullying; they are encouraged to be vigilant and report any concerns regarding bullying either by making contact with the relevant Pastoral Care Teacher or Year Group DHT, or using the Seemis referral system, so that the appropriate member(s) of the Pastoral Care Team and/or Senior Leadership team are made aware. Depending on the circumstances of the young person either displaying or experiencing bullying behaviour, the Faculty Head of Inclusion may also be involved at the initial stage.

Where conflict emerges between young people, or where it is apparent that the behaviour of a young person is causing others to feel hurt, threatened or frightened, the relevant Principal Teacher(s) of Pastoral Care and Senior Leaders will engage in active dialogue in order to establish whether bullying has taken place, using the Respect Me definition of bullying as a basis for discussion. This dialogue should allow for a degree of moderation, and therefore ensure a consistency of approach in identifying and recording bullying incidents.

It may be necessary, in a proportionate and discreet way, to make some other members of staff aware of a bullying incident in the early stages of investigation, so that these colleagues can support the initial response to resolving the matter. For instance, if the young people involved sit close to one another in class, it may be necessary to ask the class teacher to restructure the seating plan for the short term.

All bullying incidents will be recorded using the Seemis Bullying and Equalities module by either the relevant Principal Teacher of Pastoral Care or the relevant member of the Senior Leadership Team. Depending on the circumstances of the young people involved, it may be that the Faculty Head of Inclusion will be responsible for recording the incident.

There are two layers of quality assurance which ensure that entries within the Seemis Bullying and Equalities module are being logged as required, are being entered onto the system in a consistent and timeous way, and that the response to incidents of bullying is consistently solution-focused, consistent, and effective.

- 1) The DHT Pupil Support meets on a weekly basis with all Principal Teachers of Pastoral Care, and any recently-logged incidents within their House Group caseloads are discussed. This discussion will also ensure that:
 - At an appropriate stage following the incident, the matter has been reviewed with the young people involved, and that this review has been logged on the Seemis Bullying and Equalities module;
 - If this review suggests that those involved are not content that the matter is resolved, further planning discussions on appropriate supports have taken place with the young people, their families, the relevant Year Group DHT, etc.
 - As required, any further context can be made known to the relevant colleagues through an entry on Seemis Pastoral Notes.
- 2) Bullying is a standing item on the Senior Leadership Team Meeting agenda on a fortnightly basis. Incidents which have been recently logged on the Seemis Bullying and Equalities module are scrutinised, allowing regular and solution-focussed self-evaluation to take place; a strategic approach to preventing further instances of bullying can subsequently be developed.

Patterns across the range of logged bullying incidents can be identified and discussed. Such patterns may include:

- Individual pupils' repeated involvement;
- Year Groups involved;
- Time of day/day of week;

- Locations;
- Types of bullying behaviour (e.g. physical, emotional, exclusionary, cyberbullying, etc.);
- Bullying behaviours related to particular protected characteristics.

Strategies to address any apparent patterns can be agreed upon and actioned. These may include:

- Additional PHSE or Year Group Assembly Input (perhaps involving partner agencies, such as the Campus Police Officer) if specific types of bullying are becoming more prevalent, or if particular themes are being consistently observed;
- Additional supervision in specific areas of the school (either through staff, MVP mentors or the Senior Pupil Leadership Team) where bullying behaviours are thought to be more common;
- Professional development activities for staff if unexpected or particularly complex issues are identified.

How Do We Address Instances of Bullying Behaviour?

It is important that we apply a consistent and coherent response when addressing instances of bullying behaviour. This means that each incident will be dealt with according to the same principles. It also means that the specific actions taken may differ slightly, bearing in mind the specific circumstances in each individual case.

- The young person experiencing and reporting bullying behaviour will be made to feel safe and well-supported initially and throughout the process.
- The incident will be fully investigated so that the circumstances are understood, and that our response is as fair as possible.
- It will be made clear to all involved in displaying bullying behaviours that these do not reflect our school values, and are unacceptable.
- The young person displaying the bullying behaviour will receive the required supports to ensure that their behaviour changes.
- We will involve - where it is appropriate to do so - those who might help us to support both the young person experiencing and the young person displaying the bullying behaviours (e.g. parents, partner agencies, other pupils, etc.).
- We will ensure that – throughout the process – we record our findings using the Seemis Bullying and Equalities module (and Pastoral Notes, where required).
- A swift and lasting resolution will be sought as the outcome.

A Young Person Experiencing Bullying Behaviour

An inclusive ethos is vital, if young people experiencing bullying behaviour are to feel comfortable reporting this behaviour, in the expectation that staff will listen, take their concerns seriously, and begin the process which will lead to a positive outcome.

The professional judgement of staff will be important where they notice signs that may indicate a young person is experiencing bullying behaviour, or where a young person reports an incident of bullying to them.

Respect Me recommend that staff ask the following four questions:

1. What was the behaviour?
2. What impact did it have?
3. What does the child or young person want to happen?
4. What do I need to do about it?

<https://respectme.org.uk/anti-bullying-practice/ways-to-respond/>

A young person experiencing bullying will usually feel a loss of agency or control; it is important, therefore, that they feel able to take back a sense of agency or control as the matter is addressed. Where possible, a member of staff should make the young person aware of what they intend to do with the information the young person has given, and keep them regularly updated on progress.

On most occasions, it will be necessary for parents to be informed of the matter, if the young person has not already made them aware; this ensures that the school can work in partnership with parents towards a resolution. The parent may work in partnership with the school to resolve the matter by:

- Informing the school of bullying behaviour at the time of the incident or as soon as possible thereafter;
- In the event of cyber-bullying, managing their children's use of electronic devices, mobile technologies and social media, including setting parental controls, ensuring privacy settings are in place and adhering to age guidelines;
- In the event of cyber-bullying, reporting any abuse to website providers, delete nasty or offensive messages and ensure their children unfriend or block persons potentially perpetrating abuse;
- Being aware of the type of incidents which may have to be reported to the police – retain any evidence which may include screenshots, messages, images etc;
- Understanding that we seek to understand the experiences, and address the needs of all children and young people, who experience bullying behaviour as well as those who present bullying behaviour, within a framework of respect, responsibility, resolution and support.

On some occasions, it may be the young person's wish that parents are not informed for a specific reason; if, following discussion between the relevant Pastoral Care Teacher and member of the Senior Leadership Team it is agreed that a decision not to inform parents is appropriate, the decision not to inform parents should be recorded in Seemis Pastoral Notes. The best interests of the child, and their safety and wellbeing should be considerations in this decision-making.

A Young Person Displaying Bullying Behaviour

As well as clarifying the facts, and emphasising that bullying behaviours are not reflective of the school's values, and are therefore unacceptable, the initial investigation of a bullying incident will involve asking the young person responsible why they are choosing to display bullying behaviours. Nurture Principles would suggest that "all behaviour is communication", so it may well be that the bullying behaviour displayed by a young person stems from an unmet need. There are many reasons why young people display bullying behaviour towards others.

- A young person may feel powerless in some other aspect of their lives (indeed, they may have been bullied themselves); therefore, they may display bullying behaviours as a means to feel more secure by asserting power over others.
- A young person may regularly witness or experience bullying behaviours at home or in other areas of their life; therefore, they may not understand that such actions are inappropriate and unacceptable.
- A young person may find it difficult to empathise with or understand the consequences of their actions for others; therefore, they may not understand that their behaviour is experienced as bullying by others.
- A young person may be experiencing emotional difficulties; therefore, they may be displaying bullying behaviours as a symptom of the unhappiness they are feeling.
- A young person may perceive that others displaying bullying behaviours achieve a superior social status amongst their peers by doing so; therefore, they may display bullying behaviours as a means to achieve the same social status.
- A young person, for a variety of reasons, may have developed prejudicial attitudes; therefore they may display bullying behaviours which reflect these prejudicial attitudes.

Seeking to understand the reason for a young person displaying bullying behaviours should not be misunderstood as condoning it, or as minimising the feelings of hurt or fear felt by the young person experiencing the bullying behaviour.

It is often the case that a more lasting resolution can be reached if the specific reason(s) for a young person displaying bullying behaviour can be identified and understood; the most effective strategies used to improve matters are likely to be those which address these specific reason(s) in each case. For instance, if it is felt that the young person displaying bullying behaviours is doing so due to emotional difficulties they are experiencing in their own lives, they may, as part of a wider package of responses and supports, be encouraged to see the School Counsellor.

The parents/carer of the young person will be involved at an early stage, in order to ensure that they are aware of the matter, and can therefore support the school in ensuring that the matter is resolved as swiftly and effectively as possible. If the incident involves behaviour outwith the school day or at weekends, the parent will be asked to do what they can in order to encourage better choices and limit the potential for further or escalating conflict within the community or online. In the event of cyber-bullying, parents should (where necessary) seek to manage their children's use of electronic devices, mobile technologies and social media, including setting parental controls, ensuring privacy settings are in place and adhering to age guidelines.

The strategies used to address bullying behaviour may vary, according to the circumstances of each individual case; it is important that they are proportionate and lead towards a lasting and effective resolution. A key aspect of the process will involve educating the young person responsible; the impact of their actions on those who have experienced their bullying behaviour will be fully explored, so that its consequences are fully understood, and that they are better able to empathise with others.

In some cases, it may be helpful for a restorative or mediation meeting - led by a suitably trained member of staff - to take place between the young person displaying and the young person experiencing bullying behaviours. This may be an appropriate response:

- where it allows the young person experiencing the bullying behaviours to feel a greater sense of agency, and no longer feel powerless in addressing the behaviours which have made them feel hurt, threatened or frightened;
- where it encourages the young person displaying the bullying behaviour to feel greater empathy, and better understand the consequences of their behaviour;
- where both young people would feel it beneficial to agree on tangible ways in which their relationship can be improved moving forward;
- where the young person displaying the bullying behaviour wishes to express remorse for their actions, and give assurances about their behaviour in the future.

In some cases, a restorative meeting may be inappropriate, particularly if it is likely to cause distress to either or any of the participants.

A regular check-in with the appropriate Pastoral Care Teacher would be scheduled in the weeks following the incident, in order to ensure that concerns are not re-emerging, and that relationships have improved.

Depending on the specific circumstances of the bullying incident, it may be necessary for the young person displaying bullying behaviours to be removed from particular classes for a short spell of time, so that conflict is de-escalated whilst the matter is investigated by the appropriate member(s) of staff. This would be short-term and planned intervention, meaning that the young person removed from class would work in another area, supervised by a member of staff. This would only be an appropriate response if the young people experiencing and displaying bullying behaviours were in the same class; it should not be viewed as merely a punishment or sanction, and instead creates time and space for restorative and education-based solutions to take place.

It may be that, again depending on the specific circumstances, alternative arrangements for arriving at school, intervals, lunchtimes, and leaving the school premises are required in the short term to ensure that, in the immediate aftermath of an incident, the young person experiencing bullying behaviours can feel reassured that their contact with the young person responsible will be limited, until a more lasting resolution can be reached. For instance, the young person displaying bullying behaviours may be instructed to spend intervals and lunchtimes in spaces which are supervised by staff. Again, this should not be viewed as merely a punishment or sanction; instead,

it creates opportunities for de-escalation, and allows time for restorative and education-based solutions to successfully take place.

In some cases, a firmer response involving consequences or sanctions is required, in order to ensure that the young person displaying bullying behaviours clearly understands that their behaviour is unacceptable. For instance, they may have privileges (e.g. permission to participate in school clubs) withdrawn for a period of time.

In some particularly serious cases, and where there no other option is felt by the Headteacher to be appropriate, temporary formal exclusion from school may be used. However, exclusion cannot and must not be viewed as a solution to bullying; the required work (detailed above) aimed at educating young people displaying bullying behaviours, ensuring that their behaviours are modified, and developing more positive relationships will be even more important on an excluded young person's return to school.

In cases where a young person may have broken the law, our Campus Police Officer is likely to have input.

References and Useful Links

The following resources have been used in drafting this policy.

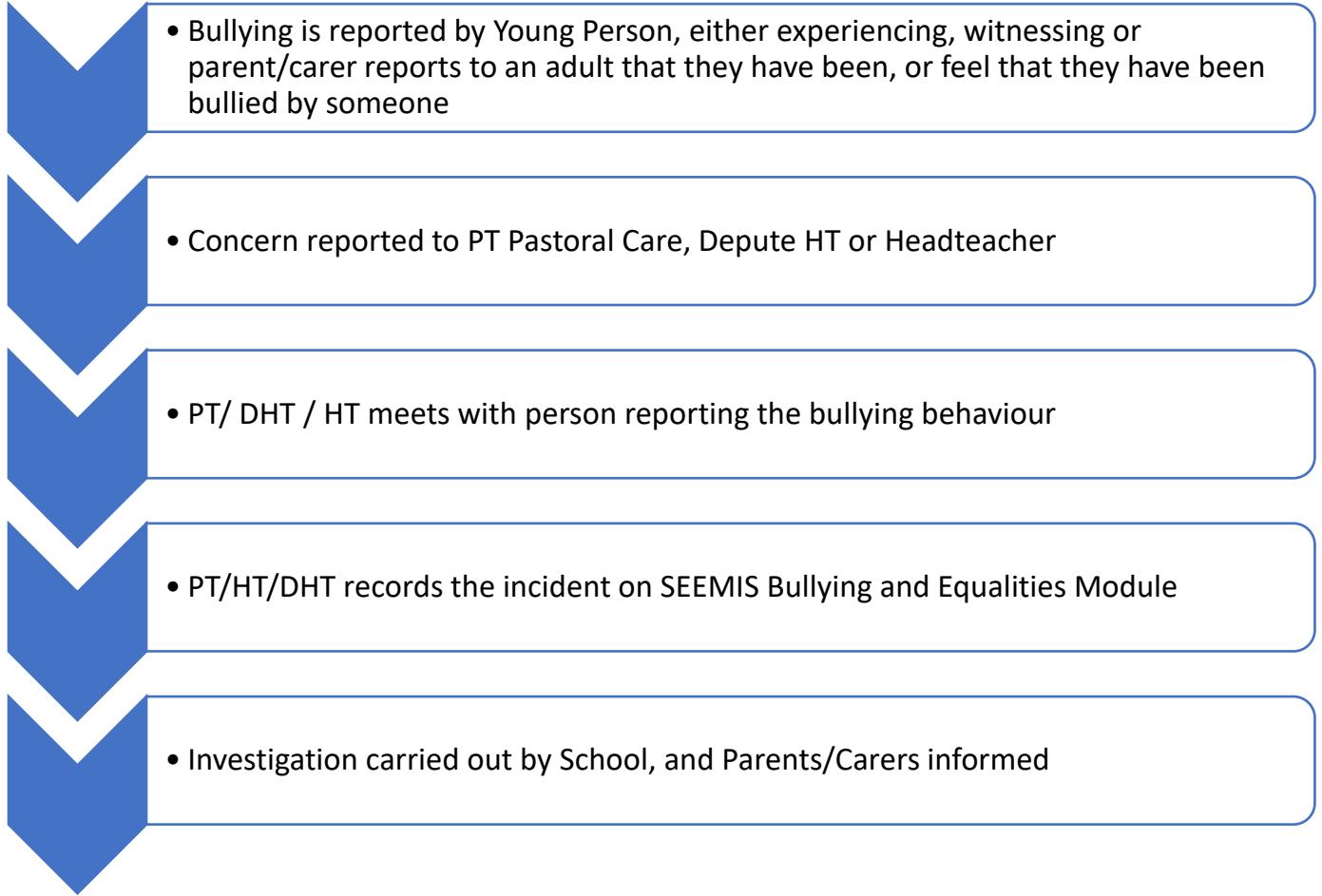
- **Every Child is Included and Supported: Getting It Right in Glasgow, The Nurturing City – Anti-Bullying**
<https://www.glasgow.gov.uk/CHttpHandler.ashx?id=47451&p=0>
- **Respect Me Website**
<https://respectme.org.uk/>
- **Children's Rights: For Young People in Glasgow's Educational Establishments**
<https://www.glasgow.gov.uk/CHttpHandler.ashx?id=31329&p=0>
- **Scottish Government's Getting it Right For Every Child Policy**
<https://www.gov.scot/policies/girfec/>
- **UNICEF's The UN Convention on the Rights of the Child (Summary)**
https://www.unicef.org/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf
- **How Good is our School 4**
<https://education.gov.scot/improvement/self-evaluation/HGIOS4>
- **How Good is OUR School? Part 2**
<https://education.gov.scot/improvement/Documents/HGIOURS-Part2.pdf>

The following links may be helpful for young people, parents and staff.

- **LGBT Youth Scotland**
www.lgbtyouth.org.uk
- **Childline**
<https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/>
- **SAMH (Scotland's Mental Health Charity)**
www.samh.org.uk
- **Zero Tolerance (Organisation raising awareness of male violence against women/children)**
www.zerotolerance.org.uk
- **Enquire (Scottish advice centre for pupils with additional support needs)**
www.enquire.org.uk
- **Enable (Charity campaigning for adults and children with learning disabilities)**
www.enable.org.uk
- **Show Racism the Red Card**
www.theredcardscotland.org

Appendix 1

Glasgow City Council's August 2022 Anti-Bullying Guidance for Schools – Bullying Response Process



Evidence that Bullying took place

Action taken to support young person experiencing bullying and also young person displaying bullying behaviour.
SEEMIS Module updated.

No Evidence that Bullying took place

School responds to original concern explaining the outcome of investigation. Further action may be required to resolve any further concerns. SEEMIS Module updated to record that incident was Unfounded.

Appendix 2

Glasgow City Council's 2019 policy *Every Child is Included and Supported: Getting It Right in Glasgow, The Nurturing City – Bullying (Appendix 1)*

PREJUDICE-BASED BULLYING

Children and young people can experience bullying for a variety of reasons; where they live, their sexual orientations, gender, disability, the colour of their skin, what clothes they wear or what team they support. The one thing that these have in common is difference or perceived difference – some children and young people don't see or understand diversity, they still only see difference.

Difference, or perceived difference, can be a catalyst for children and young people being bullied. If you would like to find out more about the different types of prejudice-based bullying listed below, visit our useful links section.

ASYLUM SEEKERS AND REFUGEES

Children and young people who are asylum seekers or refugees may be at greater risk of bullying directly and indirectly. Stigma, due to lack of knowledge and understanding of asylum seekers and refugees, together with a reluctance to burden parents with extra worries can allow bullying to continue and go undetected.

BODY IMAGE

Body image is hugely important to children and young people and bullying because of body image can have a significantly negative impact. For example, a child or young person who is noticeably over or underweight may find that they are particularly vulnerable to bullying behaviour.

HOMOPHOBIC BULLYING

Homophobic bullying is mainly directed towards young people who identify as lesbian, gay, bisexual or transgender or young people who are questioning their sexuality. However, it can also be directed at young people who do not conform to strict gender "norms". For example, a boy who doesn't like football may stand out as being different. Ultimately, any young person can be homophobically bullied and any young person can display homophobic attitudes which should be challenged.

TRANSGENDER

Is an umbrella term used to describe someone who does not conform to society's view of being male or female. Children and young people who are experiencing confusion over their gender identity may be the target of transphobia. Transphobia at its most basic is the fear of a transgender person and the hatred, discrimination, intolerance and prejudice that this fear brings. This can result in bullying behaviour towards an individual because they are not seen to be conforming to gender stereotyping and "norms". If children and young people are experiencing confusion over their gender identity, they may be reluctant to challenge bullying behaviour that could attract further attention to them.

CARE EXPERIENCED YOUNG PEOPLE

Children and young people who are care experienced are vulnerable to bullying behaviour for a number of reasons: It may be due to regular changes in schools or where they are placed, which can make forming friendships difficult; they may have poor relationship skills stemming from attachment difficulties; inappropriate reactions to situations as a result of learned behaviours; a reluctance to make friends; low self-esteem, lack of role models and a heightened sense of privacy.

RACE AND ETHNICITY

Children and young people from minority ethnic groups, including the gypsy/ travelling community, often experience bullying based on perceived differences in dress, communication, appearance, beliefs and/or culture. The status of "minority" in a school, community or organisation can often make a child or young person the focus for those

involved in bullying behaviour. This can arise from a misguided and/or learned belief that they 'deserve' to be treated differently or with less respect.

RELIGION AND BELIEF

Lack of knowledge and understanding about the traditions, beliefs and etiquette of different faiths, or having no faith, 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 fuel bullying.

SECTARIANISM

Most people understandably associate Sectarianism with religion. 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 as a target for sectarian abuse - whatever your beliefs may be.

SEXISM AND GENDER

Gender inequality and stereotyping can leave children and young people who do not conform to these norms vulnerable to bullying.

Bullying in the form of derogatory language, online comments and the spreading of malicious rumours can be used to regulate both girls' and boys' behaviour - suggesting that they are not being a real man or a real woman if they do not behave in such a way towards others. Personality traits that do not fit in to the unwritten rules of "appropriate" male and female behaviour can make children and young people a target for their actual or perceived difference. These terms can be of an explicit gender- based nature and it is worth noting that many can involve using terms for people who are gay and lesbian as a negative towards someone.

This behaviour should not be confused with sexually aggressive behaviour, which is potentially a form of criminal harassment and should be treated as such. For this reason, in Scotland we do not recommend using the term "sexual bullying" as a descriptor in policies or in practice – it is an unclear and reductive term. Sexual assault and exploitation are not types of bullying, they are abuse.

Gender-based bullying – if unchallenged can lead to a deepening of attitudes and behaviour towards girls or those who do not conform to gender norms that can escalate to more abusive behaviours.

This behaviour can take place face to face, in private and online or sometimes a combination of all of these. What happens or is shared online will directly impact on a person and that should be our focus. In all probability online activity will relate directly to an experience or conversation they have had in person. Successful antibullying work focuses on equalities and developing and modelling relationships based on respect and fairness – and this must include gender.

DISABLIST BULLYING

People who bully others may see children and young people with disabilities as being less able to defend themselves and less able to tell an adult about the bullying. The bullying behaviour is likely to be focused upon their specific disability or disabilities, whether they are in mainstream schooling or in specialist provision, and may result in a need for additional support to be provided.

YOUNG CARERS

The lives of young carers can be significantly affected by their responsibility to care for a family member who has a physical illness or disability, mental health problem, sensory or learning disability or issues with the misuse of drugs or alcohol. Young carers are at risk of bullying for a variety of reasons. Depending on responsibilities at home, they may find themselves being unable to fully participate in school or after-school activities or "fun stuff". This can make it difficult for them to form relationships; it can hinder successful transitions or lead to educational difficulties.

SOCIAL AND ECONOMIC PREJUDICE

Bullying due to social and economic status can take place in any group no matter how little diversity exists in it. Small differences in perceived class/ family income/family living arrangements/social circumstances or values can be used as a basis for bullying behaviours. These behaviours, such as mocking speech patterns, belongings, clothing, hygiene, etc. can become widespread through those considering themselves to be in the dominant social economic group or class. Bullying of children who endure parental substance misuse can also be prevalent in some locations.

Under the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012, we have a duty to assess all new policies and guidance to ensure it fulfils our duties under the Act. The Equality Act 2010 sets out a range of individual characteristics that are “Protected” from discrimination and unfair treatment including bullying. All children and young people have the right to feel safe regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. All anti- bullying guidance should include all of the protected characteristics as well as other issues that may see children discriminated against such as body image or socio-economic status.

ADDITIONAL SUPPORT NEEDS

Bullying, whether linked to prejudicial attitudes or not, can sometimes create additional support needs for children and young people. There is specific legislation in this area in the Education (Additional Support for Learning) (Scotland) Act 2009.

Further support can be accessed at: www.enquire.org.uk/pcp/pdf/ASL-Act-2009-changes.pdf

Appendix 3



Bellahouston Academy Anti-Bullying Policy – Pupil Summary

At Bellahouston Academy, we want all of our young people to feel that they belong here; this means that they must be made to feel valued and respected by all others within the school community. We hope that – in your time at Bellahouston Academy – you will learn how to develop respectful, responsible and confident relationships with others. Unfortunately, there may be occasions where relationships are less positive, and some young people may experience bullying behaviours. **Bullying behaviour – in any of its forms – is not acceptable and will not be tolerated at our school.**

What is Bullying?

At Bellahouston Academy, we use the definition of bullying provided by Respect Me, Scotland's anti-bullying service.

Bullying takes place in the context of relationships. It is behaviour that can make people feel hurt, threatened, frightened and left out, and it can happen face to face and online.

Bullying is both behaviour and impact; what someone does and the impact it has on the other person's capacity to feel in control of themselves. We call this 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 and it can happen face to face and online.

Bullying behaviour can harm people physically or emotionally and, although the actual behaviour might not be repeated, the threat that it might can be sustained over time, typically by actions: looks, messages, confrontations, physical interventions, or the fear of these. This behaviour can include:

- *Being called names, teased, put down or threatened face to face and/or online*
- *Being hit, tripped, pushed or kicked*
- *Having belongings taken or damaged*
- *Being ignored, left out or having rumours spread about you (face to face and/or online)*
- *Sending abusive messages, pictures or images on social media, online gaming platforms or phone*
- *Behaviour which makes people feel like they are not in control of themselves or their lives*
- *Being targeted because of who you are or who you are perceived to be (face to face and/or online)*

<https://respectme.org.uk/bullying/what-is-bullying/>

Over the page, you will find some advice on what you should do, if you feel that you are being bullied, or if you are aware of someone else being bullied.

- If a young person feels they are being bullied, or that someone they know is being bullied, they should tell someone. This might be a parent/carer, or it could be a teacher.
- The parent/carer or teacher they have told about the bullying should make sure the concern is reported to a PT Pastoral Care, a Year Group Depute Headteacher, or the Headteacher.
- A PT Pastoral Care, a Year Group Depute Headteacher, or the Headteacher will speak with the young person who feels that they are being bullied.
- A PT Pastoral Care, a Year Group Depute Headteacher, or the Headteacher will make sure that a description of the incident is logged.
- An investigation into the allegation of bullying will be carried out by the School, and the relevant Parents/Carers will be informed.

**If it is found that bullying
took place**

Action will be taken to support the young person experiencing bullying and the young person displaying bullying behaviour. The matter will be logged.

**If it is not found that bullying
took place**

Action will be taken to resolve any ongoing relationship difficulties between those involved. The outcome of the investigation will be logged.

Shortly afterwards, a PT Pastoral Care, a Depute Headteacher or the Headteacher will review the incident with the young person who felt that they were being bullied, to make sure that matters have improved.

Advice for our Pupils

In regards to bullying behaviour, Pupils are requested to:

- Tell someone - a friend or a trusted adult (a parent/carer or a teacher, particularly your Pastoral Care Teacher, your Year Group Depute Headteacher, or the Headteacher) - if you are being bullied, or if someone you know is being bullied;
- Make sure you are aware of the definition of bullying and the different types of bullying (available at <http://respectme.org.uk> or within We All Belong Here, the school's anti-bullying policy);
- Try to walk away and do not retaliate, as this can make things worse
- Always behave towards others in a way which reflects the school value of respect; include others whenever you can, and show that you value diversity (people from different cultures and backgrounds);
- Think carefully about, and try to change your behaviour if you can see that your words or actions are upsetting or annoying others;
- Block, unfriend or report anyone who sends or posts offensive, threatening or unpleasant online messages; you may find it useful to keep or screenshot any messages or posts which upset you, or which you consider to be evidence of bullying;
- Keep a record or diary of any bullying incidents you have experienced, so that it is easier to describe what has taken place when you decide to tell someone.

Appendix 4



Bellahouston Academy Anti-Bullying Policy – Parent/Carer Summary

At Bellahouston Academy, we want all of our young people to feel that they belong here; this means that they must be made to feel valued and respected by all others within the school community. We hope that – in their time at Bellahouston Academy – our pupils will learn how to develop respectful, responsible and confident relationships with others. Unfortunately, there may be occasions where relationships are less positive, and some young people may experience bullying behaviours. **Bullying behaviour – in any of its forms – is not acceptable and will not be tolerated at our school.**

What is Bullying?

At Bellahouston Academy, we use the definition of bullying provided by Respect Me, Scotland's anti-bullying service.

Bullying takes place in the context of relationships. It is behaviour that can make people feel hurt, threatened, frightened and left out, and it can happen face to face and online.

Bullying is both behaviour and impact; what someone does and the impact it has on the other person's capacity to feel in control of themselves. We call this 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 and it can happen face to face and online.

Bullying behaviour can harm people physically or emotionally and, although the actual behaviour might not be repeated, the threat that it might can be sustained over time, typically by actions: looks, messages, confrontations, physical interventions, or the fear of these. This behaviour can include:

- *Being called names, teased, put down or threatened face to face and/or online*
- *Being hit, tripped, pushed or kicked*
- *Having belongings taken or damaged*
- *Being ignored, left out or having rumours spread about you (face to face and/or online)*
- *Sending abusive messages, pictures or images on social media, online gaming platforms or phone*
- *Behaviour which makes people feel like they are not in control of themselves or their lives*
- *Being targeted because of who you are or who you are perceived to be (face to face and/or online)*

<https://respectme.org.uk/bullying/what-is-bullying/>

Over the page, you will find some advice on what you can do to support the school, in addressing incidents of bullying.

Advice for our Parents and Carers

In regards to bullying behaviour, Parents and Carers are requested to:

- Be aware of the school's anti-bullying policy: ***We All Belong Here;***
- Inform the school of bullying behaviour at the time of the incident or as soon as possible afterwards;
- Understand that the school must take into account the needs of all children and young people - those who experience bullying behaviour as well as those who display bullying behaviour - within a framework of respect, responsibility, resolution and support;
- Work respectfully with staff, young people and other parents/care to help ensure bullying behaviour stops;
- Address their child's behaviour when it affects others negatively, and refrain from interacting in a negative way with any other children involved or their parents/carers/families;
- Manage their children's use of electronic devices and social media, including parental controls, privacy settings, and age guidelines;
- Report any abuse to website providers, delete nasty or offensive messages, and ensure their children unfriend or block anyone sending or posting abusive messages;
- Be aware of the more serious types of incidents which may have to be reported to the police; retain any evidence which may include screenshots, messages, images, etc;
- Express their views and help shape policy development in areas related to anti-bullying;
- Be aware of the complaints process set out by the school and local authority and parents' rights with regard to these procedures.

If you would like some more information on our anti-bullying approaches, please see our school's anti-bullying policy. The contents of this policy are as follows:

- ***Context***
 - *Broader Policy Context*
 - *What is bullying?*
- ***How do we proactively promote an inclusive ethos which safeguards young people against bullying?***
- ***How do we ensure that bullying behaviours are identified and reported as swiftly and effectively as possible?***
- ***How do we address instances of bullying behaviour?***
 - *A young person experiencing bullying behaviour*
 - *A young person displaying bullying behaviour*
- ***References and useful links***

Appendix 5

Bellahouston Academy Anti-Bullying Policy – Staff Summary

At Bellahouston Academy, we want all of our young people to feel that they belong here; this means that they must be made to feel valued and respected by all others within the school community. We hope that – in their time at Bellahouston Academy – our pupils will learn how to develop respectful, responsible and confident relationships with others. Unfortunately, there may be occasions where relationships are less positive, and some young people may experience bullying behaviours. **Bullying behaviour – in any of its forms – is not acceptable and will not be tolerated at our school.**

What is Bullying?

At Bellahouston Academy, we use the definition of bullying provided by Respect Me, Scotland's anti-bullying service.

Bullying takes place in the context of relationships. It is behaviour that can make people feel hurt, threatened, frightened and left out, and it can happen face to face and online.

Bullying is both behaviour and impact; what someone does and the impact it has on the other person's capacity to feel in control of themselves. We call this 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 and it can happen face to face and online.

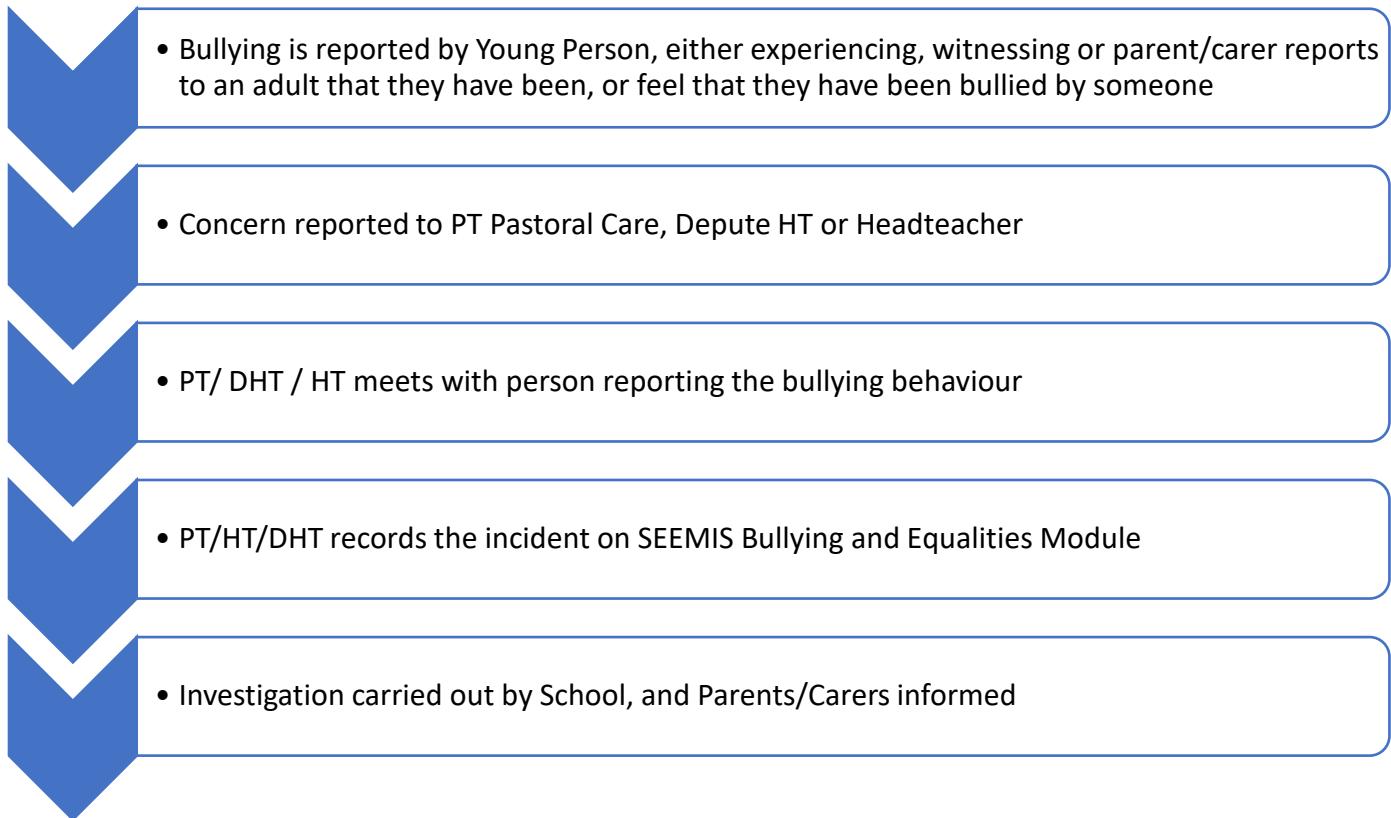
Bullying behaviour can harm people physically or emotionally and, although the actual behaviour might not be repeated, the threat that it might can be sustained over time, typically by actions: looks, messages, confrontations, physical interventions, or the fear of these. This behaviour can include:

- *Being called names, teased, put down or threatened face to face and/or online*
- *Being hit, tripped, pushed or kicked*
- *Having belongings taken or damaged*
- *Being ignored, left out or having rumours spread about you (face to face and/or online)*
- *Sending abusive messages, pictures or images on social media, online gaming platforms or phone*
- *Behaviour which makes people feel like they are not in control of themselves or their lives*
- *Being targeted because of who you are or who you are perceived to be (face to face and/or online)*

<https://respectme.org.uk/bullying/what-is-bullying/>

Over the page, you will find some advice on what you can do to support the school, in addressing incidents of bullying.

The following process will be followed, should an incident of perceived building come to light.



Evidence that Bullying took place

Action taken to support young person experiencing bullying and also young person displaying bullying behaviour.
SEEMIS Module updated

No Evidence that Bullying took place

School responds to original concern explaining the outcome of investigation. Further action may be required to resolve any further concerns. SEEMIS Module updated to record that incident was Unfounded.

Advice for Staff

In regards to bullying behaviour, staff are requested to do the following:

- Through the application of nurture principles and other inclusive practices, model positive relationships, and appropriate behaviour and values at all times;
- Be fully aware of the key information within the school's anti-bullying policy We All Belong Here;
- Undertake professional development activities related to anti-bullying and inclusion as required;
- Pass on any reported instances of bullying behaviour, to the appropriate Principal Teacher of Pastoral Care, Depute Headteacher, or the Headteacher as soon as possible;
- Be vigilant for any signs of bullying, and report any concerns to the relevant PT Pastoral Care, Year Group Depute Headteacher or the Headteacher;
- Participate at classroom level as required, in any strategies communicated by PT Pastoral Care or Depute Headteacher designed to resolve any issues related to bullying.

Appendix 6

Bellahouston Academy

Strategies Used to Address Bullying Behaviours



At Bellahouston Academy, we want all of our young people to feel that they belong here; this means that they must be made to feel valued and respected by all others within the school community. As well as the academic learning they will undertake, we hope that – in their time at Bellahouston Academy – young people will learn how to develop respectful, responsible and confident relationships with other children, young people and adults. Unfortunately, there may be occasions where relationships are less positive, and some young people may experience bullying behaviours. We are fully committed to addressing any incidences of bullying behaviour as swiftly and effectively as possible, so that young people need not feel its harmful effects. **Bullying behaviour – in any of its forms – is not acceptable and will not be tolerated at our school.**

What is Bullying?

At Bellahouston Academy, we use the definition of bullying provided by Respect Me, Scotland's anti-bullying service.

Bullying takes place in the context of relationships. It is behaviour that can make people feel hurt, threatened, frightened and left out, and it can happen face to face and online.

Bullying is both behaviour and impact; what someone does and the impact it has on the other person's capacity to feel in control of themselves. We call this 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 and it can happen face to face and online.

Bullying behaviour can harm people physically or emotionally and, although the actual behaviour might not be repeated, the threat that it might can be sustained over time, typically by actions: looks, messages, confrontations, physical interventions, or the fear of these. This behaviour can include:

- *Being called names, teased, put down or threatened face to face and/or online;*
- *Being hit, tripped, pushed or kicked;*
- *Having belongings taken or damaged;*
- *Being ignored, left out or having rumours spread about you (face to face and/or online);*
- *Sending abusive messages, pictures or images on social media, online gaming platforms or phone;*
- *Behaviour which makes people feel like they are not in control of themselves or their lives;*
- *Being targeted because of who you are or who you are perceived to be (face to face and/or online).*

<https://respectme.org.uk/bullying/what-is-bullying/>

Strategies Used to Address Bullying Behaviours

It is important that we apply a consistent and coherent response when addressing instances of bullying behaviour. This means that each incident will be dealt with according to the same principles. It also means that the specific actions taken may differ slightly, bearing in mind the specific circumstances in each individual case.

- The young person experiencing and reporting bullying behaviour will be made to feel safe and well-supported initially and throughout the process.
- The incident will be fully investigated so that the circumstances are understood, and that our response is fair.
- It will be made clear to all involved in displaying bullying behaviours that these do not reflect our school values, and are unacceptable.
- The young person displaying the bullying behaviour will receive the required supports to ensure that their behaviour changes.
- We will involve - where it is appropriate - those who might help us to support both the young person experiencing and the young person displaying the bullying behaviours (e.g. parents, partner agencies, other pupils, etc.).
- We will ensure that – throughout the process – we record our findings using the Seemis Bullying and Equalities module (and Pastoral Notes, where required).
- A swift and lasting resolution will be sought as the outcome.

The table overleaf will give an indication of the strategies we use most commonly at our school to address bullying behaviours, and some detail regarding the circumstances where the strategy is most appropriate.

Strategy	When and Why this Strategy May be Used
SLT/PTPC/FH Inclusion fact-finding meeting with pupil displaying bullying behaviours	This strategy will be used when an allegation of bullying comes to light. A member of staff will speak to those involved in order to build a clear picture of events. This will allow the member of staff to decide on the best course of action to follow. All information will be dealt with discreetly.
Parental Meeting with SLT/PTPC/FH Inclusion	This strategy will be used when a member of staff has built a clear picture of the relevant events. The member of staff will make the parent aware of the behaviour their child has been experiencing or displaying, and will ask the parent to support the school in resolving the matter. If social media is relevant, parents are asked to be vigilant regarding their child's devices and accounts.
Planned removal from class	These strategies are most likely to be used in the immediate aftermath of the incident being reported. They allow some time and space for the young people directly involved (especially the pupil experiencing bullying behaviours and the pupil displaying bullying behaviours) to have some time apart. Usually, this time and space can be accommodated within school, by putting in place arrangements to minimise any contact between the pupils involved. This should mean that the pupil experiencing bullying behaviours feels comfortable and safe whilst the matter is being investigated and addressed. It also allows any de-escalation to take place, if the situation involves peer conflict.
Temporary bespoke timetabling	
Supervision and restricted movements at interval/lunch	
Parental pick-up/drop-off at beginning and end of school day	In the most serious cases of bullying, or where bullying behaviours are repeated, it may be felt inappropriate for the young person displaying the bullying behaviours to be in school, particularly if it is felt that the pupil displaying bullying behaviours poses a risk to the safety of others. In such cases, formal (temporary) exclusion from school may be used, to give the pupil opportunity to reflect on the seriousness of their behaviour, and its impact on others. When the pupil returns to school following exclusion, there will be a need for restorative and educational work to take place to encourage appropriate behaviour in future.
Internal exclusion	
Formal (temporary) exclusion	
Restricted access to electronic devices during school day	This strategy would be used where the matter involves social media. A pupil displaying bullying behaviours using their electronic device (such as a mobile phone) may be asked to leave this with a member of staff in order to restrict access and minimise the potential for escalation of conflict.
Loss of privileges (e.g. permission to attend after-school clubs, trips, etc)	This strategy will be used most commonly when the bullying behaviour has become evident whilst the pupil has been engaging with these privileges. However, it may also be used at other times as a means to reinforce that pupils will be required to abide by the school's values, if they are to be granted privileges, and if they are to be trusted to respect others' rights to enjoy these privileges.
Target-setting discussion with SLT/PTPC/FH Inclusion, regarding behaviour and relationships	
Teacher-led education work (e.g. on race, sex/gender, social media, etc.)	
Restorative discussion with SLT/PTPC/FH Inclusion	These strategies are used to ensure the young person displaying the bullying behaviour reflects honestly on their behaviour, recognises the physical or emotional harm it has caused for others, and commits to behaving more respectfully in future. This may involve the pupil being asked to consider why they have chosen to display bullying behaviours, and how they can, in the future, form more appropriate relationships with their peers. Education work will be particularly important where prejudiced-based bullying is evident; opinions or views which are discriminatory will be challenged.
Restorative meeting with pupil experiencing and displaying bullying behaviours	These strategies will be used where it is necessary for the pupil experiencing bullying behaviour to make the other pupil(s) aware of how the matter has affected them. A face-to-face meeting would only be used where both pupils felt willing to engage with this, and if the pupil experiencing bullying behaviours feels that this gives them back a feeling of control. The pupil displaying the bullying behaviour may feel it helpful to offer an apology (along with an assurance that there will be no repeat of such behaviour); In this way, a more lasting resolution may be reached.
Referral to staff or peer mentor	
Referral to Campus Police Officer	
Referral to other in-school partner agencies (e.g. School Counsellor, FARE, MCR Pathways, etc.)	These strategies will be used when other staff (or Senior Pupils) in the school can help to support pupils involved in incidences of bullying. It may be that the pupil experiencing bullying behaviours feels more able to build resilience and self-esteem if they have regular access to and support from a key adult. It may be that the pupil displaying bullying behaviour needs support in learning how to build more positive peer relationships. In situations where a pupil has broken the law, the Campus Police Officer will be involved.

Appendix 7



Positive Relationships and Anti-Bullying – Focus Group Questions

At Bellahouston Academy, we want everyone within our school community to feel that they belong here, and are treated well by others. We are interested to hear your views on how we can do this effectively.

How Good is OUR School Theme 1 – Our Relationships

The statements below describe the aims we have for our school in establishing positive relationships.

- *Our school is welcoming and everyone feels that they belong here. All pupils have opportunities to make friends and feel part of a group.*
- *No-one in our school feels discriminated against because of their age, gender, ethnicity, religious belief, sexual orientation or disability.*
- *Our staff are caring and help us to feel safe in school. We feel happy, safe, respected and included within our school community.*
- *Staff and pupils set high expectations for behaviour in our school. Everyone shows respect to each other.*
- *Our school has effective ways of dealing with negative behaviours so that relationships can be restored and remain positive.*
- *We are encouraged to take responsibility for our own actions and relationships. We are expected to consider how our actions affect other people.*

We would like you to think about the questions below, so that we can evaluate how successfully we are meeting these aims. This will give us a clear idea of what we are doing well, and the areas where we should look to improve.

Discussion Questions

We are now going to think about **how the school encourages young people to behave in respectful ways towards others**, so that we all feel welcome and happy here.

Discussion Questions	Notes
<i>How does our school help you to feel you belong?</i>	
<i>How do we know that everyone is treated fairly and with respect in our school?</i>	
<i>How do our teachers help pupils to get on with one another? What difference does this make to how happy you are in school?</i>	

We are now going to consider **how the school responds where young people behave in inappropriate ways**.

Discussion Questions	Notes
<i>How do you know what is expected of you in how you behave towards others in our school?</i>	
<i>Are there any things that make you feel unsafe in our school?</i>	
<i>How well does our school deal with situations involving inappropriate behaviour?</i>	

