



KINDNESS



AMBITION



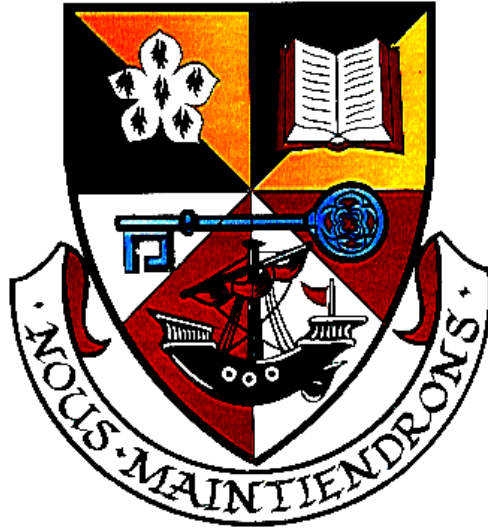
INTEGRITY



RESILIENCE



RESPECT



Hillhead High School

Anti-Bullying Policy 2021-2022

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1. Introduction

Bullying behaviour is never acceptable within Hillhead High school. 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 free from all forms of abuse, bullying or discrimination.

This policy sets out Hillhead High School's anti-bullying policy within the context of Education Services overarching policy on inclusion Every Child is Included and Supported. It has been produced with the input from RespectME, Scotland's anti bullying service.

This policy also reflects the principles of *Getting it Right for Every Child*, where health and wellbeing is a central aspect of the curriculum and is the responsibility of all staff.

Bullying affects individuals, families and relationships as well as a child's education and participation. A child that is bullied will not feel safe, included or respected and therefore constitute a well-being concern.

2. What do we mean by bullying?

There are many different definitions about what constitutes bullying, but it is not helpful to define bullying solely in terms of behaviour.

Bullying is behaviour **and** impact – never one on its own. Bullying takes place in the context of relationships. It is behaviour, actions or attitudes that can make people feel hurt, threatened, frightened and left out. This can include:

Being called names, teased, put down or threatened;

Being hit, tripped, pushed or kicked;

Having belongings taken or damaged;

Being ignored, left out or having rumours spread about you;

Receiving abusive messages electronically;

Behaviour which makes people feel like they are not in control of themselves;

Being targeted because of who you are or who you are perceived to be.

Being targeted as a result of homophobic prejudices.

Being targeted as a result of biphobia prejudices.

Being targeted as a result of transphobia prejudices.

This can harm people physically or emotionally and, although the actual behaviour may not be repeated, the threat may be sustained over time, typically by actions, looks, messages confrontations, physical interventions or the fear of these. This is not an exhaustive list and it is important to consider impact, intent and persistence when defining bullying behaviour.

When talking about bullying, it is important not to label children and young people as *“bullies”* or *“victims”*. Labels can stick for life and can isolate a child, rather than helping them to recover or change their behaviour. Reference should be made instead to *“those experiencing bullying behaviour”* and *“those displaying bullying behaviour”*.

All children and young people need help to understand why bullying behaviour is wrong in order that they can change it. It is important not to develop predisposed notions about which child or young person is likely to fall into which category. In some cases, children or young people may not be aware that their behaviour is actually bullying. They perhaps model the behaviour of adults or other children and young people. They may not understand that it is wrong because they have never been taught otherwise.

In these circumstances the intent may not be present, but the impact and effect on the person being bullied will be no less severe. Bullying can

affect people in different ways. If you are unsure if behaviour is bullying, look at the effect it is having on the child or young person. It can be the case that one child says something unpleasant to another, but this is not always a case of bullying as it has no real impact on the child. Such behaviour should always be challenged, even if it is not bullying.

3. Ethos

Health and Wellbeing is the responsibility of all staff and it is a critical factor in creating and maintaining positive ethos within Hillhead High school. In order to establish an ethos where bullying is never acceptable at Hillhead High school:

Vision, Values and Aims Statements which place an emphasis on mutual respect and which are agreed and discussed with all staff, learners and parents/carers and are featured at Parents' Evenings, Parent Information Evenings and school assemblies.

Involvement of pupil focus groups in drawing up school approach to anti-bullying.

Mentoring systems which include P7 mentors, MPV mentors, senior pupil mentors who are involved in peer mediation.

Restorative practices and solution-focused approaches as practiced by PT's, SfL and SLT.

A code of conduct which makes clear that bullying is unacceptable and sets out everyone's responsibility in preventing and reacting to bullying. This is encouraged through our PSE programmes across the year groups.

Visual reminders such as posters in our school websites and school screen displays.

The school works with its partner agencies in role play and drama presentations within the PSE programme. The school's English department is also involved in similar activities in supporting the anti-bullying policy.

Hillhead High School is committed to reducing the incidence and effects of bullying behaviour by:

Setting an ethos in the school which places an emphasis on respecting, valuing and caring for self and others.

Putting in place anti-bullying policies.

Taking seriously any report or allegation of bullying behaviour, investigating and taking appropriate action.

Ensuring that staff, children and young people and parents/carers are fully conversant with the requirements of the school's anti bullying policy and that its terms and implications are discussed and reviewed on a regular basis.

Providing support for children and young people who are experiencing bullying behaviour.

Helping the person displaying bullying behaviour to understand the impact of their behaviour and supporting them as they change their behaviour.

Involving parents/carers as appropriate in supporting both children and young people experiencing bullying behaviour and those who are displaying bullying behaviour.

Ensuring the level of bullying in the school is monitored and procedures are in place for maintaining records.

Putting in place quality assurance procedures to monitor the effectiveness of the policy and reviewing as appropriate.

4. What we do if someone says they are being bullied.

A child or young person may say to a member of staff that they are being bullied. How the member of staff reacts is crucially important. Children and young people have usually gone through a lot of upset before they come forward and actually tell someone whom they trust.

A child's experience will be directly affected by the response they get from the adult. We need to listen and get it right. It's about the personal touch, and we should always be mindful of this, no matter how busy we are at the time. What matters most is that staff should listen to what the child is saying and reassure them that they have done the right thing.

Keeping notes may be helpful but it is important that the child knows why and how the notes will be used. Teachers are recommended to ask the following three questions:

What was the behaviour?

What impact did it have?

What do I need to do about it?

At this stage teachers need to be very clear with the child what to do next. The following steps will usually be followed next:

- Report incident to Pastoral Care or Depute with responsibility for particular year group.
- Pastoral Care/Depute will then investigate incident.
- The views of all pupils involved will be considered.
- Actions/consequences are put in place to support all concerned.
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The child needs to retain some feeling of control over the situation. It is vital that they are involved and updated on progress.

Sometimes a particular incident can be resolved fairly quickly but in many cases it can take some time to work towards a resolution and it is important that the child experiencing the bullying behaviour feels supported and has some strategies to help.

Bullying can have long-term impacts on children and young people. When bullying behaviour stops, the impact may need on-going monitoring and support.

5. What we do about the child who is displaying bullying behaviour?

Children who are bullying will need help and support to help identify the feelings that cause them to act this way and develop strategies to

cope with these feelings differently. All behaviour is communication and it may be that the bullying behaviour of the child may stem from an unmet need it may well be that a plan would be appropriate.

6. Prejudice

Staff should be prepared to address prejudicial attitudes that may be behind the behaviour. Bullying behaviour can often be rooted in prejudice due to difference or perceived difference. Under the Equality Act 2010 schools are expected to challenge inequality and promote inclusive and nurturing environments, making a clear and explicit commitment to each of the protected characteristics and that bullying based on or motivated by these is never acceptable.

Protected Characteristics

- 1) Age
- 2) Disability
- 3) Gender Assignment
- 4) Marriage and civil partnership
- 5) Pregnancy and Maternity
- 6) Race
- 7) Religion
- 8) Sex
- 9) Sexual Orientation

Hillhead High School is also aware of the potential vulnerability of children in relation to the following:

Asylum seeker or refugee status

Body image

Looked after status

Social or economic status

Young carer responsibilities

Imprisonment of parents/ cares, siblings or other family members

Lesbian, Gay, Bisexual, Transgender Young People:

Homophobia can include fear, aversion, hatred, violence, anger, or discomfort felt or expressed towards people who do not conform to heteronormativity.

Biphobia encompasses a range of negative attitudes, feelings or actions toward bisexuality and toward bisexual people as a social group or as individuals. It can take the form of denial that bisexuality is a genuine sexual orientation and can involve promoting negative stereotypes about people who are bisexual. For example, the belief that they are promiscuous or dishonest.

Transphobia encompasses a range of negative attitudes, feelings or actions toward transgender people, non-binary people, those perceived as non-binary or transgender, transness in general and those who may be questioning their gender identity. Transphobia can include fear, aversion, hatred, violence, anger, or discomfort felt or expressed towards people who do not conform to social gender expectations.

(see full list of characteristics below)

Where relationships are based on respect and children feel included, they are more likely to develop effective resolutions and responses to bullying.

7. Recording, Reporting and Monitoring of Bullying

To ensure consistency all incidents of bullying should be recorded as per school policy & systems. Recording in this way has a number of advantages:

It will allow education services to collect data centrally.

It will allow Hillhead High School to interrogate data

It will comply with the requirements of the Equality Act 2010.

Incidents will be recorded under different types of bullying behaviour.

The system will record incidents against persons displaying the behaviour and persons experiencing the behaviour

All incidents of bullying or alleged bullying must be recorded using school systems. It should be clear how the case will be monitored and reviewed.

A member of the Senior Management Team will have responsibility for ensuring that procedures relating to allegations of bullying are implemented and that the whole school reports available on SEEMIS are regularly monitored.

Information is recorded about both the person experiencing the behaviour and the person displaying the behaviour. If an incident is covered by more than one of these select all that apply under these headings:

Nature of Incident

Damage to property
Physical
Emotional
Text or IT related
Extortion
Verbal
Incitement
Written
Isolation

Characteristics

Age
Gender reassignment
Medical Condition/Disability
Homophobia
Sexual orientation
Biphobia
Transphobia
Body image
Marital status
Care circumstances
Pregnancy/Maternity
Disability of victim

Racial
Economic Circumstances
Religion or belief
Family Circumstances
Sectarian
Sexual harassment
Gender
Substance Misuse
Territorial / Gang related

Other supports

Childline

<https://www.childline.org.uk>

0800 11 11

Respectme – Scotland’s Anti-Bullying service

<https://respectme.org.uk>

LGBT Youth Scotland

<https://www.lgbtyouth.org.uk>

Education Scotland

<https://education.gov.scot/>

Bullying UK (part of Family Lives)

<https://www.bullying.co.uk/>

<https://www.familylives.org.uk/>

family lives helpline number: 0808 800 2222

Children 1st

<https://www.children1st.org.uk>

Other useful websites

www.anti-bullyingalliance.org.uk/

www.ditchthelabel.org